DESCRIPTION OF L2 TEACHER TALK ADJUSTMENTS IN TWO EAP CLASSROOMS AT UNIVERSIDAD DEL VALLE

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2011
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“Sometimes we felt so lucky, but indeed we were blessed. When there seemed to be too much to do – along came your hand!”
   Thank you, Lord.

“Your caring words, your caring deeds, your patience, they meant so very much.
   For all we received from you, we can never say ‘Thank you’ enough!”
   Thank you, Family.

“For giving and sharing, for listening and caring, for being such a great advisor.”
   Thank you, Blanca.

“Thanks for all the little things; the ‘done-and-then-forgotten’ things; the ‘oh-it’s simply-nothing’ things. You’ve made our heart much lighter!”
   Thank you, Teachers.

As someone said once “No work can be done alone, and even if it could, it would be much richer and more pleasant to do in cooperation”.
   Thank you, Friend.
Teacher talk (TT) is a crucial aspect in language learning because the classroom is one of the main places where foreign language learners are frequently exposed to the target language and because it also allows learners to gain knowledge and understanding. The success of teaching depends to a large extent on the way teachers talk and interactions that occur between teachers and students. This study investigated some adjustments of the L2 teacher talk used by EAP teachers at Universidad del Valle as teaching strategies during the teacher-students classroom interaction. Data were collected via classroom observation and were analyzed according to the Sinclair-Coulthard Discourse Analysis Model. The framework was the belief that learners can better learn a L2 through exposure to comprehensible input. This study concludes that TT could be considered as a language teaching facilitator, as a means to improve students’ language proficiency and as a students’ learning need. Teachers could better understand language as social interaction by examining the individual parts in classroom discourse. In this way, they can effectively use TT in order to fulfil students’ goals of second language learning.

Key words: teacher talk; comprehensible input; classroom interaction; English teaching.
RESUMEN

El habla del profesor es un aspecto crucial en el aprendizaje de una lengua porque el salón de clase es uno de los lugares principales en donde los estudiantes de una lengua extranjera están expuestos a la lengua objetivo y porque éste también permite que los estudiantes ganen conocimiento y entendimiento. El éxito de la enseñanza depende en gran medida de la forma del habla del profesor y en las interacciones que ocurren entre profesores y estudiantes. Éste estudio investigó algunos ajustes del habla del profesor en la lengua extranjera utilizados durante la interacción profesor-estudiantes en el aula. Los datos fueron recogidos vía observación en el aula y fueron analizados de acuerdo al modelo de análisis del discurso de Sinclair y Coulthard. El marco teórico fue la creencia de que los estudiantes pueden aprender una lengua extranjera a través de su exposición al *input* comprensible. Por tanto, este estudio concluye que el habla del profesor podría ser considerado como un facilitador en la enseñanza de una lengua, como un medio para mejorar la habilidad de una lengua en los estudiantes y como una necesidad para el aprendizaje de los estudiantes. Los profesores podrán entender mejor la lengua como interacción social al examinar las partes individuales en el discurso del aula. De esta manera, podrán usar efectivamente el habla del profesor con el fin de cumplir las metas de los estudiantes en el aprendizaje de una segunda lengua.

Palabras clave: habla del profesor; input comprensible; interacción en el aula; enseñanza del inglés.
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CHAPTER 1 INTRODUCTION

“Much of what happens in teaching is unknown to the teacher. Teachers are often unaware of the kind of teaching they do or how they handle many of the moment-to-moment decisions that arise”

Richards and Lockhart (1996:3)

The growing number of worldwide studies about the pedagogical practice in the classroom evidences the importance of classroom research as an alternative for being aware of the situations faced by teachers of English. Furthermore, the study of classroom discourse can reveal much about the teaching and learning processes. In fact, Discourse Analysis (DA) is a growing field in research in different areas, and one of those areas is focused on the teacher and student-teacher discourse.

Since discourse analysis may provide rethinking of the pedagogical practice and its results, we decided to investigate the EFL teacher’s discourse in an EAP classroom, as a means to understand the interactions, particularly in the L2, between the teacher of English and his learners. Thus, based on the premise that the investigation of classroom discourse leads to an understanding of the teaching and learning processes, we searched the answer to two questions: (a) does the teacher speak in L2 along the class as a means to teach the foreign language?; (b) what possibilities are offered for the pupils to listen and interact with the teacher in L2?

Therefore, this study investigates the language that teachers use to interact with their students so that they can work as facilitators for the interactions during the EFL class. The L2 interactions in class may be achieved by means of, for instance, “simplify the variety of their own language, slower speech rate, longer pauses,
shorter utterances, lower syntactic complexity, and avoidance of idiomatic expressions" (Henzl 1973; Gaies 1977; in Fukazawa 1993:39). Moreover, the use of the mother tongue can be observed in the teacher’s talk so as to make meaning of the foreign language, or as a short cut in explaining tasks, and consequently, facilitate learners’ participation in classroom interactions (Cook, 2000).

1.1. PURPOSE

Teachers of English both abroad and in Colombia are now being trained to give more attention to the development of listening and speaking skills in their learners trying to recreate a real situation of communication in the language classroom. Consequently, studies on the language that teachers use in classroom has emerged and increased gradually. This kind of language is known as Teacher Talk.

Teacher talk (TT) is a crucial aspect in language learning because the classroom is one of the main places where foreign language learners are frequently exposed to the target language and because it also allows learners to gain knowledge and understanding. Therefore, TT could be considered as a language teaching facilitator, as a means to improve students’ language proficiency and as a students’ learning need.

At the Universidad del Valle, the School of Language Sciences teaches a series of English courses in the modality of English for academic purposes (EAP) as a complementary subject to all of the degrees the university offers. The skill of concern in these courses is reading due to students’ need of dealing with texts in their respective areas of study in English. Nevertheless, for learners, the opportunity of learning and developing other skills like listening and speaking through TT and teacher-student interaction in the language classroom cannot be ignored because they are also a students’ need related to the effective competitiveness in the labour market of the globalized world.
Thus, the authors of this work, after a time of classroom observation during their Curriculum design for teaching languages for specific purposes subject found that there is a low amount of teacher talk in the target language in the EAP courses. Although teacher talk involves many aspects, what concerns this research is to provide a clear and simple account of TT used as adjustments to classroom management and during the interaction with students. It was carried out by describing and analyzing two corpora recollected during the semester of August - December 2010 and February-June 2011, and questionnaires addressed to both teachers and students, in two EAP first level courses at the Universidad del Valle.

In this way, the research attempts that EAP teachers from the university and the audience from the educational environment could see themselves reflected on this dissertation by recognizing their own main features and being consciously able to evaluate, modify and increase their spoken discourse in order to facilitate both English language teaching and learning.

1.2. JUSTIFICATION

In English classrooms, the language is not only the object of the course, but also the means to achieve the teaching objective. Hence, since 1960’s teachers of English overseas have increased their interest in the analysis of teacher’s discourse and recently focused on the English courses for academic purposes (EAP).

Furthermore, the language that teachers use in classrooms determines to a larger degree whether a class will succeed or not because it is through teacher talk that teachers share knowledge and skills, organize teaching activities and help students practice. In fact, appropriate TT can create a harmonious atmosphere and at the same time promotes a more friendly teacher-students relationship, and
consequently creates more opportunities for interactions between teachers and students.

A better understanding of the use of teachers’ language cannot undoubtedly help students improve their learning, and students cannot make a better use of teacher talk to learn the target language unless some research is carried out. Although, every teacher has his own style or views there will be a structure on his discourse and that is why it is necessary to do some research on his classroom talk from both theoretical and practical perspectives.

However, in this sort of research, it is impossible to get a perfect neutral description with an absolute sense of teacher’s discourse. Then, the authors will try to avoid the point of criticism of any aspect of the teacher talk because there are significant variables between teachers and their pupils involved in this complex process of second language acquisition like: the social context, age, sex, subject matter, time of day, day in the week, nature of materials, among others, that can have different results in an event or another (Sinclair and Brazil 1982:2).

These variables are also presented by Ellis (1994) as: external aspects (all the information that feeds the student, including the input and the interaction with the teacher); internal aspects (cognitive or intellectual); and individual differences (age, mother tongue development, aptitude, motivation, attitude, personality, learning strategies, affective and cultural conditioning factors). The teacher talk main features to be analyzed in this study will be: amount, functional distribution (purpose), and vocabulary, syntax, and discourse modifications; and the main objective of this study is to work on the analysis of the adjustments made by EAP teachers during the interaction with their students inside the classroom.
1.3. OBJECTIVES

1.3.1. General objective

To identify, describe and analyze the adjustments at Universidad del Valle made in the teacher talk by two teachers in the first level courses of reading academic English texts during the interaction with their students and during the classroom management in the second language.

1.3.2. Specific objectives

- To identify and describe the main L2 teacher talk adjustments presented in the teachers talk.
- To analyze the context in which the L2 teacher talk adjustments appear during the teacher-student interaction.
- To establish similarities and differences between the teacher talk of both courses.
- To show some difficulties found at the moment of applying the Sinclair-Coulthard IRF Discourse Analysis Model.
CHAPTER 2 BACKGROUND RESEARCH

“Classroom process research, as Gaies (1977, in Hasan 2008) calls the study of communication in the classroom, has taken different forms: interaction analysis; teacher talk; discourse analysis” (Ellis, 1985a:143). All dimensions of classroom process, from giving instruction to questioning or disciplining students, providing the feedback, involve teacher talk. Study on teacher talk has become one of the most important aspects of classroom research.

Historically, the British work has principally followed structural-linguistic criteria, on the basis of the isolation of units, and sets of rules defining well-formed sequences of discourse (McCarthy, 1991). One important study was carried out by Sinclair and Coulthard (1975), who developed a model for the description of teacher-pupil talk based on a hierarchy of discourse units. They found in the language of traditional native-speaker school classrooms a pattern of three-part exchanges, where the teacher made the initiation and the follow-up move, while pupils were restricted to responding moves (Coulthard, 1985; McCarthy, 1991).

In discourse analysis there are many studies that have followed the structure of Sinclair and Coulthard (1975-1992) who are the basis for this kind of analysis. However, there are other authors, McCarthy (1991), Austin (1978), Searle (1972), etc., who also studied discourse.

Though discourse analysis has had a major impact in our environment, many of the studies conducted have taken into account different approaches. Some of them are in written discourse, also in the political discourse and mainly with kids in ESL courses. For the purpose of this study, we are going to discuss important contributions made about the discourse analysis in ESL classrooms.
SINCLAIR, J. and Coulthard, M. (1975) “Towards an Analysis of Discourse: the English Used by Teachers and Pupils”. This is a study that focuses on discourse analysis presented in the classroom, directed to teacher’s speech, to which Sinclair gives the name of "Teacher Talk". For our study this reference is the most important due to all our data analysis is based on Sinclair and Coulthard model the IRF (Initiation, Response, Feedback) where it presents the initiation made by the teacher, the response produced by the student and the feedback which is an evaluation made by the teacher with many ways.

MCCARTHY, M. (1991) “Discourse Analysis for Language Teachers”. This work is about an introduction to discourse analysis and its relevance for language teaching. Furthermore, it also presents different models of analysis and evaluates in terms of their usefulness to language teachers. McCarthy plays an important role in our investigation because we had a clearly view about the model of Sinclair and Coulthard.

SINCLAIR, J. and Brazil (1982) "Teacher Talk". They conducted a study based on a descriptive method that allowed to examine the interaction which come up from the different learning methods and practices in the class. This investigation makes reference to the linguistic categories used frequently by the teacher that allows him/her to obtain appropriate answers from the pupils. It is this last part which influences our dissertation because we could analyze and classify better the pupils’ answers based on the teacher talk.

ELLIS, R. (1994) “The Study of Second Language Acquisition.” This study conducted an investigation that provides a comprehensive review of the research into learner language, internal and external factors in language acquisition, and individual differences. Though this book is aimed for ESL classrooms, it helped to analyze the process of English in EAP in order to identify the external and internal factors in these classes.
At a university level (undergraduate and graduate), we also found some inquiries about the interaction teacher-pupil in a foreign language classroom, in the dissertations made in the School of Language Sciences at Universidad del Valle. Here we have some:

COSH, E. (1999) "El Código Modificado en el Habla del Profesor en la Enseñanza de una segunda Lengua: Análisis del Teacher Talk del Profesor Nativo y no Nativo del Inglés". The main objective was to compare the modified code in the teacher talk between two teachers, one native and other one no-native, in the interaction with their students in the L2 classroom. Hence, we can observe differences and similarities in the talk of both categories, and then it helped to analyze our data.

MARTINEZ DE JIMENEZ, María Cristina. (1986) “Análisis del Discurso Escrito.” This work shows the usefulness of discourse analysis to develop the communicative abilities; comprehension and production in order to foster the communicative competence in the native speaker. This work made us realize that the discourse is not only verbal but written too, and although this last one influences teachers’ speech in some way, we decided to focus this research just on the first aspect.

MACEDO, Alan R. (2000) “Classroom and Spoken Discourse and Phonology.” The primary focus of this research is on spoken discourse that occurs inside the classroom. It specifically chose classroom situations where the teacher was instructing in front of the class. As this study dealt with phonology, it helped to analyze the sound of the words in order to identify the different acts.

UMAR FAROOQ, Mohammad. (2000) “Examining a Male Teacher’s aTtention in a Mixed-sex EFL Japanese High School Classroom.” This study was an attempt to examine the role of teacher’s attention in mixed-sex EFL classrooms of Japanese learners. As our work is written in English we needed more influence in the second
language and to internalyze many concepts that change from one language to another.

BEDOYA, N. and JARAMILLO, Luz M. (1997) “Análisis del Proceso de Interacción Verbal entre un Profesor-Estudiante durante la Clase de Inglés en el Grado Primero de un Colegio Bilingüe en Santiago de Cali”. The focus of this study is the verbal interaction that exists between teacher and student. And how teacher controls the speech taking into account quantity, range and level of control. As this study was related to ours, it helped us to have a better idea of the DA to give an order to our analyzed data.

XIAOU, M. (2006) “Teacher Talk and EFL in University Classrooms”. This study is a dissertation degree in which the author analyzed the teacher talk in a university in China with the Sinclair and Coulthard’s model. Thanks to this investigation we could organize and follow a structure for organizing the collected data and for observing similarities and differences between EFL and EAP classes in the TT.
3.1. SINCLAIR-COULTHARD IRF DISCOURSE ANALYSIS MODEL

For the realization of our work we have relied on studies by Sinclair and Coulthard, who have done research on discourse analysis presented in the classroom, focusing on the teacher's speech, to which Sinclair gives the name of "Teacher Talk" (TT).

The Sinclair and Coulthard IRF model of discourse analysis (DA) was developed in 1975 as part of a ‘continuing investigation of language function and the organization of linguistic units above the rank of clause’ (Sinclair and Coulthard 1975: 1). The model provides a way of analyzing spoken discourse produced in the structured and institutionalized environment of the classroom where the teacher could be expected to ‘be exerting the maximum amount of control over the structure of the discourse’ (ibid: 6). The Sinclair-Coulthard IRF model is organized on the basis of a rank scale which proposes five ranks: lesson, transaction, exchange, move and act which relate hierarchically.

Lesson
Transaction
Exchange
Move
Act

Taking into account the model, a lesson consists of transactions which are composed of a number of exchanges which consist of a frame and/or a focus move; typical framing and focusing moves are indicated by acts such as ‘well’, ‘good’, ‘okay’, in addition to an extended pause, and/or comments by the teacher
which summarize the preceding or following discourse. In addition, transactions are generally composed of the I-R-F (initiation-response-follow-up) exchange pattern which gives the name of the model.

Transactions comprise a number of moves which can be divided into acts; the act is the smallest analyzable functional unit in a discourse and takes on many different functions within the move, for example starter, eliciting, informing, clue, nominate, etc., (see appendix 1, page 107).

The exchange has been defined as the ‘significant unit of discourse’ (McCarthy 1991:122), and much of the interest in spoken discourse has been at this level. Exchanges are divided into teaching and boundary exchanges: boundary exchanges marking stages in the lesson by the teacher, and teaching exchanges showing the way any particular lesson is progressing, and depending on the teacher’s intent, can be actualized through informing, directing, eliciting or checking. Five moves make up the exchanges: framing and focusing moves realize the boundary exchanges and initiate, respond and feedback moves (I, R, F) realize the teaching exchanges. This can be seen in the following example, taken from personal data:

I: (teacher) What is helpful?
R: (pupil) ¿Utilidad?
F: (teacher) Útil ¿no? Se convertiría en útil.

The 22 acts identified by Sinclair and Coulthard combine to make up the moves, and define the function of utterances made by the teacher and students. For example, in the preceding example, the teacher’s initiation move consists of one elicit act. The student’s response move contains a reply act, while the teacher’s feedback move includes a check, which indicates to the student if they understand
or not the response, and an evaluate, which comments on the quality of the response. In the final analysis it will be this way:

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-Initiate</td>
<td>Initiation</td>
<td>el</td>
<td>Response</td>
<td>rep</td>
<td>Follow-up</td>
<td>ch</td>
</tr>
<tr>
<td></td>
<td>What is helpful?</td>
<td></td>
<td>¿Utilidad?</td>
<td>¿Útil no?</td>
<td>Se convertiría en útil</td>
<td></td>
</tr>
</tbody>
</table>

All our work is based on Sinclair and Coulthard IRF discourse analysis model (1975). The above part was a general overview of the model but now we want to go deeper in it to show a better comprehension for our data analysis. We are going from general to particular, so the first part is about transactions, the second is about exchanges and the third will deal with moves.

### 3.1.1. Transactions

Transaction part of the discourse begins with a preliminary exchange and ends with a final exchange. Within this part some intermediate exchanges occur, eleven to be precise, which will be selected from the three major teacher-initiated free exchanges types: Inform, Direct, and Elicit (Sinclair and Coulthard 1975: 56).

**Informing transactions**

In this part, while the teacher is informing the pupils do some acknowledgement. Nevertheless, within this exchange small or brief elicitations can occur in order to check if the pupils are understanding or following the lesson.

**Directing transactions**

This transaction occurs when the T-Direct is at the beginning instead of at a subordinate position. The directive will usually request the pupils to engage in some work. Sinclair and Coulthard mention that when the pupils work separately, they have most opportunity for initiating exchanges. Normally, teachers end such transaction with an elicitation, asking for the pupils' results.
Eliciting transactions

This is the simplest transaction because the teacher is usually checking on pupils’ progress with the task he directed them to do at the beginning of the transaction. When the teacher asks question the pupils contribute to the discourse by making verbal responses; however they have small opportunities to initiates exchanges.

3.1.2. Exchanges

Sinclair and Coulthard (1975:49) mention that there are two classes of exchanges, boundary and teaching. In the second one there are two subcategories which are free and bound exchanges; the free exchanges are divided into four groups according to function, and two of the groups are further subdivided according to whether teacher or pupil initiates, because the structural possibilities could be different at any time in the lesson. There are four principal functions in the free exchanges which are informing, directing, eliciting and checking; they are identified by the act which realizes the beginning of each move respectively. The structure of each of these exchanges will now be exemplified.

Teacher Inform

This category occurs when the teacher is giving any information or new information to the pupils: opinions, facts, ideas, etc. In this part the pupils do not usually make a verbal response to the teacher’s initiation. Nonetheless, in some cases they make the verbal response and there is no feedback.

<table>
<thead>
<tr>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nuclear power plants do not pollute the air as coal-burning power plants do.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teacher Direct

This exchange mainly fosters pupils to do but not to say something. This is not to suggest that “students always do what they are told, but it implies that the teacher has a right to expect the pupil to do so” (Sinclair and Coulthard 1975:50). Feedback is not important in this part though it frequently occurs.

<table>
<thead>
<tr>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Let’s check the exercise in page 53</td>
<td>d</td>
<td>Response Action</td>
<td>rea</td>
<td></td>
</tr>
</tbody>
</table>

Teacher Elicit

This category is the contrary of the Teacher direct because it is designed to get verbal contributions from the pupils. This is also the principal exchange in the lessons where the teacher is the person who controls the class, and that is because eliciting helps to move the class step by step to a conclusion.

<table>
<thead>
<tr>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a volunteer who can tell me in Spanish the main idea? What do you understand in Spanish? Felipe Thank you.</td>
<td>s r n</td>
<td>Response</td>
<td>rep</td>
<td>Feedback</td>
<td>l a c c e</td>
</tr>
<tr>
<td></td>
<td></td>
<td>¿Pero qué significa support? ¿Soportar?</td>
<td></td>
<td>In the second paragraph, right?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ok. Esa palabra para nosotros puede ser entendida así...</td>
<td></td>
</tr>
</tbody>
</table>

Check

During the lesson, at some specific time, the teachers feel the need to know how well the students are working. If they are following, if they are hearing, etc. In other words, if they understood what is going on. Sinclair and Coulthard said that “this part can be observed as a sub-category of elicit, except that feedback is not essential, because these are real questions to which the teacher does not know the answer.”
<table>
<thead>
<tr>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiation&lt;br&gt;Until there, any problem with vocabulary?</td>
<td>ch</td>
<td>Response&lt;br&gt;There is...</td>
<td>rep</td>
<td></td>
</tr>
</tbody>
</table>

**Pupil Elicit**

In classrooms the students ask questions and when this happens they are usually catching the teacher’s attention and getting permission to speak. The main difference between teacher and pupil elicit is that the second one provides no feedback (Sinclair and Coulthard 1975:52).

<table>
<thead>
<tr>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiation&lt;br&gt;In Five?</td>
<td>el</td>
<td>Response&lt;br&gt;Yes, one in every five...</td>
<td>rep</td>
<td></td>
</tr>
</tbody>
</table>

**Pupil Inform**

As before, students provide information which they think is important or interesting. They usually obtain a feedback and sometimes a comment as well.

<table>
<thead>
<tr>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiation&lt;br&gt;Significa fechas</td>
<td>i</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher inform, teacher direct, teacher elicit, check, pupil elicit and pupil inform, described above, were the free exchanges. Now, we will present the bound exchanges; these are five (*Re-initiation (i), Re-initiation (ii), Listing, Reinforce and Repeat*) but first four of them are bound to teacher elicits, and the last one to a teacher direct.

**Re-initiation (i)**

This category occurs when the teacher has no response to an elicitation and so he should start again using the same or rephrased questions. “The teacher can also use one or more of the acts like, prompt, nomination, clue, etc., to re-initiate. The
original elicitation stands and these items are used as second attempt to get a replay" (Sinclair and Coulthard 1975:53).

<table>
<thead>
<tr>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiation</td>
<td>s</td>
<td>Response</td>
<td>rep</td>
<td>Feedback</td>
<td>come</td>
</tr>
<tr>
<td>What do you think about the advantages or disadvantages from technology, of technology, sorry?</td>
<td></td>
<td>No answer Ø</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-Initiation (i)</td>
<td>el</td>
<td>Response</td>
<td>rep</td>
<td>Feedback</td>
<td>come</td>
</tr>
<tr>
<td>Do you know what I’m talking about?</td>
<td></td>
<td></td>
<td></td>
<td>Answer in English!</td>
<td></td>
</tr>
<tr>
<td>I’m talking about benefits.</td>
<td>cl</td>
<td></td>
<td></td>
<td>Ok. we can do things quickly, get more information, etc.</td>
<td></td>
</tr>
</tbody>
</table>

Re-initiation (ii)
This is really similar to the category mentioned above; when the teacher gets a wrong answer he has two ways: the first one is to stay with the same student trying to have the good answer from him/her or the teacher can keep the question and move on to another student. The difference is that the feedback in this re-initiation occurs with a simply ‘Yes’ or ‘No’ or a repletion of what the pupil said.

Listing
This exchange occurs when the teachers withhold evaluation until they get two or more answers. And sometimes they are sure that more than one person knows the answer. In this case, an initiation move is not essential, but if it does happen it is realized by a nomination.
Reinforce

Once in a while in the data transcription there is a category that follows the teacher direct. This happens when the teacher asks to do something but some student or students do not understand.

Repeat

This exchange according to Sinclair and Coulthard occurs when a student does not hear. However, in our data that is not the case; the teacher does so when a student is reading a text with difficulties. Of course teachers can and use this exchange when they have heard, but want a replay repeated for other reasons.
Listen to me. Fish can't live in water with fertilizers in it. In some areas, people can't drink the water because of the fertilizers in it.

### 3.1.3. Moves

According to Sinclair and Coulthard, there are five classes of moves: *Framing* and *Focusing* moves that realize boundary exchanges and *Opening*, *Answering* and *Follow-up* moves that realize teaching exchanges.

Each move has a different function in the lesson. *Framing moves* are signals by the teacher announcing that a stage is ending and another is starting. This move is recognized by a marker followed by a silent stress, for example, ‘Bien\(^{\wedge}\)’. The framing is normally, though not always, followed by focusing moves. These last moves represent a change of topic or focus.

<table>
<thead>
<tr>
<th>Classes of moves</th>
<th>Classes of acts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Framing</td>
<td>Bien (^{\wedge})</td>
</tr>
<tr>
<td>Focusing</td>
<td>Entonces, vamos a seguir con la siguiente.</td>
</tr>
</tbody>
</table>

As we can notice above, in the focusing move a marker tends to appear, but this is not all the times, and then we can find a meta-statement or a conclusion. With focusing moves, there are possible ambiguities or misunderstandings; the teacher has to be careful with the pauses because children can interpret the focus as an opening.

The function of the *opening move* is to foster students to participate in an exchange. The goal of the opening is to inform or to direct an action or to elicit a fact. And on the other hand, there is the *answering move* which is an appropriate response to the opening move. Then, both moves are complementary.
The last part of the moves is the **follow-up**; this move plays an important role in the discourse analysis because its function is to let the pupils know how well they have performed. In other words, the teacher often indicates the value of the contribution from a pupil, of course taking into account the importance of it to the discourse.

<table>
<thead>
<tr>
<th>Classes of move</th>
<th>Classes of acts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>Ok. Camilo could you please read this one? This part? Are you here? Yes, I'm sure. Ah come on do it! marker directive &lt;nomination&gt; prompt</td>
</tr>
<tr>
<td>Answering</td>
<td>There is no guaranteed safe way to dispose of used nuclear fuel. reaction</td>
</tr>
<tr>
<td>Follow-up</td>
<td>Ok. Muy bien. acknowledgment</td>
</tr>
</tbody>
</table>

In this part, the corpus of the analysis is still very general because it is not necessary to show all the categories. Each time we add a new part of the discourse, the frame of the analysis will change.

### 3.1.4. Acts

The acts can be categorized as meta-interactive, interactive, turn-taking and other acts. There are twenty-two (22) kinds of acts which are basically defined according to their interactive function. For instance, the function of the act “elicitation” would be to request a linguistic response, while an “informative” act would be to provide information. A detailed description of each act is too much to include here, but it will be referred to in Appendix 1 (page 107).
3.2. ENGLISH FOR ACADEMIC PURPOSES (EAP)

The area "English for Specific Purposes, ESP" was born, emphasizing the needs of interaction that led to different people to learn English. According to the specific needs of students we can identify two major branches of English for Specific Purposes English for Occupational Purposes, English for Academic Purposes.

The Universidad del Valle, in the last few decades, has been working with the second branch of ESP presented above (AEP). The purpose of this is to give students the tools to deal with texts in their respective areas of study in English. In recent years there has been integration of listening comprehension of academic texts in English courses.

The EAP courses are presented in order for students to acquire various strategies and tools which let them having access to new knowledge in their field of study. The general objective of these courses is to expose the student towards the English used in the academic context in order to boost his knowledge and skills in his professional and personal future. Thus, these courses look for the student to learn and to create strategies which let them efficiently to manage the foreign language within the academic environment responding to the professional needs derived from the new dynamics of the educative internationalization and cultural globalization. (Conceptual Document Lingweb Proyect, 2011 not yet published)

The terms of communicative competence and scientific discourse, among others, have a central place in the EAP area. English for academic purposes is based on a student-centered approach where this one should establish his own goals and gather all his resources that can serve to their achievement. It searches to create habits of study and practice of the language. In addition, the student should take “awareness of the need to learn the foreign language, as a requirement for being
able to compete efficiently in the labour market of the world globalization.” (Aparicio, 2002 in Documento Conceptual, not yet published)

The orientation of the EAP courses at the Universidad del Valle, based on a communicative conception, involves the language construction through the student exposure to authentic, non-modified, written and oral academic texts; and to strategies of interaction with texts. The last objective in the EAP field is the comprehension and appropriation of scientific discourse. Thus, the interpretation of written and oral academic texts, which are directly related to the knowledge disciplines and areas of the academic programs, are worked out in these courses.

Reading in EAP has been defined as a tool of interaction between the author and the reader in which the student makes use of this previous linguistic knowledge as related to the whole world and his study field. According to this aspect, the EAP courses are designed taking into account the specific needs of the students inside their professional programs. On the other hand, the development of the communicative competence in EAP has been extended to the field of oral communication, especially to the comprehension of the oral texts in their specific knowledge areas or disciplines (lectures, seminars, videos, etc.). Hence, the programs include a basic component of listening in English from the first levels.

The didactic resources and materials are periodically built and updated by teachers from varied sources of authentic documents: texts written for popular science, specialized journals, specialized and general books; and audiovisual resources from English-speaking channels and internet. In this way, students not only learn reading comprehension strategies, but also become familiar with the linguistic structure and vocabulary of written texts in their area of knowledge. The fact that it emphasizes issues related to their curriculum activates motivation in students, and this is because the contents are interesting and work as a vehicle for language learning.
Hutchinson and Waters (1987 in Documento Conceptual, not yet published) offer a very useful classification of needs for this study. It is divided into two big categories: immediate needs and situation needs. The immediate needs category is related to the learning of a language with a pedagogical character, e.g. in the academic field: reading strategies, grammar, specialized vocabulary, etc. And the situation needs category is related to the long-term use of the language, i.e. the specific needs with the working environment -in this current case: the classroom-, postgraduate courses, among others, taking into account the present and the future of the students.

In this study, we will be focused on the situation needs since the teacher talk is one of the more essential aspects presented in the current working environment of EAP courses at Universidad del Valle. Thus, it is also important to take into account the Willis conditions for learning a language. He suggests that what is essential is that the learner has exposure to accessible language. This first condition gives a basis to this research in terms of TT is one of the tools that lets students being exposed to a rich and comprehensible input. Additionally, it is also essential has the opportunity to use language and has the motivation to learn. Then, exposure, use and motivation are three essential conditions for language learning. One without the others, or even two without the third, will not be sufficient. These conditions are summarized in the figure 1 (1996:11).
3.3. CLASSROOM INTERACTION

Classroom interaction refers to the patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms. The study of classroom interaction may be a part of studies of classroom discourse, teacher talk, and second language acquisition, Logman dictionary (Richards and Schmidt, 2010:89).

Classroom interaction, according to Sinclair and Coulthard (1975), is mainly realized by IRF structure (teachers’ initiate; students’ respond; teachers’ feedback). In this Sinclair- Coulthard IRF discourse analysis model, teachers often initiate the interaction by asking questions. Teachers’ questions not only can create more interaction activities, but can prompt students to participate in all kinds of negotiation of meaning. Negotiation makes input comprehensible. As teachers carry out all his teaching tasks by teacher talk, an understanding of the aspects of
teacher talk and their functions in the classroom interaction is, therefore, very important.

The availability of facilitative discourse types is not entirely dependent on the type of classroom organization adopted by the teacher. Pupils will learn most successfully when they are given ample opportunities to interact in conversation. So, in this sense, we can say how a lesson progresses and whether it is successful largely depends on the interaction between the students and the teacher.

3.4. COMPREHENSIBLE INPUT

The spoken language can be understood by the listener even though some structures and vocabulary may not be known. According to Krashen’s theory of language acquisition, *comprehensible input* is a necessary condition for second language acquisition. (1982, in Hasan 2008)

Input plays a critical role in language learning. There is no learning without input. The language used by the teacher affects the language produced by the learners, the interaction generated, and hence the kind of learning that takes place. The problem is what type and how much of input is appropriate and useful for language learners in classrooms.

The learner must understand the message that is conveyed. *Comprehensible input* is a hypothesis first proposed by Stephen Krashen (1982, in Hasan 2008). Krashen proposes that English language learners acquire language by hearing and understanding messages that are slightly above their current English language level (Comprehensible Input +1).

An English language learner may understand the message "Put the paper in your desk." By slightly changing the message to “Put the paper in the garbage." the
speaker supports new information that increases the learner’s language comprehension. In order to do this, the teacher must provide new material that builds up the learner’s prior knowledge.

Krashen (1982, in Hasan 2008) describes two ways for making comprehensible input: simplified input can be made available to the learner through one-way interaction, with the former including listening to a lecture, watching television and reading; and through two-way interaction in conversations. Krashen stresses that two-way interaction is a particularly good way of providing comprehensible input because it enables the learner to obtain additional contextual information and optimally adjusted input when meaning has to be negotiated because of communication problems.

In Krashen’s view, acquisition takes place by means of a learner’s access to comprehensible input. He states that the input which is totally incomprehensible to learners is not likely to cause learning to take place. Teacher talk, actually serves as a main source of input of language exposure in classroom learning especially for foreign language learning. So, teachers should make their input comprehensible and in right quantities. Thus, in the next section, we are going to define Teacher Talk.

3.5. DEFINITION OF TEACHER TALK

Teacher talk is considered as a kind of input that is given to the pupil in the classroom. According to Ellis (1994) there are some variables in the learning process, which are divided into:

- The external factors: they come up from the outside of the pupil like social factors, the context, the input and the interaction.
• The internal factor: they refer to what is not directly observable like the cognitive or mental processes that are present in each student.

• The Individual differences: those aspects that are unique in each learner like age, psychological aspects, aptitude, motivation, attitude, personality, learning strategies and affective and cultural factors.

Ellis (1994) also proposes two different inputs; the input text, which tries to establish what the native speakers really talk or write. And the input discourse, which refers to the class of modified input used by speakers addressing a language learner. We focused this inquiry on the second input taking into account the Coulthard-Sinclair DA model.

According to Ellis (1994), the input can be divided into three different categories; the first is called the caretaker talk, it is noticed when the teacher has to downgrade his speech for making the language clearer, producing a simplified register of the linguistic aspects like syntax, phonology, and semantics. This type of register is also characterized by interactional modifications, that is to say, that the teacher uses different verbal ways to call the attention of the students (e.g. look! Pay attention!). Teachers make an effort to guarantee that what they say is understood by the pupils, checking comprehension and repeating the whole or some parts of the statements.

Likewise, caretaker talk has 3 functions: first, to facilitate communication; second, to teach the language and third, to socialize. The principal function is that the teacher can communicate with the pupil, and for this he adjusts his speech and facilitates the negotiation of meanings paying less attention to grammatical mistakes (Ellis, 1994).

In general, Ellis characterizes caretaker talk in three ways: at the syntactic level, it presents short sentences with fewer verbs, fewer subordinate constructions, fewer
adjectives and adverbs, but it includes more vocabulary, articles and prepositions. At the phonologic level, it registers an exaggerated intonation, a clear articulation, pauses between phrases and the speed of the talk is slower. And finally, at the semantic level, the vocabulary is more limited, it makes reference to the “here and now” (the immediate context), it also presents fewer semantic relations and more redundancy. These factors are taken from the acquisition of the first language in order to teach the second for having a similar environment to our mother tongue.

The second category of the *input* is *foreigner talk*, which is dynamic because it varies according to the different situational factors. It is influenced by variables like the topic of conversation, the age of the participants and particularly the pupils’ proficiency (Ellis 1985a). The features that it presents are really similar to the *caretaker talk*: firstly, it promotes communication through simplifications of statements, clarifications through words repetitions and comprehension checking. Secondly, it establishes an affective bond between the speaker and the receptor. Thirdly, it helps as an implicit mode for teaching the language when the communication is successful.

Finally, *teacher talk* occurs in the spoken discourse in educational formal environments where foreign language learning is the main objective and is different from the natural environments in which communication is the goal. This kind of discourse that teachers use is known as teacher talk and several definitions have been given from different perspectives. One definition states TT as the language in the classroom that takes up a major portion of class time employed to give directions, explain activities and check students’ understanding (Sinclair and Brazil, 1982).

Another definition establishes teacher talk as a special communicative activity. This is due to its main goal of communicating with students, i.e. teachers adopt the target language to promote their communication with learners and to encourage
communication between them. Thus, students practice the language and develop their foreign language proficiency. In conclusion, teacher talk is used in class when teachers are conducting instructions, cultivating their intellectual ability and managing classroom activities (Ma Xiaou, 2006:6).

The Longman Dictionary of Language Teaching and Applied Linguistics defines TT as “that variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners” (Richards, 1992:471).

Therefore, up to this point, from the definitions we can see that teacher talk in language classrooms is regarded as one special variety of the foreign language and it has its own special style. Now, we will refer to the definition adopted for the purpose of this research (see section 1.3.).

Rod Ellis has formulated his own view about teacher talk having studied second language acquisition for many years “teacher talk is the special language that teachers use when addressing L2 learners in the classroom. There is a systematic simplification of the formal principles of the teacher’s language.” The language employed by teachers in language classes is also used as the source of input of language knowledge, and also to instruct language communication and organize classroom activities. TT is considered as an indispensable part of foreign language teaching. Ellis also comments that the interest about the spoken discourse produced by the teacher in class has been motivated by the successful productions that depend on the sort of register and interactions that take place with it. Thus, “the language that teachers address to L2 learner is treated as a register, with its own features like specific formal and linguistics properties” (1985a: 145).
The main objective of TT is to keep communication helping the learner to understand what it says. Thus, it is common to find discourse strategies like repetitions, explanations, expansions and formulation of questions and comprehension verifications. According to Xiaou (2006), studies that research the kind of register used in languages classroom made by researchers like Gaies (1977), Henzl (1979), Long (1983), and Long and Sato (1984) have found formal adjustments in all of the linguistic levels. For example, teacher enunciations in the syntactic level are simpler when they are addressed to learners than when they talk with other teachers; there are pronunciation adjustments above all with low proficiency level students who need more precision and articulation; within the lexical level, unknown vocabulary by students is changed using hiperonyms; at the grammar level, utterances length is adjusted. These adjustments or modifications are individually defined in the next section.

3.6. TEACHER TALK ADJUSTMENTS IN L2

According to Ma Xiaou (2006), some authors like Gaies (1977,1979), Henzl (1979), Long (1983), Long & Sato (1983) observed all kinds of phenomena about teacher talk, and made some comparisons between the language that teachers use in and out of language classrooms. Their main findings are as follows:

1) Formal adjustments occur at all language levels. Henzl observed adjustments in pronunciation, in lexis, and in grammar.
2) In general, ungrammatical speech modifications do not occur.
3) Interactional adjustments occur. (Ellis, 1985a:145)

Chaudron (1988:85, in Xiaou 2006) also investigated teacher talk for a long time, summarized some research results on teacher talk, and proposed that teacher talk in language classrooms tends to show the following modifications:

1) Rate of speech appears to be slower.
2) Pauses, which may be evidence of the speaker planning, are possibly more frequent and longer.
3) Pronunciation tends to be exaggerated and simplified.
4) Vocabulary use is more basic.
5) Degree of subordination is slower.
6) Teachers may self-repeat more frequently.

Additionally, Freeman and Long (2000, in Xiaou 2006) found that teacher talk is simplified in other ways: syntactically, phonologically and semantically. In the syntactic domain, utterance length is shorter. In the area of phonology, speech is inclined higher, and has more exaggerated intonation. It is characterized by clearer articulation, pauses between utterances and an overall slower rate of delivery. In the semantic domain, vocabulary is more restricted, teachers carefully select the words they use according to the students proficiency and level. New words and difficult words are avoided.

The three views described above are similar and related to the field of research in which they have made a contribution at different levels of specificity. That is to say, they have gone from general to particular along years. Thus, since the main objective of this study is to identify, describe and analyze the adjustments made in the teacher talk, it is necessary to clearly define some of the more studied modifications or adjustments in the teaching of English field that will be further analyzed in the two lessons observed.

Researches on L2 teacher talk have been carried out comparing it to the language used by native speakers while addressing non-native speakers (Ellis, 1994). The characteristic feature is focused on communication with a less proficient and less experienced language user (Snow and Ferguson, 1977 in Nizegorodciew 2007). Such a focus results in modifications and adjustments of the discourse structure e.g. reductions or simplifications and paraphrasing (Wesche 1994 in Lin 2005) that
are supposed not only to provide the pupils with grammatical L2 input, to help understand L2 input, but also, simultaneously, to manage L2 classroom learning (Majer & Majer, 1996 in Nizegorodcew 2007).

Elsewhere, Ellis (1985b) found that modified oral input (both pre-modified and interactionally modified) play an important role in the acquisition of vocabulary. Ellis found a strong relationship between comprehension and word meaning acquisition. He also found that although more word meanings were learnt from the interactionally modified input than from the pre-modified input, the rate of acquisition (in words per minute) was faster than the pre-modified input.

Moreover, translation and switching of teacher talk to L1 are frequent teaching techniques. As well as repeating, expanding learners' answers (recasts), and prompting answers. All these strategies could be considered as both facilitative for learners L2 comprehension and production and conductive to classroom management (Gaies 1977 in Nizegorodcew 2007). Also, slower speech, rate, longer pauses, shorter utterances, lower syntactic complexity and avoidance of low frequency lexical items and idiomatic expression are other teaching techniques mentioned by Henzl (1973, in Nizegorodcew 2007) y Gaies (1977, in Nizegorodcew 2007)

In conclusion, L2 teacher talk involves two functions: providing L2 linguistic data (input) in such a way that it be relevant and meaningful for the pupils, and at the same time, managing the teaching and learning processes. Chaudron (1983, in Hasan, 2008) points out that no single form of modification is an appropriate method of presentation. Modification can be more effective through constant interaction and negotiation between the teacher and the pupils. Now, the adjustments taken in account for this study will be defined in the following section.
3.6.1. Translation to L1

According to Crystal (1987:346), translation is the transmittal of written or oral text from one language into another. Although the terms translation and interpretation are often used interchangeably, by strict definition, translation refers to the written language, and interpretation to the spoken word. Translation is the action of interpretation of the meaning of a text, and subsequent production of an equivalent text that communicates the same message in another language.

Translation must take into account constraints that include context, the rules of grammar of the two languages, their conventions, and their idioms. A common misconception is that there exists a simple word-for-word correspondence between any two languages, and that translation is a straightforward mechanical process. A word-for-word translation does not take into account context, grammar, conventions, and idioms.

In the EAP field, translation is often used for explaining L2 grammar and vocabulary, and the reason why L2 non-native teachers talk in L1 about L2 grammar and vocabulary may be justified by the perceived difference between learners' proficiency level and complexity of the language to be explained.

3.6.2. Code-switching

_Code switching_ has been defined as “the alternance of two or more languages in the same conversation” Grosjean (1982, in Marin 2001). He also states that it is a “momentary linguistic need and a useful communication resource.” On the other hand, Ovando and Collier (1987 in Marin 2001) argue that code-switching may be useful in the classroom interaction if the teacher uses it and accept it as a strategy for teaching and learning a second or foreign language.
In other words, this phenomenon occurs when bilinguals substitute a word or phrase from one language with a phrase or word from another language. The mixture, often unconscious, of the languages in the same phrase, among speakers with knowledge in more than one language but with a limited use in one of them, is normal. This type of alteration between languages occurs commonly amongst bilinguals and may take a number of different forms, including alteration of sentences, phrases from both languages succeeding each other and switching in a long narrative. Crystal (1987) suggests that code, or language, switching is traditionally a strategy to compensate for diminished language proficiency.

One characteristic of this type of adjustment is that language dominance, i.e., a language used more frequently, plays an important role in code-switching. For example, Mejia and Tovar (1999, in Marin 2001) found that Spanish-English bilinguals report more linguistic code-switching when they communicate in Spanish, their first-language, and little or no code-switching when they communicate in English, their second-language. In other words, these bilinguals code-switch more when they communicate in Spanish than when they use English.

In short, code-switching may be indicative of difficulties because it can be affected by a combination of closely-related factors such as language use (i.e., how often the first-language is used) and word frequency (i.e., how much a particular word is used in the language). Finally, the notion that people code-switch as a strategy in order to be better understood and to enhance the listeners' comprehension is another plausible alternative.

3.6.3. Simplification

Recent second language acquisition research has focused on the nature and role of input in the second language classroom. The growing interest in this field has largely been due to the claim that linguistic input which is comprehensible to the
learner, or *comprehensible input* (Krashen 1985, in Fukazawa, 1993), is the primary data for second language acquisition. Since then, a lot of inquiries have been made to find the process and mechanism of speech modification by teachers. As commonly assumed, teachers make a variety of simplifying efforts to make their speeches simpler and easier for the pupils to understand reflecting the adaptation made in caretaker speeches, including “motherese” made by mothers talking to their your children or foreigner talk (Ferguson 1975, in Fukazawa 1993).

In other words, simplification means doing things in a better (simpler) way so as to make understanding and learning more economical and more efficient. This is actually a continuous or periodic process in the constant search for better teaching and learning procedures. As the nominated learner in the classroom states not to be able to answer appropriately, the teacher goes on to modify his initial question and to provide more clues to the class in order to make it more comprehensible and answerable for the learners. This has been shown to be teacher behavior occurring rather frequently in EFL classrooms (Chaudron 1988, in Xiaou:2006) and has been taken into consideration by Sinclair and Coulthard. They say that an elicitation immediately followed by another (simpler) is "pushed down' to act as a starter (1992:15). In other words, *simplification* is the process whereby language users adjust their language behavior in the interest of communicative effectiveness.

### 3.6.4. Repetition and paraphrasing

One of the most interesting communicative strategies employed by teachers in their verbal interaction with their pupils is the *repetition of utterances*. Gaies (1977, in Hasan, 2008) states that repetition is “a recurrent technique thought to have potential accelerating effects on language acquisition”. Long (1980, in Hasan, 2008) has found that repetitions either by the teacher himself or by someone else are “interactional resources available to the teacher and pupils to repair the
discourse when a breakdown occurs." Among few studies about the repetition teaching strategy, Yoneyama (1987 in Fukazawa, 1993), points out that repetition as a means of making input comprehensible was a predominant strategy in a teacher-centered classroom.

Another communicative strategy employed by the teacher to make the input more comprehensible to learners is the use of *paraphrasing*. In paraphrasing, the teacher cites the previous utterance and formulates it into other more appropriate form, often adding new information. This strategy is believed to have the potential for language acquisition. Brown et al. (1969, in Hasan, 2008) point out that paraphrasing somehow facilitates language acquisition in young children. On the other hand, the teacher can also reshape the learners' responses into a more acceptable form. In this sense, paraphrasing can be considered as some sort of a repair strategy of incomplete responses. This sort of reformulation is usually used for the negotiation of meaning, and it helps in the development of learners' utterances.

Repetition and paraphrasing, in a sense, are similar in that they can both mean that someone says something again. However, if someone repeats something, they say exactly the same words, whereas if someone paraphrases something, they express the same idea but by using different words. They do this in order to make their meaning clearer or to make their point more strongly. The last one is also known as restatement.

3.7. USE OF L2 TEACHER TALK IN OTHER CONTEXTS

As defined in section 3.6, the teachers’ talk of English results in modifications and adjustments of the discourse structure that is supposed not only to provide the pupils with grammatical L2 input and to help understand L2 input, but also,
simultaneously, to manage L2 classroom learning (Nizegorodcew 2007) and to foster an appropriate learning environment. These features will be described here.

3.7.1. Explaining, discussing and encouraging

Use L1 to teach another language is like teaching kids how to swim without water.
Janice Erickson (in Curtain)

As stated by Krashen (1982, in Hasan 2008) and as teachers know from research in second-language acquisition, learners need to be surrounded with input that is meaningful and interesting in order to acquire a new language. Thus, what they need from their teachers during language classes, one of the most important elements, is to access the new language through the language itself.

Moreover, in English classrooms, the language is not only the object of the course, but it could also be the means to achieve the teaching objective. A specific context when teacher uses L2 is while explaining. Teachers explain input and grammatical rules of English in English as a teaching strategy because that enhances the students' knowledge of this language. For instance, when a teacher explains a text in English, students will also get benefits in pronunciation; such students will improve their skills in listening, reading and speaking far better than students who learn English via their mother tongue.

On the other hand, a second type of context is while discussing and the move preferred by teachers to begin discussions is elicitation, i.e. questions. Through questions teachers can engage students actively in the lesson, challenging their thinking in the target language and posing problems for them to consider. From a lesson perspective, a question at the beginning can be used to capture students' attention and provide a focus for the lesson. Classroom questions allow the
teacher to glimpse into the minds of students to find out not only what they know or don’t know but also how they think about a topic. In addition, frequent and periodic questions can encourage active participation, and in spite of this participation is in L1, discussion through questions provide opportunities in the lesson for continued student involvement.

Finally, the third context is while encouraging and this is possible through the third part of the IRF model, the feedback. Providing feedback to learners on their performance is another important aspect of teaching. Feedback is teachers’ evaluation of the student response (Cook, 2000). Feedback can be either positive or negative and may serve not only to let learners know how well they have performed but also to increase motivation and build a supportive classroom climate even more when this is given in L2. In language classrooms, feedback can be given by means of praise, by any relevant comment or action, or by silence (Richards, J. & Lockhart, 1996). Therefore, teachers’ feedback plays a significant part in an individual’s motivation.

3.7.2. Classroom management

Many of the students of professional degrees, particularly in EAP contexts, have no immediate academic need which motivates their learning of English and this, together with the compulsory nature of reading in English courses, can present real classroom management challenges. For teachers maintaining discipline is usually not a problem, but it is to maintain fluency of the lesson to be taught. Thus, a general view on this topic is necessary to better understand the classroom management strategies that teachers use at the university to establish and maintain an environment in which teaching and learning can occur (Duke, 1979 in Crookes, 2003).
Two terms shared by EFL and mainstream education relevant to the further discussion are task and activity. Writers on classroom management take a work-oriented view of the classroom. Classrooms are places where (academic) work is done. Thus, the related term activity (sometimes seen as broader than task) is intended to cover all distinguishable behavioral segments of classroom life that can be separated (Burnett, 1973 in Crookes, 2003) into tasks.

In addition, it is central to Doyle’s view that the tasks will serve to order the classroom. Doyle says “order is a property of a social system and thus needs to be framed in a language of group processes.” Besides, Doyle points out that “the nature of academic work influences the probability of student cooperation and involvement in a lesson” (Doyle, 1986 in Crookes, 2003: 144).
CHAPTER 4 METHODOLOGY

As Nunan (1999 in Mendes 2005) points out, if we want to understand what goes on in a real situation, we need to research its natural context where it occurs. This is the main characteristic of ethnography: identification and description of situations and settings where people live and work. However, Nunan (1999: 57, quoting Watson-Gegeo and Ulichny, 1988), states “ethnography involves interpretation, analysis, and explanation – not just description.”

4.1. ETHNOGRAPHIC STUDIES

This work was built as ethnography which, according to Miguel Martinez (1998), aims to create a realistic and faithful image of the group studied, but its intent and further look is to contribute to an understanding of sectors or population groups that have similar characteristics. The ethnographic approach is based on the belief that traditions, roles, values and norms of the environment in which we live are gradually internalized and generate regularities that may explain individual and group behavior appropriately. Indeed, members of an ethnic, cultural or situational environment share a logical structure, usually it is not explicit, but it is manifested in different aspects of their life. The purpose of ethnographic research studies would be the reality that emerges from the interaction of the constituent parts; it would be the searching of that structure with its function and meaning.

Martinez considers, then, unacceptable to define the variables operationally because the actions of people would be meaningless out of context or may have many meanings. "Human actions" have the precise meaning, which require for their interpretation, going beyond the physical acts, placing them in their specific contexts. The act itself is not something human, what makes it human is the intention that animates it, the significance for the actor, the purpose that it has,
the goal pursued; in one word, the role in the structure of its personality and
the human group in which it lives.

Martinez also refers to Protagoras's famous statement: "Man is the measure of all
things." Indeed, man creates, evaluates and manages the same tools he uses,
and he must judge his good or bad performance for the credibility of his data. In the
case of ethnographic research, without neglecting the help that many good tools
can offer, the observer often becomes the main instrument. For this investigation
and taking into account the context and space, we used three main instruments for
supporting this inquiry: participant observation, recording, and questionnaire.

Participant observation, in qualitative research, “is a procedure in which the
researcher or observer takes part in the situation he is studying as a way of
collecting data.” (Richards and Schmidt, 2010:422) It is claimed that an observer
who is also a participant can understand a situation better than someone who is
totally disengaged from it and may not have first-hand knowledge of it, but
participant observation also raises ethical issues concerning overt and covert
observation and informed consent on the part of those observed.

4.2. DESCRIPTION OF PARTICIPANTS AND PROCEDURE

The data chosen for this study was gathered from two courses at first level of
English for Academic Purposes with different teachers and students at the
Universidad del Valle selected randomly. The courses were registered in physics
and medicine degree and their courses were divided into two meetings per week
during the afternoon. The main topic for the two observed lessons was reading
strategies. Lesson one was focused on keywords and lesson two on critical
reading. The handouts used for these lessons are presented as appendixes 7 and
8 (pages 159 and 162).
Participants were two teachers of English, who had at least 8 years of foreign language teaching experience. There are also the pupils who make the interaction in the classroom possible. In the two groups we observed a noticeable difference: a) the lesson one group was constituted by 30 students, 11 men and 19 women, taking the first semesters of a degree in Medicine, and in the lesson two group there were 16 students, 14 men and 2 women, in the first semesters of a Physics degree. The two groups were compounded by pupils from sixteen to twenty-five years old, which makes the interaction meaningful because this difference made the students show different points of view when participating.

Additionally, we, who are also participants, are two last semester students of the Foreign Language degree at Universidad del Valle. During this process we stayed at one side of the classroom for observing all the phenomena (interaction) between teacher and students without interrupting the class. However, in some cases the teacher asked us for a short participation. This direct interaction gave us the tools for a complete understanding of the situation and also to see how the Sinclair and Coulthard IRF discourse analysis model (1975) is developed during classes.

The study was conducted in three stages: First, observation and recording. The whole teaching process was video-recorded to reflect what actually happens in the classroom. Lesson one was recorded on August 25th, 2010 (Semester Aug-Dec) and lesson two on March 28th, 2011 (Semester Feb-Jun). They were conducted to build up a detailed and comprehensible written data base for describing the teacher talk. Second, the data were transcribed, the teacher talk was identified and analyzed with regard to the IRF Sinclair-Coulthard’s discourse analysis model.

Third, two questionnaires (see Appendixes 9 and 10, pages 165 and 166) were applied to collect responses from students (in Spanish) and teachers (in English) about their preferences and perceptions of teacher talk. The one addressed to the students is composed of 12 items and it was adapted from Ma Xiaou’s
questionnaire (2006) which was based on Richards, J. & Lockhart (1996) in order to investigate learner’s preference towards teacher talk and their evaluation about their teachers' talk on the basis of their usual, normal activities. The one addressed to the teachers is composed of 11 items which was designed by us in order to ask them to reflect about their own speech and their pupils’ reaction towards teacher talk.

This classroom data were investigated under conditions of face-to-face interaction about the language that teacher used in their spoken discourse which can be viewed as a type of listening material that contributes to the students’ acquisition of the language. Thus, the microethnography was the most adequate type of research that allows a better observation of the object of study.

The next section will show the quantitative results of the analysis of the recorded lessons discourse as preparation for discussion on how well the discourse was able to be analyzed using the Sinclair-Coulthard IRF discourse analysis model and on the qualitative analysis about the teacher talk adjustments.
CHAPTER 5 ANALYSIS

The tables in this section represent the quantitative results of the two observed lessons analyzed according to the Sinclair-Coulthard IRF discourse analysis model. Each type of unit is divided into the two lessons and subsequently into both languages. The sum of acts by participant is located at the end of each unit. These data will be further analyzed from section 5.2 and according to the teacher talk adjustments in section 5.6.

5.1. RESULTS ACCORDING TO UNITS OF SINCLAIR-COULTHARD IRF DISCOURSE ANALYSIS MODEL

Sinclair and Coulthard developed a model for discourse analysis (see section 3.1.) based on observations of classroom interaction. They adapted Halliday’s rank-scale classification of grammatical structure and used it to develop a rank-scale classification of discourse “units”. These units provide the structural basis for their model which, combined with a consideration of the moment-by-moment process of discourse, allows for each utterance to be classified in terms of its effect on the immediately following utterance (Francis and Hunston, 1992b).

Therefore, results presented in the following sections show the recurrence of L1 and L2 according to each unit, with a decreasing order according to the model, and each participant in order to classify each utterance made during the teacher-students interactions and, in consequence, to serve as evidence and let the analysis of the TT adjustments.
5.1.1. Transactions

Transactions as the biggest unit inside the lesson were classified as an L1 or L2 unit after the sum of exchanges in each language.

<table>
<thead>
<tr>
<th>Transactions</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1</td>
<td>L2</td>
<td>L1</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

5.1.2. Exchanges

Exchanges, compound by the IRF (initiation, response, follow-up) moves, were classified as an L1 or L2 unit taking into account the sum of moves in each language.

<table>
<thead>
<tr>
<th>I. Boundary Exchanges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exchanges</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Beginning</td>
</tr>
<tr>
<td>Ending</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Teaching Exchanges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Exchanges</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Teacher Inform</td>
</tr>
<tr>
<td>Teacher Direct</td>
</tr>
<tr>
<td>Teacher Elicit</td>
</tr>
<tr>
<td>Check</td>
</tr>
<tr>
<td>Pupil Elicit</td>
</tr>
<tr>
<td>Pupil Inform</td>
</tr>
<tr>
<td>Bound Exchanges</td>
</tr>
<tr>
<td>Re-initiation (i)</td>
</tr>
<tr>
<td>Re-initiation (ii)</td>
</tr>
<tr>
<td>Listing</td>
</tr>
</tbody>
</table>
5.1.3. Moves

Moves are classified according to their two corresponding types, then, into L1 or L2 taking into account the sum of acts in each language.

<table>
<thead>
<tr>
<th>Move</th>
<th>Code</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>L1</td>
<td>L2</td>
</tr>
<tr>
<td>Framing</td>
<td>frame</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Focusing</td>
<td>focus</td>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

I. Boundary Moves

<table>
<thead>
<tr>
<th>Move</th>
<th>Code</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>L1</td>
<td>L2</td>
</tr>
<tr>
<td>Opening</td>
<td>initiation</td>
<td>33</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>29</td>
</tr>
<tr>
<td>Answering</td>
<td>response</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Follow-up</td>
<td>feedback</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>48</td>
<td>48</td>
</tr>
</tbody>
</table>

5.1.4. Acts

Acts, as the smallest units inside the lesson, are classified into their four corresponding types (see appendix 1, page 107), and subsequently, into teacher and student utterances.

<table>
<thead>
<tr>
<th>Act</th>
<th>Code</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Teacher</td>
<td>Pupil</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L1</td>
<td>L2</td>
</tr>
<tr>
<td>Conclusion</td>
<td>con</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Loop</td>
<td>l</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Act</td>
<td>Code</td>
<td>Lesson 1</td>
<td>Lesson 2</td>
</tr>
<tr>
<td>------------</td>
<td>------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher</td>
<td>Pupil</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L1  L2</td>
<td>L1  L2</td>
</tr>
<tr>
<td>Accept</td>
<td>acc</td>
<td>8  8  -  -</td>
<td>6  23  -  -</td>
</tr>
<tr>
<td>Acknowledge</td>
<td>ack</td>
<td>-  -  2  0</td>
<td>1  17  -  -</td>
</tr>
<tr>
<td>Check</td>
<td>ch</td>
<td>3  3  -  -</td>
<td>10  13  -  -</td>
</tr>
<tr>
<td>Clue</td>
<td>cl</td>
<td>3  3  -  -</td>
<td>7  8  -  -</td>
</tr>
<tr>
<td>Comment</td>
<td>com</td>
<td>2  0  -  -</td>
<td>17  8  -  -</td>
</tr>
<tr>
<td>Directive</td>
<td>d</td>
<td>1  5  -  -</td>
<td>2  19  -  -</td>
</tr>
<tr>
<td>Elicitation</td>
<td>el</td>
<td>20 17  2  1</td>
<td>46  51  -  -</td>
</tr>
<tr>
<td>Evaluate</td>
<td>e</td>
<td>3  7  -  -</td>
<td>11  5  -  -</td>
</tr>
<tr>
<td>Informative</td>
<td>i</td>
<td>5  14 1  0</td>
<td>7  18  -  -</td>
</tr>
<tr>
<td>Prompt</td>
<td>p</td>
<td>1  0  -  -</td>
<td>7  2  1  0</td>
</tr>
<tr>
<td>React</td>
<td>rea</td>
<td>-  -  0  1</td>
<td>-  -   1  14</td>
</tr>
<tr>
<td>Reply</td>
<td>rep</td>
<td>2  1  29 15</td>
<td>-  -   72  29</td>
</tr>
<tr>
<td>Starter</td>
<td>s</td>
<td>4  3  -  -</td>
<td>6  8  -  -</td>
</tr>
</tbody>
</table>

### Totals

<table>
<thead>
<tr>
<th>Acts</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher</td>
<td>Pupil</td>
</tr>
<tr>
<td></td>
<td>L1  L2</td>
<td>L1  L2</td>
</tr>
<tr>
<td></td>
<td>60  84</td>
<td>40  17</td>
</tr>
<tr>
<td></td>
<td>144</td>
<td>57</td>
</tr>
</tbody>
</table>
5.2. TEACHER INITIATED EXCHANGES

The language of the classroom differs from many forms of everyday spoken discourse in that it is formally structured and controlled by one dominant party, i.e. the teacher. As showed in the last totals table of results (see totals in section 5.1.4.), the amount of teacher speech outnumbers the learners’ contributions. The totals of each unit made by the students were approximately a third part of those made by the teachers. This is a characteristic of teacher-led sequences that according to Willis (1996:18) estimates the amount of time for the individual learner to speak the foreign language in teacher-led lessons at half a minute.

Besides, according to the academic program of the course (appendix 2, page 109), EAP courses are structured according to a task-based curriculum which allows classes to be led by the teacher in a high frequency through elicitation exchanges, while working on workshops based on a main text. For instance, what concerns this research and taking into account that the difference of quantity of exchanges between both lessons is quite wide (see totals in section 5.1.2.), TT in L2 is presented approximately more than a half of the TT total time, e.g. in lesson one this is used in a 58,3%, and in lesson two in a 54,4%.

In the following sections some examples will be presented to support the analysis. These examples were taken from both analysis made of the gathered data according to the Sinclair-Coulthar IRF discourse analysis model (see appendixes 5 and 6, in pages 129 and 138).

5.2.1. Informing transactions in L2

Informing transactions appear for providing information, most of the times about grammar, content, pieces of advice, or to explain questions and instructions written on a worksheet. In addition, both teachers use checking questions e.g. all right? Do
you understand? Ready? to ask for students’ understanding of what they have just said.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>162. T- Inform</td>
<td>Initiation Ok, look at page 55 and you got there activity number 2. You have 4 sentences or instructions on it. Number one… I’m talking about page 55, right? So the first instruction is: in groups, discuss the following cartoons and say what they refer to.</td>
<td>m d i ch i</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.2.2. Directing transactions in L2

The direct act was quite recurrent along the analysis of lesson number two due to the moment of the activity when the teacher asked for reading aloud the main text by sections, in order to let students practice pronunciation and, at the same time, to help to a better understanding by logically reading with sense.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>107. T- Direct</td>
<td>Initiation ¿Quién se atreve a leernos en inglés?</td>
<td>s</td>
<td>Response I try!</td>
<td>rep</td>
<td>Feedback All right! Thank you.</td>
<td>ack</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Response Farmers use fertilizers to grow more and better crops. More crops mean a better living for the farmer, a better food supply, and lower prices at the grocery store. (With difficulty)</td>
<td>rea</td>
<td>Feedback Thank you Cris! All right. Bueno vamos a tratar de parar para que nos vayan acumulando muchas palabras, gracias por arriesgarte.</td>
<td>ack com</td>
</tr>
<tr>
<td>108. T-Elicit</td>
<td>Initiation Ok. Well, (Pause) Normalmente cuando, ya</td>
<td>m^s</td>
<td>Response Pues más o menos, una que otra cosa.</td>
<td>rep</td>
<td>Feedback Conocías más o menos el</td>
<td>com</td>
</tr>
</tbody>
</table>
lo habíamos hecho antes, ¿No es cierto? Cuando se va a leer un texto uno está muy preocupado por la pronunciación y se le escapa casi todo el significado de lo que dice allí. ¿Cierto? Mmm, ese fue el caso tuyo. Por ejemplo ¿Tú podrías decirme que dice allí o simplemente te concentraste solamente en pronunciar bien?

Habla sobre las granjas de como utilizan los fertilizantes para mejorar sus cosechas

vocabulary del texto.

5.2.3. Eliciting transactions in L2

The eliciting transactions appeared to request a linguistic response, most of the time waiting for answers in Spanish on reading comprehension questions and in less quantity for answers in English about specific information contained in the text.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. T-Elicit</td>
<td>Initiation</td>
<td>el</td>
<td>Response Eeeeee</td>
<td>b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. T-Elicit</td>
<td>Initiation (Pointing with the forefinger) NV</td>
<td>n</td>
<td>Response Political and religious oppression</td>
<td>rep</td>
<td>Feedback Those are two reasons, religious and political oppression.</td>
<td>e</td>
</tr>
</tbody>
</table>
5.3. **PUPIL INITIATED EXCHANGES**

As we mentioned before, the lessons were clearly teacher-centered. In consequence, the few utterances made by the students occurred at moments of eliciting, when they do not understand some directing or informing acts. And also, but in less quantity, when they know something, e.g. meaning of words, and they want to share it even before the teacher says it. However, most of them were in L1.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. P-Elicit</td>
<td>initiation Pero ¿tenemos que completar?</td>
<td>el</td>
<td>Response No (Pause) Leer y responder con la información que tienen ahí.</td>
<td>rep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Re-initiate</td>
<td>initiation Pero aquí…</td>
<td>el</td>
<td>Response Aquí faltan palabras. Ya les digo por qué.</td>
<td>rep</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There were moments when it would seem there were pupil eliciting exchanges but they were discarded due to the fact that the questions were just a result of an eliciting exchange initiated by the teacher about unknown words.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>64. T-Elicit</td>
<td>initiation ¿No hay preguntas sobre vocabulario?</td>
<td>el</td>
<td>Response No</td>
<td>rep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>65. Re-initiate</td>
<td>initiation ¿No, de este primer párrafo? Are you sure?</td>
<td>el</td>
<td>Response Yes ¿Qué es even?</td>
<td>rep</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.4. **DIFFICULTIES OF ANALYSIS APPLYING THE SINCLAIR-COULTHARD IRF DISCOURSE ANALYSIS MODEL**

The analysis was the most difficult and time-consuming stage, but also the most enlightening. After a great deal of time, most of the act labels were assigned, but some still remained problematic. We shall explain the problems and difficulties we faced in this section of the report through examples which show the difficulties of
the categorization of the lessons data in the IRF structure of the Sinclair-Coulthard model. Examples have been labeled numerically from the written transcripts included as Appendixes 3 and 4 (pages 112 and 117), while the entire analysis of data appears in Appendixes 5 and 6 (pages 129 and 138).

5.4.1. Recognizing the differences between two or three acts

The Sinclair-Coulthard IRF discourse analysis model presents complexity, especially in terms of the number of act categories, which poses numerous problems for the analysis. One of the difficulties that occurred when applying the model was the differentiation between two or three acts with similar functions such as “accept”, “evaluate” and “acknowledge” or “cue” and “prompt”.

In this study we made video recordings of the two lessons. So, the strategy we followed was to repeat the recordings many times in order to better recognize the differentiation of intonation among “accept”, “evaluate” and “acknowledge” categories. Nevertheless, the main difference was found with the third act and we decided to identify it when the pupil answers to an inform exchange because he is showing that the information was understood; or when the teacher thanks the pupil after reading part of the text as a direct exchange to practice pronunciation. The following tables in this section show the corresponding definitions of acts to support the mentioned difficulty (see appendix 1, page 107).

<table>
<thead>
<tr>
<th>Accept</th>
<th>Realized by a closed class of items -- ‘yes’, ‘no’, ‘good’, ‘fine’ and repetition of pupil’s reply, all with neutral low fall intonation. Its function is to indicate that the teacher has heard or seen and that the informative, reply, or react was appropriate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate</td>
<td>Realized by statements and tag questions, including words and phrases such as ‘good’, ‘interesting’, ‘team point’, commenting on the quality of the reply, react or initiation, also by ‘yea’, ‘no’, ‘good’, ‘fine’, with a high-fall intonation, and the repetition of the pupil’s reply with either high-fall (positive) or a rise of any kind (negative evaluation)</td>
</tr>
</tbody>
</table>
In the case of "cue" and "prompt", examples presented in the definition did not give us a clear difference. So, the outstanding difference, we could identify, was implicit in the student behavior of paying attention to the class.

<table>
<thead>
<tr>
<th>Acknowledge</th>
<th>Realized by ‘yes’, ‘OK’, ‘cor’, ‘mm’, ‘wow’, and certain non-verbal gestures and expressions. Its function is simply to show that the initiation has been understood, and, if the head was a directive, that the pupil intends to react.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Cue</th>
<th>Realized by a closed class of items of which we so far have only three exponents, ‘hands up’, ‘don’t call out’, ‘is John the only one’. Its sole function is to evoke an appropriate bid.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Realized by a closed class of items -- ‘go on’, ‘come on’, ‘hurry up’, ‘quickly’, ‘have a guess’. Its function is to reinforce a directive or elicitation by suggesting that the teacher is no longer requesting a response but expecting or even demanding one.</th>
</tr>
</thead>
</table>

Then, we just labeled two acts along both lessons analysis as “cue”, at the moment in which the teacher tries to contextualize some students on the topic of the class because they seem to be a little bit absentminded. Here, it is an example.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>52. T-Elicit</td>
<td>¿La tercera cual sería Steven?</td>
<td>el</td>
<td>Response</td>
<td>No answer Ø</td>
<td></td>
<td></td>
</tr>
<tr>
<td>53. Re-initiate</td>
<td>¿No está aquí Steven?</td>
<td>cu</td>
<td>Response</td>
<td>No answer Ø</td>
<td>Feedback</td>
<td>No está.</td>
</tr>
</tbody>
</table>

And on the other hand, a “prompt” was labeled when the students seemed to be following the activity but they did not know the answer or they were not sure of it, we labeled the teacher’s utterances as prompts used to encourage them to share their opinion, no matter if they were right or wrong. Here, one example.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>85. Re-initiate (ii)</td>
<td>Ok. (Pause) Camilo could you please read this one? This part? Are you here? Yes, I’m sure. Ah come on do it!</td>
<td>m d</td>
<td>Response</td>
<td>There is no guaranteed safe way to dispose of used nuclear fuel. (He reads with difficulty)</td>
<td>rea</td>
<td></td>
</tr>
</tbody>
</table>
5.4.2. Identifying transaction boundaries

Based on Brazil (1997) it is our understanding that pauses are only a possibility for identifying boundaries but they are not always realized with a pause. Brazil (1997:5-7) suggests the level of difficulty in separating transactions and says “there is uncertainty about the observable fact that continuous speech is broken up into perceptible blocks or units to be interpreted”. He continues to say more on the difficulty of separating tone units, “there are cases where the phonetic evidence for segmentation is less straightforward, and problems of other kinds arise once we move outside a carefully selected corpus.”

Therefore, we paid more attention to the sections in which the teachers divided the reading of the main texts and broke down some grammatical aspects to work on the comprehension like vocabulary, nominal phrases, and pronunciation. However, in some cases, frames or focuses were not found. The following is an example of a beginning in a transaction without a boundary exchange.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trans # 19</td>
<td>Initiation: I continue or you continue? (pointing out a student)</td>
<td>ch</td>
<td>Response: Ok. Without fertilizers, we might not be able to buy many kinds of fruits and vegetables. Fertilizers however can drain from farmland into lakes and streams.</td>
<td>ack</td>
<td>Feedback: Ok. Thank you.</td>
<td>ack</td>
</tr>
</tbody>
</table>

5.4.3. Delimiting exchanges

A few of the exchanges which proved the most difficult to fit into the model will be discussed. In the example below, we found three subsequent problems that occur frequently along the analysis when distinguishing the boundaries between some exchanges.
259. T: Listo, un consejo recomendable para todos los textos en español se diría ¿cómo Jordan?
260. P: Comience su lectura con una lectura rápida del material, hacemos eso para las introducciones...
261. T: ¿Para las introducciones?
262. P: No, para la introducción, el resumen, las conclusiones, encabezados. Y subrayar lo importante para nosotros.
263. T: Thank you.

The first problem occurs when the pupil’s response (line 260) is given in regard to information provided in the material, it seems just the reply for teacher’s elicitation but there is a possibility to designate it as a new pupil informative exchange. Therefore, the second problem is a consequence from the first one. We consider line 261 to be a new initiation with an eliciting move to a re-initiating exchange but it also could be identified as a follow-up of the previous IR moves because it is asking for correctness and completeness of the pupil response. Finally, in the third problem, there is not an initiating move. So, we classified lines 262-263 to be a bound response and follow-up to the previous IRF moves even though the line 261 is a follow-up.

Francis and Hunston (1992a:124) support this interpretation, commenting on extending the limits of exchanges. “The decision of whether to place an utterance in the same exchange as a preceding answering utterance, or whether to interpret it as initiating a new exchange, may be made on the grounds of intonation, or according to the type of information being sought or given.” Then, we think the appropriate classification of these utterances would be in the following way, though interpretations can vary.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>178. T-Elicit</td>
<td>Initiation Listo. (Pause) Un consejo recomendable para</td>
<td>m^s</td>
<td>Response Comience su lectura con una lectura rápida del material, hacemos eso</td>
<td>rep</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5.4.4. Directing or eliciting when teacher asks for reading aloud

The exchanges where the teacher makes pupils read out written texts from the worksheet are problematic to fit into the model of analysis. While the opening move seems to be a straightforward directive, there is a problem with the response, as Sinclair and Coulthard (1975:19) describe the function of a directive being “to request a non-linguistic response,” but albeit the response requested is linguistic, it does not consist of language generated by the learner.

So, one might argue that the teacher is not requesting the learner to say something, but to do something, and that the learner is not answering linguistically but by performing what the teacher has requested him to do. Thus, according to the IRF structure, the pupil’s response will not be a reply but a reaction. Consequently, the teacher’s follow-up evaluates exclusively and logically the learner's pronunciation and by no means any linguistic content of his or her utterance. We can identify this difficulty in the exchange Nº 86:

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>85. T-Inform</td>
<td>Initiation Also, many nuclear power plants are being shut down because they are not considered safe.</td>
<td>i</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>86. T-Direct</td>
<td>Initiation Steven, now you can do it? Thank you!</td>
<td>d ack</td>
<td>Response Also, many nuclear power plants are being shut down because they are not considered safe.</td>
<td>rea</td>
<td>Feedback Ok.</td>
<td>acc</td>
</tr>
</tbody>
</table>
5.4.5. Informing, eliciting or directing when teacher reads the worksheet questions

The utterances where the teacher reads aloud the written instructions or questions in the worksheet, with the aim of letting pupils know and understand the information of the exercises, seem to fit into the teacher elicit exchange due to their interrogative grammatical structure. Nonetheless, the teacher does not want the students’ answer to the exercises but to familiarize them with what they have to do. Then, we should identify the utterance as a teacher informing exchange. Now, the problem for a clear identification was because of the Sinclair and Coulthard’s closed description about the informative function as just “realized by a statement” (1975: 41).

So, in the following example we can observe the informative function when teacher reads an instruction. Then, we found the clue which will help us to identify the first utterance as T-inform instead of T-direct. This is the check exchange where the teacher asks for pupil’s comprehension.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. T-Inform</td>
<td>Initiation The first point says: read the texts and try to answer the following questions. So, there you have two different texts, one called: Immigration to the U.S., the first one. And the other one doesn’t have a title.</td>
<td>i</td>
<td>m</td>
<td>i</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Check</td>
<td>Initiation What do you have to do?</td>
<td>ch</td>
<td>Response Completar esas palabras que…</td>
<td>rep</td>
<td>Feedback No. (interrupting the student)</td>
<td>e</td>
</tr>
</tbody>
</table>

5.4.6. Pupil response to a teacher inform exchange

The only pupil inform, which occurs at exchange 77, is interesting.
107. T: Fechas. Y ahí empezamos con el tema que sigue (Pointing the word “dates” written on the board) esto es lo que se llama un cognado falso, totalmente falso...
108. P: Significa fechas
109. T: Porque no significa datos, significa... (Question entonation)
110. P: Fecha
111. T: Datos es data.

In this case, the exchange begins as a teacher inform, however, the student, anticipating the completion of the informing act, takes over it and turns it into his own inform, thus completing the move himself and showing knowledge rather than providing a true inform. In other words, he is telling the teacher something he already knows.

However, this exchange relegates the teacher's inform to a starter. The teacher then confirms the students understanding through a checking exchange instead of a follow up of pupil inform as usual, according to the DA model. Further, the teacher informs about the right word in English for “datos”.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>76. T-Inform</td>
<td>Initiation Y ahí empezamos con el tema que sigue (Pointing the word “dates” written on the board) esto es lo que se llama un cognado falso, totalmente falso...</td>
<td>ms</td>
<td>s</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>77. P-Inform</td>
<td>Initiation Significa fechas</td>
<td>i</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>78. Check</td>
<td>Initiation Porque no significa datos, significa...</td>
<td>cl ch</td>
<td>Response Fecha</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>76. T-Inform</td>
<td>Initiation Datos es data.</td>
<td>i</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5.5. ADAPTATION TO THE SINCLAIR-COULTHARD IRF DISCOURSE ANALYSIS MODEL

We have given in the previous section an outline of some of the difficulties we have encountered in trying to apply this model. Now, we want to suggest an adaptation which could be made to account for the nature of the discourse which usually occurs in the classroom.

It was very difficult to understand why the first and last interactions between teacher and students, especially those which contain salutations, were removed from Sinclair and Coulthard’s displaying analysis of their DA model. Thus, we added two new categories called Greeting and Farewell in order to include these exchanges into the lesson analysis because we think they provide as important information as any other utterance. These moments foster a friendlier and real communicative atmosphere that transforms the classroom into a place where pupils feel they can trust the teacher and they can freely talk in English, and where a teacher can exploit this atmosphere in a natural, conversational way.

Since the beginning of this paper, we have stated that teacher talk cannot be ignored in order to give pupils opportunities of being exposed to learn and exercise the skills needed in everyday conversation situations although it is just throughout the greeting and farewell in spite of the course are for reading academic texts. Krashen’s Input Hypothesis supports this idea by saying that comprehensible input is essential for the learner to acquire a language (Krashen 1988; Wesche 1994 in Lin 2005).

Input that is comprehended is the major source of acquisition of the grammar and vocabulary of the target language. In other words, when comprehensible input is delivered in sufficient quality and quantity, it automatically makes that learners begin to produce the language naturally. This is possible when they have enough
exposure to comprehensible input on the basis of context they are used to, as well as the language they have learned.

Although Krashen’s Input Hypothesis has been criticized in that there is no clear definition of comprehensible input, many people feel that this has at least an intuitive appeal and represents some psychological reality. In the same way, many practitioners recognize the need to provide learners with comprehensible input (Hadley, 2001 in Lin, 2005). Therefore, apparently there is a considerable difference between language in teacher-centered classroom work and spoken discourse about no classroom topics. This emphasizes the importance of complementary teaching strategies to provide opportunities for students to practice everyday conversations.

This kind of transactions should not be ignored for the benefit of raising students’ motivation and interests towards the learning of a foreign language. On the contrary, the amount of everyday conversations should be even increased. Nonetheless, notwithstanding the problems, we encountered that the majority of the data does seem to fit into the given categories, although it takes careful assignment of labels.

5.6. ADJUSTMENTS AS RESOURCES/ TEACHING STRATEGIES

According to Richards (1992: 471) “teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners”, so, as mentioned before, the main purpose of this study is to identify, describe and analyze the adjustments (see section 3.6.) made in the teacher talk by two teachers in the first level courses of reading academic English texts at Universidad del Valle during the interaction with their students and during the classroom management in the second language.
The analysis of the adjustments will be helpful for teachers when they adopt some of strategies in the classroom situations to make the input comprehensible for their pupils and, at the same time, to increase opportunities for them to use English. This kind of research pretends to provide teachers with sources for self-reflection and open a field of strategy training in ELT teacher education curriculum. Thus, in this section each of those adjustments will be analyzed describing their corresponding contexts and purposes.

5.6.1. Translation to L1

The exchanges where teachers used translation to students’ mother tongue were present, for example, when the teacher of lesson one thought the pupils did not answer to an elicitation act because they have not understood the question. Hence, the teacher asked the question in L1 in order to receive a right reply. However, the teacher received a wrong answer and realized the problem was not the comprehension of the question but the ignorance or uncertainty of the answer. Then, the teacher turned to give pupils some clues to guide them. The mentioned example is represented in the analysis table below.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Re-Initiate</td>
<td>Initiation What was the name… (Pause) of that strategy? (Slower) s-tra-te-gy.</td>
<td>el ^ cl</td>
<td>Response No answer Ø</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Re-Initiate (ii)</td>
<td>Initiation ¿Cuál es el nombre de la estrategia?</td>
<td>el</td>
<td>Response Keywords</td>
<td>rep</td>
<td>Feedback Keywords? (Pause) mmm… No.</td>
<td>e acc</td>
</tr>
<tr>
<td>10. T-Direct</td>
<td>Initiation Look for in your materials. (Pause) Look for in your materials. (Showing the photocopies)</td>
<td>d ^ d cl</td>
<td>Response Ss look at the photocopies and comment by whispering</td>
<td>rea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Re-Initiate</td>
<td>Initiation ¿Cuál es el nombre de la estrategia? What is the name of that strategy?</td>
<td>el</td>
<td>Response mmm Reading for a purpose.</td>
<td>b rep</td>
<td>Feedback Reading for a purpose.</td>
<td>acc</td>
</tr>
</tbody>
</table>
It is noticeable in the last exchange (Nº 11) that the teacher asked for the last time but in the opposite way, i.e. firstly in L2 and then in L1. This phenomenon seems to be used in order to reinforce the recognition and understanding of the question in the foreign language.

Furthermore, it is worth mentioning that sometimes the translation was used by the teachers without taking into account the pupils’ understanding, that is to say, teachers use mechanically this teaching strategy before waiting for a signal that pupils do not understand the utterance. Thus, we believe this aspect to be an adjustment which is not a teaching strategy anymore and it is showed in the following example.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
</table>

The recurrence of this first type of TT adjustment, within the two observed lessons, is clearly present during the following exchanges by words or by complete sentences: a) lesson one: 8/9, 11, 76/79; b) lesson two: 15-68-94-103-126/127-144-182-185 (see appendixes 5 and 6, in pages 129 and 138).

**5.6.2. Code-Switching**

The resource of changing the discourse to L1 was applied in many cases in this study. The most frequent is when the teacher asks in English and pupils answer in Spanish in order to show their understanding. Here, it is an example.
Another one is when the teacher wanted to reinforce an information or direction. In the following example, we can identify that the teacher wants to emphasize the direction in the workshop.

The third one is when the teacher wants to give an *explanation* or *conclusion*. In the following case, it was a grammar explanation about compound words that tries to guide the answer to the right meaning.

Another one is to give a *clue* or a *prompt* in order to get a right answer from the pupils to a question. But we found, in the example below, that the question continues being said in L2 because teacher can realize pupils understand the question but they do not answer because they are hesitant or do not know the answer.
Nevertheless, in spite of the fact that most of the code-switching cases we found in both lessons were presented by complete sentences to mainly promote communication, there were also few cases were this resource appears in the same sentence. Weinreich (1953) says that the mixing of languages in an utterance would be considered a mistake. He stated that a person can say something in English and then explain it in Spanish but not say a word in English and then a word in Spanish within the same sentence. We agree Weinreich but we believe that it is an unconscious phenomenon.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
</table>
| 8. T-Inform | Initiation  
And you can see the title, the title says Technology: helpful or harmful. | s | | | | |
| 9. T-Elicit | Initiation  
What’s that in Spanish? | el | Response  
Mmmm | bid | | |
| 10. Re-Initiate | Initiation  
You know. Come on. What is helpful? | p  
el | Response  
Mmmm | bid | | |
| 11. Re-Initiate | Initiation  
Do you remember helpful? | el | Response  
No | rep | | |
| 12. Re-Initiate  
(ii) | Initiation  
German, how about you? | el  
rm | Response  
¿Buenas ayudas? | rep | | |
| 13. Re-Initiate | Initiation  
Lo hemos visto con las derivaciones de palabras. Si quitamos el sufijo “ful” ¿Help qué es? | el | Response  
No answer Ø | | | |
| 14. Re-Initiate  
(ii) | Initiation  
No me digan que no lo reconocen. | p | Response  
¿Ayudar? | rep | Feedback  
Aja | acc |
| 15. Re-Initiate | Initiation  
What is helpful? | el | Response  
¿Utilidad? | rep | Feedback  
¿Útil no? Se convertiría en útil | ch |

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
</table>
| 37. T-Elicit | Initiation  
So, we have reportes de qué? Reportes de... | m^  
el | Response  
Noticias | rep | Feedback  
Reportes de noticias, | acc |
The recurrence of this second type of TT adjustment, within the two observed lessons, is clearly presented during the following exchanges: a) lesson one: 20-30-37-56-59-63-65-69-70/72-74-83/85; b) lesson two: 4-13-18-42/44-48-65-68-107-109-123-160-175-179-181 (see appendixes 5 and 6, in pages 129 and 138). For these examples, we just took into account the code-switching moments occurred inside an exchange and not those between two or more exchanges.

5.6.3. Simplification

Simplification does not necessarily mean reduction but more comprehensible utterances to make them easier to understand so that they may be taught and/or learned. In this study, we found simplification by words but none by sentences (see section 3.6.3.). Then, simplification by words means that unknown words are broken down into smaller units according to their roots, prefixes and suffixes in order to get their meaning. One example of this adjustment is presented below. However, the teachers’ preference seems to be translation when pupils do not understand the utterances.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>143. T-Elicit</td>
<td>Initiation Read the conclusion. (Pause) Do you understand these questions? What is misused?</td>
<td>d el</td>
<td>Response No answer. Ø</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>144. Re-initiate</td>
<td>Initiation Used is positive and misused negative. Remember prefix, prefijos? What is the answer there Cristian?</td>
<td>cl el</td>
<td>Response Nos ayuda hacer las cosas más fácil, hacer cosas que no pensamos hacer antes y la segunda pregunta dice que si se le ha dado un mal uso a la tecnología. Claro que sí, incluso el ser humano ha abusado de la tecnología, por eso estamos como estamos, con el calentamiento global y también la avaricia de nosotros.</td>
<td>rep</td>
<td>Feedback Thank you.</td>
<td>ack</td>
</tr>
</tbody>
</table>
Simplification is also presented in the pace of speech i.e. slower than normal speech with exaggerated pronunciation in order to facilitate comprehension. Here, it is an example.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. T-Elicit</td>
<td>Initiation And the name of that strategy was…</td>
<td>el</td>
<td>Response No answer Ø</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Re-Initiate</td>
<td>Initiation What was the name… (Pause) of that strategy? (Slower) s-tra-te-gy.</td>
<td>el &amp; cl</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The recurrence of this third type of TT adjustment in L2, within the two observed lessons, is clearly present during the following exchanges: a) lesson one: 7/8; b) lesson two: 4-17-41/43-143/144 (see appendixes 5 and 6, in pages 129 and 138).

5.6.4. Repetition and Paraphrasing

The repetitions found in this analysis were located during two moments: (i) in a second time question for an appropriate answer when the first try of asking was blank or with an incorrect answer. However, these repetitions were not immediately said. The following exchanges are an example if this kind of adjustment and but were some clues in the middle of them.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Re-Initiate</td>
<td>Initiation Do you remember helpful?</td>
<td>el</td>
<td>Response No</td>
<td>rep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Re-Initiate (ii)</td>
<td>Initiation German, how about you?</td>
<td>el</td>
<td>Response ¿Buenas ayudas?</td>
<td>rep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Re-Initiate</td>
<td>Initiation Lo hemos visto con las derivaciones de palabras. Si quitamos el sufijo “ful” ¿Help qué es?</td>
<td>cl el</td>
<td>Response No answer Ø</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The second moment (ii), and more used, was during the feedback moves in order to accept pupils’ answers as correct or to reinitiate the question by repeating the answer with question intonation. The following is an example.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Re-Initiate (ii)</td>
<td>Initiation</td>
<td>p</td>
<td>Response</td>
<td>rep</td>
<td>Feedback</td>
<td>acc</td>
</tr>
<tr>
<td>15. Re-Initiate</td>
<td>Initiation</td>
<td>el</td>
<td>Response</td>
<td>rep</td>
<td>Feedback</td>
<td>ch e</td>
</tr>
</tbody>
</table>

The paraphrasing or restatement strategy is often used in both lessons, often in the third part of the exchange, i.e. feedback, in order to reinforce, to emphasize, to complete or to summarize pupils’ responses, including further details, examples and/or evidences. In exchange 18, there is an example of the adjustment.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. T-Elicit</td>
<td>Initiation</td>
<td>s</td>
<td>Response</td>
<td>rep</td>
<td>Feedback</td>
<td>acc</td>
</tr>
<tr>
<td>18. Re-Initiate</td>
<td>Initiation</td>
<td>rep</td>
<td>Response</td>
<td>rep</td>
<td>Feedback</td>
<td>e</td>
</tr>
</tbody>
</table>
In terms of use, paraphrasing was more used than repetition because the no answer from the student is often caused because he does not know the appropriate answer and not by his misunderstanding of the question. Thus, the teachers try to facilitate the answer through clues (including synonyms) within the question rather than repeating the same one. This is the case of the following example.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. T-Elicit</td>
<td>Initiation What do you think about the advantages or disadvantages from technology, of technology, sorry?</td>
<td>s</td>
<td>Response No answer Ø</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Re-initiate</td>
<td>Initiation Do you know what I’m talking about? I’m talking about benefits.</td>
<td>el cl</td>
<td>Response Nos hace la vida más fácil, también hace que algunos procesos sean más cortos, etc.</td>
<td>rep</td>
<td>Feedback Answer in English! Ok, we can do things quickly, get more information, etc.</td>
<td>com</td>
</tr>
</tbody>
</table>

The recurrence of these last types of TT adjustments in L2, within the two observed lessons, is clearly present during the following exchanges: the repetition during the initiation moves in a) lesson one: 7/8-51-75; b) lesson two: 10/15-. The paraphrasing in a) lesson one: 13-25-37/38-55; b) lesson two: 17/18-29/30-33/34-174-175 (see appendixes 5 and 6, in pages 129 and 138).

5.7. USE OF L2 TEACHER TALK IN OTHER CONTEXTS

As explained in chapter three, the teachers’ talk in English results in modifications and adjustments of the discourse structure in order not only to make input comprehensible, but also to provide the pupils with grammatical L2 explanations, to help them understand L2 input, to manage L2 classroom learning (Nizegorodciew 2007) and, simultaneously, to foster an appropriate learning environment. In this part, we are going to present and analyze the examples of four different contexts, found in both lessons, where the target language is used.
5.7.1. Explaining, discussing and encouraging

In this section, three different contexts: explaining, discussing and encouraging, in which L2 TT is used, will be also presented as examples of teaching strategies during the teacher-students interaction.

In this study, *explanations* in L2 were identified during three situations. Firstly, there is a situation when an unknown word appears and it is solved by using three strategies according to the grammatical category of the word in order to get its meaning. The first strategy, in the following example, it is to give an incomplete explanation for the students to be completed and with this help them to deduce the meaning of the word.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
</table>
| 17. T-Elicit | Initiation  
   Check out helpful or harmful.  
   What is the other option?  
   Helpful is positive and harmful is... | s   | Response  
   Negative | rep | Feedback  
   Well | acc |

The second strategy is to analyze *compound words*. Here, the teacher asked in L2 for each of the words that compose the unknown word and when the right meaning is found, the teacher explains in L1 the grammatical category of that word and its appropriate meaning. Here, it is an example.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
</table>
| 45. T-Elicit | Initiation  
   What is paste? | el  | Response  
   Pasta | rep |                     |     |
| 46. T-Elicit | Initiation  
   And what is tooth? | el  | Response  
   Pasta de dientes. | rep | Feedback  
   Ok | acc |
| 47. T-Elicit | Initiation  
   Es una palabra compuesta pero nosotros no decimos pasta de dientes sino... | i el | Response  
   Crema dental | rep |                     |     |

The third strategy is to analyze derived words. In the following example, the teacher used the L2 to ask for the meaning of the unknown word, however, then,
as in the previous example, the teacher explains in L1 the grammatical category of that word and the appropriate meaning.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Re-Initiate</td>
<td>Initiation</td>
<td>Do you remember helpful?</td>
<td>el</td>
<td>Response</td>
<td>No</td>
<td>rep</td>
</tr>
<tr>
<td>12. Re-Initiate (ii)</td>
<td>Initiation</td>
<td>German, how about you?</td>
<td>el</td>
<td>Response</td>
<td>¿Buenas ayudas?</td>
<td>rep</td>
</tr>
<tr>
<td>13. Re-Initiate</td>
<td>Initiation</td>
<td>Lo hemos visto con las derivaciones de palabras. Si quitamos el sufijo “ful” ¿Help qué es?</td>
<td>cl</td>
<td>Response</td>
<td>No answer Ø</td>
<td></td>
</tr>
<tr>
<td>14. Re-Initiate (ii)</td>
<td>Initiation</td>
<td>No me digan que no lo reconocen.</td>
<td>p</td>
<td>Response</td>
<td>¿Ayudar?</td>
<td>rep</td>
</tr>
<tr>
<td>15. Re-Initiate</td>
<td>Initiation</td>
<td>What is helpful?</td>
<td>el</td>
<td>Response</td>
<td>¿Utilidad?</td>
<td>rep</td>
</tr>
</tbody>
</table>

Now, the second situation was to explain through clues and remember the grammatical aspect in order to help students to get the meaning of an unknown word more easily. The following is an example of this situation.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>144. Re-Initiate</td>
<td>Initiation</td>
<td>Used is positive and misused negative. Remember prefix prefijos? What is the answer there Cristian?</td>
<td>cl el</td>
<td>Response</td>
<td>Nos ayuda hacer las cosas más fácil, hacer cosas que no pensamos hacer antes y la segunda pregunta dice que si se le ha dado un mal uso a la tecnología. Claro que sí, incluso el ser humano ha abusado de la tecnología, por eso estamos como estamos, con el calentamiento global y también la avaricia de nosotros.</td>
<td>rep</td>
</tr>
</tbody>
</table>

At last, the third situation was to close a transaction when teacher begins clarifying that she is going to use L2 (because they have already used it and they understand it). Then, the teacher retakes some important aspects they just faced along the transaction and gives a kind of short summary on unknown vocabulary
and about some obstacles students may face while reading a text. This situation is highlighted in the following exchange.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
</table>
| 159. E-boundary | Initiation  
Well, in English again, the most important thing is to think.  
Well, the possibilities about technology, about advantages or disadvantages and some vocabulary related, right?  
One more time, remember here we have vocabulary related to technology (Pointing to the board) and it’s similar and it’s easy, all right?  
And it’s not necessary to think about “that is so difficult for me in English.  
Well, this isn’t true. “ This is good in English, right?  
And you can read and understand the concepts in English. | m^n  
con | ch  
con | ch  
com | ch  
com | |
| Other kinds of explanations were found but they were not taken into account because they were given in L1. |

The second teaching strategy is *discussing*. All the discussions found, particularly in lesson two, were short and mainly directed by the teacher through questions but clearly effective and understood by the pupils who answer in Spanish letting a good interaction. The following exchanges show one of these kinds of discussions.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
</table>
| 162. T-Inform | Initiation  
Ok,  
look at page 55 and you got there activity number 2.  
You have 4 sentences or instructions on it. Number one… I’m talking about page 55, right?  
So the first instruction is: in groups, discuss the following cartoons and say what they refer to. | m  
d | ch  
i | ch  
i | |
| 163. T-Elicit | Initiation  
So you got there 4 cartoons.  
The first one is about what? | i  
el | Response  
Cuál es el planeta que tenemos. | rep | |
| 164. T-Elicit | Initiation What about the second one? | el | Response Es acerca de la contaminación y cómo afecta la salud de las personas. | rep |
| 165. T-Elicit | Initiation The third one? | el | Response El derrame de petróleo o aceite en los mares. | rep |
| 166. T-Elicit | Initiation And the last one? | el | Response Cómo los aerosoles afectan nuestro medioambiente. | rep |
| 167. T-Elicit | Initiation What are the other questions? | el | Response Present your findings to the class. | rep |
| 168. Listing | | | Response Could you find other similar illustrations to bring them to class? | rep |
| 169. T-Elicit | Initiation What is the important vocabulary? | el | Response Garbage, pollution, smoke, lungs, x-rays. | rep | Feedback Yes, all right. acc |
| 170. T-Elicit | Initiation And problems with vocabulary? | el | Response Oil and sea. | rep |
| 171. T-Elicit | Initiation Who can help with these words? | el | Response Gasolina y mar. | rep |
| 172. T-Elicit | Initiation Do you know the word for aerosol? | el | Response Spray | rep |
| 173. T-Elicit | Initiation Could you please spell it for me? | el | Response S-P-R-A-Y | rep |
| 174. T-Elicit | Initiation Alejo. What is your opinion? What do you think about these cartoons? Are they true? | n el | Response Yes. | rep |
| 175. T-Elicit | Initiation Can we help to solve them? What can we do? | el | Response Como todos son acerca de contaminación ya está por parte de nosotros tratar de utilizar menos en el caso de los aerosoles que danñan la capa de ozono. Que haya menos fábricas o que estas sepan cómo utilizar sus desechos y que hay carros eléctricos para ayudar al medio ambiente. También tratar de contener los desperdicios en el mar. | rep | Feedback ¡Muy bien! e |

Classroom questions allow the teacher to glimpse into the minds of students to find out not only what they know or don't know but also how they think about a topic. In addition, frequent and periodic questions can encourage active participation, and
even if this participation is in L1, discussion through questions provides opportunities in the lesson for continued student involvement.

As a final teaching strategy, in this study, *encouragement* is clearly marked by the teacher of lesson two who makes meaningful comments in order to support her pupils’ learning process, to increase motivation and, at the same time, to build a supportive classroom atmosphere even more when this strategy, showed in the following example, is given in L2 fostering the teacher-students classroom interaction.

Encouragement was not only found during feedback as usual, it also appears in the example below at the beginning of an exchange as a kind of closure for the students’ participation, highlighting the considerable participation of one specific student and promoting encouragement not only from the teacher but also from students themselves.

### 5.7.2. Classroom management

The last context where we found the use of L2 TT was to *classroom management*. According to the Sinclair-Coulthard IRF discourse analysis model, the unit that better facilitates the recognition of a *task*, as one of the segments of the class,
might be the *transaction*. Here, an essential aspect for understanding the moments of a class can be the recognition of structure and organization of information within a discourse. Logical relationships (connectors) or discourse markers between utterances or exchanges have the functions of indicators of topic transition.

Sinclair and Coulthard identified a number of markers of the rhetorical organization including what they refer to as markers (e.g. well, all right, now, ok, good), starters and metastatements (see appendix 1, in page 107). These markers can be clearly and more often found within the boundaries exchanges signaling the macrostructure of the lesson and, at the same time, enhancing the pupils’ comprehension. In the following boundary exchange, we found an example of the markers used for showing organization in the moments of the lesson.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trans # 18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>106. B-boundary</td>
<td>Frame</td>
<td>m^</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Well, (Pause)</td>
<td>ms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Focus</td>
<td></td>
<td>The second situation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>107. T-Direct</td>
<td>Initiation</td>
<td>s</td>
<td>Response</td>
<td>rep</td>
<td>Feedback</td>
<td>ack</td>
</tr>
<tr>
<td></td>
<td>¿Quién se atreve a leer los en inglés?</td>
<td>(m)</td>
<td>I try!</td>
<td></td>
<td>All right! Thank you.</td>
<td></td>
</tr>
</tbody>
</table>

Additionally, *teacher-led* lessons assured the maximum amount of control over the structure of the discourse. *Act* categories such as cue, bid and nomination are redundant as they are used to manage and control the order of large classrooms. Here, it is an example.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. T-Elicit</td>
<td>Initiation</td>
<td>s</td>
<td>Response</td>
<td>b</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does somebody</td>
<td>(s)</td>
<td>eee... (Noise) silencio!</td>
<td>z</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>remember the topic of the last class?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Re-Initiate</td>
<td>Initiation</td>
<td>n</td>
<td>Response</td>
<td>rep</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes (Pointing)</td>
<td>(n)</td>
<td>Cómo reconocer los diferentes tipos de texto</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Noise) Por favor! (Asking for silence)</td>
<td>(z)</td>
<td>ósea según los números, las fechas, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Particularly, the use of discourse markers in this study seems to be one of the major comprehension aids in the spoken style of discourse. It would help L2 teachers to stretch their focus of concern and their control on the fluency of the tasks along the lesson. Language teachers should realize the importance of including discourse markers in their talk in English. In the following informing exchanges some markers can be identified.

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>162. T- Inform</td>
<td>Initiation</td>
<td>m</td>
<td>d</td>
<td>i</td>
<td>ch</td>
<td>i</td>
</tr>
<tr>
<td>Ok, look at page 55 and you got there activity number 2. You have 4 sentences or instructions on it. Number one… I’m talking about page 55, right? So the first instruction is: in groups, discuss the following cartoons and say what they refer to.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.8. QUESTIONNAIRES

Taking into account that in the Universidad del Valle there are many EAP courses and they involve many people of the educational community, this research was only directed to two groups randomly chosen. Thus, as people involved in this study were easily contacted, the questionnaires were addressed to all of them in order to get accurate data.

5.8.1. Questionnaire for students

In the questionnaire (see appendix 9, page 165), the first and only open question tried to detect the students’ attitude towards English as a foreign language and towards the use of English in classrooms.

In lesson one the questionnaire was answered by 25 of its 30 students of the medicine degree. The students perceive English as an important aspect in their
professional development because, in the first place, it helps them to better understand the specialized texts about technological advances and research in their field of study which are usually published in this language; in the second place, but no less important, because English as a world-wide language is essential in the labor market and further studies without borders.

In lesson two the questionnaire was answered by 12 of its 16 students of the physics degree. Here, the students believe that English is really important for them in many ways. Some of them mentioned the importance of English in their degrees due to the fact that bibliography in their subjects is in the foreign language. Thus, the first important aspect is their understanding texts in later semesters. Secondly, they mentioned that the foreign language will help them to achieve education in a foreign country. Finally, the last mentioned aspect is for working, since students are convinced that it will help them to get a better job position because English is the universal language.

In conclusion, students of both lessons have the same scale of priorities in relation to the importance of learning English to their professional life. Now, in the following table, we can find the quantitative results of the other eleven statements designed in terms of one particular behavior in the questionnaire (see appendix 9, in page 165) which aim at investigating pupils’ preferences and perceptions of teacher talk. These answers will be analyzed after the statistical figures.

<table>
<thead>
<tr>
<th>Answer</th>
<th>LESSON 1</th>
<th>LESSON 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>
The answers to the questions are statistically represented in figures 2 and 3, with the results of each group. These figures will be explained after the general perceptions of teacher talk in figure 4.

**Lesson One**

![Bar chart for Lesson One](image1)

**Lesson Two**

![Bar chart for Lesson Two](image2)

Figure 2. Students’ Answers of Lesson 1

Figure 3. Students’ Answers of Lesson 2
Since each question is designed in terms of one particular behavior, figure 4 shows the number of students who prefer the statement in the height of each bar. The language behaviors (see appendix 9, in page 165), which have reached over 50% percentage of students’ satisfaction, will definitely indicate the majority of preferences of teacher talk.

![General Perceptions](image)

Figure 4. Students’ Answers of Lessons 1 and 2.

According to the graph of general perceptions in both lessons, 59.5% of the students think that the L2 teachers’ talk time is over 20 minutes and appropriate (question 2 and 3). More than 48.6% like to listen to teachers’ instructions (question 4). More than 54.1% of them like teachers to explain everything in English (question 5). Towards teachers’ questions, more than 48.6% of the students like to be asked and answer the questions in L2 (question 6). 59.5% of the students like their teacher to give them questions with fixed answers (question 7). 75.7% of the students like to be volunteers to answer questions, 24.3% students like to be named, and 0% students prefer the way in chorus (question 8). More than 48.6% of the students expect the teachers’ praise and to be encouraged
by teachers’ feedback (question 9). The figure indicate more than 54,1% of students accept authentic material in English as classroom resource (question 10). Finally, 54,1% of the students have the desire for participation on classroom topics (question 11) but just the 37,8% for daily ones (question 12). These results support the agreement from more than a half of the students for using TT in English during the teacher-students classroom interaction.

5.8.2. Questionnaire for teachers

The questionnaire addressed to the teachers involved looks for investigating about their personal perception of the use of TT in the EAP courses at the university in terms of quantity, contexts, relevance for the students’ professional formation, its importance in the teaching and learning processes, coherence with EAP course objectives and awareness of their adjustments and modifications. (See appendix 10, page 166)

The results show that teachers think of English along the students' professional formation as an important reason nowadays to get study opportunities (scholarships) and job opportunities around the world because of the globalization. But most important is to be able to access the original knowledge. Thus, they as teachers, try to speak in English depending on the students’ response to face it. It varies according to the level, theme, the activity and the participation of the students. In other words, the teachers, firstly, ask to the students if they want to listen to some parts of the class in English, and if they do, teachers use it for greetings, instructions, when the texts are read aloud and when she asks questions based on the texts. As for time, they do not give a specific quantity explaining that it cannot be measured, but depending on the courses, approximately 40 to 75%. In relation to the importance of TT for the learning and teaching processes in the EAP courses, the teachers stated that it is definitely important. In fact, students like the teacher to talk in English, it is encouraging for
them when the teacher uses English in class and they feel like they can do it too. It is not easy though, but students should speak as a personal goal during the course specially about their area of study. Sometimes, they feel frustrated because they don’t understand everything the teacher says, but with time they feel more and more prepared to understand and participate. In addition, the purpose and therefore the name of the course is Reading Academic Texts and students who do not want to work other skills use this as a reason not to be compelled.

Later on, when reflecting on their own spoken discourse, they said that the use of L1 is present during longer explanations -depending on the difficulty of the subject being explained-, additional information and comments because it involves knowing more vocabulary and expressions in the foreign language, but sometimes also in some directions, feedback and discussion. It depends on the level of the students. As well, teachers explain that L2 is used for greetings, instructions, when the texts are read aloud and when they ask questions based on the texts because for students it is easier to become familiar with that kind of vocabulary and expressions. Then, the teachers answered that they generally use academic English in class where sometimes some adjustments need to be done. So, when they talk to other people, they do it differently because it is other context.

In relation to the students’ reaction towards the use of L2 in class, they mentioned that most of the students really like it but they do not actively participate because they are scared and do not want the class to mock them. However, the students’ perception of the use of L2 TT in class is that they feel they can do more than just read and answer questions about the reading. Speaking activities are usually interesting and fun for the students. Lately, the teachers have noticed a growing trend in students who want more English spoken in EAP courses. On the other hand, the EAP teachers’ perception of the use of L2 TT in class is that most teachers do not use an oral form of L2 as much as they should. It is maybe because, first, involves working harder, i.e. to work with the resistance of the
students looking for explanation strategies for them to understand what is being said; and second, because they do not practice spoken English themselves or receive ongoing training. They consider that as most of the teachers do not use L2 TT from the first level, it is very difficult to use it in second or higher levels.

Additionally, the following objectives were taken from the EAP course programs in appendix 2 (page 109): “to develop skills to autonomous, oral and written, reading comprehension” and “to develop basic skills to audiovisual comprehension of scientific information contained in available recording or videos to complement the written material.” According to the above mentioned objectives, the development of the communicative competence in EAP seems to be extended to the field of oral communication, especially to the comprehension of oral texts in their specific knowledge areas or disciplines. Hence, the programs include a basic component of listening in English since the first levels. Teachers commented that this aspect is taken from one of the EAP programs with four levels of English, in which the integrated skills are taught, so they must work oral communication from the first levels. But for the students to understand oral texts in their specific knowledge area or discipline is very important, because they are often exposed to this kind of information. Teachers also comment that as one of the objectives says the skill of listening in English is very basic, specially in the first level for three reasons: first, most of the students arrive to the course with a beginner level (in some cases they don’t know English at all) so it is very difficult to start with oral texts in the first level; second, the classrooms are not equipped with the necessary appliances to work listening activities and it is very hard for the teacher to look for a space to work listening; third, there are from 30 to 35 students per course, and with this number it is very difficult to perform listening activities and for the students to develop good listening abilities.

Finally, the teachers think that TT could be definitely included as part of a basic component of listening in English since the first levels as a complementary
component but if the teacher wants to do it and if the number of students per class is reduced. Otherwise, it is impossible.

5.9. COMPARISON AND CONTRAST

In the following two sections some characteristics made by teachers and students will be compared and contrasted in order to figure out changes in their own teaching and learning styles.

5.9.1. Between teacher and student talk

When analyzing the amount of student versus teacher talk in any language, it was evident that the transactions relegated students’ contributions mainly to answering moves. Besides, opening moves were restricted mainly to the teacher. Consequently, this shows that teachers held a large degree of control over the lesson. However, this does not mean that students do not understand L2 teacher talk; on the contrary, it was noticeable, particularly in lesson two, that students had long teacher-students discussions where students’ comprehension and success with this teaching strategy was also evident.

In general, teacher’s control over the lesson is predominant but this is a result of the students’ behavior. In other words, teachers should guide their lessons in this way because students do not take risks in class to improve their learning. Anyway, it does not mean that this should continue the same but this should change for the well-being of the students’ learning process. Things are not static in life, things should change and if we, as teachers, could decide over them at least with a little part of participation, e.g. creating an appropriate environment to attract students interventions, it would be great to be able of leading things in order to achieve the teaching objectives.
5.9.2. Between teachers talk

Although the differences between both teachers depend mainly on the teaching style and the teacher-student relationship, we think EAP teachers, in general, could try to use most of the adjustments as teaching strategies as possible in order to facilitate the foreign language learning of pupils through teacher talk and, in consequence, to achieve two of the course objectives, “to develop skills to autonomous, oral and written, reading comprehension” and “to develop basic skills to audiovisual comprehension of scientific information contained in available recording or videos to complement the written material.”

Besides, one of the examples that support the purpose of this study can be identified during the encouraging strategy, when one of the teachers gives feedback and motivating comments in L2 through acknowledgement, personal comments, or pieces of advice to her students while the other one just merely gives acceptances of the answers through some utterances like yes, no or repetitions.

On the other hand, another relevant example is identified during the explaining of a teaching strategy where one of the teachers tries to look for the meaning of an unknown word by breaking it down, asking for meaning in context or, as a last option, asking for help from other pupils but anyway, letting students to have contact with TT in L2. On the contrary, the other teacher usually prefers to use directly the translation to L1 when an unknown word appears. In this way, students are learning the theory of reading strategies but they are not practicing it which is one of the main objectives of this sort of course. Thus, what this example shows us is that the opportunity of having students to be in contact with L2 input should not just be allowed when a teacher takes the decision for them but teachers should give their best until make this an teaching custom at Universidad del Valle.
CHAPTER 7 CONCLUSIONS

From all of the above theories and analysis in different classroom interactions on L2 teaching, a general conclusion which can be drawn is that an EAP classroom that can facilitate learners’ language learning should have the following features:

1. Providing opportunities for learners to listen to the target language and enable them to learn the target language through meaningful use of it.
2. Providing optimal comprehensible input for learners through classroom communication. Teachers should make an effort to make their speech comprehended by using communicative teaching strategies.
3. Providing motivation and encouragement. Teachers are expected to initiate learners to interact in a reliable learning environment for them to feel capable of showing comprehension of the teacher talk in L2.

There exist a lot of factors affecting teaching quality. For many years, teachers just focus on the learning of teaching methods and techniques. As a result, they miss some essential elements of teaching. Teacher talk is one of the most important factors a successful class depends on. In the actual teaching, few teachers are aware of the importance of teacher talk but use it unconsciously, they know little about the forms and adjustments of teacher talk. Thus, after having achieved the general objective of this research: to identify, describe and analyze the adjustments made in the teacher talk by two teachers in the first level courses of reading academic English texts during the interaction with their students and during the classroom management in the second language inside the classroom at Universidad del Valle, we can specifically conclude that:

1. The amount of teacher speech outnumbers the linguistic quantity of learners’ contributions. Students’ spoken discourse is approximately a third part of that made by the teacher. Thus, lesson is teacher-centered since students’ participation is limited to the response move.
2. Teacher talk in L2, in this research, is presented approximately more than a half of the TT total time.

3. Teacher talk adjustments, found in this research and organized according to their recurrence in a decreasing order, are: code-switching, translation to L1, paraphrasing, simplification and repetition.

4. There are four contexts where L2 was found: explaining, discussing, encouraging and classroom management. They are different since depend on each teacher’s style of speech addressed to language learners.

5. Teacher-students' interactions were short and mainly directed by the teacher through questions but clearly effective and understood by the pupils who answer in Spanish letting a good interaction.

6. Frequent and periodic questions can encourage active participation. Even if this participation is in L1, discussion through questions provides opportunities in the lesson for continued student involvement.

7. Encouragement is made through meaningful comments in order to support pupils' learning process, to increase motivation and, at the same time, to build a supportive classroom atmosphere even more when this is given in L2 fostering the teacher-students classroom interaction.

8. The use of discourse markers was found to be one of the major comprehension aids in the spoken style of discourse. It would help L2 teachers to stretch their focus of concern and their control on the fluency of the tasks along the lesson.

9. Different teaching strategies through teacher talk bring different effects: positive feedback can create a warm, encouraging classroom atmosphere that prompt learners; classroom management can elicit students to make an effort to understand more complex, meaningful input, thus lead them to attain a much higher language proficiency.

So if teachers know more about teacher talk, and choose its appropriate forms consciously, the dull atmosphere in the classroom will disappear and the teaching quality will be improved. Teachers should persist in the study of teaching and
learning. Teacher talk as the means to combine theory with classroom practice will contribute a lot to the successful classroom language teaching. Then, the research on teacher talk provides us with an ideal perspective to investigate and understand what is really going on in EAP classrooms.

Moreover, the results of the questionnaires show the following results:
1. Students and teachers perceive the English as an important aspect to better understand the specialized texts about technological advances and research in their field of study; and to open doors in the labor market and further studies without borders.
2. Results support the agreement from more than a half of the students for using TT in English during the teacher-students classroom interaction.
3. Teachers frequently use L2 speech for greetings, instructions and questions; and L1 for explanations, discussions and feedback.
4. Teachers say that classrooms are not equipped with the necessary appliances to work listening activities and that is very difficult to perform them with courses from 30 to 35 students.

Thus, in the following section we will try to give some recommendations without the intention of criticizing or evaluating the wonderful teachers’ labour but looking for EAP teachers from the university and the audience from educational environment could see themselves reflected on this dissertation by recognizing their own main features and being consciously able to evaluate, modify and increase their spoken discourse in order to facilitate both English language teaching and learning.

7.1. RECOMMENDATIONS

This preliminary analysis provides opportunity for further research in the field of discourse analysis and it may be relevant for the EAP teachers to further study
their classroom environments and the form of discourse which occurs there in order to refine and improve their courses. Thus, some recommendations could be:

1. Environment in the classroom is beneficial to the learners’ learning. It is no doubt that teachers should increase their talk time in classrooms but, at the moment, this is a personal decision.

2. A classroom with a small amount of TT is not certainly one that most teachers and students would approve. Conversely, a class where the teacher seems over concerned to speak is not very attractive either. Good teachers should use their common sense and experience to get the right balance (Harmer 2000, in Xiaou 2006).

3. Languages teachers could make action research in order to be aware of the discourse they use because there is no learning without meaningful input.

4. EAP courses at Universidad del Valle should be compounded by the same quantity of students as most of the courses in the foreign languages degree, 25 students, in order to get better results in English learning process.

Anyway, the insights obtained from the present research will hopefully help not to lose sight of objectives related to providing learners with opportunities to listen the target language in the classroom and the need for the development of respective activities.

Finally, the idea of explaining everything in English sounds good, however, some teachers also believed that if they explain the lessons in L1, students will better understand what teachers are saying. We, personally, consider this is a big problem and a negative way of thinking. In fact, teachers should consider that students follow the way that their teacher follows; especially young students. When teachers speak in the target language, the students will get used to this way and will be, unconsciously, obliged to understand what is going on.
We are not saying that teachers should neglect L1 and should not use it in teaching. We say that teachers can begin by using L1, for example, in the first session. In the next one they can minimize talking in L1 and they can mix between the two languages. We mean teachers should encourage students to listen to English even if they do not understand everything. For example, after teachers makes sure that students can understand their way of teaching and can understand the language they are using, they will have to minimize L1 until they keep speaking just in the target language. A reason to support this step by step change is that students are in different learning levels and because of that teachers should go slowly, helping them to be creative and encourage them to improve.

7.2. LIMITATIONS

The first limitation of the study comes from the reduced population of the courses. Two teachers and 46 students involved in the study is a too small figure in relation to the whole population of some hundreds of staff and students at Universidad del Valle. In addition, this research just covered some aspects of teacher talk, so this research does not provide an insight from the all-round perspectives. The following aspects deserve further research: firstly, more case studies on a large scale are needed to carry out, so more comprehensive researches toward TT can be available; secondly, it is need to do further research concerned with the other aspects of teacher talk apart from the ones involved in this study, and more efforts should be paid in strengthening a more general mode of teacher's awareness of teacher talk; thirdly, this research just explores the relationship between TT and foreign language learning in EAP English classrooms. How TT affect students' learning still needs further research.

To conclude, the present work does some research on certain aspects of teacher talk and the findings of it contribute to the investigation of foreign language teaching classrooms, though there exits some limitations in this research. As a
crucial component of foreign language classrooms, further research on teacher talk still has a long way to go and will contribute a lot to promoting teaching quality and facilitating L2 learning.

7.3. IMPLICATIONS

The significance of simplified input and modified interaction reported in this study lies in the implication that for language learning to be promoted, teaching should provide comprehensible input and involve the use of modified language. Let us start, then, from the belief that learners can better learn the L2 through comprehensible input. This puts a high demand on the English language teachers which must present significant information and knowledge but in a way comprehensible to learners who lack fundamental competence in the target language.

Teachers’ awareness of these factors would promote their better understanding of effective instructional methods. Emphasis has been traditionally placed on the form of utterances rather than on the meaningful exchange of information. As for the significance of interactional and discourse features for L2 learning, the present study emphasizes the importance of meaningful interaction and participation in discourse as an important factor in language learning. When the teacher modifies the questions, and helps the learners provide the answers, repeats, paraphrases and expands on learners’ utterances, he is providing comprehensible input. On the other hand, when students ask questions, or request clarifications they provide the key for the teacher to modify his input to the appropriate level for L2 learning.

7.4. USEFULNESS OF THE ANALYSIS

In general, the structure of the original Sinclair-Coulthard IRF system of discourse analysis proved capable of categorizing our classroom discourse, due to the fact
that the groups studied were teacher-led lessons. This research involved a small data sample from two lessons which are helpful in determining whether there are patterns of interaction applicable to these teaching situations.

Despite difficulties in application, discourse analysis of this type has many benefits to teachers wanting a better understanding of classroom discourse. A greater awareness of teacher talk can greatly increase teacher’s success in explicit teaching or a greater awareness of teacher feedback. Thus, of key importance in discourse analysis is the intentions of the speaker in each created utterance, rather than its grammatical composite. Hence, the importance of the IRF model, because by examining the individual parts in classroom discourse, teachers can better understand language as social interaction. Then, they can more effectively use TT to fulfil student goals in foreign language learning.

7.5. WHAT WE LEARNED

One of the things that we learned from this study is that the subject of spoken discourse adjustments is a much wider and complex topic of educational concern that we thought at first. The research demonstrates the need for more types of adjustments to be learned and used by teachers. Teachers should be better advised to apply their effort for adjusting their teacher talk and even having better communication.

We also learned that teacher talk plays a vital important role in language learning as a tool of implementing teaching plans and achieving teaching goals. It is important for the organization and management of the classroom because it is through language that teachers either succeed or fail in implementing their teaching plans. In terms of acquisition, teacher talk is important because it is probably the major source of comprehensible target language input the learner is
likely to receive. The amount and type of teacher talk is even regarded as a decisive factor of success or failure in classroom teaching.

Sinclair and Coulthard's IRF model of discourse analysis suggesting the three categories Initiation-Response-Feedback has shown to be a solid basis for analysing the data recorded and transcribed for this essay. While some scope of interpretation seems to be inherent to the subject, the model still provided clear guidelines for analysis in most of the cases. Thus, to carry out a discourse analysis on the basis of the IRF model has shown to be of personal and professional interest to us from several points of view. It has provided some valuable insights on characteristics of teacher-centred classroom work in general as well as on our own teaching: it made us aware of what actually happens on the level of spoken discourse.

Finally, we hope this study contributes to the language teaching area. Though it was just a small-scale exploration and the findings may reveal partial views of classroom research, it gives insight to the study of EAP foreign language classroom, and promotes the awareness of teachers toward how they use language in classrooms.
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## Appendix 1

**Acts and Their Definitions**

*Definitions and symbols as per Coulthard (1992: 19-21)*

*Types I - III as per Coulthard (1985: 126) Type IV as per Brazil (1985)*

*Taken from Umemoto, Mary (2004)*

### 1. Meta-Interactive Acts

<table>
<thead>
<tr>
<th>Act</th>
<th>Code</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Conclusion</td>
<td>con</td>
<td>Realized by an anaphoric statement, sometimes marked by slowing of speech rate and usually the lexical items ‘so’, or ‘then’. Its function is again to help the pupils understand the structure of the lesson but this time by summarizing what the preceding chunk of discourse was about.</td>
</tr>
<tr>
<td>Loop</td>
<td>l</td>
<td>Realized by a closed class of items -- ‘pardon’, ‘you what’, ‘eh’, ‘again’, with rising intonation and a few questions like ‘did you say’, ‘do you mean’. Its function is to return the discourse to the state it was at before the pupil spoke, from where it can proceed normally.</td>
</tr>
<tr>
<td>Marker</td>
<td>m</td>
<td>Realized by a closed class of items: ‘well’, ‘OK’, ‘now’, ‘good’, ‘right’ ‘all right’. When acting as head of a framing move it has a falling intonation, [1] or [+1], as well as a silent stress. Its function is to mark boundaries in the discourse.</td>
</tr>
<tr>
<td>Metastatement</td>
<td>ms</td>
<td>Realized by a statement which refers to some future time when what is described will occur. Its function is to help the pupils to see the structure of the lesson, to help them understand the purpose of the subsequent exchange, and see where they are going.</td>
</tr>
<tr>
<td>Silent Stress</td>
<td>^</td>
<td>Realized by a pause, of the duration of one or more beats, following a marker. It functions to highlight the marker when it is serving as the head of a boundary exchange indicating a transaction boundary.</td>
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</table>

### 2. Interactive Acts

<table>
<thead>
<tr>
<th>Act</th>
<th>Code</th>
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<tbody>
<tr>
<td>Accept</td>
<td>acc</td>
<td>Realized by a closed class of items -- ‘yes’, ‘no’, ‘good’, ‘fine’ and repetition of pupil’s reply, all with neutral low fall intonation. Its function is to indicate that the teacher has heard or seen and that the informative, reply, or react was appropriate.</td>
</tr>
<tr>
<td>Acknowledge</td>
<td>ack</td>
<td>Realized by ‘yes’, ‘OK’, ‘mm’, ‘wow’, and certain non-verbal gestures and expressions. Its function is simply to show that the initiation has been understood, and, if the head was a directive, that the pupil intends to react.</td>
</tr>
<tr>
<td>Check</td>
<td>ch</td>
<td>Realized by a closed class of polar questions concerned with being ‘finished’ or ‘ready’, having ‘problems’ or ‘difficulties’, being able to ‘see’ or ‘hear’. They are ‘real’ questions, in that for once the teacher doesn’t know the answer. If he does know the answer to, for example, ‘have you finished’, it is a directive, not a check. The function of checks is to enable the teacher to ascertain whether there are any problems preventing the successful progress of the lesson.</td>
</tr>
<tr>
<td>Clue</td>
<td>cl</td>
<td>Realized by a statement, question, command, or moodless item. It is subordinate to the head of the initiation and functions by providing additional information which helps the pupil to answer the elicitation or comply with the directive.</td>
</tr>
<tr>
<td>Act</td>
<td>Code</td>
<td>Definition</td>
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<tr>
<td>Cue</td>
<td>cu</td>
<td>Realized by a closed class of items of which we so far have only three exponents, 'hands up', 'don't call out', 'is John the only one'. It's sole function is to evoke an appropriate bid.</td>
</tr>
<tr>
<td>Bid</td>
<td>b</td>
<td>Realized by a closed class of verbal and non-verbal items -- 'Sir', 'Miss', teacher's name, raised hand, heavy breathing, finger clicking. It's function is to signal a desire to contribute to the discourse.</td>
</tr>
<tr>
<td>Nominate</td>
<td>n</td>
<td>Realized by a closed class consisting of the names of all the pupils, 'you', with contrastive stress, 'anybody', 'yea' and one or two idiosyncratic items such as 'who hasn't said anything yet'. The function of nomination is to call on or give permission to a pupil to contribute to the discourse.</td>
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### 3. Turn-Taking Acts

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<tr>
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<th>Code</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Aside</td>
<td>z</td>
<td>Realized by a statement, question, command, moodless, usually marked by lowering the tone of the voice, and not really addressed to the class. As we noted above, this category covers items we have difficulty in dealing with. It is really instances of the teacher talking to himself: 'It's freezing in here'. 'Where did I put my chalk?'.</td>
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Appendix 2
EAP Course Program

Facultad de Humanidades
Escuela de Ciencias del Lenguaje
Departamento de lenguas extranjeras – Sección de E.S.P.

<table>
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<tr>
<th>PROGRAMA DE CURSO</th>
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<tr>
<td>ASIGNATURA: LECTURA DE TEXTOS ACADÉMICOS EN INGLÉS I</td>
</tr>
<tr>
<td>CÓDIGO: 204101M</td>
</tr>
<tr>
<td>CRÉDITOS: 3</td>
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<tr>
<td>PRERREQUISITOS: Ninguno</td>
</tr>
<tr>
<td>PERÍODO ACADÉMICO: Agosto – Diciembre 2010</td>
</tr>
<tr>
<td>HABILITABLE: NO</td>
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</table>

I. Presentación
Este curso se dirige a estudiantes universitarios del programa académico de Medicina y Cirugía (3660) que necesitan desarrollar una competencia de lectura en inglés para sus propósitos académicos y cumplir con los requisitos exigidos por la Universidad en cuanto a su proficiencia en un idioma extranjero.

El curso es el primero de una serie de varios niveles que se plantean desde una perspectiva de la lectura como proceso interactivo en la que el lector utiliza una serie de recursos lingüísticos, discursivos, de conocimiento previo de su disciplina y del mundo, para construir sentido a partir del texto escrito tanto de manera impresa como a través de una plataforma virtual. Se pretende que el estudiante desarrolle las competencias específicas que le permitirán convertirse en un lector crítico y autónomo, capaz de enfrentarse con propiedad y eficiencia a los retos de la sociedad que avanza de manera acelerada en el campo científico, académico y tecnológico.

II. Fundamentación teórica
El curso se basa en el principio de que el discurso científico (forma de comunicación entre el científico y el lector) tiene una estructura comunicativa propia que, en sus formas básicas, es universal e independiente hasta cierto punto del medio lingüístico en el cual se realiza. Los textos técnicos y científicos no pueden considerarse como una simple colección de elementos léxicos especializados o como una recopilación de estructuras extraídas del lenguaje de cada día. El científico al expresar ciertos procesos conceptuales tales como la definición, la clasificación, etc., emplea un lenguaje organizado de una manera particular que cumple una función determinada. Las estructuras lingüísticas adquieren, por lo tanto, un valor funcional y deben interpretarse dentro del discurso mismo y no como elementos aislados. Podría decirse que la ciencia tiene un lenguaje universal dirigido a expresar funciones comunicativas concretas.

III. Justificación
En el mundo moderno de la globalización del conocimiento, es imprescindible tener acceso a la información actualizada que se transmite a través de los medios escritos y tecnológicos. La mayoría de los avances en la ciencia y la tecnología en todo el mundo se socializa a través de publicaciones especializadas en inglés y muy frecuentemente haciendo uso de las tecnologías de la información y la comunicación TIC. Un profesional competente debe ser capaz de acceder a esta información para mantenerse al día en los avances de su profesión y poder así incidir de manera crítica y creativa en los desarrollos propios de su campo de trabajo.
IV. Objetivos Generales
Este primer nivel tiene como objetivo familiarizarse con el inglés como medio para acceder a la información actualizada en las distintas áreas de interés del estudiante. El curso se centrará principalmente en el desarrollo de estrategias de lectura que permitan al estudiante una interpretación adecuada de los distintos textos representativos de su área de especialidad, principalmente aquellos de carácter científico-pedagógico propios de los primeros niveles de estudio universitario.

- Familiarizarse y usar adecuadamente la Plataforma Virtual LingWeb y la internet con el fin de complementar las actividades de la clase presencial, al mismo tiempo desarrollar la literacia en los medios electrónicos hipermediales.

- Desarrollar habilidades para la comprensión lectora, oral y escrita autónomas.

V. Objetivos Específicos.
Se busca que, al finalizar el curso, el estudiante haya logrado:

5. Manejar con eficacia las estrategias que facilitan el proceso de lectura de textos académicos en inglés haciendo uso de diversos recursos, de acuerdo con las características particulares de cada texto.

6. Identificar los diferentes aspectos lingüísticos y discursivos que caracterizan los textos académicos y sus funciones, de acuerdo con el propósito del autor y al tipo de texto.

7. Identificar las distintas tipologías discursivas de los textos, teniendo en cuenta la organización de las ideas en los párrafos, los elementos de cohesión y coherencia, y otras estrategias utilizadas por el autor para configurar la macroestructura de los mismos.

8. Desarrollar estrategias de manejo del vocabulario en contexto, así como el uso eficiente del diccionario.

9. Interpretar adecuadamente las ayudas gráficas que acompañan a los textos académicos y que constituyen un elemento integral para la comprensión de los mismos.

10. Desarrollar una actitud positiva hacia el inglés y en especial hacia la lectura de textos auténticos de carácter científico en este idioma.

11. Desarrollar habilidades básicas para la comprensión audiovisual de información de tipo científico contenida en grabaciones o en video disponibles en la plataforma para complementar el material escrito.

12. Manejar los diferentes hipertextos y las herramientas que ofrece la Plataforma Virtual LingWeb.

V. Contenidos
En cada uno de los grupos se utilizarán desde el principio textos auténticos, no simplificados, pertinentes al área de especialidad del conjunto de estudiantes del grupo. Los contenidos a trabajar en este nivel son:

16. Estrategias de lectura
17. Tipo de texto y propósito de lectura
18. Skimming
19. Scanning
20. Lectura intensiva
21. Lectura crítica

22. Estrategias de reconocimiento e interpretación del vocabulario
23. Palabras “transparentes” o cognados, estructurales, generales y específicas
24. Palabras derivadas. Interpretación de prefijos y sufijos, reconocimiento de la categoría gramatical
25. Palabras compuestas
26. Interpretación del sentido por el contexto
27. Uso del diccionario
VI. Metodología
Este curso tiene un alto contenido teórico y conceptual, ya que se trata de promover una visión de los procesos cognitivos y afectivos que se desarrollan en la mente del individuo al enfrentar un texto en lengua extranjera. Los procesos psicolingüísticos que se generan en la lectura exigen una readecuación de las prácticas anteriores que promovían la lectura en lengua extranjera simplemente como una "traducción" literal, palabra por palabra, de los contenidos del texto. Es importante, por lo tanto, llevar al estudiante a que se concientice de la forma explícita de estos procesos para que pueda llegar a ser un lector eficaz.

La metodología, en consecuencia, es altamente interactiva. El papel del profesor no es solamente el de enseñar inglés, sino el de ayudar y acompañar al estudiante a desarrollar sus propios recursos de interacción frente al texto. Esto se logra, no a través de conferencias o clases magistrales, sino a través de un trabajo permanente de construcción conjunta que se lleva a cabo entre el profesor y los estudiantes. El docente adecua materiales complementarios y orienta al estudiante para que acceda a diversas fuentes de información acorde a las necesidades del curso con el fin de aprovechar las ventajas de la plataforma virtual LingWeb que ha venido desarrollando y optimizando La Escuela de Ciencias del Lenguaje en conjunto con la Escuela de Ingeniería de Sistemas y Computación de la Universidad del Valle. Consideramos que esta interrelación constituye un elemento fundamental en los procesos que conducen a que el estudiante "aprenda a aprender". En este sentido, nuestra propuesta es ambiciosa, ya que permite al estudiante no solamente conocer mejor la lengua extranjera, sino también abordar el conocimiento de manera más crítica y creativa, ser un mejor lector, un profesional más independiente.

VII. Evaluación
Los siguientes elementos se tendrán en cuenta para la evaluación:

- Examen parcial 25%
- Examen final 30%
- Producción individual de los estudiantes 45%
  (Actividades en clase, participación, trabajo en la plataforma virtual LingWeb, quizzes, talleres, etc.)

VIII. Bibliografía
Para el curso se tomarán como guía los materiales elaborados y sugeridos por la coordinación y el grupo de docentes de ESP de la Escuela de Ciencias del Lenguaje. Igualmente se debe contar con un buen diccionario bilingüe o monolingüe.

La bibliografía para este curso es abierta y se tendrá en cuenta el material existente en la Biblioteca Mario Carvajal, los Centros de Documentación y el Centro de Recursos de la Escuela de Ciencias del Lenguaje. Los estudiantes contarán con la asesoría de los docentes para orientar la consulta de material en la Biblioteca y a través de Internet. Algunas páginas para consulta son:

- Revista New Scientist  www.newscientist.com
- Scientific American Magazine  www.scientificamerican.com
- British Medical Journal  www.bmj.com
- JAMA - The Journal of the American Medical Association  www.jama.ama-assn.org
- The Lancet medical journal  www.lancet.com
Appendix 3

Classroom Lesson Transcript – Lesson 1

Date: August 25th, 2010 (Semester Aug-Dec 2010)
Group: Medicine students Course: Lectura de textos académicos en Inglés I

1. T: Good afternoon.
3. T: (Llamado a lista)
4. P: Present or no answer when absent.
5. T: ¿Quién no tiene el programa?
6. P: No answer
7. T: OK. Does somebody remember the topic of the last class?
8. P: eeee (Pause) – noise – silencio!
10. P: Cómo reconocer los diferentes tipos de texto osea según los números, fechas, etc.
11. T: And the name of that strategy was… (Question entonation) What was the name… (Pause) of that strategy? (Slower) s-tra-te-gy. ¿Cuál es el nombre de la estrategia? (Code switch)
12. P: Keywords
13. T: Keywords? (Pause) mmm… No. Look for in your materials. (Pause) Look for in your materials (Showing the photocopies)
14. P: Students comment by whispering
15. T: ¿Cuál es el nombre de la estrategia? What is the name of that strategy?
16. P: mmm Reading for a purpose.
17. T: Reading for a purpose. So that was the first strategy. (Teacher writes on the board) And the second one was… (Question entonation)
18. P: Keywords
19. T: The second was keywords.
20. P: Keywords (Stress on 2nd syllable)
21. T: Keywords (Stress on 1st syllable -correcting pronunciation)
22. P: aaaaaa keywords (Stress on 1st syllable)
23. T: And today we are going to work with the third one that is called… (Question entonation) (Pause) missing words

WORKSHOP
T: The first point says: read the texts and try to answer the following Questions. So there you have two different texts, one called: Immigration to the U.S., the first one. And the other one doesn’t have a title. What do you have to do?
24. P: Completar esas palabras que…
25. T: No. (Interrupting the student)
26. P: Responder…
27. T: (Assenting with the head) So what do you have to do? Answer the Questions according to the information you have there. (Code switch) Tienen que contestar las preguntas pero solo con la información que tienen ahí.
28. P: Pero ¿tenemos que completar?
29. T: No (Pause) Leer y responder con la información que tienen ahí.
30. P: Pero aquí…

(20 minutes to answer the Questions)
32. T: Ok. What are the main reasons for people to have immigrated to the United States? Who wants to answer?
33. P: eeeee
34. T: (Pointing with the forefinger)
35. P: Political and religious oppression
36. T: Those are two reasons, religious and political oppression. Another one?
37. P: No answer
38. T: Any?
39. P: Adventure
40. T: Adventure and…
41. P: Excitement
42. T: Excitement and…
43. P: Escape
44. T: And escape
45. T: And what has the immigration caused to the United States? (Pause) Which are the consequences of the immigration to the United States? (Reformulation)
46. P: Yo creo q es ethnic and racial
47. T: Racial and ethnic diversity. (code switching) ustedes saben que detrás de cada pueblo hay toda una diversidad de etnias y de razas. And also new customs and languages, and foods. A entire new culture. ¿Una nueva cultura por qué? Porque a medida que llegan, llegan con sus propias… (Question entonation)
48. P: Costumbres
49. T: Costumbres, dialectos… And the second text: Which could be the title of this passage? OK. And which kinds of programs are mentioned in the text?
50. P: Which kinds...
51. T: Of programs (Pause) are mentioned (Pause) in the text?
52. P: News reports, sports, educational information, programs for (ss Pause because of a blank)
53. T: Young
54. P: Young and adults
55. T: So we have reportes de qué? Reportes de... (Question entonation)
56. P: Noticias
57. T: Reportes de noticias, ¿Qué más? Reportes de... (Question entonation)
58. P: Educativos
59. T: Programas educativos, y también... (Question entonation)
60. P: Para jóvenes y adultos
61. T: Para jóvenes y adultos. Prácticamente ¿En que días vemos estos?
62. P: Sábados y domingos
63. T: Sábados y domingos. Entonces ¿Para qué sirve este ejercicio de las missing words?
64. P: Para encontrar las ideas...
65. T: Para poder obtener las ideas principales del texto sin necesidad de conocer el significado de todas las palabras que estén ahí. (Recollects ss’ comments) Entonces, digamos que las que no estan son las del vocabulario más difícil o más complicado de entender. Ok? Entonces, con el texto deduces para que no te claves en el diccionario y te detengas cada dos segundos a la hora de no entender. (Pause) So you have another activity. You have to combine these two strategies: keywords and missing words. ok?
66. P: Aja
67. T: Activity one: read the text A and underline all the keywords. What do you have to do?
68. P: Subrayar las palabras clave
69. T: Ok. Text A Budapest (T reads) Budapest has a population of over two million people. One in every five hungarians lives there.
70. P: In five?
71. T: Yes, one in every five... (Pause) The River Danube divides the City into two parts. On the west bank there are the woods and hills of Buda and the old town. On the east bank there is the biggest and more modern Pest, the business and shopping center. From Buda there are wonderful views of Pest and the river. Six bridges join Buda and Pest. (Slowly reading) So what do you have to do? Underline...
72. P: Subrayar...
73. T: Underline keywords (Confirming by repeating)
(Time to solve the activity in groups)

74. T: OK Let’s write the keywords on the board. Who wants? (Freely)
75. P: (Ss write their answers)
76. T: Another keywords? (Pause) Another one? (Ss finish) OK. What is the definition of keywords? What are keywords? (Slowly emphazing each word)
77. P: Palabras clave
78. T: Palabras clave (Confirming by repeating) En la explicación de las copias ¿Qué decía que eran keywords?
79. P: Son las palabras que permiten obtener una idea del texto.
80. T: Son las palabras que permiten obtener una idea general del texto. Y además, aparece repetida varias veces en el texto. Entonces, una palabra clave nos va a permitir entender el texto. Entonces, ustedes escribieron: population ¿Están de acuerdo con esa? ¿Es una keyword?
81. P: No
82. T: ¿Por qué no?
83. P: Porque no tiene el dato de cuantos son los que viven ahi.
84. T: Porque no tiene la cantidad. Exacto! (Pause) Las palabras claves son las que yo entiendo del texto?
85. P: No
86. T: No. Son las que nos ayudan a entender el sentido del texto. Ok, old town ¿Es o no es?
87. P: No
88. T: ¿No por qué?
89. P: Porque solo hace parte de un lado
90. T: Y si tienen aquí East, ¿Pueden colocar también cuál?
91. P: West
92. T: West (Confirming by repeating) ¿Two parts?
93. P: No
94. T: ¿No? ¿Por qué no si esta dividido en dos partes? ¿Qué rio los divide en dos partes?
95. P: Danubio
96. T: El rio Danubio y estas dos partes tiene que ver con...
97. P: No answer
98. T: Una con center and business ¿Qué es cuál buda or pest?
99. P: Pest
100. T: Pest... y de Buda no pusieron nada. Solamente old town. Ok, aquí faltaría una palabra clave super importante que es river, que significa río porque es el que divide la ciudad en dos partes y como estamos hablando es de una ciudad el que sigue (Pointing the word Danube on the board) contextualizado porque
río solo no nos va a decir nada. (Clarification) Y falta una palabra muy clave: Budapest es la capital de... (Question entonation)

101. P: Hungaria
102. T: Hungary and in Spanish Hungría. Mucho cuidado porque suele suceder que se van inventando las palabras en español. Hay que buscar una equivalente a la palabra y no inventarsela. Ok. So, we have text B which says: important dates in the history of Budapest. ¿Ósea?

103. P: Datos importantes
104. T: ¿Datos importantes?
105. P: aaaa no fechas
106. T: Fechas y ahí empezamos con el tema que sigue (Pointing the word “dates” written on the board) esto es lo que se llama un cognado falso, totalmente falso...

107. P: Significa fechas
108. T: Porque no significa datos, significa... (Question entonation)
109. P: Fecha
110. T: Datos es data. Fechas importantes en la historia de... (Question entonation)
111. P: Budapest
112. T: Entonces van a mirar en el texto aquí punto por punto a que se referirían esas fechas. And then, after finishing the text you have to answer these Questions in Spanish. Based your answers on both texts. ¿Qué tienen que hacer?

113. P: Responder las preguntas.
114. T: So you have these ones to answer. ¿Ok?
115. P: Bueno
116. T: But we don’t have time to do it here, so this is the homework. Queda como tarea y lo revisamos la próxima clase. See you next week! Bye.
117. P: Chao profe.
Appendix 4
Classroom Lesson Transcript - Lesson 2

Date: March 28th, 2011 (Semester Feb-Jun 2011)
Group: Physics students  
Curse: Lectura de textos académicos en Inglés I

1. T: Good afternoon guys. How are you?
2. P: Fine!
3. T: Great! Well, let’s check the exercise in page 53. There is a volunteer who can tell me in Spanish the main idea? What do you understand in Spanish? Felipe Thank you.
4. P: ¿Pero que significa support? ¿Soportar?
5. T: In the second paragraph, right? Ok. Esa palabra para nosotros puede ser entendida así pero hay una que se le aproxima mejor en significado para el contexto que estamos manejando.
6. P: Apoyar, respaldar
7. T: Well, if you want now... ummmm. I’m sorry. After that, we have the text 18 right? And you can see the title, the title says Technology: helpful or harmful. What’s that in Spanish?
8. P: Mmmmm
9. T: You know. Come on. What is helpful?
10. P: Mmmmm
11. T: Do you remember helpful?
12. P: No
13. T: German, how about you?
14. P: ¿Buenas ayudas?
15. T: Lo hemos visto con las derivaciones de palabras. Si quitamos el sufijo “ful” ¿Help qué es?
16. P: No answer
17. T: No me digan que no lo reconocen.
18. P: ¿ayudar?
19. T: Aja. What is helpful?
20. P: ¿Utilidad?
21. T: Útil ¿no? Se convertiría en útil. So, check out helpful or harmful. What is the other option? Helpful is positive and harmful is...
22. P: Negative
23. T: Well.
24. P: Es algo como peligroso.
25. T: Yeah, it is something like that. Dangerous or negative, dañino. Well, when you see the word technology, can you think in words associate with it?
26. P: No answer
27. T: Felipe, how about you?
28. P: Ummmmm (No answer)
29. T: There are many, many, many words. Just one word associate with technology? Johnatan thank you.
30. P: Internet, computers, mobile phone, play station, etc.
31. T: Jhonatan spell it for me please.
32. P: In Spanish?
33. T: No try in English.
35. T: (T writes on the board) Ok. What you are telling it is about devices or appliances but think about other things. Technology is only related to this?
36. P: Electronics, machines, robots, engineering.
37. T: And what other area? In your area!
38. P: Physics
39. T: Of course physics, thank you. All right, what do you think about the advantages or disadvantages from technology, of technology, sorry?
40. P: No answer
41. T: Do you know what I’m talking about? I’m talking about benefits.
42. P: Nos hace la vida más fácil, también hace que algunos procesos sean más cortos, etc.
43. T: Answer in English. Ok. We can do things quickly, get more information, etc.
44. P: We can do things more easier.
45. T: Well, things can be easier! Don’t forget the structure.
46. P: Entertainment.
47. T: That’s good. What about disadvantages?
48. P: No answer
49. T: Who can talk about the opposite? One or two disadvantages.
50. P: We are more depending on it, most of the people are lazy.
51. T: Something else?
52. P: No answer
53. T: It could be dangerous the technology?
54. P: Environmental problems, etc.
55. T: I just see that you’re thinking in English Ok. And that you’re taking advantages of talking and listening in English. Mmm, now could you please go
back to the text? I'm going to read the first paragraph and you will follow me ok?
Ready?
56. P: Yeah
57. T: That's ok. Technology has provided many products that we believe make our 
lives better. Imagine walking three or more miles to and from school each day 
or trying to keep clean without soap and toothpaste. Until there, any problem 
with vocabulary?
58. P: There is…
59. T: Tell me the number of the line. You can tell me!
60. P: Line 3 toothpaste.
61. T: What is paste?
62. P: Pasta
63. T: And what is tooth?
64. P: Pasta de dientes.
65. T: Ok es una palabra compuesta pero nosotros no decimos pasta de dientes 
sino...
66. P: Crema dental.
67. T: Ok. Let's continue. Look inside your cabinets and closets at home. Almost 
everything in them is a product of rent technology. Even the clothes you wear 
may contain fibers invented in laboratory. Besides providing useful products, 
our use of technology has raised questions that do not have easy answers. 
Consider the three situations described below and try to answer the questions.
68. T: Do you understand? Tell me the main idea.
69. P: Technology is everywhere and very important.
70. T: Cuando estamos hablando de la idea principal lo que tenemos que aprender 
a identificar es extraer lo valioso de cada texto, es decir, no es copiar 
literalmente. Entonces, ¿Cuál sería la primera estrategia de lectura? Cristian 
habla tú de la primera.
71. P: Skimming una estrategia para sacar cognados o palabras que nos puedan 
ayudar a interpretar la lectura.
72. T: Muy bien, Faber ¿La segunda cual sería?
73. P: Scanning, revisar los títulos, fechas, nombres...
74. T: Bien sería una lectura rápida para buscar información específica como: 
fechas, nombres, cifras. ¿La tercera cual sería Steven?
75. P: No answer
76. T: ¿No está aquí Steven?
77. P: No answer
78. T: No está bueno mientras llega vamos con otro.
80. T: ¿Si es argumentativo qué? La cuarta estrategia que veníamos viendo. ¿Cuál entonces? La estrategia de lectura.
81. P: No answer
82. T: Ya sé que para la próxima vez no le puedo preguntar a Jordan. Anyway, Jordan, Jordan ¿Cuál sería la próxima estrategia de lectura? ¿Si es la que siempre hacemos, no?
83. P: ¿Cuál estrategia?
84. T: No ha llegado no, no ha llegado. ¿Camilo cuál sería la última estrategia de lectura?
85. P: Ummm
86. T: No estás aquí, que pena. ¿Hace cuánto estamos aquí? nonononono Maribel.
87. P: No tengo el texto
88. T: No tienes el texto pero debes saber ya que nos has escuchado ¿Cuál es la cuarte estrategia de lectura?
89. P: Critical Reading
90. T: Critical Reading, y ¿Esa es para? ¿Camilo ya te ubicaste? Welcome!!! ¿Para qué nos sirve esa estrategia de lectura?
91. P: Esa nos sirve para obtener una conclusión…
92. T: Eso es, para obtener las conclusiones de algo ¿Si?? ¿Y qué más?
93. P: Sacar preguntas, conclusiones, también analizar el punto de vista del autor y armar una polémica.
94. T: Bien es lo que vimos al inicio de la clase en el primer párrafo de la lectura; espero que me sigan. Se refiere a hacer juicios sobre cómo el texto se argumenta, en otras palabras, la lectura crítica tiene que ver con lo que el autor está diciendo a seguir sus argumentos y buscar ejemplos que apoyen su tesis. Bien, entonces vamos a seguir con la siguiente. ¿No hay preguntas sobre vocabulario?
95. P: No
96. T: ¿No, de este primer párrafo? Are you sure?
97. P: Yes, ¿Qué es even?
98. T: You can say that in English? In the line number 2, 1....
99. P: 5
101. P: Even
102. T: Even, alguien puede ayudar con esa palabra línea numero 5 o line number 5. After recent technology even the clothes you wear... What is even?
103. P: Incluso
104. T: incluso, muy bien, thank you. What? Any other question?
T: No, all right!!! Ok, como la mayoría ya lo tiene hecho vamos a hacer lo mismo que con el párrafo anterior. Entonces, sería leer nuevamente el texto pero antes vamos a tratar de hacer un poco de énfasis en palabras claves, no cognados sino palabras claves, y tratar de escuchar un poco más la pronunciación. So, le voy a pedir a alguien que pueda leer ese párrafo de la misma manera que yo lo haga, similar. Well, what do you think? Nuclear energy is an important source of power. Many communities use nuclear energy to generate electricity for lighting homes and businesses. Alvaro could you please read this part in English?

P: La energía nuclear es una fuente de...

T: No, in English please.

P: Nuclear energy is an important source of power. Many communities use nuclear energy to generate electricity for lighting homes and businesses.

T: That's Ok? Any correction?

P: No answer

T: Ok. Let's continue. Nuclear power plants do not pollute the air as coal-burning power plants do. David could you please read this?

P: Nuclear power plants do not pollute the air as coal-burning power plants do.

T: Any corrections?

P: No answer

T: I continue. Use of nuclear energy, however, does present problems. Cristian, Could you repeat this part?

P: Use of nuclear energy, however, does present problems.

T: Thank you! There is no guaranteed safe way to dispose of used nuclear fuel. Alejandro could read this part?

P: Mmmm no

T: Nooo please do it!

P: No answer

T: Ok. Camilo could you please read this one? This part? Are you here? Yes, I'm sure. Ah come on do it! Don't you want to do it?

P: There is no guaranteed safe way to dispose of used nuclear fuel. (He reads with difficulty)

T: I'll repeat for you ok. There is no guaranteed safe way to dispose of used nuclear fuel. Any comments of vocabulary again?

P: No

T: Are you sure? Well, maybe you but I'm talking to the group. ¿No?

P: Teacher, ¿fuel?

T: Who can help with the unknown word?
Also, many nuclear power plants are being shut down because they are not considered safe. Steven, now you can do it? Thank you!

P: Shut down?
T: So, what is shut down? (Pause) Cerrar. I continue. Who is responsible for disposing of nuclear wastes safely? German could you do it? Please?

P: Who is responsible for disposing of nuclear wastes safely? (He reads with difficulty).

T: Ok repeat the last time.

P: Who is responsible for disposing of nuclear wastes safely?

T: Very Good! Finally! Should we continue to use and build nuclear power plants? Juan David, please!

P: Should we continue to ....

T: Stop. I want to read in order to give a better pronunciation. Listen. Should we continue to use and build nuclear power plants?

P: Should we continue to use and build nuclear power plants?

T: What is the main idea, or idea principal? Mmmmm. Sergio!!!

P: Están hablando acerca de las plantas, plantas de energía. En especial de las plantas nucleares.

T: Ok. Muy bien. ¿Cuál es la última pregunta que hay allí? Amadeo.

P: ¿Debemos continuar usando y construyendo plantas de energía nuclear?

T: Debemos tener en cuenta los verbos modales que hay allí (should). Bueno, con esto finalizaría nuestro primer párrafo con respecto a las plantas nucleares. Well, the second situation. ¿Quién se atreve a leernos en inglés?

P: I’m try!

T: All right! Thank you

P: Farmers use fertilizers to grow more and better crops. More crops mean a better living for the farmer, a better food supply, and lower prices at the grocery store. (With difficulty)

T: Thank you Cris! All right. Bueno vamos a tratar de parar para que no se nos vayan acumulando muchas palabras, gracias por arriesgarte. Ok. Well, ummm. Normalmente cuando, ya lo habíamos hecho antes, ¿No es cierto? Cuando se va a leer un texto uno está muy preocupado por la pronunciación y se le escapa casi todo el significado de lo que dice allí ¿Cierto? Ummm, ese
fue el caso tuyo. Por ejemplo ¿Tú podrías decirme que dice allí o simplemente te concentraste solamente en pronunciar bien?

152. P: Pues más o menos, una que otra cosa. Habla sobre las granjas de como utilizan los fertilizantes para mejorar sus cosechas

153. T: Conocías más o menos el vocabulario del texto. Entonces, ¿Podrías decirme cuales son las palabras claves de allí? I’m talking about keywords.

154. P: Farm, fertilizer, supply, crops.

155. T: Lower prices.

156. P: Precios bajos

157. T: Y grocery store?

158. P: Una tienda de abarrotes

159. T: I’m going to read to show you a better pronunciation once again. Ok? Farmers use fertilizers to grow more and better crops. More crops mean a better living for the farmer, a better food supply, and lower prices at the grocery store. ¿Listo? I continue or you continue (Pointing out a student)

160. P: Ok. Without fertilizers, we might not be able to buy many kinds of fruits and vegetables. Fertilizers however can drain from farmland into lakes and streams.

161. T: Ok. Thank you. All right, well. Vocabulary and what is that in Spanish?

162. P: Sin los fertilizantes, podríamos...

163. T: ¿Affirmative or negative sentence?

164. P: Sin los fertilizantes, no podríamos comprar las frutas y vegetales

165. T: Hago la pregunta en español ¿cómo así que sin los fertilizantes no podríamos comprar las frutas y vegetales?

166. P: No es eso, el texto primero muestra ventajas y luego muestra desventajas de los fertilizantes

167. T: Aja. Bueno Felipe decía Drain, por contexto pista contextual. Si yo tengo la idea, ¿cierto? Lo que voy leyendo, el contexto, y estamos hablando de los grajeros, de los fertilizantes que ayudan al crecimiento de frutas y vegetales pero luego dice que SIN EMBARGO estos llegan de las fincas a lagos y...

168. P: Riachuelos.

169. T: Ok. ¿Este verbo lo podríamos definir por pista contextual o no?

170. P: Porque drenan

171. T: O las secan ¿No? Las erosionan ¿Ok? ¿Bueno los fertilizantes sin embargo puedo secar o erosionar la tierra de las fincas y los lagos? (Pause) ¿Sería eso? ¿No entendemos?

172. P: Mmmm
173. T: No necesitamos conocer todo el vocabulario acuérdense que por contexto lo podemos identificar (Pause) ¿Nada? Bueno la idea es que los fertilizantes dan una ventaja ya que ayudan al crecimiento de los alimentos pero pueden...
174. P: Estos pueden filtrarse de las granjas a los lagos y riachuelos
175. T: ¡Muy bien! allí has encontrado el significado más acertado sería la que acabaste de decir. Bueno, we continue?
176. P: Yeah
177. T: Jordan please, fish can’t live...
178. P: Fish can’t live in water with fertilizers in it. In some areas, people can’t drink the water because of the fertilizers in it.
179. T: Ok. Listen to me. Fish can’t live in water with fertilizers in it. In some areas, people can’t drink the water because of the fertilizers in it. What is the idea in Spanish of this segment? (Pause) Do you have any problem with the vocabulary?
180. P: Que la gente no puede beber agua de los, de los riachuelos.
181. T: Ok. Pero bueno esa es una idea la otra ¿cuál sería?
182. P: Que los pescados no pueden vivir en el agua por los fertilizantes.
183. T: Bueno eso en cuanto a los pescados y ¿los humanos?
184. P: Que no pueden beber agua por los mismos fertilizantes
185. T: Ok. We continue the last one. Camilo.
186. P: Should laws be passed on when and how much fertilizers can be used? (With difficulties)
187. T: Ok. Listen to me. Should laws be passed on when and how much fertilizers can be used? You try again please
188. P: Should laws be passed on when and how much fertilizers can be used? (Much better)
189. T: La idea de hacer estos ejercicios no es de aprendernos todo este vocabulario de memoria, pero sí de familiarizarnos con él, a medida que nos vamos familiarizando, con el texto. Además, vamos adquiriendo palabras, pero no memorizarlo. Well... bueno el should ya lo sabemos porque ya lo vimos, alguno tiene problemas con vocabulario ¿Pueden decímos cuáles?
190. P: Laws
191. T: Laws. ¿Quién ayuda?
192. P: Leyes
193. T: El resto ya las conocen o están familiarizados con ellas cierto. Bueno, ¿qué diría esa pregunta allí?
194. P: Deberían haber leyes sobre...
195. T: Sobre cuándo y como...
196. P: Pueden ser usados
197. T: Thank you. All right en este párrafo nos encontramos ventajas y desventajas sobre ¿qué?
198. P: Fertilizantes
199. T: Juan David ¿cuáles serían las ventajas?
200. P: Pues que ayudan a los cultivos a crecer
201. T. ¿Y las desventajas?
202. P: Y las desventajas que pueden contaminar las aguas.
203. T: Ok. The last situation. Primero lo van a leer solitos y después pido que lo hagamos en voz alta.
(Pause about 10 minutes)
204. T: En realidad ¿Cuántas palabras tuvieron que buscar? Con los pocos que hable, porque no pase por todos los puestos, había muchísimos cognados. ¿Me pueden decir algunos por ejemplo Jessica por favor?
205. P: Automobile, accident, doctor, hospital, decision, system, etc.
206. T: Aja ok. Sino sabemos que es una palabra yo les insisto por las pistas contextuales. Steven ¿de qué se trata el texto?
207. P: Quien decide sobre la vida de alguien cuando se encuentra en coma.
208. T: Ok. Read the conclusion. (Pause) Do you understand these questions? What is misused?
209. P: No answer.
210. T: Used is positive and misused negative. Remember prefix, prefijos? What is the answer there Cristian?
211. P: Nos ayuda hacer las cosas más fácil, hacer cosas que no pensamos hacer antes y la segunda pregunta dice que si se le ha dado un mal uso a la tecnología. Claro que sí, incluso el ser humano ha abusado de la tecnología, por eso estamos como estamos, con el calentamiento global y también la avaricia de nosotros…
212. T:
213. P: Bueno el habla de la tecnología como mala pero pues yo la entendí como si podríamos prescindir de ella.
214. T: Mmm it could be other way. I think it is possible. And what’s your answer?
215. P: No answer
216. T: ¿Podríamos vivir sin internet ahorita?
217. P: Si, si hay mejor entretenimiento que el internet.
218. T: Bueno, si se puede pero la gente esta tan acostumbrada que es muy difícil. Ok. Juan David
219. P: Si se puede pero la gente esta tan acostumbrada a tener las facilidades que nos da entonces pues…
220. P: Difícil pero no imposible
221. P: En estos tiempos es prácticamente imposible.
222. T: Ok. Gracias Jordan ¿qué dice?
223. P: Se podría vivir pero podría haber como falencias… igual la tecnología siempre ha existido, para cada tiempo una tecnología.
225. P: Si claro!
226. T: ¿Se puede vivir sin tal cosa? (Pause) sí pero no queremos
227. P: Viviríamos menos
228. T: ¿Viviríamos menos sin la tecnología? Alvaro
229. P: Pues en parte porque hay veces que se crean cosas pero no consideramos las consecuencias que desatan sobre nosotros y los problemas que nos pueden ocasionar a un futuro. Pero como todo tiene sus ventajas y desventajas.
230. T: Ok bueno, creo que es un poco para cerrar esto. Por un lado podríamos reconocer las ventajas y desventajas de la tecnología, tendríamos que tomar una decisión sobre prioridades. ¿Qué podríamos desear porque ya está haciendo mucho daño y con qué podríamos seguir adelante? ¿Cierto? Cristian
231. P: Yo considero una cosa si notros nos deshacemos de la tecnología, como dice Felipe viviríamos menos pero aprenderíamos a disfrutar más la vida.
232. P: La tecnología le ha aportado mucho a la medicina y pues claro viviríamos menos porque hay muchas cosas que nos ayudan a mantener la vida.
233. T: ¿Hablas de vacunas, antibióticos y demás?
234. P: Si
235. T: Bueno, este es un tema bastante discutible. Well, in English again, the most important thing is to think. Well, the possibilities about technology, about advantages or disadvantages and some vocabulary related, right? One more time, remember here we have vocabulary related to technology (Pointing to the board) and it’s similar and it’s easy, all right? And it’s not necessary to think about “that is so difficult for me in English. Well, this isn’t true.” This is good in English, right? And you can read and understand the concepts in English ok. All right! Vamos a pasar a la siguiente página. I would like you to thank you Felipe and everybody, Amadeo and Cristian. Thank you for your participation. Ok, look at page 55 and you got there activity number 2, you have 4 sentences or instructions on it. Number one… I’m talking about page 55, right? So the first instruction is. In groups, discuss the following cartoons and say what they refer to. So you got there 4 cartoons. The first one is about what? You can answer in Spanish. What is the topic of the first cartoon? Amadeo
236. P: Cuál es el planeta que tenemos.
237. T: What about the second one?
238. P: Es acerca de la contaminación y cómo afecta la salud de las personas.
239. T: The third one?
240. P: El derrame de petróleo o aceite en los mares.
241. T: And the last one?
242. P: Cómo los aerosoles afectan nuestro medioambiente.
243. T: What are the other questions?
244. P: Find out which cartoons the group considers to be the most effective to their purpose.
245. P: Present your findings to the class.
246. P: Could you find other similar illustrations to bring them to class?
247. T: What is the important vocabulary?
248. P: Garbage, pollution, smoke, lungs, x-rays.
249. T: Yes, all right. And problems with vocabulary?
250. P: Oil and sea.
251. T: Who can help with these words?
252. P: Gasolina y mar.
253. T: Do you know the word for aerosol?
254. P: Spray
255. T: Could you please spell it for me?
256. P: S-P-R-A-Y
257. T: Alejo what is your opinion? What do you think about these cartoons? Are they true?
258. P: Yes.
259. T: Can we help to solve them? What can we do?
260. P: Como todos son acerca de contaminación ya está por parte de nosotros tratar de utilizar menos en el caso de los aerosoles que dañan la capa de ozono. Que haya menos fábricas o que etas sepan cómo utilizar sus desechos y que haya carros eléctricos para ayudar al medio ambiente. También tratar de contener los desperdicios en el mar.
261. T: ¡Muy bien! Now, look at please to page 54. The practical tips. The first step is reading. Begin your reading by skimming the material. You do that by reading the introduction, summary, conclusions, headings, etc. highlight what is important to you. Listo, un consejo recomendable para todos los textos en español se diría ¿cómo Jordan?
262. P: Comience su lectura con una lectura rápida del material, hacemos eso para las introducciones...
263. T: ¿Para las introducciones?
264. P: No, para la introducción, el resumen, las conclusiones, encabezados. Y subrayar lo importante para nosotros.

265. T: Thank you. Number 2 Sergio

266. P: Determinar el propósito del texto. Qué es lo que el autor está tratando de decir. Y cuál es el propósito del artículo, del libro, etc.

267. T: ¿Eso de donde lo obtengo rápidamente cuando hago skimming? ¿En qué parte de los párrafos?

268. P: En las primeras líneas o primeras oraciones

269. T: Bien, en la primera o en la segunda. Allí casi siempre están la idea principal y después de eso en la mitad del párrafo se puede dar un cambio de idea o también se pueden ver las intenciones del autor. Thank you number 3. Make judgments about the context. Who is the intended audience for the text. Cuál es la audiencia del texto. What is the view-point of the autor?

270. P: El punto de vista del autor

271. T: Thank you. Is the author biased in any way? Do you know what biased is?

272. P: No answer.

273. T: Biased es la subjetividad que puede generar. Casi todos somos subjetivos cuando hablamos de algo ¿cierto?

274. P: Aaaa ya.

275. T: And the last question is: is there a logical flow of the text? (Pause) ¿Hay un flujo lógico, esa sería la traducción correcta? ¿No?

276. P: Yes.

277. T: All right, you know all the questions. So, you can answer them as homework. See you on Wednesday. Bye-bye
Appendix 5  
Analysis of Classroom Interactions (Discourse) - Lesson 1  

Date: August 25th, 2010 (Semester Aug-Dec 2010)  
Curse: Lectura de textos académicos en Inglés I  
Group: Medicine students

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trans # 1</td>
<td>Initiation</td>
<td>1. Greeting</td>
<td>Good afternoon.</td>
<td>s</td>
<td>Response</td>
<td>Hola profe</td>
</tr>
<tr>
<td>Trans # 1</td>
<td>Initiation</td>
<td>2. T-Elicit</td>
<td>(Llamado a lista)</td>
<td>el</td>
<td>Response</td>
<td>Present No answer Ø (When absent)</td>
</tr>
<tr>
<td>Trans # 1</td>
<td>Initiation</td>
<td>3. T-Elicit</td>
<td>¿Quién no tiene el programa?</td>
<td>s</td>
<td>Response</td>
<td>No answer Ø</td>
</tr>
<tr>
<td>Trans # 2</td>
<td>Frame</td>
<td>4. B-boundary</td>
<td>OK. (Pause)</td>
<td>m ^</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trans # 2</td>
<td>Initiation</td>
<td>5. T-Elicit</td>
<td>Does somebody remember the topic of the last class?</td>
<td>s</td>
<td>Response</td>
<td>eeee... (Noise) silencio!</td>
</tr>
<tr>
<td>Trans # 2</td>
<td>Initiation</td>
<td>6. Re-Initiate</td>
<td>Yes (Pointing) (Noise) Por favor! (Asking for silence)</td>
<td>n z</td>
<td>Response</td>
<td>Cómo reconocer los diferentes tipos de texto ósea según los números, las fechas, etc.</td>
</tr>
<tr>
<td>Trans # 2</td>
<td>Initiation</td>
<td>7. T-Elicit</td>
<td>And the name of that strategy was...</td>
<td>el</td>
<td>Response</td>
<td>No answer Ø</td>
</tr>
<tr>
<td>Trans # 2</td>
<td>Initiation</td>
<td>8. Re-Initiate</td>
<td>What was the name... (Pause) of that strategy? (Slower) s-tra-te-gy.</td>
<td>el ^ cl</td>
<td>Response</td>
<td>No answer Ø</td>
</tr>
<tr>
<td>Trans # 2</td>
<td>Initiation</td>
<td>9. Re-Initiate (ii)</td>
<td>¿Cuál es el nombre de la estrategia?</td>
<td>el</td>
<td>Response</td>
<td>Keywords</td>
</tr>
</tbody>
</table>

Feedback Keywords? (Pause) mmm... No.  
<p>| e acc |</p>
<table>
<thead>
<tr>
<th>Trans # 3</th>
<th>Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. T-Direct</td>
<td>Initiation</td>
</tr>
<tr>
<td>Look for in your materials. (Pause)</td>
<td>d</td>
</tr>
<tr>
<td>Look for in your materials.</td>
<td>( ^{d} )</td>
</tr>
<tr>
<td>(Showing the photocopies)</td>
<td>( ^{d} )</td>
</tr>
<tr>
<td>Response</td>
<td>( ^{d} )</td>
</tr>
<tr>
<td>Ss look at the photocopies and comment by whispering</td>
<td>( ^{cl} )</td>
</tr>
<tr>
<td>2. Re-Initiate</td>
<td>¿Cuál es el nombre de la estrategia?</td>
</tr>
<tr>
<td>What is the name of that strategy?</td>
<td>( ^{el} )</td>
</tr>
<tr>
<td>Response</td>
<td>( ^{el} )</td>
</tr>
<tr>
<td>mmm</td>
<td>( ^{el} )</td>
</tr>
<tr>
<td>Reading for a purpose.</td>
<td>( ^{el} )</td>
</tr>
<tr>
<td>Feedback</td>
<td>( ^{el} )</td>
</tr>
<tr>
<td>Reading for a purpose.</td>
<td>( ^{el} )</td>
</tr>
<tr>
<td>acc</td>
<td>( ^{el} )</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Trans # 4</th>
<th>Focus</th>
</tr>
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<tbody>
<tr>
<td>1. T-Direct</td>
<td>Initiation</td>
</tr>
<tr>
<td>Look for in your materials. (Pause)</td>
<td>d</td>
</tr>
<tr>
<td>Look for in your materials.</td>
<td>( ^{d} )</td>
</tr>
<tr>
<td>(Showing the photocopies)</td>
<td>( ^{d} )</td>
</tr>
<tr>
<td>Response</td>
<td>( ^{d} )</td>
</tr>
<tr>
<td>Ss look at the photocopies and comment by whispering</td>
<td>( ^{cl} )</td>
</tr>
<tr>
<td>2. Re-Initiate</td>
<td>¿Cuál es el nombre de la estrategia?</td>
</tr>
<tr>
<td>What is the name of that strategy?</td>
<td>( ^{el} )</td>
</tr>
<tr>
<td>Response</td>
<td>( ^{el} )</td>
</tr>
<tr>
<td>mmm</td>
<td>( ^{el} )</td>
</tr>
<tr>
<td>Reading for a purpose.</td>
<td>( ^{el} )</td>
</tr>
<tr>
<td>Feedback</td>
<td>( ^{el} )</td>
</tr>
<tr>
<td>Reading for a purpose.</td>
<td>( ^{el} )</td>
</tr>
<tr>
<td>acc</td>
<td>( ^{el} )</td>
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</table>

<table>
<thead>
<tr>
<th>Trans # 4</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. T-Direct</td>
<td>Initiation</td>
</tr>
<tr>
<td>Look for in your materials. (Pause)</td>
<td>d</td>
</tr>
<tr>
<td>Look for in your materials.</td>
<td>( ^{d} )</td>
</tr>
<tr>
<td>(Showing the photocopies)</td>
<td>( ^{d} )</td>
</tr>
<tr>
<td>Response</td>
<td>( ^{d} )</td>
</tr>
<tr>
<td>Ss look at the photocopies and comment by whispering</td>
<td>( ^{cl} )</td>
</tr>
<tr>
<td>4. Re-Initiate</td>
<td>¿Cuál es el nombre de la estrategia?</td>
</tr>
<tr>
<td>What is the name of that strategy?</td>
<td>( ^{el} )</td>
</tr>
<tr>
<td>Response</td>
<td>( ^{el} )</td>
</tr>
<tr>
<td>mmm</td>
<td>( ^{el} )</td>
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<tr>
<td>Reading for a purpose.</td>
<td>( ^{el} )</td>
</tr>
<tr>
<td>Feedback</td>
<td>( ^{el} )</td>
</tr>
<tr>
<td>Reading for a purpose.</td>
<td>( ^{el} )</td>
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<tr>
<td>acc</td>
<td>( ^{el} )</td>
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### Trans # 5

<table>
<thead>
<tr>
<th>21. P-Elicit</th>
<th>Initiation</th>
<th>Response</th>
<th>rep</th>
</tr>
</thead>
<tbody>
<tr>
<td>P-El</td>
<td>Pero ¿tenemos que completar?</td>
<td>No (Pause) Leer y responder con la información que tienen ahí.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>22. Re-Initiate</th>
<th>Initiation</th>
<th>Response</th>
<th>rep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-El</td>
<td>Pero aquí…</td>
<td>Aquí faltan palabras. Ya les digo por qué.</td>
<td></td>
</tr>
</tbody>
</table>

**20 minutes**

<table>
<thead>
<tr>
<th>23. B-boundary</th>
<th>Frame</th>
<th>m</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frame</td>
<td>Ok (Pause)</td>
<td>m</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>24. T-Elicit</th>
<th>Initiation</th>
<th>Response</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>T-El</td>
<td>What are the main reasons for people to have immigrated to the United States? Who wants to answer?</td>
<td>Eeee</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>25. T-Elicit</th>
<th>Initiation</th>
<th>Response</th>
<th>rep</th>
</tr>
</thead>
<tbody>
<tr>
<td>T-El</td>
<td>(Pointing with the forefinger) NV</td>
<td>Political and religious oppression</td>
<td>Feedback</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>26. Listing</th>
<th>Initiation</th>
<th>Response</th>
<th>rep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listing</td>
<td>Another one?</td>
<td>No answer Ø</td>
<td>Feedback</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>27. Listing</th>
<th>Initiation</th>
<th>Response</th>
<th>rep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listing</td>
<td>Any?</td>
<td>Adventure</td>
<td>Feedback</td>
</tr>
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<thead>
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<th>28. Listing</th>
<th>Initiation</th>
<th>Response</th>
<th>rep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listing</td>
<td>Excitement</td>
<td>Feedback</td>
<td>Feedback</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>29. Listing</th>
<th>Initiation</th>
<th>Response</th>
<th>rep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listing</td>
<td>Escape</td>
<td>Feedback</td>
<td>Feedback</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>30. T-Elicit</th>
<th>Initiation</th>
<th>Response</th>
<th>acc con</th>
</tr>
</thead>
<tbody>
<tr>
<td>T-El</td>
<td>And what has the immigration caused to the United States? (Pause) Which are the consequences of the immigration to the United States?</td>
<td>Yo creo q es ethnic and racial</td>
<td>Feedback</td>
</tr>
</tbody>
</table>

**Feedback**
- Those are two reasons, religious and political oppression.
- Racial and ethnic diversity. Ustedes saben que detrás de cada pueblo hay toda una diversidad de etnias y de razas. And also new customs and languages, and foods. An entire new culture.
<table>
<thead>
<tr>
<th>Trans # 6</th>
<th>33. B-boundary</th>
<th>Focus</th>
<th>And the second text:</th>
<th>( i )</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. T-Elicit</td>
<td>Initiation</td>
<td>Which could be the title of this passage?</td>
<td>( \text{el} )</td>
<td>( \text{m}^\wedge )</td>
</tr>
<tr>
<td>35. Repeat</td>
<td>Initiation</td>
<td>Of programs (Pause) are mentioned (Pause) in the text?</td>
<td>( \text{el} )</td>
<td></td>
</tr>
<tr>
<td>36. Listing</td>
<td>Initiation</td>
<td>Young</td>
<td>( \text{cl} )</td>
<td></td>
</tr>
<tr>
<td>37. T-Elicit</td>
<td>Initiation</td>
<td>So, we have reportes de qué? Reportes de...</td>
<td>( \text{m}^\wedge )</td>
<td>( \text{el} )</td>
</tr>
<tr>
<td>38. Listing</td>
<td>Initiation</td>
<td>¿Qué más? Reportes de...</td>
<td>( \text{el} )</td>
<td></td>
</tr>
<tr>
<td>39. Listing</td>
<td>Initiation</td>
<td>y también...</td>
<td>( \text{p} )</td>
<td></td>
</tr>
<tr>
<td>40. T-Elicit</td>
<td>Initiation</td>
<td>Prácticamente ¿En que días vemos estos?</td>
<td>( \text{el} )</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trans # 7</th>
<th>41. B-boundary</th>
<th>Frame</th>
<th>Entonces (Pause)</th>
<th>( m^\wedge )</th>
</tr>
</thead>
<tbody>
<tr>
<td>42. T-Elicit</td>
<td>Initiation</td>
<td>¿Para qué sirve este ejercicio de las missing words?</td>
<td>( s )</td>
<td></td>
</tr>
</tbody>
</table>
Entonces, digamos que las que no están son las del vocabulario más difícil o más complicado de entender. Ok?

---

### Trans # 8

| 43. E-boundary | Frame Entonces, (Pause) Focus con el texto deduces para que no te clave en el diccionario y te detengas cada dos segundos a la hora de no entender. | m^ com |

### Trans # 8

| 44. B-boundary | Frame So, (Pause) Focus You have another activity. | m^ i |

### Initiation

| 45. T-Direct | Initiation You have to combine these two strategies: keywords and missing words. Ok? | d ch Response Aja | ack |

### Check

| 46. T-Inform | Initiation Activity one: read the text A and underline all the keywords. | i |

### Initiation

| 47. Check | Initiation What do you have to do? | ch Response Subrayar las palabras clave | rep |

### Initiation

| 48. T-Inform | Initiation Ok. Text A Budapest. Budapest has a population of over two million people. One in every five hungarians lives there. | m^ i |

### Initiation

| 49. P-Elicit | Initiation In Five? | el Response Yes, one in every five... | rep |

### Initiation

| 50. T-Inform | Initiation The River Danube divides the City into two parts. On the west bank there are the woods and hills of Buda and | i |
the old town. On the east bank there is the biggest and more modern Pest, the business and shopping center. From Buda there are wonderful views of Pest and the river. Six bridges join Buda and Pest. (slowly reading)

51. Check
| Initiation | So what do you have to do? | m\^ | Response | Underline... | rep | Feedback | Underline keywords | e |

20 minutes

52. B-boundary
| Frame | Ok (Pause) | m^ |  |

53. T-Direct
| Initiation | Let's write the keywords on the board. Who wants? (freely) |
| d | n |

54. Listing
| Initiation | Another keywords? Another one? OK. |
| d | ch |

55. T-Elicit
| Initiation | What is the definition of keywords? What are keywords? (slowly emphasizing each word) |
| el |

56. Re-Initiate
| Initiation | En la explicación de las copias ¿Qué decía que eran keywords? |
| el |

57. B-boundary
| Frame | Entonces, (Pause) | m^ |  |

58. T-Inform
| Initiation | ustedes escribieron: population | s |

59. T-Elicit
| Initiation | ¿Están de acuerdo con esa? ¿Es una keyword? |
| el | Response | No | rep |
| 60. Re-Initiate | Initiation ¿Por qué no? | el | Response Porque no tiene el dato de cuantos son los que viven ahí. | rep | Feedback Porque no tiene la cantidad. Exacto! | e acc |
| 61. T-Elicit | Initiation ¿Las palabras claves son las que yo entiendo del texto? | el | Response No | rep | Feedback No. Son las que nos ayudan a entender el sentido del texto. | e |

**Trans # 11**

| 62. B-boundary | Frame Ok, (Pause) | m^ |
| 63. T-Elicit | Initiation *old town* ¿Es o no es? | el | Response No | rep |
| 64. Re-Initiate | Initiation ¿No por qué? | el | Response Porque solo hace parte de un lado | rep |
| 65. T-Elicit | Initiation Y si tienen aquí *East*, ¿Pueden colocar también cuál? | el | Response West | rep |

Feedback West | acc |

| 66. T-Elicit | Initiation ¿Two parts? | el | Response No | rep |

Feedback | e |

| 67. Re-Initiate | Initiation ¿No? ¿Por qué no si esta dividido en dos partes? ¿Qué río los divide en dos partes? | el | Response Danubio | rep |

Feedback El río Danubio | e |

| 68. T-Elicit | Initiation y estas dos partes tiene que ver con... | el | Response No answer Ø | |

Feedback | |

| 69. Re-Initiate | Initiation Una con center and business ¿Qué es cuál *buda* or *pest*? | el | Response Pest | rep |

Feedback Pest... | acc |

| 70. T-Inform | Initiation y de Buda no pusieron nada. Solamente *old town*. | i |

Feedback | |

| 71. T-Inform | Initiation Ok, aquí faltaría una palabra clave super importante que es *river*, que significa río porque es el que divide la ciudad en dos partes y como estamos hablando es de una ciudad el que | m^ |

Feedback | i |
<table>
<thead>
<tr>
<th>72. T-Elicit</th>
<th>sigue (Pointing the word Danube on the board) contextualizado porque río solo no nos va a decir nada.</th>
<th>el</th>
<th>Response Hungría</th>
<th>rep</th>
</tr>
</thead>
<tbody>
<tr>
<td>73. B-boundary</td>
<td>Frame Ok. (Pause)</td>
<td>m^</td>
<td></td>
<td></td>
</tr>
<tr>
<td>74. T-Elicit</td>
<td>Initiation So, we have text B which says: important dates in the history of Budapest. ¿Osea?</td>
<td>m^ i el</td>
<td>Response Datos importantes</td>
<td>rep</td>
</tr>
<tr>
<td>75. Re-initiate</td>
<td>Initiation ¿Datos importantes?</td>
<td>el</td>
<td>Response aaaa no fechas</td>
<td>b rep</td>
</tr>
<tr>
<td>76. T-Inform</td>
<td>Initiation y ahí empezamos con el tema que sigue (Pointing the word “dates” written on the board) esto es lo que se llama un cognado falso, totalmente falso...</td>
<td>ms s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>77. P-Inform</td>
<td>Initiation Significa fechas</td>
<td>i</td>
<td></td>
<td></td>
</tr>
<tr>
<td>78. Check</td>
<td>Initiation Porque no significa datos, significa...</td>
<td>cl ch</td>
<td>Response Fecha</td>
<td>rep</td>
</tr>
<tr>
<td>79. T-Inform</td>
<td>Initiation Datos es data.</td>
<td>i</td>
<td></td>
<td></td>
</tr>
<tr>
<td>80. T-Elicit</td>
<td>Initiation Fechas importantes en la historia de...</td>
<td>el</td>
<td>Response Budapest</td>
<td>rep</td>
</tr>
<tr>
<td>81. T-Direct</td>
<td>Initiation Entonces, van a mirar en el texto aquí punto por</td>
<td>m^ d</td>
<td>Response (Ss begin to read) NV</td>
<td>rea</td>
</tr>
<tr>
<td>Trans # 13</td>
<td>Frame</td>
<td>m^</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trans # 13</td>
<td>And then, (Pause)</td>
<td>m</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trans # 13</td>
<td>Focus</td>
<td>i</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trans # 13</td>
<td>after finishing the text you have to answer these questions in Spanish.</td>
<td>i</td>
<td></td>
<td></td>
</tr>
<tr>
<td>82. B-boundary</td>
<td>Initiation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>83. T-Inform</td>
<td>Based your answers on both texts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>84. Check</td>
<td>Initiation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>84. Check</td>
<td>¿Qué tienen que hacer?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>84. Check</td>
<td>ch</td>
<td>Response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>84. Check</td>
<td>Responder las preguntas.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85. T-Inform</td>
<td>Initiation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85. T-Inform</td>
<td>¿Ok?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85. T-Inform</td>
<td>But we don’t have time to do it here, so this is the homework. Queda como tarea y lo revisamos la próxima clase.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85. T-Inform</td>
<td>i</td>
<td>Response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>85. T-Inform</td>
<td>Bueno</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>86. Greeting</td>
<td>Initiation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>86. Greeting</td>
<td>See you next week! Bye.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>86. Greeting</td>
<td>s</td>
<td>Response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>86. Greeting</td>
<td>Chao profe.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>86. Greeting</td>
<td>rep</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 6

**Analysis of Classroom Interactions (Discourse) - Lesson 2**

Date: March 28th, 2011 (Semester Feb-Jun)  
Curse: Lectura de textos académicos en Inglés I  
Group: Physics students

<table>
<thead>
<tr>
<th>Exchange</th>
<th>Opening</th>
<th>Act</th>
<th>Answering</th>
<th>Act</th>
<th>Follow-up</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trans # 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Greeting</td>
<td>Initiation</td>
<td>s</td>
<td>Response</td>
<td>rep</td>
<td>Feedback</td>
<td>ack</td>
</tr>
<tr>
<td></td>
<td>Good afternoon guys.</td>
<td></td>
<td>Fine</td>
<td></td>
<td>Great!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How are you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Trans # 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. B-boundary</td>
<td>Frame</td>
<td></td>
<td></td>
<td></td>
<td>Feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Well, (Pause)</td>
<td>m^</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. T-Direct</td>
<td>Initiation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Let's check the exercise in page 53</td>
<td>d</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. T-Elicit</td>
<td>Initiation</td>
<td>s</td>
<td>Response</td>
<td>rep</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>There is a volunteer who can tell me in Spanish the main idea?</td>
<td></td>
<td>¿Pero qué significa support?</td>
<td></td>
<td>In the second paragraph, right?</td>
<td>l acc e</td>
</tr>
<tr>
<td></td>
<td>What do you understand in Spanish? Felipe</td>
<td></td>
<td>¿Soportar?</td>
<td></td>
<td>Ok. Esa palabra para nosotros puede ser entendida así...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thank you.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. T-Inform</td>
<td>Initiation</td>
<td>cl</td>
<td>Response</td>
<td>rep</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>...pero hay una que se le aproxima mejor en significado para el contexto que estamos manejando.</td>
<td></td>
<td>Apoyar, respaldar.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Trans # 3</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6. B-boundary</td>
<td>Frame</td>
<td></td>
<td></td>
<td></td>
<td>Feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Well, (Pause)</td>
<td>m^</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Focus</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>If you want now... ummmm. I'm sorry.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>After that we have the text 18, Right?</td>
<td>ms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. T-Inform</td>
<td>Initiation</td>
<td>s</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>And you can see the title, the title says Technology: helpful or harmful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trans # 4</td>
<td>Frame</td>
<td>So, (Pause)</td>
<td>m^</td>
<td></td>
<td></td>
<td></td>
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<td>---</td>
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<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. B-boundary</td>
<td>Initiation</td>
<td>Check out helpful or harmful. What is the other option? Helpful is positive and harmful is...</td>
<td>s el</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Response</td>
<td>Negative</td>
<td>rep</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feedback</td>
<td>Well</td>
<td>acc</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trans # 5</th>
<th>Frame</th>
<th>So, (Pause)</th>
<th>m^</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. B-boundary</td>
<td>Initiation</td>
<td>When you see the word technology, can you think in words associate with it?</td>
<td>s</td>
</tr>
<tr>
<td></td>
<td>Response</td>
<td>No answer Ø</td>
<td></td>
</tr>
<tr>
<td>20. T-Elicit</td>
<td>Initiation</td>
<td>Felipe, how about you?</td>
<td>n</td>
</tr>
<tr>
<td></td>
<td>Response</td>
<td>Umm</td>
<td>bid</td>
</tr>
<tr>
<td>Trans # 6</td>
<td>Initiation</td>
<td>Response</td>
<td>rep</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
<td>----------</td>
<td>-----</td>
</tr>
<tr>
<td>22. Re-Initiate (ii)</td>
<td>Internet, computers, mobile phone, play station, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. T-Elicit</td>
<td>In Spanish?</td>
<td></td>
<td>Feedback</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trans # 7</th>
<th>Initiation</th>
<th>Response</th>
<th>rep</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. B-boundary</td>
<td>Electronics, machines, robots, engineering</td>
<td></td>
<td>Feedback</td>
</tr>
<tr>
<td>26. T-Elicit</td>
<td>NV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Listing</td>
<td>Physics</td>
<td></td>
<td>Feedback</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trans # 7</th>
<th>Initiation</th>
<th>Response</th>
<th>rep</th>
</tr>
</thead>
<tbody>
<tr>
<td>28. B-boundary</td>
<td>All right, (Pause)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. T-Elicit</td>
<td>No answer Ø</td>
<td></td>
<td>Feedback</td>
</tr>
<tr>
<td>30. Re-initiate</td>
<td>Nos hace la vida más fácil, también hace que algunos procesos sean más cortos, etc.</td>
<td></td>
<td>Answer in English!</td>
</tr>
<tr>
<td>31. Listing</td>
<td>We can do things more easier.</td>
<td></td>
<td>Feedback</td>
</tr>
<tr>
<td>32. Listing</td>
<td>Entertainment</td>
<td></td>
<td>Feedback</td>
</tr>
<tr>
<td>33. T-Elicit</td>
<td>What about disadvantages?</td>
<td></td>
<td>Feedback</td>
</tr>
<tr>
<td>34. Re-initiate</td>
<td>Initiative</td>
<td>Who can talk about the opposite? One or two disadvantages.</td>
<td>el</td>
</tr>
<tr>
<td>35. Listing</td>
<td>Initiative</td>
<td>Something else?</td>
<td>el</td>
</tr>
<tr>
<td>36. T-Elicit</td>
<td>Initiative</td>
<td>It could be dangerous the technology?</td>
<td>el</td>
</tr>
<tr>
<td>Trans # 8</td>
<td>Frame</td>
<td>Mmm, now (Pause)</td>
<td>m^</td>
</tr>
<tr>
<td>37. B-boundary</td>
<td>T-Direct</td>
<td>Could you please go back to the text? I'm going to read the first paragraph and you will follow me, Ok? Ready?</td>
<td>d</td>
</tr>
<tr>
<td>39. T-Inform</td>
<td>Initiative</td>
<td>Technology has provided many products that we believe make our lives better. Imagine walking three or more miles to and from school each day or trying to keep clean without soap and toothpaste.</td>
<td>i</td>
</tr>
<tr>
<td>40. Check</td>
<td>Initiative</td>
<td>Until there, any problem with vocabulary?</td>
<td>ch</td>
</tr>
<tr>
<td>41. T-Elicit</td>
<td>Initiative</td>
<td>Tell me the number of the line. You can tell me!</td>
<td>el</td>
</tr>
<tr>
<td>42. T-Elicit</td>
<td>Initiative</td>
<td>What is paste?</td>
<td>el</td>
</tr>
<tr>
<td>43. T-Elicit</td>
<td>Initiative</td>
<td>And what is tooth?</td>
<td>el</td>
</tr>
<tr>
<td>44. T-Elicit</td>
<td>Initiative</td>
<td>Es una palabra compuesta pero nosotros no decimos pasta de dientes sino...</td>
<td>i</td>
</tr>
<tr>
<td>Trans # 9</td>
<td>Frame</td>
<td>Focus</td>
<td>Let's continue.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>45. B-boundary</td>
<td>Initiation</td>
<td>Look inside your cabinets and closets at home. Almost everything in them is a product of recent technology. Even the clothes you wear may contain fibers invented in laboratory. Besides providing useful products, our use of technology has raised questions that do not have easy answers. Consider the three situations described below and try to answer the questions.</td>
<td>i</td>
</tr>
<tr>
<td>46. T-Inform</td>
<td>Check</td>
<td>Do you understand?</td>
<td>ch</td>
</tr>
<tr>
<td>47. Check</td>
<td>Initiation</td>
<td>Tell me the main idea.</td>
<td>el</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trans # 10</th>
<th>Frame</th>
<th>Entonces, (Pause)</th>
<th>m^</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>49. B-boundary</td>
<td>Initiation</td>
<td>¿Cuál sería la primera estrategia de lectura? Cristian habla tú de la primera.</td>
<td>s</td>
<td>n</td>
</tr>
<tr>
<td>50. T-Elicit</td>
<td>Initiation</td>
<td>Faber ¿La segunda cual sería?</td>
<td>el</td>
<td>(n)</td>
</tr>
<tr>
<td>51. T-Elicit</td>
<td>Initiation</td>
<td>¿La tercera cual sería Steven?</td>
<td>el</td>
<td>(n)</td>
</tr>
<tr>
<td>52. T-Elicit</td>
<td>Initiation</td>
<td>¿No está aquí Steven?</td>
<td>cu</td>
<td></td>
</tr>
<tr>
<td>54. Re-initiate (ii)</td>
<td>Initiation</td>
<td>Bueno, mientras llega vamos con otro.</td>
<td>n</td>
<td>Response</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>55. T-Elicit</td>
<td>Initiation</td>
<td>¿Si es argumentativo qué? La cuarta estrategia que veníamos viendo. ¿Cuál entonces? La estrategia de lectura. (Pointing Jordan)</td>
<td>el cl el (n)</td>
<td>Response</td>
</tr>
<tr>
<td>56. Re-initiate</td>
<td>Initiation</td>
<td>Anyway, Jordan, Jordan ¿Cuál sería la próxima estrategia de lectura? ¿Si es la que siempre hacemos, no?</td>
<td>n el</td>
<td>Response</td>
</tr>
<tr>
<td>57. Re-initiate (ii)</td>
<td>Initiation</td>
<td>¿Camilo cuál sería la última estrategia de lectura?</td>
<td>el</td>
<td>Response</td>
</tr>
<tr>
<td>58. Re-initiate (ii)</td>
<td>Initiation</td>
<td>Maribel</td>
<td>n</td>
<td>Response</td>
</tr>
<tr>
<td>59. Re-initiate</td>
<td>Initiation</td>
<td>No tienes el texto pero debes saber ya que nos has escuchado. ¿Cuál es la cuarta estrategia de lectura?</td>
<td>p el</td>
<td>Response</td>
</tr>
<tr>
<td>60. T-Elicit</td>
<td>Initiation</td>
<td>y ¿Esas es para? ¿Camilo ya te ubicaste?</td>
<td>el cu</td>
<td>Response</td>
</tr>
<tr>
<td>61. T-Elicit</td>
<td>Initiation</td>
<td>Welcome! ¿Para qué nos sirve esa estrategia de lectura?</td>
<td>p el</td>
<td>Response</td>
</tr>
<tr>
<td>62. Listing</td>
<td>Initiation</td>
<td>¿Siii? ¿Y qué más?</td>
<td>el</td>
<td>Response</td>
</tr>
<tr>
<td>Trans # 11</td>
<td>63. B-boundary</td>
<td>Frame</td>
<td>Bien, (Pause) Focus Entonces vamos a seguir con la siguiente.</td>
<td>m^</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>64. T-Elicit</td>
<td>Initiation</td>
<td>¿No hay preguntas sobre vocabulario?</td>
<td>el</td>
<td>Response No</td>
</tr>
<tr>
<td>65. Re-initiate</td>
<td>Initiation</td>
<td>¿No, de este primer párrafo? Are you sure?</td>
<td>el</td>
<td>Response Yes ¿Qué es even?</td>
</tr>
<tr>
<td>66. T-Elicit</td>
<td>Initiation</td>
<td>You can say that in English? In the line number 2, 1...</td>
<td>el</td>
<td>Response Five</td>
</tr>
<tr>
<td>68. T-Elicit</td>
<td>Initiation</td>
<td>Even, alguien puede ayudar con esa palabra línea numero 5 o line number 5. After recent technology even the clothes you wear... What is even?</td>
<td>el</td>
<td>Response Incluso</td>
</tr>
<tr>
<td>69. Listing</td>
<td>Initiation</td>
<td>What? Any other question?</td>
<td>el</td>
<td>Response No answer Ø</td>
</tr>
<tr>
<td>Trans # 12</td>
<td>70. B-boundary</td>
<td>Frame</td>
<td>Ok, (Pause) Focus Como la mayoría ya lo tiene hecho vamos a hacer lo mismo que con el párrafo anterior. Entonces, sería leer nuevamente el texto pero antes vamos a tratar de hacer un poco de énfasis en palabras claves, no cognados sino palabras claves, y tratar de escuchar un poco más la pronunciación. So, I’m going to ask a alguien que pueda leer ese párrafo</td>
<td>m^</td>
</tr>
<tr>
<td>Trans # 13</td>
<td>Focus</td>
<td>Let's continue.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>75. B-boundary</td>
<td>Frame</td>
<td>m^ i</td>
<td></td>
<td></td>
</tr>
<tr>
<td>76. T-Inform</td>
<td>Initiation</td>
<td>Nuclear power plants do not pollute the air as coal-burning power plants do.</td>
<td>i</td>
<td></td>
</tr>
<tr>
<td>77. T-Direct</td>
<td>Initiation</td>
<td>David could you please read this?</td>
<td>d (n)</td>
<td></td>
</tr>
<tr>
<td>78. T-Elicit</td>
<td>Initiation</td>
<td>Any correction?</td>
<td>el</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trans # 14</th>
<th>Focus</th>
<th>I continue.</th>
</tr>
</thead>
<tbody>
<tr>
<td>79. B-boundary</td>
<td>Initiation</td>
<td>Use of nuclear energy, however, does present problems.</td>
</tr>
</tbody>
</table>

Nuclear energy is an important source of power. Many communities use nuclear energy to generate electricity for lighting homes and businesses. Alvaro could you please read this part in English? Nuclear energy is an important source of power. Many communities use nuclear energy to generate electricity for lighting homes and businesses. That's Ok.
<table>
<thead>
<tr>
<th>Line</th>
<th>Type</th>
<th>Action</th>
<th>Reaction</th>
<th>Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>81.</td>
<td>T-Direct</td>
<td>Initiation</td>
<td>Cristian, Can you repeat this part?</td>
<td>d</td>
</tr>
<tr>
<td>82.</td>
<td>T-Inform</td>
<td>Initiation</td>
<td>There is no guaranteed safe way to dispose of used nuclear fuel...</td>
<td>i</td>
</tr>
<tr>
<td>83.</td>
<td>T-Direct</td>
<td>Initiation</td>
<td>Alejandro could read this part?</td>
<td>d</td>
</tr>
<tr>
<td>84.</td>
<td>Re-initiate</td>
<td>Initiation</td>
<td>Nooo, please do it!</td>
<td>p</td>
</tr>
<tr>
<td>85.</td>
<td>Re-initiate (ii)</td>
<td>Initiation</td>
<td>Ok. (Pause) Camilo could you please read this one? This part? Are you here? Yes, I’m sure. Ah come on do it!</td>
<td>m^</td>
</tr>
<tr>
<td>86.</td>
<td>Repeat</td>
<td>Initiation</td>
<td>I’ll repeat for you ok. There is no guaranteed safe way to dispose of used nuclear fuel.</td>
<td>ms</td>
</tr>
<tr>
<td>87.</td>
<td>T-Elicit</td>
<td>Initiation</td>
<td>Any comments of vocabulary again?</td>
<td>el</td>
</tr>
<tr>
<td>88.</td>
<td>Re-initiate</td>
<td>Initiation</td>
<td>Are you sure? Well, maybe you but I’m talking to the group. ¿No?</td>
<td>ch com</td>
</tr>
<tr>
<td>89.</td>
<td>T-Elicit</td>
<td>Initiation</td>
<td>Who can help with the unknown word?</td>
<td>el</td>
</tr>
<tr>
<td>90.</td>
<td>E-boundary</td>
<td>Focus</td>
<td>May I continue?</td>
<td>el</td>
</tr>
<tr>
<td>91.</td>
<td>T-Inform</td>
<td>Initiation</td>
<td>Also, many nuclear power plants are being shut down because they are not considered safe.</td>
<td>i</td>
</tr>
<tr>
<td>Trans # 16</td>
<td>Focus</td>
<td>ms^</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>95. B-boundary</td>
<td>I continue (Pause)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>96. T-Inform</td>
<td>Who is responsible for disposing of nuclear wastes safely?</td>
<td>i</td>
<td></td>
<td></td>
</tr>
<tr>
<td>97. T-Direct</td>
<td>German could you do it? Please?</td>
<td>d (n)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>98. T-Direct</td>
<td>Repeat the last time.</td>
<td>d</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trans # 17</th>
<th>Focus</th>
<th>ms</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>99. B-boundary</td>
<td>Finally!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100. T-Inform</td>
<td>Should we continue to use and build nuclear power plants?</td>
<td>i</td>
<td></td>
</tr>
<tr>
<td>101. T-Direct</td>
<td>Juan David, please!</td>
<td>d (n)</td>
<td></td>
</tr>
<tr>
<td>102. Reinforce</td>
<td>Listen. Should we continue to use and build nuclear power plants?</td>
<td>d</td>
<td></td>
</tr>
<tr>
<td>103. T-Elicit</td>
<td>What is the main idea, or idea principal? mmmm. Sergio!!!</td>
<td>el n</td>
<td></td>
</tr>
<tr>
<td>104. T-Elicit</td>
<td>¿Cuál es la última pregunta que hay allí? Amadeo.</td>
<td>el n</td>
<td></td>
</tr>
<tr>
<td>105. E-boundary</td>
<td>Frame</td>
<td>Bueno, (Pause) Focus con esto finalizaría nuestro primer párrafo con respecto a las plantas nucleares.</td>
<td>m^</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Trans # 18</td>
<td>Trans # 18</td>
<td>Frame</td>
<td>Well, (Pause) Focus The second situation.</td>
</tr>
<tr>
<td>107. T-Direct</td>
<td>Institution</td>
<td>¿Quién se atreve a leernos en inglés?</td>
<td>s</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Farm. use fertilizers to grow more and better crops. More crops mean a better living for the farmer, a better food supply, and lower prices at the grocery store. (With difficulty)</td>
<td>ch</td>
</tr>
<tr>
<td></td>
<td></td>
<td>¿Quién se atreve a leernos en inglés?</td>
<td>el</td>
</tr>
<tr>
<td>108. T-Elicit</td>
<td>Institution</td>
<td>Ok. Well, (Pause) Normalmente cuando, ya lo habíamos hecho antes, ¿No es cierto? Cuando se va a leer un texto uno está muy preocupado por la pronunciación y se le escapa casi todo el significado de lo que dice allí. ¿Cierto? Mmm, ese fue el caso tuyo. Por ejemplo ¿Tú podrías decirme que dice allí o simplemente te concentraste solamente en pronunciar bien?</td>
<td>m^</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conocías más o menos el vocabulario del texto.</td>
<td>ch</td>
</tr>
<tr>
<td>109. T-Elicit</td>
<td>Institution</td>
<td>Entonces, (Pause) ¿Podrías decirme cuales son las palabras claves de allí?</td>
<td>m^</td>
</tr>
<tr>
<td>110. Listing</td>
<td>Institution</td>
<td>Lower prices.</td>
<td>cl</td>
</tr>
<tr>
<td>111. Listing</td>
<td>Initiation</td>
<td>Response</td>
<td>rep</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Y grocery store?</td>
<td>Y grocery store?</td>
<td>Una tienda de abarrotes.</td>
<td>rep</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>112. Repeat</th>
<th>Initiation</th>
<th>Response</th>
<th>ms ch i</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m going to read to show you a better pronunciation once again. Ok? Farmers use fertilizers to grow more and better crops. More crops mean a better living for the farmer, a better food supply, and lower prices at the grocery store.</td>
<td>I’m going to read to show you a better pronunciation once again. Ok? Farmers use fertilizers to grow more and better crops. More crops mean a better living for the farmer, a better food supply, and lower prices at the grocery store.</td>
<td>Una tienda de abarrotes.</td>
<td>rep</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>113. E-boundary</th>
<th>Focus</th>
<th>ch</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Listo?</td>
<td>¿Listo?</td>
<td>ch</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trans # 19</th>
<th>Initiation</th>
<th>Response</th>
<th>ack rea</th>
</tr>
</thead>
<tbody>
<tr>
<td>I continue or you continue? (pointing out a student)</td>
<td>I continue or you continue? (pointing out a student)</td>
<td>Ok. Without fertilizers, we might not be able to buy many kinds of fruits and vegetables. Fertilizers however can drain from farmland into lakes and streams.</td>
<td>Feedback Ok. Thank you.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>115. T-Elicit</th>
<th>Initiation</th>
<th>Response</th>
<th>rep</th>
</tr>
</thead>
<tbody>
<tr>
<td>All right, well. (Pause) Vocabulary and what is that in Spanish?</td>
<td>All right, well. (Pause) Vocabulary and what is that in Spanish?</td>
<td>Sin los fertilizantes, podríamos…</td>
<td>rep</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>116. Re-initiate</th>
<th>Initiation</th>
<th>Response</th>
<th>rep</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿affirmative or negative sentence?</td>
<td>¿affirmative or negative sentence?</td>
<td>Sin los fertilizantes, no podríamos comprar las frutas y vegetales.</td>
<td>rep</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>117. T-Elicit</th>
<th>Initiation</th>
<th>Response</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hago la pregunta en español, ¿Cómo así que sin los fertilizantes no podríamos comprar las frutas y vegetales?</td>
<td>Hago la pregunta en español, ¿Cómo así que sin los fertilizantes no podríamos comprar las frutas y vegetales?</td>
<td>No es eso, el texto primero muestra ventajas y luego muestra desventajas de los fertilizantes. Feedback Aja.</td>
<td>Feedback Aja.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>118. T-Elicit</th>
<th>Initiation</th>
<th>Response</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bueno, (Pause) Felipe decía drain, por contexto, pista contextual. Si yo tengo la idea, ¿cierto? Lo que voy leyendo, el contexto, y estamos hablando de los grajeros de los fertilizantes que ayudan al crecimiento de frutas y vegetales pero luego dice que SIN EMBARGO</td>
<td>Bueno, (Pause) Felipe decía drain, por contexto, pista contextual. Si yo tengo la idea, ¿cierto? Lo que voy leyendo, el contexto, y estamos hablando de los grajeros de los fertilizantes que ayudan al crecimiento de frutas y vegetales pero luego dice que SIN EMBARGO</td>
<td>Riachuelos</td>
<td>Feedback Ok.</td>
</tr>
<tr>
<td>Trans # 20</td>
<td>Frame</td>
<td>Bueno, (Pause) Focus We continue?</td>
<td>m^</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td>123. B-boundary</td>
<td>Initiation</td>
<td>Jordan please, fish can’t live…</td>
<td>d (n)</td>
</tr>
<tr>
<td>124. T-Direct</td>
<td>Initiation</td>
<td>Listen to me. Fish can’t live in water with fertilizers in it. In some areas, people can’t drink the water because of the fertilizers in it.</td>
<td>i</td>
</tr>
<tr>
<td>125. Repeat</td>
<td>Initiation</td>
<td>What is the idea in Spanish of this segment? (Pause) Do you have any problem with the vocabulary?</td>
<td>el</td>
</tr>
<tr>
<td>119. T-Elicit</td>
<td>¿Este verbo lo podríamos definir por</td>
<td>el</td>
<td>Response</td>
</tr>
<tr>
<td>120. T-Elicit</td>
<td>¿Bueno los fertilizantes sin embargo puedo secar o erosionar la tierra de las fincas y los lagos? (pause) ¿Sería eso? ¿No entendemos?</td>
<td>el</td>
<td>Response</td>
</tr>
<tr>
<td>121. Re-Initiate</td>
<td>No necesitamos conocer todo el vocabulario acuérdense que por contexto lo podemos identificar (Pause) ¿Nada?</td>
<td>cl</td>
<td>Response</td>
</tr>
<tr>
<td>122. Re-Initiate (ii)</td>
<td>Bueno, (Pause) la idea es que los fertilizantes dan una ventaja ya que ayudan al crecimiento de los alimentos pero pueden…</td>
<td>m^ i (el)</td>
<td>Response</td>
</tr>
<tr>
<td>124. T-Direct</td>
<td>Jordan please, fish can’t live…</td>
<td>d (n)</td>
<td>Response</td>
</tr>
<tr>
<td>125. Repeat</td>
<td>Listen to me. Fish can’t live in water with fertilizers in it. In some areas, people can’t drink the water because of the fertilizers in it.</td>
<td>i</td>
<td>Response</td>
</tr>
</tbody>
</table>
127. Listing
Initiation
Pero bueno esa es una idea ¿La otra cuál sería?
Response
Que los pescados no pueden vivir en el agua por los fertilizantes.
128. Listing
Initiation
Bueno eso en cuanto a los pescados y ¿los humanos?
Response
Que no pueden beber agua por los mismos fertilizantes.
Feedback
Ok.

**Trans # 21**

129. B-boundary
Frame
We continue the last one.

130. T-Direct
Initiation
Camilo.
Response
Should laws be passed on when and how much fertilizers can be used? (Reads with difficulties)
Feedback
Ok.

131. Reinforce
Initiation
Listen to me.
Response
Should laws be passed on when and how much fertilizers can be used? (Much better)
La idea de hacer estos ejercicios no es de aprendernos todo este vocabulario de memoria, pero sí de familiarizarnos con él, a medida que nos vamos familiarizando, con el texto. Además, vamos adquiriendo palabras, pero no memorizarlo.

132. T-Elicit
Initiation
Well, (Pause) bueno el should ya lo sabemos porque ya lo vimos, ¿Alguno tiene problemas con vocabulario? ¿Pueden decirnos cuáles?
Response
Leyes
Feedback
Laws.

133. T-Elicit
Initiation
¿Quién ayuda?
Response
Leyes
Feedback
Laws.

134. T-Elicit
Initiation
El resto ya las conocen o están familiarizados con ellas ¿cierto? Bueno, (Pause) ¿Qué diría esa pregunta allí?
Response
Deberían haber leyes sobre…
Feedback
Deberían haber leyes sobre…

135. Re-initiate
Initiation
Sobre cuando y como…
Response
Pueden ser usados
Feedback
Thank you.

136. T-Elicit
Initiation
All right, ¿En este párrafo nos encontramos ventajas y desventajas sobre qué?
Response
Fertilizantes
Feedback
Fertilizantes
| 137. T-Elicit | Initiation | Juan David ¿cuáles serían las ventajas? | el | Response | Pues que ayudan a los cultivos a crecer | rep |
| 138. T-Elicit | Initiation | ¿Y las desventajas? | el | Response | Y las desventajas que pueden contaminar las aguas. | rep |
| Trans # 22 | Frame | Ok. (Pause) | m^ |
| 139. B-boundary | Focus | The last situation. | i | |
| 140. T-Direct | Initiation | Primero lo van a leer solitos y después pido que lo hagamos en voz alta. | d | |
| (10 minutes) | |
| Trans # 23 | Initiation | En realidad ¿Cuántas palabras tuvieron que buscar? Con los pocos que hable, porque no pase por todos los puestos, había muchísimos cognados. ¿Me pueden decir algunos por ejemplo Jessica por favor? | el | Response | Automobile, accident, doctor, hospital, decision, system, etc. | rep |
| 141. T-Elicit | Sino sabemos que es una palabra, yo les insisto por las pistas contextuales. Steven ¿De qué se trata el texto? | i | Response | Quien decide sobre la vida de alguien cuando se encuentra en coma. | Rep |
| 142. T-Elicit | Initiation | Read the conclusion. (Pause) Do you understand these questions? What is misused? | d | Response | No answer. Ø | |


| 144. Re-initiate | Initiation  
Used is positive and misused negative. Remember prefix, prefijos?  
What is the answer there Cristian? | cl el | Response  
Nos ayuda hacer las cosas más fácil, hacer cosas que no pensamos hacer antes y la segunda pregunta dice que si se le ha dado un mal uso a la tecnología. Claro que sí, incluso el ser humano ha abusado de la tecnología, por eso estamos como estamos, con el calentamiento global y también la avaricia de nosotros. | rep | Feedback  
Thank you. | ack |
| 145. Listing | Initiation  
Ok. (Pause)  
Juan David | m^n | Response  
Bueno el habla de la tecnología como mala pero pues yo la entendí como si podríamos prescindir de ella. | rep | Feedback  
Mmm it could be other way.  
I think it is possible. | e com |
| 146. T-Elicit | Initiation  
And what’s your answer? | el | Response  
No answer. Ø | | | |
| 147. Re-initiate | ¿Podríamos vivir sin internet ahorita? | el | Response  
Si, si hay mejor entretenimiento que el internet. | rep | Feedback  
Bueno, si se puede pero la gente esta tan acostumbrada que es muy difícil. | acc com |
| 148. Listing | Initiation  
Ok. (Pause)  
Juan David | m^n | Response  
Si se puede pero la gente esta tan acostumbrada a tener las facilidades que nos da entonces pues... | rep | | |
| 149. Listing | | | Response  
Difícil pero no imposible | | | |
| 150. Listing | | | Response  
En estos tiempos es prácticamente imposible. | | | |
| 151. Listing | Jordan ¿Qué dice? | el | Response  
Se podría vivir pero podría haber como falencias... igual la tecnología siempre ha existido, para cada tiempo una tecnología. | rep | | |
| 152. T-Elicit | Bueno, en realidad ¿la tecnología es sinónimo de progreso? Adrian. En términos generales. | m^n el | Response  
Sí claro! | rep | | |
¿Se puede vivir sin tal cosa? (Pause)
Sí pero no queremos.

¿Viviríamos menos sin la tecnología?
Alvaro

Pues en parte porque hay veces que se crean cosas pero no consideramos las consecuencias que desatan sobre nosotros y los problemas que nos pueden ocasionar a un futuro. Pero como todo tiene sus ventajas y desventajas.

Ok bueno, (Pause)
Creo que es un poco para cerrar esto.

Por un lado podríamos reconocer las ventajas y desventajas de la tecnología, tendríamos que tomar una decisión sobre prioridades.
¿Qué podríamos desechar porque ya esta está haciendo mucho daño y con qué podríamos seguir adelante?
¿Cierto?

Yo considero una cosa si notros nos deshacemos de la tecnología, como dice Felipe viviríamos menos pero aprenderíamos a disfrutar más la vida.

La tecnología le ha aportado mucho a la medicina y pues claro viviríamos menos porque hay muchas cosas que nos ayudan a mantener la vida.

Well, in English again, the most important thing is to think.
Well, the possibilities about technology, about advantages or
disadvantages and some vocabulary related, right? One more time, remember here we have vocabulary related to technology (Pointing to the board) and it’s similar and it’s easy, all right? And it’s not necessary to think about “that is so difficult for me in English. Well, this isn’t true.” This is good in English, right? And you can read and understand the concepts in English.

| Trans # 25 | 160. B-boundary | Frame | Ok. All right! (Pause) Focus Vamos a pasar a la siguiente página. | m^ | ms |
| Trans # 25 | 161. T-Direct | Initiation | I would like you to thank you Felipe and everybody, Amadeo and Cristian. Thank you for your participation. | d | ack |
| Trans # 25 | 162. T-Inform | Initiation Ok, look at page 55 and you got there activity number 2. You have 4 sentences or instructions on it. Number one… I’m talking about page 55, right? So the first instruction is: in groups, discuss the following cartoons and say what they refer to. | m^ | d | i | ch | i |
| Trans # 25 | 163. T-Elicit | Initiation So you got there 4 cartoons. The first one is about what? You can answer in Spanish. What is the topic of the first cartoon? Amadeo | i | el | com | el | n | Response | Cuál es el planeta que tenemos. | rep |
| Trans # 25 | 164. T-Elicit | Initiation What about the second one? | el | Response | Es acerca de la contaminación y cómo afecta la salud de las personas. | rep |
| 165. T-Elicit | Initiation  
The third one? | el | Response  
El derrame de petróleo o aceite en los mares. | rep |
|---|---|---|---|---|
| 166. T-Elicit | Initiation  
And the last one? | el | Response  
Cómo los aerosoles afectan nuestro medioambiente. | rep |
| 167. T-Elicit | Initiation  
What are the other questions? | el | Response  
Present your findings to the class.  
Response  
Could you find other similar illustrations to bring them to class? | rep |
| 168. Listing | | | | |
| 169. T-Elicit | Initiation  
What is the important vocabulary? | el | Response  
Garbage, pollution, smoke, lungs, x-rays. | rep  
Feedback  
Yes, all right. |
| 170. T-Elicit | Initiation  
And problems with vocabulary? | el | Response  
Oil and sea. | rep |
| 171. T-Elicit | Initiation  
Who can help with these words? | el | Response  
Gasolina y mar. | rep |
| 172. T-Elicit | Initiation  
Do you know the word for aerosol? | el | Response  
Spray | rep |
| 173. T-Elicit | Initiation  
Could you please spell it for me? | el | Response  
S-P-R-A-Y | rep |
| 174. T-Elicit | Initiation  
Alejo. What is your opinion? What do you think about these cartoons? Are they true? | n  
el | Response  
Yes. | rep |
| 175. T-Elicit | Initiation  
Can we help to solve them? What can we do? | el | Response  
Como todos son acerca de contaminación ya está por parte de nosotros tratar de utilizar menos en el caso de los aerosoles que dañan la capa de ozono. Que haya menos fábricas o que etas sepan cómo utilizar sus desechos y que haya carros eléctricos para ayudar al medio ambiente. También tratar de contener los desperdicios en el mar. | rep  
Feedback  
¡Muy bien! |
<table>
<thead>
<tr>
<th>Trans # 26</th>
<th>Frame</th>
<th>m^</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>176. B-boundary</td>
<td>Now, (Pause) Focus Look at please to page 54.</td>
<td>i</td>
<td></td>
</tr>
<tr>
<td>177. T-Inform</td>
<td>Initiation The practical tips. The first step is reading. Begin your Reading by skimming the material. You do that by reading the introduction, summary, conclusions; headings, etc. highlight what is important to you.</td>
<td>Response Comience su lectura con una lectura rápida del material, hacemos eso para las introducciones.</td>
<td>rep</td>
</tr>
<tr>
<td>179. Re-initiate</td>
<td>¿Para las introducciones?</td>
<td></td>
<td>rep</td>
</tr>
<tr>
<td>180. T-Elicit</td>
<td>Number 2 Sergio</td>
<td>Response Determinar el propósito del texto. Qué es lo que el autor está tratando de decir. Y cuál es el propósito del artículo, del libro, etc.</td>
<td>rep</td>
</tr>
<tr>
<td>181. T-Elicit</td>
<td>¿Eso de donde lo obtengo rápidamente cuando hago skimming? ¿En qué parte de los párrafos?</td>
<td>Response En las primeras líneas o primeras oraciones.</td>
<td>rep</td>
</tr>
<tr>
<td>Trans # 27</td>
<td>Initiation</td>
<td>See you on Wednesday. Bye-bye</td>
<td>s</td>
</tr>
<tr>
<td>186. E-boundary</td>
<td>Frame All right. (Pause) Focus you know all the questions. So, you can answer them as homework.</td>
<td>m^</td>
<td></td>
</tr>
<tr>
<td>185. T-Inform</td>
<td>Initiation And the last question is: is there a logical flow of the text? (Pause) ¿Hay un flujo lógico? Esa sería la traducción correcta ¿no?</td>
<td>i</td>
<td></td>
</tr>
<tr>
<td>184. T-Inform</td>
<td>Initiation Biased es la subjetividad que puede generar. Casi todos somos subjetivos cuando hablamos de algo ¿cierto?</td>
<td>i</td>
<td></td>
</tr>
<tr>
<td>183. T-Elicit</td>
<td>Initiation Is the author biased in any way? Do you know what biased is?</td>
<td>el</td>
<td></td>
</tr>
<tr>
<td>Response No answer. Ø</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response Aaaa ya.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ack</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 183. T-Elicit | Initiation Is the author biased in any way? Do you know what biased is? | el |
| Response No answer. Ø | | |
| | | |
| | | |
Appendix 7
Handout of Lesson 1

1.3 Key words
When you read a text you must try to identify key words that seem to be important in it. That is to say, in any reading you will find words that appear in the title or several times in the text and these words can give you clues that may help you to understand the text more clearly. Associating these words with the ones you already know, you can find the meaning of some words that you may not know.

Instructions: In the following text, match the titles with the paragraph that explains each one of them.

TAKING Medicines
Helping you pay for prescription charges, taking tablets the safe way and how to boost your iron stores by Dr SALLY BODSWORTH

To be swallowed not chewed.

May cause drowsiness. If affected, do not drive or operate heavy machinery.

Take an hour before food.

Take at regular intervals. Complete the course.

…one to be taken in plenty of water…

If the stomach is busy digesting a meal, it can take longer for some medicines, for example penicillin, to be absorbed into the system. If the medicine is taken before food it is absorbed quickly and so works quickly.

Some tablets may irritate the stomach so have a special coating which dissolves only once the tablet has passed through the stomach. Other coatings enable medicines to be released gradually through the day so that you only need take them once a day rather than, say, three times. Chewing destroys these features.

Even some non-prescription medicines such as cough mixtures, travel sickness remedies and hay fever remedies may carry this warning.

This applies especially to antibiotics. Though you may begin to feel better soon after starting the medicine, you have to complete the course to make sure all the germs causing the infection are killed off.

Taking medicines such as aspirin and ibuprofen after eating prevents them from irritating the stomach.
1.4 Missing words
Read the texts and try to answer the following questions:

Immigration to the U.S.

a. What are the main reasons for people to have immigrated to the United States?

b. What has the immigration caused to the United States?

Most U.S. are either immigrants or of immigrants. More than sixty million (60,000,000) have left of their birth and to live. Some came for excitement and adventure. Others came to escape and or political and religious oppression. Still others were brought over from Africa as These have brought their customs, languages, and foods, and have made the of great racial and ethnic diversity. The of the were the Native American Indians. Today they make up less than 1 percent.

a. Which could be the title of this passage?

b. Which kinds of programs are mentioned in the text?

There are different kinds of ________ such as news reports, ________, sports, ________, and educational information. ________ Saturdays and ________ there are ________ programs for ________ and adults. Most countries have two or more channels, and there is usually ________ TV ________ to select ________ program of your preference. Although most countries have ________, there are still some people who prefer black-and-white TV sets. Besides, many people don’t have enough ________ to buy ________ color ________. Watching TV is ________ inexpensive ________.
ACTIVITY 1 Read the text A. Underline all the key words.

Text A

BUDAPEST
Budapest has a population of over two million people. One in every five Hungarians lives there. The River Danube divides the city into two parts. On the west bank there are the woods and hills of Buda and the old town. On the east bank there is the bigger and more modern Pest, the business and shopping center. From Buda there are wonderful views of Pest and the river. Six bridges join Buda and Pest.

ACTIVITY 2 Based on both texts, answer these questions in Spanish.

1. How many Hungarians live in Budapest?

2. What does the east part contain?

3. What connects Buda and Pest?

4. What was Budapest a thousand years ago?

5. What happened in 1873?

6. When was the city destroyed?

7. Did somebody help Hungarians to combat the communists? Yes ___ No ___

8. Were communists removed by Hungarians? Yes ___ No ___

9. How many years were Hungarians under control of Communists?
D. CRITICAL READING

Critical reading is to "make judgments about how the text is argued". In other words, critical reading is all about understanding what the author is saying, following his/her argument and looking for evidence that supports the author’s viewpoint.

This kind of reading requires to hold a special attitude and answering questions such as:

- Does my own experience support that of the author?
- Do I share the author’s point of view?
- Am I convinced by the author’s arguments and evidence?

TEXT 18
Technology: Helpful or Harmful?

Technology has provided many products that we believe make our lives better. Imagine walking three or more miles to and from school each day or trying to keep clean without soap and toothpaste. Look inside your cabinets and closets at home. Almost everything in them is a product of recent technology. Even the clothes you wear may contain fibers invented in a laboratory. Besides providing useful products, our use of technology has raised questions that do not have easy answers. Consider the three situations described below and try to answer the questions.

What Do You Think?

Nuclear energy is an important source of power. Many communities use nuclear energy to generate electricity for lighting homes and businesses. Nuclear power plants do not pollute the air as coal-burning power plants do. Use of nuclear energy, however, does present problems. There is no guaranteed safe way to dispose of used nuclear fuel. Also, many nuclear power plants are being shut down because they are not considered safe. Who is responsible for disposing of nuclear wastes safely? Should we continue to use and build nuclear power plants?

Farmers use fertilizers to grow more and better crops. More crops mean a better living for the farmer, a better food supply, and lower prices at the grocery store. Without fertilizers, we might not be able to buy many kinds of fruits and vegetables. Fertilizers, however, can drain from farmland into lakes and streams. Fish can’t live in water with fertilizers in it. In some areas, people can’t drink the water because of the fertilizers in it. Should laws be passed on when and how much fertilizers can be used?

A person is rushed to the hospital after an automobile accident. The doctors do not know if there is brain damage, or what the chances of survival are. A quick decision must be made about whether or not to use a life-support system called a respirator. A respirator is a device that helps a person breathe when that person can’t breathe on his or her own. The respirator is used. Later, it is discovered that the person shows little brain activity. The person remains in a coma for months. There is little hope for recovery, and the family wants the respirator disconnected. Who should decide when life-support systems are needed?

Conclusion: How does technology help people? Is it possible to misuse technology?
Practical tips for a critical reading of any text

- Begin your reading by skimming the material. You do that by reading the introduction, summary, conclusions, headings, etc. Highlight what is important to you.

- Determine the purpose of the text. What is the author trying to say, what is the purpose of the article, book, etc.

- Make judgments about the context. Who is the intended audience for the text? What is the viewpoint of the author? Is the author biased in any way? Is there a logical flow of the text?

- Examine the evidence. What evidence is given for statements, opinions, etc. Analyze the evidence. How is the evidence used in the text? Look for examples. (Adapted from www.utoronto.ca/writing/critrdg.html, 2001)

Activity 1
On the reading about Technology

A. Answer the following questions in Spanish. Use additional paper for your answers.

1. What is the reading about?
2. What is/are the purposes of the text?
3. How do you classify it? a) descriptive b) critical c) both of them
4. What is the purpose of the section “What do you think?” Say in Spanish how information is presented in the three paragraphs.
5. Select 3 examples of technology applications in Colombia, giving good and bad consequences of their implementation.
6. What are the conclusions formulated by the text’s author? Give other conclusions of your own.
7. Did you like the author’s presentation of the information in the text? Is it clear? What are its advantages or disadvantages? Would you write the text subject in another way? Explain.

B. Give good equivalences in Spanish of the following expressions or sentences:

1. Our use of technology has raised a lot of questions
2. coal-burning power plants
3. A quick decision must be made about whether or not to use a life-support system
4. There is no guaranteed safe way to dispose of used nuclear fuel.
5. Use of nuclear energy, however, does present problems.
6. More crops mean a better living for the farmer, a better food supply, and lower prices at the grocery store.
7. Should laws be passed on when and how much fertilizers can be used?
Activity 2

1. In groups, discuss the following cartoons and say what they refer to.
2. Find out which cartoons the group considers to be the most effective according to their purpose.
3. Present your findings to the class.
4. Could you find other similar illustrations to bring them to class?

A.  

![Cartoon A]

Polomo/La Jornada/Mexico City

B.  

![Cartoon B]

Javad/Iskahyot, ohyoun/Teheran

C.  

![Cartoon C]

Ewik/Aftonbladet/Stockholm

D.  

![Cartoon D]

Cummings/Free Press/Winnipeg

5. Relate the four cartoons to readings seen in class or problems we experience in our country.
Appendix 9
Questionnaire to Students Involved

Lectura de Textos Académicos en Inglés I Grupo:__________
Edad:__________ Género:__________ Fecha:_________________

Esta encuesta hace parte de una investigación sobre el habla del profesor en Inglés, en los grupos de primer nivel de Inglés con propósitos académicos de la Universidad del Valle, al cual servirá como objeto de estudio para una tesis de grado de estudiantes de la licenciatura en lenguas extranjeras.

1. ¿Cuál es el rol que juega el aprendizaje de la lengua extranjera (Inglés) en su formación profesional?

________________________________________________________________________
________________________________________________________________________

2. En clase, el profesor habla en Inglés durante:
   a) 5-10 min  b) 10-20 min  c) 20-30 min  d) 30-40 min

3. Actualmente, pienso que el tiempo de habla del profesor en Inglés es:
   a) Poco  b) Suficiente  c) Apropiado  d) Demasiado

4. Me gusta escuchar las instrucciones del profesor en Inglés:
   a) No  b) Poco  c) Medio  d) Bastante

5. Me gusta que el profesor explique todo en Inglés:
   a) No  b) Poco  c) Medio  d) Bastante

6. Me gusta ser preguntado y responder en Inglés:
   a) No  b) Poco  c) Medio  d) Bastante

7. Me gusta el tipo de preguntas:
   a) Con respuesta fija  b) Con respuesta libre

8. Me gusta responder a las preguntas:
   a) En coro  b) Siendo preguntado  c) Voluntariamente

9. Me gusta recibir recomendaciones y/o correcciones en Inglés:
   a) No  b) Poco  c) Medio  d) Bastante

10. Me gusta que todo el material de clase sea en Inglés:
    a) No  b) Poco  c) Medio  d) Bastante

11. Me gusta practicar Inglés hablando sobre los temas de la clase:
     a) No  b) Poco  c) Medio  d) Bastante

12. Me gusta tener oportunidades en clase para hablar en Inglés sobre temas cotidianos:
     a) No  b) Poco  c) Medio  d) Bastante

13. Alguna duda, comentario o sugerencia:____________________________________

Gracias por su colaboración
Appendix 10
Questionnaire to Teachers Involved

Interview addressed to the study object teachers of the research about the L2 *teacher talk* in the ESP courses at Universidad del Valle as part of a dissertation for the foreign languages degree.

Date: ____________________________________
Current Job Title: _____________________________________________________________
Time in this post: ___________________________
Education: __________________________________________________________________

1. What is the importance of learning English for the students’ professional formation?
2. Do you use English in your spoken discourse during the ESP courses? If yes, how much time do you speak in English in your classes?
3. Do you think of the spoken discourse in English as an important feature for the learning/teaching process in the ESP courses? Explain.
4. In what moments do you use L1 in class? Why? (Greetings, directions, questions, explanations, information, encouragement, feedback, comments, discussion, etc.)
5. In what moments do you use L2 in class? Why? (Greetings, directions, questions, explanations, information, encouragement, feedback, comments, discussion, etc.)
6. Do you speak in L2 during the teacher-student interaction in the same way as during the interaction with other people? If not, do you make any adjustments or modifications to your spoken discourse? Explain.
7. What is the students’ reaction towards the use of L2 in class?
8. What do you think the students’ perception of the use of L2 in class is?
9. What do you think the ESP teachers’ perception of the use of L2 in class is?
10. What do you think about the following paragraph taken from one of the ESP course programs: “the development of the communicative competence in ESP has been extended to the field of oral communication, especially to the comprehension of the oral texts in their specific knowledge areas or disciplines. Hence, the programs include a basic component of listening in English from the first levels”?
11. Could it be possible to include the teacher talk in English as part of “the basic component of listening in English from the first levels”?
12. Any additional comment. (or correction to the writing of the questions)

Thank you so much for your collaboration.