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Research project

Teachers' reactions on students' responses: essential for an adequate task monitoring

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to Juan Carlos,
who always believes in me

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BILINGUAL ABSTRACT AND KEYWORDS

This research project analyzes the reactions the teacher has on students' responses. Different techniques as discourse markers, types of questions and repair sequences are taken into account, but the author puts a special emphasis on non-verbal communication. To be aware of all these ways of reacting in a class interaction is essential for an adequate task monitoring.

Key words

Discourse markers, non-verbal communication, repair sequences, display and referential questions, task monitoring, scaffolding, class interaction

Aquest projecte de recerca analitza les reaccions que el professor té cap a la respostes dels estudiants. Es tenen en compte diferents tècniques com els marcadors del discurs, el tipus de pregunta i les seqüències de reparació correctiva, però l'autor posa un especial èmfasi en la comunicació no verbal. Per monitoritzar de manera adequada una classe, és essencial ser conscient de totes aquestes maneres de reaccionar per part d'un professor.

Paraules clau

Marcadors de discurs, comunicació no verbal, seqüències de reparació correctiva, preguntes convergents i divergents, monitorització d'una tasca, support, interacció a l'aula.

Introduction

This research essay is focused on a self observation during a teaching practicum, and will analyze teachers' reactions towards students responses. This essay will start with a description of the context of the research and the methodology the researcher used during her observations. Before coming to the research project itself, the author of this essay will make a brief overall reflection on her Practicum time, pointing out several aspects she considers important for the educational area, underlining them with her own reflections and experiences. The empirical study describes teachers' reactions on students' responses and points out what a teacher achieves with these reactions. As many researches have been already done on educational topics, this analysis will be supported by the corresponding literary review.

1. Context

1.1. The school

The teacher[1] has done her observation during her Practicum in a Secondary school[2]. The Institut is located in the district Vila Olímpica in Barcelona. This is in an old industrial area of Poble Nou, in memory of the old utopian socialists. The Vila Olimpica was built as the residence for athletes, who came from all over the world for the Olympic Games in 1992. This was the beginning of a new neighborhood and the appearance changed. It changed from an industrial zone with railways, marginalization, degraded beaches to the charm and pride of the city with the new district, the regeneration of beaches and the harbor of Barcelona in front of the twin towers. In this district the new and the old are mixed together and the population is fairly prosperous. The average age of the population in this area is around 40, and there are lots of families and students. The educational level is also above the average for Barcelona city.
All this can be seen in the Institut, a state school with approximately 700 students and 62 teachers. There is a low level of immigrant and dysfunctional families and the general behavior of the students is good and disciplined.
Regarding L2 learning, it is important to point out that the students of the school have a quite high level in English. Many of them already come from a Primary school with CLIL[3] lessons and a trilingual education from the very early age on.. In the Institut apart from the ordinary English lesson 3 times a week, the students can choose from 15 electives in English, real CLIL subjects, such as Geography, Ethics, Social Sciences, etc. Apart from English, they have the chance to learn French and German.

1.2.   The students

The teacher will analyze her reactions in a class of 3rd ESO with teenage students of 14-15 years. In this class, with 29 students, there are mainly students with a higher level in English and also those who generally behave well and are motivated. The Institut, is highly regarded for its great range of CLIL subjects in English that many students share with their ordinary English lessons.

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[1] The research is the author's own experience and in this essay she refers to herself as "the teacher" or "the researcher"
[2] To keep the anonymity of the school in this essay it will be named Institut
[3] Content and Language Integrated Learning

1.3.   The analyzed vignettes

The first excerpt of the recording[4] the teacher has chosen for her self-observation has a length of 2'05'' and relates to an English lesson of 3rd ESO. The lesson took place on a Tuesday morning at 8.00 a.m. just on the second day of the Practicum I. The teacher was told to prepare a lesson based on the grammar point comparatives and superlatives and she chose the topic public transports, considering it a well-known one as she did not really know the students yet. With this topic the students could also find adjectives easily to complete the task. The part of the recording she is going to analyze refers to a teacher-fronted activity as at that moment the teacher is listing, together with the students, the main means of public transport and afterwards organizing the groups for the group work. In that group work each group was assigned one means of public transport and had to look for its advantages and disadvantages. Then they had to create a short composition together comparing their public transport with the others. At the end they read their writings to the class. (see worksheet in Annex 8.4.).
There were two other adults in the classroom apart from the student teacher, her peer student teacher and their school-mentor, who were observing and assisting in the group-work.

The second and deeper analysis will be about two video vignettes[5] in order to compare the teacher's way of acting at different stages of the same activity and to analyze the class interaction and the task monitoring. The first excerpt of her recording has a length of 1'46'' and the second of 1'59''. Both excerpts relate to an English lesson of 3rd ESO within her CLIL Unit regarding the British Empire. In this lesson there was only a reduced group of 15 students. The task was about the colonization of America. The unit was already coming to the end and the students were motivated with the topic and the activities they had already been doing during previous weeks. In this task the teacher asked the students several questions about Pocahontas, the Indian princess who saved John Smith, a British conqueror. First of all, the students had to read in pairs the questions and think about possible answers.[6] Most of them remembered the Pocahontas character from the Disney movie. Then the teacher started an interaction with the students by finding the correct answers together. The students felt immediately motivated by knowing that Pocahontas really existed and were interested in discovering more about her life. After this activity, the students read a real document together, an original letter from John Smith[7] to Queen Anne, explaining that thanks to Pocahontas he was still alive and had not been killed by the Indians and that the Indians provided the British colonisers with food to save them from starvation. As it was a difficult text, each student received a paper sheet with one word written on it and had to look for the meaning in the dictionary as a pre-reading activity. While reading, when an unknown word appeared, the student, responsible for that word, had to explain the meaning to the whole class. The students worked hard and made an effort. We have seen in the feedback and in the final writing that many of them liked the activity and wanted to know more about this real historical character. The vignettes the teacher is going to analyze refer to the speaking activity, in the first part of the lesson.

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[4] Refers to Vignette A
[5] Refers to Vignettes B and C
[6] see the worksheet in Annex 8.3.
[7] Writing of the 17th century

There were two adults in the classroom apart from the student teacher, an English teacher and the peer student teacher (who guided the reading activity).

2. Global objective

After eight weeks of Practicum, implementing an own unit and trying a variety of activities in different levels and groups, the teacher has realized that the students consider it a hard effort to speak in the L2 language in front of their classmates. They need a lot of motivation and encouragement. After describing and analyzing the teacher's reactions and ways of monitoring tasks this research will try to show that teachers have the chance to encourage speaking and to make the students feel confident and motivated.

After a detailed observation the teacher has appreciated the importance of an adequate task monitoring by the teacher. This monitoring can be done by initiating repair sequences, trying to have them repaired by the students themselves. Apart from discourse markers she also realized how important questions are in the classroom as well as body language, not only from the teachers' but also from the students' side.

Therefore in this essay she will analyze and try to find an answer to the following questions:

- How do teacher react on students' responses and what consequences do these reactions have?
- In which way are those reactions essential for an adequate task monitoring?

3. Methodology

With this research project the teacher observes her own way of teaching in order to analyze which reactions the teacher has on students' responses. This research is therefore classroom-based and deals for the teachers' professional development.

Ethnography is applicable in this study because it enables the teacher to elicit information from a class in Secondary school in their own cultural context and gives her a chance to analyze teachers' reactions from the cultural actor's point of view.

There is no explicit definition of ethnography, but in its widest sense, ethnography (etnos=people, race; grafia=writing, description) is defined as a systematic process, through which models of culture or subculture are observed, described, documented and analyzed. Usually, it is viewed as a research approach based on fieldwork with participatory observations and open interviews. In this research project the teacher understands ethnography as a method of study and a result of such study, including the interpretation of findings and the written research report.

This research has two parts of observation. First of all the teacher has observed with vignette A which reactions the teacher has towards students' responses and what these reactions cause. In the second observation referring to vignettes B and C the teacher makes a deeper observation on the consequences of these reactions and how they can be the basis for a proper task monitoring.

The data have been recorded in two different lessons of the same group and the chosen video excerpts have been transcribed in order to analyze the different turns by a categorization procedure, analyzing types of questions, discourse markers, body language, etc.

During her Practicum, the teacher also tape-recorded the students and collected students' personal opinions and experiences concerning their work and took pictures to collect more information. However, this empirical study is based on video recordings.
The transcription conventions the researcher used are from Richards and Seedhouse (2007).[8]

Regarding the the "Overall reflection on the process of professionalization undergone throughout the course", the way in which the description of the teacher's experiences and findings is going to be explained is through an analitical and distance approach.

All the names which appear in this essay are fiction in order to preserve the right to privacy of the people and institutions referred to.

This research project has been supervised by Dr. Cristina Escobar and the teacher's tutor Oriol Pallarés. The researcher uses literary support in order to give more reliability on her analysis.

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[8] More detailed information in Annex 8.3.

4. Overall reflection on the process of professionalization undergone throughout the course

Before coming to the research project, the author will make a reflection on her personal teaching experiences as she considers it an important step to be able to analyze later on in a deeper way. Teaching involves many aspects to deal with. Making an overall reflection on the Practicum time and on all gained during one year is a hard work. The author will focus on several topics that are important to all teachers and especially for her after her Practicum period.

4.1. CLIL

According to Marsh, D. (1994) CLIL can be defined as situations where subjects, or parts of subjects, are taught through a foreign language with two aims, one focused on the learning of content, and the second one on the simultaneous learning of a foreign language. Escobar, C. (2009) states that CLIL evolves all those educational realities consisting of the teaching of subjects within a developing language and considers that any subject can be integrated into a CLIL program. One possibility the teacher has observed in several schools is tandem teaching between the language teacher and the subject teacher. They have to coordinate very well and work as a team. Another possibility is that the English teacher teaches an elective subject in the L2. These are usually small groups and students go to these electives voluntarily. Nussbaum, L. (2009) suggests using the L2 language in a CLIL lesson as much as possible, so that the reception skills (oral and written comprehension), the expressive skills (oral and written production) and the interactive skills (oral and written) can be developed as much as possible.

The results of CLIL are obvious; the English level in the school where the teacher did her Practicum is higher than in many other Secondary Schools.
There are a total of 15 electives in English in the ESO, such as Science, Ethics, Geography, and History. This school has been awarded with the "Orator" for educational innovation for enhancing the teaching of other subjects in English. This project is integrated into the language project of the school: Catalan, Spanish, English, French and German. The CLIL project is organized into three hours of "variable credits" which are added weekly to all three credit hours of common English language. The credits have been chosen by using the following criteria: content that complements the content of common credit terms (Science, Geography etc.) and agreed between the content teacher and the English teacher, promoting a content that promotes oral communication and transmits content values as respect for the environment, the cultural and ethnic diversity of learning, etc. This project seeks excellence within languages and establishes common criteria in all languages taught in this school.
As an example of CLIL the teacher has participated in the elective of Ethics, where the topic was children's rights and then animal rights. These are two topics where lots of activities can be implemented in order to create debates, reflections and class interaction. The teacher designed an ICT activity regarding animal abuses. The students of 1st ESO had to imagine their pets giving a speech and saying why they are against animal abuse. The students had to write all this on a Blog and link it to a common Wiki. Many of them had pets and the teacher thought it could be a good way to introduce the

topic and make them reflect about what they do not want to happen to their pets, which cannot be desirable for any animal. In this Wiki page are the differents links to the blogs http://monica-calero.wikispaces.com/animal+abuse.

Within the elective of Geography the topic was planets and later on Earth layers, tectonic plates, volcanoes, etc. This is also a great opportunity to combine content and language learning. In these lessons the students feel really motivated. Many audiovisual resources can be used, ICT and a variety of activities.
As the topic was the Universe and the Solar System, the students had to prepare a Glogster with photos and information about their favourite planet and present it orally in class. This is a link of one glogster: http://paulari.glogster.com/jupiter/

In the elective 'What on Earth is going on', the content is incredibly interesting and the teacher's mentor, a great ecologist, transmits the students values such as recycling, taking care of the Earth, thinking about what we expect in the future, etc. The teacher assisted her mentor in several activities and there were some really interesting debates and opinions during these lessons.

The teacher implemented with her peer student teacher an own Unit in 3rd ESO, which was a CLIL unit. They taught them History in English. Many of the students were surprised at the beginning, but all of them enjoyed it. The teacher saw that they made great efforts in interacting in English and were very participative. Checking comprehension every day as an opening routine, the teachers realized that the students were also learning lots of historical aspects about the British Empire and the colonization around the world.

An incredible opportunity regarding CLIL was the visit to a Primary School, where they teach a subject in English from the grade P3 onwards one hour a day. The language integrated project at the Infant's and Primary School has two key aspects: one is the cross-curricular focus on the language; the other is the use of the three languages – Catalan, Spanish and English – from the infants' school onwards. The projects have now been going for eight years.
They consider the language used for the different subjects as vitally important tool for the individual and social life of the pupils because a language has a mediating role between pupils and their reality. At school, the real context arises in learning-teaching situations in the different areas of the curriculum, and this is why they distribute the subjects among the three languages. In this way, the pupils can learn the languages at the same time that they learn the subject contents.
Thus, for example, the teachers of English use English throughout the lessons. However, the teachers may speak Catalan or Spanish with their pupils in other subjects, so they do not subscribe to the principle of one person, one language. Languages create important interpersonal ties, and people normally use the same specific language with a relative or a friend. However, the school context implies the learning of different concepts in different situations; the pupils know this and accept the changes of languages as quite normal.

During this visit the teacher went with a class of 7-year-old students on a brief excursion to observe palm trees. They knew a lot of words they had learnt in class and spoke to the teacher the whole time in English. They also went to a Math lesson in English where they did mental arithmetic and had the opportunity to interact personally

with these students of 3rd level. The last two lessons were Science and they did both the theoretical part and the practical part of how rivers are formed, doing an experiment in the playground. The students used a lot of technical vocabulary and after one day in such a school the teacher just can confirm that the sooner children start learning foreign languages within a real-life content, the better.

In another school the teacher had the opportunity to visit, she experienced again how important CLIL is. In this Secondary School she observed and interacted in two Math classes in English of 3rd and 2nd of ESO. The teacher was really impressed to appreciate how the students were able to explain in English how they solved the Math problems about percentages

It has been a really rewarding experience for the teacher and she is looking forward to going on teaching in CLIL lessons, which she considers the future for our schools, although teachers have to be formed and many aspects in our educational system have to be developed.

4.2.   Tandem teaching

Another innovation in teaching languages often used in CLIL lessons is tandem teaching. For the teacher this was a completely new experience, as she was used to being alone in front of the class in her previous teaching experience. The teacher can confirm after experiencing such way of teaching that organization is essential. Students have to see that the teachers that are in front of the class are not just improvising. They have to appear confident and organized. In the feedback the teacher asked the students what they thought about having two teachers giving class and most of them found it good as there was always a teacher available to help them. Tandem teaching is therefore a big advantage. It is a difficult task to explain contents or to give instructions and at the same time monitor students' behavior and if they are all paying attention. It is also very useful in group work as two teachers can give better support. Each teacher has his/her own strengths. In this case her peer student knew more about ICT and managed the computer better, while she contributed with her experience and her creativity.

4.3.   Skills

It is generally known that there are the receptive skills like listening and reading, where the student receives information, and on the other hand, the more complex ones, the productive skills like speaking, writing. We have to add the most challenging one as it is a combination between receiving and transmitting information: interaction.
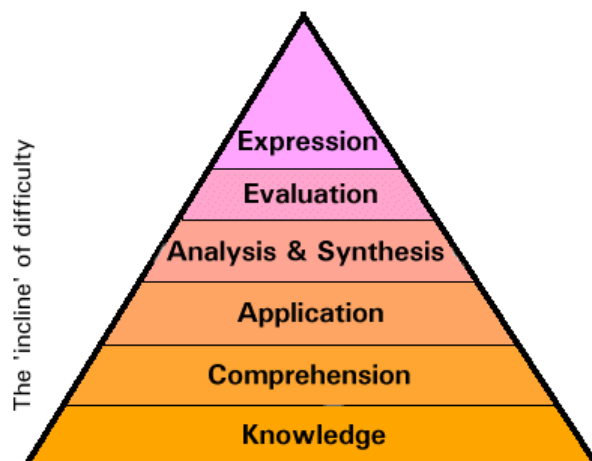
In the skill pyramid from an essay from the University of Liverpool we can see that the bottom two layers are 'Lower-order skills', while the top four layers are 'Higher-order skills'. First of all the student has to receive knowledge and understand it, and then they have to apply this new knowledge, analyze it and after an evaluation be able to express it in an oral or written form.

In the practicum the teacher took into account all the five skills, but tried to put more emphasis on the oral productive skill, speaking, and therefore on interaction.

She realized that the students consider it a hard effort to speak in the L2 language in front of their classmates. The students usually have no chance to speak in the L2 outside the classroom. They may read something for example on the Internet, listen to a song or video clip, even write something in a chat to a teenager in another part of the world. But speaking? Therefore they need a lot of motivation and encouragement. Oral communication and interaction are the most important skills if we travel abroad, if we have to convey our opinion within a group, if we want to ask or express something, etc.

The teacher implanted plenty speaking activities in her Practicum and although some students have difficulties in expressing orally, they tried it and made great efforts.

The teacher has realized that the classroom setting is very important, as the students feel more relaxed in such activities sitting all in a circle or making role plays.

The Dream Game is an example for a speaking activity, where a speaker (the teacher) tells the student to imagine they are dreaming. During this "dream" they will see or find several things and have to describe them. In this way every student has to speak quite a lot. This activity can be used at any level as the description of a building for example can be done using easy words or with a more specific vocabulary. The main objective of this task is to make the students speak and listen to the others. When they have all done the description of the first part, the speaker (teacher) reads the interpretation aloud.

Regarding the teacher's own unit about the British Empire 63 % of the activities they designed were speaking activities. The students interacted a lot, even those who are shy or do not dare to speak aloud to the class. This is the target of the teacher, monitoring the task to get most of them to speak and to encourage participation.

Apart from several group and pair discussions and reflections which led to a class interaction they had to do an oral presentation about their Glogs, they did a jigsaw reading, a running dictation, we created all together a mindmap, they composed in groups their own verses and acted a Role Play.

4.4. Grammar in teaching L2

Intelligibility can be defined as a situation where enough words are correctly understood by the listener so that the message is understood. Kroll B. (1990) considers that grammar is indeed an essential aspect of written communication and students in the ESL/EFL classroom should be taught to view grammar as an aid to creating effective messages. The objectives for this grammar teaching are: to evaluate syntactic and rhetorical fluency, reduce error frequency and achieve certain stylistic effects (advanced writers).

Kroll, B. (1990) goes further, by stating that grammar-orientated activities not only help students edit errors in their writing but also provide them with a variety of syntactic strategies for effective communication.

One frequent criticism of traditional grammar instruction in writing has been its overemphasis on teaching terminology to students. This is time-consuming, is confusing for students rather than helping them and ESL/EFL students have different knowledge of traditional grammar. Therefore Kroll, B (1990) suggests keeping terminology as simple as possible. For example, progressive verbs can be called -ing verbs and relative clauses - which/who/that-clauses. Such definitions link grammatical functions with actual words that students will see in writing so there is less requirement to memorize terms.

As the teacher was used to teaching in grammar based lessons it was a positive experience for her to appreciate in this Practicum that the teacher has to focus on communication and not on correctness. Anyway, in her opinion basic grammar knowledge is important, such as the tenses for example. But there are lots of activities which camouflage grammar and the students practice it in real-life situations and do not only do boring exercises on grammar.

In our CLIL Unit the teacher was told to introduce the first conditional and the modals. She realized that in a CLIL lesson there are lots of opportunities to camouflage grammar a little. The students had to create a Glogster of an English speaking country and write what they will do, eat, visit, see, etc., if they go there. There was no need to explain how the conditional was formed, as they had a model. They also used modals and did a great job. Here is one example: http://marbein.glogster.com/australia/

In an unconscious way students are practicing a grammar point and using it in real conversations. This is also a way for the teacher to check if they have understood the grammar or if he/she has to go on working on it.

4.5.   Timing/ flexibility

This part is very important and the teacher realized it every day in her Practicum. A teacher has to arrive at class well organized and with timing for each task in mind. There are interruptions and incidents, conflicts may arise among some students or any other event might disturb the normal course of the lesson. One example is the day it snowed in Barcelona, a really unusual event. The students were excited and it was absolutely impossible to do a proper lesson. At this moment it does not make any sense for the teacher to become serious and make them work whatever happens. We are all human, even teachers, and one characteristic for humans should be flexibility and adaptability. Teachers should always have some activities prepared or an audiovisual for such cases. It is also common for the internet connection not to work and a well-planned lesson has to be completely redirected.

The teacher believes that a teacher should never improvise and dare to come to a class without proper preparation. The teacher has to plan the lesson and then think of an add-on activity, so that there is never spare time where the teacher does not know what to do. All this is time consuming, but always worthwhile, as teachers will feel more confident and the students notice this.

4.6.   ICT

ICT was a real challenge for the teacher during this Practicum, even more so during the whole Masters. But now looking back she feels proud of herself. At the beginning, words like blog, wiki, glog, wordle, mindmap, etc. were completely unknown to her, but now she can even explain to anybody how they work. As a teacher, she always wants to feel sure of what she is going to teach, and doing ICT activities was not the case. Therefore, in the first Practicum she got a bit stressed. She realized that she needed time and practiced at home. In this way she felt more confident and could cope better in class.

Taking into account the key competences in Secondary school teacher must be aware of the important role of ICT in our Education. Our society is digitalized and based on digital and technological communication Education has to be therefore the first promoter of this technology.

The Information Processing and Digital Competence involves managing information, from how to access its transmission, all using different media, including the use of ICT as an essential element to inform, learn and communicate. It also implies a critical and reflective attitude in assessing the information available, contrasting them when necessary, and to respect the agreed rules of conduct to regulate the use of social information and their sources in different formats, and to participate in communities of virtual learning.

There is a growing awareness on the emerging role of ICTs in enhancing the process and outcome of School Education.

The teacher has observed that the effective usage of ICTs in the classroom fosters participation and is correlated to positive academic outcomes even among those who usually do not achieve their goals in other kind of activities.

During the Practicum the teacher told the students from several levels to create Glogsters. In the elective of Geography students from 1st of ESO made a Glogster about their favourite planet, 2nd of Batxillerat made glogs about the city they would like to live in (example: http://maduixesambnata.glogster.com/canada/) and within our unit the students of 3rd ESO created Glogs in groups about an English speaking country they would like to visit. All these glogs were presented orally afterwards.

The website (www.zimmertwins.com) invites students to create and share their own animated stories. Apart from being motivated doing their own writing and letting their imagination fly, they have to select among several adjectives and actions, so that also vocabulary can be improved. We did this activity wth a reduced group of 1st Batxillerat just after a hard week full of exams. They felt really happy with this kind of activity creating their own cartoon and enjoyed the activity.
Here is one link as an example:
http://www.zimmertwins.com/node/943316?designated=new

The fact that the internet connection is not working properly at school is stressing for all teachers. Therefore the teacher considers that, schools or the government have to make efforts and investments in order to have an adequate internet connection.

After this experience working with ICT in school the teacher can confirm that it is motivating for the students, that it takes them out of their routine and it should be part of our present day society.

4.7.   Task- monitoring

Students always get motivated if they see that the teacher has prepared a nice activity and does not just tell them to open the book. Every activity has its importance. Warm-up activities help to introduce the topic, either to get the student's attention and interest or to give scaffolding for the coming task. To go deeper into the topic with a follow-up activity makes students see that their effort has been worthwhile, that they have learnt something and they can express themselves.
But the activity itself is not enough. The teacher plays an important role by how he/she guides this activity. Recording herself in this practicum and observing other teachers, she has realized how a teacher guides a lesson with his/her reactions. The teacher may have the power to decide what will be done or must be done, but he/she also has a big responsibility, as a proper task monitoring is essential. The teacher has to scaffold and foster participation and does a lot of things in an unconscious way to achieve this target. Later on in this essay the teacher will make a deeper analysis of how these reactions can be and the influence on the success of a lesson or an activity.

4.8.   Cooperative work

"The use of group work in classroom second language learning has long been supported by sound pedagogical arguments." (Long, M. & Porter, P (1985)

It is confirmed that within a group the students help each other. Each student has own experiences and knowledge to contribute in group work. Some teachers might get stressed by making their students work in groups, as the class becomes noisier and it is not that easy to control them. However, lots researches have confirmed that students learn a lot while working in a cooperative way. There may always be some students who work more, who at first might feel "angry" by having to work harder, but these students can feel motivated by achieving positive feedback from the teacher. It is important that the teacher is aware of what is going on in each group. The student who does not work so hard will learn many things and might contribute in a more creative way or by managing ICT better.

During the Practicum the teacher organized many activities in groups and pairs and she can confirm after her observations, video and tape recordings that students really work and collaborate. In her Unit in 12 of 13 sessions they included pair or group work. Only

the last session was an individual final writing. She realized that students feel much more confident about interacting orally in class after having discussed and reflected within a group or with a classmate. Teacher's support is essential for a successful group work activity. The teacher has to go from group to group, control and at the same time offer his/her help.

There would be a lot to analyze and comment on group work, but this was just a brief reflection.

4.9.   Teaching an L2

Learning an L2 can be done at different stages of life. The teacher has already mentioned a lot of aspects of learning English in a Secondary School. For these students learning English is compulsory, some of them are motivated and find meaning in learning the language and others reject foreign languages completely. As Ausubel, D. (1963) said, in order to learn properly, in a significant way, first of all the learner has to be willing to learn and second the learner has to find a connection of the new material to some knowledge already in his/her mind. He also considers that a very important factor influencing learning is what the learner already knows. Teacher has to ascertain this and teach the students accordingly. The teacher had the chance to teach in her Practicum in the German lessons and realized that all the theoretical and practical aspects in teaching English as a foreign language can be applied to any other L2 teaching. The teacher has to say that the level of German was quite basic (they start in 3rd ESO) but she managed

to stay in the L2 the whole time and made herself understood. All kind of activities can be implemented in a L2 class; it does not matter on which language is taught.

An activity the teacher did in 3rd and 4th of ESO was for the students to listen to different types of music and then they had to write down a colour, a feeling and a place that song makes them think of. The students enjoyed the activity a lot, learnt new vocabulary about feelings and afterwards we discussed what they had written and everybody had to speak in class and give his/her comments.

Another day the teacher divided the class into two groups and they received sheets of paper with different words on them. They had to construct sentences, taking care of course to find the corresponding verb form for the right person, etc. The sentences had to be as complicated as possible, as they had to dictate them to the other group. They made a great effort and constructed really long sentences. This was a kind of competition where they had to dictate each other. At the end each group had to correct the dictation from the other group.

German class
3rd ESO

German class 4th ESO

The teacher also had the chance to visit. The EOI, a language school, where lots of different languages are taught. First she visited a German lesson and later on she was able to observe one of her university classmates in action in an English class as well as her tutor.

She did not find any difference between the EOI and other language schools where she has taught. There are many grammar based activities and the teacher implements several activities to interact and help them develop different skills. It is different teaching adults but her experience has shown that even adults need motivation and a variety of activities.

4.10.   Literature in the English lesson

"Seeing literature along a continuum of discourse styles can help students to develop sensitivity to all languages use as well as foster acquisition of those kinds of sense-making procedures particularly but not exclusively relevant for the interpretation of literary discourse." (Brumfit, C. & Carter, R., 1986: 20)
There are many reasons why literature is important and useful for a language class. Learners are exposed to language that is genuine and undistorted, which helps students gain familiarity with features of the written language which broaden and enrich their own writing skills.

Literature leads also to a cultural enrichment, as it increases the foreign learner's insight into the country whose language is being learnt - thoughts, feelings, customs, possessions… Regarding personal involvement, engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system.

Songs are an easy and attractive way of introducing literature in the English lesson and enjoy with the activities. The teacher implemented several activities and was more than satisfied to see that students even were able to compose their own verses for a song.
Role play is another way of introducing literature in class. The teacher implemented as well activities, where the students apart from acting, had to write their own brief script.

In this paragraph the teacher would like to emphasize the activity of composing a song. Long before Practicum she had this idea in mind and wanted to implement this literary activity. As she loves singing with her guitar (from her time as scout instructor) and she considers the song Blowing in the Wind by Bob Dylan very deep, she created this activity. After analyzing the lyrics of Bob Dylan, the students had to think what they would change in our present day world and compose their own verses. It was a real challenge, but they did a great job. Even more important is the fact that they enjoyed the task. They had to follow the structure of the original song 'How many...must... before...'

They worked in groups and composed their verses in class, a real general inspiration! They also felt motivated when the teacher brought her guitar on the last day and they sang their "own" song all together. This activity was especially satisfying for the teacher as she considers herself creative and loves creating together with her students.

Example of one composed verse:
How many niggers must be beaten,
before we stop the racism?
How many people must die for starvation,
before we bring them more food?
Hom many ice must be melt in the Arctic,
before the cities float?
The answer, my friend, is blowing in the wind,the answer is blowing in the wind.

The students felt also very motivated in the role-play the teacher organized, where they had to write their own script regarding different situations within the British colonization and later on acted in front of the class. Just some little details such as a paper crown, an Indian feather and a newspaper hat made the activity more interesting and the students did an absolute great job. The teacher is really looking forward to be able to go on implementing such kind of activities in future. She has already directed theatre groups with children and they learn a lot having fun.

4.11. Diversity

It is a reality that nowadays our schools are not homogenous, with students from different cultures, origins, religions, economical levels, cognitive levels, etc. sharing the classrooms.
During this Practicum observing diversity from many perspectives, the teacher had the chance, she could even call it the privilege, of staying close to the educational psychologist two hours a week and interacting with children in the *aula d'acollida*. In

this class the school welcomes foreign students who are new and the psychologist prepares a personalized plan for both linguistic and social integration. It really has been an interesting experience, both enriching and unforgettable, and the teacher is sure all this will help her in her future as a teacher.

First of all we must question the necessity of such a class in the present day school system. According to Martinez, M.D. (2004) an *aula d'acollida* must be framed within what is called Compensatory Education. This project is included in the Regional Plan of Solidarity in Education, which began in 2001 and covers new and foreign students during the first 3 years. This plan aims to develop specific measures having integration as its main objective by encouraging participation, coordination and socio-institutional collaboration. The aim is for students to achieve the general skills set for all the students. Compensatory Education has to take into account students with deficiencies, either physical or psychological, or differences resulting from socio-economic and/or cultural events that might affect their educational development. These so called socio-economic disadvantages are often on top of another disadvantage: a lack of knowledge of the language taught in school. These disadvantages often prevent a "normal" development of teaching-learning process. (Martínez, M.D. 2004).

The *aula d'acollida* should be a reference point and in constant interaction with the dynamics of the school, allowing a personalized curriculum and emotional care and intensive training in the Catalan language. Teachers and psychologists should give new students adequate attention in order to foster social and linguistic progress.
The situation of immigrant students in present day schools should be analyzed, and how the reality of an increasingly diverse society is faced, along with the impact of immigration, both on our society and on the educational system
With the passing of time, since the preparation of the "Proyecto Educativo de los Centros", our social reality has been constantly changing, which affects the change of the educational reality, with the presence of new groups of students from other cultures, who require compensatory educational attention. (Linares, J. E., 2002).
The main objective, therefore, of the *aula d'acollida* is to defend human rights, multiculturalism, coexistence, respect and solidarity among cultures and peoples. (Manzano, R., 2001)

The district Vila Olímpica has a minority immigrant population. 59% of the population of this district was born in Catalonia and 23% were born elsewhere in Spain. 15,6% of the population has foreign citizenship. It is a distinct minority and that is reflected in the Secondary School Icària, where are few students from immigrant families. In the 2009/10 academic year the Icària School has a total of 18 new students from abroad and they spend part of their school time in the *aula d'acollida*. In this class we can find a maximum of 10 students at a time. We are speaking therefore about a school (700 students) with a very low rate of immigration.
The students of the *aula d'acollida* at first only attend regular classes on subjects like Physical Education, Art, Music and Foreign Languages.
At the moment of the teacher's Practicum most of the students in this group were from Pakistan. There was also a Chinese student, one of Morocco, some South Americans, one Italian and one from Bulgaria.
We should point out that the social-economic status of the families in this school is medium-high. The average family's financial status in the district of the Vila Olimpica is above the average of Barcelona. (149%). With these figures, it should be no surprise

to see that 80% of the working population of this district is managers or professionals of a technical profession (according to a study in 1996).

The vast majority of students of this school come from stable families of the upper middle class. Several studies have shown that there are clear differences in socialization practices depending on to which social class the family belongs. According to the sociologist Bernstein, B. (2000) lower class families are usually a predominant type called positional, where the fact of taking decisions depends on the position of the members within the family structure and the mechanisms used to control and limit independent personal development. In these families the focus is on obedience, physical punishment, material rewards and unilateral authority by the adults. In the upper middle class, however, the democratic family dominates, in which decisions are taken by consent, allowing the free expression of all of its members and taking into account the personal arguments. In such families the child's participation is fostered in some situations, there are less material rewards and more symbolic punishments and we can find more dialogue and democratically shared decisions.

If we take the pieces of a puzzle and we do not consider each and every one of them, with their features, specifications, little nuances ... it will be difficult to complete successfully the construction of that puzzle, but if you do not have a clear picture of what we have to build yet more difficult. (Linares, J. E., 2002)

This statement made the teacher reflect as it hides a great truth. Each student in a school is a part of that puzzle. Each piece has its own importance for the final work; we cannot leave any part aside. But we also need to know how to complete this puzzle, which image we want to create. Do we just teach these students in our increasingly diverse society, or do we want to live together and transmit them some values? Do we want everyone to have some knowledge and let everyone know the Catalan language or do we want to create an intercultural society where language is only a small part of this culture? Do we want some students to simply tolerate others, or do we want to go further, creating a tolerant and respectful society?

In this section the teacher could write page after page of stories, some sad ones, some anecdotes ... but she will start by describing her first impression: the *aula d'acollida* is like a small family. Students there feel comfortable and protected. They hug the psychologist, responsible for that class, and joke with him. In this class they have a great complicity with the teacher.

The opposite happens there than in the ordinary class, by checking attendance, there is always a student that should not be there, trying to avoid going to the regular classroom and staying in this little oasis within a world full of strangers and "threats".

The rules in this classroom are not as strict as in the ordinary class, they are allowed to stand up, stop working when they're tired and the main aim is to get a pleasant

atmosphere in class. They work, but the teacher always gives preference to the human aspect. The students have different workbooks, according to their level, focused on the learning of the Catalan language.

There is for example, Mohamed, a 14-year-old Moroccan boy, who only knows how to communicate in Arabic. There is no information about if this boy has ever gone to a school. He arrived at the beginning of the course and had to start learning to trace the letters of our alphabet. He only speaks an Arabic dialect. Communication is really difficult, but during the time we spent in the aula d'acollida we saw a little progress. However, he is restless and gets tired quickly. According to the psychologist at home he is considered as useless. He is not able to concentrate, has the word "Allah" tattooed on his arm and he faces a real culture shock.

The students from Pakistan have been in schools and have the advantage of knowing English and the Western alphabet. However, depending on their age on arrival, their beliefs and ideologies are already strong and they have no interest in adapting and they share extremist groups. The psychologist tells us that many are in high school because it is compulsory, but at the age of 16 they often form part of a militant group. We can see different attitudes between Akif (15 years) and his brother Atif (12). We also saw another case, Haider who arrived just 3 months ago and makes some incredible efforts to learn. He is neat and constant at working, and would be an example for many other students.

Zeinab is a Pakistani girl and her attitude is very shy and subordinated. Zeinab is now 14 years old and during the last summer she was in her country. Last year she did not wear a veil, but this year she has her head covered. The psychologist explained us that it often happens that some of that girls leave school in the middle of a year because their families have arranged their marriage. Zeinab is a very affectionate girl and was very grateful for our attention.

The psychologist also told us that students from China are very reluctant to learn. They live in gated communities and do not consider that they will have trouble finding work in the future and feel no need to learn to communicate. A clear example is Shin Xiao who already stays 3 years in the aula d'acollida and does not speak a single word in Spanish or Catalan.

Among the South American students there are different cases, each one with its own personal story. On the one hand they have the advantage of knowing Spanish, but on the other hand, many are reluctant to learn Catalan.

Komar, a Bulgarian boy (14 years) is also an exceptional case. He has been living in Barcelona since October and already speaks perfect Spanish and some Catalan. He left behind a terrible past and very hard experiences, but obviously we were not told about the details. He is very intelligent and hard-working, but hides his insecurities and fears behind a joking facade.

Having interacted for many hours with these and other students of the *aula d'acollida*, the teacher can state that she understands some of their attitudes better. In this school there is a clear minority of immigrant students, but surely many teachers in regular classrooms are not aware of the effort that these students are making or how many difficulties they have to face in order to adapt or simply to understand our culture which is so different from their own one.

The teacher agrees with the statement of Martínez, M.D., (2004) that the students that receive support inside and outside of the *aula d'acollida* are the final result of a

"normalization" process of foreign students as part of the educational system. (Martínez, M.D., 2004).

During these eight weeks of Practicum the teacher had the opportunity to organize several activities for students in the *aula d'acollida*.
One activity they really liked was the same one she implemented in the German class, to listen to several songs and write down a colour, a feeling and a place for each song. It was shocking to see how, Akif (15 years from Pakistan) by hearing Halloween music wrote down the war as a place and the colour red.

She also designed pieces of sentences in Catalan for them that they had to match or images to be matched with words.

The students saw a story about San Jordi and the teacher had prepared questions and a crossword on the content of the story. And finally the last day she prepared an easy script about the story of San Jordi and did a role-play with them. She dressed them up and they had to read the script. Surprisingly all participated with a lot of enthusiasm, even the Chinese student Shin Xiao.

There were sometimes up to four teachers for 10 students in the *aula d'acollida*. Evidently there was very personalized attention. The classroom became a Tower of Babel, where we spoke Spanish, Catalan, Urdu, Arabic, French, German and English. The peer student teacher has some knowledge of Arabic and could communicate with the Pakistanis. Kevin, a student from Bolivia, was happy to talk to the teacher in German, having lived seven years in Germany. That is a clear example of how important communication is.

4.12. Implementation of own Unit

The teacher really enjoyed the design of an educational unit. She always tends to create her own material, rather than using workbooks.

The aim was to create a CLIL unit. She and her peer student teacher had to implement this unit within the regular English class. Therefore they looked for a topic that might interest students. They wanted them to understand the fact that English is becoming the international language for communication for a specific reason. This is that English is spoken as a native or official language in many countries around the world. They let the students think about possible reasons and then explained to them that the British were the most powerful colonizers and had an empire which covered a quarter of the world.

The students at the beginning were surprised and skeptical, but as they worked on the unit they enjoyed it.

As the teacher had to act as an expert, first of all she read a lot about the British Empire on the Internet and gathered several pieces of information in order to make a selection and adapt it to the different activities she had in mind.

The teacher's mentor suggested not focusing too much on historical data as the students would soon forget them. Therefore the teacher gave them general information and concentrated on some interesting events that happened during British colonization. She chose some characters and the students managed to feel close to some of them and their feelings.

When implementing the unit the teacher and her peer were flexible. There were several activities that could be done without a special order and when they saw there was spare time in a session the students did the task. They also had to adapt like any teacher, if the students went on an excursion one day, or they were not able to use the computer lab. The teacher considers that the main objective was achieved: the students felt motivated and participated a lot!

If the teacher implements the unit in any of her classes in the future, she would extend it a bit more, as she considers that some aspects should be mentioned when speaking about the British Empire. They had not mentioned anything about the colonization of India, Africa or, New Zealand, etc. They could have spoken more about the aborigines and gone deeper into some human aspects. This unit could be used in an elective about History for a period of 4/5 months. Then there would be more time to give them all the important information about the British Empire.

Student of 3rd ESO working with the student book we created on our own.

4.13. Final reflection

The teacher has already commented extensively about different aspects during her Practicum.

She has emphasized how important CLIL is for teaching and learning a foreign language. Such a useful tool should be implemented in all the schools and from an early age on.

Tandem teaching is not an easy task, but after this experience the teacher would propose it to all the teachers. Work in a collaborative way is always rewarding. The teacher has pointed out in these lines that teacher should focus on communication, the speaking, rather than on correctness and that grammar can be taught in more effective ways than the traditional ones. ICT is compulsory in nowadays schools. Teachers have to accept our digitalized society and realize that it is an incredibly useful tool and also motivating for their students. The teacher got aware during this Practicum period how important an adequate task monitoring is and focused her research project on this topic. Teacher should never be scared of a noisy class and let the students work in groups or pairs, as they will learn a lot from each other. Having taught two different languages during this Practicum, the teacher confirmed that everything can be adapted to any language teaching as there is no difference. Literature has not to be boring for students. The teacher had not enough time during this Practicum to implement activities on novels, poems, short stories, etc. However, she did a first attempt introducing Literature in class with song activities, making them compose own verses or role playing writing their own script. A new but absolutely interesting and striking aspect of this Practicum has been the diversity. Working close to the immigrant students in the aula d'acollida has been an unforgettable experience for the teacher.

Any reader of these pages will get the feeling that the teacher enjoyed everything she did and took advantage of the opportunity to learn as much as possible. She could have commented on several other aspects, such as classroom management or attitudes from some students, but with this review of her Practicum period she hopes to have shown her feelings and impressions.

The teacher would like to finish with these two statements:

 "Die hohe Kunst des Lehrers ist Freude am kreativen Ausdruck und am Wissen zu erwecken"[9]

(Albert Einstein)

"El conocimiento no vale si no se comparte" [10]

(Juan Miguel Hernández Cruz).

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[9] Translation: The supreme art of the teacher is to awaken joy in creative expression and knowledge
[10] Translation: Knowledge is useless if not shared

5. EMPIRICAL STUDY

5.1. Research topic

The role of the teacher as a monitor and error treatment in group discussions is of great importance. The author of this research project is sure there are a lot more aspects to focus on, but her aim here is to answer the question of the role the teacher plays in class interaction and if his/her interventions are either disruptive or supportive for the speaking activity. She thinks that these aspects she will analyse in more detail in the following pages are of utmost importance in order to discern what strategies might be best to help to improve the learners' language development. In order to learn, the students must want to learn, that means they have to feel confident receiving teacher's support by monitoring the task. Therefore this research will concentrate on teachers' reactions towards student's responses.

5.2. Literature review

5.2.1. Task monitoring

Before coming to the topic the teacher would first like to point out two definitions of discourse analysis. It can be defined as "the study of the general conditions of the communicative use of language" (Leech, G. 1983: 10) and as a discourse that is a culturally relative realisation of ways of acting and being (Hymes, 1974).

Within the framework of interactive structure of a class activity, Masats (2008) differentiates between the framework of task management, the framework of task execution and the framework of task monitoring. Regarding the first one, the teacher adopts the role of the director of the action and the learners are the actors. This shows a clear asymmetric relation, the director has the control of the action (holds the floor), has longer turns and can impose a certain sequential organization onto the discourse.
Concentrating on the teacher's role in a class interaction, the author will focus her attention on the framework of task monitoring.

Masats (2008) states that all visual help is essential in task monitoring, as the participants have to fix their attention on several visual areas at the same time - the materials, objects they are working with, body language and eye-contact or what the eyes express, not only by the teacher but also those of classmates. The answer of another student to the gesture of another one will have consequences in the realization of the task. Therefore the teacher has not only to be aware of his/her own gestures, words and expressions in order to monitor a task adequately, but also to those of the students. Every single detail can have a big effect on the fulfilment of the task, even a pause or a discourse marker by both the teacher and students. Masats (2008) gives the example of the verb *listen* followed by a brief pause. This is already a discourse marker, which indicates that the action framework is going to change and a new task will start. The teacher gives the message that new instructions will follow and students have to pay attention. The students will respond with other signs such as words, gestures silence, etc, that indicate whether they are really paying attention or not. Another discourse marker indicating the initiation of a new task might also be the word *now*. A deeper analysis on discourse markers will be found under point 5.2.3.

Regarding task monitoring, the teacher has to give a lot of importance to the pre-tasks; this means the framework of the task preparation. The teacher starts with actions to get the students' attention or to give keys in order to facilitate the upcoming realization of the task. This way of giving support to students is called scaffolding. However, there are lots or ways to scaffold students and some of them will be analyzed in the following pages.

When performing a task, the students' participation is controlled and guided by a teacher who performs actions which are typical for his/her profession, such as getting students' attention, indicating the change from one task to the next, controlling and fostering the students' participation, etc. (Masats, 2008)

According to the research perfomed by Masats (2008), the teacher acts as a mediator between the realization of the task and the task as a learning process.
Masats (2008) also mentions Mondada and Pekarek Doehler (2004), indicating that the construction process of a task does not begin at the moment when the students start the realization of the task, but right from the moment when they receive and interpret the instructions and signs for its realization.

> "The work of following instructions involves skills practices of adequately interpreting tasks, and this is a competence that pupils have to acquire, but which escapes formal instructions. In this sense, analysing the detailed ways and practices through which tasks are interpreted and accomplished can provide an understanding of central dimensions of learning processes." (Mondada and Pekarek Doehler, 2004: 505)

This means that, although all the focus of the realization of a task is centred on the student and not on the teacher, it is important to be aware of the importance of the monitoring of the task, and the actions and discursive activities by the teacher should be analyzed.

In this aspect it is also important to mention Goffman (1981) and his explanation that the participants in a task are not only the students who answer questions or speak, but there are also peripheral participants. They are often not considered as participants but their presence as well as their gestures and murmur influence the discourse of the other students. Goffman (1981) calls them *bystanders*, meaning that they are not just listeners. Masats (2008) agrees with Goffman, pointing out that the presence and reactions of a peripheral participant influences all of the class interaction. Here again it is the target of the teacher, while monitoring a task, to be aware of all these indicators and assure that these peripheral participants have a positive influence towards the task fulfilment.

For a classroom interaction the participants first of all have to show a willingness to carry out the task. This may seem obvious, but is essential for the task fulfilment. Regrettably this is not always the case and the teacher has no guarantee that by starting the activity the students will participate (Masats, 2008). Therefore, we can see again how important an adequate task monitoring is.

It is evident that there is a big difference between learning a language in a natural setting and in a school, just because of the fact that in the classroom the teacher has the objective of teaching the language. Therefore most of the actions performed by the

participants are aimed towards this target. The language becomes both the vehicle and the means of learning. This doesn't happen in any other scenario. (Masats, 2008)

We have to ask then what profit students take from classroom interaction. They obtain knowledge and communicative expertise through their participation in class activities, as these activities are usually situated in a social context using the language appropriately. Masats (2008) mentions that Lave and Wagner (1991) believe that language practises are not a process of linguistic learning or an individual cognitive activity, but a process of progressive participation in a practice community.

Based on these observations and examples, we can see that proper task monitoring by the teacher is essential. This includes good organization, adequate material, and several indicators and tools that the teacher should use for his/her efficient monitoring. These can be voice intonation, gestures and facial expressions, pauses, discourse markers, kind of questions, repair sequences, etc.

5.2.2. Interactive teaching

Before explaining in detail all these aspects necessary for a proper task monitoring, the author would like to emphasize that they are basic for interactive teaching. Here are some thoughts regarding interactive teaching of an L2.

Schiffler (1985) defines the interactive teaching as the one where the teachers promote social interaction in a class. He also considers it important that teachers try to solve conflicts in the class in order to improve the interaction. Teachers should also encourage the students and motivate them to work independently. All these aspects are important for an interactive teaching (Schiffler, 1985)

In order for interactive teaching to succeed, Schiffler (1985) explains why this way of teaching sometimes fails.

Students may not be used to this kind of interactive teaching/ learning, because they have had more authoritarian teachers and are used to an autocratic teaching style. Therefore Schiffler (1985) suggests that new teachers take some time to explain to the students how they are going to teach, what experience they have of that kind of teaching, etc. In this way students take teachers and their innovative way of teaching more seriously, giving them an idea of what they will expect. Interactive teachers do not have to be non-autocratic. They have to find a balance. If they impose the rule that the students have to wait for their turn to speak, they also have to remember to give them plenty of opportunities to speak.

Schiffler (1985) concluded from his research that in 50 lessons an average of 57,1 questions are asked by the teacher and only 2,2 by students. This should make us reflect. Here we can appreciate again how important the reactions of the teacher are, as students often feel shy or not confident enough to ask questions or initiate a repair-sequence.

5.2.3 Discourse markers

Coming to an important aspect of teachers' responses, we should comment on the significance and importance of discourse markers, often used in an unconscious way by the teacher but very important for the students. "The analysis of discourse markers is part of the more general analysis of discourse coherence – how speakers and hearers jointly integrate forms, meanings and actions to make overall sense out of what is said" (Schiffrin, 1987:49)

Schiffrin (1987) asks why discourse markers are used and if they do add anything to the discourse. Discourse markers are always a connection between producer and interpreter (Schiffrin, 1987). Some discourse markers as *oh* and *well* appear in repair sequences, especially when it refers to the replacement of information (Schiffrin, 1987). Repair sequences "focus speakers' attention on prior information, forcing them to replace either information that is being currently produced or currently received before they continue conversation," (Schiffrin, 1987:84). *Oh* is more likely to be found in repair formats where a heavier burden is placed on one speaker than on another. *Well* is also a discourse marker which appears in particular discourse moves. Lackoff (1973) observes that *well* prefaces responses that are insufficient answers to questions. It can also precede a disagreement, having the meaning of a *yes, but*. As Schiffrin (1987) points out, *well* is considered a response marker, where an upcoming contribution is not completely consistent with the prior coherence options. She also comes to the conclusion that *well* is used more frequently when a larger set of answer options are possible to one question or task. When the answer is then not the one the teacher expects, *well* can be a starter of a repair sequence or simply a form of feedback that attempts not to be negative, but in some way expresses that the answer has not been the expected one. In this way the student will not be demotivated having failed and will go on making efforts.

5.2.4. Questions in the classroom

In this part the teacher will concentrate on another language aspect in the discourse of knowledge construction, which is considerably important: the role of questions.
As a starting point, McCormick and Donato (2000:183) defined questions as a "fundamental discursive tool for engaging learners in instructional interactions, checking comprehension and building understanding of complex concepts."

Dalton-Puffer (2007:94) agrees that asking questions is our most important intellectual tool and asked in his essay two significant questions:
"How can questions condition the discourse patterns which are possible in classroom interaction?" and "How can questions influence the quality and quantity of students' contributions to classroom talk?"

At this point it is important to state that many questions are asked in a classroom, but only a few by the students. Statistics show that three out of four questions are asked by teachers.
Another interesting aspect that Dalton-Puffer (2007) comments on, is that by asking questions the teacher usually stays within the L2, whereas the students switch to L1 when they ask a question.

The teacher does not want to go into a deep analysis of types of questions here. Nevertheless it is important to explain the difference between display and referential questions.

As Dalton-Puffer (2007) explains, the biggest difference between both types of questions is based on the status of the information being sought, this means whether the answer is known to the questioner or not. In the case of display questions, students are obliged to show whether they possess a certain knowledge item or not. Therefore, the teacher is not only interested in checking how much knowledge the student has but also his/her state of mind. On the other hand, referential questions expect answers that are not already known to the teacher. They are also considered 'real' or 'authentic' questions, or they are even often considered as more 'natural' as the students are expected to give more qualitative answers, which are longer and more complex ones than the answers to display questions.

Dalton-Puffer (2007) emphasizes that teachers use more display than referential questions.

But Dalton-Puffer (2007) goes further and considers that display questions are not only necessary to monitor the state of mind of the students and evaluate and test them, but that they are also important in giving the students the chance to make a contribution to the shared construction of a proposition. Display questions are also useful for establishing an agreed account of events witnessed by the participants in the classroom. Dalton-Puffer (2007) mentions the statement of McCornick and Donato (2000:197)

> "(questions) function as dynamic and discursive tools to build collaboration and to scaffold comprehension and comprehensibility."

This is a really interesting aspect, as display questions are usually considered not as important as the referential ones. However, a reminder at the beginning of the class about the lesson of the day before will be full of display questions for example, as the teacher and most of the students know the answer. But this will be a kind of scaffolding, as the knowledge checking will be useful for the following task. Any other comprehension checking can also be considered as a kind of scaffolding. Even if some students know the answer to a display question, there will be plenty of students who are not able to answer. The teacher makes sure the comprehension of the whole class and scaffolds it with the answers for the upcoming task. There is no class where everybody has the same level and the same knowledge.

The researcher will also explain briefly the distinction between open and closed questions. In the case of closed questions, the possible responses are limited to a simple one-word answer, which makes them easier and the students should answer quickly without any reflection. These are often considered yes/no questions. These kinds of questions leave the control with the questioner. On the other hand, open questions give the respondent the chance to give less predictable answers. The demands of the questioner are higher as the responses put a greater strain on the teacher's cognitive and linguistic resources (Dalton-Puffer, 2007). Open questions usually begin with words like *when, what, how, who...* and expect longer and more complex answers.

Dalton-Puffer (2007) indicates that some questions may seem open as many answers are possible, but it often happens that the teacher is in fact looking for one particular answer. Therefore, in analyzing open/closed questions, the context always has to be taken into account. Dalton-Puffer (2007:101) said "classifying classroom questions

according to what are essentially formal criteria can only be regarded as a first approximation".

As the teacher has already stated, teachers ask mainly display questions in the classroom and only ask a few 'real' questions. Several studies have shown that in CLIL lessons it is much easier for the teacher to ask referential questions. "CLIL classrooms are pretty good places to be. Good places, that is, in terms of how subject matter is made personally relevant to the learners by means of engaging them in 'real' exchange of 'real' information." (Dalton-Puffer, 2007:106)

We should remember the very important kind of questions in the classroom, which serve to bring information which has been generated outside, like asking for the results of group- or pair-work for example, or asking for further details after a presentation or asking for experience gained outside the classroom (Dalton-Puffer, 2007).

Regarding students' responses, Dalton-Puffer (2007) emphasizes that they are usually very short, even in the case of referential questions. The questions usually consist of one single word, in most of the cases one noun. According to Dalton-Puffer (2007), descriptions are good opportunities for students to produce longer and more complex turns, which can be considered a "mini-speech".
The teacher has put this into practice in several speaking activities she implemented in her practicum. For example, in 1st and 2nd Batxillerat she did an activity called *The Dream Game.* The students had to imagine they were dreaming and described different things they found in their dream, like a building, a vessel, etc. following the instructions of the teacher. This activity can be done at any level, as the students can use more or less complicated vocabulary or syntax, but they use complete sentences to make their description. Students enjoy this speaking activity a lot, as the teacher has the interpretation of the dream and reads the result aloud after their descriptions.

The same happens when the opinion of the students is asked. Dalton-Puffer (2007) considers asking a question related to a student's response to be a useful technique, like "*What do you think?" "Does everybody agree?"* These kinds of questions have a wide range of responses. The risk may be that the students' responses lead the lesson into an unplanned direction and the teacher has to monitor the activity properly.

5.2.5. Repair sequences

Schiffrin (1987) pointed out that language always occurs in a context, is context sensitive, is always communicative and finally that language is designed for communication. Her statement "discourse structure, meaning and action are jointly integrated by speaker and hearer in their efforts to find coherence" (Schiffrin, 1989, p. 30) makes us think about class discourses. To complete a coherent discourse in class where the learners are not always able to understand or express themselves properly, the teacher's guiding towards a coherent discourse has to be done through several repair sequences.

It is important to bear in mind that the overcoming of obstacles is an interactive process that cannot be separated from the context where it is produced or from the actions realized beforehand by the speaker. To analyze a repair sequence many things have to

be kept in mind, such as the age of the students, cognitive level, culture, kind of task/ activity and of course the way the teacher manages to carry out this repair and how the students react.

The overcoming of obstacles represents a very important source of communicative interaction (Kasper, 2004). Within class interactions it is a very important one as it is the aim of the teacher to guide those repair sequences towards the way the students think and for them to arrive at the correct answers by themselves with keys, explanations or clarifications from the teacher. A repair sequence can be defined as a discursive action that appears through the realization of a task and is emphasized by a side sequence. This means that within the fulfilment of that task the students abandon for that moment the development framework of the task, placing themselves in the overall framework in order to make a repair action. In this way they will overcome a problem related to the production or reception of a discourse. Once having repaired that discourse, the speaker comes back to the development framework of the task and continues with it. (Masats, 2008)

It is interesting therefore to observe in a class interaction what the obstacles are that the students consider necessary to overcome and when they decide to interrupt the discourse. Mainly students ask for a repair when there is a lexical problem and they do not understand a word or a instruction. It is not usual to have repair sequences regarding grammar queries. This shows that the focus when learning an L2 is based on the words (the lexical approach) which clearly contradicts Chomsky's perspective (the linguistic approach).

As Schedglov, Koshik, Jacoby and Olsher (2002) pointed out, there are three important aspects of a repair. A repair sequence is an interactive move which indicates that the speaker has detected an obstacle. The repair forces the interaction to stop and continue after having solved that obstacle or having decided to continue without having solved it. Within the interaction between teacher and students the repair process is "the main line of the activity and not a departure from it" (Schegloff, Koshik, Jacoby and Olsher, 2002:7). This means that the repair sequence does not arise from the activity itself. (Masats, 2008)

There are different types of repair sequences, depending on what the objective is. It is not considered a repair if the students make a linguistic incorrect statement followed just by a correction from the teacher or no reaction by him/her. No obstacle has been overcome, so it is not a repair action. Masats (2008) mentions Shegloff, Hoshik, Jacoby and Olsher (2002) reminding us that when analyzing a repair discourse we have to understand them as interaction and discursive activities, rather than cognitive ones. These are executed by the participants within a communicative situation in order to solve problems that appear in the realization of the task. We should remember that paraphrasing and correcting a message is not a repair sequence.

The repair sequences can be focused on a code, on the task, on the message and on the materials. Here is just a brief explanation regarding these differences. Repair sequences that refer to the code are important if the student has not the necessary knowledge or tools to express the statement or does not understand the statement or instruction from the teacher or from another student. (Masats, 2008). The repair sequences refer to the task when for some reason the student is not able to complete the task and asks for help. If there is a contradiction in the instructions at the beginning of the task regarding to

another later statement the repair will be focused on the message. And finally, if the repair sequence is focused on the materials, it means that the student has difficulties in describing or interpreting some element of the support materials and is not able to fulfil the task. (Masats, 2008). Most of the actions are focused on repairing a code, as its non-understanding makes the realization of the task impossible.

Another aspect to bear in mind when analyzing a repair sequence is who wants to repair and who repairs. We can differentiate between self-initiated and other-initiated. As the expressions already indicate, this side sequence can be initiated by a student who is not able to solve a task or by a teacher who detects a problem of comprehension or has received an incorrect answer. On the other hand that kind of sequences can be self-repaired or other-repaired. Again in a class interaction, the student who has expressed a query or needs a clarification to fulfil the task can finally repair his own queries or incorrect answer with some help from the teacher. Other-repaired can be either done by the teacher to finally solve the problem or by another student who knows the correct answer or can clarify the queries the other student has. "Although repair initiation and completion can be performed by a listener (other-initiation, other-completion), speakers are more likely to participate in their own repairs either by initiating (self-initiated) or completing the repair (self-repaired)" (Masats, 2008, 4.1.:75) It can be said that self-initiation and completion of repair shows speakers sensitivity to their own production of discourse. (Masats 2008)

There are different techniques which enable repair, such as asking a question, a statement with an ascending intonation, translating a word, non-verbal actions, body language, discourse markers, etc.

Performing a school task in an L2 having just a basic linguistic knowledge in that language, makes learners react in a consistent way to the class discourse. This can occur within the framework of the task monitoring or within the task realization. Learners must use double monitoring so that the participants control the discourse in order to achieve the communicative target of the task and can appreciate the repair processes (Masats, 2008).

Masats (2008) mentions Levelt's (1983) theory that we should distinguish between covered repairs and open repairs. The first ones are not interactive and can be pauses, doubts and repetitions for example. The second ones are real utterances that enable us to reconstruct the meaning of everything that is going to be repaired.
As Masats (2008) emphasizes, the repair actions are more significant for the learning process when they are generated and managed by the students themselves.

Again we have to point out how important an adequate task-monitoring is. The teacher initiates a repair sequence and makes efforts with questions and gestures to foster participation, which means making students think and try to speak in the L2.

5.2.6. Non-verbal communication

The responses of the teacher can be verbal or non-verbal, as for example supported by a relevant gesture. Therefore the author would like to point out some aspects regarding body language. Body language isn't something that naturally springs to mind when we

think about developing our students' listening skills. After all, you can't hear body language. It does, however, play a key role, especially at the subconscious level, in communication and an awareness of it and how it can vary from culture to culture and can be particularly important in helping students to develop their ability to understand in a real environment. (Peachey, 2005)

Body language has a special importance in a class interaction. As in this research project the teacher is analyzing the reactions of the teacher towards student's responses, here are just a few observations.

The way the teachers hold themselves, their posture, makes a big contribution to the class interaction and conveys their level of self-confidence. By orienting their body towards someone, they show attentiveness. By moving away from them or leaning back, they show a lack of interest and some level of reserve. When they are feeling low in confidence and want to hide away, they hunch their shoulders and keep their heads down. A relaxed body posture will help teachers to appear and feel more relaxed and confident. The posture of a teacher sends signals about their interest in something, their openness, and attentiveness (Vincent Harris, 1999). Speakers often use postures to punctuate what they are saying, shifting forward in their seat or leaning in towards their interlocutor to punctuate an important point, or slumping back to indicate that they have finished making a point. (Peachey, 2005)

Personal space is important. Some people are more comfortable than others with space and this must be respected. In a school setting, teachers' proximity to students signals how closely the students are being observed. The closer teachers are to their students, the easier it will be to notice unsuitable behaviour. (Peachey, 2005)

Our eyes give clues to our emotions. A direct stare implies intensity. Teachers can stare at students to make them behave or to work harder. Making very little eye contact can convey shyness or insecurity. The middle ground of a gaze says that you are interested, secure, and at ease. For teachers it is also very important to have eye-contact with all the students, not settling on some students in the first row. (Vincent Harris, 1998). Eye contact also plays an important role in turn taking during conversation. Among a group of people, speakers will often make eye contact with the person they want a response from. Someone who wants to enter or interject in a conversation will catch the eye of the person speaking to indicate that they want to interrupt, and equally someone who no longer wants to listen will avoid eye contact. (Peachey, 2005)

Hands are also very expressive. Open gestures tend to make teachers appear open and honest. By pointing with their finger, or moving their hands closer together, they can draw emphasis to what they are saying. Used in moderation, hand gestures can make them seem enthusiastic and committed to the topic. Making too many gestures can make them appear nervous and uncontrolled. Wringing their hands or touching their sleeves, face, etc. can make them appear tense, nervous, and sometimes dishonest. (Vincent Harris, 1998)

Facial expression is one of the most obvious and flexible forms of communication and can easily convey mood, attitude, understanding, confusion and a whole range of other things (Peachey, 2005).

Head nods and hand movements, which relate to the stress, rhythm and tempo of the sentences are also important indicators. Speakers who use their hands a lot, often let them drop at the end of a sentence. Heads often nod down when words in sentences are stressed. (Peachey, 2005)

Positive non-verbal feedback from teachers - in the form of making eye contact, paying attention when students speak and letting them know that you understand their strengths and weaknesses - can make all the difference in the world in removing barriers to the learning process. (Harmel, 1999)

All these aspects regarding body language can also refer to reactions of a student or to real life situations or in other kind of jobs, but in this case the author is just referring to the teachers.

When we speak about instructional communication as it happens in a classroom there is a lot of evidence that body language has a strong influence.
As Alibali & Nathan (2007) mention, there are many studies on teachers' behaviour, but not much about the influence of their behaviour in scaffolding student's understanding. This made the teacher reflect and think about the non-verbal communication she used herself in class and agree with Alibali & Nathan (2007) that there is a chance for teachers to use spontaneous hand and arm gestures with their speech in order to scaffold students' understanding.

> "Gestures may be particularly important in classroom settings because students' comprehension is often challenged by instructional discourse that presents new concepts and uses unfamiliar terms. In addition, classrooms are often noisy, with multiple individual speaking at once. Under such circumstances, gestures may play a particularly important role in comprehension."
> (Alibali & Nathan, 2007: 3)

The teacher should be aware that body language is an important tool and they should vary their use of non-verbal communication and use more gestures, eye contact, facial expressions to support during parts of the lesson when students need greater help or support (Alibali & Nathan, 2007)
An example may be the part of instructions. In order to make themselves understood, teachers usually scaffold their explanations with various gestures and body language. Once they realize that everything is understood, the scaffold is no longer necessary and the body language can fade away without consequences for students' understanding. On the other hand, an activity can start with easy tasks, either to warm-up or just because of the development of the task. When it becomes more demanding and difficulty increases, the non-verbal communication by the teacher may increase. This may also occur in response to students' questions.

> "Based on these ideas, we can derive three specific predictions about gesture frequency during instruction: First, teachers should use gestures more frequently when they introduce new material than when they cover familiar material. Second, teachers should use gestures more frequently when they speak about material that is more complex. Third, teachers should use gestures more frequently in response to students' utterances than prior to students' utterances."
> (Alibali & Nathan, 2007: 4)

Therefore Alibali & Nathan (2007) came to the conclusion after analysing teacher's gestures during a Maths class that gestures appeared to be one means by which the teacher attempted to provide scaffolding for students' comprehension.

According to Alibali & Nathan (2007), non-verbal communication is not only used for communicating but is also used as a cognitive function for the speaker, helping to support the reasoning process. Therefore the gestures of the teacher decrease as soon as the students become more familiar with the material of the activity or the instructions. When new demands arise, the teacher may gesture more in order to support his/her own reasoning process as well as that of the students.

> "Of the above, body language (particularly facial expressions and gestures), eye contact, proximity and posture are probably those which learners most need to be aware of in terms of conveying meaning, avoiding misunderstandings and fitting in with the target culture. In terms of skills development, nonverbal clues should not be underestimated when developing both the listening and speaking skills. Like grammatical structures, nonverbal communication has form, function and meaning, all of which may vary from language to language." (Eryılmaz & Darn, 2005:2).

This means that body language is a natural way of expression, but the teacher has to be aware of diversity in our nowadays society and try to avoid misunderstandings.

Forner (1987) explains that the general attitude of the body transmits useful information about the willingness or unwillingness to participate, or about the degree of attention or lack of attention. Another example may be that teachers usually position their bodies towards certain students, as a non-verbal sign of approval or disapproval.

We have seen that different gestures and attitudes by the teacher can scaffold students' comprehension, but we should also mention that it is a way of motivating a class and foster participation. Therefore non-verbal communication is absolutely essential for a task monitoring.

5.3. Analysis of self-observation

Analyzing three different video vignettes with their corresponding transcript, the teacher will concentrate on the already commented aspects as repair actions, discourse markers, types of questions and body-language as she considers them essential for an adequate task monitoring from the teacher's side.

5.3.1. Vignette A

In vignette A we can notice one clear repair sequence starting in turn 14.
A student gives an incorrect answer, as *boat* cannot be considered a means of public transport. Instead of answering that this is not correct, the teacher starts a repair sequence, finally receiving the expected answer *ship* in turn 17.

Fragment 1

14	Tina:	=boat	
15	T:	Well a boat really is a little boat, where(.)	(Teacher imitates small and rowing)
		[you go](.)	
16	Ss:	[ship]	
17	T:	a ship, yes exactly, a ship	(Teacher writes on the board)

In this case the repair sequence is other-initiated (by the teacher) and other-repaired (by another student). The teacher uses several techniques. She starts the repair with the discourse marker *well*, which reflects the meaning of a *yes, but*. The teacher emphasizes with her gestures the word *small*, while explaining that a boat is small and therefore it is not a means of public transport. The teacher opens her hands, which shows that the whole class is invited to participate, and underlines the explanation of boat by imitating rowing. In turn 17 several students answer *ship* at the same time, so they were paying attention and were sufficiently motivated to think of the correct answer. We could affirm even more, the teacher had provided clues of very different nature (linguistic and non-linguistic), which have been able to successfully activate the memory retrieval system of the students.

Here we have seen several ways of providing clues so that students find the correct answer and to help each other. It was an easy answer most of them knew, but it is just an example of how a teachers can react on students' responses.

Another kind of repair is also necessary if the teacher asks a question and no answer comes from any student. The teacher has to start a new initiation, either to clarify what is expected of them to say or to encourage them to speak.

This is the case in turn 5, where the teacher asks for more means of public transports. She waits for more than 4 seconds and as no answer comes, she gives a clue to think of how they would travel to another country in turn 7. Here we can see in the vignette how the teacher leans her body towards the class moving her arms towards them with the hands open. While waiting for the answer in the quite long silence of 4 seconds, the teacher points at what is already written on the blackboard and intensifies the eye-

contact looking from one side of the class to the other. The teacher succeeds with her key question and gestures and the students give the answer *plane* in turn 8.

Fragment 2

5	T:	Pablo said taxi, this is public,	(Teacher writing on the board)
		OK, what else?	
6		(4,3)	(Teacher points on what is written on the board, looks around the class)
7	T:	If you go to another ↑country?	(Teacher bends forward to the class)
8	Ss:	Plane=	

During that pause of 4 seconds the teacher uses several ways of catching student's attention and fostering participation. For example, she leans towards the class. As Vincent Harris (1998) confirmed by orienting their body towards someone, the teacher show attentiveness. Therefore the teacher is showing the students that answers are expected and that any answer will be welcome. The fact of having the hands open, as Vincent Harris (1998) mentioned, teachers appear open and honest. The teacher points on what is written on the board to emphasize on what is being expected, what the students have to say. In these seconds of silence the teacher as well intensifies eye-contact looking from one side to the other of the class. Again Vincent Harris (1998) statements can be confirmed as for teachers it is also very important to have eye-contact with all the students, not settling on some students in the first row and that teachers can stare at students to make them work harder.

Looking at the transcript of Vignette A in general and bearing in mind the literary review, we can add that the teacher uses quite a lot discourse markers as *well* and *OK* for different purposes:

as for initiating a repair sequence in turn 15,

Fragment 3

			(Teacher imitates small and
15	T:	Well a boat really is a little boat, where(.)	rowing)

but also to give feedback to the students in turns 5, 23 and 27

Fragment 4

5	T:	Pablo said taxi, this is public,	(Teacher writing on the board)
		OK, what else?	

Fragment 5

23	T:	=yes, it goes with electricity (.)
		Ok, (3,0) some more ideas?

Fragment 6

27	T:	perfect, OK

or simply to emphasize or clarify some instructions like in turns 19 and 25.

Fragment 7

19	T:	Well, you really have to pay for the most

Fragment 8

25	T:	crazy! ((teacher laughs))
		OK, and you just put your chairs back
		OK (4) Shshshsh, can I explain to you
		what we will do? Yes, you listen just
		a moment? OK, we will use for each
		group one public transport, OK?

Gestures are very important for the teacher's attitude. The teacher in this vignette moves her hands a lot, which are often open, when expecting something and points to the students when either asking something or giving feedback. The teacher seems relaxed and smiles. The mentor commented after this lesson that students like the fact that the teacher smiles and that the teacher seemed to be quite close to the students.

Another technique we can see in this transcript is that by answering a comment from a student saying that a ship is expensive in turn 19, the teacher starts an explanation that public does not mean cheap. The teacher uses her body and intonation to emphasise the expressions *many people* and *everybody*.

Fragment 9

19	T:	Well, you really have to pay for the most
		of the transports, yes, but a public transport
		is a transport ↑many people can use,
		↑everybody has the right to use, yes? OK? So
		he's really right "Bicing" is a company already
		quite public, we pay, we can use the bicycles
		which are in the city, it's true(.)

Finally the researcher would just like to add that the teacher praises the students' responses and gives positive feedback, which can be appreciated in turns 3, 5, 9, 17 and 21.

Fragment 10

3	T:	Taxi::: You're Pablo, [aren't you?] OK

Fragment 11

5	T:	Pablo said taxi, this is public,	(Teacher writing on the board)

Fragment 12

9	T:	=plane, yes, your name was?'=

Fragment 13

17	T:	a ship, yes exactly, a ship	(Teacher writes on the board)

Fragment 14

21 T: =exactly! A tram, perfect!

The teacher uses word like *OK, exactly or perfect*, but most of the time uses the technique of paraphrasing the student's answer to emphasize its correctness, to make the student know that the teacher is aware of his/her effort and to be sure that all the other students have heard and understood that answer.

We should remember that praising is an important way of encouraging students. However, too much praising can have a negative effect as the students do not consider it anything special anymore. Therefore, teachers have to find a balance. Negative reactions towards students without praising them or just stating that the answers are not the correct ones, can only either make them feel disappointed or increase their shyness. All this confirms that positive feedback forms part of a good teacher's monitoring.

5.3.2. Vignette B + C

First of all the author would like to point out the main difference between vignette B and C. Vignette B is the beginning of the speaking activity after the pairs had some minutes to discuss possible answers among themselves, whereas in vignette C the task is becoming more demanding.

The questions in vignette B in turn 1

Fragment 15

1 Anna Is this story of Pocahontas real or fiction?

and in turn 13

Fragment 16

13 Pedro Where did Pocahontas live?

are clear display questions, as the teacher knows the answer.

They are easy answers and in the case of the first one there are two possible answers, *real* or *fiction*. Let us analyze the students' response and the teacher's reaction.

Fragment 17

3 Anna [fiction]

In turn 3 Anna answers *fiction*, and the teacher's response, knowing that it is definitely not the correct answer, causes students to react by saying in turn 4

Fragment 18

4 Teacher It's fiction, because we've seen a movie of Disney

In no way is the teacher saying, *no, it's not correct*, as then the students would have known the correct answer as there were only two possibilities.

And the reaction comes in turn 5

Fragment 19

5	Gisela	=I think that it's real=

At this moment the teacher uses the useful technique Dalton-Puffer (2007) indicates in his study by asking a question related to a student's response in turn 7

Fragment 20

7	Teacher	=a real story, aha, who else thinks that it's a real story?

The students react with a general murmur commenting

Fragment 21

8	Carla	Pot [ser]
9	students	[sí, pot ser]

So the teacher manages to get students' attention and make them think aloud in their L1 taking into account that there exists the possibility that this story is real.

Now is the moment when the teacher states that the story of Pocahontas is absolutely true. She lowers her voice and intonation and the students are completely quiet and listening with interest.

With the next question something similar happens. The teacher firstly accepts any answer from the students and says to no one that it is not the expected one. There are always some students who answer quickly, but the teacher gives the shyer ones or the slower ones the opportunity to think about the answer.

The different answers to the second question come in turns 13, 15, and 16

Fragment 22

13	Pedro	Where did Pocahontas live? In America
15	Mar	[in South America]
16	Joan	[in India]

Students have several reactions, agreeing or not. The teacher smiles in turn 18 again causing reactions with her comment

Fragment 23

18	Teacher	In India, because she was an [Indian]

Finally, in turn 20 the correct answer arrives.

Fragment 24

20	Carla	In North America

But the teacher never said that any of the other answers was not correct and motivated the students to go on with their efforts.

Comparing now the questions/answers in vignette C, we can see that the question is becoming more complicated and the students have to think a bit more. Again the teacher uses the technique to provoke students with her follow-up so that they finally manage to get the correct answer on their own .

The question starts in turn 1

Fragment 25

1	Anna	Why did John Smith have to return home?

As we have read, Dalton-Puffer (2007) considers that open questions give the respondent the chance to give less predictable answers, as it is the case here. The demands of the questioner are higher as the responses put a greater strain on the teacher's cognitive and linguistic resources (Dalton-Puffer, 2007). This question starts with *why* and a longer and more complex answer is expected.
Dalton-Puffer (2007) indicates that some questions may seem open as many answers are possible, but it often happens that the teacher is in fact looking for a particular answer. Therefore, in analyzing open/closed questions, the context must always be taken into account.
The students give several possible answers in turns 3, 5 and 7

Fragment 26

3	Anna	Perquè volia
5	Juana	= it was a service and he had to return home
7	Anna	=because the family (XXX)

The teacher reacts again always in a positive way with responses as in turn 6

Fragment 27

6	Teacher	it was a service, he had to return::, this a ↑good answer, it's not the reason bu:::t, (.) what might	Teacher moves a lot arms/hands

or in turn 10

Fragment 28

10	Teacher	=yes, OK, it also can be (.) Something else, what	more gestures from the teacher

As the teacher is not receiving the expected answer, she initiates a kind of repair with other questions in turn 10, 14 and 16.

Fragment 29

10	Teacher	=yes, OK, it also can be (.) Something else, what happens in a war, in a fight? What happens, what can happen to ↑me=

Fragment 30

14	Teacher	loses, Ok what happens, what can happen to you?

Fragment 31

16	Teacher	No, no, there are two people, the Indians and the
		British were in war, what can happen to, to a soldier
		for example?

The students interact, are participative and we can see clearly what Dalton-Puffer (2007) has shown in his research indicating that asking questions is our most important intellectual tool. The researcher thinks that this could be an example of how the teacher can contribute with questions to class interaction.
Finally in turn 23 one student gives the expected answer.

Fragment 32

23	Pedro	Injured

With the teachers response in turn 24

Fragment 33

24	Teacher	injured, for example, yes this is the reason, he got
		injured, he had to return

She continues by saying that this is the correct answer, but leaves the fact open that all the other answers could have been possible. This reaction again shows that students have to be encouraged to give answers and comments, even if they are not the expected ones.

One last aspect regarding questions is just to confirm what Dalton-Puffer (2007) already said. Students ask very few questions in class and if they ask they switch to L1.
The only question asked by a student in both vignettes is from vignette C in turn 25

Fragment 34

25	Anna	què vol dir?

I would like to finish these reflections regarding questions with the statement of McCornick and Donato (2000:197)

> "(questions) function as dynamic and discursive tools to build collaboration and to scaffold comprehension and comprehensibility."

Regarding body language in Vignette B and C there are several important aspects to analyze. As Alibali & Nathan (2007) mention, there are many studies on teachers' behaviour, but not much about the influence of their behaviour in scaffolding student's understanding.

The teacher's position in vignette B is very relaxed as we can appreciate in this picture.

She is sitting on one side of the teacher's desk and does not gesture. The only movement is from her head and eyes, looking from one side to the other of the class.

As already mentioned in the analysis of vignette A, it is important that the teacher looks to all the students.

In vignette C, as we can see in this second picture, the teacher does not remain sitting on the teacher's desk. As she is not receiving the expected answer, she decides to stand up and scaffold students with her gestures.

First of all, in turn 2 after asking the question,

Fragment 35

1	Anna	Why did John Smith has to return home?
2	Teacher	Hmm, who remembers (.) this comes out in the
		movie, OK, why has John Smith to return home?(2)　Teacher strengthens eyecontact

the teacher waits two seconds while she strengthens her eye contact. When the teacher gives the feedback to the student's response of turn 6,

Fragment 36

5	Juana	= it was a service and he had to return home	Teacher nods
6	Teacher	it was a service, he had to return, this a ↑good	
		answer, it's not the reason bu:::t, (.) what might	Teacher moves a lot arms/hands
		have happened as well? They were in war, they	
		fighting, what can=	"fighting"supported with gestures

she starts moving her arms much more, opening hands and leaning her body towards the students. This is a way of getting attention and to show that the teacher is attentive to any possible answer. In turn 10 the teacher increases her gestures even more, simulating a war and soldiers fighting.

Fragment 37

7	Anna	=because the family (XXX)
8	Teacher	they wanted John Smith to come back
9	Anna	=yes

10	Teacher	=yes, OK, it also can be (.) Something else, what	more gestures from the teacher
		happens in a war, in a fight? What happens, what	
		can happen to ↑me=	"me" teacher point at herself

Until that moment she was holding a paper sheet in her hands, but she leaves the paper on the desk in order to be able to gesture more with her arms.
We can see clearly that the students are paying attention as the teacher is gesticulating in front of the class and they are making efforts by giving possible solutions.

Forner (1987) explains that the general attitude of the body transmits useful information about the willingness or unwillingness to participate, or about the degree of attention or lack of attention. If we observe the students' attitude during both vignettes, the students are watching the teacher the whole time. They are listening, but when an answer is expected, they react, some students often answering at the same time or just murmuring, which shows they are thinking about it.

Therefore, we can confirm the statement by Alibali & Nathan (2007) that teachers' gestures appear to be one means by which teachers attempt to provide scaffolding for students' comprehension.

Teachers' gestures decrease as soon as the students become more familiar with the material of the activity or the instructions. When new demands arise, teachers gesture more (Alibali & Nathan, 2007). This can be clearly seen by comparing vignettes B and C. (supported by the image captures from the video).

By positioning their bodies towards someone, teachers show attentiveness. (Vincent Harris, 1999). This can be seen in vignette C in turns 12, 18 and 22, when the teacher does not understand the student's answer. At this moment she leans her body forward, a signal that she is completely concentrated on the student's answer and showing interest.

Fragment 38

12 Teacher	what?	pointing to one student

Fragment 39

18 Teacher	what?	bending body forward

Fragment 40

22 Teacher	he got?

Regarding non-verbal communication, the researcher just wants to add that the teacher's facial expression is relaxed in both vignettes and she smiles a lot, which shows the students that she also feels motivated and at the same time close to them, as she wants them to learn and speak in English, but also to have a pleasant time.

We have seen that different gestures and attitudes by the teacher are essential for a task monitoring as they can even scaffold student's comprehension. We must also mention that it is a way of fostering participation in class. If the teacher had continued sitting on the desk, without any gestures, the researcher is sure that the students would not have made such an effort in giving possible answers.

6. Conclusions

In this essay the author has made a deep reflection on her teaching Practicum pointing out several aspects she found specially interesting and important regarding teaching. Aspects as CLIL, tandem teaching and ICT have been relevant for her and will be surely an important aspect in her future development as a teacher. She learnt a lot, got plenty of experience and realized one important fact, that teaching is her vocation and she really is looking forward to implementing all these innovative aspects she has learnt during this Master course. The author of this essay really hopes that these personal reflections may help other teachers or student teachers to realize that a teacher can never stop learning and developing in a personal and professional way, as the society is not static and we have to go on working in order to achieve that the young people grow within this society in the best possible way. Having worked close to a educational psychologist in the *aula d'acollida* with new foreign students has been especially rewarding and the teacher is sure that this experience has opened her mind and will help her a lot in future teaching.

Regarding the empirical project the author of this essay has already commented the different aspects of possible reactions by teachers towards students in the literature review and has made several reflections while analyzing her transcripts. Therefore, this part is just a summing up of all the aspects and a brief review.

After emphasizing the importance of repair sequences, we can conclude that a well-guided repair sequence can lead to motivation and encouragement for the student or the whole class. Instead of saying that some statement has not been correct, it is always better to let the students see that the teacher appreciates their efforts, even if the answer is not the expected one. On the other hand, if a repair sequence is initiated, because a message or an instruction has not been understood, it will be the teacher's task not to give the solution immediately or translate the word that has not been understood. Students' efforts will need to be harder but then, when solving the problem alone with some help, keys or support from teachers, students will feel satisfied and encouraged to go on asking questions or solving the task. The aim of teachers is therefore to guide the interaction in such a way that the repair sequence is either self-repaired (that means that a student has reflected and finally understood) or other-repaired by another student (which leads to cooperative work and stresses the need to pool knowledge and experiences in order to fullfil a task, a real life way of overcoming obstacles).

As Masats (2008) concludes from her research, an activity full of repair sequences can indicate that either the task has been too difficult or that the teacher has not been able to give clear enough instructions. A warm-up activity before realizing the main task, for example explaining some key words, is always a useful way of solving some problems beforehand and achieving a better realization of the demanded task.
A repair sequence is not always a failure to understand a word or an instruction, it can also solve misunderstandings.

The teacher reacts in a positive way towards the students, praises their effort and correct answers and considers even the incorrect ones to be positive. The teacher tries to encourage the students to participate. Having analyzed some possible reactions from teachers on students' responses we can be sure that the teachers have to be conscious of

the fact that they have to support the students, guide them and encourage them. This is not an easy task and all teachers are human having well days and bad days and connecting better with one specific group than others.

In this essay the teacher has already made detailed comments about how necessary scaffolding and encouraging is in good task monitoring. We have seen in the vignettes how questions, repair sequences and gestures can help students to comprehend and reflect and in this way foster participation. Appropriate scaffolding strengthens students' self-confidence, as non-comprehension can lead to demotivation.

Even though the teacher has cited some authors and their research in this educational area, she has analyzed just one teacher with one group in two different L2 lessons. As Allibali & Nathan (2007) have stated, there may be a variety of gestures in lessons with different content, teaching style, classroom context, social background of students, etc. Nevertheless the teacher compared her English lessons with Alibali & Nathan's analysis (2007) of a Maths lesson and there are many similarities.

In order to make a more detailed analysis we must observe teachers giving instructions for example, to see how they support the students' comprehension with their gestures. We have seen that the more demanding the task is, the more necessary body language is. The same is true if the materials are difficult and the instructions are complicated.

We have also observed the important role of questions. Initiating a side sequence with a new question can support students to find the expected answer. Questions can be a way of keeping the students' attention, but also of monitoring the task in such a way that the teacher achieves the expected goals.

There are plenty of tools in order to foster students' participation. The teacher has focused in this research project mainly on the way of monitoring tasks and how significant body language is. All this shows that student's attention can be kept by using various little signals. The main aspect, nevertheless, is the motivation of the teachers themselves. The students realize immediately if the teacher enjoys the task, comes prepared and with the lesson organized, has been creative with the activity, etc.

Of course, we must remember the relevance of positive feedback by the teacher. A students' response is NEVER wrong, because it can be the first step to achieving the expected answer. And in any case, in a speaking activity, any contribution by the students is significant, as it is real communication. In real life it is also impossible to give always the expected answer.
The teacher has many tools in order to guide a task and to foster participation, but he/she should be aware of these tools and use them as they are essential for an adequate task monitoring.

In conclusion, the researcher just wants to finish by stating that this has been a small attempt to answer the complex question: how do teacher react on students' responses and which consequences do these reactions have? And in which way are those reactions essential for an adequate task monitoring?

The researcher is sure that this little example of the importance of terms like body-language, repair-sequences, discourse markers, questions, positive feedback, etc. might be the starting point for several new questions to be studied.
It could be interesting to make a deeper analysis on the fact that teachers' reactions scaffold students and foster their participation?

Before finishing the teacher would like to thank the readers of this essay and hope that her little apportation might have clarified some aspects and opened new questions for future researchers in the language learning area.

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8. Annexes

8.1 Vignette transcriptions

VIGNETTE A - TRANSCRIPTION

1	Teacher	Which one?=	
2	Pablo:	=Taxi	
3	T:	Taxi::: You're Pablo, [aren't you?] OK	
4	Pablo:	[yes]	
5	T:	Pablo said taxi, this is public, OK, what else?	(Teacher writing on the board) (Teacher points on what is written on the board, looks around the class)
6		(4,3)	(Teacher bends forward to the class)
7	T:	If you go to another ↑country?	
8	Ss:	Plane=	
9	T:	=plane, yes, your name was?'=	
10	Maria:	=Maria	
11	T:	Maria, [exacto]	(Teacher writes on the board)
12	Tina:	[boat]	(Teacher writing on the board)
13	T:	Plane=	(Teacher turns round)
14	Tina:	=boat	
15	T:	Well a boat really is a little boat, where(.) [you go](.)	(Teacher imitates small and rowing)
16	Ss:	[ship]	
17	T:	a ship, yes exactly, a ship	(Teacher writes on the board)
18	Pedro:	but a ship is expensive	
19	T:	Well, you really have to pay for the most of the transports, yes, but a public transport is a transport ↑many people can use, ↑everybody has the right to use, yes? OK? So he's really right "Bicing" is a company already quite public, we pay, we can use the bicycles which are in the city, it's true(.) What else can we (.) we have a bus, an under- ground, a train, a taxi, a plane, a ship (.) There's some kind (1,5) not a bus, but (.). it's a (.) it goes on rails These are rails=	(Teacher points at each word on the board) (painting rails on the board)
20	Pedro:	=a tram=	
21	T:	=exactly! A tram, perfect!	
22	Juan:	un tranvía=	
23	T:	=yes, it goes with electricity (.)	

                Ok, (3,0) some more ideas?
                I think we have the main (.) public transports (.)
                yes (.) OK .eeem. then we will make groups,
                we have now one, two, three, four, five,
                six, seven, eeem I think we make the
                groups so as we sit, you go with them

24 José: (   )
25 T: crazy! ((teacher laughs))
                OK, and you just put your chairs back
                and so we make little groups of four, yes?
                you as well, you as well, you as well, (.)
                and then I'll explain you   (students moving chairs/desks)
                (2)You go with them?
                (1,5) and you four could go together, yes?
                It's OK? (4)   (students moving chairs/desks)
                Not too noisy! Not too noisy! (20)
                OK (4) Shshshsh, can I explain to you
                what we will do? Yes, you listen just
                a moment? OK, we will use for each
                group one public transport, OK?
                So, ↑start saying, who wants the [bus]
26 Pablo: [bus]
27 T: perfect, OK
28 Juan: ship=
29 T: =[taxi]
30 José: [a tram]=
31 T: =[tram?]
32 Sara: [underground]
33 T: Shshshshs, A ver, we have here bus

VIGNETTE B - TRANSCRIPTION

1	Anna	Is this story of Pocahontas real or fiction?	
2	Teacher	What do you [think]	sitting on the teachers desk
3	Anna	[fiction]	relaxed and keeping eyecontact
4	Teacher	It's fiction, because we've seen a movie of Disney	with the students
		Gisela has another opinion=	
5	Gisela	=I think that it's real=	
6	Teacher	=a real story, aha, who else thinks that it's a real	
		story?	
8	Carla	Pot [ser]	
9	students	[sí, pot ser]	
10	Teacher	It can be, [no],	
11	Carla	[it can be]=	
12	Teacher	=well, we're speaking English	
		it can be, yes, it can be, and I can assure you that	
		it is a ↑real story that happened in ↑real life, yea?	
		Lateron we will speak about(.), we will read a	Teacher speaks with low voice
		letter, a real letter of John Smith,	and students are completelly quiet
		so it's a historical ↑real fact,	and listen interested
		Pocahontas did exit, yeah?	
		Ok, so you can write down that it's a real story.	
		Of course in the movies, in the Deisney movie	Teacher speaking louder
		Pocahontas fiction is inside, in all movies there is	
		some imagination and fiction, but the story of	
		Pocahontas is real.	
		Ok, so let's go on, the next question.	
13	Pedro	Where did Pocahontas live? In America	
14	Teacher	in America, who thinks another [thing?]	
15	Mar	[in South America]	
16	Joan	[in India]	
17	Mar	[no:::]	
18	Teacher	In India, because she was an [Indian]	Teacher smiles
19	Mar	[no in South America]	
20	Carla	In North America	
21	Teacher	In North America, in Virginia, exacly	
35		…….	

VIGNETTE C - TRANSCRIPTION

1	Anna	Why did John Smith has to return home?	
2	Teacher	Hmm, who remembers (.) this comes out in the movie, OK, why has John Smith to return home?(2)	Teacher strengthens eyecontact class and teacher laugh
3	Anna	Perquè volia (3)	
4	Teacher	I think it's in the movie so=	
5	Juana	= it was a service and he had to return home	Teacher nods
6	Teacher	it was a service, he had to return, this a ↑good answer, it's not the reason bu:::t, (.) what might have happened as well? They were in war, they fighting, what can=	Teacher moves a lot arms/hands "fighting"supported with gestures
7	Anna	=because the family (XXX)	
8	Teacher	they wanted John Smith to come back	
9	Anna	=yes	
10	Teacher	=yes, OK, it also can be (.) Something else, what happens in a war, in a fight? What happens, what can happen to ↑me=	more gestures from the teacher "me" teacher point at herself
11	Students	= (XXX)	
12	Teacher	what?	pointing to one student
13	Laura	That someone loose	
14	Teacher	loses, Ok what happens, what can happen to you?	
15	Anna	She loves, he loves=	
16	Teacher	No, no, there are two people, the Indians and the British were in war, what can happen to, to a soldier for example?	Teacher increases gestures
17	Sara	(XXX)	
18	Teacher	what?	bending body forward
19	Sara	que te maten	
20	Teacher	he can be killed, but then he will not come home, no? he can not return home if he got killed	
21	Pedro	(XXX)	
22	Teacher	he got?	
23	Pedro	injured	
24	Teacher	injured, for example, yes this is the reason, he got injured, he had to return	Teacher looking at the class/ pointing at the student
25	Anna	què vol dir?	
26	Teacher	hurt, injured, so he got, John Smith got in jured or got hurt, yes, so this is the reason why John Smith in the real life had to return home, so they didn't marry they didn't really got a love relation, whe just saved him because she liked him but there was no relation between them.	writing on the blackboard teacher's voice more low

8.2. Transcription cards

Vignette A

Class/age:	3rd ESO
Date of recording:	12/01/2010
Lenght:	Vignette A – 2'05''
School:	Institut - Vila Olímpica (Barcelona)
Subject:	English – Public Transport to practice comparatives/superlatives
Room:	Classroom

Class / pair or small group / individual work: Classwork, teacher-fronted activity
Participants*:* Monica (student-teacher in charge), Adri (peer student-teacher supporting), Azucena (English teacher and mentor observing)
Students*:*[11] Pablo, María, Tina, Pedro, Juan, José, Sara and the whole class.

Vignettes B + C

Class/age:	3rd ESO
Date of recording:	07/04/2010
Lenght:	Vignette B – 1'46'' and Vignette C – 1'59''
School:	Institut - Vila Olímpica (Barcelona)
Subject:	English – Clil Unit "The sun never sets on the British Empire"
Room:	Classroom

Class / pair or small group / individual work: Classwork, teacher-fronted activity
Participants*:* Monica (student-teacher in charge), Adri (peer student-teacher), Ernesto (English teacher observing)
Students*:*[12] Anna, Gisela, Carla, Nar, Joan, Pedro, Laura, Sara and the whole class.

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[11] These are only nicknames for their privacy rights, diferrenciating only between male and female participants
[12] These are only nicknames for their privacy rights, diferrenciating only between male and female participants

8.3. Transcription conventions used from Richards and Seedhouse (2007):

Indicates the point of overlap onset	**[**
Indicates the point of overlap termination	**]**
Turn continues below, at the next identical symbol	**=**
An interval between two utterances	**(3.2)**
A very short untimeded pause	**(.)**
Underlining indicates speaker emphasis	**<u>word</u>**
Indicates lenghening of the preceding sound	**e:r the:::**
Rising intonation	**?**
Low – rising intonation	**,**
Falling (final) intonation	**.**
Especially loud sounds	**CAPITALS**
Noticeably quieter than surrounding talk	**o o**
Considerably quieter than surrounding sound	**oo oo**
Higher or lower pitch in the syllable following the arrow	**↑ ↓**
Unclear or unintelligible speech[13]	**(xxx)**
Non verbal actions	**(( ))**

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[13] This symbol is not included in Richards and Seedhouse (2007)

8.4.   Lesson plan and worksheets

Lesson / Activity plan card REFERRING TO VIGNETTE A

ACTIVITY TITLE: Public transports: advantages and disadvantages	
CLASS/AGE: 3rd ESO (14 years)	DATE: 12. 1. 2010
APPROXIMATE TIMING: 45 minutes	COE Level: A1 A2 / B1 B2 / C1 C2

INTRODUCTION TO THE MAIN TASK	
Brief presentation of final outcome, as if explained to the learner: *Example: You and your group will build up a model of a …*	You will work in groups looking for advantages and disadvantages of one public transport each group. Then you will have to write some lines comparing your transport with others using comparatives and superlatives as we just have learned.

OBJECTIVE (S)/ GOAL(S) / COMPETENCE(S)	
Identify your priority for the task or lesson. Make sure you are in line with the compulsory competence-based curriculum.	By the end of the lesson / task / the students will be able to … 1. work in groups 2. reflect and discuss on a topic 3. use vocabulary and learn new ones (adjectives) 4. practice writing skill with grammar instructions 5. listen and comment the reading of the essays

ASSESSMENT: CRITERIA, TASK or INDICATORS (AND GRADING SYSTEM) CLOSELY LINKED TO GOALS & TASK	
Examples: - Rubric - Checklist of indicators - Test or Criteria to elaborate test.	1. active participation in class 2. result of group work, minimum 3 advantages and 3 disadvantages 3. creation of an essay with content that makes sense 4. correct application of grammar rule comparatives and superlatives

STEPS TO FOLLOW + APPROXIMATE TIMING + INTERACTION PATTERN ^(*) ^(*)Teacher (T) ←→ Student (S) // S ←→ S // T → S // T→ CLASS

1.   5' -   T <->S: Introduction to the topic: public transports and listing the main ones
 	
2.   5' -   T -> C: Instructions of group activity
         T <-> S: organization of groups
         T -> C: handout of papers (see attached)
 	
3.   25'   S <-> S: group work – students discuss advantages and disadvantages of their public transport and create their writing (Teacher suports walking from group to group)
 	
5.   10'   S <-> S: Read aloud their writings and listen to the other's works, make comments
 	
6.   1'   T -> C: General comment and praising their effort and perfect application of the grammar rule.

Worksheet referring to Vignette A

PUBLIC TRANSPORTS

Advantages	Disadvantages

Write some sentences comparing your public transport with others using comparatives and superlatives:

Worksheet referring to vignette B + C

5. American colonies

Task 17   What do you know about Pocahontas?

Talk with your partner and write your conclusions.

Is the story of Pocahontas real or fiction? ....

Where did Pocahontas live? ....

Was Pocahontas her real name? ....

How old was she when she met John Smith? ....

What country did John Smith the conqueror come from? ....

Was Pocahontas an Indian Princess? ....

Why was John Smith captured by Powhatan, the chief of the tribes in the

area? ....

Why didn't they kill him? ....

Why did John Smith have to return home? ....

Who did Pocahontas marry? ....

Who did Pocahontas meet in England? ....

Where did Pocahontas die? ....

Let's talk about your answers!

John Smith's Letter to the Queen about Pocahontas:

Before reading everybody gets a sheet of paper with one of the underlined words and has to look for the meaning in the dictionary. When we read aloud and one word is not understood the responsible student will explain that word to the whole class.

To her Majesty Queen Anne!

So it is, that some ten years ago being in Virginia, and taken prisoner by the power of Powhatan their chief King, I received from this great <u>Salvage</u> <u>exceeding</u> great <u>courtesy,</u> especially from his son Nantaquaus, the most <u>manliest,</u> <u>comeliest,</u> <u>boldest</u> spirit, I ever saw in a Salvage, and his sister Pocahontas, most <u>dear</u> and <u>well-beloved</u> daughter. She was only 12 or 13 years old at the time. I respect Pocahontas because of her compassion, because she saved my life. After some six weeks at the minute of my execution, she <u>hazarded</u> the beating out of her own <u>brains</u> to save mine. Pocahontas then <u>prevailed</u> with her father so that I was <u>escorted</u> back to James- town where the surviving colonists were <u>fed</u> by "the savages. Such was the <u>weakness</u> of this poor <u>common- wealth,</u> as had the salvages not fed us, we directly had <u>starved</u>. And this <u>relief,</u> most <u>gracious</u> Queen, was commonly brought us by this Lady Pocahontas.

John Smith

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