

UNIVERSITAT DE VALÈNCIA

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FACULTAT DE FILOLOGIA



DEPARTAMENT DE FILOLOGIA ANGLESA I ALEMANYA

Programa de Doctorat 3135: Doctorat en Llengües, literatures i cultures i les seues aplicacions

ANALYSIS OF CORRECTIVE FEEDBACK IN A MULTILINGUAL CLASSROOM  
CONTEXT FROM A CLIL PERSPECTIVE

DOCTORAL DISSERTATION

Presented by: María Pilar Pellicer García

Supervised by: Dr. Begoña Clavel Arroitia and Dr. Barry Pennock Speck

Valencia, February 2017



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La Dra. BEGOÑA CLAVEL ARROITIA, i el Dr. BARRY PENNOCK SPECK, com a Professors del Departament de Filologia Anglesa de la Facultat de Filologia, Traducció i Comunicació de la Universitat de València

Que la presente tesis doctoral titulada: “ANALYSIS OF CORRECTIVE FEEDBACK IN A MULTILINGUAL CLASSROOM CONTEXT FROM A CLIL PERSPECTIVE”, ha sigut realitzada per Donya Maria Pilar Pellicer Garcia, sota direcció, dins el Programa de Doctorat en Llengües, literatures i cultures i les seues aplicacions (3135) del Departament de Filologia Anglesa i Alemanya de la Facultat de Filologia, per a la obtenció del títol de Doctor per la Universitat de València.

Perquè així conste als efectes legals oportuns, es presenta aquesta tesis doctoral i s’extendeix la present certificació a València, 3 de Gener de 2017.

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TO MY DAUGHTER, LAURA,  
because each day with you is a gift.



# TABLE OF CONTENTS

<b>LIST OF ABBREVIATIONS</b> .....	17
<b>LIST OF FIGURES IN THE MAIN TEXT</b> .....	19
<b>LIST OF GRAPHS IN THE MAIN TEXT</b> .....	21
<b>LIST OF TABLES IN THE MAIN TEXT</b> .....	23
<b>1. INTRODUCTION</b> .....	27
<b>2. THEORETICAL FOUNDATIONS ON LANGUAGE LEARNING</b> .....	33
2.1. INTRODUCTION .....	33
2.2. THEORETICAL FOUNDATIONS ON FIRST LANGUAGE ACQUISITION .....	33
2.2.1. The behaviourist perspective .....	34
2.2.2. The innatist perspective .....	34
2.2.3. The developmental perspective .....	35
2.2.4. The social interactionist perspective.....	37
2.2.5. The problem solving theory.....	38
2.2.6. Halliday’s functional grammar .....	38
2.2.7. Conclusion.....	39
2.3. STAGES IN FIRST LANGUAGE ACQUISITION .....	39
2.4. THEORETICAL FOUNDATIONS ON SECOND LANGUAGE ACQUISITION .....	41
2.4.1. Introduction .....	41
2.4.2. Structuralism .....	43
2.4.3. Behaviourism.....	45
2.4.4. Nativist view.....	45
2.4.5. Cognitive models.....	45
2.4.5.1. Meaningful Learning.....	45
2.4.5.2. Information Processing Model.....	46
2.4.6. Other views .....	47
2.5. HISTORY OF THE EVOLUTION OF FOREIGN LANGUAGE TEACHING: FROM THE GRAMMAR TRANSLATION METHOD TO CURRENT APPROACHES .....	50
2.5.1. Classic methods.....	51
2.5.1.1.The Traditional Approach: The Grammar Translation Method.....	51
2.5.1.2.The Direct Method .....	52
2.5.2. Modern Approaches and Methods .....	53
2.5.2.1. The Oral Approach.....	53
2.5.2.2. The Audiolingual Method .....	53

2.5.3. Current Approaches.....	54
2.5.3.1. The Communicative Approach.....	54
2.5.3.2. Humanistic Approaches.....	56
2.5.3.2.1. Total Physical Response (TPR).....	56
2.5.3.2.2. The Natural Approach.....	57
2.5.3.2.3. The Silent Way.....	59
2.5.3.2.4. Community Language Learning.....	60
2.5.3.2.5. Suggestopedia.....	60
2.5.3.3. The Learner Centered Approach.....	61
2.5.3.4. Task Based Learning (TBL).....	62
2.5.4. The Post-method era and recent approaches.....	63
2.5.4.1. Project Based Learning.....	63
2.5.4.2. Computer- Assisted Language Learning (CALL).....	64
2.5.4.3. Content and Language Integrated Learning (CLIL).....	64
2.5.4.4. Cooperative Learning.....	65
2.5.4.5. Multiple Intelligence Theory.....	66
2.5.4.6. Learning Communities.....	66
2.5.5. Conclusion.....	67
<b>2.6. SIMILARITIES AND DIFFERENCES BETWEEN FIRST AND SECOND LANGUAGE ACQUISITION.....</b>	<b>68</b>
<b>2.7. POTENTIAL LINGUISTIC CHALLENGES FOR SPANISH LEARNERS OF ENGLISH.....</b>	<b>69</b>
2.7.1. Phonological segmental features.....	70
2.7.2. Phonological suprasegmental features.....	71
2.7.3. Lexicogrammatical features.....	72
<b>2.8. FACTORS THAT INFLUENCE SECOND LANGUAGE ACQUISITION.....</b>	<b>73</b>
2.8.1. Age.....	73
2.8.2. Aptitude.....	76
2.8.3. Motivation.....	77
2.8.4. Cognitive style.....	78
2.8.5. Other related factors to SLA.....	79
<b>3. CONTENT AND LANGUAGE INTEGRATED LEARNING.....</b>	<b>85</b>
<b>3.1. DEFINING THE CONCEPT.....</b>	<b>85</b>
3.1.1. Definition.....	85
3.1.2. Examples of the varying types of CLIL.....	86
3.1.3. CLIL/ EMILE/AICLE.....	87
3.1.4. Similarities and differences between CLIL and immersion programmes.....	88
<b>3.2. EVOLUTION.....</b>	<b>89</b>
3.2.1. Origin.....	89
3.2.2. Reasons.....	90

3.3. CHARACTERISTICS .....	91
3.3.1. Features, principles and dimensions.....	91
3.3.2. Elements in supporting CLIL .....	94
3.3.3. Use of mother tongue .....	95
3.4. PREVIOUS RESEARCH ON CLIL.....	96
<b>4. LEGAL FRAMEWORK OF THE SUBJECT “ENGLISH AS A FOREIGN LANGUAGE” .....</b>	<b>101</b>
4.1. COMMUNICATIVE COMPETENCE AND THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES .....	101
4.2. FOREIGN LANGUAGE IN THE CURRICULUM OF PRIMARY EDUCATION.....	104
4.2.1. Overview .....	104
4.2.2. Current legislation .....	105
4.2.3. Elements in the curriculum and levels of specification .....	108
4.2.3.1. General objectives.....	109
4.2.3.2. Evaluation criteria .....	111
4.2.3.3. English objectives .....	112
4.2.3.4. Basic competences .....	113
4.2.4. Conclusion.....	114
<b>5. THEORETICAL ACCOUNTS ON ERRORS AND FEEDBACK IN THE CONTEXT OF CLASSROOM RESEARCH .....</b>	<b>117</b>
<b>6.EMPIRICALPART .....</b>	<b>153</b>
6.1.AIMS .....	153
6.2. HYPOTHESES.....	153
6.3. TEACHING CONTEXT, SUBJECTS AND METHOD .....	155
6.4. ANALYSIS .....	164
6.4.1. Unit of analysis.....	164
6.4.2. Explanation of the types of errors and types of correction .....	165
6.4.3. Explanation of uptake, acceptance of error, repair and teacher Confirmation.....	179
6.4.4. Criteria to classify the instances .....	180
6.4.5. Results and discussion.....	181
6.5. CONCLUSIONS AND TEACHING IMPLICATIONS .....	215
<b>7. REFERENCES.....</b>	<b>221</b>
APPENDIX A. LEGAL FRAMEWORK REFERENCES .....	235

APPENDIX B. CLASS RESULTS .....	237
B.1. ARTS AND CRAFTS .....	237
B.2. ENGLISH .....	261
B.3. EDUCATIONAL ATTENTION.....	294
B.4. MATHS.....	327
B.5. SCIENCE.....	357
APPENDIX C. TABLES CLASS RESULTS PER SUBJECT.....	393
C.1. ARTS AND CRAFTS .....	394
C.2. ENGLISH .....	398
C.3. EDUCATIONAL ATTENTION .....	402
C.4. MATHS.....	406
C.5. SCIENCE.....	410
APPENDIX D. TABLES CLASS RESULTS TOTALS.....	414
APPENDIX E. PERCENTAGES PER SUBJECT .....	417
APPENDIX F. ACCEPTANCE OF ERRORS .....	423
F.1. ARTS AND CRAFTS.....	423
F.2. ENGLISH.....	424
F.3. EDUCATIONAL ATTENTION .....	428
F.4. MATHS .....	430
F.5. SCIENCE .....	433
APPENDIX G. NEEDS ANALYSIS.....	436
APPENDIX H. CLASS DISTRIBUTION .....	439
RESUMEN.....	444
(Appendices I and J can be found in a CD attached at the end of the dissertation)	
APPENDIX I. TABLES CLASS RESULTS PER LESSON.....	4
I.1. ARTS AND CRAFTS .....	5
I.2. ENGLISH .....	14
I.3. EDUCATIONAL ATTENTION .....	24
I.4. MATHS .....	37
I.5. SCIENCE .....	47!

APPENDIX J. CLASS TRANSCRIPTIONS.....	59
J.1. ARTS AND CRAFTS .....	59
J.2. ENGLISH .....	185
J.3. EDUCATIONAL ATTENTION.....	357
J.4. MATHS.....	493
J.5. SCIENCE.....	653





## LIST OF ABBREVIATIONS

AMPA	Asociación de Madres y Padres de Alumnos
BICS	Basic interpersonal communicative skills
CAH	Contrastive Analysis Hypothesis
CALL	Computer-Assisted Language Learning
CALP	Cognitive academic language proficiency
CF	Corrective feedback
CFE	Corrective feedback episode
CIC	Classroom Interactional Competence
CLIL	Content and Language Integrated Learning
CUP	Common underlying proficiency
EA	Error Analysis
ERIC	Education Resources Information Center
GB	Government and Binding
FFI	Form-focused instruction
FLT	Foreign Language Teaching
IP	Information Processing
L1	First Language
L2	Second Language
LAB	Language Aptitude Battery
LAD	Language Acquisition Device
LASS	Language Acquisition Support System
NC	No correction
PEVE	Programa d'Ensenyament en Valencià Enriquit
PIPE	Programa d'Incorporació Progressiva Enriquit
POS	Poverty of Stimulus
SLA	Second Language Acquisition
St	Student
Sts	Students
S-R-R	Stimulus - Response - Reinforcement
T	Teacher
TBL	Task Based Learning

UG	Universal Grammar
UUL1	Unsolited Use of first language
ZISA	Zweitsprachenwerb Italienischer und Spanischer Arbeiter
ZPD	Zone of Proximal Development

## LIST OF FIGURES IN THE MAIN TEXT

Figure 1. Adapted from Givón's Notation of Syntacticization (cited in Larsen-Freeman & Long, 1991, p. 268).

Figure 2. Figure 2. Sequence of acquisition of German word order rules based on Pienemann, Johnston and Brindley, 1988; Pienemann, 1987, cited in Clavel 2012, p. 68.

Figure 3. The Willis TBL framework (Willis 1996, p.52 (as cited in Harmer, 1992, p. 87)

Figure 4. Varying types of CLIL-style activities. Mehisto et al 2008, p.13

Figure 5. CLIL triad. Mehisto et al 2008, p.12.

Figure 6. 4 Cs. Mehisto et al 2008, p.31.

Figure 7 . Chaudron's Flow chart model of corrective discourse (1977, p.37)

Figure 8. Long's model of decision-making process prior to the teacher feedback move.

Figure 9. Chaudron 1997, p. 38-39. as cited in Allwright, R. and Bailey, K. (1991, p. 220, 221).

Figure 10. Error treatment sequence. Lyster and Ranta 1997. (From "Corrective Feedback and Learner Uptake: Negotiation of Form in Communicative Classrooms", by R. Lyster and L. Ranta, 1997, *Studies in Second Language Acquisition*. Cambridge University Press.) p.44.

Figure 11 . Adapted from Lyster and Saito 2010. Types of Corrective Feedback. p. 278.

Figure 12. Continuum of the types of corrective feedback in order of explicitness. (p.4)



## LIST OF GRAPHS IN THE MAIN TEXT

Graph 1. Types of feedback moves in CLIL and EFL lessons (p.9).

Graph 2. Number sex of students.

Graph 3. Age of students.

Graph 4. How much students like English.

Graph 5. Reasons why they like English

Graph 6. Use of English outside school.

Graph 7. Type of activity preferred

Graph 8. Sitting arrangement preferred to work

Graph 9. Most difficult activity.

Graph 10. Likes being corrected.

Graph 11. Errors Arts and Crafts

Graph 12. Corrective Feedback Arts and Craft.

Graph 13. Errors Educational Attention.

Graph 14. Corrective Feedback Educational Attention.

Graph 15. Errors English.

Graph 16. Corrective Feedback English.

Graph 17. Errors Maths.

Graph 18. Corrective Feedback Maths.

Graph 19. Errors Science.

Graph 20. Types of corrective feedback Science.



## LIST OF TABLES IN THE MAIN TEXT

- Table 1. Frameworks for study of SLA. Adapted from Saville-Troike, 2006, p.24 .
- Table 2. Age differences in SLA. Adapted from Saville-Troike, 2006, p. 82.
- Table 3. Cognitive styles. Adapted from Saville-Troike, 2006, p.87.
- Table 4. Personality Traits. Adapted from Saville-Troike, 2006, p. 89.
- Table 5. Types of Correction. Adapted from Clavel-Arroitia (2008).
- Table 6. Types of errors. Adapted from Clavel-Arroitia (2008).
- Table 7. Table 7. Lessons recorded and transcribed per subject.
- Table 8. Students' timetable.
- Table 9. Number of types of errors per subject.
- Table 10. Most frequent type of correction per subject.
- Table 11. Type of error per subject.
- Table 12. Percentages types of errors per subject.
- Table 13. Percentages corrected errors and acceptance per subject.
- Table 14. Percentages corrected errors accepted and repaired per subject.
- Table 15. Number of accepted and repaired errors and teacher confirmation in Arts and Crafts.
- Table 16. Number of accepted and repaired errors and teacher confirmation in Educational Attention.
- Table 17. Number of accepted and repaired errors and teacher confirmation in English.
- Table 18. Number of accepted and repaired errors and teacher confirmation in Maths.
- Table 19. Number of accepted and repaired errors and teacher confirmation in Science.





# 1. INTRODUCTION



# 1. INTRODUCTION

The purpose of this study is to examine the feedback which tends to be used when correcting productive spoken language errors in the classroom context, and in turn the relationship between feedback types and types of errors in a classroom. This study explores how errors are dealt with in an English as a Foreign Language classroom and in four different subjects through content teaching in an experimental English immersion programme at second level Primary Education. What I intend to find out is which strategies are usually chosen to correct, which are the most frequent errors our students make and if there is a relationship between the type of error, the type of feedback used and the subject. Moreover, the acceptance of errors is studied, as well as repair of those errors and teacher confirmation.

The setting of this study was a second level class, in a state school in Alzira, Valencia. This school has been running an Experimental English Programme since 2009. The pupils being taught are aged 7 and 8 years old. All students were born in Spain, although some parents come from different nations. English is a foreign language for all of them.

For the study, fifty-one lessons of 45 minutes each, dealing with five different subjects were recorded. The chosen subjects were English, Maths, Science, Arts and Crafts and Educational Attention (*Atención Educativa*). Forty lessons out of the fifty-one recorded were selected for the transcription, that is eight lessons of each subject, summing up a total of 40 lessons transcribed, of approximately 45 minutes each, that is 30 hours of classroom interaction. The recordings took place from January to May 2015.

In the classroom, feedback can be defined as the information that learners may receive from the teacher about their performance. Feedback is generally given for informational and/or motivational purposes. But the feedback pupils receive can boost their self-esteem, motivate and engage students, or it can demoralise and alienate them. Feedback can be seen as one of the pedagogic principles that plays a very important role in helping develop students' foreign or second language proficiency.

## 1. INTRODUCTION

We can state that when students are learning a language they will make errors, as it happens when they are learning their mother tongue. Although there are some differences between the acquisition of the mother tongue and the learning of a second language, there are many common points. In classroom settings, when a learner makes a spoken error in the target language, we will see that the teacher has two choices; either to address it, or to ignore it. This could lead to some disagreement among teachers about when the error should be corrected, what errors should be corrected and how to correct the errors, as there may be teachers who may attempt to correct all of their students' errors, while others may only focus on correcting errors that are directly related to the topic being addressed in a particular lesson, or errors that inhibit communication, or even choose to correct them or not whether they focus on accuracy or on fluency. According to Burt and Kiparsky (1974, p. 71), "the teacher has no guide but his intuition to tell him which kind of mistakes are most important to correct". In order to treat errors effectively, teachers should make conscious decisions about what errors are, when the errors should be corrected and how to correct the errors, how often, and who should treat them. This means that teachers should be aware of the existing research on this area to be able to draw their own conclusions depending on their students' characteristics. We can state that errors should be addressed in a rational and consistent manner. By developing criteria and employing different techniques, language teachers can discover and select what kind of feedback best suits their particular students.

As we will see, different studies have examined issues related to language classroom interaction from a Conversational Analysis perspective, and more in particular, analysis of feedback.

This study revealed that corrective feedback in a content-based classroom does not only focus on language, but also on content, so correction is done on content objectives even more than on linguistic ones, maybe given the nature of the classroom discourse, as it was not only content-based oriented, but communicative oriented, we will see that no correction is the most frequent way to deal with errors.

In my study, I intend to observe the types of correction that the teacher uses to correct the students' errors, in the context of the aforementioned subjects. My main hypothesis is that in content lessons the types of errors and the types of corrections will

depend most of the time on the content, whereas in the case of linguistic areas the type of errors and the type of feedback will be mainly based on linguistic errors, although those based on content will also be tackled, I presume. My assumption is that the way feedback is used in content and linguistic areas will vary quite a lot and I am interested in highlighting those differences in order to show how different feedback techniques can be employed in those two contexts in a complementary way.

We can find seven distinct parts in this thesis. First, I start with theoretical foundations on language learning, both on first and second language acquisition. Afterwards I present different methods and approaches that have been used along history to teach a foreign language. Then, I analyse what similarities and differences we can find between first and second language acquisition, the potential linguistic challenges for Spanish learner of English and the factors that influence second language acquisition. Section 3 explains what content and language integrated is. Section 4 deals with the legal framework of the subject “English” as a foreign language. In point 5 we can find a description of classroom research, more specifically, previous research on errors and feedback. Section 6 is devoted to the empirical part, which presents the aims and the hypotheses, it explains the context and the analysis. Moreover, this section also explains the types of errors, the types of correction, the concepts of uptake, acceptance of error repair and teacher confirmation. It also offers the conclusions and teaching implications and some lines devoted to further research. Finally, Section 7 compiles the bibliography used.



## 2. THEORETICAL FOUNDATIONS ON LANGUAGE LEARNING





## **2.THEORETICAL FOUNDATIONS ON LANGUAGE LEARNING**

### **2.1. INTRODUCTION**

In this section we will briefly look at some different views on how the first and second language are acquired, reviewing different theoretical foundations for both, to finally examine the evolution of foreign language teaching, dealing with different methods or approaches.

Language has always been an object of fascination and a subject of study. From early times scholars have investigated different aspects of language such as grammar, vocabulary and pronunciation, but it was at the end of the 17th century that the subject began to emerge as a new field of scientific research, with language analysis as its focus, although systematic investigation on first language acquisition did not begin until the middle of the 20th century.

The main aim of this chapter is to highlight some theoretical foundations on first language acquisition, as most theoretical foundations on second language acquisition derive from them.

Language acquisition can be defined as the process in which human people acquire the capacity to communicate. The American linguist Bloomfield stated that “the acquisition of language is doubtless the greatest intellectual feat any one of us is ever required to perform” L. Bloomfield, 1993, as cited in Fromkin, Rodman and Hyams, 2014, p.422.

### **2.2. THEORETICAL FOUNDATIONS ON FIRST LANGUAGE ACQUISITION**

Human beings are capable of learning a language naturally and effortlessly. The ability to learn a language is something ingrained in us humans, as it is the capacity to

walk or to grasps object (Slobin, 1994). Children exposed to language will learn to speak no matter where they live. In this section we will look at different views explaining how a first language is acquired.

### **2.2.1. The behaviourist perspective**

Behaviourism was a very influential theory in the 1940s and 1950s, especially in the United States. Traditional behaviourists hypothesized that children learn to speak by copying the utterances they hear around them, and by having their responses reinforced by repetition, correction and encouragement that adults provide. The psychologist B. F. Skinner applied the theory of conditioning (Pavlov's classic conditioning) to the first language or L1 learning and it is explained in his book *Verbal Behavior*, 1957. This is a behaviourist view of learning a language, since language is seen as a form of behaviour. Skinner applied the procedure used in animals: Stimulus - Response - Reinforcement (S-R-R) to explain the way humans acquire a language.

We can find supporters of this view, as for example Bloomfield, but it was also criticized, as for example by Chomsky, who wrote a review of Skinner's theory as stated below. Nowadays, it has become clear that this principle (S-R-R) does not fully explain language acquisition at all. We can find different examples that support this criticism. A child may assume grammar is regular, and may say things such as "goed" instead of "went", "taked" instead of "took", facts that prove that they have not learnt these forms by imitation and reinforcement. Also, we may find that children are able to produce sentences they have never heard before, which was the idea that struck Chomsky. He coined the term "poverty of stimulus" (POS) in his work *Rules and Representations* in 1980, as he claimed that children are born with an internal device to acquire language, although the stimuli that the children receive are limited. That thesis assures that language cannot be acquired only because of the stimulus provided, but because of that innate ability.

### **2.2.2. The innatist perspective**

The limitations of the behaviourist perspective led in the 1960's to an alternative theory: innateness. This theory came from Chomsky's generative ideas about language. He was one of the most influential figures in linguistics. He challenged the behaviourist explanations for language acquisition in his review of B.F. Skinner's book *Verbal*

Behavior, in 1959. He maintained that language is not a form of behaviour, as children are born with an innate capacity for language development, that is to say they are biologically programmed to learn a language the same way they are programmed to learn other biological functions, as for example walking. When children are exposed to speech, certain general principles for structuring language automatically begin to operate. This is hypothesized as a “language acquisition device” (LAD), which is universal and common to all children. He talked about this Universal Grammar (UG), as children use their innate linguistic knowledge about grammar to produce sentences that, after a process of trial and error, correspond to adult speech. But a distinction has to be drawn between knowledge about the language and how that knowledge is used to construct sentences. Chomsky called these concepts competence (knowledge) and performance (the realization of this knowledge as sentences).

Nevertheless, Innateness seemed to not fully explain how languages are acquired, as it misses the social functions of language. These ideas of innateness are closely linked to the Critical Period Hypothesis, which states that we are genetically programmed to acquire language and other skills at certain specific times in our lives, and if we do not, we will never be able to do so. There are different examples that support this idea.

One of those real life examples is Victor of Aveyron, a French child who spent his childhood alone and was found in the woods. Although he then received education, he made little progress, not only in language, but also in other social skills. We can find another good example in Genie (Curtiss, 1977) a girl who was kept in isolation, with no language input or interaction and as a consequence had not learnt any language. She was discovered in 1970, when she was thirteen. Although great efforts were made to teach her to speak, she did not develop linguistic knowledge. She was finally able to communicate with certain vocabulary she managed to learn, but she was not able to use language in a normal way.

### **2.2.3. The developmental perspective**

Alternative accounts then evolved. The main alternative was that language acquisition is related to the child's intellectual development. The child will produce structures if he/she has already established a cognitive foundation. For example, before children acquire the structures of comparison they need to have developed the conceptual

## 2.THEORETICAL FOUNDATIONS ON LANGUAGE LEARNING

ability to make judgement of size first. But there are other factors to bear in mind, children learn from experiences. The most influential account model of cognitive development is the one proposed by the psychologist Jean Piaget (1896-1980).

According to him, the cognitive development was a progressive reorganisation of the different mental processes as a result of the child's biological maturation and his/her experience in his/her environment. Piaget distinguished different stages called thinking stages or development stages:

### - Sensorimotor Stage (0 – 2 years)

At this stage the child can differentiate from self and objects. The child is only aware of what is immediately in front of him/her, as children can only focus on what they see or do.

### - Pre-operational Stage (2 – 7 years)

In this stage children can classify objects as a single feature and are able to think about things symbolically, as they begin to use specific logic. Children show signs of intellectual coherence through their use of motor skills. In this stage children start to master other skills, such as skills and movements, the achievement of balance, coordination, which are subordinate to higher-order thinking skills. This is a clear example of the close relationship between cognitive, motor, emotional and social aspects of evolutionary development. What happens in one area will have a direct influence on the development of others.

### - Concrete operational Stage (7 – 11 years)

The child is able to think logically about objects and events. They can also classify and order, as the concrete logical thinking is consolidated. The capacity for numerical comprehension, reorganisation of the perceptual field and the capacity for symbolisation are highlighted. During this stage, progress in language development can be seen, which is an essential tool for intellectual and social development.

### - Formal operational Stage (11 years +)

This will be the last stage, and it is when the child begins critical thinking. Peer group relations become important and concrete operational thinking appears, which means that the child becomes concerned with the hypothetical, the future, and ideological problems,

developing analysis and synthesis capabilities.

### **2.2.4. The social interactionist perspective**

Another influential psychologist was the soviet psychologist Lev Vygotsky. Vygotsky's sociocultural theory proposes that social interaction plays a fundamental role in the development of cognition, and therefore, language. This received the name of Social Development Theory. He stated that children can be influenced by their environment as well as the language input children receive from their care-takers. He proposes in this sociocultural theory that social interaction plays a fundamental role in the development of cognition as he thought "learning occurs through participation in social or culturally embedded experiences." (Raymond, 2000, p.176). The child learns thanks to the influences of social interactions that take place in meaningful contexts, not in isolation.

He concluded that language develops primarily from social interaction, and children are able to advance to a higher level of knowledge and performance. He pointed out that there might be tasks that children are unable to complete alone but are able to complete with the assistance of an adult or more capable peers, that is what he called the zone of proximal development (ZPD). According to Raymond, 2000, p.176, "The zone of proximal development is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance". He saw language as a social product.

Vygotsky defined scaffolding instruction as the "role of teachers and others, in supporting the learner's development and providing support structures to get to that next stage or level" (Raymond, 2000, p. 176). The scaffolds are considered to be temporary. We can state that scaffolding as a teaching strategy originates from Lev Vygotsky's sociocultural theory and his concept of the zo

ne of proximal development (ZPD). The scaffolding provided by the more knowledgeable other is reduced as the learner progresses in the tasks.

Similarly, Walsh (2006) states that "the term scaffolding describes the ways in which teachers provide learners with linguistic "props" to help self-expression. Scaffolding provides learners with cognitive support through dialogue as they engage in tasks that may lie outside their capabilities" (p.120). Following Walsh (2011), another important concept

to highlight is Classroom Interactional Competence. It is defined as “teachers’ and learners’ ability to use interaction as a tool for mediating and assisting learning” (p.158). Thus, teachers are important factors that facilitate learning opportunities through their talk which may affect students’ interactional competence. Teachers may provide opportunities to help learners express themselves and understand better as the final aim is that there are greater opportunities for learning.

### **2.2.5. The problem solving theory**

Bruner (1983) sees that both the context and cognition influence language development. He stated that a child learns to use language to be able to communicate and in that way, be able to solve problems. The adults with whom the child interacts are really important. That means, that in order to acquire a language, two components are needed. One of them is quite similar to Chomsky’s LAD, and the other one is what he called LASS (Language Acquisition Support System), which means that the environment will favour language learning. Within this system, adults play an important role, due to the way they talk to the child. The adult with whom the child interacts, provides the child with a structure or scheme. Bruner called that structure or scheme scaffolding.

### **2.2.6. Halliday’s functional grammar**

The British linguist Michael Halliday sees language in a more functional way than Chomsky. Halliday draws attention to the importance of the world and our relationship with it, in the formation of the linguistic system. According to him, the problem with previous linguists was that they did not incorporate meaning into their view of language, and language needs meaning. Partly in recognition of this, pragmatics has developed in recent years. In many respects, Halliday's approach is more influenced by Saussure than by Chomsky. Like Saussure, he sees language as a social and cultural phenomenon, whereas Chomsky sees it as a biological one. For Halliday, children are motivated to develop language because it serves certain purposes or functions for them. The first four functions help the child to satisfy physical, emotional and social needs. Halliday calls them instrumental, regulatory, interactional, and personal functions:

- Instrumental: This is when the child uses language to express their needs.
- Regulatory: This is where language is used to tell others what to do.
- Interactional: When language is used to make contact with others and form relationships.
- Personal: This is the use of language to express feelings, opinions, and individual identity.

The next three functions are heuristic, imaginative, and representational, which help the child to come to terms with his or her environment:

- Heuristic: This means when language is used to gain knowledge about the environment.
- Imaginative: This is the use of language to tell stories and jokes, and to create an imaginary environment.
- Representational: Here language is used to convey facts and information.

### **2.2.7. Conclusion**

As a conclusion for this section, we can state that we have seen different perspectives on first language acquisition, going from the ones that state that language acquisition is a type of behaviour, to those that state that it is something innate, developmental or even that acquisition depends on other factors, such as social interaction. Once we have analysed the theoretical foundations on first language acquisition we deal with the stages in first language acquisition.

## **2.3. STAGES IN FIRST LANGUAGE ACQUISITION**

Before dealing with second language acquisition and learners' errors, it is worthwhile mentioning the stages in which children acquire their mother tongue and errors in first language acquisition. We may have noticed in children around us how their caretakers normally focus on what the child is trying to say rather than on the form. They

focus on the meaning. We can look at the example given in Allwright and Bailey (1991): when the child says “daddy coat”, depending on the context, the father would say “yes, it is my coat”, or “Daddy will get your coat”. The caretaker gives the full correct model and the child gradually acquires the language.

Linguists usually divide the child’s acquisition of a language into prelinguistic and linguistic stages. Although there continues to be disagreement as to what should be included in each of these periods, most of them agree that the earliest cries and whimpers of a new born baby cannot be considered early language as such noises are completely stimulus-controlled. They see that these noises are the child’s involuntary responses to hunger, discomfort, the feeling of well-being, etc..

As these authors point out, children first language acquisition usually has these stages:

- The first one, pre-babbling and babbling stage, when the baby is around sixth months old, he/she begins to babble. The sounds produced in this period seem to include the sounds of human languages. In this stage the children learn segmental and suprasegmental features of language
- The second one, the holographic stage, which is the stage in which children begin to use the same string of sounds repeatedly to “mean” the same thing. They are usually around one year old. In this stage, the child uses only one word to express concepts which will later be expressed by complex phrases and sentences, that means that the utterances are made up of only one word at a time.
- The third stage is the two-word stage. When children are around two years old, they begin to produce two-word utterances. During this stage there are no syntactic or morphological markers (no inflections for number, tense, or person). These two words can express a number of different grammatical relations, which will later be expressed through other syntactic devices.
- And the last one, telegraphic speech, when a child starts using more than two words together. Children normally use content words, and function words are missing. That is the reason why they often sound as if they were reading telegrams.



We can see how children, when learning the first language, overgeneralise the rules, as they apply grammatical rules where they are not needed. We can find examples in English for instance, when a child may say *goed* “instead” of *went* or in Spanish “*rompido*” instead of *roto*”. Those are expressions they have never heard before but they overgeneralized the rule. This phenomenon also happens when learning a second language. Allwright and Bailey (1991) also mention “performance errors”. They describe a “performance error” as a kind of mistake that adults make in their mother tongue, and usually there is no communication breakdown and no correction.

### **2.4. THEORETICAL FOUNDATIONS ON SECOND LANGUAGE ACQUISITION**

#### **2.4.1. Introduction**

This chapter will provide an overview on Second Language Acquisition theories. We will see that they are closely related to the theories about how the first language is acquired, as comparisons are frequently made with the way children learn their mother tongue. As we compare children acquisition of their mother tongue with the learning and acquisition of a second or foreign language, it becomes evident that the processes and theories involved seem to be, at least to a certain extent, parallel. Other aspects, on the other hand, keep less similarity, as it is the case with the stages that children may go through. First, we try to define the term Second Language Acquisition.

Second Language Acquisition (SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language. The additional language is called a second language (L2), even though it may actually be the third, fourth, or tenth to be acquired. (Saville-Troike, 2006, p.2)

Similarly, Clavel-Arroitia (2012) stated that the term second language acquisition refers to any language which is not the speaker’s native language, it may include the study of third and fourth languages. Then, we differentiate second and foreign language. A second language is a language which is spoken in the community, although it is not the

## 2.THEORETICAL FOUNDATIONS ON LANGUAGE LEARNING

first language, whereas the foreign language is not widely used in the community. As different authors stated:

A second language is typically an official or societally dominant language needed for education, employment, and other basic purposes. A foreign language is one not widely used in the learners' immediate social context which might be used for future travel or other cross-cultural communication situations, or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application. (Saville-Troike, 2006, p.4)

Similarly, Muñoz (2002) states that:

Second / foreign language: There is a difference between these two terms to highlight that in the first case, it is a language spoken in the community in which one lives, although it is not the mother tongue of the learner, while in the second case, the language has no presence in the community in which the learner lives. (2002, pp.112-113).

In our case, Catalan is the L1 (mother tongue) of our students. Spanish is their L2 since they live in a Valencian town where society also uses this language. Therefore, they learn English as a FL because it is only studied at school.

Now, we see the theories for second language acquisition. These theories are presented in a sequence that roughly corresponds to their historical development, although it should not be assumed that each one was totally abandoned in favour of its successor. They are shown in the following table .

Frameworks for study of SLA			
Timeline	Linguistic	Psychological	Social
1950s and before	Structuralism	Behaviorism	Sociocultural Theory
1960s	Transformational-Generative Grammar	Neurolinguistics Information Processing	Ethnography of Communication Variation Theory
1970s	Functionalism	Humanistic models	Acculturation Theory Accommodation Theory
1980s	Principles and Parameters Model	Connectionism	Social Psychology
1990s	Minimalist Program	Processability	

Table 1. Frameworks for study SLA. Adapted from Saville-Troike, 2006, p.24 .

#### 2.4.2. Structuralism

We can see two main approaches to language study. One of them is European, initiated by Saussure, that came from the methodology of comparative philology of the 19th century, and the other one American, which was conceived by American anthropologists, as for example Bloomfield.

The Swiss scholar Ferdinand de Saussure is labelled as “the father of modern linguistics”. His students collected his lecture notes after his death and published them under the title *Course in General Linguistics* (1915), which exerted a great influence on linguistics. Saussure's crucial contribution was his statement that all language items are

## 2.THEORETICAL FOUNDATIONS ON LANGUAGE LEARNING

essentially interlinked. This was an aspect of language that had not been examined before. Saussure suggested that a language was like a game of chess, a system in which each item is defined by its relationship to all others. He also regarded words as signs. Signs have no natural relationship to the things they represent. For example, The word “dog” has no intrinsic connection with the animal it symbolizes. Therefore, the relationship is essentially arbitrary. British structuralism and the behaviourist learning theory influenced approaches such as the Oral Approach or Situational Language Teaching , that we will see in chapter 2.5 from the 1930s to the 1960s.

In America, the study of linguistics began because anthropologists were eager to record the culture of the fast-dying American Indian languages. But the work of those scholars, for the most part, lacked cohesion. There were no firm guidelines for linguists to follow until the publication of Leonard Bloomfield's work entitled “Language”, in 1933. Bloomfield's approach was rigorously descriptive: he outlined a methodology for the description of any language. Bloomfield's approach came to be called “structuralist”, because it used various techniques to identify and classify features of sentence structure. For Bloomfield, the task of a linguist was to collect data from native speakers and then analyze it by studying the phonological and syntactic patterns. He argued that items in a language are put in order in terms of their constituency. Any sentence can be analyzed into further constituents, down to those at “ground level”, which are the smallest constituents. A sentence from any language is conceived as belonging to a hierarchy of interlocking constituents.

The most widespread method based on structure-based principles was the Audiolingual Method, as we will see in chapter 5. The emergence of this method resulted from the increased attention given to foreign language teaching in the U.S.A. towards the end of the 1950s. It is based on the earlier experience of the army programmes and other structural approaches, adding insights taken from behaviourist psychology. The attack on audiolingual beliefs resulted from changes in American linguistic theory in the 1960s. The changes became a revolution in linguistics and applied linguistics, that is, the teaching of a language. The turning point in 20th century linguistics came with Noam Chomsky.

### **2.4.3. Behaviourism**

As stated before in section 2.2.1. Behaviourism had a great influence on language learning and teaching in the 1950s and 60s. According to Behaviourism, L2 learning, as it was in the case of L1, is seen as a process of imitation and reinforcement: learners copy/imitate what they hear and, through practice, they establish a set of acceptable habits in the new language according to the reinforcement received. What they copy is reinforced by positive or negative feedback. If the feedback they receive is positive, they will repeat it again, if it is negative, they will try to avoid that output. According to this view, L2 learning is similar to L1 learning. But imitation alone does not provide the learning of all the language we are able to produce, as learners are able to create new utterances that they have never heard before.

### **2.4.4. Nativist view**

Chomsky claimed that grammar is more than a description of utterances. It should also be able to account for sentences that learners have never heard before. What struck him about language was its creativity, that is, the capacity to generate completely novel sentences, endlessly. He developed the concept of a generative grammar, which was a radical departure from the Structuralism and the Behaviourism of previous decades. Terms such as “surface” and “deep” structure, “competence” and “performance” (similar to Saussure's “langue” and “parole”), “generative grammar” and “universal grammar” are concepts coined by him. Nativist theories stated that children are born with a device that allows them to learn languages: the Language Acquisition Device (LAD). That is so because children have innate general knowledge of principles of what all languages have in common, what was called Universal Grammar, used not only for their L1 but also for their L2 acquisition. Chomsky's contribution to SLA has been enormous, as he sees that learners have cognitive abilities that allow them to learn languages. Also, he sees errors as something normal in the process of learning, as they can provide positive evidence about the nature of the learning process because their hypotheses about the target language were wrong or incomplete.

### **2.4.5. Cognitive Models**

This approach maintains that language is not a form of behaviour. L2 learning is a

process which involves active mental processes. Learners use their cognitive abilities in a creative way to work out hypotheses about the structure of the L2. They construct rules, try them out, and modify them if they find they are inadequate.

Different theories are to be considered as Ausubel's (1968) Meaningful Learning Theory, and McLaughlin's (1990) Information Processing Model.

### **2.4.5.1. Meaningful learning**

Ausubel saw that if new learning material is associated significantly and not arbitrarily with what the learners already know, it can be assimilated and become integrated in their past cognitive structure. Therefore, significant learning takes place, that is, it is capable of changing that past structure and at the same time be long lasting and solid. This entails that the learners will build up their own linguistic competence by using learning strategies and by making hypotheses about the way in which language works starting from the linguistic input.

### **2.4.5.2. Information Processing Models**

Information Processing (I.P.) claims that learning a language is like learning other skills or other type of knowledge, as learning Mathematics or learning to drive a car. Processing mechanisms are connected to categories of attention to formal properties of language. "Controlled processes are "capacity limited and temporary", and automatic processes are "relatively permanent"" (McLaughlin, Rossman and McLeod (1983, p.142) as cited in Brown, 2002). Automatic processes mean processing in a more accomplished skill which means that the brain is able to deal with numerous bits of information simultaneously:

the automatizing of this multiplicity of data is accomplished by a process of restructuring in which the components of a task are co-ordinated, integrated, or reorganised into new units, thereby allowing the old components to be replaced by a more efficient procedure. (McLaughlin 1990b, p.188, as cited in Brown, 2002)

### 2.4.6. Other views

The model presented by Tomas Givón, also known as Talmy Givón, was first applied to the study of language change, but later it included all the possible situations of language variations for different contexts. As stated in Clavel-Arroitia (2012, p.66) “Givón’s main objective is a unified theory of all types of language change which includes language acquisition”. Givón states that speakers need to go through a process of syntacticisation from a pragmatic mode to a syntactic mode, as it can be seen in the following table:

Pragmatic mode features →	Syntactic mode features
a) topic-comment utterances	Subjects-predicate utterances
b) relationships among propositions shown by simple juxtaposition or by linking with conjunctions	relationships among prepositions shown by grammatical devices, e.g. use adverbial clauses
c) low speech	rapid speech
d) single intonation contours govern short utterances	single intonation contours govern long utterances
e) higher ratio of verbs to nouns, more use of simple verbs	lower ratio of verbs to nouns, more use of complex verbs
f) grammatical morphology absent	grammatical morphology present

Figure 1. Adapted from Givón’s Notation of Syntacticization (cited in Larsen-Freeman & Long, 1991, p. 268)

Another important study to be taken into account here is the ZISA group’s Mutidimensional Model. ZISA stands for The Zweitsprachenwerb Italienischer und Spanischer Arbeiter (ZISA). It was a project developed by Jurgen Meisel at the University

## 2.THEORETICAL FOUNDATIONS ON LANGUAGE LEARNING

of Hamburg in the 1970s. It was a study of adults (German and Spanish people working and living in Germany) learning German as a second language. The main objective was the study of word order rules in German as a Second Language.

The results indicated that after a period in which the learners produced isolated words, they seemed to adhere to a fixed five-stage developmental sequence:

The way in which these learners developed their interlanguage following this sequence seemed to imply that they accumulated rules and that the sequence was implicational in the sense that each one of the rules had to be acquired before they could move to the next one. (Clavel-Arroitia, 2012, p. 68)

The sequence was as follows:

1. SVO (Canonical order). Ex.: Kinder spielen mit dem Ball (= Children play with ball)
2. ADV (Adverb preposing). Ex.: Da Kinder spielen (= There children play)
3. SEP (Verb separation). Ex.: Alle Kinder muß die Pause machen (= All children must the break have)
4. INV (Inversion). Ex.: Dann hat sie wieder die Knocht gebringt (= Then has she again the bone brought)
5. V-END (Verb-end). Ex.: Er sagte das er nach Hause kommt (= He said that he to home comes)

Figure 2. Sequence of acquisition of German word order rules based on Pienemann, Johnston and Brindley, 1988; Pienemann, 1987, cited in Clavel 2012, p. 68.

The above five structures show that there are five stages in which interlanguage develops, being able to extrapolate this analysis to other contexts and languages, fact that would have a meaningful effect in the teaching practice, because it proves that, no matter how teachers teach structures, if these structures are not acquired in the right order, they will not be able to reach the next step. The teaching implication would be that teachers should never teach students something which goes beyond their current processing level.



In the Pidginization Hypothesis and Acculturation Model, what John Schumann states is that in order to acquire a language, a process of acculturation is needed. That means that the degree of success in the language will be closely related to the degree in which that person is adapted into the new culture. That acculturation depends on social and psychological factors, which will determine the level of social distance and psychological distance. Social distance is the extent to which individual learners can identify themselves with members of the target language, whereas psychological distance concerns to which extent learners are at ease with the target language. He observed six learners in a study, and he noticed how one of them, Alberto, from Costa Rica, who was living in Cambridge, Massachusetts, was not successful in the learning of the language. He identified social and psychological distance from the target language and culture the main factors defining his little progress, as he did not identify himself with the members of the target language and he did not feel comfortable with the language.

Jim Cummins had a great influence on the movement towards integrated second language instruction. He thinks that when a child learns a language, he or she also acquires certain skills and implicit metalinguistic knowledge that he or she will be able to use when learning a second language. This is called common underlying proficiency (CUP), which provides the bases for both L1 and L2 acquisition. This theory seems to explain why it is easier to learn additional languages.

He had a great influence on the movement to integrate second language instruction in schools. He suggested that there are important differences between these two terms he coined: basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP), although these two terms aroused controversy in the literature. In 1983 he contrasted the above-mentioned kinds of proficiency with the criteria of cognitive demand and context embeddedness.

BICS is generally easy to perform because they are context embedded, that means that the participants in the conversation can use different clues apart from language, as for example, stress, non-verbal communication, etc...There are frequent opportunities to negotiate meaning. CALP is more difficult and more mentally challenging as higher cognitive demand is needed.

## **2.5. HISTORY OF THE EVOLUTION OF FOREIGN LANGUAGE TEACHING: FROM THE GRAMMAR TRANSLATION METHOD TO CURRENT APPROACHES.**

Many different methods and approaches have been devised in the search for the best way of teaching a foreign language. In fact, one of the main characteristics of contemporary Foreign Language Teaching (FLT) is the proliferation of teaching methods. In this chapter we study widely known approaches and methods, and their influence on the history of Foreign Language Teaching. It is worthwhile discussing the different definitions of approach, method, procedure and technique. To be able to do so, we look at different definitions by different authors.

According to Richards and Rogers (1986) an approach refers to “theories about the nature of language and language learning that serve as the source of practices and principles in language learning”. (p.16) Similarly, Harmer (1991) states that an approach describes how language is used, offering a model of language competence. It describes how the knowledge of the language is acquired and the conditions that will promote successful language learning. Clavel-Arroitia (2012) adds, “An approach may include several methods as is the case of the Communicative Approach” (p.81). We can state, therefore, that when we use the word approach, we mean that certain theoretical principles are being applied, e.g. the Communicative Approach.

A method, according to Harmer (1991), is the practical application of an approach. A method can suggest type of activities, the roles of the teachers and the learners, the kind of material to be used, etc.. Methods include procedures and techniques. Clavel-Arroitia (2012) explains, “ a method can be described as a fixed sequence of techniques. To be methods they must be rigidly prescriptive” (p.81). Therefore we can state that a method is a set of procedures and techniques used in a systematic way, for example, the Audiolingual Method.

Technique is the narrowest term, meaning one single procedure such as drills, information-gap activities, role-play, projects, dictations, etc.. For example, “ a common technique when using video material is called “silent viewing”. (Harmer, 1991, p.80). Finally, a procedure is the ordered sequence of techniques. According to Harmer, (1991) a procedure is the sequence that states what to do first, what to do afterwards, etc..

As we will see, there is a wide variety of methods, approaches and techniques, and it is advisable for the Foreign Language teacher to be aware of all them, that way they will be able to find more efficient and effective ways of teaching, enriching their teaching practice. That means often adopting an eclectic approach. According to different authors (Brown, 2002), most teachers define their methods as eclectic. That implies selecting different aspects of different methods, approaches or techniques, to not only meet particular language points, but also to meet students' needs, interests, etc..

### **2.5.1. Classic Methods**

The Grammar Translation Method and the Direct Method have been grouped together, as language teaching methodology was not informed or studied until the late twentieth century (Clavel-Arroitia, 2012).

#### **2.5.1.1. The Traditional Approach: The Grammar Translation Method**

By the 19th century, this approach was the standard way to learn a foreign language. In fact, it dominated foreign language teaching from the 1840's to the 1940's, and it still continues to be used, in a modified form, in some parts of the world. The goal of this method was to learn a foreign language in order to read its literature and translate it, that is the reason why the main skills were the written skills, reading and writing, and little attention was paid to oral skills. The distinctive feature of this method, as the name describes, is translation, as learners had to translate, as the main activity, from their mother tongue to the foreign language and vice-versa. To be able to do so, grammatical aspects were taught deductively, studying the grammar rules, vocabulary lists were studied and memorised, and the mother tongue was used for explanation. Although this method has very few advocates today, we can point out some advantages. It can be useful in particular situations, such as understanding literary texts or understanding grammar rules. It is an easy method to apply, as the teacher just needs a textbook with grammar rules, vocabulary lists, sentences or texts to translate and dictionaries. Dealing with errors, students' errors were punished.

However, this approach does not meet the language needs of today's learners. It has many serious disadvantages. The first one is that there is no learning theory behind this method; no literature that offers a linguistic or psychological rationale for it, and the

second one is that the method relies on students' memories, as they must memorise grammatical rules and vocabulary. Nowadays, translation is seen as an activity that might be useful sometimes, but not as a method to learn a language. Translation led students to know a lot about a language, but not know how to use it. Learners could be quite accurate but lack fluency, as they need time to translate from one language to the other.

### **2.5.1.2. The Direct Method**

Towards the mid-19th century, the Grammar-Translation Method started to be questioned in several European countries as a demand for oral proficiency in foreign languages had started and also because of the Reformist ideas about language teaching. F. Gouin was one of the best-known reformers. He developed an approach based on how children use language. He claimed that new items had to be presented in a context that made their meaning clear. The main objective of the Direct Method was oral communication. Therefore oral skills, (listening and speaking), were taught gradually and systematically at the beginning, using everyday language, through demonstrations, conversation and pictures. The target language was the one used, and not the mother tongue, and translation was to be avoided. Attention was paid to correct pronunciation.

The Direct Method was quite successful in private language schools, as for example the Berlitz schools. The advantages of this method are that learners are encouraged to use the foreign language from the very beginning, since translation and the use of mother tongue is avoided. Learning of vocabulary is done with the association of the form and the meaning, which leads to meaningful learning.

Although the Direct Method continues to attract enthusiasm, one of the main constraints is that it had specific steps which had to be followed in a specific order, which frequently led to boredom; the method lacked creativity. Moreover, according to Richards and Rodger (1986) it overemphasized the similarities between first language acquisition and foreign language learning without bearing in mind that the classroom is an artificial environment where it is difficult to generate natural learning situations:

...it overemphasized and distorted the similarities between naturalistic first language learning and classroom foreign language learning and failed to consider the practical realities of the classroom. In addition, it lacked a rigorous basis in

applied linguistic theory (p. 10).

### **2.5.2. Modern Approaches and Methods**

Modern approaches and methods to teach a Foreign Language started to appear in the 20th century influenced by psychological and linguistic research. These new methods were tested empirically, and were not uninformed by the breakthroughs in the social sciences or the brainchild of one individual (Clavel-Arroitia, 2012).

#### **2.5.2.1. The Oral Approach**

This approach, also known as Situational Method, began to emerge in the 20's and 30's, attempting to give a more developed foundation to Foreign Language Teaching. Structuralism was the theory of language underlying this approach. The main objective of this approach is to teach the basic skills of language. To do so, oral skills are taught first and reading and writing skills are achieved later on. The target language was the one used. Structures are learnt in situations. Learners deduce the meaning from the situation, as materials such as pictures, realia, or gestures were used. Accuracy is sought, and errors were to be avoided. In this method errors were to be avoided at all costs.

There are some advantages to this approach, as the fact that language teaching begins with the spoken language or that language is presented in a situation. Although by the 1950's it was the accepted British approach to teach English, in the mid-'60s, this approach began to be questioned, because the learner was often unable to use the language for real communication outside the classroom.

#### **2.5.2.2. The Audiolingual Method**

The Audiolingual Method shares many similarities with the Oral Approach, as both have similar views rooted in structuralist ideas. The Audiolingual Method emerged as a result of an increased attention to Foreign Language Teaching in the USA. One of the reasons for this increased attention was the need for the USA army to have teaching programmes for their personnel. The USA were entering into World War II and therefore needed their people to be fluent in other languages such as French, German, etc.. and new methods were needed to reach that aim. The main objective in the early stages was oral proficiency as well as being accurate with regards to pronunciation. Therefore, accuracy

comes before fluency.

There was a set order in which language skills were taught, first oral skills and then written skills, in the following order: listening, speaking, reading and writing. That means that learners were taught to read and write once they had learnt the language orally. It is a method that derived from Behaviourism, which is why language structures are learnt through imitation, repetition and memorisation with positive reinforcement (reward) and negative reinforcement (punishment), using dialogues and drills with tape recorders and audio-visual material. Translation and grammatical explicit explanation were avoided, and the use of the mother tongue was not allowed. The procedure in this method was the PPP or 3P's Approach, these three Ps mean Presentation, Practice and Production, referring to three different steps or stages that the teacher should follow. (Harmer, 1991, p.80) . In the presentation stage the teacher presents the language introducing a situation in which students will be able to see the language in a context. Afterwards, the students practice the language using choral repetitions, individual repetitions. Finally the students produce the language making sentences of their own. This method considered that language was a habit and errors should be prevented.

The advantages of this method were that learners became fluent in conversations, the steps to follow were quite easy, practising first oral skills and then written skills, with repetitions. The main disadvantage was that it was quite a boring method for the students because of the repetitive mechanism of drilling activities, making the students repeat structures even without understanding what they were saying.

### **2.5.3. Current Approaches**

#### **2.5.3.1. The Communicative Approach**

It emerged as a reaction to the Audiolingual Method in relation to changes in Linguistics. Chomsky's ideas were very influential in this field, as he claimed that language was not a habit structure as Behaviourism described it. The Communicative Approach is also called Communicative Language Teaching and Functional Approach. The main goal is for the learner to develop communicative competence. Language learning is learning to communicate in that language, that is the reason why the target language is used and the mother tongue is to be avoided, although it can be used. Translations and

grammar explanations may be used if the learners benefit from it. Teaching items are introduced in a meaningful context. Errors are seen as a natural part of the learning process. A great shift is made with the use of functions of language, and not forms or structures. Fluent communication is what matters, and errors are seen as normal in the teaching-learning process. The use of a wide variety of materials and activities is essential.

British applied linguists emphasised another fundamental dimension of language: its functional and communicative potential. They saw language learning as the learning of communicative proficiency rather than the mastery of structures. Scholars who advocated this view of language drew on the work of British functional linguists (e.g. Halliday), American sociolinguists (e.g. Hymes and Labov), as well as on texts on philosophy (e.g. Austin and Searl). The work of these scholars had a significant impact on the development of a Communicative Approach to language teaching.

In the 80's the Council of Europe incorporated this communicative view into a set of specifications for a first-level communicative language syllabus called "Threshold Level English". These specifications have had a strong influence on the design of communicative or functional language programmes and textbooks in Europe. The current educational law in Spain has also incorporated the communicative principles into its syllabus design.

Later on, in 2011 The Council of Europe published the Common European Framework of Reference for Languages: Learning, Teaching and Assessment report incorporating the idea of the importance of becoming communicatively competent, as we will see in point 4.1.

Brown (2000) presents the main characteristics of this method:

1. Classroom goals are focused on all the components of communication competence and not restricted to grammatical or linguistic competence.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organisational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.
3. Fluency and accuracy are seen as complementary principles underlying

communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts (p. 266).

The main advantages of this approach are that the role of the learner changes, as it bears in mind students' needs, attitudes, feelings, interests, etc.. The role of the teacher is to help learners in any way that motivates them to work with the language. It is also important the fact that language is based on functions rather than grammar rules or memorised structures. Nevertheless, there are some possible disadvantages that can be identified, some say it is not suitable for all levels, or ages. Others argue that students must learn the grammar of the language with activities such as drills.

### **2.5.3.2. Humanistic Approaches**

The Humanistic Approaches focus on the learners' emotional factors. What counts is the student as a whole person. The development of their personality and the encouragement of positive feelings are seen as being very important in the language-learning process. The creation of a positive mood in the learner will facilitate learning. In this section we take a look at some of the methods that are traditionally included in these approaches.

#### **2.5.3.2.1. Total Physical Response (TPR)**

James Asher, professor of psychology at San Jose State University, developed a method in which physical movements are used to learn a language. In fact, the name derives from the physical response or actions that learners have to make when learning. Richards and Rodgers (1986) point out that "TPR is a language teaching theory built around the coordination of speech and action; it attempts to teach language through physical activity." (p.87). Asher (1997) states that it can be so because "most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor" (p.4). He sees that children respond physically to adults' commands before they produce verbal responses. Therefore, second language learners should imitate this first language acquisition process. Comprehension abilities will precede productive skills. Speaking is delayed until oral



comprehension is established, it focuses on meaning, on comprehension and learners perform that comprehension with actions rather than practicing oral production, this reduces learners' stress. Total Physical Response considers that teachers should refrain from too much correction in the early stages. Moreover, it is important not to interrupt to correct errors as this will inhibit learners.

The main advantages of this method are the role that comprehension plays when learning and the reduction of stress in the learner, an idea that can be related to Krashen's Affective Filter Hypothesis. However, to be able to judge the effectiveness of this method we must use it in association with other methods and techniques.

### **2.5.3.2.2. The Natural Approach**

In the 1970s, the American linguist Stephen Krashen proposed an influential view on second language learning. The term "natural" emphasizes that the principles underlying the method conform to the principles of how children learn their first language. The Natural Approach also grew out of Tracy Terrell's experiences whilst teaching Spanish in California. Krashen and Terrell created a theoretical rationale for the Natural Approach. Their book *The Natural Approach* was published in 1983.

Communication is the primary function of language. Krashen and Terrell see the Natural Approach as an example of a communicative approach. They state, "all human beings can acquire additional languages, but they must have the desire or the need to acquire the language and the opportunity to use the language they study for real communicative purposes". (Krashen and Terrell, 1998, p.17). The Natural Approach states that the correction of errors will help with the development of rules that students' have learnt, but on the other hand not correcting errors is also seen as a technique to low the affective filter in class. The Natural Approach considers errors as signs of naturalistic developmental processes.

Language is seen as a vehicle for communicating meaningful messages. They stated "According to research in second language acquisition, it is thought that acquisition can take place only when people understand messages in the target language". (Kashen and Terrell, 1983, p.19).

## 2.THEORETICAL FOUNDATIONS ON LANGUAGE LEARNING

### 1. Acquisition/learning hypothesis:

It deals with the difference between acquiring a language and learning it. Acquiring the language is a natural and unconscious way to linguistic development. They state that acquiring a language is “picking up” (Krashen and Terrell, 1983, p.18). By contrast, learning refers to conscious learning of rules about the language, it implies “knowing the rules”, having a conscious knowledge about grammar” (Krashen and Terrell, 1983, p.18). They state that learning does not lead to acquisition.

### 2. The monitor hypothesis:

This is a device that learners use to edit their language performance. Learners may use learnt knowledge to correct themselves when they communicate. In the words of the authors:

The hypothesis says that when we produce utterances in a second language, the utterance is “initiated” by the acquired system, and our conscious learning only comes into play later. We can thus use the Monitor to make changes in our utterances only after the utterance has been generated by the acquired system. (Krashen and Terrell, 1983, p.30)

### 3. The input hypothesis:

It states that acquisition takes place if there is comprehensible input, which would mean that learners have understood that input as it is a little beyond their level competence (i+1). Input is a term used to mean the language that students hear or read. This input should contain language that pupils already know as well as language they have not previously seen. This idea would be closely related to Vygotsky’s ZPD. It states that acquisition takes place as a result of learners having understood input that is a little beyond their level competence (comprehensible input).

### 4. The natural order hypothesis:

It claims that the acquisition of grammatical structures proceeds in a predictable order: “The Natural order hypothesis does not state that every acquirer will acquire grammatical structures in the exact same order. It states rather that, in general, certain

structures tend to be acquired early and to be acquired late” (Krashen and Terrell, 1983, p.28).

Research has shown that certain grammatical structures or morphemes are acquired before others in L1 acquisition in English, and a similar natural order is found in L2 acquisition. Errors are signs of the acquisition of the language and they resemble those made by children when learning their mother tongue.

### 5. The affective filter hypothesis:

Krashen sees the learner's emotional state as a filter that passes or blocks the input, which is necessary for acquisition. A low affective filter is desirable, since it will not block this input. A high affective filter will block the input needed for acquisition. The affective filter has to do with the learners' motivation, self-confidence and levels of anxiety.

Although Krashen's ideas were very influential, his hypothesis also received criticism. One problem is the amount of time needed to acquire a language as they suggest. Acquisition takes a long time and L2 learners have less time and fewer opportunities for language exposure than children acquiring their mother tongue, also, learners come to a point in which they need guided instruction and are not able to acquire the language just because they are exposed to comprehensible input.

### **2.5.3.2.3. The Silent Way**

In 1972 Caleb Gattegno published *Teaching Foreign Languages in Schools The Silent Way*. It was based on the principle that the teacher should be as silent as possible, and the learner should be encouraged to speak as much as possible. That way, learners will be able to discover and create. It promotes “learning to learn” as it focuses on the capacity for self-awareness.

Physical objects are used in the learning process. Cuisenaire rods and colour-coded pronunciation, or fidel, charts are used to guide the student in the learning process, while the teacher says as little as possible (the teacher silently points to symbols, and monitors the student's utterances). Silence, like avoidance of repetition, encourages alertness and concentration in the learner.

A positive outcome of this method is that students are not forced to speak and it promotes self-awareness. It means that the silent period needed when learning a language is respected, as students will participate when they feel ready to do it and at the same time students are more aware of what they are learning. But, on the other hand the disadvantage of this method is that it is difficult to follow in isolation, it may well need other techniques, methods, or approaches to be fully developed. Learners would not be able to learn a language only using this method, but in combination with other methods or approaches.

### **2.5.3.2.4. Community Language Learning**

The method was developed by Charles A. Curran and his associates. Curran was a professor of psychology and a specialist in counselling. He applied psychological counselling techniques to learning. The counsellor is the teacher and the clients are the learners. It attempts to give the students only the language they need. This is the procedure: a student whispers a message in the mother tongue; the teacher translates it into the target language; the student repeats the message in the foreign language into a cassette. Students compose further messages with the teacher's help, and then reflect upon their messages and their feelings. Feelings of security, belonging, independence and assertion are developed in stages.

Community Language Learning is the most sensitive method to learner communicative intent. However, the role of the teacher radically differs from the conventional one, as the teacher must be non-directive. There is a lack of syllabus, which makes objectives unclear, and the teacher needs to be trained in counselling techniques.

### **2.5.3.2.5. Suggestopedia**

This is a method developed by the Bulgarian psychiatrist-educator Georgi Lozanov. It is based on the non-conscious influences that human beings have when learning. Suggestopedia tries to optimize the learning by creating a relaxed and enjoyable classroom atmosphere. Factors, such as the decoration, furniture, the use of music, the teacher's voice are to be borne in mind. Suggestion is the base of Suggestopedia.

In the first session, all participants sit in a circle. They are presented with large amounts of foreign language. The text is translated. Then, it is read aloud against a background of classical music. In further sessions, new material is presented and discussed

within the group and used for communicative activities.

Suggestopedia was received with enthusiasm but it also received critical responses. Certain procedures in Suggestopedia are effective if they are combined with other successful techniques or approaches in language teaching.

### **2.5.3.3. The Learner Centered Approach**

Since the 1970s, the emphasis shifted from the central issue being teaching to the process of learning. From then on, learners have had an active role in their learning processes. The focus on the student has led to the development of learner training and self-directed programmes. The aim was to train students to be good learners. Learner autonomy is the goal of learner training. If students take charge of their own learning, they learn more. The teacher is a helper who assists with a choice of materials and advises what to do, but he/she does not teach directly. To be able to do it, teachers cannot simply teach and let students have a passive role, on the contrary, students need to be given an active role. The activities designed should focus on the students' needs, abilities, and interests.

Three main areas are involved in a learner-training programme:

- Personal assessment. Activities to make the students think about what type of learners they are (visual learner, linguistic learner, kinaesthetic learner, etc.).
- Learning strategies. Activities to train students to use resources to learn by themselves (using textbooks, dictionaries, finding the general meaning of a text, dealing with unfamiliar vocabulary, correcting their own errors, etc..).
- Language awareness. This aims at developing students' sensibility towards how language is used (asking the students to distinguish nouns from verbs, identifying tense markers, etc..).

The main advantage of this approach is that students take on more responsibility for their own learning. The main disadvantage is the difficulty in matching the individual nature of instruction and the collective nature of most classrooms, matching individual needs with group needs.

### 2.5.3.4. Task Based Learning (TBL)

In the 1970s, some methodologists started to concentrate on the learning tasks that the students performed. In fact, it comes from a radical part of the Communicative Approach. In 1979, N.S. Prabhu conducted a project in Bangalore (Southern India) using task-based learning with secondary school pupils. It was important because he put his ideas into practice. He suggested that if the emphasis was on meaning, language would be learnt incidentally. For him, learning takes place if the students are thinking of something else other than the structures themselves. Task Based Learning (TBL) is based on the belief that giving learners tasks to perform rather than items to learn provides the context which best promotes natural learning. In the PPP framework, students are expected to produce language only after they have practised the structures; in TBL, learners are expected to experiment with language from the very beginning.

A Task-Based learning framework consists of three phases, as shown in the figure below:

- The pre-task phase
- The task-cycle phase
- The language-focus phase.



Figure 3. The Willis TBL framework (Willis, 1996, p.52, as cited in Harmer, 1992, p.87).

The advantages of this method are that it promotes attention to meaning, develops communication strategies, and learners are trained in problem-solving activities, making them more aware of the learning process. The main disadvantage is that it is difficult to be

carried out with primary education students as they lack linguistic proficiency, and it may be difficult sometimes for the teachers to design genuine and meaningful tasks.

#### **2.5.4. The Post-method era and recent approaches**

The Post-Method era arises as an opposition to the Communicative Approach. The Communicative Approach contributed to foreign language teaching and learning, but it also received criticism as it was accused of being no different from its predecessors, because semantic and formal syllabuses should not be separated, but instead there should be an integration of functions, notions, situations, topics, phonology, structures, vocabulary and skills (Swain 1985a/1985b, as cited in Clavel-Arroitia 2012). Another important aspect is the need of bearing in mind the students' mother tongue in the methodology, an aspect that the Communicative Approach does not bear in mind.

Kumaravadivelu (2001, as cited in Clavel-Arroitia 2012) views this post-method pedagogy as a system containing three parameters. The first one is particularity, meaning that we should facilitate a context-sensitive pedagogy, which takes into account different particularities such as political, sociocultural and linguistic aspects. The second one is practicality: It means encouraging teachers to “theorize from their practice and practice what they theorize” (2001, p.545, as cited in Clavel-Arroitia, 2012, p.110). The third one is possibility, which means the need to go beyond the narrow view of education bearing in mind not only the linguistic functional elements, but also the socio-political consciousness that the participants bring with them to function as a catalyst for identity formation and social transformation. In this context, different approaches have emerged. Some of them were not initially addressed to Language teaching. In the following sections I offer a brief account of some of the most relevant ones in this context.

##### **2.5.4.1. Project Based Learning**

Project work derives from Task Based Learning. In Project Based Learning a good classroom atmosphere is created to engage the students, then a topic is selected, students work on that project, applying different skills, strategies, and even knowledge from different content areas, with a final investigation drawing conclusions, analysing data, carrying out authentic research. Then, the students present the project, which is evaluated. Independent learning is fostered as well as learning to learn, creativity and autonomy, and

the student takes an active role.

### **2.5.4.2. Computer- Assisted Language Learning (CALL)**

Computers have been used for teaching and learning languages since the 1960s. In fact, the first Computer-Assisted Language Learning (CALL) programme was created in the 50s. At the beginning, these programmes were used for manipulating words and sentences, playing games with students, testing them, and giving them feedback on their performance, but as Clavel-Arroitia (2012) points out, we can find.

more recent manifestations of CALL such as virtual learning environments and web-based distance learning. It can also be extended to the use of corpora and concordances, interactive whiteboards, Computer-mediated Communication (CMC), language learning in virtual worlds (like in Second Life) and Mobile assisted language learning (MALL) (pp.111-112).

CALL programmes have turned into an important element in the classroom. Students feel strongly motivated towards the computer world. The most important advantages are the possibility of creating and using self-access materials, as well as educational games to reinforce and to motivate students' learning. CALL programmes can deal with different student's paces and learning styles. Nowadays we can see the development of communication and information technologies and their importance in our daily life. As current educational legislation establishes, Information and Communication Technologies must be present in all the subjects of the curriculum. Therefore, children in Primary Education must be provided with basic strategies so that they are able to adapt themselves to what today's society is demanding.

### **2.5.4.3. Content and Language Integrated Learning (CLIL)**

Content and Language Integrated Learning (CLIL) was a term created in 1994 by David Marsh and Anne Maljers. CLIL is an approach to learning content through a second or a foreign language. CLIL refers to classroom situations in which subjects, such as Maths, History, Geography, or parts of a subject are taught in an additional language, that is the reason why it is said to be a “dual-focused approach”, as it has two different aims,



learning the content of that subject and learning the target language. That is to say, contents of different school subjects are taught through a non-native language, that way learners acquire knowledge and the contents of a subject at the same time they learn and use the target language, which is not their mother tongue. The European Union coined two acronyms for CLIL which are EMILE (for Enseignement d'une matière intégrée à une langue étrangère) and the Spanish version, AICLE (for Aprendizaje Integrado de Contenidos y Lengua).

CLIL has been identified as a very important method by the European Commission because it can provide effective opportunities for pupils to use their new language skills at the moment they are learning them, as students are using the language while learning curricular content without requiring more time. CLIL is fundamentally based on methodological principles established by research previously carried out on language immersion programmes. In fact, CLIL has existed as a pedagogical concept in European school systems for more than thirty years. The European Commission decided to promote the training of teachers to enhance the language competences in general, in order to promote the teaching of non-linguistic subjects in foreign languages. This new methodology had to be promoted, because in general, most teachers starting to teach content in the foreign language taught it as they would do in their mother tongue. This situation has changed recently, as teachers have been trained with CLIL specific methodology. This methodology consists of four different steps, using what it is called the 4Cs framework: cognition, community, content and communication(Coyle , Hood, & Marsh, 2010).

It is very important to bear this method in mind when analysing the results of the study due to the context in which the recordings took place, as it is an experimental programme in which the classes are conducted in English, learning content and language at the same time. In fact, due to the importance of this methodology in the context of the study, in section 3, more detailed information about it is offered.

#### **2.5.4.4. Cooperative Learning**

We can find different authors supporting cooperative learning. The first ones were Piaget (1980) and Vygotsky (1978), as they saw cooperation between children of great importance when learning. We can name other authors such as Johnson and Johnson

(1990) and Kagan (1994). We should state that cooperative learning was used to learn any subject, but recently it has been used to learn foreign languages, as it seeks students' interaction, participation, etc..

The importance of this methodology lies in the fact that students need to have an active role when learning, as they need to be involved in something they have to do or have a higher degree of involvement in their own learning process. Cooperative learning seeks the implication and participation of all the students, using real life knowledge, so that learning becomes transferrable and long lasting, as members of the group get to know the strategies used by their colleagues and are able to apply them to similar situations. That way collaboration, cooperation and socialisation are worked on at the same time as students use the language to communicate.

### **2.5.4.5. Multiple Intelligence Theory**

In 1983, Howard Gardner proposed the theory of Multiple Intelligences. Gardner argues that there is a wide variety of cognitive abilities, distinguishing seven different intelligences (linguistic, logical-mathematical, bodily-kinaesthetic, spatial, musical, interpersonal, intrapersonal and naturalistic) and therefore, students learn in different ways. He stated that for example, if a child learns to multiply very quickly, this does not mean that that child is more intelligent than another who finds learning multiplications more difficult.

As happens with other methods or approaches, Multiple Intelligence Theory was not developed to teach and learn a Foreign Language, but its principles have been applied in Foreign Language Teaching methodology as an aspect to bear in mind when designing activities, as there should be balance and variety of activities to cater for these different intelligences, as a way to deal with classroom diversity and mixed-ability classes.

### **2.5.4.6. Learning Communities**

We can say that nowadays, there are new educational projects and methodologies to improve education in general. Learning Communities is one of them. It is not a methodology purely designed to teach a foreign language, but the idea of improving schools by implementing learning communities is currently in vogue. A learning community is a group of people who share common academic goals and attitudes, and who

meet semi-regularly to collaborate on classwork. The main objective of this method is to reach educational equality for all the students. Among its main features, dialogic learning is highlighted, in other words, egalitarian dialogue among the whole community.

It is called a learning community because all the community participates in the teaching and learning process, including the teaching staff, the students, their families, different entities, volunteers, professionals from education and other social sectors.

What a student learns depends not only on what happens in the classroom, but also on what happens at home, in the streets, etc.. This leads to the need to transform the schools into Learning Communities. Working in Learning Communities allows collaboration and overcomes educational inequalities that potentially generate social differences.

### **2.5.5. Conclusion**

As we have seen, different methods and approaches have been implemented through history to teach a foreign language. The main goal has changed from the Grammar Translation Method in which translation was the main goal, to the Communicative Approach in which communicative competence is what matters. The skills worked on and the order in which they are worked on have changed, as have questions regarding the use or not, of the mother tongue, the use of translation, and the methodology, etc.. This is what has led to the post-method era and the need to adapt an eclectic approach. Much research has been conducted on the effectiveness of different methods of teaching a foreign language, but it is very difficult to scientifically prove which the best method is, as we have already seen, all methods have advantages and disadvantages. It is advisable for English teachers to be aware of the methods and approaches, as it is important to be aware of the theoretical principles that lie behind the main methods and approaches in Foreign Language Teaching. That way, teachers will be able to develop a critical attitude, which may help them find more efficient and effective ways of teaching the language. As Widdowson (1990) said, “The essential point is that there are no universal solutions” (p.25). He believes that nobody should expect that research will come up with magic recipes or remedies.

We can state that it is often necessary to adopt an eclectic approach, selecting

different aspects of different methods to meet particular language points, adapting to students' needs, circumstances, characteristics, etc.. Different authors claim that the majority of teachers consider eclecticism the solution to the lack of universal solutions when using a single method or approach. This is what Rodgers (2002, p.4) as cited in Clavel-Arroitia (2012,p.109) terms "method synergistics" or "disciplined eclecticism". That is the reason why the use of an eclectic approach to Foreign Language Teaching is justified.

### **2.6. SIMILARITIES AND DIFFERENCES BETWEEN FIRST AND SECOND LANGUAGE ACQUISITION**

Once we have established the different views on L1 and L2 learning, together with the overview of the most relevant teaching methods, we can sum up the similarities and differences between the two processes, taking all the theories into account:

The similarities are:

- Both L1 and L2 learning are cognitive processes. Children and L2 learners use their innate ability to learn a language. They can create novel utterances.
- Many errors in L1 and L2 learning are similar. They are a positive evidence of the process.
- Both children and L2 learners need to be exposed to comprehensible input. The receptive skill of listening is central to their learning.
- There is a natural order both in L1 and L2 acquisition, that is, a natural and universal sequence of acquisition. Some grammatical forms are acquired before others.
- In both L1 and L2 learning processes, repetition of the model takes place. Children imitate the parental model they hear; L2 learners also repeat the teacher's model (or whichever model they may listen to).

The differences are:

- L2 learners are different from children, since there is already a language present in their

minds that influences L2 learning. Therefore, L1 interference errors may appear in the process of learning.

- L2 is taught in an artificial situation - the classroom - which hardly resembles an L1 natural learning environment - the family, for instance. L2 learning lacks the diversity of contexts and situations that L1 learning has.
- L2 learners have less time and opportunities for language exposure and practice than a child acquiring his/her mother tongue.
- The motivation is different as well. L2 learners already know a language, and this might reduce their desire and need to learn another one beyond basic levels.
- There is an uncertain parallel between the way in which mothers talk to their children (motherese) and the way teachers talk to L2 learners (teacher talk). Certainly, foreign language teachers help learners by speaking slower and louder, repeating words, simplifying their grammar, and using stereotyped expressions. But it is unclear how universal or how systematic these input strategies are.
- The L2 learner has a set of formed cognitive skills and strategies that makes him/her conscious of the learning process. He/she can reflect on the language, memorize words, use the dictionary, etc..

### **2.7. POTENTIAL LINGUISTIC CHALLENGES FOR SPANISH LEARNERS OF ENGLISH**

When teaching the oral productive skill that is speaking and pronunciation, the teacher must be aware of the difficulties students may encounter, such as segmental and suprasegmental features. Learners will not find many difficulties if sounds in a target language are physically similar to their mother tongue.

Regarding the consonants, the English consonant system has 24 phonemes whereas the Spanish one has 20 and the Valencian one has 23. That means that not every phoneme has an identical correspondence in the other two languages, fact that creates some difficulties to students when learning English.

Due to the differences between Spanish/Valencian and English, we can highlight the following differences:

### **2.7.1. Phonological segmental features**

Segmental features might be sometimes difficult for learners when they find differences with their mother tongue. For example, a frequent mistake found in the Evaluation Report in Bilingual Education Project in Spain (Dobson, Pérez Murillo and Johnstone, 2010) was the difficulty to pronounce the graphemes “s” and “sh”. They also found out difficulties for Spanish speakers in certain combinations of consonants, as for example when pronouncing the graphemes “th” or “wh”.

Vowels:

- difficulty in distinguishing long and short vowels
- confusion of some sounds which do not exist in the L1
- the weak form shwa is replaced by its spelling
- many more vowel sounds in English

Consonants:

- /p/,/t/,/k/ are not aspirated in the initial position
- /t/ is dental in Spanish and in English it is alveolar
- Valencian, Spanish and English have plosives and identical phonemes, but Spanish and Valencian do not have /b/ /d/or /g/ in word-final position and /p/ /t/ /k/ are not aspirated before a stressed vowel as it occurs in English. /t/ and /d/ are dental in Spanish and alveolar in English
- Voiced and voiceless sounds are frequently confused, more often for Spanish speakers than for Valencian speakers.
- Most Valencian speakers recognise the phonemes /v/, /z/ /ʒ/ / dʒ /.
- The phoneme /h/ is also difficult as they do not aspirate the h.

- Nasal, laterals and approximants do not represent a very important problem because both Spanish and Valencian are very similar to English. The most problematic features would be the /r/ in rosa or carro that has more friction than the /r/ in rose.

### **2.7.2. Phonological suprasegmental features**

Difficulties in supragmental features can also be found in the Evaluation Report in Bilingual Education Project in Spain (Dobson et al. 2010). They state that “although intonation is usually acceptable and does not often seriously impede understanding, the stress can be misplaced, particularly on ‘technical words’, for example: ‘retina, transparent, miniscule’” (p.30).

Stress:

- Difficulties in pronouncing three or four syllable words with their stress on their first syllable. Eg. Vegetables.
- Spanish and Valencian are syllable-timed languages whereas English is a stress-timed language which makes rhythm and stress difficult for our learners.
- The English language lacks a classification of words depending on their stress, as Spanish or Valencian have aguda, llana/plana and esdrújula/esdrúixola. English, does not have graphic stress, and it is difficult for our students to accommodate the English stress pattern into their L1.

Rhythm:

- Spanish and Valencian speakers find it difficult to use weak and strong forms, as Spanish has syllable-timed rhythm.

Intonation:

- Spanish has a narrower pitch range than English.
- Fall-rise intonation is rarely used in Spanish or Valencian.

We can find different examples of phonological errors dealing with both

segmental and suprasegmental areas.

### **2.7.3. Lexicogrammatical features**

Learners may use certain words or expressions incorrectly, as for example “I’m constipated” for “estoy constipado”. The use of verbal tenses is also problematic, as there is no one-to-one correspondence. For example, a Spanish learner may use the Present Simple, as in “I go to your house later” instead of “I’ll go to your house later”.

Another problem learners may encounter is with word order, as Spanish allows for more flexibility than English, as for example “To the market with my parents I went on Sunday”, instead of “I went to the market with my parents on Sunday”. Some expressions as “I am 8 years” or “I have 8 years”.

Adjective - Noun order is also difficult for Spanish students, as they would say “a car red” instead of “a red car”. Another problem with adjectives is that students tend to add an -s to form the plural, “the cars are reds”. Wrong use of prepositions, as “My mum is in home”,

Learners tend to forget to use auxiliary verbs in questions and negative sentences, “You like it?” “I no can swim”, the same way as they omit the use of the subject in a sentence “My dog is black” or “is big”.

Learners also find it difficult to use subject-verb agreement, as in “My dad play football” instead of “My dad plays football”, usually with the third person singular in the Present Simple.

We can also find incorrect use of articles, which sometimes are omitted and sometimes are added. “I go to Music classes the Mondays”, instead of “I go to Music classes on Mondays”.

The use of the Saxon Genitive is also difficult, as students may say “The cat of my cousin” instead of “My cousin’s cat”.

Dobson et al. (2010) found out in their study for the Evaluation Report in Bilingual Education Project in Spain that students may also have problems with word order as in “she not was” or “it has to be a glass of bottle?” (p.31).



They also found out that the use of the definite article can be over-worked. They offered these two examples: “I do the homework, the training (past) or “after the school I go.” (future). Which moreover, present a combination of errors, as they did not not only wrongly use the article the, but also verb tenses.

## **2.8. FACTORS THAT INFLUENCE SECOND LANGUAGE ACQUISITION**

Once the theories on SLA have been presented as well as different methods and approaches of Foreign Language Teaching, and after describing some of the main problems students whose mother tongue is Valencian or Spanish may encounter when learning English, we have considered important to deal with some of the aspects which may have a direct influence when learning a language.

García Bermejo (2003) identified six factors that contribute when defining the individual differences in the process of foreign language learnig, which are:

- the age of the learner
- the learning strategies
- aptitude
- actitude
- motivation
- learning style

### **2.8.1. Age**

It is commonly believed that children learn second languages better than adults. According to Brewster et al (2002) it is so because “young children seem to have a greater facility for understanding and imitating what they hear than secondary school pupils” (p.3). The importance of the age of the learner has been a major issue in Second Language Acquisition research, which corroborated this idea by the Critical Period Hypothesis which claims that human beings are only capable of learning their first language between the age

of two years and the early teens (Lenneberg, 1967).

Nowadays, some authors may see that it is not totally true, as some studies show that adults outperform children, that would mean that adults learn faster than young learners. Cognitive studies state that it is the mental development of the child the main factor for the differences found between children and adults, as for example Piaget (1959) said that it was the age of the learner was of vital importance for the development of the language. Other authors, such as Krashen (1979), state that adult learners learn faster than children, due to two main reasons. The first one is because of the input the learner gets, as he thinks when they are adults, the input is more comprehensible. The other reason is the use of their Monitor System, which adults can use better than children to edit what they are saying.

But there are other aspects to bear in mind, as who gets higher levels of L2 proficiency. Some studies show that the level of the L2 is not higher when children start learning that L2 when they are young, while others, in contrast, state just the opposite, that students get higher levels of L2 proficiency if they start learning the L2 when they are young.

We find inconsistency in the results, Saville-Troike (2006) stated:

One reason for the apparent inconsistency in research findings is that some studies define relative “success” as initial rate of learning (where, contrary to popular belief, older learners have an advantage) while other studies define it as ultimate achievement (where learners who are introduced to the L2 in childhood indeed do appear to have an edge). (p.96)

We can find some of the advantages mentioned in Saville-Troike (2006) for both young and old learners:

Younger advantage	Older advantage
Brain plasticity	Learning capacity
Not analytical	Analytic ability
Fewer inhibitions (usually)	Pragmatic skills
Weaker group identity	Greater knowledge of L1
Simplified input more likely	Real-world knowledge

Table 2. Age differences in SLA. Adapted from Saville-Troike, 2006, p. 82.

In fact, some authors, such as McLaughlin (1984) consider that:

there is considerably more to be known about the biological substratum of language. Certain biological development affects first language development, but not enough is known about how and to what extent. There does not seem to be evidence of biological limits to second-language learning. An unqualified 'frozen brain' theory does not seem supported by available evidence. Nor is there evidence that children possess special, biologically based language abilities that give them an advantage over adults in language learning. (p.71).

We can state that nowadays, the age issue is still a major issue in Second Language Research. Larsen-Freeman and Long (1991), as cited in Clavel-Arroitia (2012,) point out that it is important for three main reasons:

- for theory building in SLA research, because if it is proven that young and old learners learn in different ways, this would mean that old learners also have access to Universal Grammar
- for educational policy-making, because if young learners do really learn better than adults, the early start of Foreign Language Teaching could be corroborated.
- for language policy reasons, as if young and old learners learn in a different way, teacher should, therefore, apply different techniques, methods, and approaches.

### 2.8.2. Aptitude

We can find that some people can learn a language more easily than other people. Research has also been made dealing with this issue to find the relationship between our aptitude and the results achieved in our learning process. Researchers have tried to devise tests, such as the “Language Aptitude Battery” (LAB) by Pimsleur (1966), which focuses on:

- the ability to identify and remember sounds
- the ability to memorise words
- the ability to recognise how words function grammatically
- the ability to introduce grammatical rules from language examples

(Clavel-Arroitia, 2012, p.46)

Other researchers focused on other aspects, for instance, the following four components were proposed by Carroll (1965), cited in Ellis (2005, p.27) as underlying this talent, and they constitute the bases for most aptitude tests:

- Phonemic coding ability
- Inductive language learning ability
- Grammatical sensitivity
- Rote learning ability

The phonemic coding ability refers to the ability to process the foreign auditory input in a way that the learner can remember later, as the first stage would be being able to decode the language. The inductive language learning ability is the capacity to identify and establish correspondence and relationships between form and meaning. The grammatical sensitivity means the ability that the learner has to recognize the grammatical functions of words in sentences. Rote learning ability is related to the ability to form, remember and store vocabulary lists, that is, linguistic items, and how they are recalled and used.

In fact, researchers have found a relationship between aptitude and learning. Carroll (1981) used the Modern Language Aptitude Test (MLAT) to measure if there was a relationship between language aptitude and learning, and reported that in fact, there is a correlation between both factors.

According to the results given by LAB tests, the students who got good results in the other subjects also obtained good results in the foreign language, while other studies showed that there are other students who got good results in foreign language and did not perform well in the other subjects, meaning that academic intelligence may not be of a great influence. However, although there are no conclusive results, it seems that language aptitude may have an effect when learning an L2.

### **2.8.3. Motivation**

We can state that one of the main reasons for some second language learners performing better than others is because they are more motivated. Harmer defines motivation as “some kind of internal drive which pushes someone to do things in order to achieve something” (Harmer, 1991, p.51).

According to Deci and Ryan (1985), there are two types of motivation: extrinsic and intrinsic, depending on whether they originate outside or inside the classroom.

Extrinsic motivation is concerned with factors outside the classroom, such as the grade of identification with the target culture, or other factors unrelated to the target culture, such as getting a job, achieving a better status or passing an test. Intrinsic motivation refers to factors related to what takes place inside the classroom. There is no doubt that everything that happens in the classroom will influence students’ motivation towards the language and supply motivation.

Other authors, starting with Gardner and Lambert in 1959 distinguish two types of motivation:

- Integrative motivation which is concerned with the students’ feeling of belonging to the community of the second language they are learning and of participating in their cultural environment.

Integrative motivation is based on interest in learning L2 because of a desire to learn about or associate with the people who use it (e.g. for romantic reasons), or because of an intention to participate or integrate in the L2-using speech community; in any case, emotional or affective factors are dominant. ( Saville-Troike, 2006, p.86)

- Instrumental motivation, deals with the learners’ need to learn the second language to apply for a job or to study abroad. Saville-Troike (2006) stated:

Instrumental motivation involves perception of purely practical value in learning the L2, such as increasing occupational or business opportunities, enhancing prestige and power, accessing scientific and technical information, or just passing a course in school. Neither of these orientations has an inherent advantage over the other in terms of L2 achievement. (p.86)

**2.8.4. Cognitive style**

This learning factor “refers to individuals’ preferred way of processing: i.e. of perceiving, conceptualizing, organizing, and recalling information” as Saville-Troike states (2006, p.87). Different categories of cognitive styles are identified “as pairs of traits on opposite ends of a continuum” (Saville-Troike, 2006, p.87):

Field-dependent	—	Field-independent
Global	—	Particular
Holistic	—	Analytic
Deductive	—	Inductive
Focus on meaning	—	Focus on form

Table 3. Cognitive styles. Adapted from Saville-Troike, 2006, p.87.

We will explain some of the aspects in the aboved mentioned figure. Field-Dependent (FD) means that thinking relates to context. FD learners are considered to have a more holistic and global learning, whereas in Field-Independent (FI) learning is independent of context. FI learners are considered to be more analytic learners. This distinction was originally introduced by Witkin et al. (1954)

Deductive processing is when the learner predicts, and then is able to apply what has been predicted, while inductive processing means the need to examine input to

discover the pattern, formulate a generalization and then being able to apply it.

According to Saville-Troike (2006, p.88), another aspect is whether the students focus on form or on meaning.

### 2.8.5. Other related factors to SLA

Personality factors are also related to SLA. According to Saville-Troike (2006, p.89) “personality factors are sometimes added to cognitive style in characterizing more general learning style” (Saville-Troike, 2006, p.89). These personality factors are characterized as endpoints on continua and most of us are somewhere in between the extremes:

Anxious	—	<b>Self-confident</b>
Risk-avoiding	—	<b>Risk-taking</b>
Shy	—	<b>Adventuresome</b>
Introverted	—	Extroverted
Inner-directed	—	Other-directed
Reflective	—	Impulsive
<b>Imaginative</b>	—	Uninquisitive
Creative	—	Uncreative
<b>Empathetic</b>	—	Insensitive to others
<b>Tolerant of ambiguity</b>	—	Closure-oriented

Table 4. Personality Traits. Adapted from Saville-Troike, 2006, p. 89.

In this table the traits in bold mean positive correlation with language learning.

## 2.THEORETICAL FOUNDATIONS ON LANGUAGE LEARNING

For example, anxiety has a negative effect when learning, whereas being self-confident has a positive effect. Further studies need to be carried out on personality factors, as little research has been done.

Self-esteem is also important when learning a language. Larsen-Freeman and Long (1991) define self-esteem as the feeling of self-worth that an individual possesses. Shavelson et al. (1976) proposed a hierarchy to account for self-esteem, as cited in Clavel-Arroitia (2012, pp.44-45).

- Global self-esteem, which is the highest level, one's overall assessment.
- Specific self-esteem, which is the medial level, how individuals perceive themselves in various life contexts (education, work, etc..) and according to various characteristics (intelligence, attractiveness, etc..).
- At the lowest level is the valuation one gives oneself on specific tasks (writing a paper, talking to someone, etc..).

Extroversion and anxiety are other factors. It is commonly assumed that extrovert learners learn the language faster than introvert learners, but as in some other issues, the results in different empirical research studies are not conclusive. Levels of anxiety have also been studied in Second Language Acquisition. High levels of anxiety lead to bad levels of language learning, while low levels of anxiety go with better levels of language proficiency.

Learning styles are also differences related to SLA. In 1987, Reid distinguished four perceptual learning modalities on the basis of different survey techniques used to collect data on learners'stated preferences.

- visual learning (learners who prefer to deal with visual materials)
- auditory learning (learners who learn better when listening, therefore the materials used are different recording, songs..)
- kinaesthetic learning (those learners who learn better when a physical response is done)



- tactile learning (Learners who learn better when they participate actively doing something, hands-on learning)

Also, learners may select different learning strategies. This is often a conscious choice, although it is strongly influenced by their motivation, cognitive style, personality, etc.. An aim in the research of learning strategies in relation to language learning is to identify which strategies are the ones used by good learners. O'Malley and Chamot, in 1987, formulated different learning strategies which have been used in Second Language Acquisition, as mentioned in Saville-Troike (2006):

- Metacognitive is when one can preview a concept before the activity, or self-monitors the progress.
- Cognitive includes strategies such as translating from L1 or guessing meanings of new material through inferencing.
- Social/affective includes strategies as for example seeking opportunities to interact with native speakers or asking questions to obtain clarification. (p.91)

As stated in Saville-Troike (2006) "There is widespread belief in many western cultures that females tend to be better L2 learners than males, but this belief is probably primarily a social construct, based on outcomes which reflect cultural and sociopsychological constraints and influences". (p.84)

But, although there seems to be some sex differences in language acquisition, different studies results are not conclusive.



### 3. CONTENT AND LANGUAGE INTEGRATED LEARNING



# 3. CONTENT AND LANGUAGE INTEGRATED LEARNING

## 3.1. DEFINING THE CONCEPT

### 3.1.1. Definition

As cited before, CLIL is the method employed by the teacher who was subject of my study. Although it was briefly outlined in the section on teaching methods, I believe it is necessary to devote a section to CLIL due to the importance it has in the empirical study. This chapter presents a description of the methodology known as Content and Language Integrated Learning (CLIL). First a definition of CLIL is given, then, we see how this approach emerged and what characterises it, and finally, a literature review on corrective feedback in CLIL contexts is presented.

CLIL is an acronym for Content and Language Integrated Learning, coined in 1994 by David Marsh and Anne Maljers. One of the best-known definitions of this approach is the following: "CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to predefined levels." (Maljers, Marsh, Wolff, Genesee, Frigols-Martín, Mehisto, 2010, p.2). Contents of different school subjects are taught through a non-native language, and it is said to be dual-focused as it has two different aims, learning the content of that subject and learning the target language. That is to say, CLIL aims at using a language that is not the students' mother tongue as a medium of instruction in other subjects such as Maths, Geography, History... That is the reason why teachers also need to teach language somehow so that students can access the content: "content teachers need to support the learning of those parts of language" (Mehisto, Marsh and Frigols, 2008, p.11). That means that they teach the established

curricular content helping the students to gain the language needed to, in the words of Mehisto et al, “manipulate” content (2008, p.11).

### 3.1.2. Examples of the varying types of CLIL

CLIL is a term that covers different educational approaches, as for example immersion, bilingual education, two-way immersion, enriched language programmes, etc.. It is said to be an umbrella term to embrace any type of programme in which an additional language is used to teach content. Pérez-Cañado, (2012, p 316) states that “CLIL is considered to be a descendent of French immersion programs and North America bilingual teaching models”. Similarly, Dalton-Puffer, Nikula and Smit (2010) stated that CLIL resembles other forms of bilingual education programmes that exist in North American contexts, “however, there are certain features of European CLIL that differentiate it from other forms of bilingual education. CLIL is about using a foreign language, not a second language.” (:2010, p.1). According to Dalton-Puffer (2011, p.1.), “CLIL is here understood as an educational model for contexts where the classroom provides the only site for learners’ interaction in the target language”. In the following figure we can observe different examples of the varying types of CLIL-style activities according to Mehisto et al, 2008.

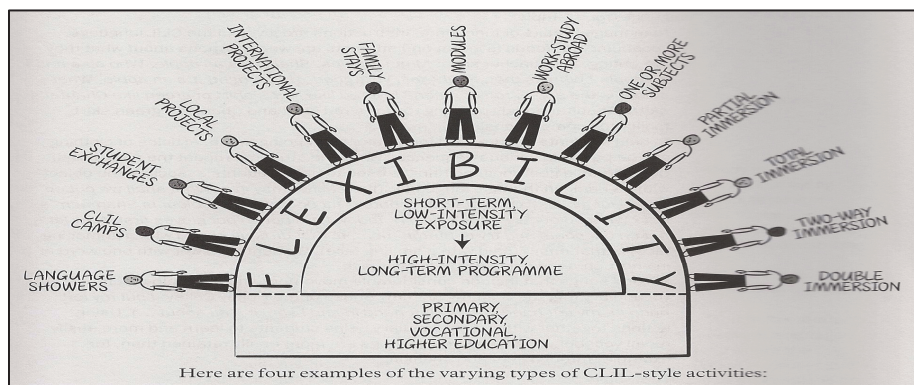


Figure 4. Varying types of CLIL-style activities. Mehisto et al 2008, p.13.

We offer a brief explanation of the four different programmes highlighted by Mehisto et al, 2008 so that we can narrow the definition of CLIL.

- In Language showers students are between four and ten years old and have between thirty minutes and one hour of exposure per day. They use games, songs, realia,

movement, etc..

- One-week CLIL camps consist of groups of students, from fifteen to sixty or more, who come from one school or one school district and go together for several days to different purpose-designed location, during the school year or holidays. There, students can usually choose different activities.
- International Projects. Schools can join projects that already exist or they can create a new project. These projects enable students to share their ideas and to meet other students abroad.
- Total Early Immersion begins in kindergarten or during the first year of school. They are total immersion, and as the students progress, more curriculum is taught in their mother tongue.

#### **3.1.3. CLIL/ EMILE/AICLE**

A CLIL approach may vary depending on a specific educational system of a country, and also according to the level in which it takes place, primary, secondary education, etc.. But in ELT literature, we often find terms such as CLIL and immersion used interchangeably, although there are important differences. These two terms usually refer to teaching content in an L2. The Eurodyce report states that different labels are used in different contexts. CLIL, therefore, can mean many things and that may create confusion. Different acronyms were coined by the European Union to distinguish European bilingual education efforts from other similar programmes elsewhere:

- CLIL: for Content and Language Integrated Learning
- EMILE: for Enseignement d'une matière intégrée à une langue étrangère
- AICLE: for Aprendizaje Integrado de Contenidos y Lengua

The fact is that even the name may be confusing, as CLIL stands for content and language integrated learning, saying only language, but not foreign language. The same happens with the Spanish acronym AICLE, translating the European Commission LE for languages, without specifying what language. That may include languages such as Catalan, Basque, etc..

### **3.1.4. Similarities and differences between CLIL and immersion programmes**

To fully distinguish CLIL and Immersion programmes in Spain, Lagabaster and Sierra, 2010 (ibid.:370) list these five characteristics that CLIL and immersion programmes share:

- the main aim of immersion programmes is that students become proficient in the L1 and L2, acquiring at the same time academic language.
- the language of instruction is new to the students, and it should be similar to the L1 acquisition process.
- parents believe that learning in the L2 is the best option.
- the teaching staff must be bilingual for two reasons, not only to be capable of implementing the programme, but also to ensure they are able to carry out all school activities in the L2.
- the communicative approach is essential in all immersion programmes.

Lasagabaster and Sierra, 2010, point out seven differences between CLIL and immersion programmes:

- the language used in CLIL is not the language spoken in the area, whereas in immersion programmes it is. That language is usually a foreign language and many of the students only have contact with it at school.
- they also state that teachers in immersion programmes are native speakers or have an excellent command of the language of instruction, but this is not normally like this in CLIL programmes.
- the starting age is another difference between immersion and CLIL programmes. Most immersion programmes are of early start, CLIL programmes are normally implemented in secondary education as the late immersion programmes.
- materials are also different, as the ones used in immersion programmes are aimed at native speakers and those used in CLIL programmes are adapted materials.



- the language objective is also different, as the goal of immersion programmes is to reach L2 proficiency similar to the one a native speaker may have, whereas it is not in CLIL programmes.
- immigrant students are usually enrolled in immersion programmes in Spain, and they seldom enrol in CLIL programmes.
- in Spain, CLIL programmes are experimental, and immersion programmes have been operating for more than twenty years, and that is the reason why there is more research done in immersion programmes than in CLIL programmes

Coyle makes it clear that CLIL is not the same as past methodologies used to teach content through the medium of another language: “What separates CLIL from some established approaches such as content-based language learning, or forms of bilingual education is the planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice” Coyle (2002, p.45).

## **3.2. EVOLUTION**

### **3.2.1. Origin**

The term CLIL was coined in Europe in 1994, although the fact is that it has a much longer history. Mehisto et al (2008) mention the first CLIL-type programme, or pre-CLIL dating back about 5000 years to what is nowadays Iraq, when Sumerian was used to teach several subjects to the Akkadians. But we can find a wide variety of examples, as for example, in Rome when Romans had slaves to teach philosophy in Greek to their children, or as different authors stated, when Latin was for centuries used as the language of instruction. But, in fact, these examples cannot be considered real examples of what CLIL means, as CLIL supports second-language learning at the same time that the first language is favoured. Nowadays, there are different multilingual programmes, as for example in Quebec, where we can find language immersion programmes in which English-speaking children study all the subjects in French.

#### **3.2.2. Reasons**

From the second half of the twentieth century, our world is immersed into a gradual globalisation process which has increased the need to face the new challenges arising from the gradual disappearance of borders. Accordingly, one of the main objectives of education must be to provide citizens from the earliest possible age with useful tools to develop competences that enable them to adapt to an increasingly globalised and interdependent society, which means that the ability to communicate in a foreign language takes on special importance as it is the first requirement the individual must fulfill to function effectively in an increasingly multicultural and multilingual context.

All the European Union governments are aware of that need and, over the past years, have programmed several Community actions in Education, with the aim of facilitating the fact that each citizen has a working knowledge of at least two foreign languages, apart from their mother tongue.

Since the mid-1990s, CLIL has expanded considerably in Europe, where “early language learning, whether at kindergarten, pre-school or primary, inevitably involved forms of CLIL” (Marsh, 2012, p.133). According to Coyle, 2007, the rise of CLIL began in 1995 when the Commission of the European Communities published the White Paper on Education and Training entitled Teaching and learning: towards the learning society, which proposed that all of the citizens in the European Union should be able to communicate in two European languages besides their native tongue.

Pérez-Cañado (2012) states that CLIL has been pushed by a series of driving forces, namely, reactive reasons, which are the ones that respond to situations where there was a deficient foreign language competence which needed to be strengthened, and proactive responses, which create situations which would reinforce the levels of multilingualism in Europe. Therefore, one can state that CLIL could be the response to European demands on multilingualism and CLIL is considered to be the best way to increase students’ communicative competence in the foreign language without increasing the amount of time of the foreign language subject.

We must bear in mind that CLIL implementation in Europe is very varied, and this variation is due to, among other factors, the educational and linguistic background of

each country (Pérez-Cañado, 2012). Despite these heterogeneous situations, we will now see some common characteristics.

### 3.3. CHARACTERISTICS

#### 3.3.1. Features, principles and dimensions

Having traced the origin and evolution of CLIL, it is necessary to describe the characteristics of this approach. Dalton-Puffer (2011) describes the features of the typical CLIL programmes in Europe, South America, and many parts of Asia. One feature is that CLIL is about using a foreign language, not a second language as the language of instruction. The second one is that the foreign language is a language the students will encounter in the classroom and it is not the language used where they live. The author states, as the third feature, that the foreign language is usually English. Another feature is that CLIL teachers are normally nonnative speakers of the target language. Those teachers are usually content teachers and CLIL lessons usually have their own timetables as subjects dealing with those contents, as for example biology, music, geography. He also states that less than 50% of the curriculum is taught in the target language in CLIL programmes, and these programmes are usually implemented once learners have acquired literacy skills in their mother tongue. He concludes by saying that “CLIL could be interpreted as a foreign language enrichment measure packaged into content teaching.” Dalton-Puffer (2011, p.184).

According to Mehisto et al 2008, the core features in CLIL are:

- Multiple focus: as it integrates different subjects, cross-curricular themes are dealt, reflection on the learning process is supported, etc..
- Safe and enriching learning environment: it uses a routine, language and content are displayed throughout the classroom, uses learning centres such as different corners..
- Authenticity: it bears in mind the students’ interests, makes a link between the learning and students’ lives, participates in different projects, uses material such as coins, on-line games, etc..

### 3.CONTENT AND LANGUAGE INTEGRATED LEARNING

- Active learning means that co-operative work is favoured, students communicate more than the teacher, as the teacher's role is as facilitator, etc..
- Co-operation: it means that CLIL and non-CLIL teacher cooperate when planning courses or lessons; it also involves parents and the local community, authorities, etc..
- Scaffolding: it builds on the students' previous knowledge, skill, experience. It fosters creative and critical thinking, it bears in mind students' different learning styles.

But CLIL does not only focus on content and language, there is another important element to be considered: learning skills, which constitute the third driver in the CLIL triad.

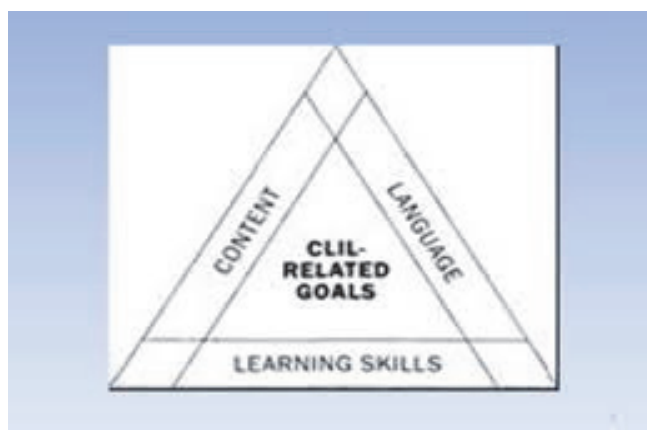


Figure 5. CLIL triad. Mehisto et al 2008, p.12

CLIL sees that to learn a language students need opportunities to use that language. Another feature of CLIL is that it tries to replicate the conditions in which students learn their mother tongue, the ways in which children are exposed to language, providing rich input, with opportunities for rich intake and output. The primary focus of CLIL is substance (content) as opposed to form.

The following principles can be said to drive the CLIL model, as stated in Coyle's 4Cs of CLIL for planning lessons (Coyle, 1999, p.31)

1. content (subject matter), step in which the students make progress in the new knowledge.
2. communication (language learning and using), in which students learn the language by using it, in interactions in the class, both orally and written.
3. cognition (learning and thinking processes), in which the students are engaged in high order thinking skills, as they have to solve problems, reflect on different situations, evaluate different answers, etc..
4. culture (developing intercultural understanding and global citizenship), step in which the students develop notions of knowledge, appreciation, understanding, and critical evaluation while progressing towards multicultural understanding.

Coyle (2007) explains the essence of the framework as follows:

it is through progression in knowledge, skills and understanding of the content, engagement in associated cognitive processing, interaction in the communicative context, the development of appropriate language knowledge and skills as well as experiencing a deepening intercultural awareness that effective CLIL takes place.  
(p. 550)

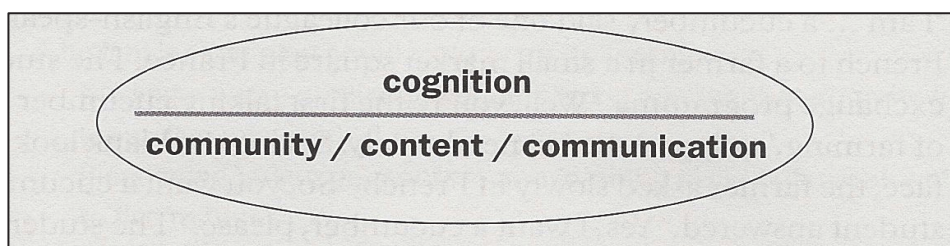


Figure 6. 4 C's Mehisto et al 2008, p. 31.

But also, effective CLIL takes place through 5 dimensions (Coyle et al 2010, p.17):

- progression in knowledge, skills and understanding of content,
- engagement in higher order cognitive processing,
- interaction in the communicative context,

### 3.CONTENT AND LANGUAGE INTEGRATED LEARNING

- development of appropriate communication skills,
- acquisition of a deepening intercultural awareness

#### **3.3.2. Elements in supporting CLIL**

Mehisto et al (2008, pp. 105-109) number the essential elements in supporting CLIL:

1. Teachers should create a psychologically and physically safe environment. This means that students should feel free to experiment with the language and they should not be afraid of making mistakes. Students need to feel comfortable, safe from ridicule, sarcasm or physical aggression.
2. Teachers should use one language consistently. It is recommended to use the target language, although, at the beginning and if needed, a student can summarize in the first language what was said in the CLIL language.
3. In the beginning, it is acceptable for students to use the first language. Normally students in the primary levels will answer initially in their own language. They will often immediately verbalize structures taught to them in the target language. First, students will develop their receptive language skills. Primary students will mix languages during the first half of the year, but the teacher should encourage the use of the CLIL language at all times.
4. Teachers should speak very clearly when introducing new language and structures, without exaggerating, and articulating clearly.
5. Teachers should avoid structures that are too complicated for the students, but using an appropriate level, that is a level of language in class that is one step ahead of theirs.
6. The use of facial expressions, gestures and pictures to reinforce meaning is recommended. Students should listen carefully to the new words and try to discover the meaning before showing the visual aids.
7. Repetition is required. Repetition will help students to grasp meaning and create a sense

of security.

8. The language, themes and content of classroom lessons must be meaningful, relevant and of interest to the students, dealing with students themselves, their families, their school...

9. Students need to hear the CLIL language spoken by different people in different contexts, therefore teachers should provide a variety of language models.

10. Students need to use the language, that is the reason why teachers should create opportunities to use it. Proactive strategies such as group-work and pair-work are more effective than having a class do primarily written exercises, which teachers then correct by having one student respond at a time.

11. For students, it is more important to communicate than to worry about having perfect grammar. Moreover, positive reinforcement for speaking should be given. The teacher can model the right word or phrase, or use recast, then, the teacher can prompt or guide students to self- or peer-correction as students progress.

12. Opportunities to develop all four language skills (listening, speaking, reading and writing) should be created. Teachers should look for opportunities to combine all four skills into one activity or a series of activities.

13. All languages learnt and used in the school deserve equal attention. That needs a systematic work to build equal status for languages used in the school

14. Teachers should not underestimate what the students can do. Teachers should have high, but realistic expectations which students need to see as attainable and fair.

15. Teachers should reward effort, co-operation, peer teaching, self-reliance, analysis of the learning process, task completion, etc..

### **3.3.3. Use of mother tongue**

Due to the nature of the classes analyzed, it is important to highlight that the use of the students' mother tongue in CLIL classes is recognised to be a bilingual strategy that

sometimes not only learners but also teachers use. Moving between the L1 and the target language, either mid-sentence or between sentences, is quite common for learners in CLIL. This is known as code switching. Classroom observations show that the use of the L1 and the target language happens between learners in the following interactions:

- clarifying teachers' instructions
- developing ideas for curricular content
- group negotiations
- encouraging peers
- off-task social comments

#### **3.4. PREVIOUS RESEARCH ON CLIL**

Although research is still limited, researchers within the fields of SLA, Applied Linguistics or Bilingual Education have started to carry out different research projects and studies which deal with different aspects of CLIL. As feedback is an essential part in my study, we must analyze previous research carried out dealing with corrective feedback in CLIL contexts.

As several studies claim (Dalton-Puffer, 2008; Muñoz, 2007) the implementation of CLIL programmes seems to have improved the limitations found in more traditional methods. But, as far as corrective feedback and the treatment of the oral error is concerned, different studies (Dalton - Puffer, 2011; Nikula, Dalton-Puffer and García, 2013) state that teachers prefer recasts rather than explicit correction in CLIL programmes. They also claim that there are more lexical errors, which are also the ones that tend to be treated most often, rather than syntactic errors. Lexical errors are always attended, followed by pronunciation errors, while morphosyntactic errors are regularly ignored. Similarly, Celestén and Basse, 2015, studied to what extent the errors made by Primary CLIL students differ from those of non-CLIL learners. Their results indicate that learners found more difficulties in grammar, non-CLIL students made more errors than CLIL learners, and EFL teachers tended to correct more language errors than non-ELF teachers. It is also important to know



whether teachers focus on form or on meaning, and it seems that “the negotiation sequences in the FL classes focused on form, while the CLIL classes dealt with the same problems via recasts” (Nikula, Dalton-Puffer and García 2013, p.7). For our study, it is of special interest Milla and García Mayo’s study (2014) on corrective feedback episodes in oral interaction comparing a CLIL and an EFL context, which we will analyse in more detail, in section 5. Their results showed that EFL teacher used several correction techniques whereas the CLIL teacher mainly used recasts.



## 4. LEGAL FRAMEWORK OF THE SUBJECT “ENGLISH AS A FOREIGN LANGUAGE”



## **4. LEGAL FRAMEWORK OF THE SUBJECT “ENGLISH AS A FOREIGN LANGUAGE”.**

In this section I analyse the subject “English as a foreign language” in its legal framework. I start with the idea of communicative competence, its evolution and the nowadays situation with the Common European Framework of Reference for Languages. Then, the current legislation is explained and finally the elements that can be found in the curriculum of Primary Education.

### **4.1. COMMUNICATIVE COMPETENCE AND COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES**

As we have seen, since the 1970s, the belief that language is a means of communication has inspired a new approach in English language teaching: the Communicative Approach. The Communicative Approach has been influenced by three linguistic theories:.

Generative grammar: Noam Chomsky was one of the first language investigators to try to explain how a child learns the language. Chomsky considered learners to have the ability that enables them to produce grammatically correct sentences. However, for him, competence simply implied knowledge of the language system (grammatical competence) but did not include the social dimension, that is the communicative dimension.

Functional grammar: The British linguist Michael Halliday considered that language is, indeed, learnt in a functional context of use and proposed a theory of the functions of language. He drew our attention towards the importance of the “world” and

our relationship to it in the formation of the linguistic system. He saw language as a social and cultural phenomenon, whereas Chomsky saw it as a biological one. He thought that we do not only learn how to say grammatically correct sentences, that means that grammar is not enough, as we can be grammatically correct and socioculturally incorrect.

Communicative competence: The American sociolinguist Dell Hymes established a new concept on language theory which complemented Halliday's functional view: communicative competence. It was defined as “what a speaker needs to know in order to be communicatively competent in a speech community”, as cited in Richards and Rodgers, 1986, p.88. He noted that a child does not know just a set of rules. He/she learns how and when to use them, and to whom. He thought that a communicative and cultural dimension should be incorporated, as a speaker does not only need the ability to use grammatical structures, but also to learn how to use those structures in a community.

The linguists Canale and Swain (1980) expanded the previous description of Hymes establishing four dimensions of the communicative competence (subcompetences). They proposed four major components:

- Grammatical/Linguistic competence. This refers to the correct use of the linguistic code, the ability to create grammatically correct utterances. The mastery of grammatical structures, vocabulary and pronunciation is need.
- Sociolinguistic competence. It is the ability to produce and understand utterances bearing in mind the social context, participants and purpose: the appropriate use of language.
- Discoursive competence. This is the ability to produce coherent and cohesive messages; that means to relate and combine grammatical forms to achieve coherent and cohesive messages.
- Strategic competence. It refers to the ability the participants have to solve communication problems, dealing with verbal and non-verbal strategies to compensate breakdowns in communication.

This model exerted a great influence on the Spanish Educational syllabus design, complemented by socio-cultural competence, term used by Van Ek and Trim in 1991,

which implies the knowledge of certain cultural factors, such as the culture, age and sex, the social class, and so on. in order to understand the messages in depth.

The Council of Europe incorporated this communicative view, bearing in mind the five above mentioned competences, or also called communicative competence subcompetences, into a set of specifications for a first-level communicative language syllabus called the “Threshold Level English” in the 1980s. These specifications had a strong influence on the design of communicative or functional language programmes and textbooks in Europe.

In 2011 The Council of Europe published the Common European Framework of Reference for Languages: Learning, Teaching and Assessment in the first chapter, it is<sup>1</sup> explained what the Common European Framework of Reference for Languages is:

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc.. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively (The Common European Framework of Reference for Languages: Learning, Teaching and Assessment, 2012, p .10).

The Common European Framework of Reference for Languages: Learning, Teaching and Assessment sees Communicative language competence as comprising three different components: linguistic, sociolinguistic and pragmatic.

It defines Linguistic competences as the one that “includes lexical, phonological, syntactical knowledge and skills and other dimensions of language as a system, independently of the sociolinguistic value of its variations and the pragmatic functions of its realisations” (The Common European Framework of Reference for Languages: Learning, Teaching and Assessment, 2012, p.11). That is to say that linguistic competences involve different types of language knowledge such as phonology, lexis, syntax, etc., bearing in mind that it may vary depending on the person.

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<sup>1</sup> [http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)

The second competence, the Sociolinguistic, is explained as the one that refers “to the sociocultural conditions of language use.”(The Common European Framework of Reference for Languages: Learning, Teaching and Assessment, 2012, p.11). It bears in mind rules of politeness, social conventions, norms depending on generations, sexes, classes, etc..

The last one is the Pragmatic Competence. The Common European Framework of Reference for Languages: Learning, Teaching and Assessment (1) defines it as “Pragmatic competences are concerned with the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges”. (The Common European Framework of Reference for Languages: Learning, Teaching and Assessment , 2012, p. 11) It also deals with cohesion and coherence, being able to identify text types and forms, irony or parody, etc..

## **4.2. FOREIGN LANGUAGE IN THE CURRICULUM OF PRIMARY EDUCATION**

In this chapter, we analyze the Organic Law of Education and the specifications in the Valencian Community in relation to Primary Education. We will also analyze the different elements of the curriculum for the second level of Primary Education, as it is the level in which my research took place, as knowledge of the current legislation is essential for teachers to be able to adapt the teaching practice to its requirements.

### **4.2.1. Overview**

The legal framework of Education establishes the official reference in which educational actions must fit. In our country, since the LGE (General Law of Education), thanks to Villar Palasi, in 1970, and in response to the demands of the society, there have been several laws enacted.

Here is an overview throughout history, which are nationwide:

- Organic Law of Statutes for Educational Centers (LOEC, 1980),
- Organic Law of the Right to Education (LODE, 1985),



- Organic Law on the Educational System (LOGSE, 1990),
- Law of Participation, Evaluation and Government of Educational Centers (LOPEG, 1995), Organic Law on Grading and Vocational Training (LOCFR 2002),
- Law of Educational Quality (LOCE, 2002).

#### **4.2.2. Current legislation**

Currently, the Spanish educational system has a decentralized model of administration, involving the State, autonomous communities, local administrations and schools. That can be seen in the different levels of specification of the curriculum which can be found in point 4.2.3. Therefore, we have Laws and Royal Decrees which are nationwide, and then each Autonomous Community specifies the curriculum into Decrees or Orders.

These are the laws and Royal Decrees in force nationwide:

- Organic Law 2/2006 dated May 3, related to Education (LOE) currently regulates the Spanish educational system at non-university level, which is partly modified by LOMCE.
- Organic Law for the Improvement of Educational Quality, LOMCE 2013, dated December 9, which currently regulates the Spanish educational system at non- university level.
- Royal Decree 1513/2006, dated December 7, which establishes the Core Primary Education curriculum in Spain, in force during the school year 2014-15 for second, fourth and sixth levels, replaced by Royal Decree 126/2014.
- Royal Decree 126/2014, dated February 28, which currently establishes the Core Primary Education Curriculum in Spain.

In the Valencian Community, these are the decrees that specify the curriculum:

- Decree 111/2007, dated July 20, which establishes the curriculum for Primary Education in the Valencian Community, for the school year 2014-15, for 2nd, 4th and 6th levels, replaced by Decree 108/2014

4.LEGAL FRAMEWORK OF THE SUBJECT  
“ENGLISH AS A FOREIGN LANGUAGE”

- Decree 108/2014, dated July 4, which currently establishes the curriculum for Primary Education in the Valencian Community.

Other current legislation to bear in mind are the following:

- Order 89/2014, dated December 9, of la Conselleria d'Educació, Cultura i Esport, in which the official documents for the evaluation are established.

- Order ECD/65/2015, dated January 21st in which the relationships between competences, contents, and evaluation criteria are reflected for Primary Education, Compulsory Secondary Education and Bachillerato.

Regarding Multilingual Education legislation we must stress that when it comes to the multilingual context, we need to highlight the Order 19th May 2009, of Conselleria de Educació, which establishes the organization, structure and implementation of a multilingual experimental programme in the Valencian Community.

Due to the nature of the study, it is necessary to explain this Order in more detail. We can see that article 1 establishes that the object of this order is to regulate a model of educational intervention that enables simultaneous proficiency of Valencian and Spanish and English for those students participating in this experimental programme, with the final aim of improving their communicative competence.

In its article 2, a definition of multilingual teaching is given, understanding it as the education that allows the students the equal domain in the coofficial languages in the Valencian Community and improves their ability to interact in a Foreign Language. Then, the objectives are explained in article 3, as for example:

*a) Mejorar el rendimiento académico del alumnado en todas las áreas, tanto lingüísticas como no lingüísticas.*

*b) Desarrollar la capacidad psicolingüística del alumnado para favorecer su fluidez verbal y facilitarle el cambio de registros en las lenguas curriculares.*

*c) Proporcionar una mayor formación intelectual para la promoción personal y profesional.*

*d) Conseguir una adecuada formación del profesorado, que incluya tanto el desarrollo de su competencia comunicativa como una competencia docente que favorezca la enseñanza de las lenguas extranjeras mediante la utilización de enfoques didácticos acordes con las recomendaciones del «Marco común europeo de referencia para las lenguas».*

*e) Experimentar el tratamiento sistemático de la lecto-escritura en una lengua extranjera.*

*f) Evaluar el grado de adquisición gradual de competencia comunicativa del alumnado con el fin de introducir medidas correctoras para conseguir los fines propuestos.*

Next, article 4 explains the structure and organization, in which for Primary Education it is established that the subjects of the curriculum will be taught in English, except for Spanish and Valencian, which will be taught in those languages respectively.

The following article, 6, establishes the methodology to be used, which will have an active-communicative approach with the integrated treatment of the languages and the contents.

The evaluation (in article 7) will be established in the same way as the evaluation of the learning with general character. Similarly, article 13 establishes that these schools will follow annual evaluation mechanisms, assessing the results and establishing improvement proposals

Each school year schools participating in this programme are designated. RESOLUCIÓN de 3 de abril de 2014, de la Dirección General de Innovación, Ordenación y Política Lingüística, por la que se determinan los centros de la Comunitat Valenciana que en el curso escolar 2014-2015 aplicarán la Orden de 19 de mayo de 2009, de la Consellería de Educación, por la que se establece la organización, estructura y funcionamiento de un programa experimental plurilingüe en la Comunitat Valenciana. [2014/3125]

In this case, the school in which the study took place, CEIP Gloria Fuertes in Alzira, was approved to continue in this programme for the school year (2014-15), when the data were collected, other five centres in the Valencian Community were also approved at that time. There were two in Valencia, two in Castellón and two in Alicante. These are the six schools which were approved to implement a multilingual experimental programme in the Valencian community:

#### 4.LEGAL FRAMEWORK OF THE SUBJECT “ENGLISH AS A FOREIGN LANGUAGE”

In Alicante:

CEIP Costa Blanca in Alicante

CEIP Bautista Lledó in Benidorm

In Castellón:

CEIP Sanchis Yago in Castellón de la Plana

CEIP José Soriano Ramos in Vila-real

In Valencia:

CEIP Gloria Fuertes in Alzira

CEIP Vil·la Romana in Catarroja

#### **4.2.3. Elements of the curriculum and levels of specification**

In this section we can find the different elements of the curriculum in Primary Education and the levels of specification. It is necessary to explain the elements and the levels of specification of the curriculum to have a clear vision of the teaching practice and the reality of the classes. First, a definition of curriculum is needed. The curriculum is defined by the Royal Decree 126/2014 in its article 2 as: “the regulation of the elements which determine the process of teaching and learning for each educational stage and modality”. Our current educational system establishes, as stated before, an open and flexible conception of the curriculum, which is developed through three different levels:

The first includes the minimum teaching requirements established by the Spanish government through the current Law of Education the LOMCE and the Royal Decree 126/2014. They are specified by each Autonomous Region, in this case by the Decree 108/2014 of the Autonomous Community of Valencia to fit their cultural, linguistic and traditional

characteristics. This level includes the general aims for every educational stage and area, definition of the knowledge areas, contents and assessment.

-The second level refers to schools, the Educational Project, which will adapt and expand this prescriptive curriculum to their own characteristics and needs. It takes into account the both, the values, aims and priorities to act of the school, and the pupils' characteristics and family context. It is elaborated by all the teachers and it is finally accepted by the School Board.

-And finally, every teacher elaborates a Teaching Plan in order to meet the particular needs of their students and the exigencies of the classroom reality, which corresponds to the third level. It must define what the teacher wants their pupils to learn, and what activities will take them to that learning, developing if needed the adequate curricular adaptations. This third level of curricular responsibility is the central topic of the present theme.

Now, the different elements of the curriculum will be explained as we consider it necessary to fully understand the interaction in the classroom. It is important to highlight that the educational action at this stage will try to integrate the different learning experiences of the students and it will also be adapted to the students' different working paces.

#### **4.2.3.1. General objectives**

General objectives are based on Decree 111/2007, and they are formulated in the terms of capacities, which will have to be acquired by students at the end of Primary Education.

*a) Conocer y apreciar los valores y las normas de convivencia, aprender a obrar de acuerdo con ellas, prepararse para el ejercicio activo de la ciudadanía respetando y defendiendo los derechos humanos, así como el pluralismo propio de una sociedad democrática.*

*b) Desarrollar hábitos de trabajo individual y de equipo, de esfuerzo y responsabilidad en el estudio, así como actitudes de confianza en sí mismo, sentido crítico, iniciativa personal, curiosidad, interés y creatividad en el aprendizaje, con los que descubrir la*

*satisfacción de la tarea bien hecha.*

*c) Desarrollar una actitud responsable y de respeto por los demás que favorezca un clima propicio para la libertad personal, el aprendizaje y la convivencia, así como fomentar actitudes que promuevan la convivencia en los ámbitos escolar, familiar y social.*

*d) Conocer, comprender y respetar los valores de nuestra civilización, las diferencias culturales y personales, la igualdad de derechos y oportunidades de hombres y mujeres, y la no discriminación de personas con discapacidad.*

*e) Conocer y utilizar de manera apropiada el valenciano y el castellano, oralmente y por escrito. Valorar las posibilidades comunicativas del valenciano como lengua propia de la Comunitat Valenciana y como parte fundamental de su patrimonio cultural, así como las posibilidades comunicativas del castellano como lengua común de todas las españolas y españoles y de idioma internacional. Desarrollar, asimismo, hábitos de lectura como instrumento esencial para el aprendizaje del resto de las áreas.*

*f) Adquirir en, al menos una lengua extranjera, la competencia comunicativa básica que permita al alumnado expresar y comprender mensajes sencillos y desenvolverse en situaciones cotidianas.*

*g) Desarrollar las competencias matemáticas básicas e iniciarse en la resolución de problemas que requieran la realización de operaciones elementales de cálculo, conocimientos geométricos y estimaciones, así como ser capaces de aplicarlos a las situaciones de su vida cotidiana.*

*h) Conocer los hechos más relevantes de la historia de España, con especial referencia a los relativos a la Comunitat Valenciana, así como de la historia universal.*

*i) Conocer y valorar el entorno natural, social, económico y cultural de la Comunitat Valenciana, situándolo siempre en su contexto nacional, europeo y universal, así como las posibilidades de acción y cuidado del mismo. Iniciarse, asimismo, en el conocimiento de la geografía de la Comunitat Valenciana, de España y universal.*

*j) Iniciarse en las tecnologías de la información y la comunicación, y desarrollar un espíritu crítico ante los mensajes que reciben y elaboran.*

*k) Valorar la higiene y la salud, conocer y respetar el cuerpo humano, y utilizar la educación física y el deporte como medios para favorecer el desarrollo personal y social.*

*l) Comunicarse a través de los medios de expresión verbal, corporal, visual, plástica, musical y matemática; desarrollar la sensibilidad estética, la creatividad y la capacidad para disfrutar de las obras y las manifestaciones artísticas.*

*m) Conocer el patrimonio cultural de España, participar en su conservación y mejora, y respetar su diversidad lingüística y cultural.*

*n) Conocer y valorar el patrimonio natural, social y cultural de la Comunitat Valenciana, dentro del contexto histórico, social y lingüístico propio, así como participar en su conservación y mejora.*

*o) Desarrollar todos los ámbitos de la personalidad, así como una actitud contraria a la violencia y a los prejuicios de cualquier tipo.*

*p) Conocer y valorar los animales y plantas, y adoptar modos de comportamiento que favorezcan su cuidado.*

*q) Fomentar la educación vial y el respeto a las normas para prevenir los accidentes de tráfico.*

#### **4.2.3.2. Evaluation criteria**

According to Decree 111/2007 the evaluation criteria for first cycle is as follows:

*1. Captar la idea global e identificar algunos elementos específicos en textos orales, con ayuda de elementos lingüísticos y no lingüísticos relacionados con actividades del aula y del entorno de la alumna y del alumno.*

*2. Leer e identificar palabras y frases sencillas presentadas previamente de forma oral sobre temas familiares y de interés, a través de actividades lúdicas y comunicativas, y con el apoyo de elementos visuales, gestuales y verbales.*

*3. Escribir palabras y expresiones utilizadas oralmente o conocidas por el alumnado, a partir de modelos y con una finalidad específica.*

4. *Participar en actividades de aula y en interacciones orales muy dirigidas sobre temas conocidos, en situaciones de comunicación fácilmente predecibles o relacionadas con necesidades de comunicación inmediatas, tales como: saludar, hablar de gustos, expresar sentimientos y necesidades básicas.*

5. *Reconocer y reproducir algunos aspectos sonoros de ritmo, acentuación y entonación de expresiones que aparecen en contextos comunicativos o en actividades de lectura en voz alta, siempre a partir de modelos.*

6. *Usar algunas estrategias básicas para aprender a aprender como: pedir ayuda, acompañar la comunicación con gestos, utilizar diccionarios visuales e identificar algunos aspectos personales que le ayuden a aprender mejor.*

7. *Valorar la adquisición de cierta autonomía en el uso espontáneo de formas y estructuras sencillas y cotidianas.*

8. *Mostrar interés y curiosidad por aprender la lengua extranjera y reconocer la diversidad lingüística como elemento enriquecedor.*

#### **4.2.3.3. English objectives**

According to the Decree of the Valencian Government, 111/2007 20th of July, students will have acquired the following English objectives at the end of Primary Education. These objectives are the following:

1. *Escuchar y comprender mensajes, sirviéndose de las informaciones transmitidas para la realización de tareas relacionadas con su experiencia.*

2. *Expresarse oralmente en situaciones sencillas y habituales, utilizando procedimientos verbales y no verbales y adoptando una actitud respetuosa y de cooperación.*

3. *Escribir textos con finalidades variadas sobre temas previamente tratados en el aula y con la ayuda de modelos.*

4. *Leer de forma comprensiva como fuente de placer y satisfacción personal y para extraer información de acuerdo con una finalidad previa.*

5. *Aprender a utilizar con progresiva autonomía todos los medios a su alcance, incluidas*



*las nuevas tecnologías, para obtener información y para comunicarse en la lengua extranjera.*

*6. Usar progresivamente la lengua extranjera para afirmar y ampliar contenidos de las áreas no lingüísticas ya aprendidos y para aprender otros nuevos.*

*7. Valorar la lengua extranjera, y las lenguas en general, como medio de comunicación y entendimiento entre personas de procedencias y culturas diversas y como herramienta de aprendizaje de distintos contenidos.*

*8. Manifestar una actitud receptiva, interesada y de confianza en la propia capacidad de aprendizaje y de uso de la lengua extranjera.*

*9. Utilizar los conocimientos y las experiencias previas con otras lenguas para una adquisición más rápida, eficaz y autónoma de la lengua extranjera.*

*10. Utilizar indistintamente las lenguas del currículo como herramientas de información y de aprendizaje, teniendo en cuenta la competencia que se tiene en cada una.*

*11. Identificar aspectos fonéticos, de ritmo, acentuación y entonación, así como estructuras lingüísticas y aspectos léxicos de la lengua extranjera y usarlos como elementos básicos de la comunicación.*

#### **4.2.3.4. Basic competences**

Basic competences are the ability to integrate knowledge, attitudes and skills, to be able to solve problems in different contexts and situations and theoretical and practical knowledge is applied, not only inside the school, but also outside the academic contexts. Students will acquire them throughout the whole educational stages and in order to achieve this all the curricular subjects must take part in the process, that is to say, acquiring the basic competences does not depend on a specific subject as each one contributes to the development of basic competencies.

The basic competences of the curriculum with the LOE, the official law enacted when the study took place, were as follows:

1. Competence in linguistic communication.

2. Mathematical competence.
3. Competence in knowledge of and interaction with the physical world.
4. Competence in processing information and use of ICT.
5. Competence in social skills and citizenship.
6. Artistic and cultural competence.
7. Learning to learn.
8. Autonomy and personal initiative.

#### **4.2.4. Conclusion**

As said before, it is important to be familiar with the legislative references that regulate Primary Education because they offer the full picture of its meaning and purpose. Moreover, as teachers are the final designer of the curriculum they need to know how to adapt the minimum teaching requirements established by the Spanish government through the current Law of Education, the LOMCE, and the Royal Decree 126/ 2014, and their specification in the Decree 108/2014 of the Autonomous Community of Valencia to fit their cultural, linguistic and traditional characteristics. I consider it is important to be aware of the different elements of the curriculum to be able to understand why the teacher decides to correct or not correct certain errors.

5. THEORETICAL ACCOUNTS ON ERRORS  
AND FEEDBACK IN THE CONTEXT OF  
CLASSROOM RESEARCH.



## **5. THEORETICAL ACCOUNTS ON ERRORS AND FEEDBACK IN THE CONTEXT OF CLASSROOM RESEARCH.**

Classroom research investigates different processes of what happens inside the class, generally with the final aim of improving students' learning. As Allright and Bailey 1992:XIV point out, "classroom research investigates the processes of teaching and learning as they occur in language classrooms". The research carried out in the classrooms can be very varied, as many teachers practice personal reflection on their own teaching and others conduct formal empirical studies or even controlled experiments. As for the data collected in the studies, it may include simple notes taken when observing, audio or video recordings, interviews, questionnaires, etc..

As we stated before, a way to analyse classroom interaction is recording what happens in the classes and then transcribe it. Transcribing classroom interaction can be a time consuming process. According to Allwright D. and Bailey K.M. (1991): "It takes researchers about twenty hours to produce a good working transcription from a tape-recording of an hour-long language lesson, and that is before they really start all the analytical work", (p.11). But, although it is hard work, it really does provide a detailed explanation of the interaction.

The main problem we may encounter is the different variables we may find in a classroom, since as Van Lier 1988 feels, classroom lessons are such complex affairs that it is impossible to control all of them.

Discourse Analysis (DA) refers to a variety of procedures used to examine chunks of oral or written language. Discourse analysis, in the case of classroom interaction, normally involves the analysis of spoken language, using transcripts and audio or videotaped interactions as their data.

Research on learners' errors and teachers' responses to those errors were traditionally examined from two different views. In the first one, the Contrastive Analysis (CA) view (in the 1950s and early 60s), errors were examined based on the mother tongue, attributing the errors made by learners to interference. CA was influenced by behaviourism. The second view, Error Analysis (EA), studied the language errors that were actually made by the learners, that is to say, the types and the causes of the errors. Error Analysis showed that CA was not always able to predict all the errors.

Behaviourists believed that learning was a question of habit formation. When dealing with language learning, CA would say that it means that the mother tongue was considered as one of the major causes of learners' problems with the new language, because it may interfere with the learners' acquisition of their L2. This thought was justified with what was labelled interference or negative transfer, as when a structure in the L1 differs from that of the L2, the L2 will reflect the L1 features, or positive transfer or zero interference when a structure is the same in both languages, and therefore, there will be no errors in L2 performance. But many errors could not possibly be traced to their L1, as seen in part 2.4. Chomsky questioned this behaviourist theory in relation to language learning about habit formation.

In the second view, Error Analysis, it was thought that the errors made by L2 learners could be predicted, observed, analysed, classified and described (Brown 1987). Errors that reflect the learner's L1 structures are not called interference errors but interlingual errors in the Error Analysis view, as this view states that errors are more likely to occur when learners make wrong deductions about the L2. On the other hand, developmental errors are errors similar to those made by children acquiring their native tongue. For example, students of English as a foreign language may say things such as: "He goed home". This error also occurs with children acquiring English as their first language. As CA claims, some errors will derive from L1 interference, while others will come from other external influences, as for example ineffective teaching, wrong selection of material, the method used, etc., and others from internal influences as the need to make oneself understood (e.g. replacing words, pronunciation, etc.).

Following Dulay and Burt (1972), we can state that studying learner's errors serves two major purposes. The first one would be to provide data from which

interferences about the nature of the language acquisition process can be made, and the second one serves to indicate to both teachers and curriculum developers, which part of the target language students have most difficulty with and which errors detract most from a learner's ability to communicate effectively.

Some linguists consider that there is a slight difference between errors and mistakes. Dulay, Burt and Krashen (1982, p.139) use the term 'error' to refer to any deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be. According to Allwright and Bailey (1991) "Typical definitions include some reference to the production of a linguistic form which deviates from the correct form. The "correct" version, in turn, is often identified as the way native speakers typically produce the form" (p.84).

Error analysis distinguishes between errors and mistakes, errors being systematic and mistakes were not. According to Corder (1967) in Ellis 1994 (p.51) the term error "takes place when the deviation arises as a result of lack of knowledge. It represents a lack of competence". He also states, on the other hand, that a mistake

occurs when learners fail to perform their competence; That is, it is the result of processing problems that prevent learners from accessing their knowledge of a target language rule and cause them to fall back on an alternative, non-standard rule that they find easier to access. Mistakes, then, are performance phenomena [...] (Ellis, 1994, p.51).

A mistake is considered to be a failure due to the lack of attention, which may even happen to native speakers in a normal conversation. They consider mistakes not worthwhile correcting since they are not relevant to the learning process and usually second language learners correct these types of mistakes. Chaudron defined errors not only as linguistic forms or content that differ from native speaker norms or facts but also any other behaviour that the teacher may point out as needing improvement.

After this general overview of classroom research, discourse analysis and error analysis we need to take into consideration some more specific aspects in order to analyse how classroom discourse is constituted.

Classroom discourse presents an identifiable structure. Bellack et al (1966) developed a cognitive system of analysis to describe the linguistic events of the classroom, comparing the verbal communication in the classroom with a game, as the rules must be known by the participants to be able to play. The main elements in this system of analysis were called “moves”. Sinclair and Coulthard (1975) analysed the transcripts of British classrooms, and found out different units of interaction: “transactions” were the largest units, made up of “exchanges”, they were made up of “moves” which were, in turn, made up of “acts” (pp. 214-15)

Cook (2008), following Sinclair and Coulthard (1975) stated that classroom exchanges had three moves:

“1. Initiation. The teacher takes the initiative by requiring something of the student, say through a question such as, ‘Can you tell me why you eat all that food?’ The move starts off the exchange; the teacher acts as leader.” (Cook, 2008, p.156)

“2. Response. Next the student does whatever is required, here answering the question by saying, ‘To keep you strong’. So the move responds to the teacher’s initiation; the student acts as follower” (Cook, 2008, p.157)

“3. Feedback. The teacher does not go straight on to the next initiation but announces whether the student is right or wrong, ‘To keep you strong. Yes.’ The teacher evaluates the student’s behaviour and comments on it in a way that would be impossible outside the classroom.” (Cook, 2008, p.157)

Next we comment on different studies that have dealt with the topic of feedback and we consider important for the theoretical basis of this study.

According to Allwright (1975), research on teacher feedback has the potential to provide information about the effectiveness of the instructional process, and ultimately, knowledge about how language learning takes place. His analysis included error types as well as teachers’ options in responding to student error (i.e. ignoring vs. correcting, immediate vs. delayed correction). His observations revealed that error treatment in the classroom is imprecise, inconsistent, and ambiguous.



Chaudron (1977) developed a comprehensive model of corrective discourse, based on the data from his study in three teachers' French immersion classrooms for English-speaking students. He followed Sinclair and Coulthard's (1975) system for classroom discourse, which was based on acts and moves with discursive options. His model was a serious attempt to look into the relationship between error type, feedback and learner repair. He found that the most common type of feedback used by the teacher was reformulation of learner utterances and that there is a highly regular pattern in teachers' oral reactions. This led him to present an expanded model for the flow of corrective discourse (figure 7). In figure 8 we can see Chaudron's features and types of corrective reactions in the model of discourse.

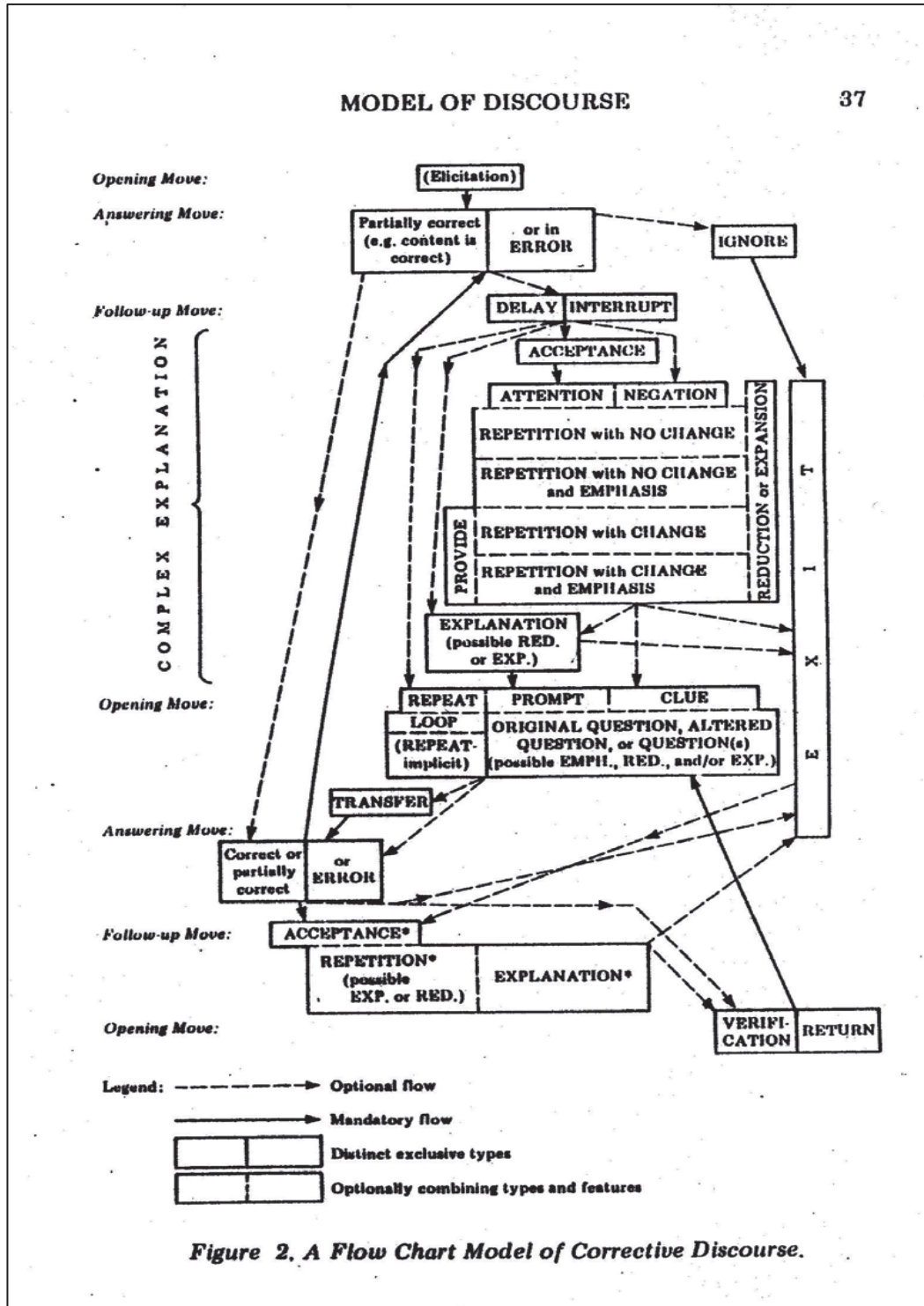


Figure 7. Chaudron's Flow chart model of corrective discourse. (1977, p. 37).

5. THEORETICAL ACCOUNTS ON ERRORS AND FEEDBACK IN THE CONTEXT OF CLASSROOM RESEARCH

220	Feature or Type of "Act" (F and/or T)	Description	Example of Exponent of Expression
	IGNORE (F)	Teacher (T) ignores Student's (S) ERROR, goes on to other topic, or shows ACCEPTANCE* of content.	
	INTERRUPT (F)	T interrupts S utterance (ut) following ERROR, or before S has completed.	
	DELAY (F)	T waits for S to complete ut., before correcting. (Usually not coded, for INTERRUPT is "marked")	
	ACCEPTANCE (T)	Simple approving or accepting word (usually as sign of reception of ut.), but T may immediately correct a linguistic ERROR.	Bon, oui, bien, d'accord
	ATTENTION (T-F)	Attention-getter; probably quickly learned by Ss.	Euhh, regarde, attention, allez, mais.
	NEGATION (T-F)	T shows rejection of part or all of S ut.	Non, ne ... pas.
	PROVIDE (T)	T provides the correct answer when S has been unable or when no response is offered.	S: Cinquante, uh ... T: Pour cent.
	REDUCTION (F) (RED.)	T ut. employs only a segment of S ut.	S: Vee, eee ... (spelling) T: Vé ..
	EXPANSION (F) (EXP.)	T adds more linguistic material to S ut., possibly making more complete.	S: Et c'est bien. T: Ils ont pensé que c'était bien?
	EMPHASIS (F) (EMPH.)	T uses stress, iterative repetition, or question intonation, to mark area or fact of incorrectness.	S: Mille. T: Mille?
	REPETITION with NO CHANGE (T) (optional EXP. & RED.)	T repeats S ut. with no change of ERROR, or omission of ERROR.	T: (les auto-routes) n'a pas de feux de circulation.
	REPETITION with NO CHANGE and EMPH. (T) (F) (optional EXP. & RED.)	T repeats S ut. with no change of ERROR, but EMPH. locates or indicates fact of ERROR.	S: Mille. T: Mille?
	REPETITION with CHANGE (T) (optional EXP. & RED.)	Usually T simply adds correction and continues to other topics. Normally only when EMPH. is added will correcting CHANGE become clear, or will T attempt to make it clear.	S: La maison est jaune. T: La maison est jaune.
	REPETITION with CHANGE and EMPHASIS (T) (F) (optional EXP. & RED.)	T adds EMPH. to stress location of ERROR and its correct formulation.	S: Doo tout ... T: Du tout. (stress)
	EXPLANATION (T) (optional EXP. & RED.)	T provides information as to cause or type of ERROR.	S: Uh, E. (spelling 'grand')
	COMPLEX EXPLANATION (T)	Combination of NEGATION, REPETITIONS, and/or EXPLANATION.	T: D. Non, il n'y a pas de E.
	REPEAT (T)	T requests S to repeat ut., with intent to have S self-correct.	
	REPEAT (implicit)	Procedures are understood that by pointing or otherwise signalling, T can have S repeat.	
	LOOP (T)	T honestly needs a replay of S ut., due to lack of clarity or certainty of its form.	
	PROMPT (T)	T uses a lead-in cue to get S to repeat ut., possibly at point of ERROR, possible slight rising intonation.	S: Petit. Grande. T: Petit ...
	CLUE (T)	T reaction provides S with isolation of type of ERROR or of the nature of its immediate correction, without providing correction.	S: Les stations-services sont rares T: Sont rares? Au présent?
	ORIGINAL QUESTION (T)	T repeats the original question that led to response.	
	ALTERED QUESTION (T)	T alters original question syntactically, but not semantically.	
	QUESTIONs (T) (optional RED., EXP., EMPH.)	Numerous ways of asking for new response, often with CLUES, etc.	
	TRANSFER (T)	T asks another S or several, or class to provide correction.	
	ACCEPTANCE* (T)	T shows approval of S ut.	
	REPETITIONS* (T)	Where T attempts reinforcement of correct response.	
	EXPLANATION* (T)	T explains why response is correct.	
	RETURN (T)	T returns to original error-maker for another attempt, after TRANSFER. A type of VERIFICATION.	
	VERIFICATION (T-F)	T attempts to assure understanding of correction; a new elicitation is implicit or made more explicit.	
	EXIT (F)	At any stage in the exchange T may drop correction of the ERROR, though usually not after explicit NEGATION, EMPH., etc.	

Appendix G Chaudron's Features and types of corrective reactions in the model of discourse

Appendix G

(Chaudron 1977:38-9)

Figure 8. Chaudron 1997, p. 38-39. as cited in Allwright, R. and Bailey, K. (1991, p. 220, 221).

Following Fanselow (1977), and similarly to Allwright (1975), in an analysis of the corrective techniques of eleven teachers in adult ESL classrooms, he found that feedback was confusing to learners, as they received contradictory signals simultaneously with respect to the content and to the form of their utterances. He found that recast was the technique most frequently used by teachers, using it generally in inconsistent and ambiguous ways. He found that teachers presented the right answer after correct as well as incorrect responses, thereby displaying identical behaviour for two separate purposes.

Long (1977) described the options available for teachers when an error occurs and presented a model of the decision-making process prior to the teacher feedback move (figure 9). He stated that teachers' feedback on students' errors is something necessary for successful learning. Similarly to Fanselow (1977), he found out that teachers frequently used the same behaviour for different purposes, for example, repetition could be used to give positive and negative feedback, therefore the feedback lacked clarity.

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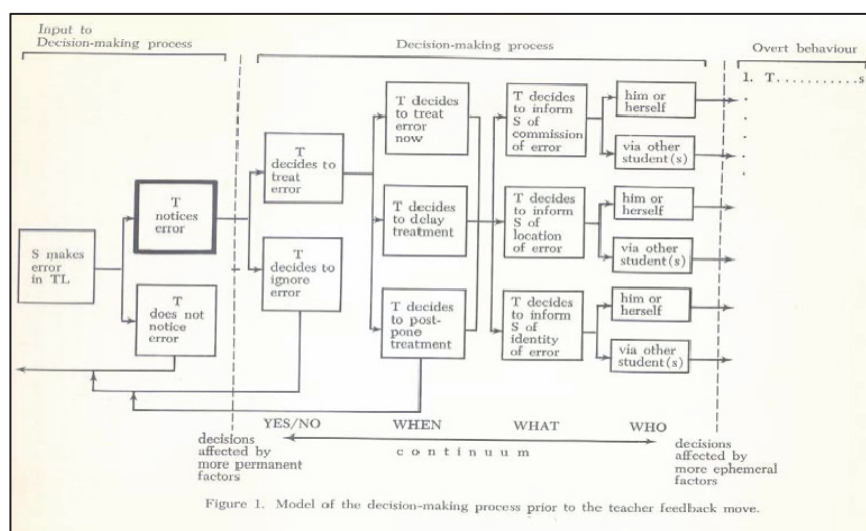


Figure 9. Long's model of decision-making process prior to the teacher feedback move.

Hendrickson (1980) in the research he conducted he made a distinction between global and local errors. He stated that teachers should be aware of them, because global errors make communication difficult, affecting the overall sentence organisation. Global errors are errors that affect the overall sentence organisation. They are likely to have a marked effect on comprehension (Ellis, 2008, p. 964). On the other hand, local errors do not have an effect on the general intended meaning, as they just affect single elements in a sentence (Ellis, 2008, p. 970).

Tomasello and Herron (1988, 1989) investigated the effects of feedback provided during teacher-led drills that used the Garden Path technique in two classroom studies with young adult learners of French as a foreign language. They introduced the Garden Path technique in the context of L2 overgeneralisation errors and demonstrated that this technique produced superior student learning. This study showed clear benefits for explicit error treatment.

According to Chaudron (1988), repetition of a speaker's utterance can serve several functions, such as correcting, agreeing, appreciating, or understanding. That ambiguous behaviour constitutes one of the most noted problems with corrective feedback, because L2 learners may not be aware of the modification, or perceive it as merely an alternative to their own utterance, because accepting, approving and confirming repetitions frequently occur in the same contexts.

Lyster and Ranta (1997) studied corrective feedback and learner uptake in four immersion classrooms at primary level. They carried out an observational study of six French immersion classrooms in Montreal. They developed other categories, combining the COLT Part B coding scheme with other categories to fill in their data, and designed the error treatment sequence model (figure 10), presenting a series of options that together constitute an error treatment sequence, always with the starting point of a learner's error.

They distinguished six different types of feedback used by these four teachers:

1. Explicit correction, in which the teacher explicitly provides the correct form and indicates the student that what he/she said was incorrect.

5. THEORETICAL ACCOUNTS ON ERRORS  
AND FEEDBACK IN THE CONTEXT OF CLASSROOM RESEARCH

2. Recast: the teacher reformulates all or part of a student's utterance without the error; recasts may also sometimes include translations in response to a student's use of mother tongue.
3. Clarification Request: indication to students either, that their utterance has been misunderstood by the teacher, or that the utterance is ill-formed in some way and that a repetition or a reformulation is required.
4. Metalinguistic feedback: the comments, information, or questions given by the teacher related to how well the student's utterance is formed but without explicitly providing the correct form.
5. Elicitation: refers to three different techniques that teachers can use to directly elicit the correct form from the student;
  - a. teachers can elicit completion of the student's utterance by strategically pausing to allow students to "fill in the blank".
  - b. the teacher can use questions to elicit correct forms.
  - c. or the teacher can occasionally ask students to reformulate their utterance.
6. Repetition: This refers to the teacher's repetition, in isolation, of the students' erroneous utterance. Teachers usually adjust their intonation to highlight the error.

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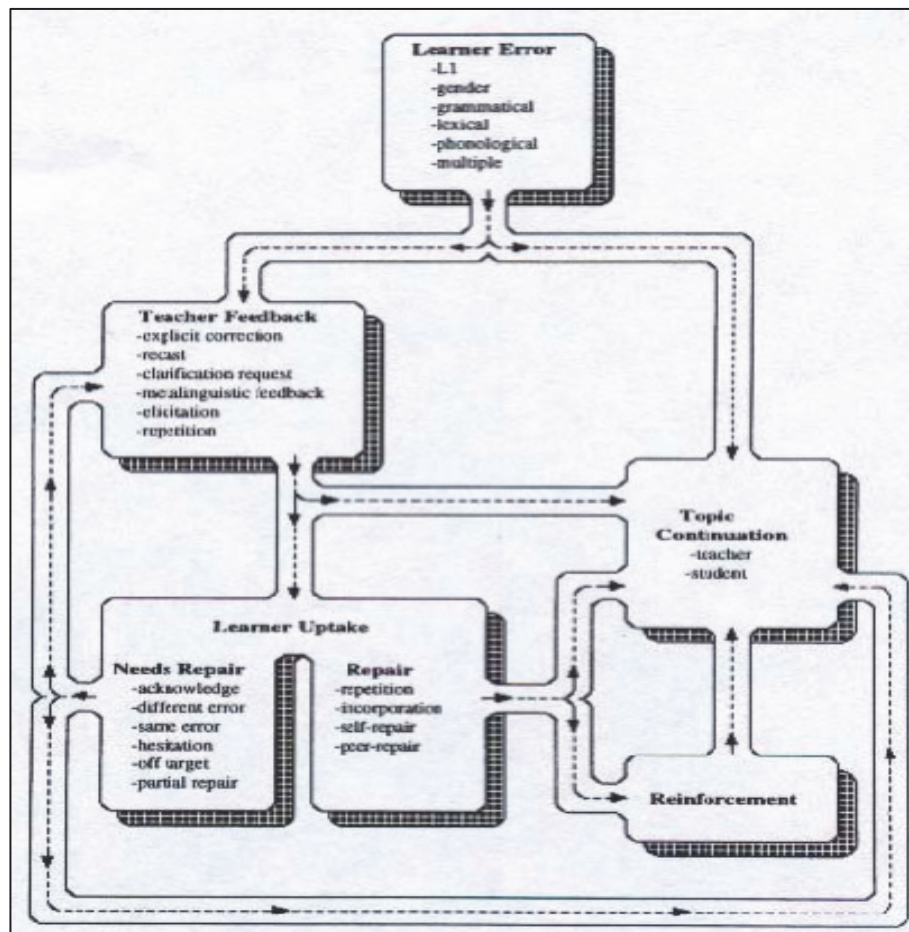


Figure 10. Error treatment sequence. Lyster and Ranta 1997. (From “Corrective Feedback and Learner Uptake: Negotiation of Form in Communicative Classrooms”, by R. Lyster and L. Ranta, 1997, *Studies in Second Language Acquisition*. Cambridge University Press.) p.44.

In addition to the previous feedback types, Lyster and Ranta (1997) added a seventh category called multiple feedback, which referred to combinations of more than one type of feedback in one teacher turn.

Their concept of uptake in their model refers to “a student’s utterance that immediately follows the teacher’s feedback and that constitutes a reaction in some way to the teacher’s intention to draw attention to some aspect of the student’s initial utterance” (p.49). According to them, there are two types of student uptake:

- a. uptake that results in ‘repair’ of the error and
- b. uptake that results in an utterance that still needs repair.



They see repair as “correct reformulation of an error as uttered in a single student turn and not to the sequence of turns resulting in the correct reformulation; nor does it refer to self-initiated repair” (p.49). They distinguished four types of other-initiated repair:

1. Repetition: which refers to a student’s repetition of the teacher’s feedback when the latter includes the correct form.
2. Incorporation: which refers to a student’s repetition of the correct form provided by the teacher, which is incorporated into a longer utterance produced by the student.
3. Self-repair, that means a self-correction, produced by the student who made the initial error, in response to the teacher’s feedback when the latter does not provide the correct form.
4. Peer-repair, that refers to peer-correction provided by another student, other than the one who made the initial error, in response to the teacher’s feedback.

Their category of ‘needs-repair’ includes the following six types of utterances:

1. Acknowledgement: normally a simple ‘yes’ on the part of the student in response to the teacher’s feedback.
2. Same error: uptake that includes a repetition of the student’s initial error.
3. Different error: a different error is made.
4. Off target: uptake in response to the teacher’s feedback turn but that circumvents the teacher’s linguistic focus, without including further errors.
5. Hesitation: a student’s hesitation in response to the teacher’s feedback.
6. Partial repair: uptake that includes a correction of only part of the initial error.

In this study, they also define what reinforcement is, which will be those short statements that teachers make, frequently following repair to reinforce it by saying for example “bravo”, “yes!” or “that’s it”.

The findings in their study indicate a tendency for teachers to use recasts (55%) and they accounted for the largest number of repairs. They also found a low rate of repair (only 18% of teacher recasts were followed by students’ repair.) Nevertheless, they point out that it may be so because of the high frequency occurrence of recasts.

Lyster (1998) presented a study, which examined aspects of communicative classroom discourse that may affect the potential of recasts to be noticed as negative evidence by young second language learners. This study was carried out in four French immersion classrooms at the elementary level during twenty-seven lessons and a transcript of eighteen hours.

In his study, recast is an implicit corrective feedback move that reformulates or expands an ill-formed or incomplete utterance in a way that is not intrusive, similar to the one given by primary caregivers in child L1 acquisition. Or, as he states, quoting Long, “utterances that rephrase a child’s utterance by changing one or more components while still referring to its central meaning” (Long, 1996, p.434).

This study revealed four types of recasts:

Type 1. An isolated declarative recast which provides confirmation of a learner’s message by correctly reformulating all or part of the utterance with falling intonation and no additional meaning.

Type 2. An isolated interrogative recast which seeks confirmation of the learner’s message by correctly reformulating all or part of the utterance with rising intonation and no additional meaning. It includes confirmation checks.

Type 3. An incorporated declarative recast which provides additional information by incorporating the correct reformulation of all or part of a learner’s utterance into a longer statement.

Type 4. An incorporated interrogative recast that seeks additional information by incorporating the correct reformulation of all or part of a learner's utterance into a question.

Thus, according to him, in addition to their function of implicitly providing a reformulation of all or part of an ill-formed utterance, recasts serve to respond to the semantic content of a learner's utterance by:

- providing or seeking confirmation of the learner's message, or by
- providing or seeking additional information related to the learner's message.

He found out that teachers tend to use a great deal of non-corrective repetition; they often repeat students' well-formed utterances.

The analysis revealed that non-corrective repetitions perform the same pragmatic functions in classroom discourse as do recasts; these, in turn have been classified as four types of non-corrective repetition:

Type 1. An isolated declarative repetition provides confirmation of a learner's message by repeating all or part of the utterance with falling intonation and no additional meaning.

Type 2. An isolated interrogative repetition seeks confirmation of the learner's message by repeating all or part of the utterance with rising intonation and no additional meaning

Type 3. An incorporated declarative repetition provides additional information by incorporating all or part of a learner's utterance into a longer statement

Type 4. An incorporated interrogative repetition seeks additional information by incorporating all or part of a learner's utterance into a question.

Lyster (1998) found out that teachers used recasts following ill-formed learners' utterances in the same way that they use non-corrective repetition following well-formed learner utterances.

He found out that grammatical and phonological errors tended to invite recasts, while lexical errors tended to invite negotiation of form more often than recasts and that the majority of phonological repairs were learner repetitions following recasts and the majority of grammatical and lexical repairs were peer- and self-repairs following negotiation of form.

Type 3 and 4 may appear to differ from studies that have defined recasts as semantically contingent re-phrasings that contain no additional information. Whether or not recasts include additional information is also variable across studies.

In this study the findings reveal that recasts and non-corrective repetition fulfil identical functions distributed in equal proportions. He stated that the majority of recasts as used naturalistically by teachers are unlikely to be negotiated or noticed by young L2 learners as negative evidence.

Mackey, Gass and McDonough (2000) investigated learners' perceptions about feedback provided to them through task-based dyadic interaction. They wanted to analyse to what extent the learners really recognise or perceive that feedback provided in the interaction and also to find out if the learners knew the aim or reason of the feedback being provided. Learners watched themselves in videotape recordings of their previous interactions in different tasks. They were asked to introspect about their thoughts during the tasks. Their study involved 10 learners of English as a second language and 7 learners of Italian as a foreign language. Each learner carried out a communicative activity with a native or near-native interviewer, in which they worked together to identify differences in the pictures they had for 15- 20 minutes. The interviewers were the ones asked to provide feedback when needed. The learners then watched the videotapes and a second researcher gave the directions. The learners could pause the recording whenever they wanted and could describe their thoughts at any time. The researcher paused the videotape when interactional feedback was provided and asked the learners to recall their thoughts at that time. These sessions were audiotaped. This procedure is known as stimulated recall as learners are asked about their thoughts during the activity or after it. Mackey et al. (2000) transcribed the sessions and analysed them. They categorised four types of errors, phonology, morphosyntax, lexis, and semantics. The participants' perceptions categories were: lexical, semantic, phonological, morphosyntactic, no content and unclassifiable. The

results showed that the feedback provided was mostly morphosyntactic or phonological, and the learners were quite accurate in their perceptions about semantic, lexical and phonological feedback, but not about morphological feedback.

Lyster (2001) investigated specific patterns of a reactive approach to form-focused instruction and its relationship to error types and immediate learner repair. The study was carried out in four French immersion classrooms at elementary level. For his study he used the main six feedback moves that Lyster and Ranta (1997) had described. As his study was focused on form, errors related to content were not analysed. Therefore, errors were classified into the following categories:

Grammatical errors.

1. Errors in the use of closed classes, as for example determiners, prepositions, and pronouns.
2. Errors in grammatical gender, for instance wrong determiners and other noun/adjective agreements.
3. Errors in tense, verb morphology, auxiliaries, and subject/verb agreement.
4. Errors in plurals, negation, question formation, word order...

Lexical errors.

1. Inaccurate, imprecise, or inappropriate choices of lexical items in open classes, as in nouns, verbs, adverbs and adjectives.
2. Non-target derivations of nouns, verbs, adverbs and adjectives, also incorrect use of prefixes and suffixes.

Phonological errors.

1. Decoding errors as for example when students read aloud.
2. Mispronunciations due to particularities of the Spanish sound system.
3. Absence of obligatory elision.

4. Absence of obligatory liaison.
5. Pronunciation of silent letters.
6. Addition of other element or omission of obligatory ones.

Unsolicited uses of first language (L1).

Instances in which students used English when French would have been more appropriate and expected.

In contrast with other studies, he found a certain degree of systematisation when providing feedback, as teachers tended to provide feedback on phonological (70%) and lexical (80%) errors while grammatical errors received corrective feedback at a lower rate. This study also revealed that feedback types were selected in accordance with error types, that means that teachers used recasts after grammatical and phonological errors and negotiation of form was used after lexical errors.

Panova and Lyster (2002) analysed the patterns of corrective feedback and uptake in an adult (17-55 year old students) ESL classroom for over 4 weeks in a Montreal school board in Quebec, Canada with 18 hours of classroom interaction recorded and 10 of them were transcribed. They examined the range and types of feedback used by the teacher and their relationship to learner uptake and immediate repair of error. The primary aim of their study was to examine the relationship between feedback types and how learners respond to them, in an adult ESL classroom. Their secondary aim was to ascertain whether Lyster and Ranta's (1997) model of corrective discourse was applicable in a different instructional context.

They stated seven feedback types used by the teacher:

1. Recast: it is an implicit corrective feedback move that reformulates or expands an ill-formed or incomplete utterance in an unobtrusive way. It is quite similar to the type of recasts that caregivers provide.
2. Translation: it is a feedback move when it follows a student's unsolicited use of the L1. Lyster and Ranta (1997) found few moves of this type in their database and they decided to include them as recasts.

3. Clarification request: the aim of a clarification request is to elicit reformulation or repetition from the student with respect to the form of the student's ill-formed utterance (such as I'm sorry, or I don't understand, but also other clues).
4. Metalinguistic feedback: it refers to either comments, information, or questions related to the well-formedness of the student utterance, without explicitly providing the correct answer.
5. Elicitation: it is a corrective technique that prompts the learner to self-correct.
6. Explicit correction: it provides explicit signals to the student that there is an error in the utterance; not only involving a clear indication to the student that an utterance was ill-formed and but also providing the correct form.
7. Repetition: the teacher repeats the ill-formed part of the student's utterance, usually with a change in intonation.

Their results show that 50% of the students' turns were ill-formed or contained unsolicited use of L1. 25% of the teacher's turns included corrective feedback, which means that almost half of the students' turns with error or L1 received corrective feedback. Of the seven types of feedback, recasting and translation of learner errors were the most frequently used, and recasts occurred in more than half of the feedback turns. Recasts and translation accounted for 77% of the feedback moves, clarification request 11%, metalinguistic feedback 5%, elicitation 4%, explicit correction 2%, and repetition 1%. Learner uptake followed 47% of feedback moves. These findings have parallels with findings obtained in other observational studies with child and adult language learners, as for instance Fanselow (1977) and Lyster and Ranta (1997). The results reveal a clear preference for implicit types of reformulative feedback, such as recasts and translation, not using other feedback types that encourage learner-generated repair. That is the reason why the rates of learner uptake and immediate repair of error are low in this classroom.

Lyster (2004) carried out a classroom study in a form-focused instruction (FFI) classroom in an immersion programme in Montreal, in which the effects of prompts and recasts were investigated when studying students' ability to accurately assign grammatical gender in French. For the study, four fifth grade immersion teachers participated. Three of

them implemented a different type of feedback treatment; recasts, prompts, or no feedback and the other teacher taught the subject without form-focus instruction. Analysis of pre-test, immediate post-test and delayed post-test results revealed a meaning increase in the ability of students exposed to FFI to correct assign grammatical gender. Results revealed that FFI is more effective when combined with prompts, than recasts or no feedback. He stated that recasts are sometimes ambiguous because they share discourse functions with teacher repetitions of well-formed utterances. Moreover, we can find that recasts often go with signs of approval, such as affirmations and praise markers, and that is the reason why they may be so ambiguous. But teachers can use other types of feedback to avoid that. Prompts include four types of teacher response, (Lyster, 2004, p.405 ):

1. Clarification requests which are phrases such as “pardon me” and “I don’t understand”. They are used to indicate that the student’s message has not been understood or it is ill-formed.
2. Repetitions in which what the student has said is repeated, rising the intonation and stressing the error, “replicate the student’s error verbatim, usually with rising intonation and stress to highlight the error”.
3. Metalinguistic “clues provide comments, information or questions related to the well-formedness of the students’ utterance”.
4. Elicitation. Using questions such as “How do we say that in French?” or pauses to allow the students to complete the teacher’s utterance.

Lyster highlights that these prompting moves push learners to self-repair with their own modified responses and revealed a significant improvement of the 3 groups with FFI.

Salazar (2004-05) investigated learners’ uptake after teacher’s corrective feedback. Two groups of first-year university students (aged 17-22) were selected. Both groups shared common characteristics, as all of them were Spanish and their level of proficiency in English was lower intermediate. For the study, one of the groups was given a more implicit type of feedback and the other one a more explicit one. She focused on two grammatical items: articles (definite/indefinite and zero article) and second conditional. Her results suggest that learners’ uptake was highly associated with the type of feedback



provided, because explicit feedback was found to be followed by self and peer repair and implicit feedback was followed by repetitions and topic continuations. Her findings corroborate other studies, such as the one on reactive feedback by Lyster and Ranta in 1977 as both found recast less effective to promote repair.

Lyster and Mori (2006) undertook a comparative analysis of teacher-student interaction in two different settings at elementary school level (French and Japanese immersion classrooms). They investigated the immediate effects of explicit correction, recasts and prompts on learner uptake and repair. Their aim was to increase their knowledge of relevant contextual variables that influence classroom learners' attention biases towards one type of interactional feedback over another. They introduced the concept of Counterbalance Hypothesis, which states that "instructional activities and interactional feedback that act as a counterbalance to a classroom's predominant communicative orientation are likely to prove more effective than instructional activities and interactional feedback that are congruent with predominant communicative orientation" (p.269). They stated that based on previous descriptive studies of teacher-student interaction, feedback moves could be classified as one of three types: explicit correction, recasts or prompts. Explicit correction and recasts supply learners with target reformulations of their non-target output. In the case of explicit correction, the teacher supplies the correct form and clearly indicates that what the student said was incorrect. Prompts include a variety of signals that push students to self-repair. These moves have been referred to as negotiation of form. Prompts represent a range of feedback types that include the following moves:

a) Elicitation, in which the teacher directly elicits a reformulation from the student by asking questions such as "How do we say that in French?", or by pausing to allow the student to complete the teacher's utterance, or by asking the student to reformulate her or his utterance.

b) Metalinguistic clues, in which the teacher provides comments or questions related to the well-formedness of the student's utterance such as "We don't say it like that in Japanese"

c) Clarification requests, in which the teacher uses phrases such as “Pardon?” and “I don’t understand” after learner errors to indicate to students that their utterance is ill-formed in some way and that a reformulation is required

d) Repetition, in which the teacher repeats the student’s ill-formed utterance, adjusting intonation to highlight the error.

All these feedback types offer learner an opportunity to self-repair. Research has shown that recasts are by far the most frequent type of feedback used in classroom settings. They deal with the concept of uptake, mentioned before, previously defined by Lyster and Ranta (1997). Uptake does not occur when either:

1. feedback is followed by teacher-initiated topic-continuation, thus denying the student the opportunity to respond to feedback, or
2. feedback is followed by student-initiated topic continuation, that is, feedback fails to be verbally acknowledged with a student response.

Repair includes:

- repetition or incorporation of the correct forms provided in recasts and explicit correction and
- self or peer-repair following prompts.

These authors state that repair can occur in the following forms: self-repair or peer-repair of error, and repetition or incorporation of feedback.

The participants of their comparative study were French and Japanese immersion classroom students, with about 33 hours of classroom interaction recorded. They used the data they already had from Lyster and Ranta (1997) for the French Immersion classes and the data described by Mori (2002). The six teacher participants knew that classroom interaction would be analysed, not knowing that interactional feedback would be the focus. The unit of analysis used is the error treatment sequence that Lyster and Ranta (1997) identified. They found out a predominant provision of recasts over prompts and explicit correction, regardless of instructional setting, but student uptake and repair patterns varied in relation to feedback type.

Russell and Spada (2006) wanted to know how effective corrective feedback was. For their study they analysed 56 previous works on the ERIC (Education Resources Information Center) database following a established criteria. They found out that 70% of the studies were published between 1995 and 2003. 41 of the studies were experimental or quasi experimental while the other 15% were descriptive/observational. For the second phase of their analysis 31 previous studies remained. They wanted to calculate the effect sizes and for that reason they used Wilson's (2001) Effect Size Determination Program. According to their results, they found corrective feedback to be beneficial, although other authors suggest the opposite, such as Truscott (1996, 1999).

Clavel-Arroitia (2008) observed if a series of variables resulted in a meaningful difference at High School level (Secondary Education) with two different schools and two different teachers. She analysed 15 lessons recorded at two different schools at two different levels (4<sup>th</sup> E.S.O. and 2<sup>nd</sup> Bachillerato), with two different teachers, one native and one non-native. Some of her hypotheses were that there would be more correction in the non-native teacher group (class of E.S.O.), than in the native teacher classroom (class of Bachillerato), the feedback exchanges would be longer and that there would be more acceptance of correction in the native teacher's class (Bachillerato) because the students are more proficient and responsible. The terminology used to describe the type of errors and the type of correction was partly adapted from Panova and Lyster (2002), Lyster and Ranta (1997) and partly she established her own terms.

Clavel-Arroitia (2008) classified these types of error:

1. Phonological
2. Lexical
3. Grammatical
4. Use of unsolicited L1 by the teacher
5. Content

She distinguished nine different types of feedback used by the two teachers in her study, adding two more categories, which correspond to correction supplied by the students in two different ways:

1. Recast: an implicit corrective move that reformulates or expands an ill-formed or incomplete utterance in an unobtrusive way.
2. Translation: it can be seen as a feedback move when it follows a student's unsolicited use of L1 or when the teacher uses it to make the student understand their error.
3. Clarification request: to elicit reformulation or repetition from the student with respect to the form of the student's ill-formed utterance.
4. Metalinguistic cues: it refers to either comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct answer.
5. Elicitation: it is a corrective technique that prompts the learner to self-correct. This can be done by pausing, and letting the student complete the utterance, by asking an open question, or by requesting a reformulation of the ill-formed utterance.
6. Explicit correction: it involves a clear indication to the student that there is an error in the previous utterance and it also provides the correct form.
7. Repetition: the teacher repeats the ill-formed part of the student's utterance, usually with a change in intonation.
8. Asking another student: the teacher asks another student or the whole class to give the correct answer or correct the error.
9. Negation: the teacher shows rejection of all or part of the student's utterance.
10. Self-correction: it occurs when the teacher feedback prompts the student who made the error to self-correct.

11. Peer-correction: it is the same case as self-correction, but this time the correct answer is provided by a different student from the one who initially made the error.

The last two categories differ from the rest in the fact that they are provided by a student and not the teacher. They usually follow types of corrective feedback which involve elicitation such as repetition, clarification requests and metalinguistic feedback.

That error treatment sequence constitutes the main unit of analysis of her study. Clavel-Arroitia (2008) also found in her database cases where more than one category of feedback types was used in the same move, in answer to a single error. She called them combination of corrections.

She found some similarities in both classes with respect to the high number of phonological errors, which are the most committed errors in both of them. Both teachers share a communicative type of teaching, which promotes the occurrence of this type of mistakes, since students are prone to talk in class and make use of their oral competence in the L2.

In the following table we can see the results of the types of correction in class A and in class B.

TYPES OF CORRECTION	CLASS A	CLASS B
RECAST	32%	48%
TRANSLATION	1%	3%
CLARIFICATION REQUEST	3%	2%
METALINGUISTIC FEEDBACK	16%	12%

5. THEORETICAL ACCOUNTS ON ERRORS  
AND FEEDBACK IN THE CONTEXT OF CLASSROOM RESEARCH

ELICITATION	6%	7%
EXPLICIT CORRECTION	13%	3%
REPETITION	8%	0%
ASKING OTHER STUDENT	2%	1%
NEGATION	1%	10%
SELF- CORRECTION	5%	8%
PEER CORRECTION	13%	6%

Table 5. Types of Correction. Adapted from Clavel-Arroitia (2008)

The biggest difference in relation to types of errors is found in the second most used category of errors, which is lexical for students of Bachillerato and grammatical for students of E.S.O. This could be caused by the fact that students of Bachillerato are preparing for the selectivo exam.

The following table shows the types of errors in class A and in class B:

TYPES OF ERRORS	CLASS A	CLASS B
PHONOLOGICAL	47%	54%
LEXICAL	14%	23%
GRAMMATICAL	27%	20%
UUL1	2%	1%
CONTENT	10%	2%

Table 6. Types of errors. Adapted from Clavel-Arroitia (2008)

Russell (2009) reviews the current place of corrective feedback dealing with a historical perspective of error correction and trying to answer different previous hypothesis of different authors and comparing their results. The paper deals with the idea of the effectiveness or not of recasts, the perception by teachers and learners of recasts, with the final goal of finding out if recasts are beneficial to learners. She found out that several studies in fact state that recasts facilitate learning, while other find them ambiguous. She found that the most common form of oral correction is recasts.

She concludes that although several studies have been conducted, there are questions which are not answered yet and should lead to further research on corrective feedback with qualitative and quantitative studies, to answer previous studies research questions, such as: Should learners' errors be corrected? When and which errors should be corrected? How and who should correct them?

Lyster and Saito (2010) conducted a meta-analysis to investigate the pedagogical effectiveness of oral corrective feedback on 15 classroom-based studies. It was a quantitative research in which they investigated whether corrective feedback was effective in the classroom and if it varied depending on the types of corrective feedback, the types and timing of outcome measures, the setting, the treatment length and learner's age. Their main aim was to have better understanding of corrective feedback effectiveness. They

followed Lyster and Ranta’s (1997) corrective feedback types (recasts, explicit correction and prompts). Prompts included clarification requests, repetition of error, elicitation and metalinguistic clues. Prompts were classified as implicit or explicit, following the suggestions by Ellis (2006), Loewen and Nabei (2007), and Lyster (2002). According to them, clarification requests and repetition are more implicit than elicitation and metalinguistic clues, as it is shown in the figure below.

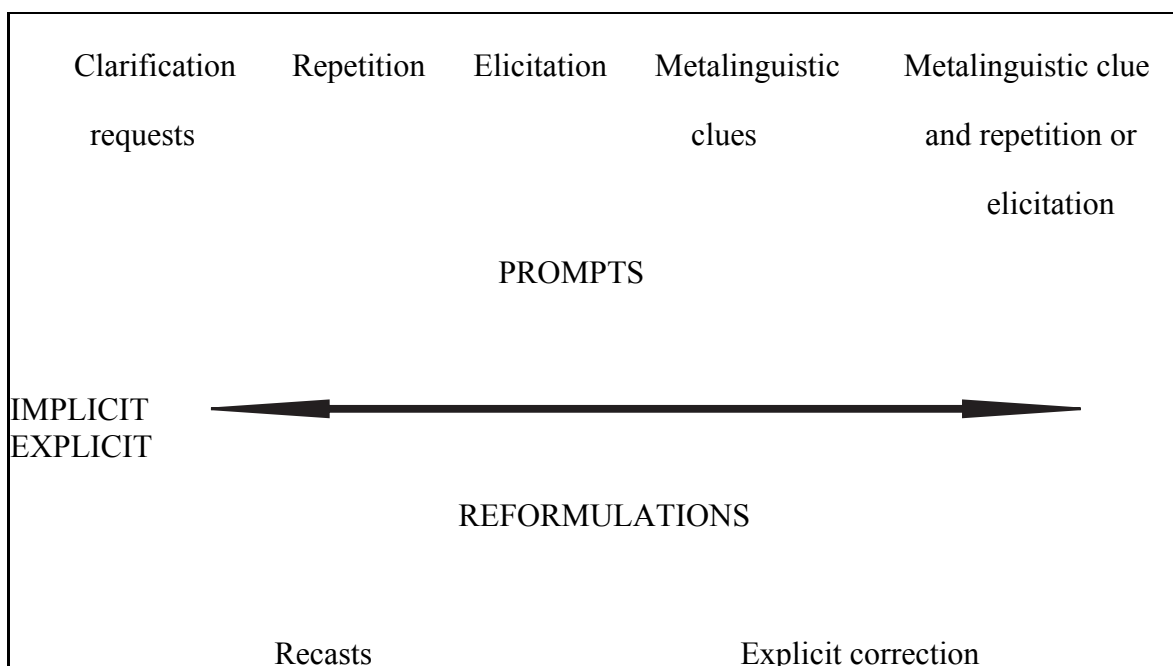


Figure 11. Adapted from Lyster and Saito 2010. Types of Corrective Feedback. p. 278.

They found out that corrective feedback had significant and durable effects on target language development. The effects were larger for prompts than recasts. They were also more apparent when eliciting free constructed responses. Regarding the setting, they found out that the instructional setting (second vs. foreign language classroom) was not identified as a contributing factor to effectiveness. Effects of long treatments had larger effects. About learner’s age, they found out younger learners benefit more from corrective feedback than older learners.

Sato and Lyster (2012) carried out a quasi-experimental study with two objectives. The first one was to teach learners how to provide corrective feedback during peer interaction in meaning focused activities and the second one was to assess the effects of peer interaction and corrective feedback on second language development. The participants were four university-level English classes in Japan, assigning four treatment



conditions. In the corrective feedback groups, one had to provide prompts, the other one recast. Both groups were trained to be able to provide feedback. The other group did peer-interaction activities, and the last group served as the control group. The results were that after one semester of intervention, the two corrective feedback groups, the one providing recast and the other providing prompts improved in accuracy and fluency. The peer-interaction group outperformed the control group on fluency, the corrective feedback provided in the peer interaction group had positive effects on accuracy. They also state that, in general, the instructional treatment had a significant impact on the frequency of interactional moves. Also, the two corrective feedback groups produced more corrected feedback than the other two groups. They conclude that corrective feedback is related to accuracy development.

Kartchava and Ammar (2013) investigated how students noticed three corrective feedback techniques (recasts, prompts, and a mixture of the two). They assessed the noticing of corrective feedback with immediate recall, and the learning was measured with picture description and spot-the-differences tasks. They also wanted to determine whether such noticing would predict second language (L2) development. For their study, four groups made up of a total of 99 high-beginner college level francophone ESL learners and three teachers participated. Each teacher was assigned to a corrective feedback technique that best fitted his style. One of them chose to respond to errors primarily with recasts, the other with prompts, and the third teacher would alternate recasts and prompts. They analysed sessions in which communicative activities were carried out. They studied the past tense and questions in the past as the linguistic targets for their study.

The teacher using recasts was able to react with a full, partial, interrogative, or integrated reformulation. "For example, in response to a student's utterance \*He go to the movies yesterday, any of the following approaches could be adopted:

Full reformulation: Okay. He went to the movies yesterday.

Partial reformulation: (He) Went.

Interrogative reformulation: Where did you say he went yesterday?

Integrated reformulation: He went to the movies yesterday. Did he go alone or with someone?“ (pp.11-12). Prompts were defined as techniques that elicited the correct form from the learner, including

- 1) repetition, where the teacher repeated the student’s incorrect utterance. It could be with rising intonation or partly by zooming in on the error while withholding the correct form.
- 2) elicitation, the teacher repeated part of the learner’s utterance and paused at the error in order to provide a clue, also to invite the student to self-repair.
- 3) metalinguistic information, the teacher provided metalinguistic clues without providing the correct form while pushing the learner to self-correct.

Examples of prompts the teacher was able to use include:

“in response to \*He go to the movies yesterday:

Full repetition: He go to the movies yesterday?

Partial repetition: Go yesterday? Go?

Elicitation: He what [stressed] yesterday?

Metalinguistic information: It happened yesterday. So what should we say? (How do we form the past in English?) (p.11)

They found out three types of noticing in their first analysis:

- 1) detection of CF and/or the correct form,
- 2) exact repetition
- 3) noticing of help
- 4) “no noticing”

They found out varied conclusions. The group using prompts and mixed corrective feedback noticed the teacher’s intention to correct more than the Recast group.

A paired-samples t-test was conducted on the noticing scores per target to determine which of the two grammatical features studied was noticed more overall. There was a slight difference between the past tense noticing scores (higher) and the questions noticing scores with the corrective feedback being noticed more with the past tense errors than with questions. They found out that despite the noticing of Corrective Feedback there was a decrease in the learners' scores.

Lyster and Ranta responded in their article (2013) to Goo and Mackey. Goo and Mackey argued that Second Language Acquisition researchers should stop comparing recasts to other types of corrective feedback. They also outlined different design flaws in the studies that compared the impact of different corrective feedback types. Lyster and Ranta stated that recast is effective, and mentioned different studies to support it:

For example, the positive effects for recasts appear to be reserved for learners in form-oriented settings (Nicholas et al., 2001) and for those with high literacy levels (Bigelow, delMas, Hansen, & Tarone, 2006), developmental readiness (Mackey & Philp, 1998), high working memory capacity (Mackey, Philp, Egi, Fujii, & Tatsumi, 2002), and high phonological memory, attention control, and analytic ability (Trofimovich, Ammar, & Gatbonton, 2007, p.169)

They proved their responses with several examples of studies to support the benefits, also depending on the context. One example is the Lyster's 2004 study, in which it is proved that recasts were as effective as prompts in oral production measures and less effective than prompts only in written production measures in the case of young immersion students. Similarly, Ammar and Spada (2006) found out for young English as a second language learners with high pre-test scores, recasts were as effective as prompts but for learners with low pre-test scores they were less effective than prompts.

They conclude that it is inadvisable to make generalizations about the benefits of any particular type of corrective feedback, even though the research literature is broad.

Lyster R., Saito K., and Sato M. (2013) state that Lyster & Ranta's (1997) conclusion (see Long 2007) from 16 years ago, although controversial, still holds true: "teachers might want to consider the whole range of techniques they have at their disposal rather than relying so extensively on recasts" (p. 56). In fact, teachers make choices

depending on the linguistic targets, the interactional contexts, students' age and proficiency, etc.. They stated, "the most effective teachers are likely to be those who are willing and able to orchestrate, in accordance with their students' language abilities and content familiarity, a wide range of CF types that fit the instructional context" (p.30). It emphasised the teacher's role as the one who is able to act in accordance with the context and the reality of the students.

Milla and García Mayo (2014) studied corrective feedback episodes in oral interaction comparing a CLIL and an EFL classroom following the error treatment sequence provided by Lyster in 1994 and Lyster and Mori in 2006. They analysed corrective feedback episodes (CFEs) consisting of three moves: learner's error, teacher provision of corrective feedback (CF) and learner's uptake of this correction. Correction moves went from the implicit to explicit, as shown in the table below.

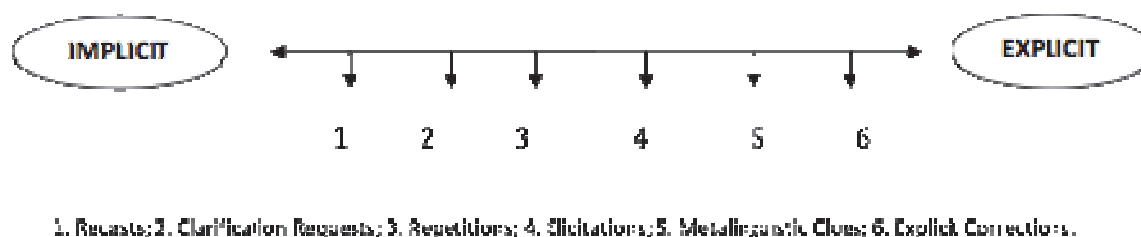
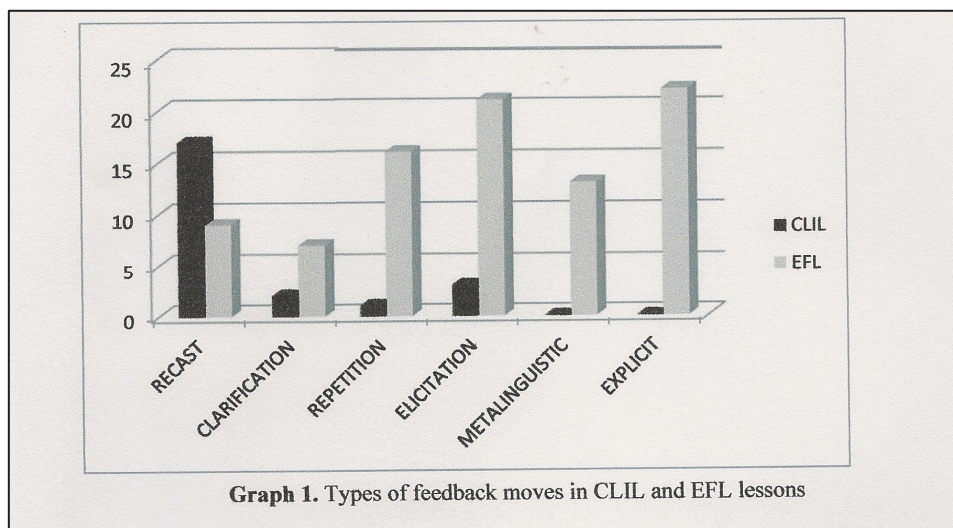


Figure 12. Continuum of the types of corrective feedback in order of explicitness (p.4).

Their results showed that the EFL teacher used several correction techniques whereas the CLIL teacher mainly used recasts. They can support their hypothesis about EFL classes being focused on form as the EFL teacher provides a combination of types of correction, which are much richer and demonstrate that the aim is to bring learner's attention to the error in different ways. The feedback provided in the EFL lessons was more explicit than in the CLIL lessons. The results about learners' uptake showed that only elicitation and recasts led to some learner uptake in CLIL lessons whereas clarification requests and recasts were used in the EFL classes. The conclusion is that there are

differences in the types, quantity and manner of provision of corrective feedback in those two contexts.



Graph 1. Types of feedback moves in CLIL and EFL lessons (p.9).

Lee and Lyster (2015) studied to what extent second language learners benefit from instruction that includes corrective feedback on L2 speech perception analysing the results of a classroom-based on form experimental study conducted with 32 young adult Korean learners of English living in Montreal, Canada. One group was the Instruction group and the other one the Instruction plus corrective feedback group who were non-native English speakers. Both groups had 5 lessons of one hour focusing on the contrast of the phonemes /i/ and /ɪ/. They had a pre-test, the instruction, an immediate post-test and a delayed post-test conducted two weeks later. Both groups had similar results in the pre-test. At the immediate and delayed post-test the Instruction plus corrective feedback group outperformed the other group (Instruction-only).

As a conclusion for this part about feedback in the context of classroom research, we can state that although many authors have dealt with this topic, some of the studies showed that the error treatment was often inconsistent. That is the reason why further research and empirical evidence is needed, as there are different variables to be taken into

## 5. THEORETICAL ACCOUNTS ON ERRORS AND FEEDBACK IN THE CONTEXT OF CLASSROOM RESEARCH

account, such as the context, students' age, students' mother tongue, type of activity, levels of proficiency, instructional contexts, etc.. That way, the results will show if corrective feedback facilitates learning, which kinds of treatment are more effective, students' perception of corrective techniques, etc..

## 6. EMPIRICAL PART





## 6. EMPIRICAL PART

### 6.1. AIMS

The aim of this empirical part is to analyse lessons in five different subjects. The subjects recorded were Maths, Science, English, Arts and Crafts and Educational Attention in a 2nd level class in Primary Education, recording a total of 51 classes of 45 minutes each, with a result of 2295 minutes of classroom interaction (38,25 hours). In Maths and English 11 lessons of each subject were recorded, in Science, and Arts and Crafts 10 lessons and in Educational Attention 9. Eight lessons of each subject were selected for the transcription and analysis, that is 1800 minutes (30 hours). The teacher who agreed to record her classes was a female with eight years of teaching experience, a good level of language proficiency and three years in that school. She was informed that the study would examine aspects of classroom interaction and she was asked to continue with her usual way of teaching. Permission had to be solicited and approved in the Secretaría Autónoma de Valencia as well as parents' agreement.

The main aim is to compare the similarities and differences in the results obtained for the different subjects bearing in mind that all of them are taught in English, four of them being content subject lessons and the fifth subject English language. I intend to find out to what extent different feedback techniques are used to treat specific error types depending on the type of subject. Moreover, I wanted to know to what extent students accept the correction, if the error is repaired, and if the acceptance and repair of the error depends on the subject or on the correction technique used. Finally, the teacher's confirmation is also analysed. The study draws on the database and error treatment model presented by Clavel-Arroitia (2008), although some categories have been adapted.

### 6.2. HYPOTHESES

Due to the nature of the classroom I can hypothesise that the teacher will tend to focus her attention more on the instruction of subject matter content than on linguistic

content when dealing with non-linguistic subjects (Maths, Science, Educational Attention and Arts and Crafts).

I can also hypothesise that the type of errors will be differently treated in each subject studied, and predict that in the English language subject, more linguistic errors will be corrected than in the other subjects.

For the same reasons, I can hypothesise that no correction will be frequently used, particularly in the content subjects, due to the nature of the classes, as they are communicative oriented, the teacher will probably focus more on fluency than on accuracy.

My research questions are formulated as follows:

- Which are the techniques teachers normally use to correct oral errors in the five different subjects?
- Which are the most frequent errors our students make, linguistic or content errors, in the different subjects?
- Do teachers correct errors in different ways depending on the type or on the subject? Or maybe both have an influence?
- What is the distribution of the different types of feedback in each subject in this classroom?
- What factors contribute to similarities and differences in the occurrences of feedback across the different subjects?
- Can we find the same type of errors in the five different subjects?
- When correcting, does the teacher focus on the same aspects independently of the subject?
- Does the teacher tend to select feedback types in accordance to error types in all the subjects?

- Does the teacher provide corrective feedback randomly? Is there some degree of systematization depending on the subject?
- What are the differences to other studies?
- What is the rate of acceptance on the part of students? Is it the same in all the subjects?
- Do students usually repair the errors corrected?
- Does the teacher normally confirm the errors repaired?

### 6.3. TEACHING CONTEXT, SUBJECTS AND METHOD

This study was conducted over a period of five months, from January to May 2015, recording 51 classes of 45 minutes each, with a result of 2295 minutes of classroom interaction (38,25 hours). The subjects recorded were Maths, Science, English, Arts and Crafts and Educational Attention in a 2nd level class in Primary Education. Eight sessions of each subject were selected for the transcription and analysis, that is 1800 minutes (30 hours). The table below shows the lessons recorded for each subject and the ones selected for the transcription.

L	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
A	x 1		x 2	x		x 3	x 4	x 5			x 6	xx			x 7	x 8								
B	x 1	x 2 x 3		x 4	x 5 x 6		x 7	x 8	xx		x													
C	x 1	x 2		x 3	x 4			x 5	x 6			xx	x 7	x 8										
D	x 1			x 2		x 3		x 4		x 5			x 6				x 7	x 8						x
E						x				x 1							x 2	x 3	x 4 x 5	x 6	x 7	x 8	x	

Table 7. Lessons recorded and transcribed per subject.

## 6.EMPIRICAL PART

Key to read table 7:

x= lessons recorded

L= Lesson.

A= Maths

B= English

C= Science

D= Educational Attention

E= Arts and Crafts

transcribed

We can state that the present study is a dualistic research as there is a combination of quantitative and qualitative data. Moreover, this research is also descriptive, as it describes the feedback interaction and at the same time is analytical and explanatory as that feedback patterns are analysed and explained. In this study explanations of the results will also be offered.

Once I selected the lessons, the next step was to transcribe them. While transcribing the errors and the type of correction were numbered as sometimes it was difficult to know the type of error or the type of correction only using the transcription, the visual support was also needed. The next step was to register the number of errors' repair and teacher confirmation. With that aim the tables that are in the appendix were used, numbering each error and classifying it in each lesson and in each subject. I then counted the errors per lesson and subject and afterward the total amount per subject.

The recording took place in the School Gloria Fuertes. It is a state Primary School in Alzira. Alzira has got about 44.500 inhabitants. It is a Valencian-speaking community. Besides this school, in this town, there are 8 other state Primary Schools, two private Primary Schools and one state assisted school.

The majority of the families have an average socio-economic-level, most of them work in the factories, services in the city or near the city. Parents participate quite actively and show interest in their children's education. Population in this area is not very heterogeneous. There are not high rates of immigration.

This state school follows these linguistic programmes in Primary Education:

- PEVE which means Programa d'Ensenyament en Valencià Enriquit,
- PIPE which stands for Programa d'Incorporació Progressiva Enriquit.

The school also follows the multilingual experimental programme in English, both in Infant and Primary Education (from Infant Education to 4th level of Primary Education)

The school building is new and quite big. The centre is divided into two parts, the larger one is for Primary Education and the other one for the Infant School which has its own playground. There are around 415 children in the school. The average ratio of students per class is 22. There are 20% of immigrants and 11% of children who need special education support or educational compensation. The pupils at this school are distributed in nine levels and there are two units per level from Infant Education, 3 units in first level, two units from 2nd to fourth levels, and one unit in 5th and 6th levels.

In Primary Education children have 5 school hours a day, and voluntary out-of-school activities. This is the second level class timetable:

## 6.EMPIRICAL PART

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-9:45	ENGLISH	ENGLISH	VALENCIAN	MATHS	SPANISH
9:45-10:30	MATHS	ENGLISH	MATHS	P.E.	MATHS
10:30-11:00	BREAK	BREAK	BREAK	BREAK	MATHS 10:30-11:50
11:00-11:45	SPANISH	VALENCIAN	SPANISH	VALENCIAN	BREAK 11:15-11:45
11:45-12.30	VALENCIAN	SCIENCE	MUSIC	ENGLISH	SCIENCE 11:45-12:30
					SCIENCE 12:30-13:15
LUNCH					SCIENCE 13:15-14:00
15:00-15:45	SCIENCE	SPANISH	EDUCATIONAL ATTENTION/RELIGION	SPANISH	
15:45-16:30	EDUCATIONAL ATTENTION/RELIGION	P.E.	ARTS AND CRAFTS	MUSIC	

Table 8. Students' timetable

The staff is composed of 25 teachers, according to what is established in Resolución de 14 de febrero de 2014 de la Consellería de Educación, Cultura y Deporte, por la que se modifica el catálogo de unidades, los puestos de trabajo docente, la denominación y otros aspectos, de determinados centros docentes públicos de Educación Infantil, Educación Primaria, Educación Infantil y Primaria y educación especial, de titularidad de la Generalitat. Eight of the teachers are for Infant Education and ten for Primary Education. Also, there are different specialties, such as two teachers for English, two for Physical Education, one for Music, one for Special needs education and one for Pedagogic Therapy. A psychologist comes to the school in order to treat students with

special needs. The executive team is made up of a principal, a secretary and a head of studies. The school belongs to the Xarxa de Centres Plurilingües.

Apart from the teachers, other associations collaborate in the running of the centre, these are the School Council and the AMPA (Asociación de Madres y Padres de Alumnos), they are involved in the school and the decisions made there.

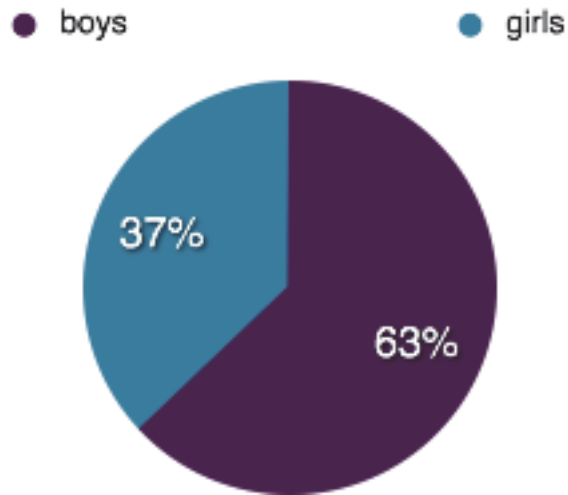
The school's educational and ideological principles are compiled in the Educative Project. The school fosters the participation of all the educational community. It proposes to educate students in different values, such as personal freedom, respect, justice, tolerance, solidarity, cooperation, educating for equal opportunities between genders, etc..

The class group in which the recordings took place consists of 27 children. There are 10 girls and 17 boys who are between 7 and 8 years old, although one student turned 9 during that school year because she was not promoted a level and was retaking that same course. Moreover, one of the students needed special education support and another student had arrived that school year. Twenty-six of these students started to study in this school when they were three years old with this experimental programme. All students were born in Spain, although some of their families are from different countries (3 from South America, 2 from Armenia and 1 from Morocco).

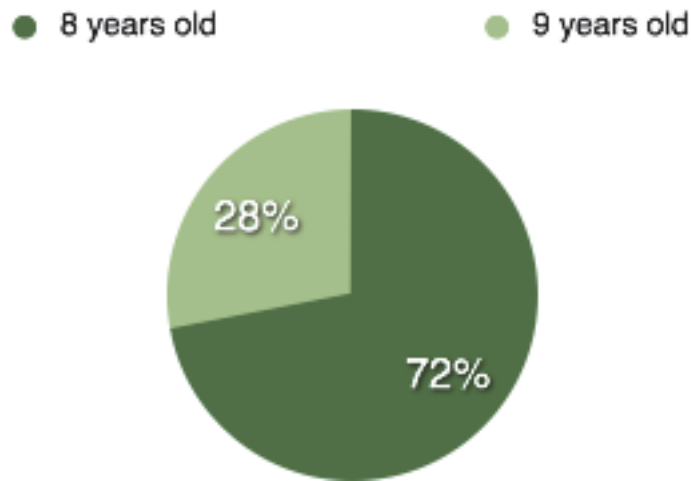
I gave the students a worksheet (in appendix G.) to get to know them a little bit better and asked them about correction. The results are shown in the graphs below.

The first graph shows that there are more girls than boys and the second one shows students' ages:

The first graph shows that that there are more girls than boys and the second one shows students' ages:

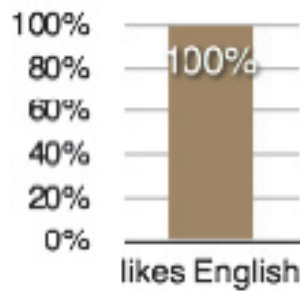


**Graph 2. Number sex of students.**



**Graph 3. Age of students**

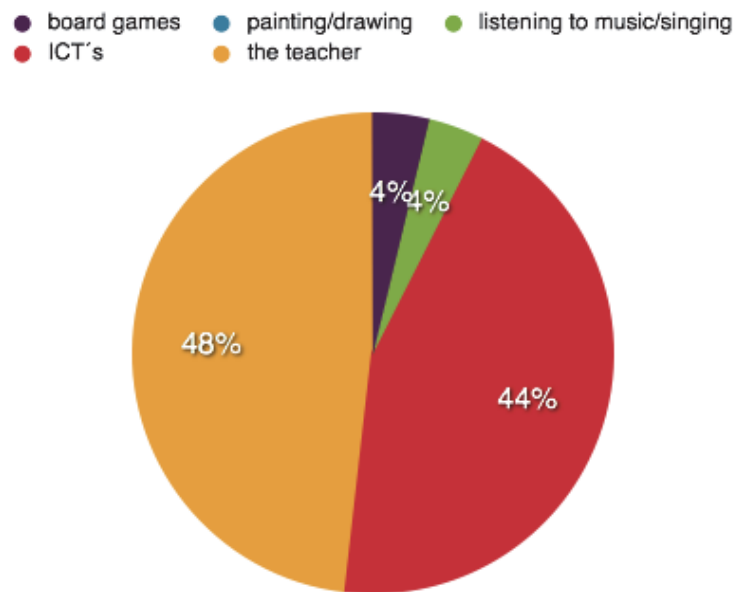
The following graph shows that all students in class like English.



**Graph 4. How much students like English.**

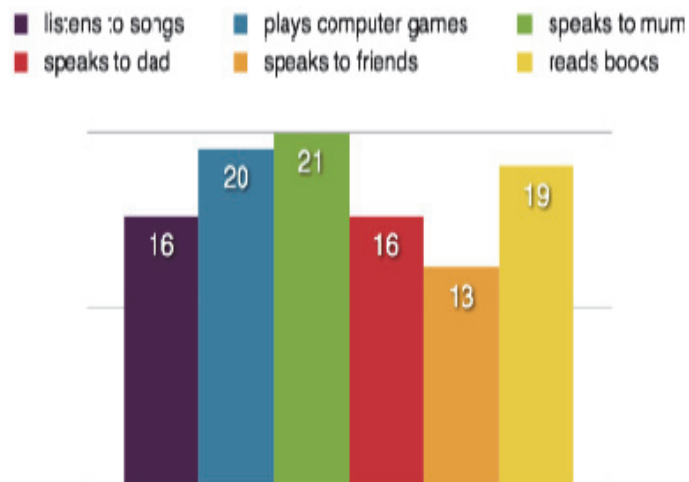


It is important to highlight the fact that one of the main reasons why students like English is because of the teacher, and the second one because they do activities on the white interactive board. The below graph shows students' reasons why they like English.



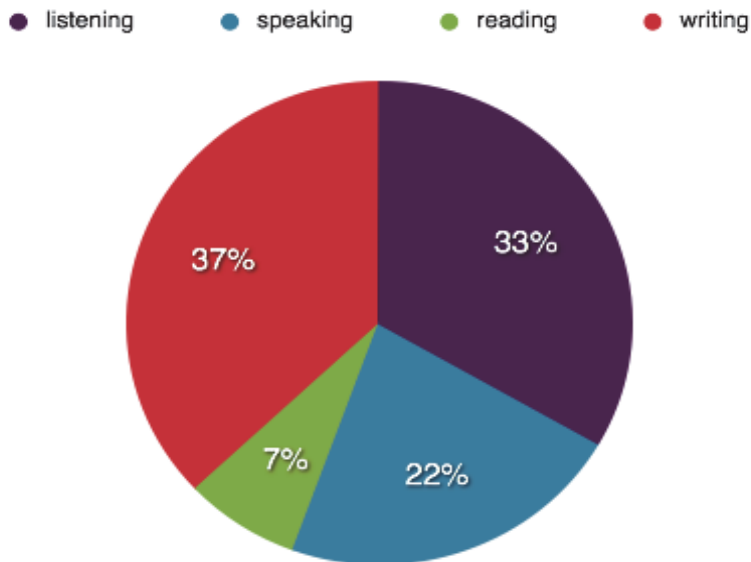
**Graph 5. Reasons why they like English.**

The following graph shows the number of students using English in different situations outside school. Students were able to choose more than one option.



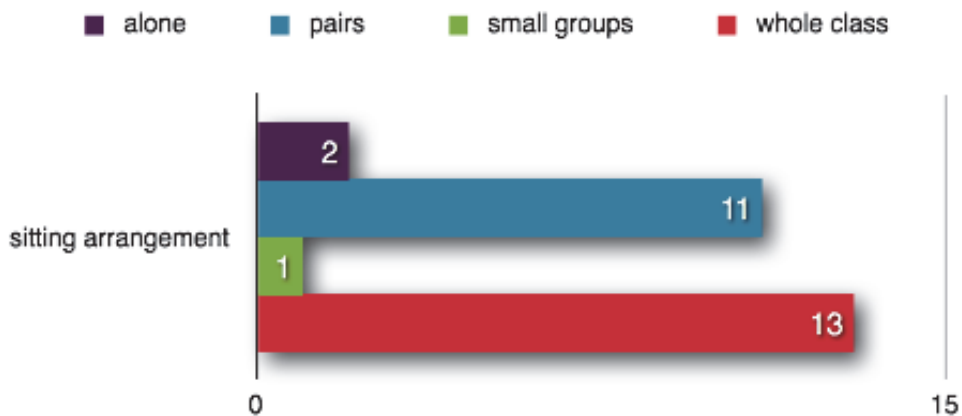
**Graph 6. Use of English outside school.**

This graph shows that students usually prefer writing and listening activities:



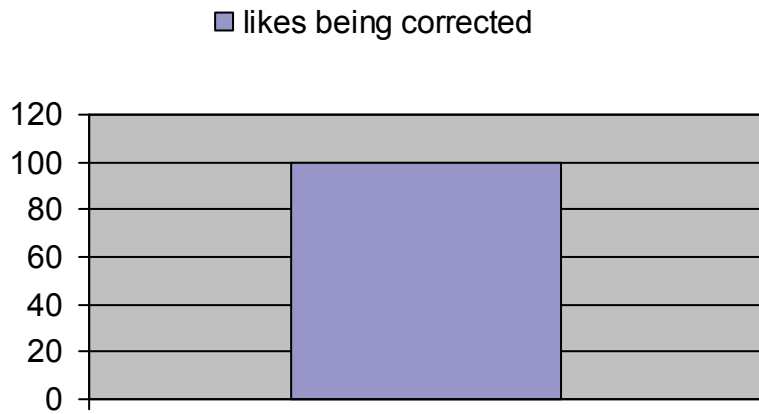
**Graph 7. Type of activity preferred.**

Students prefer to work in whole class activities and in pairs and they do not like a lot to work in small groups or alone. The graph below shows the number of students who prefer each sitting arrangement.



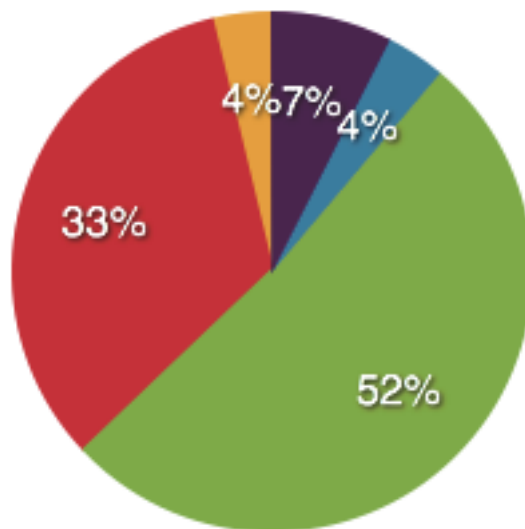
**Graph 8. Sitting arrangement preferred to work.**

Students seem to agree that the most difficult activity for them is reading, followed by writing, and the easiest one is speaking.



**Graph 9. Most difficult activity.**

● listening ● speaking ● reading ● writing ● not answered



**Graph 10. Likes being corrected.**

All the students stated that they like being corrected.

Students were told that they were going to be videotape recorded because a teacher needed it for part of her studies for university. They were not surprised as they are used to having people coming into the classroom to observe them, for example students from Teacher Training University courses carrying out their teaching placements. It is a school where quite a lot of people go to observe their daily teaching practice.

The teacher was a female with eight years of teaching experience, and three years in that school. Her level of English proficiency is good. She was informed that the study would examine aspects of classroom interaction. I had not instructed the teacher to use any particular kind of feedback, so as not to focus on any particular type of error. She was not aware of the fact that I would be observing feedback exchanges. I asked her to continue with her usual way of teaching as I video-recorded, as I was recording classroom interaction, so they continued with their regular programme while I made the recordings.

Permission for participation was solicited in the Secretaría Autonómica de Valencia and also parents' consent was given by signing agreement forms.

#### **6.4. ANALYSIS**

According to Corder (1967), as cited in Ellis (1994, p 48), these are the steps in any typical EA research:

- collecting samples of learner language. For my study, I video recorded classes.
- identifying the errors. I identified the errors once they were transcribed.
- describing and explaining the errors. I described and explained the different types of errors found in my study.
- evaluating/correcting the errors. I evaluated the results.

##### **6.4.1. Unit of analysis**

In order to analyse spoken language a principle way to transcribe data into units is required. The focus on stretches of oral discourse in the classroom leads us to units of analysis, which are different from the concepts of sentence, clause or phrase (terms used in

syntactic analysis). Instead, discourse analysis has investigated concepts such as utterances, topic nomination or turns. For my study, we chose the idea of utterance to transcribe our data (Crookes 1990, p.187, cited in Foster et al 2000, p.359). They defined an utterance as “a stream of speech with at least one of the following characteristics:

1. under one intonational contour
2. bounded by pauses
3. constituting a single semantic unit”

#### **6.4.2. Explanation of the types of errors and types of correction**

For the purpose of my study, I adapted Clavel-Arroitia’s (2008) terminology used to describe the type of errors. She followed Panova and Lyster (2002), and Lyster and Ranta (1997) terminology and partly established her own terms:

##### a) Grammatical errors.

1. Errors in the use of closed classes such as determiners, prepositions, and pronouns.
2. Errors in grammatical gender (including wrong determiners and other noun/adjective agreements).
3. Errors in tense, verb morphology, auxiliaries, and subject/verb agreement.
4. Errors in pluralisation, negation, question formation, relativisation, and word order.

##### b) Lexical errors

1. Inaccurate, imprecise, or inappropriate choices of lexical items in open classes- namely, nouns, verbs, adverbs and adjectives.

2. Non-target derivations of nouns, verbs, adverbs and adjectives, involving incorrect use of prefixes and suffixes.

c) Phonological errors

1. Decoding errors as students read aloud.

2. Mispronunciations resulting from particularities of the Spanish sound system.

d) Unsolicited uses of first language (UUL1)

Instances in which students used Spanish or Valencian when English would have been more appropriate and expected, which are not errors per se, but I am interested in examining, particularly in bilingual classrooms, teacher's reactions to uses of L1.

e) Content errors

Content errors can be found in Clavel-Arroitia's (2008) terminology but not in Lyster and Ranta (1997). I also used this terminology in my study as there are errors related to the subject they are studying. This category is particularly interesting in the case of class analysis where the subjects are content-based like the ones which are the object of analysis in the present study.

f) Multiple

Used when I found a combination of two or more types of errors. Even if there are two grammatical errors, for example, as there are two, it has been considered multiple. Even, sometimes, we can find a word containing more than one error, as for

example when we find a word with a lexical error because of the wrong selection of a word and grammatical error because that word, for example a verb, should be in the Simple Past.

The terminology used to describe the type of correction is partly adapted from Clavel-Arroitia (2008). I distinguished fifteen different types of feedback in this study, thirteen used by the teacher and two of them correspond to correction supplied by the students.

As stated above, these are the different types of feedback I distinguished in our study, adding five more categories to Clavel-Arroitia's 2008 study. I will offer some examples for each category.

#### 1) Teacher Explicit correction

Clearly indicating that what the student said was incorrect, the teacher provides the correct form. As for example:

Arts and Crafts, Lesson 3.

St20: how do you say desayunar?

T: have

St6: lunch (77)

T: breakfast

Educational Attention, Lesson 7.

T: your car?

St13: no (6)

St13: his car (7)

T: her (HER)

## 6. EMPIRICAL PART

St13: her car

T: her car

### 2) Recast

Without directly indicating that what the student said was incorrect, the teacher implicitly reformulates the student's error, or provides the correction.

Arts and Crafts, Lesson 2.

St21: I study English (25)

T: have you studied?

Educational Attention, Lesson 1.

St 26: sometimes I forget to brush the teeth (11)

T: (while writing the sentence on the board) Sometimes I forget to brush my teeth, thank you. You can write the sentence inside Mr. Forgetful or around Mr. Forgetful

### 3) Clarification request

By using phrases like "Excuse me?" or "I don't understand", the teacher indicates that the message has not been understood or that the student's utterance contained some kind of mistake and that a repetition or a reformulation is required.

Arts and Crafts, Lesson 7

St13: Maribel, a mi me dijo Ana que (75)

T: I don't understand



## Maths, Lesson 7

T: group three, can you tell me the number for next Thursday?

St23: twenty, twenty-fourth (59)

T: next Thursday?

## Maths, Lesson 4

T: look St9, three plus three

St?: is four (49)

T: (?) three plus three?

4) Metacontent clues

I decided to change this category, and instead of metalinguistic clues as Clavel-Arroitia used in her study, we found them to be Metacontent clues. Without providing the correct answer, the teacher poses questions or provides comments or information related to the answer of the student's utterance.

## Arts and Crafts Lesson 2.

T: plural, orange

T: don't worry, don't worry St8

St9: sun (44)

T: sun is plural? the plural has the s at the end, for example tins, can you see? then orange, very good, colour plural nouns in orange

Maths, Lesson 1.

St 12: eleven (38)

T: you are not adding, we are multiplying, ok?

5) Elicitation

The teacher directly elicits the correct form from the student by asking questions (e.g., "How do we say that in English?"), by pausing to allow the student to complete the teacher's utterance (e.g., "It's a...") or by asking students to reformulate the utterance (e.g., "Say that again."). Elicitation require more than a yes/no response.

Arts and Crafts Lesson 1.

St4: the piruleta (50)

T: how do you call that in English?

English, Lesson 2.

st 26: fish don't have /brancs/ (65)

T: don't have?

St: 26 and others: /brancs/ (66)

St 23: of branquias (67)

T: fish don't have /brancs/?

T: fish don't have lungs. What do they have?

## 6) Repetition

The teacher repeats the student's error and adjusts intonation to draw student's attention to it.

English, Lesson 2.

(talking about fish)

St 10: wings (50)

T: wings?

Science, Lesson 1.

St 11: /birds/ (4)

T: birds?

## 7) Translation

It can be seen as a feedback move when it follows a student's unsolicited use of L1 or when the teacher uses it to make the student understand their error. Sometimes, the teacher may translate the whole sentence or just a part of it.

Arts and Crafts Lesson 1.

St6: Maribel, I have an idea, the máquina (72)

T: the machine

Arts and Crafts, Lesson 3.

St1: and you have to medir (11)

T: measure

8) Asking another student

The teacher asks another student or whole class to give the correct answer or correct the error.

Educational Attention, Lesson 8.

St17: a lo mejor, a lo mejor, es que en (23)

T: St 25

9) Negation.

The teacher shows rejection of part or all of the student's utterance.

Science, Lesson 3

T: what is your language?

St?: Morroco (62)

T: no

Science, Lesson 4

T and St16: Where is the armchair?

St16: In the (129)

T: That's not a sentence

Science, Lesson 6

Sts: garden (29)

T: we don't have a garden here

Science, Lesson 6

St13: water, water, water (52)

T: nah, nah

10) Self-correction.

It occurs when the teacher feedback prompts the student who committed the error to self-correct, or even the student self corrects without any help when he or she realises it is not correct.

Arts and Crafts, Lesson 2.

St3: this don't, (39) this colour is not the yellow

Educational Attention, Lesson 2.

St 23: in the video is (79) it was red

11) Peer-correction.

It is the same as self-correction, but this time the correct answer is provided by a different student from the one who initially made the error.

Arts and Crafts, Lesson 2.

St18: monkey (32)

T: for example, when it finishes in a vowel

St?: monkey no

T: like table

St18: monkey (33)

T: we add

St?: la (34) s /s/

St5: the s, tables

Arts and Crafts. Lesson 7.

T: one moment, it's a polygon with

St7: four parts (10)

St16: four sides

English, Lesson 2.

T: fish are cold

St?: /bloded/ (83)

St?. coldblooded

12) Delayed Correction.

When the error is not corrected at that moment, but correction is delayed to deal with it afterwards.

Science, Lesson 6

St13: ¿bathroom va junto? (77)

T makes a gesture like I don't know

St23: separate (78)

St1: es separado (79)

St23: está separado (80)

T: St11 , St11

St23: separado (81)

T: hyphen

Arts and Crafts, Lesson 7.

St11: you can do eh rotulador? (22)

6.EMPIRICAL PART

T: because the lines are black

St11: you can do with rotulador? (23)

T: after this technique you can start using

St22: crayons (krayons/ (24)

St?. crayons

Sts: crayons

T: what?

Sts: crayons

T: crayons

T writes the names on the board

Sts: felt tips

Sts: and markers

T: right?

13) No Correction.

When the error is not corrected, and there is topic continuation.

English, Lesson 1.

St4: that on, how do you say, on Sunday, we play (2) a match against Alcludia, and we won three- two

T: uhm um



English, Lesson 3.

St4: we can see? (15)

T: thank you for your opinion

T: three more and then I continue

Educational Attention, Lesson 5.

T: we are going to put the possibilities here, on my table, and the person who chooses has to think about these Misters, not other ones, just the ones here

St11: Mr Perfect ya lo hemos visto (35)

St25: ya, sí, sí que lo hemos visto (36)

T: we are not going to repeat, we prefer a new one

14) Multiple

We added this category when there is a combination of two or more types of correction to deal with an error. We call them multiple, or combination of types of correction

English, Lesson 7

St19: old (18)

T: no, that's not in the first, second or third tree

English, Lesson 1.

St4: protest al árbitr (8)

T: why? to the.. that's not arbitr

St23: referee

T: exactly, thank you St23

Educational Attention, Lesson 2.

st16: That Mr /greisi/ (24)

T: sorry?

St?: haha /greisi/

T: /greisi/?

St16: ay

T: haha, who is Mr. greisi? Mr. Greedy

St16: Mr. Greedy, he, was sleeping and then he has, he has, umm

15) Other

I found some errors which could not be classified in any of the previous categories. An example included in this category is the Non Verbal Communication used to signal an error. Non Verbal Communication may include gestures, body or hand movements, gazing, pointing to something, etc..

English, Lesson 1.

St 6: We, I go to the (13)

T (signals with hands)

St 6: I went to the how do you say la fira?

English, Lesson 1.

St?: colchonet (74)

T: did Emma teach you? in Physical Education?

Sts:no

T: st 13 come here and we check

Maths, Lesson 8

St?: quarter past six (132)

T: quarter past (and T highlights number five written on the board)

**6.4.3. Explanation of uptake, acceptance of error, repair and teacher confirmation**

Different authors have contributed to the idea of repair giving their own definitions. I would like to highlight the concept of uptake provided by Lyster and Ranta (1997, p.49.) considering it “a student utterance that immediately follows the teacher’s feedback and that constitutes a reaction somehow to the teacher’s intention to draw attention to some aspect of the student’s initial utterance”. They stated that uptake can result in “repair” of the error or the one that results in an utterance that still needs repair. Repair would be the correct reformulation of the error done by a student in a single turn.

Two more categories need to be defined in the error treatment sequence, which sometimes may occur after the error has been corrected. They are:

1. student acceptance, which is related to the notion of uptake (Lyster and Ranta, 1997, p.49). Uptake, as stated before, refers to that student's utterance which immediately follows the teacher feedback and which is kind of a reaction to the teacher's intention to draw the student's attention to some aspects of the student's initial utterance. That is to say, we can say that the student accepts the correction when they attempt to address the error. That error may be finally corrected, or may still be in need of correction, which means it is not repaired. In the cases where there is no acceptance on the part of the student, we can see that there is a continuation of the topic.

2. teacher confirmation is the other category, and it refers to the way in which teachers reinforce the correct form before continuing with the topic. Sometimes, the teacher can use expressions such as "yes", "good", "o.k.", or even repeat the student's corrected utterance.

#### **6.4.4. Criteria to classify the instances**

I would like to point out different aspects which have been taken into consideration for the transcription:

- When a student says no /no/ pronounced as in Spanish it has been considered UUL1, as students this age know how to pronounce "no" in English, but it seems they use "no" as in Spanish.
- I have also considered UUL1 those instances in which the student asks "cómo se dice...?" instead of using "how do you say". The teacher also corrects that "cómo se dice" and encourages students to ask in English.
- Sometimes, it has been difficult to distinguish certain phonemes. For example, it was quite difficult to distinguish whether a student says "I finish" or "I've finished". When the student wants to say that he or she has finished the final "-ed" cannot always be appreciated, therefore I have not considered them as errors as I am not sure about the pronunciation.

- In certain moments I can hear some students (the ones nearer the camera) talking in Spanish or Valencian but in their groups, so those utterances are not counted although some of them have been transcribed. Also, those moments in which a student talks to another student, not to the rest of the class, are not counted.
- When certain words were pronounced as they are written, sometimes they have been considered as phonological error if, by the context, I understand that the student did not know how to pronounce it, and sometimes, it was not considered as an error as it seems the student is explaining how that word is written.
- I should also point out that sometimes a student may repeat the same error several times. I have decided to count those as different errors.
- Sometimes, a correction technique has been used to deal only with a part of the error, or with one type of error in the case of combination of errors.
- Explicit correction is sometimes difficult to distinguish from recast. Intonation, the context and teacher's expression played an important role when deciding what type of corrective feedback it really was.
- Some linguistic errors in the English class could also be considered as content errors. I decided to only consider those errors, which were closely related to the topic of the unit the students were working on, as content errors in the English class.

#### **6.4.5. Results and discussion**

Once the corpus was transcribed and classified, I analysed the results making use of different tables and graphs. They show the results for each subject with the types of errors, the type of correction provided and the relationship between errors and correction, to finally compare the different subjects and discuss the similarities and differences with other studies. The results of each lesson are shown in different tables in Appendix C. These tables and graphs also show the results with the number of each type of error and each type of correction with their percentages, showing the relationship between type of error and type of correction.

In the first place, I offer the results regarding types of errors and types of correction, according to each one of the recorded classes, which are classified by the subject taught in them. The key to interpret the graphs dealing with the types of errors is:

UUL1: Unsolicited Use of L1

PHO: phonological errors

GRA: grammatical errors

LEX: lexical errors

CON: content errors

MUL: multiple errors

The key to read the graphs dealing with types of Corrective Feedback is:

- a. No correction
- b. Peer Correction
- c. Self Correction
- d. Explicit Correction
- e. Recast
- f. Clarification Request
- g. Repetition
- h. Negation
- i. Metacontent clues
- j. Elicitation
- k. Translation

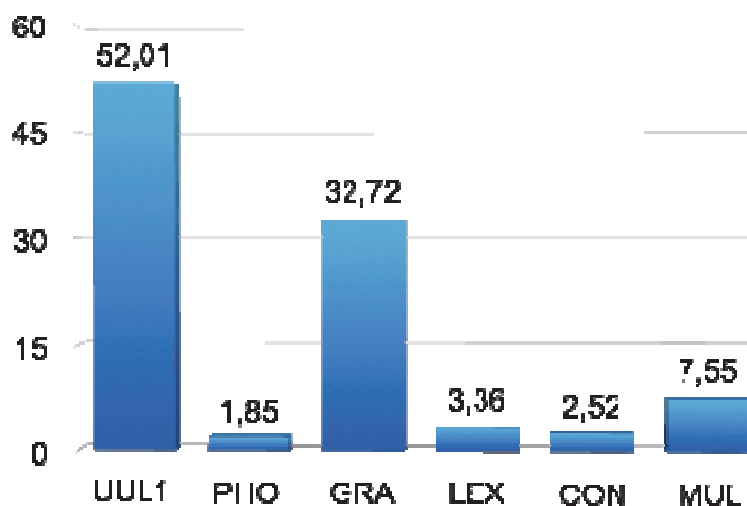
l. Asking another student

m. Multiple

n. Other

o. Delayed Correction

In the subject Arts and Crafts, in reference to types of errors, the results are the following:

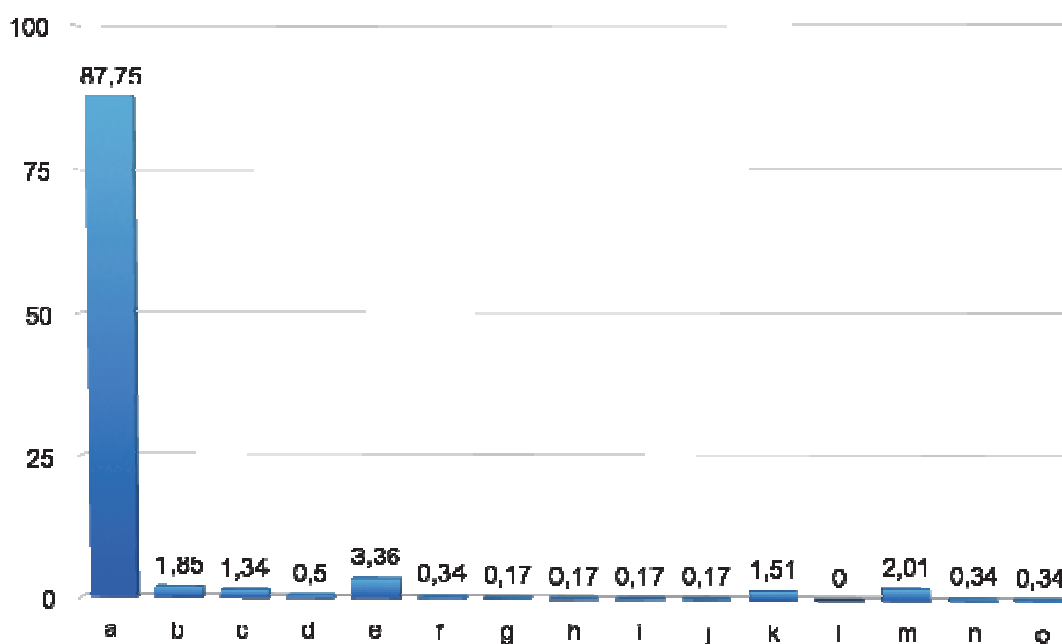


Graph 11. Errors Arts and Crafts

We can find that the most frequent type of error was Unsolicited Use of L1, which represents 52,01% of the errors, followed by grammatical errors (32,72%) and multiple errors (7,55%). Lexical errors only occurred 3,36% and content errors 2,52%. Phonological errors only represent 1,85%. As it was expected, we find a high number of UUL1, with more than half of the error belonging to this category. Students actively participate in class activities, and due to the nature of the class and of the subject, they use

their mother tongue frequently. Grammatical errors were the second most frequent errors, as students still lack grammatical competence. Multiple errors were the third most frequent error, but to a lesser extent, as it only represents 7,55 %. That is when a combination of errors occurred. Students did not make many lexical errors, content or phonological.

With respect to the different types of correction in Arts and Crafts, I can state that no correcting was the most frequently used technique (87'75%), probably due to the nature of the class and of the subject, as what matters is fluency. Recast (3,36%) was the second type of correction technique used, followed by multiple correction (2,01%). To a lesser degree we find peer correction, which represents 1'85%, translation (1'51%), self-correction (1,43%), explicit correction (0,50%), clarification request, delayed correction and other types of correction represent 0,34% each. Finally, repetition, negation, meta-content clues and elicitation represent only the 0,17% each, as only twice of each type, were corrected using those techniques out of the 596 errors.



Graph 12. Corrective Feedback Arts and Craft.

Comparing each type of error with the type of correction provided, we can see that UUL1 was almost always followed by no correction (290 times out of the 310 UUL1 errors). The second type most frequently used to deal with UUL1 was translation, but it only happens 8 times out of the 310. Different correction techniques are also used, such as



recast (4 times), other (twice), clarification request, repetition and elicitation which occurred only once.

With regard to grammatical errors, they were also usually followed by no correction (182 out of 195 of the times the error was left uncorrected). Recast was the second technique most frequently used (10 times), and self-correction was the other correction technique (3 times). The rest of correction techniques were not used to deal with grammatical errors in Arts and Crafts.

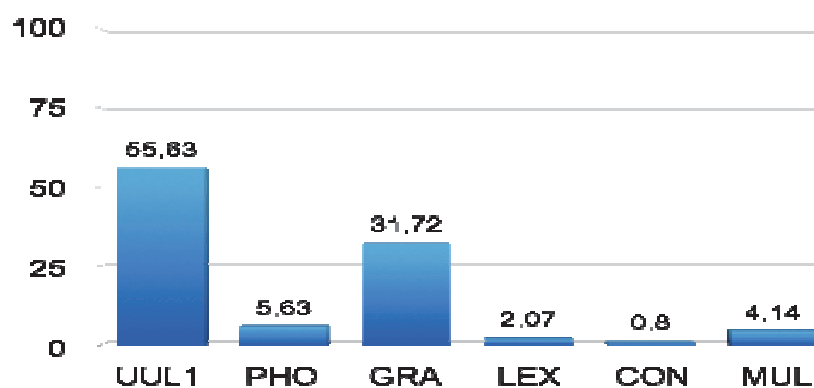
A combination of errors (multiple) was also normally followed by no correction, 32/45, with recast being the most frequently used (3 times).

Half (10 out of 20) of the lexical errors were corrected, using techniques such as peer correction (6/20), self-correction, explicit correction, recast, and multiple (1 out of 20 each). The other half of lexical errors were not corrected.

Although content errors occurred to a lesser degree, they were always corrected, using a combination of correction techniques (8/15), followed by peer correction (3/15), recast (2/15), explicit correction (1/15) and clarification request (1/15).

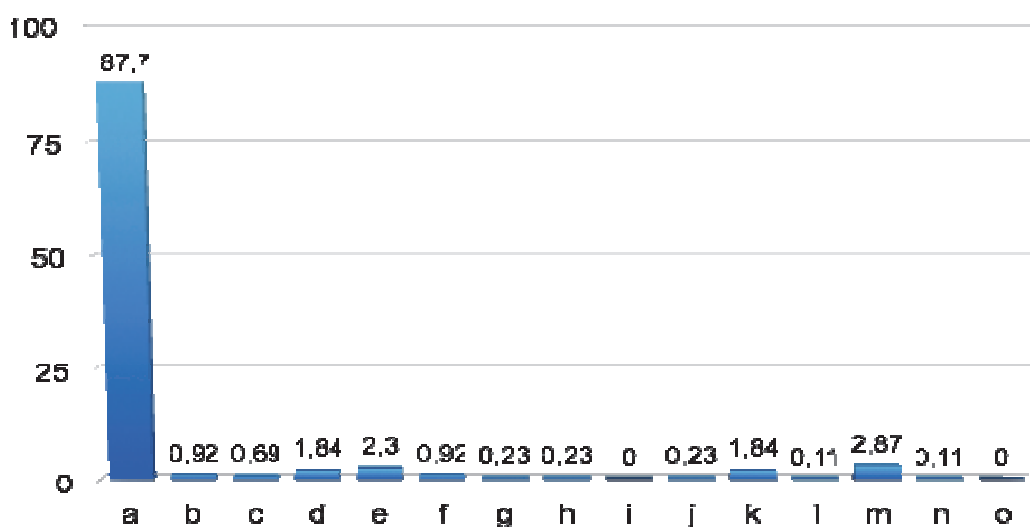
Phonological errors were normally followed by no correction, 9 out of the 11 errors. Explicit correction and other, were the other two techniques used for the other two errors.

The results in reference to types of errors in the subject of Educational Attention are shown in the graph below:



Graph 13. Errors Educational Attention.

We can find that the most frequent error was Unsolicited Use of L1, which represents 55,63 % of the errors, followed by grammatical errors (31,72%) and phonological errors (5'63%). A combination of different types of errors was the 4'14 % of the total. Lexical errors only occurred 2'07% and content errors 0'8%. As was expected, we found a high number of UUL1, as students are encouraged to talk and participate, although sometimes they are not able to express themselves in the target language or the class needs to continue with the topic they are dealing with, that is the reason why they make frequent use of their mother tongue. Grammatical errors also occurred quite often due to the nature of the class, as participation in the class is fostered and students lack communicative competence as it is only their fifth year in the programme. Also, it is important to remember that there is a new student in the class who just arrived this school year and another student who did not promote to third level. Only 5'63 % of the errors were phonological, a small percentage considering the differences in segmental and suprasegmental features of English compared to Spanish, this reflects how vocabulary and pronunciation is worked on from the very beginning. It is worth mentioning here that Jolly Phonics was employed as an approach to teach literacy through synthetic phonics. It consists in doing actions for each of the 42 letter sounds. These sounds are taught in a specific order (not alphabetically). The sounds are then taken through different stages of blending and segmenting words with the final aim of developing reading and writing skills, requiring the students to develop the ability to hear and discriminate sounds in spoken words. This might be the reason why students seem to have no difficulties with pronunciation.



Graph 14. Corrective Feedback Educational Attention.

With respect to the different types of correction, I can state that no correcting was the most frequently way to deal with errors. (87'70%). This is, probably, also due to the nature of the class, as communication is fostered, what matters in these type of programmes is fluency, and the target is being communicatively competent. Recast and multiple correction had similar results (2,30% and 2,87% respectively). To a lesser degree we find teacher explicit correction (1'84%), translation (1'84%), clarification request and peer correction (0'92% each), self correction (0'69%), repetition (0'23%), elicitation (0'23%), also negation (0.23%) and others (0'11%).

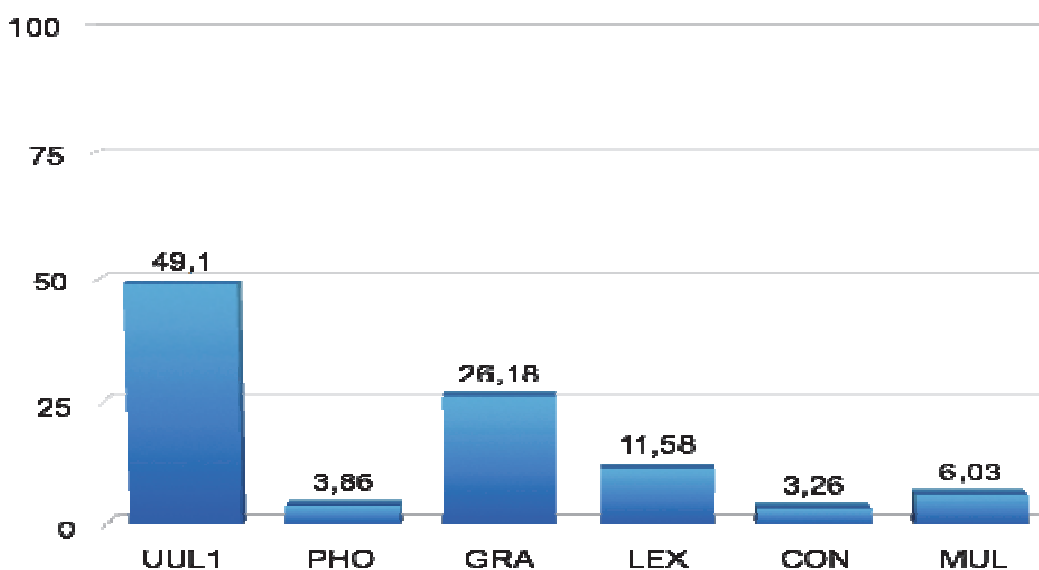
Comparing each type of error with the type of correction provided, we can state that UUL1 was hardly ever corrected, as UUL1 with no correction represents the 93,18% of the total. Few examples have been followed by different correction techniques such as peer correction, self correction, recast, clarification request, negation, elicitation, translation, multiple or other types. Some of these examples only occurred once.

With regard to language errors, grammatical errors were the most frequent. They were also usually followed by no correction (451/484 of the times it was left uncorrected). Then explicit correction and recast were the other techniques most frequently used, and multiple, clarification request, peer correction and repetition were used to a lesser degree.

Phonological errors were normally followed by no correction, with similar percentage, 42/49 phonological errors were followed by no correction and only three more different techniques were employed to deal with them: explicit correction, multiple and recast. Lexical errors did not occur very often, but when they did, no correction was very frequently used, but the percentage slightly differs from the other errors, as here, it only represents the 13/18. Other techniques were used such as peer correction, or to a lesser degree, recast, clarification request or repetition.

Content errors were followed by recast (2/7) or multiple (2/7) or peer correction, repetition, negation (once each), but they were never left uncorrected, which means that a main objective is that students learn the content. Finally, a combination of different errors occurring at the same time were normally not corrected (24/36), and other techniques were used as multiple, recast, or other.

With respect to the errors in the English subject, these are the results:



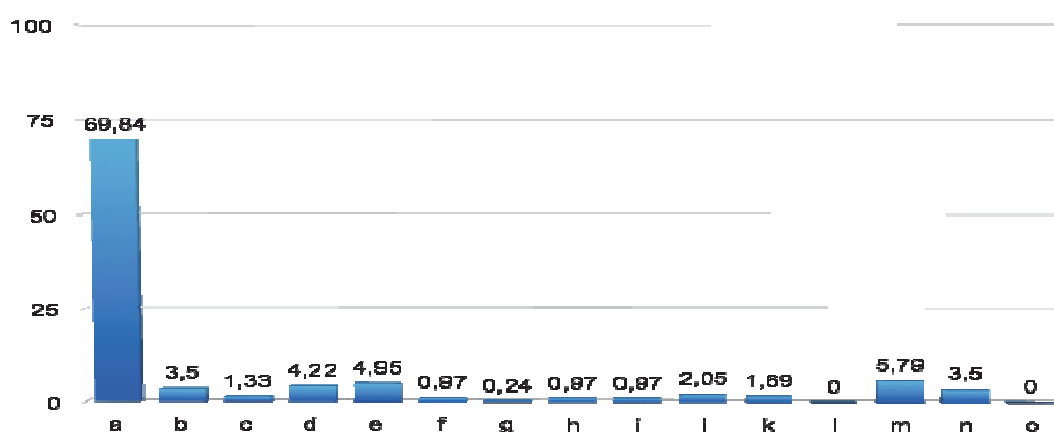
Graph 15. Errors English.

Almost half of the errors (49,10%) were Unsolicited Use of L1. Grammatical errors (26,18%) were the second most frequent errors, followed by lexical errors (11,58%).

A combination of different types of errors was the 6,03 % of the total. Phonological errors only occurred 3,86% and content errors 3,26%. As was expected, and similarly to all the subjects analysed, we find a high number of UUL1 errors, almost half of the total. To a lesser extent, grammatical errors also occurred quite often, which shows that students still lack grammatical competence sometimes. Students did not make many lexical errors, nor a combination of errors. Phonological errors occurred very little, as students were aware of the correct pronunciation of the words they know. Content errors also represent a small amount of the total errors.

With respect to the different types of correction, I can state that no correcting was, similarly to the other subjects, the most frequent way to deal with errors, but in this case, to a lesser extent, as it represents 69,84%. The use of a combination of techniques, that is multiple, is the second type of correction most frequently used, but it only represents 5,79% of the total, as in English, almost all types of correction techniques were used in a more or less balanced manner. Recast and explicit correction were used similarly, (4,95% and 4,22% respectively), followed by peer correction and other type of correction (3,50% each type). Clarification request, negation, and the use of metacontent clues were used 0,97% each. Finally, repetition was only used 0,24%.

These types of correction for the English subject can be better appreciated in the following graph:



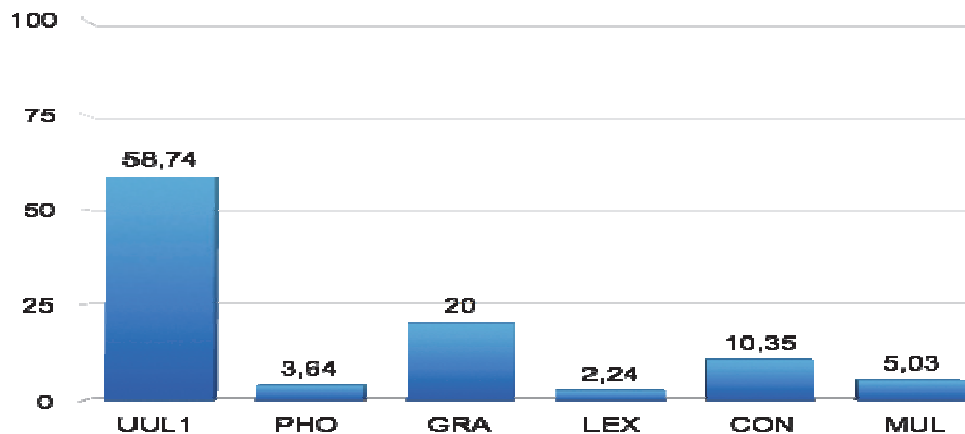
Graph 16. Corrective Feedback English.

When I compare each type of error with the type of correction used, I can state that UUL1 was hardly ever corrected, as 371 out of the 407 UUL1 errors were not corrected. When they were, the most frequent technique used was translation, (12 times), followed by multiple (7 times), among the other techniques that were used to a lesser extent.

When dealing with grammatical errors, we find that 142 out of 217 grammatical errors were not corrected. When the grammatical errors were corrected, recast was the most used technique as it was used 19 times for the 217 errors. It is followed by other type of correction and explicit correction (12 times each), peer correction (10 times) and self-correction.

The combination of errors were also followed by no correction, but this time less than half of the errors, as the other correction techniques used were multiple and recast (6 times each), followed by explicit correction (5 times). The most frequent technique to deal with lexical errors was no correction, as only 27 out of the 96 lexical errors were not corrected. Phonological errors were corrected 17 times out of the 32 phonological errors. Explicit correction was used 5 times, followed by peer correction, 4 times, and recast, 3 times. The other types of correction only occurred once, or were not used. Content errors were almost always addressed, as only once was the content error left uncorrected. The most frequent technique used was a combination of methods (12 times out of 27), followed by metacontent clues (6 times).

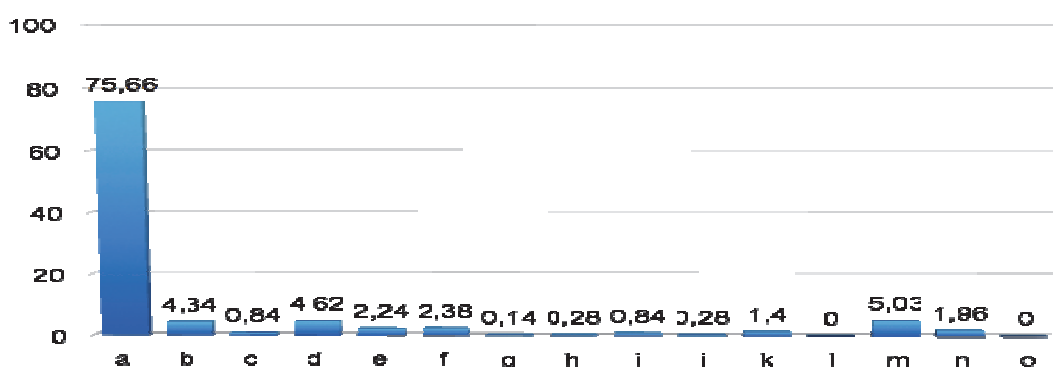
In reference to types of errors in the Maths subject, the analysis of the classes turned into the following results:



Graph 17. Errors Maths.

We can see in this graph the most frequent error was Unsolicited Use of L1, as it represents 58,74%. As happened with the rest of the subjects studied, the teacher promoted participation and communication in the classroom, so students were prone to talk and they sometimes made use of the mother tongue. This type of class promotes the occurrence of grammatical errors, and they represent 20% of errors. Content errors are the 3rd type of errors which occurred most frequently, (10,35%) as when dealing with Maths, we assume that students, at a certain point, will make mistakes related to the content studied. A combination of errors occurred 5,03%, followed by phonological errors (3,64%) and lexical errors (2,24%).

The results concerning the type of correction in the Maths subject are:

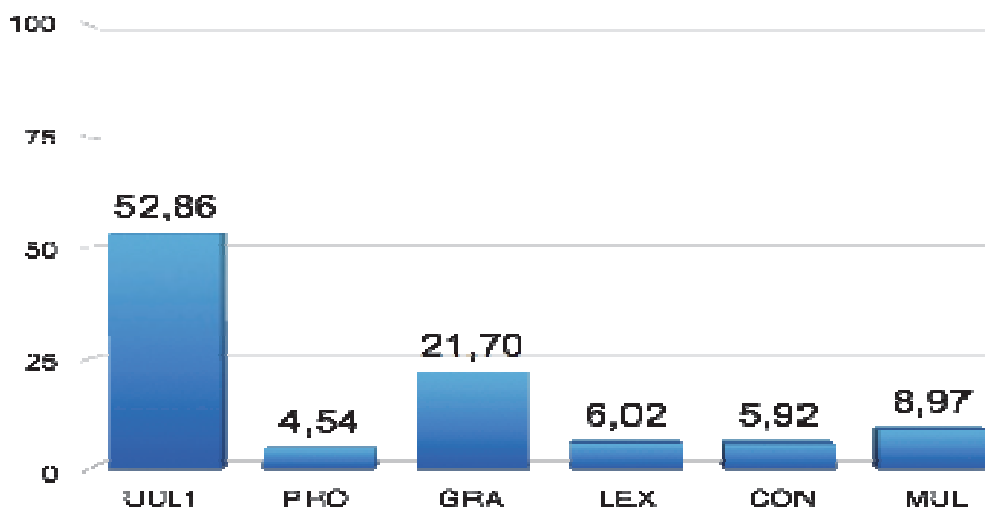


Graph 18. Corrective Feedback Maths.

No correction was the most frequent technique to deal with errors (75,66% of the errors were not corrected), followed by a combination of techniques, (5,03%), explicit correction (4,62%), peer correction (4,34%). Other type of correction was used 1,96%. Clarification request and recast were used quite similarly (2,38% and 2,24% respectively). Translation was used to a lesser degree, 1,40%, which was only used to deal with UUL1, in order to translate from Spanish or Valencian to English. Self correction was used 0,84%, negation and elicitation 0,28% respectively, and repetition only 0,14%.

As we have seen, it can be stated that UUL1 is almost always followed by no correction. In this subject, Maths, 392 UUL1 errors were not corrected out of the 420. Once again, what really matters in the class is participation. We can see that from the 142 grammatical errors 114 of them were not corrected. The most frequent technique to correct grammatical errors was recast, 8 times, and explicit correction, 6 times, followed by multiple, 4 times and peer and self correction, 3 times each. Other techniques were only used once (repetition, elicitation and other) or twice as clarification request.

The following graph illustrates the results of the error types in Science:



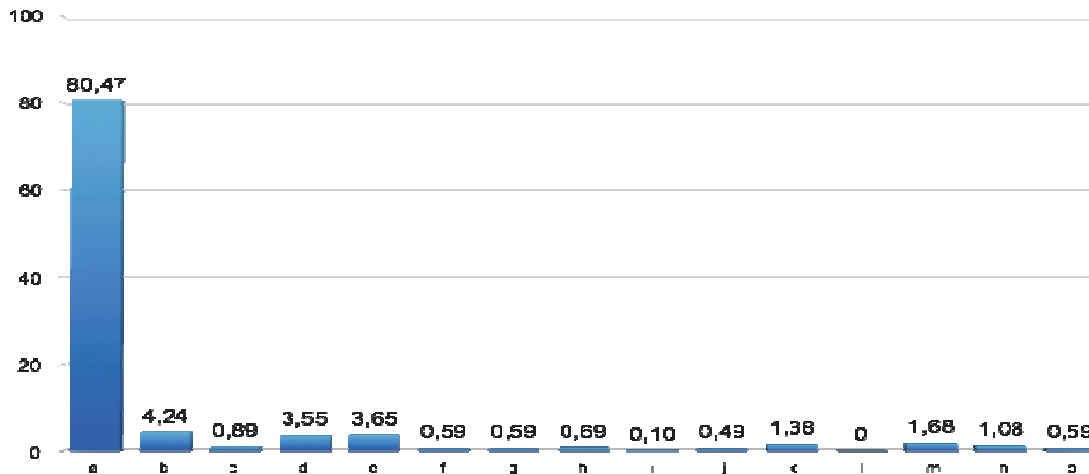
Graph 19. Errors Science

52,86% of the errors were UUL1. Once again, students communicated sometimes in their mother tongue due to the nature of the class. Sometimes these errors were only short sentences to give brief answers to the teacher's questions or to partners. Grammatical



errors occurred 21,70%, it was the second type of error most often found. To a lesser extent we can find combination of errors with 8,97%, lexical which represents 6,02%, similarly, content errors which represents 5,92% and phonological ones which are 4,54%.

The following graph represents the type of corrective feedback provided:



Graph 20. Types of corrective feedback Science.

No correction was the technique most frequently used to deal with errors (80,47%), as communication is sought, focusing on fluency. Peer correction was used 4,24%, followed by recast (3,65%) and explicit correction (3,55%). Multiple was used 1,68%. To a lesser extent the teacher used: translation (1,38%), other (1,08%), self correction (0,89%), negation (0,69%), delayed correction, repetition and clarification request (0,59% each) elicitation (0,49%) and metacontent clues (0.10%).

UUL1 errors were almost never corrected: 392 errors were not corrected out of 420. When corrected, translation was the technique most frequently used (10 times) followed by peer correction (7 times). Grammatical errors were also normally followed by no correction (114/143). Recast was the technique most frequently used to correct (8 times), followed by explicit correction (6 times), multiple (4 times) and peer and self-correction (3 times each). Once again, we can state that the main focus is communication.

In contrast to UUL1, and similarly to the other subjects, content errors were almost always addressed, only 3 out of 74 errors were left uncorrected. That means that the

main focus is on content. The most frequent technique to deal with content errors was a combination of techniques (19 times) probably to make sure the error is understood. Probably this type of correction is much richer and can demonstrate that the aim is to bring learner's attention to the error in different ways. They were followed by other type of correction (12 times, non-verbal communication for example was used to signal the error), and peer correction (12 times also), as students corrected, or tried to correct their peers spontaneously. Other correction techniques were explicit correction (10 times), clarification request (9 times), meta-content clues (4 times), recast (3 times) or self-correction (twice). Other correction techniques such as negation or elicitation were not used to treat content errors. Multiple errors were frequently followed by no correction (46/91). When multiple errors were corrected, the technique used most often was explicit correction (13 times) followed by peer correction (9 times) and a combination of techniques (multiple) 8. The other types of correction techniques were used to lesser extent. Other type of correction was used 4 times, recast and repetition 3 times each, clarification request and elicitation 2 times each and translation was used only once. The other types of correction techniques were not used. Lexical errors, which occurred to a lesser degree were only left 8 times uncorrected out of a total of 36. The most frequent technique used was peer correction (9 times) followed by multiple (7 times) and explicit correction (4 times). The other correction techniques were used less frequently. More than half of the phonological errors were corrected, as 15 out of 26 were corrected, explicit correction being the most frequent technique used (11 times), followed by a combination of techniques, multiple (twice) and by recast and negation, which were used only once. The other correction techniques were not used.

To summarise, and bearing in mind all the results of the five subjects it is important to highlight that UUL1 is the category least corrected by teacher. There is not a great difference between subjects. We can find similarities in all the subjects with respect to the total number of Unsolicited Use of L1, which is the most committed error in all the subjects, but I could not see parallel findings obtained in other observational studies with child and adult language learners, probably due to the setting and content of the study. For example, in Clavel-Arroitia's study (2008) the most frequent error was phonological. As Chaudron (1988) pointed out sometimes many errors are not treated, as happens in this case with UUL1. He stated that the more often a particular type of error is made, the less

likely it is that the teacher treats it. As we see, UUL1 is the most frequent type of error and that may be the reason why it is usually followed by no correction. As a large part of the classes are based on oral activities, students talk and make linguistic errors. The explanation may be found in the characteristics of the class, as we have seen in point 3.4. The use of the students' mother tongue in these type of contexts is recognised to be a bilingual strategy that sometimes learners use. Students move between L1 and the foreign language, either mid-sentence or between sentences. I confirm, as classroom observations showed, that the use of the L1 and the foreign language happens between learners in the following interactions:

- clarifying teachers' instructions

St12: A St 8 también le has dicho? **(4)**

T: St 5

T: Yes, I said St 8.

(Maths, Lesson 4)

T pointing to the word: What's that?

Sts large

St4:large

T: large

St?: largo **(10)**

(Science, lesson 5)

St10: recuerda lo que han puesto ahí **(151)**, si es is, qué tiene que ser? **(152)**

(Science, lesson 4)

## 6.EMPIRICAL PART

T: St 7, St7, what's a shopping mall, what's that?

St4: que venden lámparas **(71)**

St23: tienda de moda **(72)**

T: haha, St7, what's a shopping mall?

St7: a shopping mall is a superm, is like a supermarket but with more things

T: with more shops

(Science, lesson 5)

T: that's the corridor

St21: la entrada **(49)**

(Science, lesson 6)

- developing ideas for curricular content

St6:St 25's mum, when St 25 was in la barriga **(48)**

T: where?

St4: was in the tummy of the mum

T: haha

St6: no, no /no/ **(49)**

St6: que él aún no había nacido **(50)**

T: exactly, when she was pregnant, and St 25 was in the tummy

(Science, lesson 5)

- group negotiations

We could not see this category as I did not count as errors those instances in which students are doing individual or group activities, or talk to a particular partner. Anyway, we can see some examples such as the following:

T: st22, I think you have to change your behaviour

St22: but St4 is all the time mandando así **(29)**

St23: porque si tú empiezas a hablar y no nos haces caso **(30)**

T: because St4 wants a prize, St4 wants to behave good

St23: yes

- encouraging peers

St 27: facil, facil, facil **(162)**

(Science, lesson 4)

T: St16, St4 and St21 don't have permission to talk, you are interrupting

St 11: levantad la mano **(87)**

(Science, lesson 5)

T: yes St16, this is what I want to say, that it's very important to say sorry, but first

St16: pero St23 **(9)**

6.EMPIRICAL PART

T: before acting

St4: piensa las cosa antes de hacerlas **(10)**

T: you have to think twice before acting and after you see the consequences

(Science, lesson 8)

- off-task social comments

St?:¿quién está silvando? **(61)**

.....

St26: yo no sé silbar **(66)**

T: again?

T: st 6, stop

T: and this, take a look

St16: es St 22 **(67)**

(Science, lesson 5)

St27: My mum, how do you

T: helped

St27: no, no me ha ayudado **(8)**

T: did, did it

St27: eh, how do you say que me dijo que lo iba a hacer cuando yo estuviera /dormiendo/  
y que me lo tenía que poner en la mochila y no me lo ha puesto

T: so many things

T: She was going to write

T: the seed, don't eat it

St23: St7 eat it but not la cáscara **(26)**

T: very good St9

St7: ¡qué va! no me la estoy comiendo **(27)**

St16: es que la ha partido **(28)**

St7: me la he guardado **(29)**

St17: si te la tragas te crece **(30)** ya dentro de tu pecho

(Educational Attention, Lesson 5)

T: please, open your diaries on page ninety-one

St?: examen **(1)**

St23: exam?

T: shuu

Sts talking

St26: page ninety-one

T: this is only for people eating at home

St10: ah

St?: ok

T: ok?

St6: menos mal, menos mal, menos mal, menos mal **(2)**

T: shuu

(Educational Attention, lesson 6)

It can also be stated that no correction was the most common way to deal with errors, not only with UUL1, but also with the other types of errors except content errors, which were almost always addressed. Regarding the uncorrected errors in both classes, I can indicate Mackey, Gass and McDonough's (2000) as mentioned in Clavel-Arroitia (2008, p.205), stated that if learners were able to perceive all of the feedback that they actually received, that would be a cognitive overload for them. That is the reason why for the optimal conditions for the learner it is better to perceive a limited amount of feedback at exactly the right developmental time. Therefore this might be the reason why the ratio of correction is so low in these classes.

In the table below we can see the total amount of errors in relation to the type of error and regarding the subject.

Total number errors	Arts and Crafts	Educational Attention	English	Maths	Science
UUL1	310	484	407	420	536
Phonological	11	49	32	26	46
Grammatical	195	276	217	143	220
Lexical	20	18	96	16	61
Content	15	7	27	74	60
Multiple	45	36	50	36	91
<b>TOTAL</b>	596	870	829	715	1014

Table 9. Number of types of errors per subject



Science was the subject in which the students committed most errors, and the subject with the fewest errors was Arts and Crafts. This could be so because of the amount of speaking time, as in Arts in Crafts there are more hands on activities than speaking activities. The other subjects have a quite similar number of errors, ranging from 715 to 870 errors in total. We can state that the amount of errors does not depend on whether the subject is content matter or linguistic matter, but on the type of activities carried out. There are four subjects which are more communicative oriented than the other one (Arts and Crafts). In these four subjects students need to participate actively in the class activities, and there are a lot of oral activities and whole class activities. In Arts and Crafts, once the activity to be done is explained, students work on their own. What stands out is that the second type of most frequent error in my study was grammatical, in all the subjects. It could be so, because students lack grammatical competence, differently from Clavel-Arroitia's study (2008) in which the most frequent error was phonological due to the context of the study. Most of the students in our study started learning English when they were three years old, using an approach to learn phonics called Jolly Phonics, as mentioned above.

Next, we are going to deal with the research questions we set out. We can state that teachers have a wide variety of correction techniques at their disposal to correct oral errors in the classroom. Although the option of not correcting the errors was the technique most frequently used, the rates differ, although not significantly, depending on the subject. As for example, English was the subject in which fewer errors were left uncorrected, as 69,84% of the errors were left uncorrected, whereas the percentage is slightly higher in other subjects: 80,47% in Science, 75,66% in Maths, 80,70% in Educational Attention and 87,75% in Arts and Crafts.

We also wanted to analyse and compare the techniques teachers normally use to correct oral errors in different Content Instruction Classrooms in English and in the English as a Foreign Language classroom. As we can see in the table below, a combination of multiple types of correction was used as the most frequent type of correction in Educational Attention, English and Maths. Recast was the most frequently used to correct in the Arts and Crafts class, and in Science we find out that peer correction was the most frequently used. Therefore, we can state that there is no difference between linguistic or non-linguistic subjects, it depends on the subject itself, highlighting the fact that multiple

type of correction was the most frequent type used in three of them, one of them being English and the other two Content Instruction classes (Maths and Educational Attention). The other types of correction were used to a lesser degree, probably because those types of correction were not thought to be as important or useful as others.

Subject	Most frequent type of correction
Arts and Crafts	Recast 3,36%
Educational Attention	Multiple 2,87%
English	Multiple 5,79%
Maths	Multiple 5,03%
Science	Peer correction 4,24%

Table 10. Most frequent type of correction per subject.

In reference to which were the most frequent errors that the students made, either linguistic or content, we can state that in all the subjects the most frequent error was linguistic. Students do have content errors in the different subjects, but we found out that due to different aspects, linguistic errors happened more often.

As shown in previous studies (Chaudron, 1977; Lyster 1998a,) in order to have a more accurate vision of the results, we need to study the types of correction in relation to the errors. That way we answer my fourth research question, as we compare the different subjects with the most frequent type of correction used, to correct each type of error. We also indicate in each column the number of no correction (NC) when the most frequent way to deal with an error was by not correcting it. With this table we also intend to answer my fifth research question as we can see the distribution of the different types of feedback in each subject. The following table illustrates these results:

type of error	Arts and Crafts	Educational Attention	English	Maths	Science
UUL1	(NC 290/310)(translation 8/310)	(NC 451/484) translation 16/484	(NC 371/407) translation 12/407	(NC 392/420) translation 10/420	(NC 508/536) translation 13/536
phonological	(NC 9/11) multiple and explicit correction (1/11 each)	(NC 42/49) multiple and explicit correction (3/49 each)	(NC 17/32) explicit correction (5/32)	(NC 11/26) explicit correction (11/26)	(NC 30/46) recast 10/46
grammatical	(NC 182/195) recast 10/195	(NC 233/276) recast 13/276)	(NC 142/217) recast 19/217)	(NC 144/142) recast 8/142	(NC 188/220) recast 17/220
lexical	(NC 10/20) peer correction 6/20	(NC 13/18) peer correction 2/18	(NC 27/96) multiple 17/96	(NC 13/16) explicit correction	(NC 33/61) peer correction (7/61)
content	multiple 8/15	multiple and recast 2/7 each	(NC 1/27) multiple 12/27	(NC 3/74) multiple 19/74	NC (11/60) peer correction 20/60
multiple	(NC 32/45) recast 3/45	(NC 24/36) multiple 8/36	(NC 21/50) multiple and recast /6/50 each)	(NC 8/36) peer correction (9/50)	(NC 46/60) explicit correction (13/60)

Table 11. Type of error per subject.

The results show that we correct errors depending on the type of error more than on the subject. At least, it seems that certain types of errors, are usually followed by certain types of correction. For example, the most frequent correction technique used in the five subjects to treat UUL1 was translation. Phonological errors were very often followed by explicit correction, in two of the subjects they were followed by explicit correction, in Educational Attention and in Arts and Crafts they were also followed by multiple correction, and only in Science, were errors followed by recast. Grammatical errors were always followed by recast, in the five subjects. Lexical errors were followed by peer correction in three subjects (Arts and Crafts, Educational Attention and Science). In English, errors were corrected most frequently using multiple correction and in Maths explicit correction.

As I stated before, content errors were the only type of errors which were almost always corrected. On few occasions content errors were left uncorrected. The most frequent type of correction to deal with content errors was multiple type of correction in most of the subjects (Arts and Crafts, English, Maths, and in Education Attention with the same percentage as recast).

Multiple errors do not show a pattern, although multiple correction was the most frequent technique in Education Attention, and in English with the same average as recast. The same happens with recast, it was used as the most frequent technique in Arts and Crafts. In Maths it was peer correction and in Science explicit correction.

We can state, therefore, that we find systematization in the relationship between types of errors and types of correction. It seems the teacher does not provide feedback randomly. There is a tendency to use different types of feedback following specific errors. With these results, we can state that the teacher tends to select feedback types in accordance to error types, as probably the teacher is not focussing on the same aspects when dealing with the different types of errors.

Next, we offer and answer the last research question to find out if we can find the same type of errors in a language classroom (English subject) as the ones that can be found in content teaching subjects (Maths, Science, Arts and Crafts and Educational Attention). The similarities and differences can be better understood in the following graph, in which we see the percentage of each type of error in each subject:

% total types of error	Arts and Crafts	Educational Attention	English	Maths	Science
UUL1	52,01	55,63	49,10	58,74	52,86
phonological	1,85	5,63	3,86	3,64	4,54
grammatical	32,72	31,72	26,18	20,00	21,70
lexical	3,36	2,07	11,58	2,24	6,02
content	2,52	0,8	3,26	10,35	5,92
multiple	7,55	4,14	6,03	5,03	8,97

Table 12 . Percentages types of errors per subject.

In this table we can see that some errors have more or less the same percentage in the different subjects, as for example UUL1 which ranges from 49,10% to 58,74%, meaning that about half of the errors in all the subjects are UUL1. Phonological errors slightly differ in the different subjects, as they range from 1,85% in Arts and Crafts to 5,63% in Educational Attention. Grammatical errors do not present big differences among the subjects. Although there are some differences, as in Maths 20% of the errors are grammatical and in Arts and Crafts it is 32,72%. We can see great differences in lexical errors in the different subjects. There are subjects in which there are not many lexical errors, as in Educational Attention or Maths (about 2%), while in English 11,58% of the errors are lexical. The biggest difference in relation to types of errors is found in content errors, as they also present differences among the subjects. We can find only 0,8% of content errors in Educational Attention, while in Maths there is 10,35%. Multiple errors range from 4,14% in Educational Attention, being the subject with the fewest multiple errors, to 8,97% in Science, where we find the highest number of multiple errors.

As we have seen, the great majority of the errors were left uncorrected, but when they were corrected the rate of acceptance on the part of students slightly differs in the different subjects. In English 30,16% of the times the error was accepted. It is the subject which shows the most acceptance of error, followed by Maths with 24,33% of acceptance of error, and Science with 19,52%, which shows that students accept the error more

frequently in instrumental subjects. 12,30% of the Educational Attention errors were accepted, and similarly, 12,25% of the Arts and Crafts errors were accepted.

The percentage showing the ratio of corrected errors and the ratio of student acceptance is shown in the table below:

subject	% corrected errors	% acceptance
Arts and Crafts	12,25	8,21
Educational Attention	12,30	10,28
English	30,16	26,4
Maths	24,33	20,11
Science	19,52	13,63

Table 13. Percentages of corrected errors and acceptance per subject.

Table 14 below shows the percentage of errors accepted, and of those accepted errors, the percentage of errors repaired in each subject. It shows that in Educational Attention 90,90% of accepted errors were repaired. Science and English had similar results (85,18% and 81,82% each) whereas Maths had 65,71% of the accepted errors repaired. On the other hand, it is striking to see that only 6,67% of the accepted errors in Arts and Crafts were repaired. This might be due to the fact that the students kept on with their activities, pictures, drawings instead of with the conversation.

subject	% acceptance	% repaired
Arts and Crafts	8,21	6,67
Educational Attention	10,28	90,90
English	26,4	81,82
Maths	20,11	65,71
Science	13,63	85,18

Table 14. Percentages corrected errors accepted and repaired per subject.

Now we will look at another element which has been studied in our data, that is teacher confirmation of student acceptance. We think that the fact that a teacher reinforces students when they have accepted and repaired the error is an important fact to be taken into account. We believe that the feedback exchange is a very complex process, which comprises of more than the classical three move exchanges. We believe that the use of confirmation can be beneficial to motivate students. We calculated the percentage of teacher's confirmation in the five subjects. We found out that the teacher confirmed a total of 44 out of the 145 accepted corrections, that is, 30,34% of the total number of accepted corrections were confirmed by the teacher.

We found 3 confirmations in Arts and Crafts and 3 with no confirmation. In English we found 11 teacher confirmations while 55 had no confirmations. In Educational Attention, there is 1 confirmation and 12 which were not confirmed. In Maths 19 were confirmed and 16 were not, and in Science 10 were confirmed by the teacher and 17 were not.

These results show that the teachers did not use confirmation very often as there is usually topic continuation happening which reduces the possibilities for confirmation. We would also like to highlight the need of further study as we only counted oral confirmation, but we saw the teacher confirmed the students with gestures and gaze behaviours which could not be counted as most of them could not be seen in the recordings as the camera was not recording her but the students.

We offer an example of teacher confirmation in each subject:

Arts and Crafts, Lesson 4.

T: how many straws do you need to make a cube?

St10: eight **(50)**

St?: eight **(51)**

St?: twelve

## 6.EMPIRICAL PART

Sts: twelve

T: let's count, let's count

Sts: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve

T: how many?

Sts: twelve

T: twelve

As we can see in this example, Student 10 makes an error, another student tries to correct, the teacher therefore uses metacontent clues, the error is then repaired and the teacher confirms by repeating the correct answer.

### English, Lesson 1

St4: protest al árbitr **(8)**

T: why? to the.. that's not arbitr

St23: referee

T: exactly, thank you St23

In this example, student 4 makes a lexical error, we can find a combination of error correction techniques, such as negation and peer correction, and students repair and teacher confirms with "Exactly".

### English, Lesson 2.

St7: sometimes I forget to brush my /tez/ **(9)**

T: to brush my ..(and makes the gesture os brushing her teeth)

St7: teeth



T: teeth

In this example the teacher confirms repeating the right answer.

Educational Attention, Lesson 8.

St8: the person who thinks, won **(93)**

St11: wins

T: wins

St8: wins

T: wins, if he talk in the present we continue in the present

St8 nods

T: the person who thinks, wins

In this example the teacher also confirms repeating the right answer

Maths, Lesson 2

St?: es en doble /erre/ **(39)**

T: double?

St?: r /ar/

T: rabbit, double r?

T: double?

St18: b /bi/

T: double b

In this example the teacher confirms repeating the right answer

Science, Lesson 1

S13: noo, I went to the cómo se dice playa **(86)**

T: how do you say

St?: beach

St 13: how do you say beach?

T: how do you say beach

In this example the teacher confirms repeating the answer.

In Arts and Crafts, we can see in the table below that only three types of correction techniques were followed by acceptance of the error by the student. Multiple combination of correction was accepted 3 times by the student, translation twice and recast once. Then in terms of repair and confirmation, multiple was normally repaired and confirmed by the teacher. Recast was always repaired and confirmed. Whereas translation was never confirmed.

type of correction in Arts and Crafts	acceptance		repaired		teacher confirmation	
	yes	no	yes	no	yes	no
translation	2		1	1		2
multiple	3		2	1	2	1
recast	1		1		1	

Table 15. Number of accepted and repaired errors and teacher confirmation in Arts and Crafts.

We can also see a wide variety of correction techniques, which were accepted in Educational Attention. In this subject, all errors accepted were always repaired except one, when translation was used. We can only find one teacher confirmation when using multiple type of correction:

type of correction in Educational Attention	acceptance		repaired		teacher confirmation	
	yes	no	yes	no	yes	no
clarification request	2		2			2
explicit correction	6		6			6
grammatical	1		1			1
recast	1		1			1
translation	1			1		1
peer correction	1		1			1
multiple	1		1		1	

Table 16. Number of accepted and repaired errors and teacher confirmation in Educational Attention.

We can see that in English, students accepted the error more often than in other subjects, and there were more different types of correction followed by acceptance. Also, the great majority of the accepted errors were repaired, and usually there was not need for the teacher to confirm the repair.

Explicit correction was the technique most frequently accepted and also repaired, followed by other type of correction, then multiple correction and peer correction. The other types of correction techniques had less acceptance. When the error was accepted it was usually repaired. When using recast all the errors accepted were repaired.

type of correction in English	acceptance		repaired		teacher confirmation	
	yes	no	yes	no	yes	no
multiple	9		7	2	3	6
other	10		8	2	2	8
peer correction	9		8	1	1	8
clarification request	3		2	1		3
translation	6		5	1		6
explicit correction	13		12	1	2	11
metacontent clues	2		1	1	1	1
negation	3		2	1		3
elicitation	6		4	2	1	5
recast	5		5		1	4

Table 17. Number of accepted and repaired errors and teacher confirmation in English.

In Maths, we can see in the table below how more errors were not repaired. Although the great majority of the errors accepted were repaired, we can highlight two techniques in which the majority are not repaired, as in clarification request and peer correction. With these two techniques students did not repair the error. In contrast, negation and metacontent clues were always repaired. In this subject we can see more teacher confirmation than in the previous subjects.

type of correction in Maths	acceptance		repaired		teacher confirmation	
	yes	no	yes	no	yes	no
metacontent clues	1		1		1	
other	6		4	2	3	3
multiple	10		9	1	8	2
translation	2		1	1		2
elicitation	1		1		1	
clarification request	5		1	4	3	2
explicit correction	5		4	1	3	2
peer correction	4		1	3		4
negation	1		1			1

Table 18. Number of accepted and repaired errors and teacher confirmation in Maths.

In Science we can also see that almost all the errors accepted were repaired, as only four of them were not corrected. It is important to highlight that errors accepted when using repetition were never repaired. Other types of correction techniques were always followed by repair when the error was accepted, as for example with recast, translation, multiple or elicitation. Most of the times, the repair was not confirmed by the teacher, although we can find some examples in which it was always confirmed, as when using recast, multiple or elicitation.

type of correction in Science	acceptance		repaired		teacher confirmation	
	yes	no	yes	no	yes	no
explicit correction	13		12	1	2	11
translation	4		4		1	3
recast	1		1		1	
other	3		2	1	2	1
multiple	3		3		3	
repetition	2			2		2
elicitation	1		1		1	

Table 19. Number of accepted and repaired errors and teacher confirmation in Science.

Now the results have been discussed, we are going to turn back to the hypotheses we had. The results seem to confirm my first hypothesis, which expressed that due to the nature of the classroom, the teacher would tend to focus her attention more on the instruction of the subject matter content than on linguistic content when dealing with non-linguistic subjects. We thought we would find more content errors. There are content errors, but it is not the first or second most frequent type of error. What particularly stands out is that content errors are almost always corrected.

We can comment that as we predicted, the type of errors were differently treated in each subject studied (as we thought, in the English subject more linguistic errors were corrected than in the other subjects). Linguistic errors in content subjects were frequently left uncorrected, as the main goal was the content teaching, and that was the reason why content errors were almost always corrected. In English, linguistic errors (phonological, grammatical and lexical errors) were followed by different types of correction more often than in the rest of the subjects.

Our third hypothesis has been confirmed, as we found that normally, when students made an error, the error was followed by no correction, as we predicted, classes

were communicative oriented, and the teacher tended to focus on fluency, and on communication.

Based on the results of this study, it seems clear that there is much to discover in feedback moves after errors in bilingual settings through content instruction. As we could compare my study with a previous study, we could see the differences and similarities, but we would like to compare it with a study with similar characteristics, with regards to content instruction, context or age of the students.

## **6.5. CONCLUSIONS AND TEACHING IMPLICATIONS**

We set up this study in order to examine corrective feedback in the classroom in a CLIL context. The current study differs from previous research because the setting is a multilingual experimental classroom in Spain. In addition, we can also find possible cognitive differences because of the age of the students; my students were in Primary.

Education and most of the other studies have been conducted with older students. We have seen that Unsolicited Use of L1 is the most common error, but as Mehisto et al (105-109:2008) pointed out, one of the essential elements in supporting CLIL is that in the beginning, it is acceptable for students to use the first language. These students, second level of Primary Education, are still at primary levels. They will normally answer initially in their own language, because first, students will develop their receptive skills. Another important point to bear in mind, according to these authors, is that communication is of primary importance. These authors stated that what really matters is communication, as it is more important for students to communicate than to worry about having perfect grammar. In my study grammatical errors were the second type of error most frequently found. A student should receive positive reinforcement for speaking. That is the case in this context, with these students, where they are encouraged to speak. The teacher also praises them when they speak correctly. These authors suggest that the teacher can model the right word or phrase, or use recast, and once students progress, the teacher can prompt or guide them to self or peer-correction. That is the reason why the most frequent technique to deal with the errors was no correction, as if correction techniques were used too frequently communication would break down, would inhibit students to participate and

probably demotivate them. Also, it should be pointed out that No correction was the most frequent technique to deal with errors, mostly in UUL1 and some times in linguistic errors, but when it comes to content errors, the wide majority of them were always corrected.

The study confirms what has been stated in point 3.3.3. Use of the mother tongue in the CLIL section, as the use of the students' L1 in CLIL classes is recognised to be a bilingual strategy that sometimes not only learners, but also teachers use. In this case, it was only the learners who used their L1 sometimes. In CLIL contexts, moving between L1 and the target language, either mid-sentence or between sentences, is quite common. This is known as code switching. Although the most frequent error is UUL1, it does not mean that the students spent the class using their mother tongue. In fact, it was the opposite, they used English very frequently, but my study also confirms that the use of the L1 and the target language happens between learners in interactions such as when clarifying teachers' instructions, developing ideas for curricular content, when encouraging peers or in off-task social comments.

We have observed that students do not usually accept the correction, as the class moves on with topic continuation, instead of dwelling on the error. Although we cannot account for a lot of teacher confirmation of student's acceptance of the correction provided, we would like to highlight that further studies should be taken as we know the teacher sometimes used non verbal communication to confirm, but we could not include them as they were not video taped or written in the notes section. We included teacher's confirmation in these analysis as other studies recommended (Clavel-Arroitia, 2008).

A very important point to bear in mind is that the teacher does not punish errors, which can make the students feel encouraged to participate. The teacher encourages participation in the classroom, we could state that in her classes, following Krashen (1981), there is a low affective filter, and that is the reason why students feel at easy participating in class activities. When students made an error, the teacher did not use any type of discouraging comment about it.

As we have seen, different methods and approaches have been implemented through history to teach a Foreign Language, and the attitude towards the errors has changed depending on the method or approach. In contrast with other methods, as for example the Grammar Translation Method in which errors were punished, or the Oral



Approach in which they were to be avoided, the Communicative Approach sees errors as a normal part of the learning process, as language is often created through trial and error. We must bear in mind that the Communicative Approach is the teaching approach on which the system of teaching foreign languages in Spain is based. Therefore errors should be seen as something natural and logical, even native speakers in their mother tongue make them, since they are positive evidence of the learning process. For example, the word apple, instead of being pronounced /æpl/ some students may pronounce it /eipl/ as they may think letter “a” is pronounced /ei/ (overgeneralization). Therefore, errors should be understood as an integral part of the learning process, as they give an indication of the progress learners are making, providing useful information about this process. The way teachers deal with errors is very important because it can demotivate our students.

This study has its own limitations: it has contributed to the field in terms of understanding how this particular multilingual classroom, with these particular students, and this particular teacher worked, but it would be necessary to compare it with other settings with similar characteristics.

Due to space restrictions, we could not analyze the number of moves. We consider it important to include this in further research, as it can show that although it may seem that there is a high number of UUL1, if we could count the actual number of moves, it could be shown that students communicate mostly in English in all the classes. Those UUL1 could also be analysed in more depth and could be categorized into different types, as we found that there are a great number of occasions in which students answered a “no” /no/ as in Spanish and we counted it as UUL1. That UUL1 could also be classified whether it has been only one word, or a whole sentence, as we understand it is not the same, and we would suggest for further studies to make the distinction. We would really like to know the UUL1 in a non CLIL setting, in which students learn English as a foreign language in Primary Education, as we think, we would find more UUL1. We consider it also important to study the reasons for not accepting correction, and distinguish the reasons, as in Clavel-Arroitia’s (2008) study, in which she distinguished topic continuation by the same student, by a different student or by the teacher.



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## 7. REFERENCES

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## APPENDIX A. LEGAL FRAMEWORK REFERENCES

- Organic Law 2/2006 dated May 3, (LOE) which regulates the Spanish educational system at the non-university level. which is partly modified by LOMCE
- Organic Law for the Improvement of Educational Quality, LOMCE 2013, dated December 9, which currently regulates the Spanish educational system at the non-university level.
- Royal Decree 126/2014, dated February 28, which establishes the current Core Primary Education Curriculum in Spain.
- Decree 108/21014, dated July 4, which establishes the current curriculum for Primary Education in the Valencian Community.
- Decree 136/2015 which modifies Decree 108/2014.
- Order 89/2014, dated December 9, in which the official documents for the evaluation are established.
- Order 19th May 2009, of Conselleria de Educació, establishes the organization, structure and implementation of a plurilingual experimental programme in the Valencian Community
- Order 44/2011, dated June 7, of the Department of Education, which regulates fostering reading plans for the Autonomous Community of Valencia.
- Order ECD/65/2015, dated January 21m in which the relationships between competences, contents, and evaluation criteria are reflected for Primary Education, Compulsary Secondary Education and Bachillerato.



## **APPENDIX B. CLASS RESULTS**

In this section we can find the errors and type of correction numbered as they appear in the transcription for each subject and lesson. Moreover, at the beginning of lesson we can also find the total number of errors of that lesson, the number of correction, the number of student acceptance of the error, the number of repaired errors and the number of teacher confirmation.

### **B.1. ARTS AND CRAFTS**

#### **LESSON 1 ARTS AND CRAFTS**

Number of errors: 116 (108 uncorrected)

Number of corrections: 8

Student Acceptance: 1

Repair: 1

Teacher Confirmation: 0

1. UUL1, recast
2. UUL1, no correction
3. grammatical, no correction
4. grammatical, no correction
5. UUL1, no correction
6. UUL1, no correction
7. UUL1, no correction
8. UUL1, no correction
9. grammatical, no correction
10. UUL1, no correction
11. UUL1, no correction
12. UUL1, no correction
13. UUL1, no correction

14. UUL1, no correction
15. UUL1, no correction
16. grammatical, no correction
17. grammatical, no correction
18. grammatical, no correction
19. grammatical, no correction
20. UUL1, no correction
21. grammatical, no correction
22. multiple: grammatical and grammatical, recast
23. grammatical, no correction
24. UUL1, no correction
25. grammatical, no correction
26. UUL1, no correction
27. UUL1, no correction
28. UUL1, no correction
29. UUL1, no correction
30. UUL1, no correction
31. UUL1, no correction
32. UUL1, no correction
33. UUL1, no correction
34. grammatical, no correction
35. grammatical, recast
36. UUL1, no correction
37. phonological, no correction
38. UUL1, no correction
39. UUL1, no correction
40. UUL1, no correction
41. UUL1, repetition
42. UUL1, no correction
43. UUL1, no correction
44. lexical, no correction
45. multiple, grammatical and UUL1, no correction
46. UUL1, no correction

47. UUL1, no correction
48. UUL1, no correction
49. grammatical no correction
50. UUL1, elicitation
51. UUL1, no correction
52. UUL1, no correction
53. UUL1, no correction
54. UUL1, no correction
55. grammatical, no correction
56. grammatical, no correction
57. UUL1, no correction
58. grammatical, no correction
59. grammatical, no correction
60. UUL1, no correction
61. UUL1, no correction
62. grammatical, no correction
63. multiple, grammatical and phonological, no correction
64. grammatical, no correction
65. multiple, grammatical and phonological, no correction
66. multiple, grammatical and phonological, no correction
67. UUL1, no correction
68. UUL1, no correction
69. UUL1, no correction
70. UUL1, no correction
71. UUL1, no correction
72. UUL1, translation
73. UUL1, no correction
74. UUL1, no correction
75. UUL1, no correction
76. UUL1, no correction
77. UUL1, no correction
78. phonological, no correction
79. UUL1, no correction

80. UUL1, no correction
81. phonological, no correction
82. grammatical, no correction
83. UUL1, no correction
84. multiple: grammatical and UUL1, no correction
85. grammatical, no correction
86. grammatical, no correction
87. grammatical, no correction
88. phonological, no correction
89. UUL1, no correction
90. UUL1, no correction
91. UUL1, no correction
92. UUL1, no correction
93. grammatical, no correction
94. grammatical, no correction
95. UUL1, no correction
96. UUL1, no correction
97. multiple, UUL1 and phonological, no correction
98. UUL1, no correction
99. UUL1, no correction
100. grammatical, no correction
101. grammatical, no correction
102. UUL1, no correction
103. UUL1, no correction
104. grammatical, no correction
105. multiple: grammatical and UUL1, no correction,
106. multiple: grammatical and UUL1, no correction
107. UUL1, no correction
108. grammatical, no correction
109. UUL1, no correction
110. UUL1, self correcion
111. UUL1, translation, acceptance, repaired, no teacher confirmation
112. phonological, no correction



- 113. UUL1, no correction
- 114. UUL1, no correction
- 115. UUL1, no correction
- 116. UUL1, no correction

## LESSON 2 ARTS AND CRAFTS

Number of errors: 46 (36 uncorrected)

Number of corrections: 10

Student Acceptance: 0

Repair: 0

Teacher Confirmation: 0

1. grammatical: no correction
2. UUL1: translation
3. UUL1: no correction
4. lexical: recast
5. grammatical: no correction
6. UUL1: no correction
7. UUL1: no correction
8. UUL1: no correction
9. phonological: no correction
10. UUL1: no correction
11. multiple: phonological and UUL1, no correction
12. UUL1: no correction
13. grammatical: no correction
14. grammatical: no correction
15. grammatical: no correction
16. UUL1: no correction
17. UUL1: no correction
18. grammatical: no correction
19. grammatical: no correction
20. grammatical: no correction
21. UUL1: no correction
22. grammatical: no correction
23. grammatical: recast
24. multiple: phonological and grammatical, self correction

25. grammatical: recast
26. UUL1: no correction
27. UUL1: no correction
28. grammatical: no correction
29. lexical: self correction
30. grammatical: no correction
31. phonological: no correction
32. content: peer correction
33. content: peer correction
34. UUL1: no correction
35. UUL1: no correction
36. UUL1: no correction
37. grammatical: no correction
38. UUL1: no correction
39. grammatical: self correction
40. UUL1: no correction
41. grammatical: no correction
42. grammatical: no correction
43. UUL1: no correction
44. content: metacontent clues
45. grammatical: no correction
46. grammatical: no correction

### LESSON 3 ARTS AND CRAFTS

Number of errors: 109 (94 uncorrected)

Number of corrections: 15

Student Acceptance: 2

Repair: 1

Teacher Confirmation: 0

1. lexical, no correction
2. UUL1, no correction
3. UUL1, no correction
4. grammatical, no correction
5. UUL1, no correction
6. UUL1, no correction
7. UUL1, no correction
8. UUL1, no correction
9. UUL1, no correction
10. UUL1, no correction
11. UUL1, translation, acceptance, not repaired
12. multiple: phonological and content, no correction
13. content, multiple: negation and explicit correction
14. content, multiple: teacher explicit correction and peer correction
15. grammatical, no correction
16. grammatical, no correction
17. UUL1, no correction
18. multiple: grammatical and content, no correction
19. content, recast
20. content, recast
21. UUL1, other
22. multiple: grammatical and content, negation
23. UUL1, other
24. UUL1, no correction

25. grammatical, no correction
26. UUL1, no correction
27. UUL1, no correction
28. UUL1, no correction
29. UUL1, no correction
30. UUL1, no correction
31. grammatical, no correction
32. grammatical, no correction
33. UUL1, no correction
34. multiple: grammatical and UUL1, translation
35. grammatical, no correction
36. grammatical, recast
37. UUL1, no correction
38. UUL1, no correction
39. UUL1, no correction
40. grammatical, no correction
41. grammatical, self correction
42. grammatical, no correction
43. UUL1, no correction
44. UUL1, no correction
45. grammatical, no correction
46. UUL1, no correction
47. UUL1, no correction
48. multiple: grammatical and UUL1, no correction
49. UUL1, no correction
50. grammatical, no correction
51. UUL1, no correction
52. grammatical, no correction
53. grammatical, no correction
54. grammatical, no correction
55. grammatical, no correction
56. grammatical, no correction
57. UUL1, no correction

58. UUL1, no correction
59. UUL1, no correction
60. grammatical, no correction
61. grammatical, no correction
62. grammatical, no correction
63. grammatical, no correction
64. multiple: grammatical and UUL1, recast
65. grammatical, no correction
66. grammatical, no correction
67. UUL1, no correction
68. UUL1, no correction
69. UUL1, no correction
70. grammatical, no correction
71. grammatical, no correction
72. grammatical, no correction
73. UUL1, no correction
74. UUL1, no correction
75. grammatical, no correction
76. grammatical, no correction
77. lexical, explicit correction
78. grammatical, no correction
79. UUL1, no correction
80. UUL1, no correction
81. UUL1, no correction
82. lexical, no correction
83. lexical, multiple: explicit correction and repetition, acceptance, repaired, no teacher confirmation
84. grammatical, no correction
85. UUL1, no correction
86. UUL1, recast
87. UUL1, no correction
88. UUL1, no correction
89. grammatical, no correction

- 90. UUL1, no correction
- 91. UUL1, no correction
- 92. UUL1, no correction
- 93. UUL1, no correction
- 94. UUL1, no correction
- 95. UUL1, no correction
- 96. UUL1, no correction
- 97. UUL1, no correction
- 98. grammatical, no correction
- 99. grammatical, no correction
- 100. UUL1, no correction
- 101. UUL1, no correction
- 102. UUL1, no correction
- 103. grammatical, no correction
- 104. grammatical, recast
- 105. grammatical, no correction
- 106. UUL1, no correction
- 107. UUL1, no correction
- 108. grammatical, no correction
- 109. UUL1, no correction

## LESSON 4 ARTS AND CRAFTS

Number of errors: 84 (68 uncorrected)

Number of corrections: 16

Student Acceptance: 2

Repair: 2

Teacher Confirmation: 2

1. UUL1, self correction
2. grammatical, no correction
3. UUL1, no correction
4. grammatical, no correction
5. multiple: UUL1 and grammatical, no correction
6. grammatical, no correction
7. grammatical, recast
8. UUL1, no correction
9. lexical, no correction
10. UUL1, no correction
11. multiple: UUL1 and grammatical, no correction
12. UUL1, no correction
13. grammatical, no correction
14. UUL1, translation
15. grammatical, no correction
16. UUL1, no correction
17. grammatical, no correction
18. UUL1, no correction
19. UUL1, no correction
20. UUL1, recast
21. grammatical, no correction



22. grammatical, no correction
23. multiple: grammatical and grammatical no correction
24. UUL1, no correction
25. UUL1, no correction
26. grammatical, no correction
27. UUL1, no correction
28. UUL1, no correction
29. UUL1, no correction
30. grammatical, no correction
31. UUL1, no correction
32. UUL1, translation
33. multiple: grammatical and grammatical, no correction
34. grammatical, no correction
35. grammatical, no correction
36. UUL1, no correction
37. multiple: grammatical and grammatical, no correction
38. multiple: UUL1 and grammatical, no correction
39. UUL1, no correction
40. UUL1, no correction
41. grammatical, no correction
42. grammatical, no correction
43. grammatical, no correction
44. UUL1, no correction
45. UUL1, no correction
46. grammatical, no correction
47. UUL1, no correction
48. UUL1, no correction
49. UUL1, no correction
50. content, multiple: peer correction and metacontent clues, acceptance, repaired,  
teacher confirmation
51. content, multiple: peer correction and metacontent clues , acceptance, repaired,  
teacher confirmation
52. content, multiple: peer correction and other: T writing on the board

53. grammatical no correction
54. grammatical, no correction
55. grammatical, no correction
56. phonological, explicit correction
57. UUL1, no correction
58. phonological, no correction
59. multiple: lexical and grammatical, peer correction
60. multiple: lexical and grammatical, peer correction
61. grammatical, recast
62. content, clarification request
63. content: multiple: peer correction and clarification request
64. content: multiple: peer correction and clarification request
65. content: multiple: peer correction and explicit correction
66. phonological, no correction
67. phonological, no correction
68. UUL1, no correction
69. UUL1, no correction
70. UUL1, no correction
71. grammatical, no correction
72. grammatical, no correction
73. grammatical, no correction
74. UUL1, no correction
75. UUL1, no correction
76. UUL1, self correction
77. grammatical, no correction
78. UUL1, no correction
79. UUL1, no correction
80. UUL1, no correction
81. UUL1, no correction
82. lexical, no correction
83. grammatical, no correction
84. grammatical, no correction

## LESSON 5 ARTS AND CRAFTS

Number of errors: 18 ( 18 uncorrected)

Number of corrections: 0

Student Acceptance: 0

Repair: 0

Teacher Confirmation: 0

1. lexical, no correction
2. grammatical, no correction
3. grammatical, no correction
4. grammatical, no correction
5. UUL1, no correction
6. grammatical, no correction
7. grammatical, no correction
8. grammatical, no correction
9. grammatical, no correction
10. multiple: grammatical and UUL1, no correction
11. grammatical, no correction
12. multiple: lexical and grammatical, no correction
13. grammatical, no correction
14. UUL1, no correction
15. mutlipe: grammatical and lexical, no correction
16. UUL1, no correction
17. UUL1, no correction
18. UUL1, no correction

## LESSON 6 ARTS AND CRAFTS

Number of errors: 76 (69 uncorrected)

Number of corrections: 7

Student Acceptance: 0

Repair: 0

Teacher Confirmation: 0

1. UUL1, no correction
2. UUL1, no correction
3. UUL1, no correction
4. UUL1, no correction
5. UUL1, no correction
6. grammatical, no correction
7. UUL1, translation
8. UUL1, no correction
9. UUL1, no correction
10. UUL1, no correction
11. UUL1, no correction
12. UUL1, no correction
13. UUL1, no correction
14. grammatical, no correction
15. UUL1, no correction
16. grammatical, no correction
17. UUL1, no correction
18. grammatical, no correction
19. lexical, peer correction
20. lexical, peer correction
21. lexical, peer correction
22. lexical, peer correction
23. lexical, peer correction
24. lexical, peer correction

25. grammatical, no correction
26. grammatical, no correction
27. UUL1, no correction
28. UUL1, no correction
29. grammatical, no correction
30. UUL1, no correction
31. UUL1, no correction
32. lexical, no correction
33. grammatical, no correction
34. UUL1, no correction
35. UUL1, no correction
36. UUL1, no correction
37. UUL1, no correction
38. grammatical, no correction
39. grammatical, no correction
40. UUL1, no correction
41. UUL1, no correction
42. grammatical, no correction
43. grammatical, no correction
44. grammatical, no correction
45. UUL1, no correction
46. multiple: grammatical and grammatical, no correction
47. UUL1, no correction
48. UUL1, no correction
49. grammatical, no correction
50. grammatical, no correction
51. UUL1, no correction
52. UUL1, no correction
53. UUL1, no correction
54. UUL1, no correction
55. UUL1, no correction
56. UUL1, no correction
57. multiple: grammatical and UUL1, no correction

APENDIX B

58. grammatical, no correction
59. grammatical, no correction
60. multiple: grammatical and grammatical, no correction
61. grammatical, no correction
62. UUL1, no correction
63. UUL1, no correction
64. UUL1, no correction
65. grammatical, no correction
66. UUL1, no correction
67. UUL1, no correction
68. multiple: grammatical and lexical, no correction
69. UUL1, no correction
70. UUL1, no correction
71. UUL1, no correction
72. UUL1, no correction
73. multiple: grammatical and UUL1, no correction
74. UUL1, no correction
75. UUL1, no correction
76. UUL1, no correction

## LESSON 7 ARTS AND CRAFTS

Number of errors: 81 (70 uncorrected)

Number of corrections: 11

Student Acceptance: 1

Repair: 1

Teacher Confirmation: 1

1. grammatical, no correction
2. grammatical, no correction
3. multiple: lexical and grammatical, no correction
4. grammatical, no correction
5. grammatical, recast, acceptance, repaired, teacher confirmation
6. UUL1, no correction
7. grammatical, no correction
8. multiple: grammatical and grammatical, no correction
9. UUL1, no correction
10. content, peer correction
11. UUL1, no correction
12. UUL1, no correction
13. UUL1, no correction
14. UUL1, no correction
15. UUL1, no correction
16. UUL1, no correction
17. UUL1, no correction
18. UUL1, no correction
19. multiple: grammatical, grammatical and lexical, no correction
20. grammatical, no correction
21. multiple: phonological and phonological, no correction
22. multiple: grammatical and UUL1, delayed correction

23. multiple: grammatical and UUL1, delayed correction
24. phonological, multiple: peer correction, clarification request and repetition
25. UUL1, translation
26. lexical, explicit correction
27. UUL1, no correction
28. multiple: grammatical and grammatical, no correction
29. UUL1, no correction
30. grammatical, no correction
31. UUL1, no correction
32. UUL1, no correction
33. UUL1, no correction
34. UUL1, no correction
35. grammatical, no correction
36. grammatical, no correction
37. UUL1, no correction
38. grammatical, no correction
39. multiple: grammatical and UUL1, no correction
40. grammatical, no correction
41. UUL1, no correction
42. UUL1, no correction
43. UUL1, no correction
44. UUL1, no correction
45. UUL1, no correction
46. UUL1, no correction
47. grammatical, no correction
48. grammatical, recast
49. UUL1, no correction
50. UUL1, no correction
51. grammatical, no correction
52. UUL1, no correction
53. UUL1, no correction
54. UUL1, no correction
55. UUL1, no correction



56. UUL1, recast
57. grammatical, no correction
58. UUL1, no correction
59. UUL1, no correction
60. grammatical, no correction
61. grammatical, no correction
62. UUL1, no correction
63. multiple: grammatical and UUL1, recast
64. grammatical, no correction
65. lexical, no correction
66. UUL1, no correction
67. UUL1, no correction
68. grammatical, no correction
69. UUL1, translation
70. UUL1, no correction
71. UUL1, no correction
72. UUL1, no correction
73. UUL1, no correction
74. grammatical, no correction
75. UUL1, clarification request
76. grammatical, no correction
77. grammatical, no correction
78. UUL1, no correction
79. UUL1, no correction
80. grammatical, no correction
81. UUL1, no correction

## LESSON 8 ARTS AND CRAFTS

Number of errors: 66 (60 uncorrected)

Number of corrections: 6

Student Acceptance: 0

Repair: 0

Teacher Confirmation: 0

1. UUL1, no correction
2. UUL1, no correction
3. UUL1, no correction
4. UUL1, no correction
5. UUL1, no correction
6. UUL1, no correction
7. UUL1, no correction
8. UUL1, no correction
9. grammatical, no correction
10. grammatical, no correction
11. grammatical, no correction
12. grammatical, no correction
13. UUL1, no correction
14. grammatical, no correction
15. UUL1, no correction
16. grammatical, no correction
17. UUL1, no correction
18. UUL1, no correction
19. grammatical, no correction
20. UUL1, no correction
21. content, explicit correction
22. lexical, no correction

23. grammatical, recast
24. UUL1, self correction
25. multiple: content and grammatical, multiple: peer correction and recast
26. UUL1, no correction
27. UUL1, no correction
28. UUL1, no correction
29. UUL1, no correction
30. UUL1, no correction
31. grammatical, no correction
32. grammatical, no correction
33. UUL1, no correction
34. UUL1, no correction
35. grammatical, self correction
36. UUL1, no correction
37. grammatical, no correction
38. UUL1, no correction
39. grammatical, no correction
40. grammatical, no correction
41. grammatical, no correction
42. grammatical, no correction
43. grammatical, no correction
44. grammatical, no correction
45. grammatical, no correction
46. UUL1, no correction
47. grammatical, no correction
48. grammatical, no correction
49. grammatical, no correction
50. UUL1, no correction
51. grammatical, no correction
52. multiple: grammatical, lexical and phonological, multiple: repetition and other
53. grammatical, no correction
54. grammatical, no correction
55. UUL1, no correction

APENDIX B

56. grammatical, no correction
57. grammatical, no correction
58. grammatical, no correction
59. UUL1, no correction
60. grammatical, no correction
61. UUL1, no correction
62. UUL1, no correction
63. UUL1, no correction
64. UUL1, no correction
65. UUL1, no correction
66. grammatical, no correction

## B.2. ENGLISH

### LESSON 1 ENGLISH

Number of errors: 104 (54 uncorrected)

Number of corrections: 50

Student Acceptance: 18

Repair: 9

Teacher Confirmation: 1

1. lexical, explicit correction,
2. grammatical. no correction
3. grammatical. no correction
4. phonological, no correction
5. grammatical, no correction
6. grammatical, ro correction
7. lexical, recast
8. lexical, multiple: negation and peer correction, acceptance, repaired, teacher confirmation
9. multiple: grammatical and grammatical, no correction,
10. lexical, no correction
11. lexical, no correction
12. grammatical, recast,
13. grammatical, other: NVC, acceptance, repaired no teacher confirmation
14. phonological, no correction
15. grammatical, other : NVC , acceptance, repaired no teacher confirmation
16. grammatical, no correction
17. multiple: grammatical+ lexical, other, acceptance, not repaired no teacher confirmation
18. lexical, multiple: repetition and recast, acceptance, repaired no teacher confirmation

19. UUL1, peer correction
20. UUL1, no correction
21. UUL1: no correction
22. grammatical, self correction
23. grammatical: recast
24. UUL1: no correction
25. grammatical, no correction
26. phonological, no correction
27. grammatical, no correction
28. lexical, peer correction, acceptance, not repaired, no teacher confirmation
29. lexical, no correction
30. UUL1, no correction
31. grammatical, no correction
32. grammatical, no correction
33. grammatical, no correction
34. UUL1, no correction
35. grammatical, no correction
36. UUL1, no correction
37. UUL1, no correction
38. phonological, other
39. UUL1, multiple: repetition and translation
40. UUL1, no correction
41. UUL1, no correction
42. UUL1, no correction
43. UUL1, no correction
44. UUL1, no correction
45. UUL1, no correction
46. UUL1, no correction
47. UUL1, no correction
48. grammatical, recast
49. multiple: UUL1 and grammatical, multiple: translation and peer correction
50. grammatical, no correction
51. UUL1, no correction

52. UUL1, no correction
53. grammatical, clarification request, acceptance, repaired, no teacher confirmation
54. UUL1, translation
55. grammatical, no correction
56. grammatical, no correction
57. grammatical, no correction
58. grammatical, teacher explicit correction
59. grammatical, no correction
60. grammatical, no correction
61. UUL1, translation, acceptance, not repaired, no teacher confirmation
62. lexical, explicit correction, acceptance, repaired no teacher confirmation
63. grammatical, no correction
64. grammatical, recast
65. grammatical, no correction
66. UUL1, no correction
67. grammatical, self correction
68. UUL1, self correction
69. multiple, explicit correction, acceptance, not repaired, no teacher confirmation
70. grammatical, peer correction, acceptance, repaired, no teacher confirmation
71. UUL1, multiple: negation and translation
72. UUL1, no correction
73. UUL1, translation, acceptance, repaired, no teacher confirmation
74. lexical, other
75. lexical, other
76. UUL1: no correction
77. lexical: no correction
78. lexical: no correction
79. lexical: other
80. lexical: other
81. phonological, explicit correction
82. phonological, explicit correction, acceptance, repaired, no teacher confirmation
83. UUL1, no correction
84. multiple, no correction

85. lexical, recast
86. UUL1, no correction
87. grammatical, metacontent, acceptance, no repaired, no teacher confirmation
88. grammatical, negation, acceptance, not repaired, no teacher confirmation
89. grammatical, negation, acceptance, repaired, no teacher confirmation
90. multiple: grammatical and content, negation
91. grammatical, explicit correction
92. grammatical, explicit correction, acceptance, repaired, no teacher confirmation
93. grammatical, multiple: metacontent clues, acceptance, no repaired, no teacher confirmation
94. grammatical, recast
95. multiple: grammatical and lexical, multiple: negation + elicitation, acceptance, repaired, no teacher confirmation
96. content, other: NVC, acceptance, not repaired, no teacher confirmation
97. UUL1, multiple: elicitation, peer correction,
98. content, metacontent clues
99. UUL1, translation
100. content, multiple: elicitation, other and metacontent clues
101. content, other, NVC: teacher pointing to a poster, acceptance, repair, no teacher confirmation
102. phonological, no correction
103. content, multiple: clarification request, elicitation, NVC poster, peer correction
104. grammatical , no correction



## LESSON 2 ENGLISH

Number of errors: 147 (99 uncorrected)

Number of corrections: 48

Student Acceptance: 9

Repair: 8

Teacher Confirmation: 1

1. UUL1, no correction
2. grammatical, no correction
3. grammatical, no correction
4. lexical,multiple: self correction and recast
5. lexical, multiple: explicit correction and translation,
6. lexical, multiple: negation and NVC
7. lexical, explicit correction, acceptance, repaired, no teacher confirmation
8. phonological, peer correction
9. phonological, elicitation, acceptance, repaired, teacher confirmation
10. grammatical, no correction
11. grammatical, elicitation, acceptance, not repaired, no teacher confirmation
12. grammatical, explicit correction
13. grammatical, no correction
14. phonological, recast
15. lexical, explicit correction
16. UUL1, no correction
17. UUL1, no correction
18. UUL1, no correction
19. UUL1, no correction
20. phonological, no correction
21. phonological, no correction
22. lexical, elicitation

23. phonological, no correction
24. grammatical, no correction
25. grammatical, no correction
26. grammatical, no correction
27. UUL1, no correction
28. UUL1, no correction
29. UUL1, no correction
30. UUL1, no correction
31. UUL1, no correction
32. UUL1, no correction
33. grammatical, recast
34. lexical, recast
35. phonological, explicit correction
36. UUL1, no correction
37. UUL1, no correction
38. UUL1, no correction
39. multiple: grammatical, and UUL1, recast
40. grammatical, no correction
41. UUL1, no correction
42. grammatical, explicit correction
43. grammatical, explicit correction
44. grammatical, recast
45. UUL1, no correction
46. UUL1, no correction
47. UUL1, no correction
48. UUL1, no correction
49. UUL1, no correction
50. lexical, repetition
51. UUL1, no correction
52. UUL1, elicitation
53. UUL1, no correction
54. lexical, peer correction
55. lexical, peer correction

56. grammatical, no correction
57. UUL1, no correction
58. UUL1, no correction
59. lexical, recast
60. UUL1, no correction
61. UUL1, no correction
62. UUL1, no correction
63. content, negation
64. UUL1, no correction
65. lexical, elicitation
66. lexical, elicitation
67. lexical, elicitation
68. lexical, no correction
69. UUL1, no correction
70. UUL1, no correction
71. UUL1, no correction
72. lexical, negation, acceptance, repaired, no teacher confirmation
73. lexical, peer correction
74. UUL1, no correction
75. lexical, self correction
76. lexical, peer correction
77. UUL1, no correction
78. UUL1, no correction
79. UUL1, no correction
80. UUL1, no correction
81. UUL1, no correction
82. UUL1, no correction
83. phonological, peer correction
84. UUL1, no correction
85. grammatical, no correction
86. grammatical, no correction
87. UUL1, no correction
88. UUL1, no correction

89. UUL1, no correction
90. UUL1, no correction
91. lexical, no correction
92. grammatical, no correction
93. UUL1, no correction
94. UUL1, no correction
95. lexical, no correction
96. UUL1, no correction
97. UUL1, no correction
98. UUL1, no correction
99. multiple: grammatical and UUL1, no correction
100. UUL1, negation
101. UUL1, translation
102. UUL1, no correction
103. grammatical, no correction
104. grammatical, no correction
105. grammatical, no correction
106. lexical, multiple: teacher and peer correction
107. multiple: grammatical and grammatical, recast
108. UUL1, no correction
109. UUL1, no correction
110. UUL1, no correction
111. UUL1, no correction
112. phonological, explicit correction
113. UUL1, no correction
114. UUL1, no correction
115. UUL1, no correction
116. UUL1, no correction
117. UUL1, no correction
118. UUL1, translation
119. phonological, no correction
120. UUL1, peer correction
121. UUL1, no correction

- 122. UUL1, no correction
- 123. UUL1, no correction
- 124. UUL1, no correction
- 125. grammatical, explicit correction
- 126. UUL1, no correction
- 127. UUL1, no correction
- 128. multiple: grammatical and grammatical,other: NVC, acceptance, repaired, no teacher confirmation
- 129. phonological, no correction
- 130. UUL1, no correction
- 131. lexical, explicit correction
- 132. phonological, explicit correction
- 133. grammatical, peer correction, acceptance, repaired, no teacher confirmation
- 134. grammatical, no correction
- 135. UUL1, no correction
- 136. UUL1, no correction
- 137. UUL1, no correction
- 138. grammatical, no correction
- 139. grammatical, explicit correction
- 140. grammatical, no correction
- 141. lexical, no correction
- 142. grammatical, explicit correction, acceptance, repaired, no teacher confirmation
- 143. grammatical, no correction
- 144. grammatical, explicit correction, acceptance, repaired, no teacher confirmation
- 145. grammatical, no correction
- 146. grammatical, recast
- 147. grammatical, peer correction, acceptance, repaired, no teacher confirmation

### LESSON 3 ENGLISH

Number of errors: 56 (42 uncorrected)

Number of corrections: 14

Student Acceptance: 5

Repair: 5

Teacher Confirmation: 0

1. UUL1, no correction
2. UUL1, no correction
3. grammatical, recast
4. grammatical, no correction
5. UUL1, no correction
6. grammatical, other: NVC, acceptance, repaired, no teacher confirmation
7. grammatical, no correction
8. UUL1, no correction
9. grammatical, no correction
1. grammatical, explicit correction, acceptance, repaired, no teacher confirmation
11. UUL1, no correction
12. UUL1, no correction
13. grammatical, self correction
14. grammatical, no correction
15. grammatical, no correction
16. grammatical, no correction
17. grammatical, no correction
18. grammatical, no correction
19. multiple: grammatical and grammatical, peer correction, acceptance, repaired, no teacher confirmation
20. UUL1, peer correction
21. grammatical, elicitation, acceptance, repaired, no teacher confirmation

22. lexical, no correction
23. lexical, explicit correction
24. lexical, no correction
25. lexical, no correction
26. lexical, no correction
27. lexical, no correction
28. lexical, no correction
29. lexical, no correction
30. lexical, no correction
31. UUL1, translation
32. multiple: grammatical and grammatical, recast, acceptance, repaired, no teacher confirmation
33. UUL1, no correction
34. lexical, elicitation
35. lexical, explicit correction
36. UUL1, no correction
37. UUL1, no correction
38. UUL1, no correction
39. UUL1, no correction
40. UUL1, no correction
41. UUL1, no correction
42. UUL1, no correction
43. UUL1, no correction
44. UUL1, no correction
45. UUL1, no correction
46. UUL1, no correction
47. UUL1, no correction
48. UUL1, no correction
49. UUL1, elicitation
50. UUL1, multiple: translation and other
51. UUL1, no correction
52. grammatical, no correction
53. UUL1, no correction

APENDIX B

- 54. grammatical, no correction
- 55. grammatical, no correction
- 56. grammatical, no correction



## LESSON 4 ENGLISH

Number of errors: 137 (75 uncorrected)

Number of corrections: 62

Student Acceptance: 19

Repair: 19

Teacher Confirmation: 7

1. grammatical, no correction
2. UUL1, no correction
3. UUL1, no correction
4. UUL1, elicitation
5. UUL1, no correction
6. UUL1, no correction
7. grammatical, no correction
8. UUL1, no correction
9. UUL1, no correction
10. multiple: grammatical and UUL1, no correction
11. UUL1, no correction
12. UUL1, other
13. UUL1, no correction
14. UUL1, no correction
15. UUL1, no correction
16. UUL1, no correction
17. UUL1, no correction
18. UUL1, no correction
19. UUL1, no correction
20. UUL1, no correction
21. grammatical, recast
22. UUL1, no correction

23. grammatical, recast
24. grammatical, other: NVC, acceptance, repaired, no teacher confirmation
25. UUUL1, multiple: translation, elicitation, acceptance, repaired, no teacher confirmation
26. multiple: grammatical and grammatical, explicit correction, acceptance, repaired, teacher confirmation
27. multiple; grammatical and UUL1, multiple: self correction and recast
28. lexical,explicit correction
29. grammatical, no correction
30. UUL1, no correction
31. UUL1, other: NVC, acceptance, repaired, teacher confirmation
32. grammatical, recast,
33. UUL1, translation, acceptance, repaired, no teacher confirmation
34. UUL1, other: NVC
35. UUL1, no correction
36. UUL1, no correction
37. UUL1, translation, acceptance, repaired, no teacher confirmation
38. UUL1, no correction
39. UUL1, translation
40. grammatical, metacontent clues, acceptance, repaired, teacher confirmation
41. grammatical, no correction
42. grammatical, no correction
43. grammatical, no correction
44. grammatical, no correction
45. multiple: grammatical, grammatical and UUL1, elicitation
46. lexical, peer correction
47. lexical, peer correction
48. lexical, negation
49. lexical, explicit correction, acceptance, repaired, no teacher confirmation
50. UUL1, no correction
51. UUL1, no correction
52. lexical,multiple: explicit correction and other,
53. lexical,multiple: explicit correction and other

54. lexical,multiple: explicit correction and other
55. lexical,multiple: explicit correction and other
56. lexical,multiple: explicit correction and other
57. lexical,multiple: explicit correction and other
58. lexical,multiple: explicit correction and other
59. lexical,multiple: explicit correction and other
60. grammatical, self correction
61. grammatical, no correction
62. grammatical, no correction
63. UUL1, other
64. lexical, other
65. lexical, other
66. grammatical, no correction
67. UUL1, no correction
68. lexical, no correction
69. UUL1, no correction
70. UUL1, no correction
71. grammatical, self correction
72. grammatical, other: NVC, acceptance, repaired, no teacher confirmation
73. grammatical, no correction
74. UUL1, no correction
75. grammatical, explicit correction, acceptance, repaired, no teacher confirmation
76. lexical, no correction
77. multiple, no correction
78. UUL1, no correction
79. grammatical, multiple: peer correction and other, acceptance, repaired, teacher confirmation
80. grammatical, recast, acceptance, repaired, no teacher confirmation
81. grammatical, peer correction
82. grammatical, peer correction
83. multiple: grammatical and grammatical, explicit correction
84. UUL1, no correction
85. lexical, no correction

86. grammatical, other: NVC
87. grammatical, no correction
88. grammatical, no correction
89. lexical, explicit correction
90. lexical, explicit corection, acceptance, repaired, teacher confirmation
91. UUL1, no correction
92. UUL1, no correction
93. lexical, recast
94. grammatical, no correction
95. grammatical, no correction
96. lexical, multiple: explicit correction and peer correction
97. lexical, no correction
98. grammatical, other, acceptance, repaired, teacher confirmation
99. grammatical, no correction
100. lexical, explicit correction
101. multiple: grammatical and grammatical, no correction
102. grammatical, recast
103. UUL1, no correction
104. UUL1, multiple: elicitation and peer correction
105. lexical, peer correction,
106. UUL1, no correction
107. UUL1, no correction
108. UUL1, no correction
109. grammatical, peer correction, acceptance, repaired, no teacher confirmation
110. lexical, no correction
111. grammatical, no correction
112. grammatical,other: NVC, acceptance, repaired, no teacher confirmation
113. lexical, no correction
114. lexical, no correction
115. lexical, no correction
116. UUL1, no correction
117. multiple: grammatical and lexical, multiple, repetition, explicit correction, clarification request

- 118. grammatical, no correction
- 119. UUL1, no correction
- 120. UUL1, no correction
- 121. multiple: grammatical and grammatical, no correction
- 122. multiple: grammatical and lexical, explicit correction
- 123. multiple: grammatical, grammatical, lexical, clarification request, acceptance, repaired, no teacher confirmation
- 124. multiple: grammatical, grammatical and lexical, no correction
- 125. multiple: phonological and lexical, recast,
- 126. multiple: lexical and grammatical, clarification request
- 127. grammatical, no correction
- 128. lexical, recast
- 129. lexical, recast, acceptance, repaired, no teacher confirmation
- 130. UUL1, no correction
- 131. lexical, no correction
- 132. UUL1, elicitation, self correction
- 133. lexical, elicitation, acceptance, repaired, teacher confirmation
- 134. UUL1, no correction
- 135. UUL1, no correction
- 136. UUL1, no correction
- 137. phonological, no correction

## LESSON 5 ENGLISH

Number of errors: 70 (45 uncorrected)

Number of corrections: 25

Student Acceptance: 4

Repair: 4

Teacher Confirmation: 1

1. UUL1, no correction
2. UUL1, no correction
3. UUL1, no correction
4. UUL1, no correction
5. multiple, no correction
6. multiple, no correction
7. grammatical, no correction
8. phonological, no correction
9. UUL1, no correction
10. grammatical, no correction
11. grammatical, recast
12. UUL1, no correction
13. UUL1, no correction
14. multiple: grammatical and content, explicit correction
15. UUL1, other: waiting
16. grammatical: no correction
17. multiple: grammatical and grammatical, no correction
18. lexical, recast, acceptance, repaired, no teacher confirmation
19. UUL1, no correction
20. multiple: grammatical and UUL1, translation
21. grammatical, no correction
22. grammatical, no correction
23. grammatical, no correction

24. UUL1, translation
25. UUL1, no correction
26. content, metacontent clues
27. content, peer correction
28. content, multiple: metacontent, elicitation
29. content, self correction
30. content, clarification request
31. UUL1, no correction
32. content, multiple: repetition, metacontent clues, explicit correction
33. lexical, repetition
34. UUL1, no correction
35. content, multiple: metacontent clues, explicit correction,
36. grammatical, no correction
37. content, multiple: repetition, peer correction, metacontent clues
38. content, metacontent clues
39. content, metacontent clues
40. phonological, no correction
41. grammatical, no correction
42. lexical, negation
43. grammatical, recast, acceptance, repaired, teacher confirmation
44. UUL1, no correction
45. multiple: lexical and grammatical, no correction
46. phonological, no correction
47. UUL1, no correction
48. UUL1, no correction
49. phonological, explicit correction, acceptance, repaired, no teacher confirmation
50. lexical, recast
51. content, multiple: metacontent clues and peer correction
52. grammatical, no correction
53. UUL1, no correction
54. UUL1, no correction
55. UUL1, no correction
56. UUL1, no correction

APENDIX B

57. UUL1, no correction
58. UUL1, no correction
59. UUL1, no correction
60. UUL1, no correction
61. grammatical, no correction
62. UUL1, no correction
63. grammatical, no correction
64. grammatical, no correction
65. multiple: phonological, content and grammatical, multiple:metacontent clues and peer correction
66. UUL1, no correction
67. grammatical, no correction
68. grammatical, no correction
69. UUL1, no correction
70. UUL1, translation , acceptance, repaired, no teacher confirmation



## LESSON 6 ENGLISH

Number of errors: 98 (90 uncorrected)

Number of corrections: 8

Student Acceptance: 0

Repair: 0

Teacher Confirmation: 0

1. UUL1, no correction
2. UUL1, no correction
3. multiple: grammatical and UUL1, recast
4. UUL1, no correction
5. UUL1, translation
6. grammatical, no correction
7. grammatical, no correction
8. UUL1, no correction
9. UUL1, no correction
10. multiple: UUL1 and grammatical, no correction
11. UUL1, no correction
12. UUL1, no correction
13. UUL1, no correction
14. UUL1, no correction
15. multiple: grammatical and UUL1, no correction
16. UUL1, no correction
17. grammatical, no correction
18. UUL1, no correction
19. UUL1, peer correction
20. grammatical, no correction
21. grammatical, no correction
22. UUL1, no correction
23. grammatical, no correction

24. UUL1, no correction
25. UUL1, no correction
26. UUL1, recast
27. UUL1, no correction
28. UUL1, no correction
29. multiple: grammatical and grammatical, no correction
30. content, metacontent,
31. UUL1, no correction
32. UUL1, no correction
33. UUL1, no correction
34. UUL1, no correction
35. UUL1, no correction
36. UUL1, no correction
37. UUL1, no correction
38. UUL1, no correction
39. UUL1, no correction
40. grammatical, no correction
41. UUL1, no correction
42. UUL1, no correction
43. UUL1, no correction
44. UUL1, no correction
45. UUL1, no correction
46. UUL1, no correction
47. grammatical,multiple: explicit correction and other: NVC
48. UUL1, no correction
49. UUL1, no correction
50. UUL1, no correction
51. UUL1, no correction
52. UUL1, no correction
53. UUL1, no correction
54. UUL1, no correction
55. grammatical, recast
56. UUL1, no correction

57. UUL1, no correction
58. UUL1, no correction
59. UUL1, no correction
60. UUL1, no correction
61. UUL1, no correction
62. UUL1, no correction
63. UUL1, no correction
64. UUL1, no correction
65. UUL1, no correction
66. UUL1, no correction
67. UUL1, no correction
68. UUL1, no correction
69. UUL1, no correction
70. UUL1, no correction
71. UUL1, no correction
72. UUL1, no correction
73. UUL1, no correction
74. grammatical, no correction
75. lexical, explicit correction
76. UUL1, no correction
77. UUL1, no correction
78. UUL1, no correction
79. UUL1, no correction
80. UUL1, no correction
81. UUL1, no correction
82. UUL1, no correction
83. UUL1, no correction
84. grammatical, no correction
85. UUL1, no correction
86. UUL1, no correction
87. UUL1, no correction
88. UUL1, recast
89. multiple: grammatical and UUL1, no correction

APENDIX B

- 90. grammatical, no correction
- 91. UUL1, no correction
- 92. UUL1, no correction
- 93. UUL1, no correction
- 94. UUL1, no correction
- 95. UUL1, no correction
- 96. UUL1, no correction
- 97. grammatical, no correction
- 98. UUL1, no correction

## LESSON 7 ENGLISH

Number of errors: 99 (94 uncorrected)

Number of corrections: 5

Student Acceptance: 0

Repair: 0

Teacher Confirmation: 0

1. UUL1, no correction
2. UUL1, no correction
3. UUL1, no correction
4. lexical, recast
5. grammatical, no correction
6. UUL1, no correction
7. UUL1, no correction
8. UUL1, no correction
9. UUL1, no correction
10. UUL1, no correction
11. UUL1, no correction
12. content, multiple: peer correction, explicit correction and metacontent clues
13. UUL1, no correction
14. UUL1, no correction
15. grammatical, no correction
16. UUL1, no correction
17. multiple: UUL1 and phonological, no correction
18. content,multiple: negation and metacontent clues
19. UUL1, no correction
20. UUL1, no correction
21. UUL1, no correction
22. phonological, recast

23. UUL1, no correction
24. grammatical, no correction
25. UUL1, no correction
26. grammatical, no correction
27. grammatical, no correction
28. grammatical, no correction
29. grammatical, no correction
30. grammatical, no correction
31. grammatical, recast
32. grammatical, no correction
33. UUL1, no correction
34. UUL1, no correction
35. UUL1, no correction
36. UUL1, no correction
37. UUL1, no correction
38. UUL1, no correction
39. UUL1, no correction
40. grammatical, no correction
41. UUL1, no correction
42. UUL1, no correction
43. UUL1, no correction
44. grammatical, no correction
45. phonological, no correction
46. grammatical, no correction
47. grammatical, no correction
48. UUL1, no correction
49. UUL1, no correction
50. UUL1, no correction
51. UUL1, no correction
52. UUL1, no correction
53. UUL1, no correction
54. UUL1, no correction
55. UUL1, no correction

- 56. UUL1, no correction
- 57. UUL1, no correction
- 58. UUL1, no correction
- 59. UUL1, no correction
- 60. UUL1, no correction
- 61. UUL1, no correction
- 62. UUL1, no correction
- 63. grammatical, no correction
- 64. UUL1, no correction
- 65. UUL1, no correction
- 66. UUL1, no correction
- 67. UUL1, no correction
- 68. grammatical, no correction
- 69. UUL1, no correction
- 70. UUL1, no correction
- 71. UUL1, no correction
- 72. UUL1, no correction
- 73. UUL1, no correction
- 74. UUL1, no correction
- 75. grammatical, no correction
- 76. UUL1, no correction
- 77. UUL1, no correction
- 78. UUL1, no correction
- 79. UUL1, no correction
- 80. UUL1, no correction
- 81. UUL1, no correction
- 82. UUL1, no correction
- 83. UUL1, no correction
- 84. UUL1, no correction
- 85. UUL1, no correction
- 86. UUL1, no correction
- 87. UUL1, no correction
- 88. UUL1, no correction

APENDIX B

89. UUL1, no correction
90. lexical, no correction
91. UUL1, no correction
92. UUL1, no correction
93. UUL1, no correction
94. grammatical, no correction
95. grammatical, no correction
96. UUL1, no correction
97. UUL1, no correction
98. UUL1, no correction
99. UUL1, no correction



## LESSON 8 ENGLISH

Number of errors: 118 (80 uncorrected)

Number of corrections: 38

Student Acceptance: 11

Repair: 9

Teacher Confirmation: 2

1. grammatical, no correction
2. grammatical, no correction
3. UUL1, no correction
4. UUL1, no correction
5. phonological, no correction
6. UUL1, no correction
7. grammatical, no correction
8. UUL1, translation
9. UUL1, recast
10. UUL1, multiple: peer correction and explicit correction
11. UUL1, no correction
12. UUL1, no correction
13. UUL1, no correction
14. UUL1, no correction
15. multiple: grammatical and UUL1, recast
16. UUL1, no correction
17. grammatical, no correction
18. UUL1, no correction
19. UUL1, no correction
20. UUL1, no correction
21. grammatical, no correction

22. grammatical, no correction
23. grammatical, peer correction, acceptance, repaired, no teacher confirmation
24. grammatical, no correction
25. grammatical, no correction
26. UUL1, no correction
27. grammatical, multiple:peer correction and self correction
28. lexical, peer correction
29. phonological, recast
30. grammatical, other (writing on the board)
31. grammatical, other (writing on the board), acceptance, repaired, no teacher confirmation
32. UUL1, no correction
33. grammatical, multiple:recast and explicit correction
34. grammatical, no correction
35. UUL1, no correction
36. multiple grammatical and grammatical, no correction
37. UUL1, no correction
38. UUL1, no correction
39. UUL1, no correction
40. multiple: grammatical and UUL1, translation, acceptance, repaired, no teacher confirmation
41. content, no correction
42. content, metacontent clues
43. content, clarification request, acceptance, not repaired,
44. content, negation
45. grammatical, no correction
46. lexical, peer correction
47. grammatical, no correction
48. grammatical, no correction
49. UUL1, no correction
50. grammatical, no correction
51. UUL1, no correction
52. grammatical, clarification request

53. lexical,multiple: peer no correction and other: T writes on the board, acceptance, repaired, no teacher confirmation
54. grammatical, no correction
55. UUL1, no correction
56. phonological, no correction
57. grammatical, multiple: other NVC and peer correction, acceptance, repaired, no teacher confirmation
58. UUL1, no correction
59. grammatical, peer correction, acceptance, repaired, no teacher confirmation
60. lexical, clarification request
61. UUL1, no correction
62. grammatical, no correction
63. grammatical, other: NVC, and peer correction, acceptance, repaired, no teacher confirmation
64. grammatical, peer correction
65. UUL1, no correction
66. UUL1, no correction
67. grammatical, peer correction
68. multiple: grammatical and lexical, no correction
69. UUL1, no correction
70. multiple: UUL1, grammatical and phonological, elicitation, acceptance, repaired, no teacher confirmation
71. UUL1, no correction
72. multiple: grammatical and grammatical, no correction
73. UUL1, no correction
74. grammatical, no correction
75. grammatical, no correction
76. grammatical, recast
77. UUL1, no correction
78. grammatical, no correction
79. UUL1, no correction
80. grammatical, no correction
81. grammatical, no correction

82. grammatical, recast
83. grammatical, no correction
84. grammatical, no correction
85. UUL1, no correction
86. UUL1, peer correction
87. UUL1, no correction
88. UUL1, no correction
89. content, multiple: peer correction and clarification request
90. UUL1, no correction
91. multiple: grammatical and lexical, recast
92. UUL1, no correction
93. multiple: grammatical, grammatical, phonological, no correction
94. grammatical, no correction
95. UUL1, no correction
96. UUL1, no correction
97. UUL1, no correction
98. grammatical, no correction
99. grammatical, no correction
100. content, multiple: repetition, peer correction, metacontent clues
101. grammatical, no correction
102. phonological, multiple: peer correction, explicit correction
103. grammatical, no correction
104. multiple: phonological and content, multiple: repetition, peer correction, metacontent clues correction
105. UUL1, no correction
106. UUL1, no correction
107. UUL1, no correction
108. UUL1, no correction
109. UUL1, no correction
110. phonological, peer correction, acceptance, repaired, teacher confirmation
111. phonological, peer correction
112. UUL1, no correction
113. grammatical, elicitation, acceptance, not repaired

- 114. grammatical, self correction
- 115. grammatical, other
- 116. grammatical, peer correction
- 117. grammatical, explicit correction, acceptance, repaired, teacher confirmation
- 118. UUL1, no correction

### **B.3. EDUCATIONAL ATTENTION**

#### **LESSON 1 EDUCATIONAL ATTENTION**

Number of errors: 53 (43 uncorrected)

Number of corrections: 10

Student Acceptance: 0

Repair: 0

Teacher Confirmation: 0

1. UUL1, no correction
2. UUL1, no correction
3. UUL1, no correction
4. grammatical: no correction
5. grammatical: no correction
6. grammatical: no correction
7. UUL1, no correction
8. UUL1, no correction
9. UUL1, no correction
10. multiple, grammatical and UUL1: self-correction
11. grammatical: recast
12. UUL1: no correction
13. grammatical: multiple
14. grammatical: explicit correction.
15. UUL1: no correction
16. UUL1: no correction
17. grammatical: no correction
18. UUL1: no correction
19. UUL1: no correction
20. UUL1: no correction

21. UUL1: no correction
22. UUL1: no correction
23. UUL1: no correction
24. UUL1: no correction
25. UUL1: no correction
26. UUL1: translation
27. UUL1: no correction
28. grammatical: no correction
29. grammatical: no correction
30. grammatical: no correction
31. UUL1: no correction
32. grammatical: no correction
33. UUL1: no correction
34. UUL1: no correction
35. phonological: explicit correction
36. UUL1: no correction
37. UUL1: no correction
38. UUL1: no correction
39. grammatical: recast
40. grammatical: explicit correction
41. UUL1: no correction
42. grammatical: no correction
43. UUL1: translation
44. UUL1: no correction
45. grammatical: no correction
46. UUL1: no correction
47. UUL1: no correction
48. grammatical: no correction
49. UUL1: no correction
50. UUL1: no correction
51. phonological: no correction
52. phonological: explicit correction
53. UUL1: no correction

## LESSON 2 EDUCATIONAL ATTENTION

Number of errors: 99 ( 93 uncorrected)

Number of corrections: 6

Student Acceptance: 3

Repair: 3

Teacher Confirmation: 0

1. UUL1, no correction
2. UUL1, no correction
3. UUL1, recast
4. UUL1, no correction
5. UUL1, no correction
6. UUL1, no correction
7. multiple, no correction
8. UUL1, no correction
9. UUL1, no correction
10. phonological, no correction
11. UUL1, no correction
12. UUL1, no correction
13. UUL1, no correction
14. UUL1, no correction
15. UUL1, no correction
16. UUL1, no correction
17. UUL1, no correction
18. UUL1, no correction
19. UUL1, no correction
20. UUL1, no correction
21. UUL1, no correction
22. UUL1, no correction
23. UUL1, no correction
24. phonological, multiple: clarification request, repetition, explicit correction,



- acceptance, repaired, no teacher confirmation
25. UUL1, no correction
  26. grammatical, no correction
  27. phonological, no correction
  28. grammatical, no correction
  29. UUL1,translation, acceptance, repaired
  30. grammatical,explicit correction,acceptance, repaired, no teacher confirmation
  31. grammatical,explicit correction, acceptance, repaired, no teacher confirmation
  32. grammatical: no correction
  33. UUL1, translation
  34. grammatical, no correction
  35. UUL1, no correction
  36. UUL1, no correction
  37. UUL1, no correction
  38. UUL1, no correction
  39. UUL1, no correction
  40. grammatical no correction
  41. phonological, no correction
  42. phonological, no correction
  43. phonological, no correction
  44. UUL1, no correction
  45. UUL1, no correction
  46. phonological, no correction
  47. UUL1, no correction
  48. UUL1, no correction
  49. UUL1, no correction
  50. UUL1, no correction
  51. UUL1, no correction
  52. UUL1, no correction
  53. UUL1, no correction
  54. UUL1, no correction
  55. phonological, no correction
  56. UUL1, no correction

57. UUL1, no correction
58. UUL1, no correction
59. UUL1, no correction
60. UUL1, no correction
61. UUL1, no correction
62. grammatical, no correction
63. UUL1, no correction
64. UUL1, no correction
65. grammatical, no correction
66. UUL1, no correction
67. UUL1, no correction
68. grammatical, no correction
69. UUL1, no correction
70. UUL1, no correction
71. UUL1, no correction
72. UUL1, no correction
73. UUL1, no correction
74. UUL1, no correction
75. UUL1, no correction
76. UUL1, no correction
77. UUL1, no correction
78. UUL1, no correction
79. grammatical, self correction
80. grammatical, no correction
81. UUL1, no correction
82. grammatical, no correction
83. UUL1, no correction
84. UUL1, no correction
85. grammatical, no correction
86. UUL1, no correction
87. UUL1, no correction
88. UUL1, no correction
89. grammatical, no correction

- 90. UUL1, no correction
- 91. gramatical, no correction
- 92. UUL1, no correction
- 93. UUL1, no correction
- 94. UUL1, no correction
- 95. UUL1, no correction
- 96. UUL1, no correction
- 97. UUL1, no correction
- 98. UUL1, no correction
- 99. UUL1, no correction

### LESSON 3 EDUCATIONAL ATTENTION

Number of errors: 91 ( 85 uncorrected)

Number of corrections: 6

Student Acceptance: 1

Repair: 1

Teacher Confirmation: 0

1. multiple, no correction
2. UUL1, no correction
3. grammatical, no correction
4. grammatical, no correction
5. grammatical, no correction
6. UUL1, no correction
7. UUL1, no correction
8. UUL1, no correction
9. UUL1, translation
10. grammatical, no correction
11. grammatical no correction
12. grammatical, no correction
13. grammatical, recast
14. UUL1, no correction
15. UUL1, no correction
16. UUL1, no correction
17. grammatical, no correction
18. grammatical, no correction
19. UUL1, no correction
20. UUL1, no correction
21. UUL1, no correction
22. UUL1, no correction
23. UUL1, no correction
24. UUL1, no correction

25. UUL1, no correction
26. UUL1, no correction
27. UUL1, self correction
28. grammatical, no correction
29. grammatical, no correction
30. UUL1, no correction
31. grammatical, no correction
32. UUL1, no correction
33. UUL1, no correction
34. lexical, no correction
35. UUL1, no correction
36. UUL1, no correction
37. UUL1, no correction
38. UUL1,clarification request
39. UUL1, no correction
40. UUL1, no correction
41. UUL1, no correction
42. multiple, no correction
43. UUL1, no correction
44. UUL1, no correction
45. UUL1, no correction
46. UUL1, no correction
47. lexical, no correction
48. UUL1, no correction
49. UUL1, translation
50. grammatical, clarification request, acceptance, repaired, no teacher confirmation
51. grammatical, no correction
52. grammatical, no correction
53. phonological, no correction
54. grammatical, no correction
55. grammatical, no correction
56. grammatical, no correction
57. grammatical, no correction

58. grammatical, no correction
59. UUL1, no correction
60. grammatical, no correction
61. UUL1, no correction
62. UUL1, no correction
63. grammatical, no correction
64. grammatical, recast
65. grammatical, no correction
66. UUL1, no correction
67. UUL1, no correction
68. UUL1, no correction
69. UUL1, no correction
70. UUL1, no correction
71. UUL1, no correction
72. UUL1, no correction
73. UUL1, no correction
74. UUL1, no correction
75. UUL1, no correction
76. multiple, no correction
77. UUL1, no correction
78. UUL1, no correction
79. UUL1, no correction
80. phonological, no correction
81. UUL1, no correction
82. UUL1, no correction
83. UUL1, no correction
84. UUL1, no correction
85. UUL1, no correction
86. UUL1, no correction
87. UUL1, no correction
88. UUL1, no correction
89. UUL1, no correction
90. grammatical, no correction

91. grammatical, no correction

## LESSON 4 EDUCATIONAL ATTENTION

Number of errors: 124 ( 115 uncorrected)

Number of corrections: 9

Student Acceptance: 2

Repair: 2

Teacher Confirmation: 0

1. UUL1: no correction
2. multiple: UUL1 and grammatical: no correction
3. UUL1: no correction
4. UUL1: no correction
5. UUL1: no correction
6. UUL1: no correction
7. grammatical: no correction
8. grammatical: no correction
9. UUL1: no correction
10. UUL1: no correction
11. grammatical: no correction
12. grammatical: no correction
13. UUL1: no correction
14. UUL1: no correction
15. UUL1: no correction
16. grammatical: no correction
17. phonological: no correction
18. lexical: no correction
19. lexical: no correction
20. lexical: no correction
21. UUL1: no correction
22. UUL1: negation
23. UUL1: no correction



24. UUL1: no correction
25. UUL1: no correction
26. multiple: recast, acceptance, repaired, no teacher confirmation
27. UUL1: no correction
28. multiple: grammatical and UUL1: no correction
29. grammatical: no correction
30. grammatical: no correction
31. UUL1: no correction
32. multiple: grammatical and UUL1: no correction
33. grammatical: no correction
34. UUL1: no correction
35. UUL1: no correction
36. UUL1: no correction
37. UUL1: no correction
38. multiple: lexical and UUL1: no correction
39. UUL1: no correction
40. UUL1: no correction
41. grammatical: no correction
42. grammatical: no correction
43. phonological: multiple: clarification request and peer correction
44. UUL1: no correction
45. UUL1: no correction
46. phonological: no correction
47. UUL1: no correction
48. UUL1: no correction
49. phonological: no correction
50. grammatical: no correction
51. multiple: no correction
52. grammatical: no correction
53. multiple: no correction
54. grammatical: no correction
55. UUL1: no correction
56. lexical: no correction

57. lexical: no correction
58. UUL1: no correction
59. UUL1: no correction
60. UUL1: no correction
61. lexical: no correction
62. grammatical: no correction
63. grammatical: no correction
64. grammatical: no correction
65. grammatical: no correction
66. multiple: no correction
67. grammatical: no correction
68. UUL1: no correction
69. grammatical: no correction
70. UUL1: no correction
71. grammatical: no correction
72. UUL1: no correction
73. grammatical:recast
74. UUL1: no correction
75. lexical: no correction
76. UUL1: translation
77. multiple: no correction
78. multiple: no correction
79. UUL1: no correction
80. grammatical: no correction
81. lexical: no correction
82. UUL1: translation
83. phonological: no correction
84. phonological: no correction
85. multiple: no correction
86. grammatical: no correction
87. phonological: no correction
88. phonological: no correction
89. phonological: no correction

90. grammatical: no correction
91. content: negation
92. grammatical: no correction
93. phonological: no correction
94. UUL1: no correction
95. phonological: no correction
96. grammatical: no correction
97. grammatical: no correction
98. phonological: multiple
99. grammatical: no correction
100. UUL1: no correction
101. UUL1: multiple
102. UUL1: no correction
103. phonological: no correction
104. phonological: no correction
105. grammatical: no correction
106. grammatical: no correction
107. grammatical: no correction
108. grammatical: no correction
109. grammatical: no correction
110. phonological: no correction
111. grammatical: no correction
112. UUL1: no correction
113. UUL1: no correction
114. grammatical: no correction
115. grammatical: no correction
116. grammatical: no correction
117. grammatical: no correction
118. phonological: explicit correction, acceptance, repaired, no teacher confirmation
119. grammatical: no correction
120. phonological: no correction
121. phonological: no correction
122. grammatical: no correction

APENDIX B

- 123. phonological: no correction
- 124. grammatical: no correction

**LESSON 5 EDUCATIONAL ATTENTION**

Number of errors: 173 (157 uncorrected)

Number of corrections: 16

Student Acceptance: 2

Repair: 1

Teacher Confirmation: 0

1. UUL1: no correction
2. grammatical: no correction
3. UUL1: no correction
4. UUL1: no correction
5. UUL1: no correction
6. UUL1: no correction
7. UUL1: no correction
8. UUL1: no correction
9. UUL1: no correction
10. UUL1: no correction
11. UUL1: no correction
12. UUL1: no correction
13. UUL1: no correction
14. grammatical: no correction
15. UUL1: no correction
16. UUL1: clarification request
17. grammatical: no correction
18. grammatical: no correction
19. grammatical: no correction
20. grammatical: no correction
21. UUL1: translation
22. UUL1: no correction
23. UUL1: no correction

24. UUL1: no correction
25. UUL1: translation
26. multiple: UUL1 and grammatical: no correction
27. UUL1: no correction
28. UUL1: no correction
29. UUL1: no correction
30. UUL1: no correction
31. UUL1: no correction
32. UUL1: no correction
33. UUL1: no correction
34. lexical: explicit correction
35. UUL1: no correction
36. UUL1: no correction
37. UUL1: no correction
38. UUL1: no correction
39. UUL1: no correction
40. UUL1: no correction
41. UUL1: no correction
42. UUL1: no correction
43. UUL1: no correction
44. UUL1: no correction
45. UUL1: no correction
46. UUL1: no correction
47. UUL1: no correction
48. UUL1: no correction
49. UUL1: no correction
50. UUL1: no correction
51. UUL1: no correction
52. UUL1: no correction
53. UUL1: no correction
54. UUL1: no correction
55. UUL1: no correction
56. UUL1: no correction

57. grammatical: no correction
58. UUL1: no correction
59. UUL1: no correction
60. UUL1: no correction
61. grammatical: no correction
62. UUL1: no correction
63. UUL1: no correction
64. UUL1: no correction
65. UUL1: no correction
66. grammatical: no correction
67. UUL1: no correction
68. UUL1: no correction
69. UUL1: no correction
70. grammatical: no correction
71. UUL1: no correction
72. UUL1: no correction
73. grammatical: no correction
74. UUL1: no correction
75. UUL1: no correction
76. UUL1: no correction
77. grammatical: no correction
78. UUL1: no correction
79. grammatical: no correction
80. grammatical: no correction
81. UUL1: no correction
82. UUL1: no correction
83. UUL1: no correction
84. UUL1: no correction
85. UUL1: no correction
86. UUL1: no correction
87. UUL1: no correction
88. UUL1: no correction
89. UUL1: no correction

90. UUL1: no correction
91. UUL1: no correction
92. UUL1: no correction
93. UUL1: no correction
94. UUL1: no correction
95. UUL1: no correction
96. UUL1: no correction
97. lexical: no correction
98. UUL1: no correction
99. UUL1: no correction
100. UUL1: no correction
101. UUL1: no correction
102. UUL1: no correction
103. UUL1: no correction
104. UUL1: no correction
105. UUL1: no correction
106. UUL1: no correction
107. phonological: explicit correction
108. grammatical: no correction
109. UUL1: no correction
110. UUL1: no correction
111. UUL1: no correction
112. UUL1: no correction
113. UUL1: no correction
114. UUL1: no correction
115. UUL1: no correction
116. UUL1: no correction
117. multiple: UUL1 and lexical: no correction
118. UUL1: no correction
119. UUL1: no correction
120. UUL1: no correction
121. grammatical: no correction
122. UUL1: no correction



123. grammatical:no correction
124. grammatical: explicit correction
125. grammatical: explicit correction, acceptance, repaired, no teacher confirmation
126. grammatical: explicit correction
127. UUL1: no correction
128. UUL1: translation
129. grammatical:no correction
130. grammatical:no correction
131. UUL1: no correction
132. UUL1: no correction
133. grammatical:no correction
134. grammatical: explicit correction
135. content:multiple
136. grammatical:no correction
137. grammatical:no correction
138. grammatical:no correction
139. grammatical:no correction
140. lexical: peer correction
141. UUL1: peer-correction
142. UUL1: no correction
143. UUL1: translation
144. grammatical: no correction
145. UUL1: no correction
146. UUL1: no correction
147. grammatical: explicit correction
148. UUL1: no correction
149. UUL1: no correction
150. grammatical: no correction
151. grammatical: no correction
152. UUL1: translation, acceptance, no repaired
153. grammatical: no correction
154. grammatical: no correction
155. grammatical: no correction

156. UUL1: no correction
157. UUL1: no correction
158. UUL1: no correction
159. grammatical: no correction
160. UUL1: no correction
161. grammatical: no correction
162. UUL1: no correction
163. phonological: no correction
164. grammatical: no correction grammatical: no correction
165. UUL1: no correction
166. grammatical: no correction
167. UUL1: no correction
168. grammatical: no correction
169. UUL1: no correction
170. phonological: no correction
171. grammatical: no correction
172. grammatical: no correction

**LESSON 6 EDUCATIONAL ATTENTION**

Number of errors: 69 (63 uncorrected)

Number of corrections: 6

Student Acceptance: 0

Repair: 0

Teacher Confirmation: 0

1. UUL1: no correction
2. phonological: no correction
3. UUL1: no correction
4. UUL1: no correction
5. multiple: grammatical and UUL1: no correction
6. multiple: grammatical and UUL1: no correction
7. multiple: grammatical and UUL1: no correction
- 8 UUL1: no correction
9. UUL1: no correction
10. grammatical: no correction
11. grammatical: no correction
12. grammatical: no correction
13. grammatical: no correction
14. grammatical: no correction
15. grammatical: no correction
16. grammatical: no correction
17. grammatical: no correction
18. grammatical: no correction
19. grammatical: no correction
20. grammatical: no correction
21. grammatical: recast
22. UUL1: no correction
23. grammatical: no correction
24. UUL1 no correction

25. UUL1: no correction
26. grammatical: no correction
27. grammatical: no correction
28. UUL1: no correction
29. UUL1: no correction
30. UUL1: self correction \* (the audible part)
31. UUL1: no correction
32. grammatical: no correction
33. grammatical: recast
34. UUL1: no correction
35. UUL1: no correction
36. UUL1: no correction
37. grammatical: no correction
38. grammatical: no correction
39. UUL1: no correction
40. UUL1: no correction
41. UUL1: no correction
42. grammatical: recast
43. grammatical: recast
44. grammatical: no correction
45. grammatical: no correction
46. UUL1: no correction
47. UUL1: no correction
48. UUL1: no correction
49. grammatical: no correction
50. grammatical: no correction
51. UUL1: no correction
52. grammatical: no correction
53. grammatical: no correction
54. grammatical: no correction
55. UUL1: translation
56. UUL1: no correction
57. UUL1: no correction

- 58. grammatical: no correction
- 59. UUL1: no correction
- 60. grammatical: no correction
- 61. UUL1: no correction
- 62. UUL1: no correction
- 63. UUL1: no correction
- 64. UUL1: no correction
- 65. UUL1: no correction
- 66. grammatical: no correction
- 67. multiple: UUL1 and grammatical: no correction
- 68. grammatical: no correction
- 69. UUL1: no correction

## LESSON 7 EDUCATIONAL ATTENTION

Number of errors: 122 (104 uncorrected)

Number of corrections: 18

Student Acceptance: 4

Repair: 4

Teacher Confirmation: 0

1. UUL1: no correction
2. grammatical: multiple
3. grammatical: clarification request
4. grammatical: explicit correction, acceptance, repaired, no teacher confirmation
5. lexical: clarification request
6. phonological: no correction
7. grammatical: explicit correction, acceptance, repaired, no teacher confirmation
8. UUL1: no correction
9. phonological: no correction
10. UUL1: no correction
11. UUL1: no correction
12. grammatical: no correction
13. grammatical: no correction
14. grammatical: no correction
15. UUL1: no correction
16. UUL1: no correction
17. UUL1: no correction
18. UUL1: no correction
19. UUL1: no correction
20. UUL1: no correction
21. UUL1: no correction
22. UUL1: no correction
23. grammatical: no correction
24. grammatical: no correction

25. grammatical: no correction
26. grammatical: no correction
27. grammatical: no correction
28. UUL1: no correction
29. UUL1: translation
30. UUL1: multiple
31. UUL1: no correction
32. UUL1: no correction
33. grammatical: no correction
34. grammatical: recast
35. UUL1: no correction
36. UUL1: no correction
37. phonological: no correction
38. UUL1: no correction
39. grammatical: recast
40. UUL1: elicitation
41. lexical: peer correction
42. lexical: recast
43. UUL1: no correction
44. UUL1: no correction
45. UUL1: no correction
46. UUL1: no correction
47. UUL1: no correction
48. UUL1: no correction
49. UUL1: no correction
50. UUL1: no correction
51. UUL1: no correction
52. UUL1: no correction
53. UUL1: no correction
54. UUL1: no correction
55. UUL1: no correction
56. UUL1: no correction
57. UUL1: no correction

58. UUL1: no correction
59. UUL1: no correction
60. grammatical: no correction
61. grammatical: no correction
62. content:repetition
63. UUL1: no correction
64. grammatical: recast
65. grammatical: no correction
66. UUL1: translation
67. UUL1: no correction
68. grammatical,clarification request, acceptance, repaired, no teacher confirmation
69. UUL1: peer correction, acceptance, repaired, no teacher confirmarion
70. grammatical: no correction
71. grammatical: no correction
72. grammatical: no correction
73. grammatical: no correction
74. grammatical: no correction
75. grammatical: no correction
76. grammatical: no correction
77. UUL1: no correction
78. UUL1: no correction
79. grammatical: no correction
80. UUL1: no correction
81. grammatical: no correction
82. grammatical: no correction
83. UUL1: no correction
84. grammatical: no correction
85. grammatical: self correction
86. grammatical: no correction
87. UUL1: no correction
88. grammatical: no correction
89. grammatical: no correction
90. grammatical: no correction



91. grammatical: no correction
92. grammatical: no correction
93. grammatical: no correction
94. grammatical: no correction
95. UUL1: no correction
96. grammatical no correction
97. grammatical: no correction
98. grammatical: no correction
99. UUL1: no correction
100. grammatical: no correction
101. UUL1: no correction
102. grammatical: no correction
103. grammatical: no correction
104. grammatical: no correction
105. grammatical: no correction
106. grammatical: no correction
107. phonological: no correction
108. grammatical: no correction
109. UUL1: no correction
110. UUL1: no correction
111. UUL1: no correction
112. UUL1: no correction
113. UUL1: no correction
114. UUL1: no correction
115. UUL1: no correction
116. UUL1: no correction
117. UUL1: no correction
118. UUL1: no correction
119. UUL1: no correction
120. grammatical: no correction
121. UUL1: no correction
122. grammatical: no correction

## LESSON 8 EDUCATIONAL ATTENTION

Number of errors: 139 (103 uncorrected)

Number of corrections: 36

Student Acceptance: 1

Repair: 1

Teacher Confirmation: 1

1. UUL1: no correction
2. phonological: no correction
3. phonological: no correction
4. grammatical: multiple
5. UUL1: no correction
6. UUL1: clarification request
7. UUL1: no correction
8. grammatical: no correction
9. UUL1: no correction
10. UUL1: no correction
11. grammatical: no correction
12. UUL1: translation
13. UUL1: no correction
14. grammatical: no correction
15. UUL1: no correction
16. grammatical: no correction
17. grammatical: no correction
18. grammatical: no correction
19. grammatical: no correction
20. multiple: no correction
21. multiple: multiple
22. UUL1: no correction
23. UUL1: asking student

24. UUL1: peer correction
25. UUL1: no correction
26. UUL1: no correction
27. UUL1: no correction
28. UUL1: no correction
29. UUL1: no correction
30. UUL1: no correction
31. multiple: recast
32. grammatical: no correction
33. UUL1: no correction
34. UUL1: no correction
35. UUL1: no correction
36. UUL1: no correction
37. UUL1: no correction
38. UUL1: no correction
39. grammatical: no correction
40. UUL1: no correction
41. UUL1: no correction
42. UUL1: no correction
43. UUL1: no correction
44. grammatical: no correction
45. grammatical: no correction
46. phonological: no correction
47. phonological: no correction
48. UUL1: no correction
49. grammatical: multiple
50. grammatical: multiple
51. lexical: no correction
52. grammatical: no correction
53. phonological: no correction
54. multiple: multiple
55. multiple: multiple
56. multiple: multiple

57. multiple: multiple
58. multiple: multiple
59. multiple: multiple
60. multiple: multiple
61. multiple: other
62. grammatical: no correction
63. grammatical: recast
64. content: recast
65. content: recast
66. grammatical:repetition
67. grammatical: no correction
68. grammatical: no correction
69. UUL1: self correction
70. grammatical no correction
71. grammatical: no correction
72. phonological: recast
73. grammatical: no correction
74. UUL1: no correction
75. grammatical: no correction
76. UUL1: no correction
77. multiple: no correction
78. UUL1: no correction
79. UUL1: no correction
80. UUL1: self correction
81. grammatical: no correction
82. UUL1: no correction
83. UUL1: translation
84. grammatical: peer correction
85. grammatical: peer correction
86. grammatical: explicit correction correction
87. grammatical no correction
88. UUL1: no correction
89. UUL1: multiple

90. grammatical: recast
91. content : peer correction (negation)
92. phonological: no correction
93. content: multiple, acceptance, repaired, teacher confirmation
94. grammatical: multiple,
95. grammatical: multiple
96. grammatical: multiple
97. grammatical: multiple
98. multiple: no correction
99. grammatical: no correction
100. UUL1: no correction
101. UUL1: no correction
102. grammatical: no correction
103. grammatical: no correction
104. UUL1: no correction
105. multiple: no correction
106. grammatical: no correction
107. lexical: no correction
108. UUL1: no correction
109. grammatical: no correction
110. grammatical: no correction
111. grammatical: no correction
112. grammatical: no correction
113. grammatical: no correction
114. grammatical: no correction
115. grammatical: no correction
116. UUL1: no correction
117. UUL1: no correction
118. UUL1: no correccion
119. UUL1: no correction
120. UUL1: no correction
121. UUL1: no correction
122. phonological: no correction

APENDIX B

123. phonological: no correction
124. UUL1: no correction
125. UUL1: no correction
126. UUL1: no correction
127. UUL1: no correction
128. UUL1: no correction
129. UUL1: no correction
130. UUL1: no correction
131. UUL1: no correction
132. UUL1: no correction
133. grammatical: no correction
134. grammatical: no correction
135. grammatical: no correction
136. UUL1: no correction
137. grammatical: no correction
138. UUL1: no correction
139. UUL1: translation

**B.4 .MATHS**

**LESSON 1 MATHS**

Number of errors: 73 ( 59 uncorrected)

Number of corrections: 14

Student Acceptance: 4

Repair: 3

Teacher Confirmation: 2

1. UUL1, no correction
2. grammatical, no correction
3. grammatical, no correction
4. grammatical, no correction
5. UUL1, no correction
6. phonological, explicit correction
7. grammatical, no correction
8. UUL1, no correction
9. content, explicit correction
10. UUL1, no correction
11. grammatical, no correction
12. UUL1, no correction
13. UUL1, no correction
14. content, multiple: clarification request and other
15. UUL1, no correction
16. grammatical, no correction
17. UUL1, no correction
18. UUL1, no correction
19. content, multiple: clarification request and other
20. UUL1, no correction

21. content, multiple: peer correction, clarification request,
22. UUL1, no correction
23. UUL1, no correction
24. phonological, no correction
25. UUL1, no correction
26. UUL1, no correction
27. grammatical, no correction
28. grammatical, no correction
29. UUL1, no correction
30. UUL1, no correction
31. grammatical, no correction
32. grammatical, no correction
33. grammatical, no correction
34. UUL1, no correction
35. UUL1, no correction
36. UUL1, no correction
37. UUL1, no correction
38. content, metacontent clues, acceptance, repaired, teacher confirmation
39. content, other: NVC, acceptance, repaired, no teacher confirmation
40. content, multiple: other (repeating question) and other : writing, acceptance, not repaired
41. content, other: (repeating question), acceptance, repaired, teacher confirmation
42. UUL1, no correction
43. UUL1, no correction
44. multiple, grammatical and UUL1, no correction
45. UUL1, no correction
46. UUL1, no correction
47. UUL1, no correction
48. phonological, explicit correction, acceptance, repaired, teacher confirmation
49. phonological, explicit correction
50. phonological, multiple: elicitation and explicit correction, acceptance, repaired
51. content, clarification request
52. UUL1, no correction



- 53. UUL1, no correction
- 54. UUL1, no correction
- 55. UUL1, no correction
- 56. grammatical, no correction
- 57. UUL1, no correction
- 58. UUL1, no correction
- 59. UUL1, no correction
- 60. UUL1, no correction
- 61. UUL1, no correction
- 62. UUL1, no correction
- 63. UUL1, no correction
- 64. UUL1, no correction
- 65. grammatical, no correction
- 66. content, explicit correction
- 67. grammatical, no correction
- 68. UUL1, no correction
- 69. UUL1, no correction
- 70. UUL1, no correction
- 71. UUL1, no correction
- 72. lexical, no correction
- 73. lexical, no correction

## LESSON 2 MATHS

Number of errors: 47 (37 uncorrected)

Number of corrections: 4

Student Acceptance: 3

Repair: 2

Teacher Confirmation: 1

1. UUL1, translation
2. grammatical, no correction
3. UUL1, no correction
4. UUL1, no correction
5. grammatical, no correction
6. grammatical, no correction
7. UUL1, no correction
8. UUL1, no correction
9. lexical, explicit correction
10. lexical, explicit correction
11. grammatical, repetition
12. grammatical, no correction
13. grammatical, no correction
14. phonological, no correction
15. UUL1, no correction
16. grammatical, no correction
17. grammatical, no correction
18. UUL1, no correction
19. grammatical, no correction
20. UUL1, translation, acceptance, repaired, no teacher confirmation
21. UUL1, no correction
22. UUL1, no correction
23. UUL1, no correction

24. grammatical, no correction
25. UUL1, no correction
26. UUL1, no correction
27. UUL1, no correction
28. multiple: grammatical and UUL1, no correction
29. grammatical, no correction
30. grammatical, no correction
31. multiple: grammatical and grammatical, no correction
32. UUL1, no correction
33. grammatical, no correction
34. multiple: grammatical and grammatical, no correction
35. grammatical, no correction
36. UUL1, no correction
37. grammatical, no correction
38. UUL1, no correction
39. UUL1, elicitation, acceptance, repaired, teacher confirmation
40. UUL1, no correction
41. UUL1, no correction
42. grammatical, no correction
43. grammatical, no correction
44. UUL1, no correction
45. UUL1, clarification request, acceptance, not repaired
46. grammatical, no correction
47. grammatical, no correction

### LESSON 3 MATHS

Number of errors: 132 (109 uncorrected)

Number of corrections: 23

Student Acceptance: 7

Repair: 7

Teacher Confirmation: 5

1. multiple: content and UUL1, explicit correction
2. UUL1, no correction
3. grammatical, no correction
4. UUL1, no correction
5. UUL1, no correction
6. UUL1, no correction
7. UUL1, no correction
8. grammatical, no correction
9. UUL1, no correction
10. UUL1, no correction
11. UUL1, no correction
12. UUL1, no correction
13. UUL1, no correction
14. grammatical, recast
15. grammatical, no correction
16. UUL1, no correction
17. UUL1, no correction
18. UUL1, no correction
19. UUL1, no correction
20. UUL1, no correction
21. UUL1, no correction
22. content, peer correction
23. UUL1, no correction

24. UUL1, no correction
25. phonological, no correction
26. phonological, no correction
27. UUL1, translation
28. content, self correction
29. content, clarification request, acceptance, repaired, teacher confirmation
30. content, clarification request, acceptance, repaired, teacher confirmation
31. content, multiple: repetition and metacontent clues, acceptance, repaired, no teacher confirmation
32. UUL1, no correction
33. UUL1, no correction
34. UUL1, no correction
35. phonological, no correction
36. content, multiple: repetition, and other, acceptance, repaired, teacher confirmation
37. UUL1, no correction
38. UUL1, no correction
39. UUL1, no correction
40. multiple: phonological and content, multiple: elicitation, peer correction, other: writing on the board, asking, metacontent clues
41. UUL1, no correction
42. UUL1, no correction
43. UUL1, no correction
44. UUL1, no correction
45. multiple: lexical and grammatical, no correction
46. UUL1, recast
47. UUL1, no correction
48. UUL1, no correction
49. UUL1, no correction
50. UUL1, no correction
51. UUL1, no correction
52. UUL1, no correction
53. grammatical, explicit correction
54. grammatical, no correction

55. UUL1, no correction
56. UUL1, no correction
57. UUL1, no correction
58. UUL1, no correction
59. UUL1, no correction
60. UUL1, no correction
61. multiple: UUL1 and grammatical, explicit correction, acceptance, repaired, teacher confirmation
62. phonological, explicit correction, acceptance, repaired, no teacher confirmation
63. phonological, explicit correction, acceptance, repaired, teacher confirmation
64. UUL1, no correction
65. content, multiple: explicit correction, elicitation, metacontent clues, peer correction
66. UUL1, no correction
67. content, peer correction
68. UUL1, no correction
69. grammatical, no correction
70. UUL1, no correction
71. UUL1, no correction
72. UUL1, peer correction
73. UUL1, no correction
74. UUL1, no correction
75. lexical, no correction
76. grammatical, no correction
77. content, explicit correction
78. grammatical, no correction
79. UUL1, no correction
80. UUL1, no correction
81. UUL1, no correction
82. grammatical, no correction
83. grammatical, no correction
84. UUL1, no correction
85. UUL1, no correction
86. UUL1, no correction

87. grammatical, recast
88. UUL1, no correction
89. UUL1, no correction
90. content, peer correction
91. lexical, no correction
92. UUL1, no correction
93. UUL1, no correction
94. UUL1, no correction
95. grammatical, no correction
96. UUL1, no correction
97. multiple: UUL1 and content, peer correction
98. UUL1, no correction
99. multiple: phonological and content, peer correction
100. UUL1, no correction
101. UUL1, no correction
102. grammatical, no correction
103. grammatical, no correction
104. UUL1, no correction
105. UUL1, no correction
106. UUL1, no correction
107. UUL1, no correction
108. UUL1, no correction
109. grammatical, no correction
110. multiple: UUL1 and phonological, no correction
111. UUL1, no correction
112. UUL1, no correction
113. UUL1, no correction
114. UUL1, no correction
115. UUL1, no correction
116. UUL1, no correction
117. UUL1, no correction
118. UUL1, no correction
119. UUL1, no correction

APENDIX B

120. UUL1, no correction
121. grammatical, self correction
122. UUL1, no correction
123. UUL1, no correction
124. UUL1, no correction
125. UUL1, no correction
126. grammatical, no correction
127. grammatical, no correction
128. UUL1, no correction
129. grammatical, no correction
130. UUL1, no correction
131. UUL1, no correction
132. UUL1, no correction



## LESSON 4 MATHS

Number of errors: 126 ( 91 uncorrected)

Number of corrections: 35

Student Acceptance: 5

Repair: 4

Teacher Confirmation: 4

1. grammatical, no correction
2. grammatical, no correction
3. UUL1, clarification request
4. UUL1, no correction
5. UUL1, no correction
6. UUL1, self correction
7. grammatical, no correction
8. UUL1, no correction
9. lexical, no correction
10. grammatical, no correction
11. UUL1, no correction
12. UUL1, no correction
13. grammatical, no correction
14. UUL1, no correction
15. grammatical, no correction
16. UUL1, no correction
17. UUL1, no correction
18. lexical, explicit correction
19. lexical, explicit correction
20. grammatical, recast
21. grammatical, recast
22. grammatical, explicit correction, acceptance, repaired, teacher confirmation
23. lexical, clarification request

24. grammatical, recast
25. grammatical, no correction
26. UUL1, no correction
27. phonological, explicit correction
28. phonological, explicit correction
29. phonological, multiple: repetition, peer correction and explicit correction
30. phonological, explicit correction
31. UUL1, no correction
32. UUL1, no correction
33. grammatical, no correction
34. UUL1, no correction
35. UUL1, no correction
36. UUL1, no correction
37. UUL1, no correction
38. UUL1, no correction
39. content, multiple: explicit correction and NVC, acceptance, repaired, teacher confirmation
40. UUL1, no correction
41. grammatical, multiple: clarification request, elicitation correction
42. UUL1, no correction
43. lexical, no correction
44. phonological, no correction
45. UUL1, no correction
46. UUL1, no correction
47. multiple: grammatical and content, multiple: peer correction, clarification request
48. UUL1, no correction
49. content, clarification request
50. multiple: content and grammatical, other
51. grammatical, no correction
52. content, other
53. grammatical, no correction
54. content,multiple: metacontent clues and peer correction
55. UUL1, no correction

56. UUL1, no correction
57. UUL1, no correction
58. UUL1, no correction
59. UUL1, no correction
60. UUL1, no correction
61. UUL1, no correction
62. grammatical, no correction
63. grammatical, no correction
64. UUL1, no correction
65. UUL1, no correction
66. UUL1, no correction
67. phonological, recast
68. UUL1, no correction
69. UUL1, translation
70. grammatical, other
71. grammatical, multiple: clarification request and peer correction
72. grammatical, multiple: clarification request and peer correction
73. lexical, no correction
74. lexical, no correction
75. UUL1, no correction
76. grammatical, elicitation
77. phonological, explicit correction
78. UUL1, no correction
79. content, other, acceptance, no repaired,
80. UUL1, no correction
81. UUL1, no correction
82. UUL1, no correction
83. grammatical, no correction
84. grammatical, no correction
85. grammatical, no correction
86. grammatical, multiple: elicitation and other: NVC, acceptance, repaired, teacher confirmation
87. UUL1, no correction

88. UUL1, no correction
89. UUL1, no correction
90. grammatical, no correction
91. UUL1, no correction
92. content, multiple: clarification request and metacontent clues, acceptance, repaired, teacher confirmation
93. UUL1, no correction
94. UUL1, no correction
95. UUL1, no correction
96. UUL1, no correction
97. UUL1, no correction
98. UUL1, no correction
99. mutiple: content and UUL1, peer correction
100. UUL1, no correction
101. UUL1, no correction
102. UUL1, no correction
103. UUL1, no correction
104. grammatical, no correction
105. UUL1, no correction
106. UUL1, no correction
107. multiple: grammatical and phonological, peer correction
108. grammatical, peer correction
109. phonological, no correction
110. grammatical, no correction
111. UUL1, no correction
112. UUL1, no correction
113. UUL1, no correction
114. content, clarification request
115. UUL1, no correction
116. UUL1, no correction
117. UUL1, no correction
118. UUL1, no correction
119. grammatical, no correction

- 120. content, multiple: repetition and explicit correction
- 121. UUL1, no correction
- 122. UUL1, no correction
- 123. UUL1, no correction
- 124. UUL1, no correction
- 125. UUL1, no correction
- 126. UUL1, no correction
- 127. UUL1, no correction
- 128. grammatical, no correction

## LESSON 5 MATHS

Number of errors: 79 ( 63 uncorrected)

Number of corrections: 16

Student Acceptance: 2

Repair: 2

Teacher Confirmation: 2

1. UUL1, no correction
2. grammatical, no correction
3. UUL1, no correction
4. UUL1, peer correction
5. UUL1, no correction
6. UUL1, no correction
7. grammatical, no correction
8. UUL1, no correction
9. grammatical, no correction
10. grammatical, no correction
11. grammatical, no correction
12. UUL1, no correction
13. grammatical, no correction
14. UUL1, no correction
15. UUL1, no correction
16. UUL1, no correction
17. grammatical, no correction
18. content, recast
19. grammatical, no correction
20. multiple: UUL1 and content, metacontent clues
21. multiple: UUL1 and content, metacontent clues
22. UUL1, translation
23. UUL1, no correction

24. UUL1, no correction
25. UUL1, no correction
26. UUL1, no correction
27. UUL1, no correction
28. UUL1, no correction
29. grammatical, no correction
30. grammatical, no correction
31. UUL1, no correction
32. UUL1, multiple: peer correction, elicitation, acceptance, repaired, teacher confirmation
33. UUL1, no correction
34. UUL1, no correction
35. UUL1, no correction
36. UUL1, no correction
37. UUL1, no correction
38. UUL1, no correction
39. UUL1, no correction
40. content, multiple: peer correction and metacontent clues, acceptance, repaired, teacher confirmation
41. grammatical, no correction
42. grammatical, no correction
43. UUL1, no correction
44. UUL1,multiple: peer correction and other
45. UUL1, peer correction
46. UUL1, peer correction
47. UUL1, no correction
48. UUL1, translation
49. UUL1, no correction
50. UUL1, no correction
51. UUL1, no correction
52. UUL1, no correction
53. UUL1, no correction
54. UUL1, no correction

55. content, explicit correction
56. content, metacontent clues
57. UUL1, no correction
58. UUL1, no correction
59. UUL1, no correction
60. grammatical, no correction
61. grammatical, no correction
62. UUL1, no correction
63. UUL1, no correction
64. UUL1, no correction
65. UUL1, no correction
66. UUL1, peer correction
67. UUL1, no correction
68. UUL1, no correction
69. content, multiple: peer correction and explicit correction
70. UUL1, no correction
71. UUL1, peer correction
72. grammatical, no correction
73. grammatical, no correction
74. grammatical, no correction
75. grammatical, no correction
76. UUL1, no correction
77. grammatical, no correction
78. grammatical, no correction
79. grammatical, no correction



**LESSON 6 MATHS**

Number of errors: 72 ( 61 uncorrected)

Number of corrections: 11

Student Acceptance: 2

Repair: 2

Teacher Confirmation: 1

1. grammatical, no correction
2. UUL1, no correction
3. UUL1, no correction
4. UUL1, no correction
5. UUL1, no correction
6. UUL1, no correction
7. UUL1, no correction
8. UUL1, no correction
9. UUL1, no correction
10. UUL1, no correction
11. UUL1, no correction
12. UUL1, no correction
13. grammatical, no correction
14. UUL1, no correction
15. UUL1, no correction
16. UUL1, no correction
17. grammatical, no correction
18. UUL1, no correction
19. UUL1, no correction
20. UUL1, no correction
21. multiple: grammatical, phonological and grammatical, no correction
22. UUL1, no correction
23. UUL1, no correction
24. grammatical, no correction

25. grammatical, no correction
26. grammatical, no correction
27. UUL1, no correction
28. UUL1, no correction
29. UUL1, no correction
30. content, multiple: metacontent clues and peer correction
31. content, explicit correction
32. grammatical, recast
33. grammatical, recast
34. grammatical, peer correction
35. content, peer correction
36. UUL1, no correction
37. grammatical, self correction
38. content, clarification request, acceptance, repaired, teacher confirmation
39. UUL1, no correction
40. grammatical, no correction
41. grammatical, no correction
42. grammatical, no correction
43. grammatical, no correction
44. UUL1, no correction
45. grammatical, no correction
46. grammatical, no correction
47. grammatical, no correction
48. UUL1, no correction
49. grammatical, no correction
50. UUL1, no correction
51. grammatical, no correction
52. grammatical, no correction
53. content, explicit correction
54. UUL1, no correction
55. grammatical, no correction
56. grammatical, no correction
57. grammatical, no correction

- 58. grammatical, no correction
- 59. UUL1, no correction
- 60. grammatical, no correction
- 61. UUL1, no correction
- 62. UUL1, no correction
- 63. grammatical, no correction
- 64. grammatical, no correction
- 65. UUL1, no correction
- 66. grammatical, explicit correction
- 67. grammatical, no correction
- 68. grammatical, no correction
- 69. grammatical, no correction
- 70. grammatical, no correction
- 71. grammatical, no correction
- 72. grammatical, peer correction, acceptance, repaired, no teacher confirmation

## LESSON 7 MATHS

Number of errors: 84 ( 62 uncorrected)

Number of corrections: 22

Student Acceptance: 1

Repair: 1

Teacher Confirmation: 1

1. UUL1, no correction
2. UUL1, no correction
3. UUL1, no correction
4. UUL1, no correction
5. UUL1, no correction
6. UUL1, no correction
7. UUL1, multiple: elicitation and peer correction, acceptance. repaired, teacher confirmation
8. UUL1, no correction
9. UUL1, no correction
10. UUL1, no correction
11. UUL1, no correction
12. UUL1, no correction
13. UUL1, no correction
14. UUL1, no correction
15. UUL1, translation
16. UUL1, no correction
17. UUL1, no correction
18. UUL1, no correction
19. grammatical, no correction
20. UUL1, no correction
21. UUL1, no correction
22. UUL1, no correction

23. UUL1, no correction
24. UUL1, no correction
25. UUL1, no correction
26. grammatical, no correction
27. UUL1, no correction
28. UUL1, no correction
29. UUL1, no correction
30. UUL1, translation
31. UUL1, translation
32. UUL1, no correction
33. UUL1, no correction
34. UUL1, no correction
35. UUL1, no correction
36. UUL1, no correction
37. UUL1, no correction
38. UUL1, no correction
39. UUL1, no correction
40. UUL1, no correction
41. UUL1, no correction
42. UUL1, no correction
43. UUL1, no correction
44. UUL1, no correction
45. UUL1, no correction
46. UUL1, no correction
47. phonological, no correction
48. phonological, no correction
49. UUL1, no correction
50. UUL1, no correction
51. multiple: grammatical and phonological, explicit correction
52. UUL1, no correction
53. grammatical, no correction
54. UUL1, no correction
55. grammatical, no correction

56. UUL1, no correction
57. multiple: content and grammatical, mutiple: metacontent and peer correction
58. UUL1, no correction
59. mutiple: grammatical and content, clarification request
60. mutiple: grammatical and content, peer correction
61. mutiple: grammatical and content, peer correction
62. mutiple: grammatical and content, peer correction
63. mutiple: grammatical content, multiple: grammatical and peer correction
64. mutiple: grammatical and content, explicit correction
65. grammatical, recast
66. grammatical, peer correction
67. grammatical, recast
68. multiple: content and grammatical, clarification request
69. multiple: content and grammatical, peer correction
70. grammatical, explicit correction
71. grammatical, recast
72. grammatical, explicit correction
73. UUL1, no correction
74. UUL1, no correction
75. lexical, no correction
76. UUL1, no correction
77. grammatical, no correction
78. grammatical, no correction
79. UUL1, no correction
80. grammatical, no correction
81. UUL1, no correction
82. content, other
83. phonological: explicit correction
84. UUL1, no correction

## LESSON 8 MATHS

Number of errors: 134 ( 83 uncorrected)

Number of corrections: 51

Student Acceptance: 11

Repair: 4

Teacher Confirmation: 3

1. UUL1, no correction
2. UUL1, no correction
3. grammatical, explicit correction
4. UUL1, no correction
5. UUL1, no correction
6. grammatical, no correction
7. UUL1, no correction
8. UUL1, no correction
9. UUL1, no correction
10. grammatical, no correction
11. grammatical, no correction
12. grammatical, no correction
13. grammatical, no correction
14. grammatical, no correction
15. grammatical, explicit correction
16. lexical, no correction
17. multiple: phonological, lexical, grammatical, recast
18. content, no correction
19. multiple: grammatical and content, multiple: clarification request, repetition, metacontent clues
20. grammatical, no correction
21. grammatical, explicit correction
22. content, no correction
23. multiple: phonological, content, multiple: clarification request and repetition

24. multiple: phonological and content, clarification request, acceptance, no repaired
25. multiple: phonological and content, peer correction
26. multiple: phonological and content, negation, acceptance, repaired, no confirmation
27. phonological, recast
28. UUL1, no correction
29. UUL1, no correction
30. grammatical, no correction
31. UUL1, no correction
32. content, other, acceptance, no repaired
33. content, other, acceptance, no repaired
34. content, other,
35. content, multiple: negation and other (writing),
36. content, no correction
37. lexical, self correction
38. grammatical, self correction
39. UUL1, recast
40. UUL1, no correction
41. content, clarification request
42. grammatical, no correction
43. UUL1, no correction
44. UUL1, no correction
45. content, clarification request
46. content, explicit correction
47. content, explicit correction
48. content, clarification request
49. content, explicit correction, acceptance, not repaired
50. content, explicit correction
51. content, metacontent clues
52. UUL1, no correction
53. grammatical, no correction
54. content, other: negation with NVC
55. UUL1, multiple: peer correction and explicit correction, acceptance, repaired,



- teacher confirmation
56. grammatical, no correction
  57. UUL1, no correction
  58. UUL1, no correction
  59. UUL1, no correction
  60. UUL1, no correction
  61. grammatical, no correction
  62. UUL1, no correction
  63. UUL1, no correction
  64. grammatical, no correction
  65. UUL1, no correction
  66. UUL1, no correction
  67. UUL1, no correction
  68. UUL1, no correction
  69. UUL1, no correction
  70. content, recast
  71. UUL1, translation
  72. UUL1, no correction
  73. UUL1, no correction
  74. content, recast
  75. UUL1, no correction
  76. UUL1, no correction
  77. UUL1, no correction
  78. UUL1, no correction
  79. UUL1, no correction
  80. UUL1, translation, acceptance, not repaired,
  81. UUL1, no correction
  82. UUL1, no correction
  83. UUL1, no correction
  84. UUL1, no correction
  85. multiple: content and UUL1, multiple: other and peer correction
  86. content, multiple: negation and metacontent clues, acceptance, repaired, teacher confirmation

87. UUL1, no correction
88. content, metacontent clues
89. UUL1, no correction
90. UUL1, no correction
91. UUL1, no correction
92. UUL1, self correction
93. grammatical, no correction
94. grammatical, no correction
95. UUL1, no correction
96. UUL1, no correction
97. UUL1, no correction
98. multiple: UUL1 and grammatical, no correction
99. grammatcial, no correction
100. grammatical, no correction
101. UUL1, no correction
102. UUL1, no correction
103. content, peer correction
104. content, peer correction, acceptance, not repaired
105. content, peer correction, acceptance, not repaired
106. content, peer correction
107. content, peer correction, acceptance, not repaired
108. content, peer correction
109. content, other
110. content, peer correction
111. content, peer correction
112. content, other
113. content, other
114. UUL1, no correction
115. UUL1, no correction
116. content, self correction
117. phonological, explicit correction, , acceptance, repaired
118. phonological, no correction
119. phonological, no correction

- 120. phonological, no correction
- 121. UUL1, no correction
- 122. UUL1, no correction
- 123. UUL1, no correction
- 124. UUL1, no correction
- 125. UUL1, no correction
- 126. UUL1, no correction
- 127. UUL1, no correction
- 128. content,multiple: peer correction, negation, other
- 129. UUL1, no correction
- 130. content, multiple: other (negation with head, NVC) and metacontent clues
- 131. content,multiple: peer correction and other
- 132. content, other: NVC, , acceptance, repaired, teacher confirmation
- 133. UUL1, no correction
- 134. UUL1, recast

## **B.5. SCIENCE**

### **LESSON 1 SCIENCE**

Number of errors: 125 (82 uncorrected)

Number of corrections: 43

Student Acceptance: 6

Repair: 6

Teacher Confirmation: 2

1. UUL1, no correction
2. UUL1, no correction
3. UUL1, no correction
4. phonological, repetition
5. UUL1, no correction
6. UUL1, no correction
7. UUL1, no correction
8. UUL1, no correction
9. UUL1, no correction
10. UUL1, no correction
11. UUL1, no correction
12. UUL1, no correction
13. UUL1, no correction
14. UUL1, no correction
15. multiple: content and UUL1, clarification request
16. multiple: content and UUL1, elicitation
17. multiple: content and UUL1, multiple: clarification request and peer correction
18. content, other
19. content, multiple: explicit correction and peer correction
20. UUL1, other: dictionary

21. grammatical, recast
22. grammatical, recast
23. lexical, no correction
24. UUL1, no correction
25. multiple: lexical and grammatical, no correction
26. UUL1, no correction
27. UUL1, no correction
28. multiple: lexical and grammatical, explicit correction
29. lexical, recast
30. UUL1, translation
31. lexical, explicit correction
32. phonological, no correction
33. UUL1, recast
34. multiple: content, grammatical and lexical, no correction
35. UUL1, no correction
36. content, explicit correction
37. content, explicit correction
38. content, explicit correction
39. content, explicit correction
40. UUL1, no correction
41. UUL1, no correction
42. multiple: content and lexical, peer correction
43. multiple: content and lexical, peer correction
44. UUL1, no correction
45. UUL1, no correction
46. multiple: content and lexical, peer correction
47. multiple: content and lexical, peer correction
48. UUL1, no correction
49. multiple: content and lexical, other: writing on the board
50. grammatical, no correction
51. grammatical, no correction
52. multiple: content and grammatical, explicit correction, acceptance, repaired, no teacher confirmation

53. UUL1, no correction
54. UUL1, no correction
55. UUL1, no correction
56. UUL1, no correction
57. UUL1, no correction
58. UUL1, no correction
59. UUL1, no correction
60. grammatical, recast
61. UUL1, no correction
62. UUL1, no correction
63. multiple: content and UUL1, peer correction
64. multiple: content and UUL1, explicit correction
65. multiple: content and UUL1: explicit correction
66. multiple: content and UUL1: no correction
67. phonological, recast
68. phonological, no correction
69. UUL1, no correction
70. UUL1, translation, acceptance, repaired, no teacher confirmation
71. lexical, no correction,
72. lexical, recast, acceptance, repaired, teacher confirmation
73. grammatical, no correction
74. UUL1, no correction
75. grammatical, peer correction
76. grammatical, explicit correction, acceptance, repaired, no teacher confirmation
77. UUL1, no correction
78. UUL1, no correction
79. grammatical, no correction
80. UUL1, no correction
81. grammatical, no correction
82. UUL1, translation
83. UUL1, no correction
84. grammatical, no correction
85. grammatical, clarification reques

86. UUL1, translation, acceptance, repaired, teacher confirmation
87. phonological, no correction
88. phonological, explicit correction, acceptance, repaired, no teacher confirmation
89. UUL1, no correction
90. UUL1, no correction
91. UUL1, no correction
92. grammatical, self correction
93. grammatical, self correction
94. UUL1, no correction
95. grammatical, no correction
96. grammatical, no correction
97. grammatical, no correction
98. UUL1, other
99. grammatical, recast
100. phonological, recast
101. UUL1, translation
102. UUL1, no correction
103. UUL1, no correction
104. phonological, no correction
105. grammatical, no correction
106. UUL1, no correction
107. UUL1, no correction
108. UUL1, no correction
109. UUL1, peer correction
110. UUL1, no correction
111. UUL1, no correction
112. UUL1, no correction
113. UUL1, no correction
114. UUL1, no correction
115. UUL1, no correction
116. UUL1, no correction
117. UUL1, no correction
118. UUL1, no correction

APENDIX B

119. UUL1, no correction
120. phonological, no correction
121. lexical, no correction
122. lexical, no correction
123. UUL1, no correction
124. lexical, no correction
125. grammatical, no correction



## LESSON 2 SCIENCE

Number of errors: 84 (65 uncorrected)

Number of corrections: 19

Student Acceptance: 3

Repair: 3

Teacher Confirmation: 1

1. UUL1, no correction
2. grammatical, no correction
3. lexical, explicit correction, acceptance, repaired, no teacher confirmation
4. multiple: content and grammatical, explicit correction
5. UUL1, no correction
6. UUL1, translation
7. multiple: grammatical and grammatical, multiple: explicit correction and elicitation
8. grammatical, no correction
9. UUL1, no correction
10. UUL1, no correction
11. UUL1, no correction
12. UUL1, no correction
13. grammatical, no correction
14. phonological, no correction
15. multiple: content and lexical, explicit correction, acceptance, repaired, no teacher confirmation
16. UUL1, translation, acceptance, repaired, teacher confirmation
17. content, multiple: repetition, metacontent clues and other, acceptance, no repaired
18. UUL1, no correction
19. content, metacontent clues
20. UUL1, no correction
21. UUL1, no correction

22. UUL1, no correction
23. UUL1, no correction
24. UUL1, no correction
25. UUL1, translation
26. UUL1, no correction
27. lexical, no correction
28. UUL1, no correction
29. lexical, no correction
30. lexical, no correction
31. grammatical, no correction
32. multiple: phonological and grammatical, repetition
33. grammatical, no correction
34. UUL1, no correction
35. UUL1, no correction
36. UUL1, no correction
37. UUL1, no correction
38. UUL1, no correction
39. UUL1, no correction
40. UUL1, no correction
41. UUL1, no correction
42. UUL1, no correction
43. UUL1, no correction
44. grammatical, no correction
45. UUL1, no correction
46. grammatical, no correction
47. UUL1, no correction
48. UUL1, no correction
49. UUL1, translation
50. UUL1, no correction
51. UUL1, no correction
52. UUL1, no correction
53. UUL1, no correction
54. UUL1, no correction

55. grammatical, no correction
56. phonological, no correction
57. UUL1, no correction
58. UUL1, no correction
59. UUL1, no correction
60. multiple: UUL1 and grammatical, no correction
61. grammatical, recast
62. grammatical, recast
63. grammatical, recast
64. grammatical, no correction
65. UUL1, no correction
66. UUL1, no correction
67. grammatical, no correction
68. UUL1, no correction
69. grammatical, no correction
70. grammatical, recast
71. grammatical, peer correction,
72. grammatical, no correction
73. UUL1, no correction
74. UUL1, no correction
75. lexical, multiple: peer correction and negation
76. grammatical, no correction
77. UUL1, no correction
78. multiple: content and lexical, multiple: negation and peer correction
79. UUL1, translation
80. UUL1, no correction
81. multiple: content and lexical, peer correction
82. UUL1, no correction
83. UUL1, no correction
84. grammatical, no correction

### LESSON 3 SCIENCE

Number of errors: 141 (128 uncorrected)

Number of corrections: 13 (Teacher corrections: xx / Student corrections: xx)

Student Acceptance: 2

Repair: 2

Teacher Confirmation: 1

1. UUL1, no correction
2. grammatical, no correction
3. grammatical, no correction
4. UUL1, no correction
5. UUL1, no correction
6. UUL1, no correction
7. UUL1, no correction
8. UUL1, no correction
9. UUL1, no correction
10. UUL1, no correction
11. grammatical, no correction
12. multiple: grammatical and grammatical, no correction
13. UUL1, no correction
14. UUL1, no correction
15. grammatical, no correction
16. grammatical, no correction
17. UUL1, no correction
18. phonological, recast
19. UUL1, no correction
20. UUL1, no correction
21. UUL1, no correction

22. grammatical, no correction
23. grammatical, no correction
24. grammatical, no correction
25. grammatical, no correction
26. UUL1, no correction
27. UUL1, no correction
28. grammatical, no correction
29. UUL1, no correction
30. UUL1, no correction
31. UUL1, no correction
32. grammatical, no correction
33. grammatical, no correction
34. UUL1, no correction
35. grammatical, no correction
36. UUL1, no correction
37. grammatical, no correction
38. grammatical, no correction
39. UUL1, no correction
40. UUL1, no correction
41. UUL1, no correction
42. UUL1, no correction
43. UUL1, no correction
44. UUL1, no correction
45. UUL1, no correction
46. UUL1, no correction
47. UUL1, no correction
48. UUL1, no correction
49. UUL1, no correction
50. UUL1, no correction
51. UUL1, no correction
52. UUL1, no correction
53. UUL1, no correction
54. UUL1, no correction

55. lexical, no correction
56. lexical, no correction
57. lexical, explicit correction
58. UUL1, no correction
59. lexical, peer correction
60. lexical, peer correction
61. UUL1, no correction
62. lexical, negation
63. UUL1, no correction
64. UUL1, no correction
65. UUL1, no correction
66. UUL1, no correction
67. UUL1, no correction
68. UUL1, no correction
69. UUL1, no correction
70. UUL1, no correction
71. grammatical, no correction
72. grammatical, no correction
73. grammatical, no correction
74. lexical, self correction
75. UUL1, no correction
76. UUL1, no correction
77. UUL1, no correction
78. UUL1, no correction
79. UUL1, no correction
80. UUL1, no correction
81. UUL1, other
82. UUL1, no correction
83. multiple: UUL1 and grammatical, no correction
84. UUL1, multiple: translation and peer correction
85. UUL1, explicit correctopm
86. UUL1, no correction
87. grammatical, no correction

88. grammatical, recast
89. grammatical, no correction
90. grammatical, recast, acceptance, repaired, teacher confirmation
91. grammatical, no correction
92. UUL1, no correction
93. UUL1, no correction
94. UUL1, no correction
95. UUL1, no correction
96. UUL1, no correction
97. grammatical, no correction
98. UUL1, no correction
99. UUL1, no correction
100. UUL1, no correction
101. UUL1, no correction
102. UUL1, no correction
103. UUL1, no correction
104. grammatical, no correction
105. UUL1, no correction
106. UUL1, translation, acceptance, repaired, no teacher confirmation
107. UUL1, translation
108. phonological, no correction
109. UUL1, no correction
110. UUL1, no correction
111. UUL1, no correction
112. UUL1, no correction
113. UUL1, no correction
114. UUL1, no correction
115. grammatical, no correction
116. UUL1, no correction
117. grammatical, no correction
118. UUL1, no correction
119. UUL1, no correction
120. UUL1, no correction

APENDIX B

121. UUL1, no correction
122. UUL1, no correction
123. UUL1, no correction
124. UUL1, no correction
125. UUL1, no correction
126. UUL1, no correction
127. UUL1, no correction
128. UUL1, no correction
129. grammatical, no correction
130. grammatical, no correction
131. grammatical, no correction
132. UUL1, no correction
133. UUL1, no correction
134. UUL1, no correction
135. UUL1, no correction
136. UUL1, no correction
137. grammatical, no correction
138. UUL1, no correction
139. UUL1, no correction
140. UUL1, no correction
141. grammatical, no correction



## LESSON 4 SCIENCE

Number of errors: 163 (134 uncorrected)

Number of corrections: 29

Student Acceptance: 5

Repair: 3

Teacher Confirmation: 2

1. UUL1, no correction
2. UUL1, no correction
3. multiple: grammatical and grammatical, no correction
4. UUL1, no correction
5. UUL1, no correction
6. grammatical, recast
7. lexical, peer correction
8. lexical, peer correction
9. lexical, clarification request
10. lexical, recast
11. grammatical, no correction
12. multiple: grammatical and grammatical, no correction
13. grammatical, no correction
14. grammatical, no correction
15. UUL1, no correction
16. UUL1, translation
17. grammatical, no correction
18. grammatical, no correction
19. grammatical, no correction
20. UUL1, no correction
21. lexical, no correction

22. lexical, no correction
23. UUL1, no correction
24. grammatical, no correction
25. UUL1, no correction
26. UUL1, no correction
27. UUL1, no correction
28. UUL1, no correction
29. grammatical, no correction
30. grammatical, no correction
31. UUL1, no correction
32. grammatical, no correction
33. grammatical, no correction
34. UUL1, no correction
35. grammatical, no correction
36. UUL1, no correction
37. UUL1, no correction
38. UUL1, no correction
39. UUL1, no correction
40. UUL1, no correction
41. UUL1, no correction
42. UUL1, no correction
43. UUL1, no correction
44. lexical, no correction
45. UUL1, no correction
46. UUL1, no correction
47. UUL1, no correction
48. grammatical, no correction
49. grammatical, no correction
50. UUL1, no correction
51. UUL1, no correction
52. UUL1, no correction
53. multiple: grammatical, grammatical, lexical, UUL1, no correction
54. UUL1, no correction

55. UUL1, no correction
56. UUL1, no correction
57. UUL1, no correction
58. UUL1, no correction
59. grammatical, no correction
60. UUL1, no correction
61. UUL1, no correction
62. grammatical, no correction
63. UUL1, no correction
64. grammatical, no correction
65. UUL1, no correction
66. grammatical, no correction
67. grammatical, no correction
68. UUL1, no correction
69. multiple: content and lexical, peer correction
70. multiple: content and lexical,multiple: peer correction, other: NVC, and explicit correction
71. grammatical, recast
72. grammatical, no correction
73. grammatical, no correction
74. multiple: content and lexical: explicit correction
75. multiple: content and lexical: explicit correction, acceptance, repaired, no teacher confirmation
76. multiple: content and lexical: explicit correction
77. UUL1, elicitation
78. lexical, multiple: other and peer correction
79. grammatical, no correction
80. grammatical, no correction
81. phonological, recast
82. grammatical, no correction
83. UUL1, no correction
84. UUL1, no correction
85. UUL1, no correction

86. grammatical, no correction
87. multiple: lexical and content, explicit correction
88. UUL1, no correction
89. lexical, no correction
90. grammatical, no correction
91. UUL1, no correction
92. multiple: grammatical and lexical, other, acceptance, not repaired
93. multiple: grammatical and lexical, no correction
94. multiple: grammatical and lexical, other, other, acceptance, repaired, teacher confirmation
95. multiple: grammatical and lexical, no correction
96. lexical, repetition
97. UUL1, no correction
98. UUL1, no correction
99. UUL1, no correction
100. UUL1, no correction
101. UUL1, no correction
102. UUL1, no correction
103. UUL1, no correction
104. grammatical, explicit correction
105. grammatical, no correction
106. grammatical, no correction
107. grammatical, no correction
108. UUL1, no correction
109. grammatical, no correction
110. UUL1, no correction
111. lexical, recast
112. UUL1, no correction
113. UUL1, no correction
114. UUL1, no correction
115. UUL1, no correction
116. multiple: content and lexical, multiple: peer correction and explicit correction
117. phonological, recast

118. UUL1, no correction
119. grammatical, no correction
120. UUL1, no correction
121. grammatical, no correction
122. grammatical, no correction
123. UUL1, no correction
124. UUL1, no correction
125. UUL1, no correction
126. multiple: grammatical and grammatical, no correction
127. grammatical, no correction
128. UUL1, no correction
129. content, negation
130. multiple: content and grammatical: explicit correction
131. multiple: content and grammatical: no correction
132. multiple: content and grammatical, multiple: explicit correction and peer correction, acceptance, repaired, teacher confirmation
133. UUL1, no correction
134. multiple: content and grammatical, repetition, acceptance, not repaired
135. multiple: content and grammatical, recast
136. multiple: content and grammatical, peer correction
137. grammatical, no correction
138. grammatical, no correction
139. UUL1, no correction
140. multiple: content and grammatical: multiple: peer correction and explicit correction
141. grammatical, no correction
142. multiple. grammatical and lexical: no correction
143. UUL1, no correction
144. multiple: grammatical and grammatical: no correction
145. grammatical, no correction
146. grammatical, no correction
147. lexical, no correction
148. UUL1, no correction

APENDIX B

149. UUL1, no correction
150. UUL1, no correction
151. UUL1, no correction
152. UUL1, no correction
153. grammatical, no correction
154. UUL1, no correction
155. UUL1, no correction
156. UUL1, no correction
157. UUL1, no correction
158. UUL1, no correction
159. UUL1, no correction
160. UUL1, no correction
161. UUL1, no correction
162. UUL1, no correction
163. UUL1, no correction

**LESSON 5 SCIENCE**

Number of errors: 159 (136 uncorrected)

Number of corrections: 23

Student Acceptance: 3

Repair: 2

Teacher Confirmation: 1

1. grammatical, no correction
2. grammatical, no correction
3. grammatical, no correction
4. grammatical, no correction
5. grammatical, no correction
6. UUL1, no correction
7. grammatical, no correction
8. grammatical, no correction
9. phonological, multiple: other and peer correction, acceptance, repaired, teacher confirmation
10. UUL1, no correction
11. phonological, no correction
12. phonological, no correction
13. grammatical no correction
14. multiple: content and lexical, other, acceptance, repaired, teacher confirmation
15. phonological, no correction
16. lexical, no correction
17. grammatical, recast
18. UUL1, no correction
19. grammatical, no correction
20. content, negation
21. UUL1, no correction

22. UUL1, no correction
23. UUL1, recast
24. UUL1, no correction
25. grammatical, no correction
26. UUL1, no correction
27. UUL1, no correction
28. multiple: UUL1 and grammatical, no correction
29. grammatical, no correction
30. grammatical, no correction
31. multiple: grammatical and UUL1, no correction
32. multiple: grammatical and grammatical, no correction
33. multiple: grammatical and grammatical, no correction
34. UUL1, no correction
35. phonological, recast
36. phonological, recast
37. UUL1, no correction
38. UUL1, no correction
39. UUL1, no correction
40. UUL1, no correction
41. multiple: UUL1 and grammatical, explicit correction, acceptance, not repaired
42. lexical, no correction
43. UUL1, no correction
44. multiple: grammatical and grammatical, no correction
45. UUL1, no correction
46. multiple: grammatical, grammatical and content, recast
47. grammatical, explicit correction, acceptance, repaired, no teacher confirmation
48. UUL1, no correction
49. UUL1, no correction
50. UUL1, no correction
51. lexical, no correction
52. UUL1, self correction
53. UUL1, no correction
54. UUL1, no correction



55. UUL1, no correction
56. UUL1, no correction
57. lexical, no correction
58. UUL1, no correction
59. UUL1, no correction
60. UUL1, no correction
61. grammatical, no correction
62. grammatical, no correction
63. UUL1, no correction
64. UUL1, no correction
65. grammatical, no correction
66. UUL1, no correction
67. UUL1, no correction
68. UUL1, no correction
69. phonological, no correction
70. UUL1, no correction
71. multiple: content and UUL1, no correction
72. multiple: content and UUL1, no correction
73. content, explicit correction
74. content, no correction
75. content, no correction
76. UUL1, no correction
77. grammatical, no correction
78. content, negation
79. multiple: grammatical and grammatical, no correction
80. grammatical, no correction
81. grammatical, no correction
82. multiple: grammatical and UUL1, translation
83. grammatical, no correction
84. UUL1, no correction
85. grammatical, no correction
86. UUL1, no correction
87. UUL1, no correction

88. multiple: grammatical and grammatical, no correction
89. UUL1, no correction
90. UUL1, no correction
91. content, explicit correction
92. UUL1, no correction
93. phonological, peer correction
94. grammatical, no correction
95. lexical, no correction
96. lexical, peer correction
97. grammatical, no correction
98. UUL1, no correction
99. UUL1, no correction
100. phonological, no correction
101. phonological, peer correction
102. multiple: grammatical and UUL1, mutiple: peer correction and elicitation, acceptance, repaired, teacher confirmation
103. lexical, peer correction
104. UUL1, no correction
105. UUL1, no correction
106. UUL1, no correction
107. multiple: phonological and lexical, no correction
108. multiple: phonological and lexical, no correction
109. multiple: phonological and lexical, no correction
110. grammatical, no correction
111. lexical, no correction
112. UUL1, no correction
113. UUL1, no correction
114. UUL1, no correction
115. UUL1, no correction
116. UUL1, no correction
117. UUL1, no correction
118. UUL1, no correction
119. grammatical, no correction

120. UUL1, no correction
121. lexical, no correction
122. UUL1, no correction
123. lexical no correction
124. UUL1, no correction
125. UUL1, no correction
126. UUL1, no correction
127. UUL1, no correction
128. UUL1, no correction
129. UUL1, no correction
130. phonological, no correction
131. lexical, no correction
132. UUL1, no correction
133. UUL1, no correction
134. UUL1, no correction
135. multiple: grammatical and phonological, no correction
136. grammatical, no correction
137. multiple: grammatical and phonological, no correction
138. multiple: grammatical and phonological, no correction
139. UUL1, no correction
140. UUL1, no correcion
141. phonological, no correction
142. grammatical, no correction
143. UUL1, no correction
144. UUL1, no correction
145. UUL1, no correction
146. UUL1, no correction
147. UUL1, no correction
148. UUL1, no correction
149. grammatical, no correction
150. multiple: content and lexical, repetition
151. content, no correction
152. content, no correction

APENDIX B

153. UUL1, no correction
154. grammatical, no correction
155. grammatical, no correction
156. content, clarification request
157. content, peer correction
158. UUL1, no correction
159. UUL1, no correction

**LESSON 6 SCIENCE**

Number of errors: 155 (131 uncorrected)

Number of corrections: 24

Student Acceptance: 1

Repair: 1

Teacher Confirmation: 0

1. UUL1, peer correction
2. UUL1, no correction
3. UUL1, no correction
4. UUL1, no correction
5. UUL1, no correction
6. UUL1, no correction
7. UUL1, no correction
8. UUL1, no correction
9. UUL1, no correction
10. grammatical, no correction
11. UUL1, no correction
12. UUL1, no correction
13. grammatical, no correction
14. grammatical, no correction
15. multiple: grammatical and UUL1, no correction
16. UUL1, no correction
17. UUL1, no correction
18. grammatical, no correction
19. grammatical, no correction
20. UUL1, no correction
21. UUL1, no correction
22. UUL1, no correction
23. UUL1, no correction
24. UUL1, no correction

25. phonological, no correction,
26. phonological, no correction
27. lexical, no correction
28. UUL1, no correction
29. content, negation,
30. content, negation,
31. UUL1, no correction
32. phonological, explicit correction, acceptance, repaired, no teacher confirmation
33. UUL1, no correction
34. UUL1, no correction
35. multiple: content and lexical, peer correction
36. grammatical, no correction
37. grammatical, no correction
38. grammatical, no correction
39. grammatical, no correction
40. UUL1, no correction
41. grammatical, no correction
42. phonological, no correction
43. multiple: phonological and grammatical, no correction
44. phonological, no correction
45. multiple: phonological and grammatical, no correction
46. UUL1, no correction
47. UUL1, no correction
48. UUL1, translation
49. UUL1, no correction
50. UUL1, no correction
51. phonological, recast
52. content, negation
53. UUL1, no correction
54. UUL1, no correction
55. UUL1, no correction
56. lexical, repetition
57. UUL1, no correction

58. lexical, no correction
59. UUL1, no correction
60. UUL1, no correction
61. UUL1, no correction
62. UUL1, no correction
63. multiple: content and lexical, recast
64. UUL1, no correction
65. multiple: content and lexical, no correction
66. UUL1, no correction
67. phonological, other
68. UUL1, translation
69. content, peer correction
70. content, peer correction
71. multiple: content, grammatical and UUL1, clarification request
72. content, clarification request
73. content, other
74. content, delayed correction
75. content, delayed correction
76. UUL1, no correction
77. UUL1, no correction
78. content, delayed correction
79. content, delayed correction
80. content, delayed correction
81. content, delayed correction
82. UUL1, no correction
83. lexical, other
84. grammatical, no correction
85. grammatical, no correction
86. UUL1, no correction
87. lexical, explicit correction
88. UUL1, no correction
89. grammatical, no correction
90. UUL1, no correction

91. UUL1, no correction
92. grammatical, no correction
93. grammatical, no correction
94. lexical, no correction
95. phonological, no correction
96. UUL1, no correction
97. phonological, no correction
98. UUL1, no correction
99. phonological, recast
100. UUL1, no correction
101. UUL1, no correction
102. grammatical, no correction
103. UUL1, no correction
104. UUL1, no correction
105. multiple: content, lexical and grammatical, no correction
106. UUL1, no correction
107. phonological, no correction
108. grammatical, no correction
109. UUL1, no correction
110. UUL1, no correction
111. UUL1, no correction
112. UUL1, no correction
113. UUL1, no correction
114. UUL1, no correction
115. UUL1, no correction
116. grammatical, no correction
117. UUL1, no correction
118. UUL1, no correction
119. grammatical, no correction
120. UUL1, no correction
121. UUL1, no correction
122. UUL1, no correction
123. UUL1, no correction



- 124. lexical, no correction
- 125. grammatical, no correction
- 126. grammatical, no correction
- 127. grammatical, no correction
- 128. UUL1, no correction
- 129. UUL1, no correction
- 130. UUL1, no correction
- 131. multiple: grammatical and grammatical, no correction
- 132. phonological, no correction
- 133. UUL1, no correction
- 134. UUL1, no correction
- 135. multiple: grammatical and grammatical, no correction
- 136. multiple: lexical and grammatical, no correction
- 137. grammatical, no correction
- 138. lexical no correction
- 139. lexical, no correction
- 140. UUL1, peer correction
- 141. grammatical, no correction
- 142. grammatical, no correction
- 143. UUL1, no correction
- 144. UUL1, no correction
- 145. UUL1, no correction
- 146. UUL1, no correction
- 147. UUL1, no correction
- 148. UUL1, no correction
- 149. UUL1, no correction
- 150. UUL1, no correction
- 151. UUL1, no correction
- 152. UUL1, no correction
- 153. UUL1, no correction
- 154. grammatical, no correction
- 155. UUL1, no correction

## LESSON 7 SCIENCE

Number of errors: 79 (54 uncorrected)

Number of corrections: 25

Student Acceptance: 1

Repair: 1

Teacher Confirmation: 1

1. grammatical, no correction
2. UUL1, no correction
3. UUL1, no correction
4. UUL1, self correction,
5. UUL1, no correction
6. UUL1, no correction
7. UUL1, self correction
8. grammatical, no correction
9. UUL1, no correction
10. UUL1, no correction
11. grammatical, no correction
12. grammatical, no correction
13. grammatical, explicit correction
14. UUL1, no correction
15. grammatical, recast
16. grammatical, no correction
17. UUL1, no correction
18. grammatical, no correction
19. grammatical, explicit correction
20. UUL1, no correction
21. content: grammatical, peer correction
22. content: grammatical, peer correction,
23. content (phonological): no correction

24. grammatical, no correction
25. UUL1, no correction
26. UUL1, no correction
27. grammatical, no correction
28. UUL1, no correction
29. multiple: grammatical and UUL1, no correction
30. UUL1, no correction
31. UUL1, no correction
32. grammatical, no correction
33. grammatical, no correction
34. UUL1, no correction
35. UUL1, no correction
36. grammatical, no correction
37. grammatical, no correction
38. multiple: grammatical and lexical , no correction
39. grammatical, no correction
40. grammatical, no correction
41. grammatical, no correction
42. multiple: grammatical and lexical, no correction
43. content,multiple: peer correction, negation, and metacontent clues
44. UUL1, no correction
45. grammatical, no correction
46. UUL1, no correction
47. grammatical, no correction
48. content, multiple: clarification request and explicit correction
49. grammatical, no correction
50. grammatical, no correction
51. grammatical, self correction
52. UUL1, no correction
53. UUL1, no correction
54. content, no correction
55. content, multiple: negation, metacontent clues, clarification request
56. grammatical, explicit correction, acceptance, repaired, no teacher confirmation

57. grammatical, no correction
58. UUL1, no correction
59. content: lexical, peer correction
60. content: lexical, peer correction
61. UUL1, peer correction
62. content: lexical, peer correction
63. content: lexical, peer correction
64. content: lexical, peer correction
65. phonological, recast
66. grammatical, no correction
67. UUL1, recast
68. content: lexical, peer correction
69. content: lexical, peer correction
70. content: lexical, peer correction
71. content: lexical, peer correction,
72. phonological, no correction
73. phonological, no correction
74. content, peer correction
75. phonological, no correction
76. phonological, no correction
77. grammatical, no correction
78. UUL1, no correction
79. UUL1, no correction

**LESSON 8 SCIENCE**

Number of errors: 108 (86 uncorrected)

Number of corrections: 22

Student Acceptance: 4

Repair: 3

Teacher Confirmation: 2

1. UUL1, no correction
2. UUL1, no correction
3. grammatical, no correction
4. multiple: UUL1 and grammatical, no correction
5. UUL1, no correction
6. multiple: UUL1 and grammatical, no correction
7. grammatical, no correction
8. UUL1, no correction
9. UUL1, no correction
10. UUL1, no correction
11. UUL1, no correction
12. UUL1, no correction
13. UUL1, no correction
14. UUL1, no correction
15. grammatical, no correction
16. UUL1, no correction
17. UUL1, no correction
18. multiple: UUL1 and grammatical, no correction
19. UUL1, no correction

20. UUL1, no correction
21. multiple: grammatical, lexical and UUL1, no correction
22. UUL1, no correction
23. UUL1, no correction
24. UUL1, no correction
25. UUL1, no correction
26. multiple: grammatical and lexical, no correction
27. UUL1, no correction
28. UUL1, no correction
29. UUL1, no correction
30. UUL1, no correction
31. multiple: lexical and phonological, explicit correction, acceptance, repaired,
32. grammatical, no correction
33. grammatical, no correction
34. grammatical, no correction
35. grammatical, no correction
36. UUL1, no correction
37. UUL1, no correction
38. grammatical, repetition
39. grammatical, no correction
40. UUL1, no correction
41. UUL1, no correction
42. UUL1, no correction
43. UUL1, no correction
44. grammatical, no correction
45. UUL1, no correction
46. UUL1, no correction
47. UUL1, no correction
48. UUL1, no correction
49. content: lexical, peer correction
50. content: lexical, peer correction
51. UUL1, no correction
52. grammatical, no correction

53. multiple: grammatical and UUL1, no correction
54. grammatical, self correction
55. lexical, self correction
56. multiple. lexical and grammatical, elicitation
57. lexical, explicit correction
58. grammatical, no correction
59. grammatical, no correction
60. UUL1, no correction
61. UUL1, no correction
62. UUL1, no correction
63. grammatical, recast
64. lexical, elicitation
65. UUL1, no correction
66. lexical, explicit correction
67. grammatical, recast
68. grammatical, no correction
69. lexical, no correction
70. UUL1, no correction
71. grammatical, no correction
72. content: UUL1, no correction
73. content: grammatical, no correction
74. content: grammatical, no correction
75. content: grammatical, no correction
76. content: phonological, recast
77. content: lexical, repetition, acceptance, not repaired
78. UUL1, no correction
79. phonological, no correction
80. content: lexical, peer correction
81. UUL1, no correction
82. UUL1, no correction
83. UUL1, no correction
84. UUL1, no correction
85. UUL1, no correction

86. UUL1, no correction
87. content: lexical, explicit correction, acceptance, repaired, no teacher confirmation
88. grammatical, recast,
89. UUL1, no correction
90. content: peer correction
91. content: lexical, elicitation, acceptance, repaired, teacher confirmation
92. content: lexical, explicit correction
93. UUL1, no correction
94. content: lexical, peer correction
95. grammatical, no correction
96. UUL1, no correction
97. UUL1, no correction
98. UUL1, no correction
99. UUL1, no correction
100. lexical, peer correction
101. UUL1, no correction
102. grammatical, no correction
103. UUL1, no correction
104. UUL1, no correction
105. UUL1, no correction
106. UUL1, no correction
107. UUL1, no correction
108. grammatical, no correction



## APPENDIX C. TABLES CLASS RESULTS PER SUBJECT

In this section we can find the different tables for the class results per lesson and subject showing the total number of the different types of errors and the correction technique used. For example, in the first table of the Lesson 1 of Arts and Crafts we can see that there were 66 UUL1 errors which were no corrected, 1 UUL1 error followed by self correction. Then, we can also see that there were 72 UUL1 errors in this lesson and 108 errors no corrected.

The Key to read the following tables is the following:

NO CORR= no correction

PEER CORR= peer correction

SELF CORR= self correction

EC= explicit correction

REC= recast

CL= clarification request

RE= repetition

NE= negation

ME= metacontent clues

ELI= elicitation

TRA= translation

ASK= asking other student

MU= multiple

OT= other

DC= delayed correction

UUL1= Unsolicited Use of L1

PHO= phonological error

GRAM= grammatical error

LEXICAL= lexical error

CONTENT= content error

multiple= multiple error

**C.1. ARTS AND CRAFTS**

LESSON 1 ARTS AND CRAFTS	NO CORR	CORRECTION														TOTAL		
		PEER CORR	SELF CORR	TEACHER CORRECTION														
				EC	REC	CL	RE	NE	MET	EL I	TR	ASK	MU	O	DC			
UUL1	66		1		1		1					1	2					72
PHON	4																	4
GRAM	29				1													30
LEXICAL	1																	1
CONTENT																		
MULTIPLE	8				1													9
<b>TOTAL</b>	<b>108</b>		<b>1</b>		<b>3</b>		<b>1</b>				<b>1</b>	<b>2</b>						<b>116</b>

LESSON 2 ARTS AND CRAFTS	NO CORR	CORRECTION														TOTAL		
		PEER CORR	SELF CORR	TEACHER CORRECTION														
				EC	REC	CL	RE	NE	MET	EL I	TR	ASK	MU	O	DC			
UUL1	17											1						18
PHON	2																	2
GRAM	16		1		2													19
LEXICAL			1		1													2
CONTENT		2																2
MULTIPLE	1		1						1									3
<b>TOTAL</b>	<b>36</b>	<b>2</b>	<b>3</b>		<b>3</b>				<b>1</b>		<b>1</b>							<b>46</b>

LESSON 3 ARTS AND CRAFTS	NO CORR	CORRECTION														TOTAL		
		PEER CORR	SELF CORR	TEACHER CORRECTION														
				EC	REC	CL	RE	NE	MET	EL 1	TR	ASK	MU	O	DC			
UUL1	53				1							1				2		57
PHON																		
GRAM	35		1		2													38
LEXICAL	3													1				4
CONTENT					2										2			4
MULTIPLE	3				1			1				1						6
TOTAL	94		1		6			1				2		3	2			109

LESSON 4 ARTS AND CRAFTS	NO CORR	CORRECTION														TOTAL		
		PEER CORR	SELF CORR	TEACHER CORRECTION														
				EC	REC	CL	RE	NE	MET	EL 1	TR	ASK	MU	O	DC			
UUL1	32		1		1							2						36
PHON	3				1													4
GRAM	25				2													27
LEXICAL	2																	2
CONTENT						1									6			7
MULTIPLE	6	2																8
TOTAL	68	2	1		1	3	1					2		6				84

APENDIX C

LESSON 5 ARTS AND CRAFTS	NO CORR	CORRECTION													TOTAL		
		PEER CORR	SELF CORR	TEACHER CORRECTION													
				EC	RCE	CL	RE	NE	MET	EL I	TR	ASK	MU	O		DC	
UUL1	5																5
PHON																	
GRAM	9																9
LEXICAL	1																1
CONTENT																	
MULTIPLE	3																3
TOTAL	18																18

LESSON 6 ARTS AND CRAFTS	NO CORR	CORRECTION													TOTAL		
		PEER CORR	SELF CORR	TEACHER CORRECTION													
				EC	REC	CL	RE	NE	MET	EL I	TR	ASK	MU	O		DC	
UUL1	44											1					
PHON																	
GRAM	19																
LEXICAL	1	6															
CONTENT																	
MULTIPLE	5																
TOTAL	69	6										1					76

LESSON 7 ARTS AND CRAFTS	NO CORR	CORRECTION														TOTAL	
		PEER CORR	SELF CORR	TEACHER CORRECTION													
				EC	REC	CL	RE	NE	MET	EL	TR	ASK	MU	O	DC		
UUL1	42				1	1						1					45
PHON														1			1
GRAM	21				2												23
LEXICAL	1			1													2
CONTENT		1															1
MULTIPLE	6				1											2	9
TOTAL	70	1		1	4	1					1		1		2		81

LESSON 8 ARTS AND CRAFTS	NO CORR	CORRECTION														TOTAL	
		PEER CORR	SELF CORR	TEACHER CORRECTION													
				EC	REC	CL	RE	NE	MET	EL	TR	ASK	MU	O	DC		
UUL1	31		1														32
PHON																	
GRAM	28		1		1												30
LEXICAL	1																1
CONTENT				1													1
MULTIPLE													2				2
TOTAL	60		2	1	1								2				66

C.2. ENGLISH

LESSON 1 ENGLISH	NO CORR	CORRECTION														TOTAL	
		PEER CORR	SELF CORR	TEACHER CORRECTION													
				EC	REC	CL	RE	NE	MET	EL	TR	ASK	MU	O	DC		
UUL1	23		1									3		3			30
PHON	4			2											1		7
GRAM	20		4	3	4	1		2	1					1	2		38
LEXICAL	5	1		2	2									2	4		16
CONTENT									1					2	2		5
MULTIPLE	2			1				1						2	2		8
TOTAL	54	1	5	8	6	1		3	2		3			10	11		104

LESSON 2 ENGLISH	NO CORR	CORRECTION														TOTAL	
		PEER CORR	SELF CORR	TEACHER CORRECTION													
				EC	REC	CL	RE	NE	MET	EL	TR	ASK	MU	O	DC		
UUL1	68	1						1		1	2						73
PHON	6	2		2	1					1							12
GRAM	20	2		7	3					1							33
LEXICAL	4	4	1	3	2		1			5				4			24
CONTENT								1									1
MULTIPLE	1				2										1		4
TOTAL	99	9	1	12	8		1	2		8	2			4	1		147

LESSON 3 ENGLISH	NO CORR	CORRECTION														TOTAL		
		PEER CORR	SELF CORR	TEACHER CORRECTION														
				EC	REC	CL	RE	NE	MET	EL I	TR	ASK	MU	O	DC			
UUL1	22	1										1	1		1			26
PHON																		
GRAM	12		1	1	1							1				1		17
LEXICAL	8			2								1						11
CONTENT																		
MULTIPLE		1			1													2
TOTAL	42	2	1	3	2							3	1		1	1		56

LESSON 4 ENGLISH	NO CORR	CORRECTION														TOTAL		
		PEER CORR	SELF CORR	TEACHER CORRECTION														
				EC	REC	CL	RE	NE	MET	EL I	TR	ASK	MU	O	DC			
UUL1	41											2	3		2	4		52
PHON	1																	1
GRAM	19	3	2	1	5					1				1	5			37
LEXICAL	9	3		5	3			1			1			9	2			33
CONTENT																		
MULTIPLE	5			3	1	2					1			2				11
TOTAL	75	6	2	9	9	2		1	1	4	3			14	11			137

APENDIX C

LESSON 5 ENGLISH	NO CORR	CORRECTION														TOTAL	
		PEER CORR	SELF CORR	TEACHER CORRECTION													
				EC	REC	CL	RE	NE	MET	EL	TR	ASK	MU	O	DC		
UUL1	24											2			1		27
PHON	3			1													4
GRAM	14				2												16
LEXICAL					2		1	1									4
CONTENT		1	1			1			3					6			12
MULTIPLE	4			1								1		1			7
TOTAL	45	1	1	2	4	1	1	1	3			3		7	1		70

LESSON 6 ENGLISH	NO CORR	CORRECTION														TOTAL	
		PEER CORR	SELF CORR	TEACHER CORRECTION													
				EC	REC	CL	RE	NE	MET	EL	TR	ASK	MU	O	DC		
UUL1	75				2							1					77
PHON																	
GRAM	11				1												12
LEXICAL				1										1			2
CONTENT									1								2
MULTIPLE	4				1												5
TOTAL	90			1	4				1			1		1			98



LESSON 7 ENGLISH	NO CORR	CORRECTION														TOTAL		
		PEER CORR	SELF CORR	TEACHER CORRECTION														
				EC	REC	CL	RE	NE	MET	EL I	TR	ASK	MU	O	DC			
UUL1	73																	73
PHON	1				1													2
GRAM	18				1													19
LEXICAL	1				1													2
CONTENT													2					2
MULTIPLE	1																	
TOTAL	94				3								2					99

LESSON 8 ENGLISH	NO CORR	CORRECTION														TOTAL		
		PEER CORR	SELF CORR	TEACHER CORRECTION														
				EC	REC	CL	RE	NE	MET	EL I	TR	ASK	MU	O	DC			
UUL1	45	1			1								1					48
PHON	2	2			1								1					6
GRAM	28	5	1		2	1					1		3	4				45
LEXICAL		2				1							1					4
CONTENT	1					1		1	1				2					6
MULTIPLE	4				1	1				1	1		1					9
TOTAL	80	10	1		5	4		1	1	2	1		9	4				118

C.3. EDUCATIONAL ATTENTION

LESSON 1 EDUC. ATTENT.	NO CORR	CORRECTION														TOTAL	
		PEER CORR	SELF CORR	TEACHER CORRECTION													
				EC	REC	CL	RE	NE	MET	EL I	TR	ASK	MU	O	DC		
UUL1	30											2					32
PHON	1			2													3
GRAM	12			2	1	1								1			17
LEXICAL																	
CONTENT																	
MULTIPLE			1														
TOTAL	43		1	4	1	1						2		1			53

LESSON 2 EDUC. ATTENT.	NO CORR	CORRECTION														TOTAL	
		PEER CORR	SELF CORR	TEACHER CORRECTION													
				EC	RE	CL	RE	NE	MET	EL I	TR	ASK	MU	O	DC		
UUL1	72				1							1					74
PHON	7													1			8
GRAM	13		1	2													16
LEXICAL																	
CONTENT																	
MULTIPLE	1																1
TOTAL	93		1	2	1							1		1			99

LESSON 3 EDUC. ATTENT.	NO CORR	CORRECTION														TOTAL	
		PEER CORR	SELF CORR	TEACHER CORRECTION													
				EC	REC	CL	RE	NE	MET	EL I	TR	ASK	MU	O	DC		
UUL1	55		1			1						1					58
PHON	2																2
GRAM	23				2	1											26
LEXICAL	2																2
CONTENT																	
MULTIPLE	3																3
TOTAL	85		1		2	2						1					91

LESSON 4 EDUC. ATTENT.	NO CORR	CORRECTION														TOTAL	
		PEER CORR	SELF CORR	TEACHER CORRECTION													
				EC	REC	CL	RE	NE	MET	EL I	TR	ASK	MU	O	DC		
UUL1	40							1				2		1			44
PHON	17													2			19
GRAM	40				1												41
LEXICAL	8																8
CONTENT								1									1
MULTIPLE	10				1												11
TOTAL	115				2			2				2		3			124

APENDIX C

LESSON 5 EDUC. ATTENT.	NO CORR	CORRECTION														TOTAL		
		PEER CORR	SELF CORR	TEACHER CORRECTION														
				EC	REC	CL	RE	NE	MET	EL I	TR	ASK	MU	O	DC			
UUL1	114	1				1							5					
PHON	2			1														
GRAM	38			5														
LEXICAL	1	1		1														
CONTENT														1				
MULTIPLE	2																	
TOTAL	157	2		7		1							5		1			173

LESSON 6 EDUC. ATTENT.	NO CORR	CORRECTION														TOTAL			
		PEER CORR	SELF CORR	TEACHER CORRECTION															
				EC	REC	CL	RE	NE	MET	EL I	TR	ASK	MU	O	DC				
UUL1	30		1										1						31
PHON	1																		1
GRAM	28				4														32
LEXICAL																			
CONTENT																			
MULTIPLE	4																		4
TOTAL	63		1		4								1						69

LESSON 7 EDUC. ATTENT.	NO CORR	CORRECTION														TOTAL	
		PEER CORR	SELF CORR	TEACHER CORRECTION													
				EC	REC	CL	RE	NE	MET	EL I	TR	ASK	MU	O	DC		
UUL1	57	1									2	1		1			62
PHON	4																4
GRAM	43		1	2	3	2								1			52
LEXICAL		1			1	1											3
CONTENT							1										
MULTIPLE																	
<b>TOTAL</b>	104	2	1	2	4	3	1				2	1		2			122

LESSON 8 EDUC. ATTENT.	NO CORR	CORRECTION														TOTAL	
		PEER CORR	SELF CORR	TEACHER CORRECTION													
				EC	REC	CL	RE	NE	MET	EL I	TR	ASK	MU	O	DC		
UUL1	53	1	1			1						3	1	1			
PHON	8				1												
GRAM	36	2		1	2		1							7			
LEXICAL	2																
CONTENT		1			2									1			
MULTIPLE	4				1									8	1		
<b>TOTAL</b>	103	4	1	1	6	1	1					3	1	17	1		139

**C.4. MATHS**

LESSON 1 MATHS	NO CORR	CORRECTION														TOTAL		
		PEER CORR	SELF CORR	TEACHER CORRECTION														
				EC	REC	CL	RE	NE	MET	EL	TR	ASK	MU	O	DC			
UUL1	41																	41
PHON	1			3										1				4
GRAM	14																	14
LEXICAL	2																	2
CONTENT				2		1			1					4	2			10
MULTIPLE	1																	
<b>TOTAL</b>	<b>59</b>			<b>5</b>		<b>1</b>			<b>1</b>					<b>5</b>	<b>2</b>			<b>73</b>

LESSON 2 MATHS	NO CORR	CORRECTION														TOTAL		
		PEER CORR	SELF CORR	TEACHER CORRECTION														
				EC	REC	CL	RE	NE	MET	EL	TR	ASK	MU	O	DC			
UUL1	19					1					1	1						22
PHON																		
GRAM	19						1											20
LEXICAL	2																	2
CONTENT																		
MULTIPLE	3																	
<b>TOTAL</b>	<b>43</b>					<b>1</b>	<b>1</b>				<b>1</b>	<b>1</b>						<b>47</b>

LESSON 3 MATHS	NO CORR	CORRECTION														TOTAL		
		PEER CORR	SELF CORR	TEACHER CORRECTION														
				EC	REC	CL	RE	NE	MET	EL I	TR	ASK	MU	O	DC			
UUL1	85	1			1								1					88
PHON	3			2														5
GRAM	17		1		2													20
LEXICAL	2																	2
CONTENT		3	1	1		2								3				9
MULTIPLE	2	2		2										1				7
TOTAL	109	6	2	5	3	2						1		4				132

LESSON 4 MATHS	NO CORR	CORRECTION														TOTAL		
		PEER CORR	SELF CORR	TEACHER CORRECTION														
				EC	REC	CL	RE	NE	MET	EL I	TR	ASK	MU	O	DC			
UUL1	65	1				1							1					68
PHON	2			4	1									1				8
GRAM	20	1		1	3						1			4	1			31
LEXICAL	4			2		1												7
CONTENT						2								4	2			8
MULTIPLE		2												1	1			4
TOTAL	91	4		7	4	4					1	1		10	4			126

APENDIX C

LESSON 5 MATHS	NO CORR	CORRECTION														TOTAL	
		PEER CORR	SELF CORR	TEACHER CORRECTION													
				EC	REC	CL	RE	NE	MET	EL I	TR	ASK	MU	O	DC		
UUL1	42	5										2		2			51
PHON																	
GRAM	21																21
LEXICAL																	
CONTENT				1	1				1					2			5
MULTIPLE									2								2
TOTAL	63	5		1	1				3		2			4			79

LESSON 6 MATHS	NO CORR	CORRECTION														TOTAL	
		PEER CORR	SELF CORR	TEACHER CORRECTION													
				EC	REC	CL	RE	NE	MET	EL I	TR	ASK	MU	O	DC		
UUL1	32																32
PHON																	
GRAM	28	2	1	1	2												34
LEXICAL																	
CONTENT		1		2		1								1			4
MULTIPLE	1																1
TOTAL	61	3	1	3	2	1								1			72



LESSON 7 MATHS	NO CORR	CORRECTION														TOTAL		
		PEER CORR	SELF CORR	TEACHER CORRECTION														
				EC	REC	CL	RE	NE	MET	EL I	TR	ASK	MU	O	DC			
UUL1	52												3		1			56
PHON	2			1														3
GRAM	7	1		2	1	2												13
LEXICAL	1																	
CONTENT																	1	1
MULTIPLE		4		2		2									2			10
TOTAL	62	5		5	1	4							3		3		1	84

LESSON 8 MATHS	NO CORR	CORRECTION														TOTAL		
		PEER CORR	SELF CORR	TEACHER CORRECTION														
				EC	REC	CL	RE	NE	MET	EL I	TR	ASK	MU	O	DC			
UUL1	56		1		2								2		1			62
PHON	3			1				1										5
GRAM	18		1	2														21
LEXICAL	2																	2
CONTENT	3	8	1	4	2	3			2						5	8		36
MULTIPLE	1	1		,	1	1		1							3			8
TOTAL	83	9	3	7	5	4		2	2				2		9	8		134

**C.5. SCIENCE**

LESSON 1 SCIENCE	NO CORR	CORRECTION														TOTAL	
		PEER CORR	SELF CORR	TEACHER CORRECTION													
				EC	REC	CL	RE	NE	MET	EL I	TR	ASK	MU	O	DC		
UUL1	57	1		1								5			2		66
PHON	6			1	2												9
GRAM	11	1	2	1	4	1											21
LEXICAL	5			1	2												7
CONTENT				4										1	1		6
MULTIPLE	3	5		4		1				1				1	1		16
<b>TOTAL</b>	<b>82</b>	<b>7</b>	<b>2</b>	<b>12</b>	<b>8</b>	<b>2</b>				<b>1</b>	<b>5</b>			<b>2</b>	<b>4</b>		<b>125</b>

LESSON 2 SCIENCE	NO CORR	CORRECTION														TOTAL	
		PEER CORR	SELF CORR	TEACHER CORRECTION													
				EC	REC	CL	RE	NE	MET	EL I	TR	ASK	MU	O	DC		
UUL1	45											4					49
PHON	2																2
GRAM	14	1			4												19
LEXICAL	3			1										1			5
CONTENT									1					1			2
MULTIPLE	1	1		2		1								2			7
<b>TOTAL</b>	<b>65</b>	<b>2</b>		<b>3</b>	<b>4</b>	<b>1</b>			<b>1</b>		<b>4</b>			<b>4</b>			<b>84</b>

LESSON 3 SCIENCE	NO CORR	CORRECTION														TOTAL	
		PEER CORR	SELF CORR	TEACHER CORRECTION													
				EC	REC	CL	RE	NE	MET	EL	TR	ASK	MU	O	DC		
UUL1	93			1								2		1	1		96
PHON	1				1												2
GRAM	30		1		2												33
LEXICAL	2	2		1				1									6
CONTENT																	
MULTIPLE	2																2
TOTAL	128	2	1	2	3			1			2		1	1			141

LESSON 4 SCIENCE	NO CORR	CORRECTION														TOTAL	
		PEER CORR	SELF CORR	TEACHER CORRECTION													
				EC	REC	CL	RE	NE	MET	EL	TR	ASK	MU	O	DC		
UUL1	80										1						81
PHON					2												2
GRAM	40			1	2												43
LEXICAL	5	2			2	1	1							1			12
CONTENT								1									1
MULTIPLE	9	2		5	1		1							4	2		24
TOTAL	134	4		6	7	1	2	1		1				5	2		163

APENDIX C

LESSON 5 SCIENCE	NO CORR	CORRECTION														TOTAL		
		PEER CORR	SELF CORR	TEACHER CORRECTION														
				EC	REC	CL	RE	NE	MET	EL I	TR	ASK	MU	O	DC			
UUL1	72		1		1													74
PHON	7	2			2									1				12
GRAM	29			1	1													31
LEXICAL	9	2																11
CONTENT	5	1		2		1		2										11
MULTIPLE	14			1	1		1					1		1	1			20
<b>TOTAL</b>	<b>136</b>	<b>5</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>2</b>				<b>1</b>		<b>2</b>	<b>1</b>			<b>159</b>

LESSON 6 SCIENCE	NO CORR	CORRECTION														TOTAL		
		PEER CORR	SELF CORR	TEACHER CORRECTION														
				EC	REC	CL	RE	NE	MET	EL I	TR	ASK	MU	O	DC			
UUL1	81	1										2						84
PHON	8			1	2										1			12
GRAM	26																	26
LEXICAL	8							1							1			10
CONTENT		2				1		2							1	6		12
MULTIPLE	8	1			1	1												11
<b>TOTAL</b>	<b>131</b>	<b>4</b>		<b>1</b>	<b>3</b>	<b>2</b>		<b>3</b>				<b>2</b>			<b>3</b>	<b>6</b>		<b>155</b>

LESSON 7 SCIENCE	NO CORR	CORRECTION														TOTAL	
		PEER CORR	SELF CORR	TEACHER CORRECTION													
				EC	REC	CL	RE	NE	MET	EL I	TR	ASK	MU	O	DC		
UUL1	23	1	2		1												
PHON	5				1												
GRAM	21		1	3	1												
LEXICAL													3				
CONTENT	2	12															
MULTIPLE	3																
<b>TOTAL</b>	<b>54</b>	<b>13</b>	<b>3</b>	<b>3</b>	<b>3</b>								<b>3</b>				<b>79</b>

LESSON 8 SCIENCE	NO CORR	CORRECTION														TOTAL		
		PEER CORR	SELF CORR	TEACHER CORRECTION														
				EC	REC	CL	RE	NE	MET	EL I	TR	ASK	MU	O	DC			
UUL1	57																	57
PHON	1																	1
GRAM	17		1		3		1											22
LEXICAL	1	1	1	2							1							6
CONTENT	4	5		2	1		1				1							14
MULTIPLE	6			1							1							8
<b>TOTAL</b>	<b>86</b>	<b>6</b>	<b>2</b>	<b>5</b>	<b>4</b>		<b>2</b>				<b>3</b>							<b>108</b>

**APPENDIX D. TABLES CLASS RESULTS TOTALS**

The following tables show the total amount of types of errors and correction per subject. For example, in the first table, which is for the subject Arts and Crafts, there were 290 UUL1 followed by no correction in total. The total amount of UUL1 was 310 errors and the total amount of no corrected errors were 523. In this subject there were 596 errors.

ARTS AND CRAFTS	NO CORR	CORRECTION														TOTAL
		PEER CORR	SELF CORR	TEACHER CORRECTION												
				EC	REC	CL	RE	NE	MET	EL	TR	ASK	MU	O	DC	
UUL1	290	0	3	0	4	1	1	0	0	1	8	0	0	2	0	310
PHON	9	0	0	1	0	0	0	0	0	0	0	0	1	0	0	11
GRAM	182	0	3	0	10	0	0	0	0	0	0	0	0	0	0	195
LEXICAL	10	6	1	1	1	0	0	0	0	0	0	0	1	0	0	20
CONTENT	0	3	0	1	2	1	0	0	0	0	0	0	8	0	0	15
MULTIPLE	32	2	1	0	3	0	0	1	1	0	1	0	2	0	2	45
<b>TOTAL</b>	<b>523</b>	<b>11</b>	<b>8</b>	<b>3</b>	<b>20</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>9</b>	<b>0</b>	<b>12</b>	<b>2</b>	<b>2</b>	<b>596</b>

ENGLISH TOTAL NUMBER	NO CORR	CORRECTION														TOTAL
		PEER CORR	SELF CORR	TEACHER CORRECTION												
				EC	REC	CL	RE	NE	MET	EL	TR	ASK	MU	O	DC	
UUL1	371	3	1	0	3	0	0	1	0	4	12	0	7	5	0	407
PHON	17	4	0	5	3	0	0	0	0	1	0	0	1	1	0	32
GRAM	142	10	8	12	19	2	0	2	2	3	0	0	5	12	0	217
LEXICAL	27	10	1	13	10	1	2	2	0	7	0	0	17	6	0	96
CONTENT	1	1	1	0	0	2	0	2	6	0	0	0	12	2	0	27
MULTIPLE	21	1	0	5	6	3	0	1	0	2	2	0	6	3	0	50
<b>TOTAL</b>	<b>579</b>	<b>29</b>	<b>11</b>	<b>35</b>	<b>41</b>	<b>8</b>	<b>2</b>	<b>8</b>	<b>8</b>	<b>17</b>	<b>14</b>	<b>0</b>	<b>48</b>	<b>29</b>	<b>0</b>	<b>829</b>

EDUC. ATTENT. ERRORS	NO CORR	CORRECTION														TOTAL
		PEER CORR	SELF CORR	TEACHER CORRECTION												
				EC	REC	CL	RE	NE	MET	EL	TR	ASK	MU	O	DC	
UUL1	451	3	3	0	1	3	0	1	0	2	16	1	3	0	0	484
PHON	42	0	0	3	1	0	0	0	0	0	0	0	3	0	0	49
GRAM	233	2	2	12	13	4	1	0	0	0	0	0	9	0	0	276
LEXICAL	13	2	0	1	1	1	0	0	0	0	0	0	0	0	0	18
CONTENT	0	1	0	0	2	0	1	1	0	0	0	0	2	0	0	7
MULTIPLE	24	0	1	0	2	0	0	0	0	0	0	0	8	1	0	36
TOTAL	763	8	6	16	20	8	2	2	0	2	16	1	25	1	0	870

MATHS TOTAL NUMBER	NO CORR	CORRECTION														TOTAL
		PEER CORR	SELF CORR	TEACHER CORRECTION												
				EC	REC	CL	RE	NE	MET	EL	TR	ASK	MU	O	DC	
UUL1	392	7	1	0	3	2	0	0	0	1	10	0	4	0	0	420
PHON	11	0	0	11	1	0	0	1	0	0	0	0	2	0	0	26
GRAM	114	3	3	6	8	2	1	0	0	1	0	0	4	1	0	143
LEXICAL	13	0	0	2	0	1	0	0	0	0	0	0	0	0	0	16
CONTENT	3	12	2	10	3	9	0	0	4	0	0	0	19	12	0	74
MULTIPLE	8	9	0	4	1	3	0	1	2	0	0	0	7	1	0	36
TOTAL	541	31	6	33	16	17	1	2	6	2	10	0	36	14	0	715

APENDIX D

SCIENCE TOTAL ERRORS	NO CORR	CORRECTION														TOTAL	
		PEER CORR	SELF CORR	TEACHER CORRECTION													
				EC	REC	CL	RE	NE	MET	EL 1	TR	ASK	MU	O	DC		
UUL1	508	3	3	2	2	0	0	0	0	0	1	13	0	1	3	0	536
PHON	30	2	0	2	10	0	0	0	0	0	0	0	0	1	1	0	46
GRAM	188	2	5	6	17	1	1	0	0	0	0	0	0	0	0	0	220
LEXICAL	33	7	1	5	4	1	1	2	0	1	0	0	0	5	1	0	61
CONTENT	11	20	0	8	1	2	1	5	1	1	0	0	0	2	2	6	60
MULTIPLE	46	9	0	13	3	2	3	0	0	2	1	0	0	8	4	0	91
TOTAL	816	43	9	36	37	6	6	7	1	5	14	0	17	11	6	1014	



**APPENDIX E. PERCENTAGES PER SUBJECT**

TOTAL % EDUCATIONAL ATTENTION

%	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	total
UUL1	51,84	0,34	0,34	0	0,11	0,34	0	0,11	0	0,23	1,84	0,11	0,34	0	0	55,63
PHO	4,83	0	0	0,34	0,11	0	0	0	0	0	0	0	0,34	0	0	5,63
GRA	26,78	0,23	0,23	1,38	1,49	0,46	0,11	0	0	0	0	0	1,03	0	0	31,72
LEX	1,49	0,23	0	0,11	0,11	0,11	0	0	0	0	0	0	0	0	0	2,07
CON	0	0,11	0	0	0,23	0	0,11	0,11	0	0	0	0	0,23	0	0	0,8
MULT	2,76	0	0,11	0	0,23	0	0	0	0	0	0	0	0,92	0,11	0	4,14
TOTAL	87,7	0,92	0,69	1,84	2,3	0,92	0,23	0,23	0	0,23	1,84	0,11	2,87	0,11	0	100

TOTAL % ARTS AND CRAFTS

%	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	total
UUL1	48,66	0	0,50	0	0,67	0,17	0,17	0	0	0,17	1,34	0	0	0,34	0	52,01
PHO	1,51	0	0	0,17	0	0	0	0	0	0	0	0	0,17	0	0	1,85
GRA	30,54	0	0,50	0	1,68	0	0	0	0	0	0	0	0	0	0	32,72
LEX	1,68	1,01	0,17	0,17	0,17	0	0	0	0	0	0	0	0,17	0	0	3,36
CON	0	0,50	0	0,17	0,34	0,17	0	0	0	0	0	0	1,34	0	0	2,52
MULT	5,37	0,34	0,17	0	0,50	0	0	0,17	0,17	0	0,17	0	0,34	0	0,34	7,55
TOTAL	87,75	1,85	1,34	0,50	3,36	0,34	0,17	0,17	0,17	0,17	1,51	0	2,01	0,34	0,34	100

TOTAL % ENGLISH

%	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	total
UUL I	44,75	0,36	0,12	0,00	0,36	0,00	0,00	0,12	0,00	0,48	1,45	0,00	0,84	0,60	0,00	49,10
PHO	2,05	0,48	0,00	0,60	0,36	0,00	0,00	0,00	0,00	0,12	0,00	0,00	0,12	0,12	0,00	3,86
GRA	17,13	1,21	0,97	1,45	2,29	0,24	0,00	0,24	0,24	0,36	0,00	0,00	0,60	1,45	0,00	26,18
LEX	3,26	1,21	0,12	1,57	1,21	0,12	0,24	0,24	0,00	0,84	0,00	0,00	2,05	0,72	0,00	11,58
CON	0,12	0,12	0,12	0,00	0,00	0,24	0,00	0,24	0,72	0,00	0,00	0,00	1,45	0,24	0,00	3,26
MUL	2,53	0,12	0,00	0,60	0,72	0,36	0,00	0,12	0,00	0,24	0,24	0,00	0,72	0,36	0,00	6,03
TOT AL	69,84	3,50	1,33	4,22	4,95	0,97	0,24	0,97	0,97	2,05	1,69	0,00	5,79	3,50	0,00	100

TOTAL % MATHS

%	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	total
UULI	54,83	0,98	0,14	0,00	0,42	0,28	0,00	0,00	0,00	0,14	1,40	0,00	0,56	0,00	0,00	58,74
PHO	1,54	0,00	0,00	1,54	0,14	0,00	0,00	0,14	0,00	0,00	0,00	0,00	0,28	0,00	0,00	3,64
GRA	15,94	0,42	0,42	0,84	1,12	0,28	0,14	0,00	0,00	0,14	0,00	0,00	0,56	0,14	0,00	20,00
LEX	1,82	0,00	0,00	0,28	0,00	0,14	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	2,24
CON	0,42	1,68	0,28	1,40	0,42	1,26	0,00	0,00	0,56	0,00	0,00	0,00	2,66	1,68	0,00	10,35
MUL	1,12	1,26	0,00	0,56	0,14	0,42	0,00	0,14	0,28	0,00	0,00	0,00	0,98	0,14	0,00	5,03
TOTAL	75,66	4,34	0,84	4,62	2,24	2,38	0,14	0,28	0,84	0,28	1,40	0,00	5,03	1,96	0,00	100

TOTAL % SCIENCE

%	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	total
UUL1	50,10	0,30	0,30	0,20	0,20	0,00	0,00	0,00	0,00	0,10	1,28	0,00	0,10	0,30	0,00	52,86
PHO	2,96	0,20	0,00	0,20	0,99	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,10	0,10	0,00	4,54
GRA	18,54	0,20	0,49	0,59	1,68	0,10	0,10	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	21,70
LEX	3,25	0,69	0,10	0,49	0,39	0,10	0,10	0,20	0,00	0,10	0,00	0,00	0,49	0,10	0,00	6,02
CON	1,08	1,97	0,00	0,79	0,10	0,20	0,10	0,49	0,10	0,10	0,00	0,00	0,20	0,20	0,59	5,92
MUL	4,54	0,89	0,00	1,28	0,30	0,20	0,30	0,00	0,00	0,20	0,10	0,00	0,79	0,39	0,00	8,97
TOTAL	80,47	4,24	0,89	3,55	3,65	0,59	0,59	0,69	0,10	0,49	1,38	0,00	1,68	1,08	0,59	100

**APPENDIX F. ACCEPTANCE OF ERRORS**

**F.1. ARTS AND CRAFTS**

<b>LESSON 1 ARTS AND CRAFTS</b>				
<b>NUMBER OF ERROR</b>	<b>TYPE OF CORRECTION</b>	<b>ACCEPTANCE</b>	<b>REPAIRED</b>	<b>TEACHER CONFIRMATION</b>
111	translation	✓	✓	x

<b>LESSON 3 ARTS AND CRAFTS</b>				
<b>NUMBER OF ERROR</b>	<b>TYPE OF CORRECTION</b>	<b>ACCEPTANCE</b>	<b>REPAIRED</b>	<b>TEACHER CONFIRMATION</b>
11	translation	✓	x	x
83	multiple	✓	✓	x

<b>LESSON 4 ARTS AND CRAFTS</b>				
<b>NUMBER OF ERROR</b>	<b>TYPE OF CORRECTION</b>	<b>ACCEPTANCE</b>	<b>REPAIRED</b>	<b>TEACHER CONFIRMATION</b>
50	multiple	✓	✓	✓
51	multiple	✓	✓	✓

<b>LESSON 7 ARTS AND CRAFTS</b>				
<b>NUMBER OF ERROR</b>	<b>TYPE OF CORRECTION</b>	<b>ACCEPTANCE</b>	<b>REPAIRED</b>	<b>TEACHER CONFIRMATION</b>
5	recast	✓	✓	✓

F.2. ENGLISH

LESSON 1 ENGLISH				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
8	multiple	✓	✓	✓
17	other	✓	x	x
18	multiple	✓	✓	x
28	peer correction	✓	x	x
53	clarification request	✓	✓	x
61	translation	✓	x	x
62	explicit correction	✓	✓	x
69	explicit correction	✓	x	x
70	peer correction	✓	✓	x
73	translation	✓	✓	x
82	explicit correction	✓	✓	x
87	metacontent	✓	x	x
88	negation	✓	x	x
89	negation	✓	✓	x
92	explicit correction	✓	✓	x
93	multiple	✓	x	x
95	multiple	✓	x	x
96	other	✓	x	x



LESSON 2 ENGLISH				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
7	explicit correction	✓	✓	x
9	Elicitation	✓	✓	✓
11	Elicitation	✓	x	x
72	Negation	✓	✓	x
128	Other	✓	✓	x
133	peer correction	✓	✓	x
142	explicit correction	✓	✓	x
144	explicit correction	✓	✓	x
147	peer correction	✓	✓	x

LESSON 3 ENGLISH				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
6	Other	✓	✓	x
10	explicit correction	✓	✓	x
19	peer correction	✓	✓	x
21	Elicitation	✓	✓	x
32	Recast	✓	✓	x

LESSON 4 ENGLISH				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
24	other	✓	✓	x
25	multiple	✓	✓	x
26	multiple	✓	✓	✓
31	other	✓	✓	✓
33	translation	✓	✓	x
37	translation	✓	✓	x
40	metacontent clues	✓	✓	✓
49	explicit correction	✓	✓	x
72	other	✓	✓	x
75	explicit correction	✓	✓	x
79	multiple	✓	✓	✓
80	recast	✓	✓	x
90	explicit correction	✓	✓	✓
98	other	✓	✓	✓
109	peer correction	✓	✓	x
112	other	✓	✓	x
123	clarification request	✓	✓	x
129	recast	✓	✓	x
133	elicitation	✓	✓	✓

LESSON 5 ENGLISH				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
18	recast	✓	✓	x
43	recast	✓	✓	✓
49	explicit correction	✓	✓	x
70	translation	✓	✓	x

LESSON 8 ENGLISH				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
23	peer correction	✓	✓	x
31	other	✓	✓	x
40	translation	✓	✓	x
43	clarification request	✓	x	x
53	multiple	✓	✓	x
57	multiple	✓	✓	x
59	peer correction	✓	✓	x
70	elicitation	✓	✓	x
110	peer correction	✓	✓	✓
113	elicitation	✓	x	x
117	explicit correction	✓	✓	✓

F.3. EDUCATIONAL ATTENTION

LESSON 2 EDUCATIONAL ATTENTION				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
24	clarification request	✓	✓	x
30	explicit correction	✓	✓	x
31	explicit correction	✓	✓	x

LESSON 3 EDUCATIONAL ATTENTION				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
50	Gramatical	✓	✓	x

LESSON 4 EDUCATIONAL ATTENTION				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
26	Recast	✓	✓	x
118	explicit correction	✓	✓	x

LESSON 5 EDUCATIONAL ATTENTION				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
125	explicit correction	✓	✓	x
152	translation	✓	x	x

LESSON 7 EDUCATIONAL ATTENTION				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
4	explicit correction	✓	✓	x
7	explicit correction	✓	✓	x
68	clarification request	✓	✓	x
69	peer correction	✓	✓	x

LESSON 8 EDUCATIONAL ATTENTION				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
93	multiple	✓	✓	✓

F.4. MATHS

LESSON 1 MATHS				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
38	metacontent clues	✓	✓	✓
39	other	✓	✓	x
40	multiple	✓	x	x
41	other	✓	✓	✓

LESSON 2 MATHS				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
20	translation	✓	✓	x
39	elicitation	✓	✓	✓
45	clarification request	✓	x	x

LESSON 3 MATHS				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
29	clarification request	✓	✓	✓
30	clarification request	✓	✓	✓
31	multiple	✓	✓	x
36	other	✓	✓	✓

LESSON 3 MATHS				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
61	explicit correction	✓	✓	✓
62	explicit correction	✓	✓	x
63	explicit correction	✓	✓	✓

LESSON 4 MATHS				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
22	explicit correction	✓	✓	✓
39	Multiple	✓	✓	✓
79	Other	✓	x	x
86	Multiple	✓	✓	✓
92	Multiple	✓	✓	✓

LESSON 5 MATHS				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
32	Multiple	✓	✓	✓
40	Multiple	✓	✓	✓

LESSON 6 MATHS				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
38	clarification request	✓	✓	✓
72	peer correction	✓	✓	x

LESSON 7 MATHS				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
7	multiple	✓	✓	✓

LESSON 8 MATHS				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
24	clarification request	✓	x	x
26	negation	✓	✓	x
33	other	✓	x	x
49	explicit correction	✓	x	x
55	multiple	✓	✓	✓
80	translation	✓	x	x
86	multiple	✓	✓	✓
104	peer correction	✓	x	x
105	peer correction	✓	x	x



LESSON 8 MATHS				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
107	peer correction	✓	x	x
130	other	✓	✓	✓

F.5. SCIENCE

LESSON 1 SCIENCE				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
52	explicit correction	✓	✓	x
70	translation	✓	✓	x
72	recast	✓	✓	✓
76	explicit correction	✓	✓	x
86	translation	✓	✓	✓
88	explicit correction	✓	✓	x

LESSON 2 SCIENCE				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
3	explicit correction	✓	✓	x
15	explicit correction	✓	✓	x
16	translation	✓	✓	✓

LESSON 3 SCIENCE				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
90	explicit correction	✓	✓	✓
106	Translation	✓	✓	x

LESSON 4 SCIENCE				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
75	explicit correction	✓	✓	x
92	Other	✓	x	x
94	Other	✓	✓	✓
132	Multiple	✓	✓	✓
134	Repetition	✓	x	x

LESSON 5 SCIENCE				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
9	Multiple	✓	✓	✓
14	Other	✓	✓	✓
41	explicit correction	✓	x	x
47	explicit correction	✓	✓	x
102	Multiple	✓	✓	✓









LESSON 6 SCIENCE				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
32	explicit correction	✓	✓	x

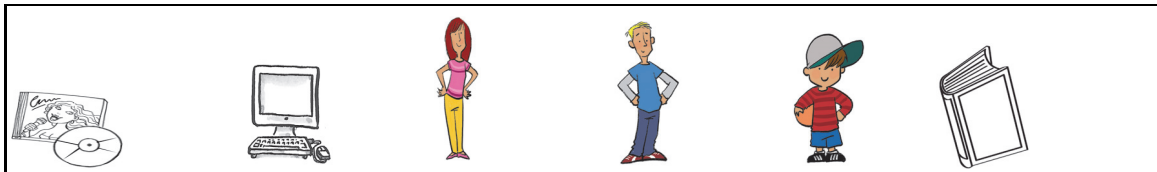
LESSON 7 SCIENCE				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
56	explicit correction	✓	✓	x

LESSON 8 SCIENCE				
NUMBER OF ERROR	TYPE OF CORRECTION	ACCEPTANCE	REPAIRED	TEACHER CONFIRMATION
31	explicit correction	✓	✓	✓
77	repetition	✓	x	x
87	explicit correction	✓	✓	x
91	elicitation	✓	✓	✓




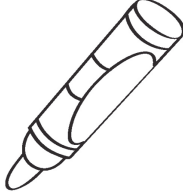
**APPENDIX G. NEEDS ANALYSIS**



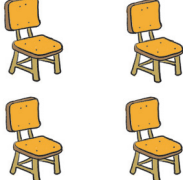
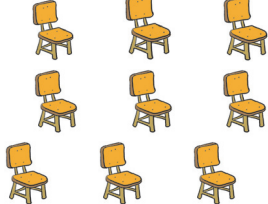



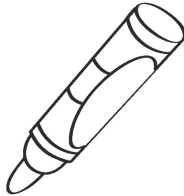


This is the copy we passed the students to know about them. In each section we have added the results.

 <p>boys: 17</p>	 <p>girls:10</p>
<p>5 6 7 8 9 10 1 1 1 2</p> <p>age: 9 students are 7 and 18 students are 8</p>	
<p>How much do you like English?          a star: nothing,          two stars: a little,          three stars:enough          four stars: quite a lot, a lot          27 students: a lot</p>	
<div style="display: flex; justify-content: space-around; align-items: center;">       </div> <p>Why do you like the classes? Because of:</p> <ul style="list-style-type: none"> <li>- board games : 1</li> <li>- painting/ drawing: 0</li> <li>- the music to sing or listen:1</li> <li>- white interactive board and computer games:12</li> <li>- the teachers:13</li> </ul> <p>27 students answered, only one option to choose</p>	



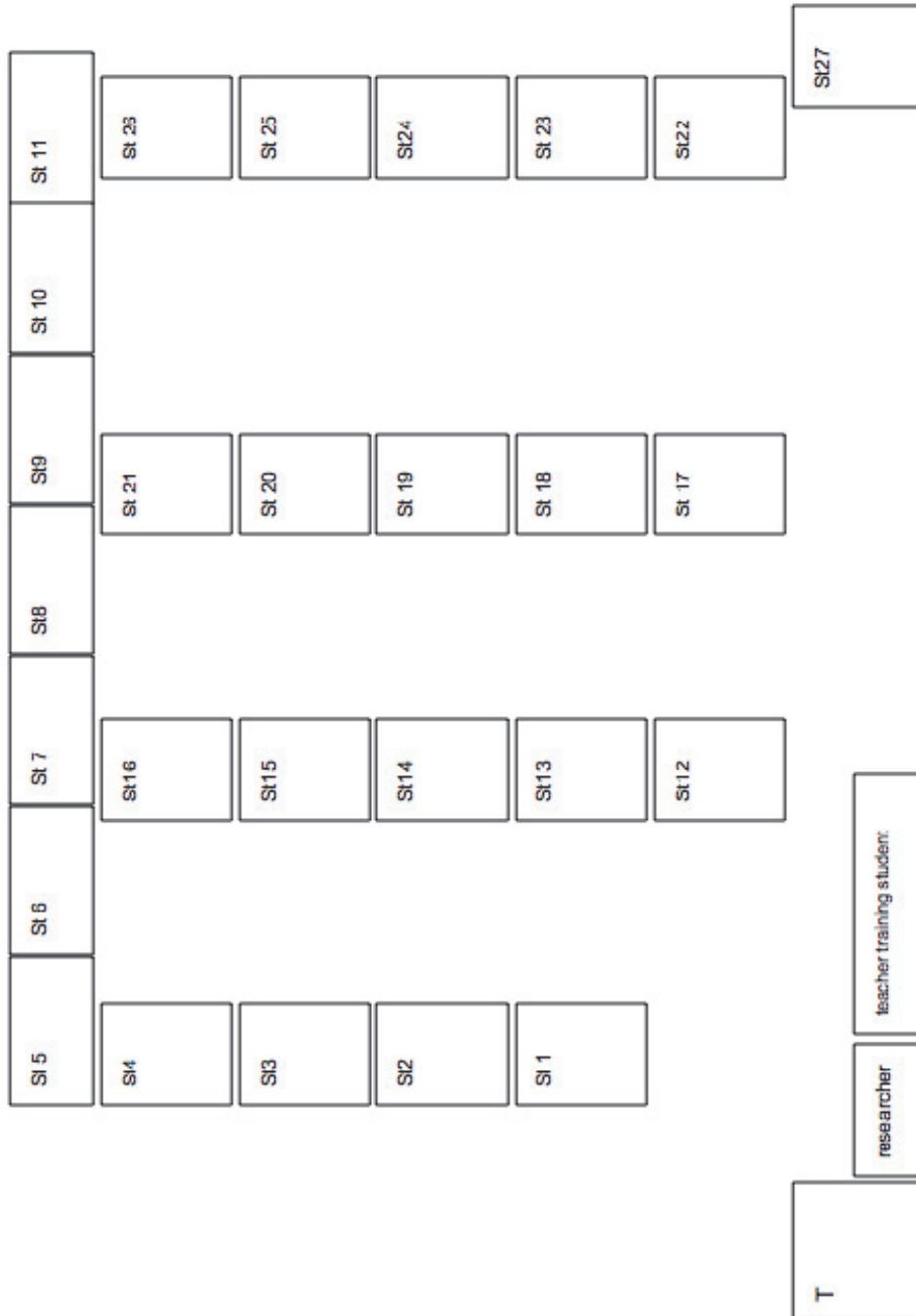
Outside schools:  
 Do you listen to songs in English? 16  
 Do you play computer games in English? 20  
 Can you speak to your mum in English?21  
 Can you speak to your dad in English?16  
 Can you speak to friends in English?13  
 Do you read books in English?19  
 Students could choose the ones the wanted.

 <p>the type of activity you like the most is listening activities : 9</p>	 <p>the type of activity you like the most is speaking activities:6</p>	 <p>the type of activity you like the most is reading activities :2</p>	 <p>the type of activity you like the most is writing activities :10  27 students answered. they could only choose one of them</p>
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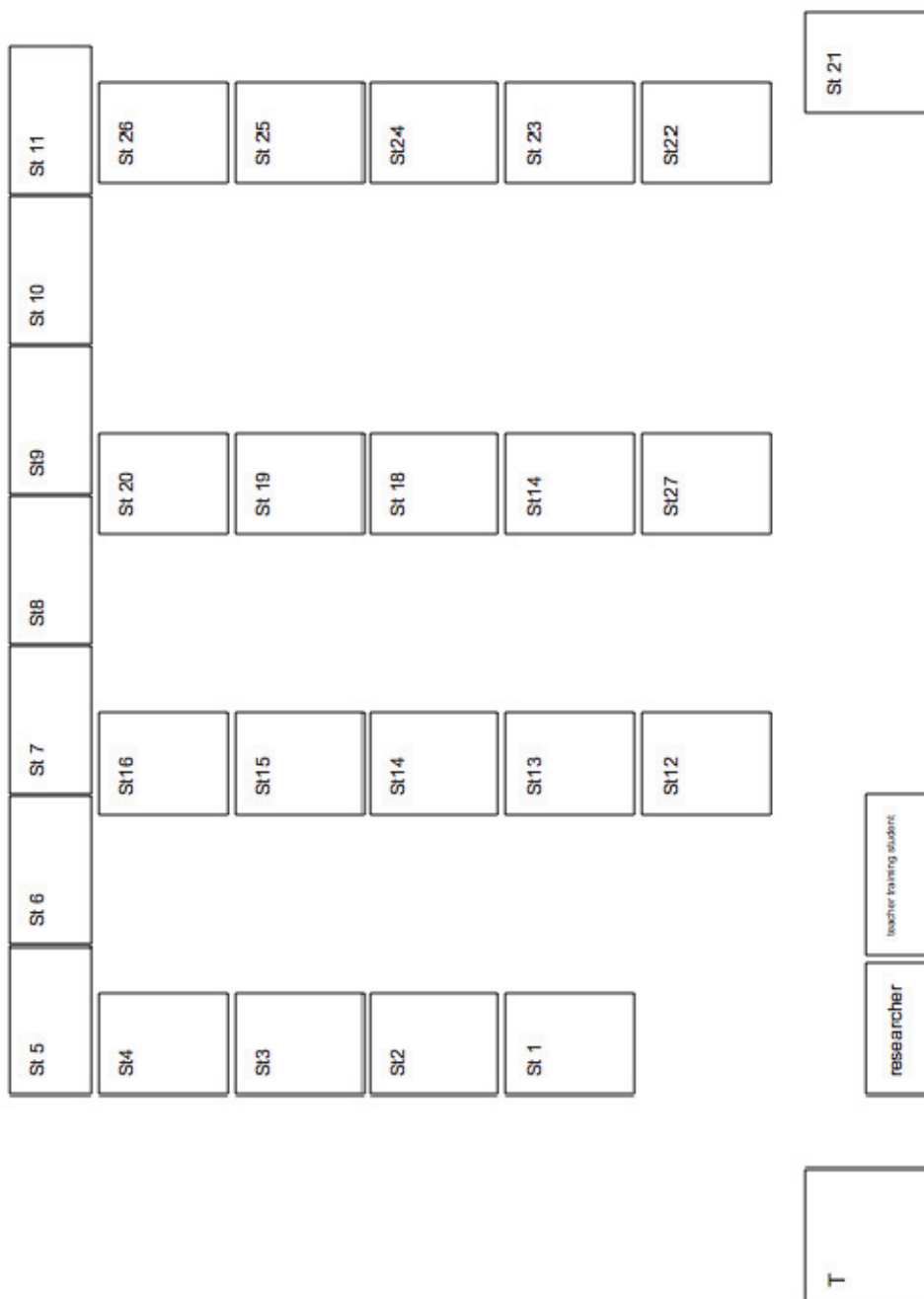
 <p>how do you prefer to work? alone: 2</p>	 <p>how do you prefer to work? in pairs:11</p>	 <p>how do you prefer to work? in small groups:1</p>	 <p>how do you prefer to work? whole class:13</p> <p>27 students answered. They could only choose one option.</p>
 <p>the most difficult type of activity for you is listening : 2</p>	 <p>the most difficult type of activity for you is speaking:1</p>	 <p>the most difficult type of activity for you is reading:14</p>	 <p>the most difficult type of activity for you writing: 9</p> <p>26 answered. 1 student did not answer. They could only choose one option</p>
 <p>Do you like being corrected when you make an error? yes: 27</p>	 <p>Do you like being corrected when you make an error? no: 0</p>		

**APPENDIX H. CLASS DISTRIBUTION**

1st week:



2nd week:





3rd week:

St 16	St 22	St 4	St 15
St 23	St 14	St 2	

St 27

St 26	St 8	S 5
St 19	St 6	S 11

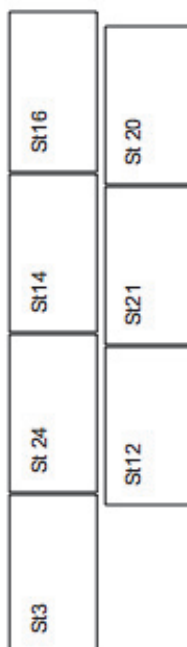
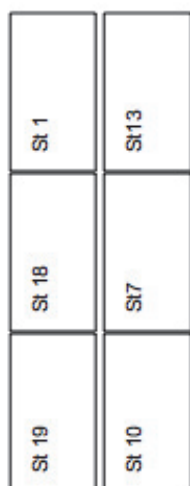
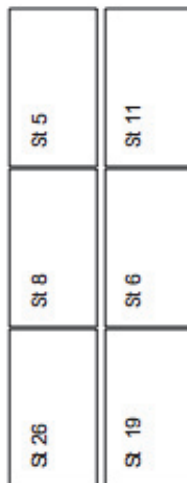
St 19	St 18	St 1
St 10	St 7	St 13

St 3	St 24	St 14	St 16
St 12	St 21	St 20	

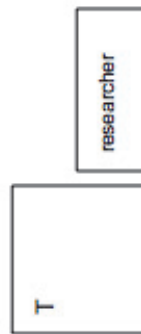
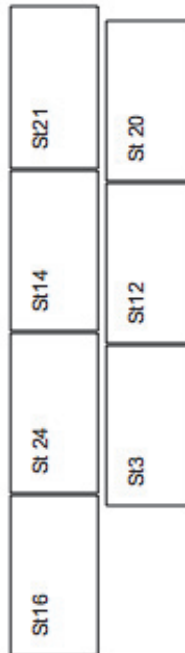
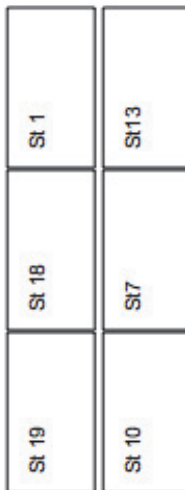
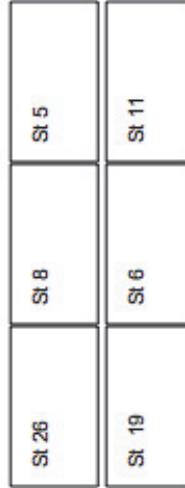
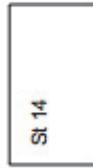
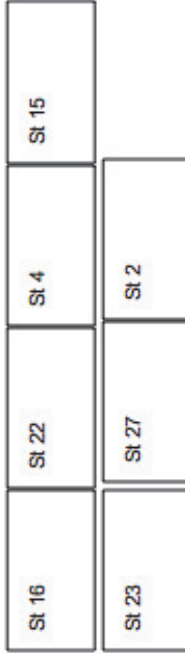
T

researcher

4th week:



5th week:



**RESUMEN**

Esta tesis doctoral analiza el feedback correctivo en una clase plurilingüe desde una perspectiva CLIL. El objetivo de este estudio es examinar el feedback que tiende a ser utilizado cuando se corrigen los errores orales en clase comparando diferentes asignaturas, todas ellas impartidas en lengua inglesa. Para ello se analiza la relación entre tipos de feedback y tipos de errores en diferentes asignaturas. Lo que se intenta averiguar es qué estrategias normalmente se eligen para corregir, qué tipo de error es el más frecuente y si hay alguna relación entre tipo de error, el feedback utilizado y la asignatura. Para el estudio se realizaron grabaciones de las clases con video cámara. Las asignaturas grabadas fueron Maths, English, Natural Science, Arts and Crafts y Educational Attention (*Atención Educativa*). Se compara las principales diferencias y similitudes en los resultados obtenidos en las diferentes asignaturas, teniendo en cuenta que 4 de ellas son asignaturas en las que el contenido se enseña en inglés (Maths, Science, Educational Attention y Arts and Crafts) y la otra asignatura es inglés como lengua extranjera (English). Además, también se analizó la aceptación del error, la reparación del error, la confirmación por parte del maestro y su relación con el tipo de error, de feedback y asignatura.

El estudio explora cómo son tratados los errores en un centro público experimental de inmersión lingüística en inglés en segundo curso de Educación Primaria. Para el estudio, se realizaron grabaciones de las clases de las cinco diferentes asignaturas de los alumnos de segundo de Educación Primaria desde enero a mayo de 2015, obteniendo un total de 51 sesiones grabadas de 45 minutos cada una. Esto hace un total de 2.295 minutos (38,25 horas) de grabación de interacción en el aula. De esas 51 sesiones grabadas, se seleccionaron 8 sesiones de cada asignatura para la transcripción, lo que significa 40 sesiones transcritas en total. Esto nos hace tener un corpus de transcripción a analizar de 1800 minutos (30 horas).

El colegio donde se realizaron las grabaciones es el Centro de Educación de Infantil y Primaria (CEIP) Gloria Fuertes. El CEIP Gloria Fuertes un centro público de Educación Infantil y Primaria de Alzira, Valencia, que sigue un programa lingüístico experimental de inmersión lingüística en inglés, junto a otros 5 en total en toda la Comunidad Valenciana (2 por provincia). El programa experimental fue aprobado en el

año 2009, empezando con los alumnos de infantil de 3 años y habiendo llegado el programa en el 2015 hasta los alumnos de tercero de primaria. En los demás cursos que aún no ha llegado el programa experimental siguen el Programa d'Ensenyament en Valencià Enriquit (PEVE) i el Programa d'Incorporació Progressiva Enriquit (PIPE).

Los 27 alumnos que participaron en este estudio tenían entre 7 y 8 años, de los cuales 10 eran niñas y 17 eran niños. Todos ellos estaban en segundo de primaria. El grupo de alumnos era heterogéneo, con una alumna que había repetido, un alumno con necesidades específicas de apoyo educativo y un alumno recién incorporado a este colegio que había dado inglés como lengua extranjera en su anterior centro. Los alumnos de esta clase de segundo de primaria nacieron en España, aunque los padres de algunos de ellos son de diferentes nacionalidades. El inglés es un idioma extranjero para todos ellos.

La maestra que nos permitió grabar sus clases tiene 8 años de experiencia docente, de los cuales los tres últimos han sido en ese centro y su nivel de inglés es alto. Se le informó de que se grabarían las clases para analizar diferentes aspectos de interacción en el aula, sin concretar ningún aspecto en particular. Se informó a los padres de los alumnos de clase y se les pidió autorización por escrito. Del mismo modo, la Secretaría Autonómica de Valencia nos concedió el permiso para grabar.

Dada la naturaleza de la clase, partíamos de la hipótesis de que la maestra tendería a prestar más atención al contenido de la asignatura que al contenido lingüístico cuando trata las asignaturas no lingüísticas (Maths, Science, Educational Attention y Arts and Crafts). Por la misma razón creíamos que los errores serían tratados de diferente manera y se corregirían más errores lingüísticos en la asignatura de inglés que en las otras asignaturas. Del mismo modo creíamos que la no corrección se utilizaría frecuentemente ya que las clases se orientan hacia la comunicación y posiblemente tanto los alumnos como la maestra se fijarían más en tener fluidez a la hora de expresarse oralmente.

Podríamos decir que en el contexto escolar, más concretamente en el aula, el feedback puede ser definido como la información que el alumno recibe por parte del profesor sobre su actuación en clase. Este feedback normalmente se ofrece para dar información o motivar. Este feedback que reciben los alumnos puede motivar o desmotivarles. Se considera que el feedback es un principio pedagógico que juega un papel muy importante.

Cuando aprendemos una lengua, cometemos errores, bien sea en nuestra lengua materna o en una segunda lengua. Aunque existen diferencias entre la adquisición de la lengua materna y el aprendizaje de la segunda lengua, hay puntos en común. En el contexto escolar, más concretamente en la interacción en el aula, el maestro tiene dos opciones cuando el alumno comete un error oral, o corregirlo, o ignorarlo. Pensamos que el hecho de que existan estas dos opciones puede crear desacuerdo entre los propios maestros sobre cuándo, cómo y qué errores se deberían corregir, ya que siguiendo las palabras de Burt and Kiparsky (1974, p. 71): "the teacher has no guide but his intuition to tell him which kind of mistakes are most important to correct" (el profesor no tiene guía, además de su intuición, que le indique qué clase de errores es más importante corregir), es decir, el profesor no tiene por qué saber qué error debe corregir y cuál ignorar, ni cuándo es mejor corregirlo, ni de qué forma. Es por ese motivo que creemos que es necesario que los maestros conozcan los resultados de las investigaciones en esta área para poder extraer sus propias conclusiones dependiendo de las características de sus alumnos, desarrollando su propio criterio y estableciendo diferentes técnicas. Como se verá en la tesis, estudios previos han examinado aspectos relacionados con la lengua y la interacción en el aula desde el Análisis Conversacional, y en particular, análisis del feedback.

Este estudio muestra que el feedback en las clases basadas en contenido no se centra solo en la lengua, sino más bien en el contenido, por lo que la corrección se realiza dependiendo de los objetivos del contenido más que por los aspectos lingüísticos. También, como se observa en las grabaciones, las clases son muy participativas y comunicativas, por lo que muchos errores no se corrigen.

En la tesis podemos encontrar siete partes.

La primera en la que se empieza con los fundamentos teóricos sobre aprendizaje de la lengua, tanto materna como segunda lengua. Después se presentan los diferentes métodos y enfoques que se han venido utilizando a lo largo de la historia para el aprendizaje de lenguas extranjeras. Posteriormente analizo las diferencias y similitudes entre la adquisición de la lengua materna y el aprendizaje de la segunda lengua, los factores lingüísticos para alumnos cuya lengua materna es el español que pueden influenciar en el aprendizaje de la segunda lengua.

En el tercer punto nos centraremos en CLIL, Content and Language Integrated Learning, ya que nuestras grabaciones se realizan en un contexto en el que los alumnos aprenden el contenido de las diferentes asignaturas y la lengua extranjera al mismo tiempo, o sea, aprenden matemáticas en inglés, ciencias naturales en inglés, etc. A continuación analizaremos la asignatura de inglés como lengua extranjera desde diferentes perspectivas, como desde el currículum o desde el Marco Común Europeo de Referencia para las Lenguas. En el punto 5 se realiza una descripción de la investigación en el aula, más concretamente sobre errores y feedback.

La sexta parte es la parte empírica, en la que presentamos los objetivos y las hipótesis, explicamos el contexto y el análisis. En esta sección se explican los tipos de errores, tipos de correcciones, el concepto de uptake, de aceptación del error reparado y la confirmación por parte del profesor. También tiene un apartado en el que se ofrecen los resultados, las conclusiones finales y futuras investigaciones. Por último, en el punto 7 podemos encontrar la bibliografía utilizada.

A continuación tenemos el apéndice con diferentes secciones y en un CD presentamos las transcripciones de las clases por su volumen.

Para el análisis de las transcripciones nos basamos en la idea de utterance que puede diferir del concepto de frase u oración. Para el análisis de los tipos de error se adaptó la terminología de Clavel-Arroitia (2008) utilizada para describir los tipos de error. Ella adaptó del mismo modo la terminología de Panova and Lyster (2002), y Lyster and Ranta (1997). Los tipos de errores son los siguientes:

- gramaticales
- léxicos
- fonológicos
- usos de L1 no solicitados
- errores de contenido
- multiple

Para el estudio, al analizar los diferentes tipos de feedback se añadieron cinco categorías al estudio de Clavel-Arroitia del 2008, dando como resultado estos tipos de feedback:

- corrección explícita por parte del maestro
- recast (repetir con la pronunciación correcta o la estructura correcta)
- clarification request (solicitud de clarificación)
- metacontent clues (pistas sobre el contenido)
- elicitation (estimulación)
- repetición
- traducción
- preguntar a otro alumno
- negación
- autocorrección
- corrección por parte de otro alumno
- corrección pospuesta
- no corrección
- múltiple
- otros

Se analizó también la aceptación del error, su reparación y la confirmación por parte del maestro. El alumno acepta el error cuando intenta corregirlo. Ese error puede que finalmente se haya corregido (reparado) o que siga necesitando corrección (no reparado). Cuando el error no es reparado es porque se continua con el tema que se estaba tratando en la clase. La confirmación por parte de maestro es la otra categoría analizada. Se refiere a los momentos en los que el maestro refuerza la forma correcta antes de continuar la clase, con expresiones tales como “sí”, “ok”, “bien”.



Una vez se transcribió y clasificó el corpus, se analizaron los resultados usando diferentes tablas y gráficas. En esas tablas y gráficas se muestra el resultado de cada sesión de cada asignatura, para posteriormente poder analizar cada asignatura con los tipos de errores, tipos de corrección y relación entre tipo de error y tipo de corrección, calculando el porcentaje de los resultados. Una vez analizada cada asignatura por separado, se comparan los resultados de las 5 asignaturas.

Resumiendo los resultados de las 5 asignaturas cabe destacar que el uso no solicitado de la lengua materna es la categoría menos corregida por la maestra, no habiendo grandes diferencias entre las asignaturas, siendo este igualmente el error más cometido, no pudiendo encontrar resultados parecidos con otros estudios previos, ya que por ejemplo en el estudio de Clavel-Arroitia (2008) el error más frecuente era el fonológico. Pero como Chaudron (1988) resaltó, a veces muchos errores no son tratados, como pasa con los usos no solicitados de lengua materna. Este autor piensa que cuando un error ocurre muy frecuentemente es menos probable que el maestro lo trate. El uso no solicitado de la lengua materna es el error más frecuente y puede que este sea el motivo por el que no se trata, y como se ve en el desarrollo del estudio, el uso de la lengua materna es una estrategia que los alumnos bilingües utilizan.

También podemos comentar que la no corrección es lo más utilizado cuando hay un error, no solo errores de usos no solicitados de lengua materna, sino también con otros tipos de errores, a excepción de los errores de contenido que casi siempre se corrigen. Es importante saber, como han comentado otros autores anteriormente como Mackey, Gass y McDonough's (2000) tal y como menciona Clavel-Arroitia (2008, p.205), que si los alumnos percibieran todo el feedback que reciben, esto supondría una sobrecarga para ellos, por eso se aconseja proveer un feedback limitado en el momento exacto.

Science fue la asignatura en la que los alumnos cometieron más errores (con 1014 errores en las 8 sesiones), y Arts and Crafts en la que menos (con 596 errores en las 8 sesiones). Esto pudiera ser debido a la cantidad de tiempo de habla, ya que en la asignatura de Arts and Crafts los alumnos no estuvieron tanto tiempo hablando ya que tenían que hacer sus tareas. Las demás asignaturas tienen unas cantidades similares, que oscilan entre los 715 a los 870 errores. Por tanto la cantidad de errores no depende de si son asignaturas de contenido o lingüísticas, sino en el tipo de actividad que se realiza en cada una de ellas.

Otro aspecto a resaltar es que el segundo tipo de error más frecuente en todas las asignaturas fue el gramatical, pudiendo ser debido a que a los alumnos todavía no han adquirido completamente la competencia gramatical. Uno de los errores que menos cometieron fue el error fonológico, al contrario que en Clavel-Arroitia (2008), posiblemente debido a que el contexto es muy diferente. Los alumnos de nuestro estudio empezaron en este programa lingüístico con 3 años de edad, trabajando la fonética desde pequeños, con el Programa Jolly Phonics, y por eso no presentan grandes dificultades en el ámbito fonético.

Se analizan los porcentajes de errores corregidos por asignaturas y el porcentaje de aceptación del error, también por asignatura, siendo en la asignatura de English en la que más se corrige el error y en la más aceptación tiene, seguida por Maths, y siendo Arts and Crafts la que menos errores corregidos tiene seguida muy de cerca por Educational Attention, teniendo del mismo modo porcentajes similares de aceptación del error. Del mismo modo se analiza la reparación del error, siendo en Educational Attention en la que más cantidad de errores aceptados son reparados, y en Arts and Crafts la que menos. Por último se analizó la confirmación por parte del profesor, obteniendo como resultado pocos ejemplos de confirmación por parte del profesor ya que se continuaba con el tema que estaban tratando.

Posteriormente pasamos a contestar las preguntas del estudio. Vemos que los maestros disponen de un amplio abanico de técnicas de corrección a su disposición, y pese que la no corrección fue la opción más elegida, difiere de una asignatura a otra como hemos comentado anteriormente, con 69,84% de errores sin corregir en inglés, o con porcentajes un poco más elevado en el resto de asignaturas, 80,47% en Science, 75,66% en Maths, 80,70% en Educational Attention y 87,75% en Arts and Crafts.

También quisimos analizar y comparar las técnicas que los maestros normalmente utilizan para corregir. Múltiple tipo de corrección fue el más utilizado en Educational Attention, English y Maths, mientras que recast fue el más utilizado en Arts and Crafts, y en Science fue peer correction. Por tanto, podemos decir que no hay gran diferencia entre si las asignaturas son de contenido o lingüísticas, depende más bien de la propia asignatura.

En todas las asignaturas el tipo de error más frecuente es lingüístico. Además, los resultados parecen mostrar que se corrige el error más dependiendo del tipo de error que del tipo de la asignatura. Por ejemplo los errores fonológicos suelen ir seguidos de explicación explícita y los gramaticales siempre seguidos más frecuentemente por recast en las 5 asignaturas. Los errores de léxico fueron seguidos normalmente por peer correction en Arts and Crafts, Educational Attention y Science). En English, los errores léxicos fueron corregidos más frecuentemente por el uso múltiple de corrección, mientras que en matemáticas fue con la explicación explícita.

El único tipo de error que casi siempre es corregido es el error de contenido en las cinco asignaturas. El tipo de corrección más frecuentemente utilizado para corregirlo fue el uso múltiple en Arts and Crafts, English, Maths, mientras que en Education Attention fue utilizado con la misma proporción que recast. Los errores múltiples no muestran un patrón de corrección.

En líneas generales podemos afirmar entonces que sí que existe sistematización en la relación entre tipos de errores y tipos de corrección. Los resultados de este estudio parecen corroborar que la maestra no corrige aleatoriamente, sino que existe una tendencia a utilizar diferentes tipos de corrección dependiendo del tipo de error, más que dependiendo del tipo de asignatura, ya que la maestra no se está fijando en los mismos aspectos al tratar los diferentes tipos de error.

Algunos errores presentan más o menos porcentajes similares en las diferentes asignaturas, como por ejemplo el uso no solicitado de la lengua materna oscila entre 49,10% y 58,74%, lo que significa que prácticamente la mitad de los errores en cada asignatura son usos no solicitados de la lengua materna. Los errores fonológicos difieren ligeramente en las diferentes asignaturas, ya que pueden ir desde un 1,85% en Arts and Crafts a un 5,63% en Educational Attention. Los errores gramaticales no presentan grandes diferencias entre las asignaturas, a pesar de sí haber diferencias (en Maths un 20% de los errores son gramaticales y en Arts and Crafts lo es un 32,72%). Sí que se pueden observar grandes diferencias en los resultados de errores de léxico, ya que hay asignaturas en las que apenas hay, como en Educational Attention o Maths (sobre el 2%), mientras que en English 11,58% de los errores son léxicos. La mayor diferencia en relación a los tipos de errores la encontramos en los errores de contenido, que sí presentan porcentajes más

diferenciados. Por ejemplo encontramos solo un 0,8% de errores de contenido en Educational Attention, mientras que en Maths hay un 10,35%. Los errores múltiples oscilan desde el 4,14% en Educational Attention, siendo la asignatura con menos errores múltiples, al 8.97% de Science, en la que encontramos el número más alto de errores múltiples.

Como hemos visto, la gran mayoría de errores no fueron corregidos, pero cuando se corrigieron, la proporción de aceptación por parte del alumno difiere ligeramente dependiendo de la asignatura. En English 30,16% de las veces el error fue aceptado, siendo la asignatura que presenta más aceptación del error corregido, seguida por Maths con el 24,33%, Science con 19,52%. En Educational Attention el 12,30% de los errores fueron aceptados y de forma muy similar, con un 12,25% en Arts and Crafts.

También observamos que del porcentaje de errores aceptados, en Educational Attention el 90,90% de los errores aceptados fueron reparados. Science y English obtuvieron resultados similares, con un 85,18% y un 81.82% respectivamente, mientras que en Maths se obtuvo un 65,71%. Nos sorprende que en Arts and Crafts solo un 6.67% de los errores aceptados fueron reparados.

Por último, pasaremos a analizar la confirmación por parte del profesor de la aceptación del alumno. Reconocemos en primer lugar que el intercambio de feedback es un proceso complejo. Creemos que el uso de la confirmación puede ser beneficiosa para motivar a los alumnos. Calculamos el porcentaje de confirmación en las cinco asignaturas y encontramos que la maestra confirmó un total de 44 veces de las 145 correcciones, eso significa un 30,34% de total de número de correcciones aceptadas, reparadas y confirmadas por el profesor.

Una vez analizados los resultados, volvimos a las hipótesis. Los resultados confirmaron nuestra primera hipótesis, ya que debido a la naturaleza de la clase la maestra prestaría más atención a la enseñanza del contenido de la asignatura que a la enseñanza de contenido lingüístico, por lo que se presta más atención a los errores de contenido que a los lingüísticos en las asignaturas de Maths, Science, Arts and Crafts y Educative Attention. Lo que llama la atención es que los errores de contenido son casi siempre corregidos.

Del mismo modo, conforme creíamos, los errores son tratados de forma diferente dependiendo de la asignatura. Como pensábamos, en la asignatura de English se corrigieron más errores lingüísticos. Por el contrario, en las demás asignaturas, los errores lingüísticos no fueron corregidos con bastante frecuencia, ya que el objetivo principal era enseñar el contenido de esa asignatura. En la asignatura de English, los errores lingüísticos, bien fueran fonológicos, gramaticales o léxicos, fueron tratados con diferentes formas de corrección mucho más frecuentemente que en el resto de asignaturas.

Nuestra tercera hipótesis también se ha confirmado, ya que normalmente, cuando los estudiantes cometían un error, el error iba seguido de no corrección, ya que, como dijimos, las clases son altamente comunicativas, y la maestra tiende a dar más importancia a la fluidez y a la comunicación.

Basándonos en los resultados de este estudio, queda aún mucho por descubrir e investigar sobre el tratamiento del error en este tipo de contextos y así poder comparar nuestros resultados con estudios de características similares, ya que el contexto de nuestro estudio difiere de los estudios previos al tratarse de un programa plurilingüe experimental en España, con alumnos de primaria y comparando diferentes asignaturas.

Los resultados muestran que el uso no solicitado de la lengua materna es el error que más han cometido los alumnos, pero autores tales como Mehisto et al. (2008) señalaron uno de los elementos esenciales de apoyo en CLIL es que al principio es aceptable que los alumnos usen su lengua materna. Los alumnos de este estudio están en segundo curso de Educación Primaria. El uso de la lengua materna en los contextos CLIL es reconocido como una estrategia que tanto alumnos como maestros pueden utilizar. En nuestro estudio, fueron solo los alumnos ya que la maestra utilizaba otros recursos y técnicas para ser entendida y no necesitaba de traducción. Además los alumnos poseen un alto nivel de comprensión oral. Estudios demuestran que el uso de la lengua materna en los contextos CLIL, bien sea para decir una frase o bien solo una palabra, es bastante frecuente. Que el error más frecuente sea el uso no solicitado de la lengua materna no quiere decir que los alumnos estén siempre hablando en esa lengua, de hecho, fue más bien al contrario, utilizaban el inglés con frecuencia, pero como se demuestra en el estudio, siguiendo a otros autores, sí que utilizan la lengua materna en diferentes situaciones como clarificar las instrucciones del profesor, animar a compañeros o incluso comentarios

sociales fuera de la actividad.

Otro aspecto a tener en cuenta, siguiendo a estos autores es que la comunicación ha de ser de suma importancia. Para estos autores, la comunicación es lo que realmente importa, sin que los alumnos tengan que preocuparse de si están utilizando la lengua correctamente. Los alumnos en este contexto reciben feedback positivo cuando participan y la maestra motiva a los alumnos a hablar. En mi estudio, los errores gramaticales son el segundo tipo de error mas frecuente. Estos autores sugieren que los maestros pueden dar como modelo la palabra o frase correcta, o utilizar recast o guiarlos hacia la autocorrección o la corrección por parte de un compañero. Es por estos motivos que normalmente los errores no fueran corregidos, ya que si lo hubieran sido, la comunicación se habría roto, habría inhibido a los alumnos a seguir participando y probablemente les habría desmotivado. También es cierto que la mayoría de errores no corregidos fueron los de uso no solicitado de lengua materna, pero cuando habían errores de contenido, la gran mayoría de ellos se corrigieron independientemente de la asignatura.

Hemos observado que los estudiantes no suelen aceptar la corrección ya que normalmente la clase continúa con lo que están haciendo o hablando en ese momento en vez de preocuparse por el error. Incluimos en nuestro estudio la confirmación por parte del maestro como se sugería en estudios como el de Clavel-Arroitia, 2008. A pesar de que no pudimos contar con mucha confirmación por parte del maestro de la aceptación de la corrección, nos gustaría subrayar para posteriores estudios que nos consta que la maestra utilizaba comunicación no verbal para confirmar, ya que a pesar de ser grabadas con video cámara, solo se disponía de una y no siempre podía estar enfocando a los 27 alumnos y a la maestra al mismo tiempo, por lo que este tipo de respuestas no se han podido contabilizar.

Un aspecto sumamente importante a destacar es que la maestra no penalizaba el error ni hacía comentarios desalentadores, lo que hacía que los alumnos participaran.

Este estudio tiene sus propias limitaciones, aunque ha contribuido al ayudar a entender cómo funciona el feedback correctivo en este contexto en particular, con estos alumnos en concreto y con esta maestra en concreto, sería necesario compararlo con otros estudios de características similares.

Por cuestiones de espacio no se han analizado ni contabilizado el número de

movimientos (moves), siendo interesante poderlos analizar sin centrarse solo en los 3 movimientos típicos en el intercambio en el aula: el movimiento de quien inicia el intercambio, la respuesta y el seguimiento a esa respuesta (initiating move, responding move, y follow-up move), ya que en la realidad ese intercambio puede ser mucho más amplio. Consideramos que es importante poderlo incluir en investigaciones futuras, ya que aunque nos pueda parecer que hay muchos usos no solicitados de la lengua materna, si estuvieran contados todos los movimientos se podría demostrar que la lengua que utilizan los alumnos para comunicarse en su mayor parte es inglés en todas las clases. Los usos no solicitados de la lengua materna también se podrían analizar más en profundidad. Nos gustaría saber las diferencias en contextos no CLIL sobre el uso no solicitado de la lengua materna, como por ejemplo en las clases de inglés como lengua extranjera con alumnos de la misma edad, ya que creemos que encontraríamos muchos más casos de usos no solicitados de lengua materna y así poder demostrar la importancia de este programa experimental.