FOREIGN LANGUAGE TEACHER TALK SURVEY (Warford & Rose, 2011) This survey assesses your overall approach to using English (L1) vs. the target language (L2) in various aspects of language teaching. It should take about 10 minutes to complete. Explanations of categories indicated with an asterisk (*) are provided on the following page.

<table>
<thead>
<tr>
<th>Category of foreign language teacher talk</th>
<th>0% in L2 (always L1)</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
<th>70%</th>
<th>80%</th>
<th>90%</th>
<th>100% in L2 (never L1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Procedural (discourse related to the ‘nuts and bolts’ of running the class)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Calling roll / Taking attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. General announcements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Attention signal (&quot;Listen up!&quot;) / 3 2 1 countdown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Preparation check (&quot;Everyone ready?&quot;)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Giving directions for a class activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Time check (&quot;You have three more minutes.&quot;)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Explaining work for outside of class (homework, projects, exam study)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Calling on students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Courtesy markers (i.e. gracias)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Warm-ups (i.e. date, weather, time, review questions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Anticipatory set (generating prior knowledge of lesson topic)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Overview of lesson (agenda for lesson, goals for the day)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Transitions (&quot;Now that we’ve read the story, let’s go to p….&quot;)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional (discourse related to lesson content)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Introducing vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Reviewing vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Modeling (mimic/acting out use of a grammar feature, vocab.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Extension scenarios/Providing examples</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Grammar instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Culture instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Book exercises/worksheets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Choral repetition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Oral practice drills, controlled Q&amp;A (focus on grammar usage)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. More open-ended communicative activities (less form-focused)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Interpretive activities (listening, reading, viewing)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Presentational activities: student oral presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Presentational activities: student written presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Offering and soliciting feedback (discourse related to individual/class progress, repair sequences)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Praise (IRE: Input, Response, Evaluation of accuracy)*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Praising and repeating correct answer (IRE)*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. Explicit correction (IRE: &quot;I get it; there’s no s on the end of get.&quot;)*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Implicit correction: Prompting self-correction (IRE: i.e. &quot;you get$ it?&quot;)*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. Answer to student question.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Individual feedback on performance, progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. Paired/Small group feedback on performance, progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. Whole class feedback on performance, progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. Check for student comprehension (&quot;Any questions?&quot;)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. Closure: (&quot;What did you learn today?&quot;)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spontaneous L2 / Instructional conversation (opportunities for acquisition, the development of interactional competency)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37. Facilitating class discussions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. Incidental anecdote</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39. Incidental cultural note(s).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40. Eliciting more student talk (IRF: &quot;You like to ski? Where?&quot;)*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. Spontaneous conversation (beyond form-focused practice)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. Expressing sympathy/concern</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43. Expressing humor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44. Q. / comment related to a student interest (big game, sticker, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Management / Discipline (related to the promotion of ‘engaged’ and discouragement of disruptive/disengaged behavior)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45. Encouraging on-task behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46. Discouraging off-task behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47. Reminder of rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48. Overall estimation of use of L1 vs. L2 in the classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
49. Below, please provide any information that might clarify your approach to using the first vs. the second language with your students.

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

50. Is there a category this survey has overlooked? If so, please indicate below:

__________________________________________________________________________________________________

*Elaboration on Particular Teacher Talk Categories

Teacher feedback:

#27-30: IRE / IRF: The distinction between types of teacher feedback. IRE (teacher initiates, student responds, teacher evaluates) is a common sequence in which teachers are mainly looking at the accuracy of the student response with regard to a particular grammar point. In an IRF sequence (teacher initiates, student responds, teacher follows up), the teacher actually focuses on the students' message, rather than linguistic accuracy.

IRE:
T: Paul, ¿cuántos años tiene Juan?  
S: Juan tiene 5 años.  
T: Sí, Juan tiene 5 años. Bueno.

IRF:
T: Lucía, ¿juegas al fútbol?  
S: Sí.  
T: ¿Dónde?

#30. Prompting student for correction: Teacher leads student to correct answer by pausing at a certain point in the sentence or by raising voice intonation around the point of error.

Secondary acquisition opportunities: Instructional (extending opportunities within the lesson to offer L2 for students to acquire)

#40. Teacher follow-up / to elicit more student talk: IRF / teacher asks a follow-up question or makes a comment that provides increased opportunity to hear the language and that encourages student to continue.
FOREIGN LANGUAGE TEACHER TALK INVENTORY (Rose & Warford, 2011)
This form may be used in conjunction with a scripted/videotaped lesson. It is designed to complement the teacher talk survey as a tool for reflection on use of L1 vs. L2; it is not designed for supervision purposes. (see Teacher Talk categories for reference).

<table>
<thead>
<tr>
<th>Category of foreign language teacher talk</th>
<th>Check here each time observed in L1</th>
<th>Check here each time observed in L2</th>
<th>Comments (May address motive, specific wording, if L1 is combined with L2, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedural (discourse related to the 'nuts and bolts' of running the class)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Calling roll / Taking attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. General announcements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Attention signal (&quot;Listen up!&quot; / 3 2 1 countdown)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Preparation check (&quot;Everyone ready?&quot;)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Giving directions for a class activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Time check (&quot;You have three more minutes.&quot;)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Explaining work for outside of class (homework, projects, study)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Calling on students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Courtesy markers (i.e. gracias)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Warm-ups (i.e. date, weather, time, review questions)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Anticipatory set (generating prior knowledge of lesson topic)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Overview of lesson (agenda for lesson, goals for the day)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Transitions (&quot;Now that we've read the story, let's go to p....&quot;)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional (discourse related to lesson content)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Introducing vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Reviewing vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Modeling (miming/acting out use of grammar feature, vocab.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Extension scenarios/Providing examples</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Grammar instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Culture instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Book exercises/worksheets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Choral repetition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Oral practice drills, controlled Q&amp;A (focus on grammar usage)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Open-ended communicative activities (less form-focused)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Interpretive activities (listening, reading, viewing)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Presentational activities: student oral presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Presentational activities: student written presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offering and soliciting feedback (discourse related to individual/class progress, repair sequences)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Praise (IRE: Input, Response, Evaluation of accuracy)*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Praising and repeating correct answer (IRE)*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. Explicit correction (IRE: &quot;I get it; there's no s on the end&quot;)*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Implicit, prompted self-correction (IRE: &quot;you getS it?&quot;)*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. Answer to student question.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Individual feedback on performance, progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. Paired/Small group feedback on performance, progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. Whole class feedback on performance, progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. Check for student comprehension (&quot;Any questions?&quot;)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. Closure: (&quot;What did you learn today?&quot;)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spontaneous L2 / Instructional conversation (opportunities for acquisition, the development of interactional competency)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37. Facilitating class discussions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. Incidental anecdote</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39. Incidental cultural note(s).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40. Eliciting more student talk (IRF: &quot;You like to ski? Where?&quot;)*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. Spontaneous conversation (beyond form-focused practice)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. Expressing sympathy/concern</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43. Expressing humor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44. Q. / comment related to a student interest (big game, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management / Discipline (related to the promotion of 'engaged' and discouragement of disruptive/disengaged behavior)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45. Encouraging on-task behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46. Discouraging off-task behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47. Reminder of rules</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes about quantity and quality of L1 vs. L2: