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.

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

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:	IRF:
T: Paul, ¿cuántos años tiene Juan?	T: Lucía, ¿juegas al fútbol?
S: Juan tiene 5 años.	S: Sí.
T: Sí, Juan tiene 5 años. Bueno.	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).

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

Notes about quantity and quality of L1 vs. L2: _____

_____