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ENHANCEMENT OF TEACHER TALK BASED ON THE LESSON STUDY

METHODOLOGY AND STUDENT FEEDBACK

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Research Report submitted

in partial fulfillment of the requirements for the degree of

Master in English Language Teaching – Self -Directed Learning (Online Program)

Directed by

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Chía, Colombia

October 2015

Declaration

We hereby declare that our research report entitled:

¨*Enhancement of teacher talk based on the lesson study methodology and student feedback*

..

is the result of our own work and includes nothing which is the outcome of work done in

collaboration except as declared and specified in the text;

is neither substantially the same as nor contains substantial portions of any similar work

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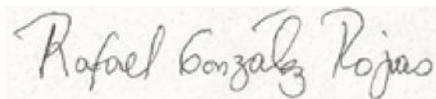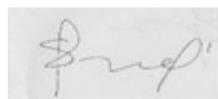Subcommittee of the Department of Foreign Languages and Cultures;

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Abstract

This study was focused on exploring the efficacy on the lesson study methodology and student feedback for enhancing teacher talk clarity and increasing students' comprehension and participation in the EFL (English as a foreign language) classroom. The lesson study methodology consists of several lessons employed for sharpening the instruction, in which a group of teachers gather in order to design, discuss and refine a lesson, a term coined by William Cerbin and Bryan Kopp. This research study was conducted with 60 eleventh grade students from 2 different groups in a public school in Colombia, in which there was a pedagogical intervention of eight sessions carried out in 2 months. An action research methodology was conducted in this study and the analysis was carried out from data collected by means of four instruments. Concerning qualitative data, three instruments were applied: a teacher observation format, a lesson evaluation protocol and the video transcripts. Regarding quantitative data, one instrument was applied: students' surveys. Based on lesson study methodology and student feedback, results indicated teacher talk clarity was not an independent issue that guaranteed students' comprehension and participation. There were other variables such as the quantity of language, the quality of language, the language delivery speed and the level of language that had a good effect on teacher talk clarity in accordance with the students' needs. The findings also confirm that the used methodology as a collaborative and reflective practice allowed the researchers to generate progressive enhancement of teacher talk, what helped the participants to understand the instruction better.

Key Words: teacher talk clarity, student feedback, lesson study, EFL (English as a foreign language)

Resumen

Este estudio buscaba explorar la eficacia en la metodología de estudio por lección y la retroalimentación de los estudiantes para mejorar la claridad del profesor y aumentar la comprensión y la participación del alumnado en el aula ILE (Inglés como lengua extranjera). Esta metodología consta de varias clases que buscan mejorar la instrucción, en la que un grupo de profesores se reúnen con el fin de diseñar, discutir y perfeccionar una lección, un término acuñado por William Cerbin y Bryan Kopp. Esta investigación se realizó con 60 estudiantes de grado undécimo de 2 grupos diferentes en una escuela en Colombia por 2 meses en ocho sesiones. La metodología de investigación de acción análisis se llevó a cabo a partir de datos recogidos a través de 4 instrumentos. Para los datos cualitativos, se aplicaron 3 instrumentos: un formato de observación del profesor, un protocolo de lección evaluación y las transcripciones del vídeo. Para los datos cuantitativos solo se aplicó las encuestas de los estudiantes. Con base en la metodología de estudio por lección y la retroalimentación de los estudiantes, los resultados indicaron que claridad en el habla profesor no era una cuestión independiente que garantizaba la comprensión y participación de los estudiantes. Había otras variables como la cantidad, la calidad, la velocidad y el nivel de lenguaje que tenían un gran efecto en la claridad del habla del profesor, de acuerdo con las necesidades de los estudiantes. Los resultados también confirman que la metodología utilizada como práctica colaborativa y reflexiva permitió a los investigadores generar mejora progresiva de la intervención del profesor, lo que ayudó a los participantes a entender la instrucción mejor.

Palabras claves: claridad habla del profesor, la retroalimentación del estudiante, estudio por lección, ILE (Inglés como lengua extranjera)

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List of Tables and Figures

1. **Enhancement of teacher talk based on the lesson study methodology and student feedback**

In our experience as EFL teachers in Colombia, we have noticed that the majority of studies on language teaching-learning involve strategies concentrated on learners and on advice and guidance for their own improvement. Nevertheless, few methodologies exist that lead teachers to reflect on their own practice. Therefore, there is a strong need for teachers to be able to experience high-quality self-development beneficial to student learning and to improving teaching practices. Hence, we started a research that helped us reflect on our practice. The first step taken was to conduct a needs analysis with a group of students and the results of this analysis showed that the students would like the clarity of the teacher talk to be improved.

The Lesson Study methodology was selected as a strategy for enhancing teacher talk. In order to conduct this action plan, one teacher was taken as the main study focus of this research; his performance was continuously evaluated by an in-class observer and an external observer; he also evaluated himself. This methodology required the three researchers to plan, evaluate and refine a set of lessons in accordance with the different variables that might have come up during and after each taught lesson.

In addition, students were invited by the three researchers to play a different role in their learning; in this case, they were not evaluated, but they were the ones in charge of providing feedback on the clarity of their teacher´s talk. In doing this, the group of researchers intended to approach two aspects: the first one was to allow the students´ voice to express different issues on teacher talk clarity, e.g.: language grading, speed language delivery, familiar vocabulary, among others, and how they could or could not favor their

understanding and practice of an L2. One more aspect was to make students participants of their own L2 learning process by means of listening to their comments and applying them as possible strategies to fit with their real language learning needs; all of this with the aim of promoting their interest in learning.

To conclude, during the course of this research project, examples, some descriptions of situations and insights were taken into consideration. They had the purpose of examining, discussing and validating how the lesson study methodology and the students´ feedback worked together to suggest and provide insights that could strengthen the teacher talk clarity. These two components were used as a strategy for the teacher to promote awareness of his need of permanent teacher growth, which positively influenced better learning opportunities in the EFL classroom.

1.1   Rationale of the study

Making the ELF classroom a place where students can really learn a second language has led a considerable number of studies. They suggest, support and conduct learning practices that fit students' needs and expectations when learning a second language (L2).

In addition, studies, which will be presented in the state of the art, have focused their purposes on the student, based on the conception that he/she is the objective and cause of reflective teaching practices. However, as a result of the student needs analysis, it was possible to identify that in order to improve EFL language practices, teachers also need to be part of the reflective teaching practices, so as to analyze what that they do and should improve for their students to understand and learn better; and that, based on students' responses has to do with teacher talk clarity.

Additionally, the identified problem based on the students' needs analysis supports the lack of evaluation and reflection we give to our daily practice, which is a drawback in teacher professional growth. Consequently, assessing and meditating on what we are and do in the classroom is the only way we can notice our teaching effectiveness in the EFL classroom.

Having introduced and explained some reasons to study teacher talk clarity in the EFL classroom, it is imperative to understand a brief concept of what teacher talk includes, which, based on Chaudron (1998) (as cited in Ellis, 2012) is: ¨the way teachers modify their speech when addressing L2 learners in the classroom in a number of ways and also that they are sensitive to their learners´ general proficiency level¨ (p.117). That is, there should be clarity in teacher talk so that the teacher's language can be comprehensible for learners (Krashen, 1981).

In addition, it is crucial to recognize that teacher talk clarity requires a permanent reflection in order for the teacher to find out what his talk clarity should be like, in accordance with his students' level. At first, it is thought that the teacher is the main promoter – evaluator of his talk; nevertheless, this research study uses the lesson study methodology and students´ feedback as factors to improve the way teacher talk clarity can be approached and then strengthened, and which are explained as follows:

The lesson study has been selected because it is a methodology that attempts to assess and refine teaching practices aimed at identifying what and how students learn better in accordance with a planned lesson; all of this based on the participation, analysis, evaluation and experience of a given academic community, e.g.: students and teachers. In the specific case of this research study, the lesson study methodology helps examine and determine how

teacher talk clarity should be modified lesson by lesson. It also helps find out what students need for their understanding and learning to be more feasible.

In conclusion, the relevance of student feedback for this study can be framed within three perspectives: the first one, to analyze teacher talk, more specifically the teacher's language clarity, since students´ opinions or suggestions can unveil important insights that could be considered when the teacher does the talking in regard to clarity as language learning and teaching opportunities; the second one, to evaluate whether the teacher responds with approachability and a good receptive attitude in order to reflect on how this can affect teacher talk clarity in the classroom regarding students' understanding; the third one, to reveal what other pedagogical implications are required for teacher talk clarity to be functional based on real language level experienced in the classroom.

1.1.1   Statement of the problem

In analyzing the level of L2 (second language) communication that takes place in our EFL public classrooms in Colombia, it is evident that our students' English level is low due to different reasons according to Sanchez and Obando (2008) such as: A few hours of language training, a big number of students per group, deficiency of natural settings to practice the L2 and little structured standards since Colombian government has focused on foreign models. That is, student language level may vary from one classroom to another depending on the conditions of the EFL classroom. Therefore, students from the same grade but different classrooms can have different level of knowledge (Uribe, Murname & Willet, 2003).

Therefore, focusing on the lack of understanding of the L2, an applied need analysis of this research study revealed issues that claimed that this low level of comprehension in L2, is actually affected by the issues aforementioned, but at the same time it was also discovered

that this minimal degree of students´ understanding is to some extent influenced by the teacher, regarding his talk clarity provided during the teaching lessons, that is, understanding depends on clear teaching (Chesebro & McCroskey, 2001).

Reflecting on the needs analysis survey, teacher talk clarity cannot be generalized and pointed out as the whole problem in the language teaching and learning practice, since the students' evaluation of teacher's language performance was positive. Therefore, it can also be stated that students are also involved in the teaching and learning process (Civikly, 1992). That is, the teacher and students are part of the problem. In spite of this, learners demand their need for the teacher to consider what the best language would be, according to the students' level, and what language grading strategies could be applied, to produce effective and clear communication that could make learners comprehend the L2 better.

In general, students´ responses to the needs analysis allowed to determinate the following issues that conduct in a high level the sense of this research (See Appendix A):

Students do not consider the teacher's language performance is wrong, but, they feel teachers should contemplate their language level in order for learners to comprehend more and better.

Students believe the teacher should work on delivering clear speech. But it should be noticed what students think of clear speech, this is as something they need to find familiar, and based on their previous knowledge and language practice context.

Students demand that the teacher grades his level of language, what will help them improve their listening skill which they indicate is the most difficult to work on or improve.

1.1.2   Justification

Teaching practices, in regard to teacher talk, have been criticized by researchers. Cullen (1998) claimed that too much teacher talk prevented students from talking since teachers spoke more than students did. That is, there was not effective teaching. In addition, there are many studies that confirm that teachers should be aware of how much teacher talk exists in a class as well as they comment that a good language teacher should be able to get students to do most of the talking. Additionally, the results of how much teacher talk there should be in the EFL classroom indicated that constant teacher talk during a lesson did not significantly improve students´ language learning. It depended on how clear and effective teacher talk was.

1.1.3   Strategy selected to address the problem

Having in mind the idea of how useful is to take into account students and teacher's opinions to improve teaching practices, the lesson study and student feedback became the strategy to monitor and improve teacher talk in order to contribute to students' understanding and teacher growth. The lesson study provides teachers with the opportunity of optimizing teaching practices founded on a collaborative work plan that attempts to determine any aspect of teaching that may benefit the students' understanding. Therefore, the researchers defined the following research question:

"Might lesson study, along with student feedback, help improve teacher talk?"

Hence, taking into account the research question, the objectives were:

1.2 General objective and specific objectives

1.2.1 General objective

To determine how the lesson study methodology along with student feedback might induce the teacher to enhance his talk-clarity and in this way to promote better teaching-learning opportunities in an EFL classroom.

1.2.2   Specific objectives

To analyze the role of student feedback and the lesson study methodology in enhancing teacher talk clarity

To implement the lesson study methodology and gather information on students´ learning and engagement so that the teacher can increase clarity in his talk delivery that will enhance student performance.

Chapter 2: Theoretical Framework

Underpinning the constructs of this research allowed us to support our personal points of view and organized the theoretical constructs within an analysis and critical reflection with up-to-date theory that guided us in the interpretations of the results. These constructs are going to be described as follow.

2.1   Teacher Talk

Teacher talk based on Chaudron (1998) (as cited in Ellis, 2012) is: "the way teachers modify their speech when addressing L2 learners in the classroom in a number of ways and also that they are sensitive to their learners´ general proficiency level¨ (p.117). In the same fashion, Teacher Talk is recognized as a potentially valuable source of comprehensible input according to Krashen (1981). Teacher Talk means to tend to have lower speed, more frequent and longer pauses, exaggerated and simplified pronunciation, basic vocabulary, slower degree of subordination, statements rather than questions and more frequent teacher self -repetition.

Teacher Talk is also a good feature of teacher performance because it is the language in the classroom that takes up a major portion of class time employed to give directions, explain activities and check students' understanding based on Sinclair and Brazil (as cited in Yanfen & Yuqin, 2010). In addition, Krashen and Terrell (1983) claimed that teacher talk is a vital source of comprehensible input in the second language classroom. Kyriacou (1988) claims that "Teachers spend a great deal of their time talking, whether it be lecturing, explaining, giving instructions, asking questions, or directing whole class discussion. As such, it is not surprising that the quality of teacher talk is one of the most important aspects of effective teaching" (p.36).

It was considered at least 20 years ago that teacher talk was all about quantity in the EFL classroom. 'Good' Teacher Talk meant 'little' Teacher Talk, since it was thought that too much Teacher Talking Time (TTT) deprived students of opportunities to speak (Cullen, 1998). However, Teacher Talk is not only about quantity but also about quality of the instruction (O'Neill, 1994). Consequently, it is pertinent to mention that maximizing Student Talking Time (STT) will not guarantee learning, it all depends on how well teachers organize their activities and lectures to reach the expected aims (Yanfen & Yuquin, 2010). Hence, teacher must adapt and present activities according to students´ level (Thornbury, 1996)

2.2   Teacher Talk Clarity

Teacher talk clarity is a fundamental tool for students to follow instructions effectively bearing in mind the student's proficiency level. That is, teacher talk must be clear for the students to comprehend the directions. Clarity is so relevant that it impacts students' participation in the classroom (Chesebro & McCroskey, 2001, p.62). Consequently, clear teacher talk must be taken into account for achieving the teacher's objective which is to obtain the students' comprehension. Therefore, the language must be graded, the topic must be taught at an appropriate pace according to the students' comprehension level and activities must be modelled, but it cannot be forgotten that the instruction must be given as many times as required to avoid student receiver apprehension since teachers who speak with clarity are likely to have positive effect on their students. (Chesebro & McCroskey, 2001).

Kyriacou claims: "There is a wealth of research evidence to support the claim that clarity of explanation, often referred as teacher talk clarity, makes a major contribution to greater educational attainment" (p.37). Writings and research on explaining (Kerry, 2002; Wragg & Brown, 2001a, b) (as cited in Kyriacou, 1998), have also highlighted clarity as one

aspect involved in enhancing the effectiveness of an explanation which should be clear and pitched at the appropriate level.

Teacher clarity was defined by Hines (1981) (as cited in Williams, 1985), as a cluster of teacher behaviors that relates to and facilitates communication to pupils of the content of communication of instruction in such a way that it is intelligible to them, thus facilitating learning.   Favoring learning means helping all the information the learner is exposed to, which is called input, becomes meaningful and it is learned by the students, which is called intake. However, not all input will be internalized (Corder, 1967). The differences between input and intake will be better explained below for better comprehension.

According to Strakova (2012), input refers to the exposure learners have to authentic language in use. This can be from various sources, including the teacher, other learners, and the environment around the learners. Based on Ellis (1994), intake refers to some quantity of input or knowledge that an L2 learner has in mind for internalizing it in accordance with his or her language learning or practice needs. Therefore, input does not ensure understanding by itself.

However, input that learners receive in the learning process plays a very important role in language acquisition. Consequently, learners need to be given the opportunity to make sense of what they hear or see, to notice the contexts in which the samples of the language is used, to interact with them as well as to compensate for the insufficiency (Strakova, 2012). For Kumaravadivelu (2006) input ¨may be operationally defined as oral and/or written corpus of the target language (TL) to which L2 learners are exposed through various sources, and recognized by them as language input¨ (p. 26).

The conclusion that can be drawn is that the teacher is responsible for making the teaching much more comprehensible. Hence, he or she is in charge of helping students to turn the input they are exposed to into intake. That being so teacher talk clarity is a variable that can lead the instructor to efficiently stimulate the learner for incorporating the course content and processes in his brain through the suitable verbal and nonverbal messages provided by the teacher (Chesebro, 1998). That is, teacher talk clarity is not just words with meaning that the teacher expresses so that he can make him or herself understood.

Consequently, there are better learning opportunities in the EFL classroom when teacher clarity is achieved, since, students perceive the verbal and nonverbal communication of their instructors as being clear and understandable (Sidelinger & McCroskey, 1997). Hence, students' feedback will be used so as to know what type of instruction they find engaging and Lesson Study methodology will also be employed to allow the teacher to refine the instruction delivered.

2.3   Lesson Study methodology

Lesson study is a cycle of instructional improvement in which teachers work together to refine the lesson previously taught (Perry & Lewis, 2009). The idea of applying study lessons provides teachers with the opportunity of optimizing teaching practices founded on a collaborative work plan that attempts to determine how students learn best based on their learning needs and expectations. Researchers at Developmental Study Center, lesson study set sights on the efficacy of teaching which ¨is measured through student response, allowing teachers to continually improve their practice and their students' performance.

As it was mentioned in the previous paragraph, lesson study is based on group work. Consequently, according to Stigler and Hiebert (1999), cited by Rock and Wilson (2005), the

group of teachers in charge of refining the lesson need to meet over a period of time (ranging from several months to a year) so as to discuss about the possible mistakes made and enhance one or several research lessons taking into consideration the conclusions drawn during the encounters.

Concerning research lessons, based on Lewis and Tsuchida (1998), cited by Rock and Wilson (2005), they are lessons, taught by a single teacher to a group of students, focused on a pedagogical problem. Accordingly, it is necessary for the teacher to work in collaboration with other colleagues, administrators or an invited commentator so as to plan the class together and receive help regarding the class observation, recording, reflection and analysis.

Therefore, it can be said that the lesson study methodology bases its purpose of sharpening and optimizing the classroom practices on the idea of exploring and reflecting on daily issues that take place in the teaching and learning setting. Misunderstanding of this methodology should be avoided since this is related to teaching effectiveness, in words of Cerbin and Kopp (2006):

> The primary focus of lesson study is not what students learn, but rather how students learn from the lesson, To investigate how students learn, teams focus on student thinking during the lesson, how they make sense of the material, what kinds of difficulties they have, how they answer questions, how their thinking changes during lesson and so forth. (p. 251)

In applying this methodology, Lewis (2005) (as cited in Cerbin & Kopp, 2006) suggests:

Teachers´ thinking and practice must be improved as a result of: increased knowledge of subject matter, increased knowledge of instruction, increased ability to observe students,

stronger collegial networks, stronger connection of daily practice to long term goals,

stronger motivation and sense of efficacy, and improved quality of available lesson plans.

More studies on the analysis of TTT and teacher talk will be added in the next chapter.

2.4 Student Feedback

According to Burns (2009) feedback is: "Information about the result of a process

which is used to change the process itselfˇ. Burns also explains how feedback becomes a vital

strategy for teachers to think of their own work and to engage in reflective process and

activities that lead students to foster their learning competence. Hence, student feedback is a

strategy for enhancing the teaching and learning process in which receiving feedback from the

students might improve the teacher's performance.

Hence, based on Seldin (1989), "Student feedback has become the most widely used

and in many cases, the only source of information to evaluate and improve teaching

effectiveness"(p. 89). Students are direct observers of the teaching process. Therefore, they

might be involved in the improvement of the instruction by providing the teacher with helpful

feedback that can contribute to the refinement of their performance.

In addition, the article, The Research Literature: Academic Feedback, explains:

¨feedback during the acquisition of knowledge is critical for students and teachers¨. For

students, because it helps them reduce errors, prevent bad habits and strengthen interest; for

teachers, so they can consolidate successful practices and modify unsuccessful practices.

Based on Marsh and Dunkin (1992) (as cited in Richardson, 2005), there are 4

objectives for collecting students' evaluation of teaching:

The teacher wants a diagnostic feedback about how effective his instruction is so

that he can enhance it for the next time.

The teacher wants his instruction to be measured so that he can examine the

effectiveness of his teaching for administrative decision making.

The student will make a decision about the selection of course units and teachers.

It is useful for doing research on effectiveness of teaching.

It can be considered that student feedback has become a relevant aspect for enhancing teacher

talk. Consequently, for better understanding about the importance teacher talk, several

discussions will be presented.

2.5   State of art

Second-language acquisition (SLA) literature provides a number of interesting

discussions on the aspects that constitute the tenets behind the potential effect of the teacher

talk on a learner's comprehension, which is hypothesized and discussed as being important for

L2 acquisition. Although teacher talk has not received much attention in the academic field,

other studies exist which discuss some of the ideas raised in this present article. These studies

have paved the way to many interesting discussions around these issues and invite further

research.

Yanfen and Yuqin (2010) investigated the ways teacher talk was provided respectively

by teachers and students in an English classroom in China. They concluded that the success of

teaching depends to a large extent on the way teacher talks and interacts with students. Thus,

the teacher talk plays an important role in provoking these interactions, this way, a teacher

should try to understand what language would be more efficient in creating an environment in

which students feel more comfortable, more confident and become more involved in class.

This study contributes to our research when considering that teaching can be improved by

enhancing teacher talk.

Another research on this topic was carried out by Scott Thornbury (1996), who scoped two variables: raising teacher awareness about his talk and feedback in the classroom and how it induces better learning practices in the EFL classroom. Thornbury, along with the previous variables mentioned, argued that in order for a teacher to enrich his practice, he needs to include student's opinions.

The contributions mentioned in the previous paragraphs are important to enhance teacher talk, the content of the lessons, and also evaluate students´ learning process. The author indicates that the communicative classroom effectiveness underlies on how clear the teacher talk is for students. Learners enhance their language learning when they are able to understand the essence of what is being said or presented to them, when the context or visual cues are familiar, or by asking for clarification.

Silver and Kogut (2009) report a study on teacher talk, where it is conceived from a perspective of constant modification which is determined in accordance with the different communicative variables or purposes in the classroom. That is to say this talk modification represents what Krashen (as cited in Ellis, 2012) explains as a ¨ roughly tuned code¨ attempted to adjust language based on students' needs.

Aforementioned insights on teacher talk also suggest important aspects for this study, which entail individual, contextual and sociocultural factors that explain to some degree why teachers modify their talk and how it might induce a suitable level of understanding in students (Ellis, 2012). However, Silver and Kogut (2009) indicate that the different modifications of teacher talk might not ensure the expected communicative results, given that, the type of talk is influenced by the kind of activity used. Hence, if the teacher wants

communicative outcomes, they should think about selecting an appropriate activity for the expected result. That is, modifications of teacher talk with an activity that does not match the goal proposed will not be successful.

Regarding the lesson study methodology, which also constitutes a vital part for this study, there are different papers that contribute to deepen perspectives about what it takes to implement lesson study suitably.

Cannon and Fernandez (2003) brought a similar question that came up while defining our study, which was whether teachers can produce research while simultaneously meet their professional responsibilities in the classroom. They examined that issue through a case analysis of teachers engaged in lesson study. As a result, they recommended six principles that contribute specially for a better student achievement. These principles recommend teachers to be engaged in sustained, collaborative, professional development that specifically focuses on deepening on how much the teacher knows about content and instructional practices.

Cerbing and Kopp (2006) propose a model for building pedagogical knowledge and improving teaching based on the practice of lesson study. In that case, they described how college teachers could do lesson study in their classroom evidencing that this methodology creates multiple pathways for improving teaching and how teachers may enhance the practice of teaching in many fields.

This study is relevant because it makes us reflect upon the opportunities that lesson study methodology gives to teaching and learning in the way that teachers can work in collaboration with colleagues and learn from their own experiences. With this methodology

teachers and the learning communities may build knowledge to improve teaching and learning according to the context.

Lee (2007) in his proposal presents a reform for the Educational System in Hong Kong. The main aim was to build an educational system which would contribute with the students learning and promote better teaching development and student improvement by establishing new roles for the teachers. One of these roles was to transform teachers from being transmitters of knowledge to being source of inspiration for students in their own learning.

We referred to this study since it proposes that learning from students' perspectives facilitates teacher strategies. From this perspective, this study will become an invitation to continue looking for strategies where teachers involve students more and in this way contribute not only to the improvement of the teaching practices, but to the their own learning development.

Chapter 3: Method

This chapter reports the considerations regarding the type of research, the context in which the study was carried out, the participants of the study, the researchers' roles, and some ethical considerations. Moreover, this chapter addresses aspects such as the instruments used to collect data, the data analysis approach, the validation of the data collection tools and the triangulation process.

The proposal put forward in this study was revisited, evaluated, and transformed constantly by following the lesson study model described by Dudley (2011) and basically was organized into three different phases. The first was an initial meeting where the lesson study focus was defined and narrowed after analyzing the results obtained in the need analysis; the population of this study was defined by considering that the teacher in charge of teaching the classes had two similar groups in eleventh grade, and the roles of the three teachers researchers were assigned. A class was piloted in the two target groups in order for the students to become acquainted with the presence of the internal observer, and in order for the team to make final adjustments to have a more natural class environment.

The second phase consisted of planning the first lesson study cycle and teaching it. During this part, the research lesson was taught, observed, recorded, and analyzed. As soon as the first research class ended, the students completed the online survey administered by using *google docs* (Appendix B).

The researchers completed the post class observation form where they had to report what was observed during the research lesson one (RL1) (Appendix C). Additionally, they held an online post discussion meeting to establish the initial plans for the research lesson two RL2. This online meeting was also recorded for further support and data analysis procedures;

and the conclusions of the discussion were registered in the form named lesson evaluation protocol (Appendix D).

The second lesson study cycle initiated by improving RL1, thus the joint planning of second research lesson was carried out, the class was taught, observed, recorded, and analyzed following up the same process of the RL1. In total, there were 8 cycles that started immediately after RL1 was taught. When the RL8 discussion was given and the overall findings agreed, all the data obtained from the eight research lessons enabled the research team to seek and conceptualize the common patterns and structures of the lesson study cycle through the process of constant comparison of the way that the data was systematically gathered in each one the cycles. Based on the information gathered, some categories were defined and discussed in the findings sections.

3.1   Context

This research study took place in one classroom, a term defined by Nunan and Bailey (2009) as a place in which teachers and learners gather for instructional purposes, for a given period of time. (p. 15). This classroom was in Colegio de Boyacá, located in Tunja, Colombia, and which belongs to the public educational system. This is an institution with more than 4.200 students from kindergarten to eleventh grade. This is a well-known school for the quality of the education that it offers to the community. The school has a 30-hour week, of which four hours are for the learning of English, which means two classes of two hours. Now, the school staff is promoting and supporting the idea of carrying out pedagogical projects where English and technology play an important role, given that this school attempts to offer an academic program that enables students to be competent in the globalized world we are facing.

3.1.1   Participants

The participants were in eleventh grade and their English language level was an A2 according to the results of internal and external proficiency tests based on the (CEFR). The sample, for this study were 16 students of each group, who were selected with the "simple random sampling" method, this indicates that men and women participated in proportion to the ratio of each from the list of the 30 participants that conform each group. In addition, it is important to mention that based on the lesson study methodology, the two chosen groups shared common characteristics e.g.: level of language, age and same academic program so that the researchers could analyze how lessons were going to be evaluated and refined from one group to the other one.

3.1.2   Researchers' role

During the model of ongoing professional development, there were three teachers involved during the lesson study cycle who worked collectively planning, teaching, observing and analyzing the lessons. The external observer is a teacher with experience in teaching to children and adults in several schools and universities during 15 years; the internal observer, is a teacher whose teaching experience is more focused on university education; the teacher in charge of teaching the lessons holds experience in university and school education, and currently he is working in the place where this research study took place. The three of them are EFL teachers.

Through the research and preparation stage, the teachers thought about the students' needs and identified important gaps between the aspirations they have for them and the results that they were demonstrating. The information was recorded and integrated in the teaching observation format, and the lesson evaluation protocols, described in the data instruments section.

The teachers jointly drew up a detailed plan for the study lesson. During the implementation phase, a teacher taught the "study lesson" in a real classroom, while the observer teacher observe it and the external teacher who observed the class throughout a video recording afterwards. Then, at the time of the reflection and implementation stage, the group came together to discuss the instruction witnessed and what it taught them about the goal they set out to explore. The teachers used Skype tool to get together and used a program to record the discussions held during the Skype meetings. It was about forty minutes of discussion during each meeting. This meetings were always held each day after reviewing the video of each observed class.

All the teachers were responsible of analyzing carefully all the instruments used to gather data before the online meeting. The online meetings ended up by rising important conclusions that helped to improve the previous study lesson, re design and teach the study lesson in the second real classroom. This was followed by the group coming together again. As soon as the cycle concluded, the team of teachers continued with the analysis of the results, and reported the findings of the lesson study process.

3.1.3   Ethical considerations

During the initial process, the researchers gave the school principal a consent letter see (Appendix E) in order to ask for permission to develop this research. The participants of this

study were also informed about the objectives of this study and notified that during all the

research process, their participation was voluntary; that confidentiality would be maintained

and their real names would not be used. Their parents were informed and signed up a consent

letter. The students were also notified that their grades would not be affected by their

participation or lack of it and that the information would be used exclusively for research

purposes. Finally, at the beginning of the intervention, they assigned themselves a different

name, and it was not changed when analyzing and processing the information.

3.2   Data Collection Instruments and Procedures

The following information presents the four data instruments that allowed a systematic

and valid process of data elicitation and analysis. These instruments collected both qualitative

and quantitative data. In the case of qualitative data elicitation procedures, three instruments

were applied: a teacher observation form (Appendix F), a lesson evaluation protocol

(Appendix D) and video transcripts; quantitative data was elicited by using online surveys

(Appendix B).

3.2.1   Instrument: Teacher observation format

The teacher observation format was used in order for the three researching teachers

register what was observed during the class. Only the internal observer completed the form

while the other teacher was teaching the class. The teacher who taught the class and the other

teacher completed the teacher observation format after they observed the video of the classes.

3.2.2   Instrument: Lesson evaluation protocol

The second instrument was the lesson evaluation protocol. It was employed after each

taught lesson, in the debriefing meetings, which are the discussions the researchers hold in

concordance with the study lesson methodology; this tool was aimed to present and evaluate

perceptions given in each taught lesson, and then, to propose concrete strategies for the next lesson.

3.2.3   Instrument: Video Transcript

The third data collection tool was the video transcript, which was used in all the recordings so that researchers could obtain detailed examples of facts regarding teacher talk clarity and students interventions where could evidence students' understanding or the lack of it in the classroom while the planned lesson were being taught.

3.2.4   Instrument: Students' surveys

A fourth instrument, which was implemented for generating and collecting quantitative data had to do with students´ surveys. These surveys were selected to elicit data from student's reactions after each taught lesson, which corresponded to specific issues as: students´ understanding, teacher talk clarity, language comprehension, among others. The number of surveys was seven and each one of them was on-line; informants of this research study were able to respond to each survey immediately after each lesson.

3.3   Validation and piloting

Validity is the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform (Bailey, 1998). Validity is generally measured in degrees. As a process, validation involves collecting and analyzing data to assess the accuracy of an instrument. Grounded Theory approach guided the researching team during the data validation and piloting stages due to it allows to use quantitative and qualitative data of any type and enables strict procedures for data analysis (Denzin, 1978).

During all the data collection, the researchers went back and forth between the instruments, specifically analyzing the questions designed to lead the lesson study focus, identifying an initial sample of what was observed and discussed. As in the grounded theory is specified, this method allowed the researching teachers to begin to develop a conclusion with regard to the researching question. The comparative process continued engaging the initial factors to point out the constant information presented in the analysis of the data collection instruments.

The information was analyzed by assuring the validity of the research through the use of the methods to collect data on the topic of this study, which involved different answers from the questions of the instruments of data collection. The questions were controlled by the researchers in order for the participants to comment only on the factors that characterized the teacher talk clarity, which induced better process of understanding and participation in students. The purpose of the triangulation was aimed at capturing different dimensions of the same phenomenon from two perspectives: teachers and students, what ensured that an account was rich, comprehensive and well developed. This process was carried out to check out both qualitative and quantitative data, which elucidated complementary aspects of the same phenomenon. The triangulation process ended by using different theoretical perspectives to interpret the data.

Chapter 4: Pedagogical Intervention and Implementation

For the researchers, the experience of carrying out the eight lesson study plans was a permanent reflection and revision of the implementation of each class. At the beginning of each class, the teacher who was in charge of teaching the class started off by following the formal class routine: greeting students, organizing the class and presenting the topic. The internal observer greeted students as well and began collecting all the behaviors that occurred during the two hours of class. At the beginning of the observations, students felt curious about having the internal observer in the class, but when they noticed that the internal observer did not interfere in the lesson, their behaviors suggested us that they were not concerned with having the observer in the classroom, what helped to ensure natural behaviors by students in the classroom.

During the meetings, not only aspects that enhanced teacher talk were discussed, but the teachers also considered the topics to be taught, the materials to support the class, and all the issues a regular class has. In the same way, the researchers could have the opportunity to discuss the facts that came up when receiving feedback, and the three researchers could analyze their practices from their own experiences, evidencing an improvement after each lesson taught.

Each taught lesson provided researchers with endless opportunities to improve and reflect on. Opportunities which became the main input for researchers to discover what to do in the next lesson, opportunities that influenced the changes that had to be applied during the current or the future lessons as follows: change of vocabulary, use of explanatory ideas based on real life examples, revision of kind of instructions and articulation of them, use of language

graded, practice of a low language delivery and consideration of attitudes the observed

teacher showed in the classroom.

   Table 1 shows a summarized description of each one of the planned lessons, which

evaluated the points and strategies for further improvement, the aspects of the teacher's

practice that were evaluated and the suggestions that were made to improve.

Table 1: Lesson plans evaluated points and strategies for improvement

Lesson plan name	Description	Evaluated points after the class delivery	Suggested strategies to have in mind for the next lesson plan
How responsible am I about my family´s complaints? (Group A)	Student were able to talk and wrote about different complaints they had at home by using the present simple tense.	Teacher clarity Teacher language speed The use of different examples	Use of more familiar Language. Omit or replace difficult words. Inclusion of different visual resources.
How responsible am I about my family´s complaints? (Group B)	Student were able to talk and wrote about different complaints they had at home by using the simple present tense.	Teacher Language Clarity Control of the class Vocabulary Reduction of teacher´s talk	Reduce the amount of teacher talk. Use of outstanding students before an activity is delivered so that the instruction can be much more comprehensible. Class organization. Pair activities. Shorter sentences. Clearer examples.
Reporting current events around me (Group A)	Student were able to describe or report different facts or situations that were taking place in their context. Student used the present continuous structure	The use of difficult words for the teacher and for the students. Class management, attitude and the role of correction.	Reduce language speed. Include more familiar vocabulary. Use of slides, images and other different resources that facilitate students' understanding without interfering with the input received. Balance between the uses of audiovisual resources and the amount of teacher talk.
Reporting current events around me (Group B)	Student were able to describe or report different facts or situations that were taking place in their context. Student used the present continuous structure	Language - vocabulary selection. Recycling strategies. The role of the correction. Friendly tone. Teacher talk reduction.	Shorter instructions. Simple, functional and familiar language. Consider the way of correcting students by asking questions at the beginning about the last class. The teacher should reduce anxiety. Teacher notes, instructions, and language speed reduction.
Something that happened to me in the past and what I learnt from that experience. (Group A)	Student were able to narrate a past anecdote or experience and expressed what he/she learnt from it. Students used simple past structures.	Strategies to improve vocabulary and clearer instructions.	Avoidance of unknown structures. Include more vocabulary in the classes. Reduce anxiety.
Something that happened to me in the past and what I learnt from that experience. (Group B)	Students were able to narrate, describe and provide information about an embarrassing moment that he/she lived in the past.	The tone and vocabulary used in class. Quality of instructions.	Use of strong students to support students who still face difficulties.
Embarrassing situations or funny things that happened to me. (Group A)	Students were able to narrate, describe and provide information about an embarrassing moment that he/she lived in the past.	Vocabulary. Use of quality examples and vocabulary strategies.	Provide student with effective feedback and use no verbal language to support input.
Embarrassing situations or funny things that happened to me. (Group A)	Student were able to narrate, describe and provide information about an embarrassing moment that he/she lived in the past.	Improve the lack vocabulary and to make the instruction more clear.	Change the tone of the voice. Retake the idea of providing the students with vocabulary. Use of familiar words. Continue improving instructions. Assign different roles. Grade language according to students 'language level.

Chapter 5: Findings and Data Analysis

As previously informed in the methodology chapter, the analysis of this study was carried out from data elicited and gathered by means of four instruments. In the case of qualitative data elicitation procedures, three instruments were applied: a teacher observation format, a lesson evaluation protocol and the video transcripts. The fourth instrument, students' surveys, provided quantitative data. It is important to mention that every survey consisted of different questions as the teachers in the research were focused on aspects that came up during the process.

5.1   Quantitative data analysis

The following information describes the results after analyzing and discussing the quantitative data elicited and gathered from the student's surveys. Students responded to a survey after receiving each lesson, and results were always compared based on previous feedback by students, which are presented in tables above.

Table 2: Survey # 1: Student feedback Lessons 1 and 2 (Groups A and B)

Survey # 1: Student feedback Lessons 1 and 2 (Groups A and B)					
Students responding the survey: 32 of 32					
Question number					
4. ¿Fue comprensible lo que el profesor habló o expresó en la clase?	Nada	Muy poco	Poco	La mayoría	Todo
	(0%)	(0%)	(2.9%)	(32.4%)	(64.7%)
5. ¿Considera que usted fue capaz de seguir y explicar a los demás lo expresado por el profesor?	Nunca	Difícilmente	Algunas veces	Siempre	
	(0%)	(2.9%)	(57.1%)	(40%)	
6. ¿Cree usted que el profesor nivela o modifica el lenguaje para lograr que los estudiantes entiendan?	Nunca	Muy poco	Continuamente	Casi siempre	Siempre
	(0%)	(8.6%)	(2.9%)	(20%)	(68.6%)
7 ¿Qué aspectos en el habla del docente, le favorecieron más hacia la comprensión y desarrollo de las actividades?	El vocabulario usado	La claridad de la instrucción	La velocidad del habla	La entonación usada	Otro (la pronunciación – la explicación lenta)
	(62.9%)	(71.4%)	(14.3%)	(28.6%)	(11.4%)
8 ¿Qué aspectos en el habla del docente, deberían ser mejorados para una mejor comprensión y desarrollo de las actividades?	El vocabulario usado	La claridad de la instrucción	La velocidad del habla	La entonación usada	Otro
	(25.7%)	(14.3%)	(48.6%)	(11.4%)	(0%)
Observation # 1: Questions 1, 2 and 3 are not presented because they refer to demographic information					
Observation # 2: Question 7 presents percentages that add up to more than 100%. This is due to the fact that students could choose more than one option.					

An analysis of the results in table 2, which corresponds to survey 1, after conducting lessons # 1 and 2, allowed the researchers discover the first three factors: vocabulary, clarity of instructions and language delivery speed which appeared to be important for students in order for them to comprehend what the teacher said. The aspects of vocabulary and clarity of instructions were indicated by the students as issues that facilitated their understanding. The third aspect, language delivery speed started being considered as a subject that required attention by the teacher in charge of teaching the lessons, since it seemed to hinder the possibilities of comprehension in students.

Table 3: Surveys # 2 and 3: Student feedback Lesson 3 and 4 (Group A and B)

Surveys # 2 and 3: Student feedback Lesson 3 and 4 (Group A and B)					
Students responding the survey: 32 of 32					
Question number					
3. ¿Considera usted que, las aclaraciones que ofrece el docente, le permiten entender más la actividad planteada y por ende participar más de ésta?	Nunca	Difícilmente	Algunas veces	Siempre	
	Group A (0%)	(0%)	(57.9%)	(42.1%)	
	Group B (0%)	(0%)	(14.3%)	(85.7%)	
4. ¿Qué aspectos considera usted facilitaron su aprendizaje en la segunda clase?	El nivel de lenguaje usado por el docente	El tema presentado en clase	El uso de ejemplos de la vida cotidiana	La instrucción usada en cada paso de la clase	No se me facilitó el aprendizaje
	Group A (26.3%)	(31.6%)	(68.4%)	(57.9%)	(0%)
	Group B (33.3%)	(28.6%)	(66.7%)	(38.1%)	(0%)
5. ¿Qué aspectos considera usted dificultaron su aprendizaje en la segunda clase?	El nivel de lenguaje usado por el docente	El tema presentado en clase	El uso de ejemplos de la vida cotidiana	La instrucción usada en cada paso de la clase	Otro: Ninguno Hubo claridad Vocabulario
	Group A (31.6%)	(15.8%)	(5.3%)	(21.1%)	(36.8%)
	Group B (42.9%)	(19%)	(4.8%)	(0%)	(33.3%)
6. ¿Cuál(es) de los siguientes aspectos en el habla del docente, le ayudarían a un mejor entendimiento?	Instrucción clara y corta	Mayor uso de ejemplos de la vida cotidiana	Menos habla del docente y mayor habla de los estudiantes	Nivelar más el lenguaje con base en el nivel de lengua de los estudiantes	Otro: Ninguno Seguir explicando así Gramática
	Group A (10.5%)	(42.1%)	(5.3%)	(47.4%)	(10.5%)
	Group B (19%)	(52.4%)	(14.3%)	(38.1%)	(9.5%)
Observation # 1: Questions 1 and 2 are not presented because they refer to demographic information					
Observation # 2: Questions 4, 5 and 6 present percentages that add up to more than 100%. This is due to the fact that students could choose more than one option.					

In the responses presented in table 3, 42.1% of students (group A) and 85.7% of

students (group B) suggested the relevance of clarification in teacher talk; as an aspect to

ensure their understanding. When comparing the responses it was evident that the students of

group B expressed better results of understanding based on the clarification provided by the

teacher. The improvement in group B could be attributed to the changes the teacher applied in

accordance with students' feedback from group A.

In addition, results in surveys 2 and 3, regarding question 4, 68. 4% (group A) and

66.7% (group B), allowed the teacher to focus his attention on the role that real life examples

played in order to contextualize and enhance his talk clarity, what is supported by

Kumaravadivelu (2003) who states that ¨taken out of context, language communication makes

little sense¨ (p.204). Finally, results in these surveys suggested the teacher to grade his

language by using short and clear instructions, so students would understand better in

accordance with their language level.

As evidenced in table 4, in question # 3, 70.6% of the students (group A) and 77.3%

(group B) expressed a vital change in the talk of teacher, in regard to language grading

students needed to comprehend more. In accordance with these percentages, it was evident

students were comprehending more and had a good feeling about the effort teacher was

making to help them understand. However, it is worth mentioning that in accordance with

results in question 4, 52.9% of students (group A) demanded from teacher more work on his

language delivery speed, as it was the issue students considered the one that made it difficult

for them to understand.

Table 4: Surveys # 4 and 5: Student feedback Lesson 5 and 6 (Groups A and B)

Surveys # 4 and 5: Student feedback Lesson 5 and 6 (Groups A and B)				
Students responding the survey: 32 of 32				
Question number				
3. ¿Considera usted que, a través de las diferentes actividades, el docente ha nivelado el lenguaje, con el ánimo de que usted entienda y por ende participe en clase?	Nunca	Muy poco	Alguna veces	Totalmente
	Group A (0%)	(0%)	(29.5%)	(70.6%)
	Group B (0%)	(0%)	(22.7%9	(77.3%)
4. Seleccione los aspectos que, usted considera el profesor necesita seguir mejorando, con el ánimo promover su entendimiento en la clase del inglés.	Uso de lenguaje más simple	Usar explicaciones o instrucciones cortas	Hablar más despacio	Otro: Nada Mímica
	Group A (5.9%)	(29.4%)	(52.9%)	(17.6%)
	Group B (40.9%)	(22.7%)	(22.7%)	(22.7%)
5. Cuando el profesor habla...	Usted entiende pero se le dificulta participar en clase	Usted entiende y por ende se le facilita participar en clase	Usted no puede entender y por ende no se siente capaz de participar	Otro: Nada
	Group A (52.9%)	(35.3%)	(11.8%)	(0%)
	Group B (45.5%)	(45.5%)	(4.5%)	(4.5%)
6. Desde su punto de vista, la claridad de lenguaje por parte del docente es más efectiva cuando...	Se usan ejemplos con base en el contexto	Se da una repetición continúa de lo hablado por el docente	Se modifican las instrucciones en busca del mismo sentido	No hay claridad
	Group A (82.4%)	(5.9%)	(11.8%)	(0%)
	Group B (63.6%)	(27.3%)	(9.1%)	(0%)
Observation # 1: Questions 1 and 2 are not presented because they refer to demographic information				
Observation # 2: Question 4 presents percentages that add up to more than 100%. This is due to the fact that students could choose more than one option.				

In addition, results in surveys 4 and 5 showed that the teacher talk clarity helped

students to understand. However, it was evident there were two different kinds of

understanding in students. The first one, students who could understand and their

understanding enabled them to participate: 52.9% (group A) and 45.5% (group B); and other

students, who could understand but they were not able to demonstrate what they understood:

35.3% (group A) and 45.5%. These results would help to conclude that teacher talk clarity

was required to enable processes of understanding and processes of participation as well.

Table 5: *Surveys # 6 and 7: Student feedback Lesson 7 and 8 (Groups A and B)*

Surveys # 6 and 7: Student feedback Lesson 7 and 8 (Groups A and B)				
Students responding the survey: 28 of 32				
Question number				
3. ¿Considera usted que, el tono de voz y la actitud del docente, en algunas ocasiones, no son adecuados y por ende usted no siente confianza para participar en clase?	Nunca	Rara vez	Frecuentemente	Siempre
	Group A (50%)	(41.7%)	(8.3%)	(0%)
	Group B (70%)	(15.7%)	(1%)	(2%)
4. Analizando lo trabajado en las clases, piensa usted que: el vocabulario, las expresiones y las explicaciones que el profesor ha venido ofreciendo	Son comprensibles, permiten entender y participar en clase	Son comprensibles, permiten entender, pero se me dificulta participar en clase	No son comprensibles, me confunden y por ende no puedo participar en clase	Definitivamente no me permiten entendimiento y por ende participación en clase
	Group A (66.7%)	(33.3%)	(0%)	(0%)
	Group B (80%)	(20%)	(0%)	(0%)
Observation # 1: Questions 1 and 2 are not presented because they refer to demographic information				

With regard to results in table 5, question 3, shows the effect that the teacher's attitude

had on students' comprehension and participation. Although a group of students 41.7%

(group A) and 15.7% (group B) considered that the teacher´s attitude rarely affected their

comprehension and understanding, these indicators suggested that the teacher's attitude could

in a few occasions tend to hinder the confidence some students needed to demonstrate

language competence based on the clear input they received from the teacher.

Summing up, it is important to mention that during all the process of asking students

for feedback on teacher talk clarity, they demonstrated a positive, sensible and responsible

commitment to evaluating what the teacher was doing in order to enhance the clarity of his

talk. Results represent the positive effect that students' feedback had on the enhancement of

talk clarity, and at the same time demonstrated that this is an issue that requires consideration

in relation to different variables that a language teacher should have in mind such as the

students' language level and expectations, the conditions of the context, among others.

5.2   Qualitative data analysis

The categories were set up according to the research problem and the objectives of the

study. The first step done by the researchers before categorizing the data was to organize what

kind information had been elicited from each one of the research instruments as follows: the

students' surveys, the teacher observation format, the lesson evaluation protocol and the video

transcripts.

In order to organize the kind of collected data, researchers started with the coding

procedure, so as to identify and classify the information. This process was addressed

following the processes expressed ahead: for the teacher observation instrument, the coding

was (RQ#OT#N#), where RQ meant responded question number, OT# referred to one of the

eight observations to the teacher in charge of the lesson; and N# specified the initial letter of

the name who made the observation.

Students' surveys were designated with the coding RQ#SS#informant nickname,

where RQ corresponded to the responded question number, SS# indicated the number of the

students´ survey, and the last part suggested the nick of the informant; this last aspect, in order

to guarantee the ethics of the research study and the respect for the identity of the informants.

Lesson evaluation protocols were coded as follows: LEP#OB#, having LEP# indicate

the number of lesson evaluation protocol and OB# to suggest the number of the observation

given in the debriefing meeting.

Finally, the coding for the video transcripts was adopted as VT#I#P#M, Considering VT# as the video transcript number, I# indicating the number of intervention by a student or teacher, P# suggesting the part of the video and M to specify the time during the video.

It is important to say that this process of coding was applied to every single response, question, opinion, observation, reflection elicited from the used research data instruments. In addition, it is pertinent to inform that this coding convention was vital to organize and classify data, what allowed a better analysis and review of findings, since in many cases researchers had to go back to the data so as to corroborate if the data were being analyzed from the right or less biased point of view; for example, when researchers' reflections were totally different or were in disagreement.

At the beginning of the category process, the researchers thought that the categories could just emerge by grouping a series of given variables. However, this exercise turned difficult when the perspectives of each researcher came up to reach a general agreement with what the categories would be like.

Consequently, the researchers decided that the categorization was going to be done based on the analysis of recurrent commonalities that demonstrated higher tendencies and relevancies from each one of the already mentioned data elicitation instruments, and how these aspects had to do with main purpose of the study: teacher talk clarity. This way, it was easier to reach a general agreement when establishing the categories. This process was supported on the grounded theory, but having in mind that researchers were not creating theory, but in the sense they were using the method of coding the information and grouping into categories, which based on Borgatti (2005) are given when: ¨the researcher takes

different cases to be wholes, in which the variables interact as a unit to produce certain

outcomes¨

Finally, in order to analyze and support the initial ideas of categories, each one of the

researchers had the opportunity to draw their own conclusion about the most repetitive facts

that supported the research study purpose. Results of this independent and reflective exercise

were shared, compared and discussed by all the members of the research team, what brought

the establishment of three categories that attempted to explain the sense of the research

question. The three categories and subcategories of this study are presented in Figure 1.

Figure 1: Categories and subcategories
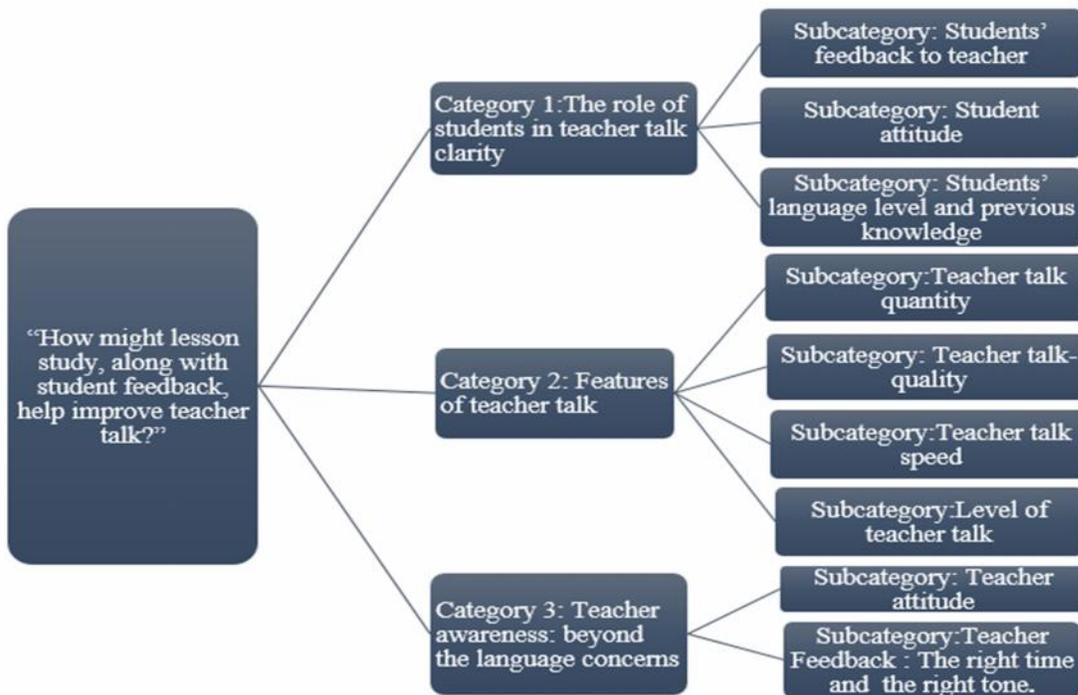
The researchers found that the categories and subcategories are related to the

enhancement of teacher talk clarity based on students' roles, language teaching aspects a

teacher needs to have in mind, and the attitudes a teacher should demonstrate in order to foster the process of students' understanding and participation in the EFL classroom.

The first category, the role of students in teacher talk clarity, relates to the influence and benefits of student feedback on teacher talk with the aim of promoting understanding in the EFL classroom. In addition, this section informs how student**s**' attitude and students' language level have an impact on the success of teacher talk clarity.

The second category, features of teacher talk**,** regards issues that enhanced the talk clarity such as quantity or amount of talk within the classroom; the quality or effectiveness of the instructions, regarding learners' needs; teacher talk speed, which indicates how fast or slow teacher talk should be in accordance with the students' language level; and finally, level of teacher talk, which indicates how a teacher should grade his language to fit the students' competence.

The final category, teacher awareness: beyond language concerns, shows insights on aspects a language teacher needs to be or demonstrate in order to ensure the confidence of the students that based on the results, bolster the effectiveness of teacher talk clarity.

5.2.1   Category 1: The role of students in teacher talk clarity

This category explains the role that the student feedback played in teacher talk clarity, as an evaluating strategy to promote better comprehension and participation in the EFL classroom. At the same time, it presents two aspects that are expected from the students in order for the teacher talk clarity to achieve better results. These are related to the students' attitude and their language level and previous knowledge.

5.2.1.1 Student feedback to teacher

As a first finding concerning the influence of students' feedback on teacher, it was possible to notice how the evaluations provided by the students after each lesson, benefited the teacher in the sense that he was able to recognize and determine what his talk clarity was like and how it affected students' comprehension and participation in the EFL classroom. This idea coincides with the benefit that Seldin (1989) expresses about feedback as a ¨source of information to evaluate and improve the teaching effectiveness¨ (p. 89-97).

The teacher, based on his students' suggestions, was able to determine one issue that was necessary to ensure the clarity of his talk, that is, the importance of flexibility when using language. This factor was vital in the comprehension and participation of the students in the EFL classroom, since it allowed the teacher to regulate, grade and modify his talk in accordance with the students' language level. When asking a student if he considered the teacher took his feedback to improve his talk clarity, and how it affected his comprehension he answered:

¨sí, porque he visto una mejora en mi entendimiento gracias a el lenguaje menos complejo usado por el docente¨. Response from students' survey. (Survey N° 6- Question N° 5 - Student: Dimafolo)

In addition, the idea of getting students to provide feedback on the teacher talk clarity revealed how relevant the strategy of including the learners' voice was, given that, this fact positively impacted their interest in their learning process, since they realized their suggestions were considered and used as the main support of teacher talk actions aimed at responding to their real language learning needs. Based on Students' survey # 6 and 7, question 5, when students were asked if they thought their advice was taken into account by

the teacher and had a positive incidence on their learning process, 96.9% of them responded

with a positive perception. The following evidence supports this consideration:

¨*si ya que se ha visto un cambio en el modo de expresarse del profesor que*

personalmente me ha ayudado a participar más activamente¨. Response from students'

survey. (Survey N° 6- Question N° 5 - Student: Gabdigin)

¨*si ha tenido en cuenta las sugerencias y me ha ayudado a entender la clase*¨.

Response from students' survey. (Survey N° 7- Question N° 5 - Student: Anyu)

5.2.1.2 Student attitude

Previously, it was mentioned how students' feedback affected teacher talk clarity to

promote comprehension and participation in an EFL classroom. In spite of this, an exploration

of the teachers' perceptions in this study suggested how students' understanding and

participation in L2 were not only a consequence of clear input offered by the teacher. They

were also a result of students' receptiveness to learn.

The preceding fact was unveiled based on positive comments that students made about

the features of their teacher's talk clarity as support to understanding and participating in the

proposed communicative activities. Nevertheless, it was evident that when the attitude of the

students showed a lack of commitment or self-motivation, this might prevent the achievement

of better processes of comprehension and practice in the EFL classroom. The following

example of a student's response supports the previous idea.

¨*pues mi participación ha sido regular pues entiendo todas las actividades y ejercicios*

pero hay momentos que no me motivó a participar¨. Response from students' survey. (Survey

N° 7- Question N° 6 - Student: Silva)

¨It seems their participation or willingness to learn is not possible because they refuse to participate after receiving teacher's input¨. Comment from lesson evaluation protocol. (Lesson evaluation protocol N° 6, observation N° 2)

5.2.1.3 Students' language level and previous knowledge

Another important finding in this study allowed the researchers to determine that the English level of the students, which refers to the previous L2 experience a student has (e.g.: vocabulary, linguistic competence and training) affected the effectiveness of teacher talk clarity in the process of understanding and participation in L2. The opinions below, based on survey N° 5- question N° 7: how do you consider your participation so far and what the reason is for it? support such view:

¨Es regular se me dificulta por falta de vocabulario en inglés¨. Response from students' survey. (Student: Tata)

¨Hay cosas o palabras que no entiendo muy bien y por esto no logro participar por que no se exactamente cual es el tema del cual están hablando o del cual participan mis compañeros ¨. Response from students' survey. (Student: Asd)

This finding indicated that if students do not even have a basic L2 language level, it is more difficult to attain the expected outcomes, no matter how good the teacher's clarity is. In addition, it is important to evaluate that teacher talk clarity must also consider when students are beginners, since it might provide us with important information about what the teacher talk must be and how it should be delivered. All of this suggests that talk clarity must not only be examined to promote understanding and comprehension in students but it should be an encouraging strategy to develop the required language skills.

Concluding with the aspect of students' English level as a relevant aspect to measure the effectiveness of teacher talk clarity, it is vital to consider that understanding must not only be expected by the side of the teacher and his talk, but by the side of students and their previous language experience. By means of the following examples, it was clear how both learners and researchers considered the need students had to know more in order to understand and participate better:

¨*Lo más importante creo sería que nosotros tuviéramos más vocabulario para poder entender perfectamente al profesor*¨. Response from students' survey, referring to a question about what students' considered could help them to comprehend better (Survey N° 1- Question N° 9 - Student: Mr.)

¨*Their production is not good because they lack vocabulary and practice to understand and be more active in class*¨ Evaluated point in lesson evaluation protocol. (Lesson evaluation protocol N° 8, observation N° 2)

¨*When instruction gets a little bit difficult, with unknown vocabulary or when instruction asks them to have a more complex participation, they react different, take more time to participate, tend to be confused or simply they do not participate as expected*¨ Excerpt from teacher observation format. (Teacher observation N° 5- Question N° 2 Teacher S1)

Having considered the impact of students' feedback on teacher talk clarity, and how learners´ learning attitude and language level affected its effectiveness, the following section will refer to introduce and explain results on features that a teacher has to follow to ensure the clarity of his talk.

5.2.2   Category 2: Features of teacher talk

This category explains the aspects of teacher talk that were analyzed in order to look for strategies that increase students' comprehension and participation in EFL. Therefore, the teacher reflected on his performance regarding quantity, quality, speed, level and additional factors to enhance the clarity of his talk.

5.2.2.1 Teacher talk quantity

Regarding quantity, the results show that too much teacher talk inhibited comprehension in spite of the teacher's effort to engage students' attention by trying to provide them with enough comprehensible input.

At the beginning, the teacher did not realize that the quantity of his talk could inhibit students' participation and comprehension, given that very few students had time to speak, interact or participate as the time was limited because of the excess of teacher talk. Vision that is supported by O´Neil (1994), cited by Ellis (2012, p. 119) who states that ¨teachers should aim to talk less so students can talk more¨. Besides, according to teachers' observations, the excess of teacher talk prevented students from understanding and participation. The excerpts below support such view:

¨the teacher inhibited the students' participation when he talked too much¨

Excerpt from teacher observation format. (Teacher observation N° 1- Question N° 5 Teacher: External observer)

¨There was still too much teacher talk. Students did not have too much time to think, obtain confidence and process information before they delivered an answer¨

Excerpt from teacher observation format. (Teacher observation N° 6- Question N° 5 Teacher: External observer)

These examples of conclusions were perceived by the researchers, for example, when analyzing that sometimes students did not respond to input, or participate actively, because the teacher over controlled the class talk. In some occasions, he asked questions to students but he did not give them the opportunity to internalize and respond to those questions, so he responded to his own questions. In addition, because when the observed teacher was advised about the negative effect of his over control on class talk, he worked on it, in this way more and better participation were evidenced by internal or external observer expressed as follows:

¨*There was less teacher talk which benefited the students' participation. Many more students had the chance to take part in the class*¨ Observation taken from lesson evaluation protocol. (Lesson evaluation protocol N° 2, observation N° 3)

In addition, concerning the balance of quantity, results suggested that too much input might get students confused and overwhelmed. It was evident during the first taught lessons, when students were not able to respond in a good way to the offered input, because the teacher provided all the input and instructions just in the first part of the lessons, without considering that this input had to be delivered in a moderate and consequent way in accordance with the progressive understanding and participation students were demonstrating. This way, the quantity of language used was adjusted by the teacher in order to prevent students from losing the focus of the communicative activity. The following observation supports this assumption: ¨*too much teacher talk might be overwhelming and then might inhibit the student's comprehension*¨. Excerpt from teacher observation format. (Teacher observation N° 1- Question N° 5 Teacher S1)

Consequently, there should be a balance between teacher and student talk, because according to Cullen (1998), too much teacher talking time denies students' opportunities to understand and practice.

5.2.2.2 Teacher talk- quality

The quality of teacher talk deals with how instructions are given as another important factor that contributed to students' comprehension and participation. When talking about quality, we refer to how clear the instructions were for the students as was manifested by their participation in class and appropriate answers based on the class objective.

The findings indicated that the instructions pointed to quality when they were short, concise and meaningful. The results also showed that the instructions were not effective when the teacher had to repeat the same explanation many times. Additionally, the instructions were not of sufficient quality if the examples or explanations provided did not demonstrate a close relation to the context of the students. For example, in question # 6, survey # 4 students were asked when the language clarity of the teacher was more effective, in this question 82, 4% of the students agreed that language clarity was feasible and effective, when it was given in accordance with their context. The following examples support this result:

¨*cuando nosotros como estudiantes no logramos comprender algún tema, el docente nos explica mediante ejemplos de la vida cotidiana*¨. Response from students' survey. (Survey N° 6- Question N° 6 - Student: Wanda)

¨*se me ha facilitado la claridad de las clases y de los temas por todas las explicaciones del profesor con sus ejemplos participaciones por ende pienso que he mejorado mucho*¨. Response from students' survey. (Survey N° 5- Question N° 7 - Student Chayan)

The quality of the instructions was also linked to the quality of the output provided by the teacher. It means that just an explanation was not enough for students' understanding and participation due to the low language level of the students. As a consequence, the instructions needed to be adjusted and accompanied by aspects to enhance the quality of the input, and which are introduced and explained as follows:

5.2.2.2.1 Simplicity and sequence of content

According to what was observed, simplicity of content in talk clarity makes understanding and participation easier by avoiding input that was difficult to understand, internalize, and in consequence apply, so that there was much more students' comprehension and participation in the EFL classroom.

Regarding the sequence of language to ensure the teacher talk quality, the instructions should be given in a progressive way, and in accordance with each stage of the lesson plan, so students can notice how each instruction leads to another one in order to achieve comprehension. Teachers' reflections in the debriefing meetings suggested that sometimes language instruction provided by the teacher could be clear, meaningful and graded in accordance with their level, but it was not useful in the sense that it was not related to the main activity, and therefore, did not enable them to participate as expected. The excerpts below reflects this situation:

"Some students didn't understand the instruction because it didn't belong to the task". Excerpt from lesson evaluation protocol. (Lesson evaluation protocol # 4, observation # 1)

"I consider the instructions did correspond to the planned task, given that, students could understand all the instruction". Excerpt from teacher observation format. (Teacher observation N° 1- Question N° 3, by the observed teacher)

5.2.2.2.2   Recycling

Recycling was relevant when considering talk quality. It was evidenced when making use of the previous topics or acquired knowledge so as to ensure a connection with what was being learnt, because it favored and generated students´ confidence and therefore it also contributed to increasing student participation. For example, at the beginning of the lessons, teacher started by asking students what they had learnt in the previous lesson, so students responded demonstrating their understanding; other times, when students had problems to comprehend and participate, teacher asked them to remember topics and activities used in previous lessons, what gave students support to comprehend and connect new knowledge, therefore fostering their communicative competence. The following teachers' observations support this insight:

¨In regard to Teacher clarity, recycling is advisable for better students 'comprehension and production¨ Excerpt from teacher observation format. (Teacher observation N° 5- Question N° 4 Teacher: External observer).

"*Recycling is one aspect that teacher should consider when he starts the class so the students and the teacher will verify not only the quality of the class but the learning and knowledge acquisition*". Excerpt from lesson evaluation protocol. (Lesson evaluation protocol # 5, observation # 1)

The previous excerpts not only indicated the importance of recycling as a way to assess the progressive language learning of the students, but as a quality input strategy to induce the comprehension and participation in L2 learners. These two ideas are supported by Kohomen (1992) who states that ¨language learning is a continuous process of recycling the

input data, aiming at a more sophisticated understanding and incremental automatization of the system¨ (p.29).

5.2.2.2.3   Reading

Reading appeared to be an aspect that enhanced the quality of the talk, since it provided students with pre input that enables them to understand teacher talk. In one of the lessons taught, a reading activity was conducted at the beginning, as a result, students were much more interested in taking part of the class as they were much more certain about what they were going to say or ask. The following observation evidences this:

¨Reading stories is a good tool for teaching talking time which can increase students'

motivation and build students´ rapport. It is a good foundation for students as it is a guidance

for their progress especially for those ones whose level is low regarding performance¨

Observation from teacher observation format. (Teacher observation N° 8- Question N° 5, based on video lesson # 8 part 1, minutes 8:00-10:00.: Teacher: external observer)

This effect of reading in students to understand more their teacher talk, could be supported by Nunan (1999) who explains the importance of reading based on the concept of the schema theory, which has to do with using written or spoken texts as providers of signposts and clues that students can use when attempting to understand the texts of writers or speakers.

5.2.2.3 Teacher talk speed

Another important aspect was language delivery speed. Students understood better when teacher talk was slow, in accordance with their level, so that they could have more time to think and process all the information before producing language. When asking students about any aspect in the teacher talk that did not allow them to be interested, comprehend and

participate in the class, their responses evidenced how teacher talk speed affects their

comprehension and output:

¨*Habla muy rápido y en algunas ocasiones me queda muy difícil de entende*r¨

Response from students' survey. (Survey N° 7- Question N° 7 - Student: Rubio)

¨*si a veces habla rápido y se me dificulta entender en ese momento*¨ Response from

students´ survey (Survey N° 7- Question N° 7 - Student Paipi)

These perceptions allowed the teacher to modify his language delivery speed gradually

in order to use this talk feature as input that, based on Kumaravadivelu's work (2006), enables

L2 learners to infer, structure and restructure process of language understanding and practice

as evidenced in their output.

5.2.2.4 Level of teacher talk

With regard to level, students needed a variation of teacher talk and time to assimilate

the input, given that some learners digested the information faster than others as there were

different levels of proficiency in the classroom which was evidenced in the quick students'

answers and comments. Hence, the teacher employed different alternatives to be able to meet

all the students' needs. The following except represents this insight:

"*During this lesson plan, I tried to improve the clarification by using easy or familiar

language for students; it was not easy, given that, sometimes even simple samples seemed to

be difficult for students*". Excerpt from teacher observation format. (Teacher observation N°

2- Question N° 6 Teacher: Observed teacher).

In addition, as evidenced in one of the reflections by the teacher in charge of teaching

the lessons, in order to make students play a more active role in the EFL classroom, it was

important to ensure they really understood what input or instructions were as they were not only receptors but promoters of class talk. The excerpt below reflects such view:

" *when reflecting on students responses and attitudes, it could be considered that in grading language or in making language input comprehensible to students, they change their behavior about the lesson and try to play a more active role in it*". Excerpt from teacher observation format. (Teacher observation N° 2- Question N° 6 Teacher: Observed teacher).

Having introduced and explained the different results related to the clarity of teacher talk in the EFL classroom, the next category introduces and elucidates some aspects a teacher should consider and demonstrate in order to enhance the effectiveness of talk clarity.

5.2.3 Category 3: Teacher awareness: beyond language concerns

This category deals with additional issues that enhanced the effectiveness of teacher talk clarity, and which are the attitude of the teacher, and the teacher feedback in the moment - in the right tone. Based on results of this research study, these factors appeared to be strategies that attempted to ensure the good and friendly feeling that students needed to experience when their teacher approached them with input, suggestions, corrections that were not addressed to point out their comprehension and participation but to support them in their learning process.

5.2.3.1   Teacher attitude

The attitude of the teacher in this research study was an aspect that demonstrated the kinds of effects that it could have on the students' encouragement and confidence in their learning process.

During the study, it could be observed that comprehension and participation in L2 students were not only a matter of ensuring clarity in teacher talk, but they were also related

to the way the teacher's attitude supported and promoted students´ confidence to understand and demonstrate competence in the L2.

Although the teacher talk clarity features were adjusted and provided in accordance with the students' language level, there were times where the teacher's attitude did not contribute to a better understanding and participation of some students. This fact was unveiled thanks to the perceptions of the external observer presented as follows:

¨*the teacher's attitude was in some cases no friendly to make students feel confident to participate*¨. Excerpt from teacher observation format. (Teacher observation N° 1- Question N° 9 Teacher: internal observer)

It is important to clarify that the idea of a ¨no friendly attitude¨ by the teacher, could be evidenced in his hard tone of voice, his serious face expressions and his sharp corrections when students made mistakes.

In addition, in order to evaluate more the issue of teacher attitude, students were asked in survey # 7, question # 3 about the effect of teacher attitude in students´ confidence to participate, having as a result that 10% of them considered their teacher's attitude always affected their initiative to take part in the lessons in a negative way. Although the percentage of students was not high, it was vital to show how the teacher's attitude could hinder or make ineffective the features of teacher talk clarity aimed at contributing to the comprehension and involvement of L2 learners.

However, the teacher realized he was making a mistake. Hence, he did his best to change and started to demonstrate a different attitude towards the students which brought good results, since they started to take more active stance in the class when their

understanding and participation were not only supported by the input received from greater

teacher talk clarity but also by the teacher's attitude. The excerpt below reflects such a view:

¨*por sus actuaciones por su forma de expresarse al curso por su forma de responder*

preguntas por ello me ha permitido la participación más hacia la clase¨. Response from

students' survey. (Survey N° 7- Question N° 6 - Student: Chayan)

5.2.3.2 Teacher feedback: The right time and the right tone.

Concerning feedback, researchers pointed at this issue as a crucial strategy in order to

regulate or assess the teacher talk clarity. In analyzing the results of effectiveness of feedback,

it was unveiled that in providing feedback there are two important aspects that enhance its

function: the time when it is provided and the tone how it is provided.

Regarding the factors that ensured the effectiveness of feedback, the researchers

identified the importance of considering the moment when feedback is required, as it

positively or negatively modifies and guides the students' comprehension and outcomes. In

the researchers' opinion, students did not feel comfortable receiving feedback while they were

participating because they got a feeling of ¨no opportunity to make mistake¨, so they saw

these attempts of feedback as interruptions. Some evidence supports this assumption:

The teacher did not let students feel confident about what they were expressing. Every

time he had students participate, he stopped them to make corrections¨. Observation from

teacher observation format. (Teacher observation N° 4- Question N° 1, based on video lesson

5 part 3, minutes 1:59- 2:27.: Teacher: external observer)

¨*The teacher should wait until a student finishes to talk before he or she will be*

corrected by the teacher¨. Excerpt from lesson evaluation protocol. (Lesson evaluation

protocol # 3, observation # 2)

However, when the teacher needed to provide students with feedback during their participations or on their outcomes, there was a finding that demonstrated that students accepted any kind of feedback when it was provided in a ¨friendly tone¨ by the teacher. Evidence observed in one of the recorded lessons supports this assumption:

¨Students increased their comprehension when the teacher provided them with feedback and the friendly way to do it¨. (Observation based on video 7, part 1, minute 2:55 - 2:58)

Having explained the instruments and processes that led to the given categories, and how these categories present the role that students, teachers and language issues can play in the enhancement of the teacher talk clarity, the following chapter explains how these findings could influence the current language teaching - learning practices in the EFL classroom.

Chapter 6: Pedagogical implications and conclusions

During the investigation on how to enhance teacher talk clarity by using the lesson study methodology along with the incorporation of student feedback, our study confirmed that the quality of the teacher talk may benefit students' comprehension and participation. This study corresponds to what it was established by Yanfen & Yuqin (2010). They affirm that the teacher talk plays an important role in provoking these behaviors; then a teacher should try to understand the type of language that would be more efficient to the creation of an environment in which students feel more comfortable, confident and involved in the EFL class. Additionally, the teacher should verify how clarity may be enhanced when students are involved in the teaching and learning process.

Silver and Kogut (2009) assert that the different modifications of teacher talk might not ensure the expected communicative results, but students may produce more when they receive instructions that are clearer and of greater quality as long as they are given enough time to produce their outcomes. In addition to this, the researchers in this study found that in order for a teacher to modify and provide his talk with clarity, he needs to ensure language characteristics which should be aligned with the students' levels such as the complexity of the vocabulary used, the language or instruction grading, the language delivery speed, the contextualization of examples and the previous students' language experience. Also, the teacher should be attuned to the learners' needs in order to modify his teacher talk accordingly.

Thornbury (1996) indicates that communicative classroom effectiveness lies in how clear the teacher talk is for students. Hence, students' outcomes depend on how clear the instructions are. It was discussed that instructions are beneficial for students' comprehension

when they are clear, short and adjusted to the activities, that is, each instruction and each activity needs to be adapted. Besides, it is recommended that the teacher should have a friendly disposition to present, explain and provide feedback, since the teacher´s amicable attitude generates self-confidence in them. Consequently, students will be more willing to learn.

Regarding the role of the students' when giving feedback, Parson and Taylor (2011) asserts that: ¨the student engagement is ubiquitously incorporated into district plans with the hopeful intention of enhancing all students' abilities to learn¨ (p. 3). In concordance with this, it was validated that having students provide feedback allows a teacher to evaluate and improve his teaching practices as well.

Finally, this study is in agreement with what is stated by many authors, especially by Lee (2007), in the way that the lesson study methodology contributes to students' learning and promotes better teaching opportunities as long as different students and teachers' roles are established. These students and teachers´ roles even though are not discussed in the analysis section, were evident along with the lessons study process. The researchers highlight mainly that incorporating the lesson study methodology in educational settings will transform teachers' roles from being transmitters of knowledge to sources of inspirations for students' own learning.

6.1   Conclusions and final reflections of the researchers regarding the process

After conducting this study, the following words will present the conclusions that relate the factors that contributed to the enhancement of the teacher talk clarity, the role of the student feedback on teacher talk clarity and the attitude of the teacher when receiving

feedback, which were found relevant for student understanding and participation in an EFL classroom.

Concerning the topic of teacher talk clarity, results illuminated insights that confirm that teacher talk clarity must not be taken as an independent issue that ensures the students' comprehension and participation outcomes by itself, since there are requisites or variables that influence the clarity of the talk such as the quantity of language, the quality of language, the language delivery speed and the level of language in accordance with the students' needs. Here the lesson study methodology provided a wide opened view about the characteristics these requisites need to have and how EFL teachers can promote them.

In relation to the role of the students in teacher talk clarity, it was evident that their feedback was particularly relevant based on two facts. The first one, to see the aspect of talk clarity from a broader point of view, since their contributions revealed issues that a teacher sometimes does not pay attention to or knows they exist but does nothing about them. The second one, to consider that having students provide feedback should not only be taken as a strategy for teacher growth but also as a way to engage students in becoming more aware of the involvement and attitude they need to learn better in accordance with their language level needs.

In addition, student feedback was useful since the teacher learned how to receive feedback from students, which was a difficult but rewarding task, since he was used to giving and not receiving it. Hence, the teacher needed to learn how to be receptive to students' comments, and his reactions and attitudes at the end were the most appropriate ones according to the idea of what a person should be like when receiving feedback. This result might be taken as an invitation for teachers to consider how listening to our students' voice could be

the first and maybe the most meaningful resource in order for us to see what our teaching practices are like and what they really need to be like.

Regarding the lesson study methodology applied during this research, the effectiveness of this method was evident, in order to study and analyze the effect that teacher talk clarity had in processes of comprehension and participation in the EFL. In addition, results of this study indicated the used methodology as a collaborative and reflective practice allowed the researchers to generate a progressive and consequent improvement in teacher talk based on the real language needs of the students, and which helped researchers reflect on each one's practice, contributing to personal growth as teachers.

6.2 Pedagogical Implications

Results in this study offered evidence about the usefulness of student feedback and the lesson study methodology as strategies to enhance and promote teacher growth, given that these two issues allowed the researchers to experience processes of reflection and improvement in a specific aspect of teacher talk, regarding clarity. The results seem to point the following implications in teaching practice:

Using student feedback to enhance Teacher talk clarity as a way to promote understanding and participation in the EFL classroom.

In accordance with the need of promoting more comprehension and participation in the EFL classroom, teachers are called to evaluate, adopt and change aspects of their own performance such as their talk clarity. Results of this study suggested that student feedback is a strategy to achieve these aspects, since it is an authentic and reliable resource of information that reflects the current and contextualized language needs in students. This way, a vital implication of this research indicates that we, as teachers, have to promote the belief and

practice of using our students´ considerations based on opportunities, tools and results that make students notice that their contributions are relevant to changing aspects of teacher talk clarity and how it affects their process of understanding in involvement in the EFL classroom.

The use of lesson study methodology to enhance teacher talk clarity

Normally, a teacher is the only one who evaluates or reflects on his own teaching practices without having a contradictory consideration against his perceptions or beliefs on teaching. This, although it can be taken as a self – regulation of teacher performance, it might also induce a biased and narrow perspective that limits teaching expectations in accordance with students' needs. This way, the use of the lesson study to enhance teacher talk clarity might provide teachers with opportunities or insights from colleagues and even students, not with the purpose criticizing their performance, but instead with the aim of fostering it based on weaknesses and strengths. This, implies that a teacher's open attitude to receive, accept, apply and deal with others' beliefs about teaching, may be turned into teaching and learning opportunities that benefit not only the teacher, but his or her students as well.

Considering the language level of the students

Finally, another crucial implication of this study concerns the need that we, as teachers, have to find out and consider what the students language level is like, given that the effectiveness of clarity of the teacher talk and its enhancement can be measured based on variables that refer to the previous language experiences students have had.

6.3   Limitations

Unquestionably, carrying out this study was a rewarding experience in which researchers identified some limitations specifically regarding technology and time. As all the researchers were not living in the same place, it was necessary to think of using a diversity of technological

tools in order for the research team to be in touch during the whole data collection process. One the most troublesome issues concerned accessibility.

It was necessary to use a program to record the after class online discussions. However, in some opportunities, the program did not work properly, and the researchers had to record the discussions once or twice. To upload the videos of the classes was another drawback due to the large size of each video file. We normally had to spend more than 5 hours before being able to have them online. Moreover, it was advisable to verify that all data collection instruments worked well and to allow enough time so that in the case of inconveniences there was sufficient time to solve any problems in order to not delay the process.

One more constraint was related to the recording. Sometimes, it was not easy to understand what the students were saying, especially for the researchers who did not have the chance to be in the classrooms during the moments of the recordings because he lived in a different city. It took longer than expected to make the transcripts as the students did not speak loudly. Therefore, the teachers had to repeat some parts of the videos several times to be able to comprehend and confirm what they had heard was right.

6.4   Further research

The present study shows a positive impact of the implementation of the lesson study as a methodological process to enhance the teacher talk clarity. Likewise, it evidences good effects of including the student feedback on the improvement of teaching. Thus, it would be beneficial to continue studying on the topics of this research project, which also had a good impact on students´ comprehension and participation. There is much to be explored regarding: lesson study methodology, in the way that it is almost an unexplored area in our context, teacher talk, especially regarding clarity due to the lack of literature in our educational

settings, and   student feedback, owing to the benefits on learners´ own motivation and learning process.

However, further research could focus on other ways to include the student feedback in the class, or explore impacts or recommendations while providing or receiving feedback. Moreover, to use the lesson study methodology to explore other areas of teaching and learning, and to be able to compare the effectiveness of the lesson study area in our Colombian context.

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Appendix A. Need analysis

Students' needs analysis						
1. ¿Cuándo realizas actividades usando la lengua inglesa, cual es la habilidad que más se te dificulta desarrollar?						
Lectura (12.5%)	Escucha (50%)	Habla (18.8%)	Escritura (31.3%)			
2. ¿Considerando la habilidad que más se le dificulta, ¿qué aspecto de los abajo mencionado podría contribuir para el mejoramiento de la misma?						
Cantidad de lenguaje usado por profesor (25%)	Calidad de lenguaje usado por el profesor (6.3%)	Claridad del lenguaje usado por el profesor (62.5%)	El nivel de lenguaje utilizado por el profesor (0%)	La actitud demostrada por el profesor (25%)	El lenguaje corporal usado por el profesor (37%)	Otro (6.3%)
3. Si no hay opción de usar español en su clase de inglés, ¿cuál de los siguientes aspectos, considera usted que contribuiría mejor en la habilidad que más se le dificulta?						
Cantidad de lenguaje usado por profesor (18.8%)	Calidad de lenguaje usado por el profesor (37.5%)	Claridad del lenguaje usado por el profesor (50%)	El nivel de lenguaje utilizado por el profesor (6.3%)	La actitud demostrada por el profesor (25%)	El lenguaje corporal usado por el profesor (43.8%)	Otro (6.3%)
4. ¿Cuál de los siguientes aspectos, considera usted no le está favoreciendo al mejoramiento de la habilidad que más se le dificulta?						
Cantidad de lenguaje usado por profesor (25%)	Calidad de lenguaje usado por el profesor (0%)	Claridad del lenguaje usado por el profesor (18.8%)	El nivel de lenguaje utilizado por el profesor (18.8%)	La actitud demostrada por el profesor (6.3%)	El lenguaje corporal usado por el profesor (6.3%)	Otro (31.3%)
5. ¿Cuál de los siguientes aspectos mencionados abajo considera usted que maximizaría la experiencia de práctica y por ende aprendizaje de la habilidad que más se le dificulta?						
Cantidad de lenguaje usado por profesor (25%)	Calidad de lenguaje usado por el profesor (0%)	Claridad del lenguaje usado por el profesor (18.8%)	El nivel de lenguaje utilizado por el profesor (18.8%)	La actitud demostrada por el profesor (6.3%)	El lenguaje corporal usado por el profesor (6.3%)	Otro (31.3%)
6. ¿Cuál de los siguientes aspectos haría que la actuación del profesor sea más comprensible para que usted mejore su rendimiento en la habilidad que más se le dificulta?						
Cantidad de lenguaje usado por profesor (12.5%)	Calidad de lenguaje usado por el profesor (12.5%)	Claridad del lenguaje usado por el profesor (43.8%)	El nivel de lenguaje utilizado por el profesor (18.8%)	La actitud demostrada por el profesor (37.5%)	El lenguaje corporal usado por el profesor (37.5%)	Otro (0%)

7. ¿Cree usted que sería importante tener en cuenta la evaluación del estudiante como estrategia para mejorar las prácticas del docente?						
Si (93.8%)	No (6.3%)					
8. Si la respuesta a la anterior pregunta es positiva, ¿cree usted que el docente si tomaría esta evaluación del estudiante como un punto importante para ofrecer mejores prácticas de enseñanza?						
Si (93.8%)	No (6.3%)					
9. Si tuviese la oportunidad de ofrecer una evaluación a su docente, ¿qué medio le gustaría usar?						
Una encuesta (75%)	Un portafolio (0%)	Verbalmente (18.8%)	Correo (12.5%)	Otro (0%)		
10. ¿Le gustaría hacer algún comentario adicional sobre un aspecto, que no esté presente en esta encuesta?						
Ninguno						
El Modo Como El Profesor Da La Clase, Teniendo En Cuenta Los Métodos De Aprendizaje De Cada Estudiante.						
No, todo está ya aclarado y comprendido muchas gracias.						
Me gustaría que se realizara frecuentemente prácticas en el laboratorio o dinámicas para hacer más ameno el aprendizaje, organizar estudiantes por el mismo nivel de conocimiento, creo que cuando hay estudiantes con un nivel más avanzado de inglés en un mismo grupo el docente tiende a seguir el ritmo de estos y se nos dificulta a los de menos nivel. Gracias.						
Pues me gustaría que la clase fuera más práctica, y por ende más entretenida						
Observation # 1: Questions 2, 3, 4, 5 and 6 provided percentages that sum up more than 100%. This fact is given because students were able to choose different options.						

Appendix B. Students' survey sample

Teacher Talk: Encuesta a estudiantes # 4 GB

Estimado estudiante!
A continuación, pedimos su colaboración en responder las siguientes preguntas, concernientes al discurso o habla que el docente usó en clase. Agradecemos su tiempo y respuestas en cada item.

*Obligatorio

¿A qué grado pertence? *

[▼]

¿Cuál es su seudónimo? *

[   ]

¿Considera usted que, el tono de voz y la actitud del docente, en algunas ocasiones, no son adecuados y por ende usted no siente confianza para participar en clase?

- ○ Nunca
- ○ Rara vez
- ○ Frecuentemente
- ○ Siempre

Analizando lo trabajado en las clases, piensa usted que: el vocabulario, las expresiones y las explicaciones que el profesor ha venido ofreciendo *

- ○ Son comprensibles, permiten entender y participar en clase
- ○ Son comprensibles, permiten entender, pero se me dificulta participar en clase
- ○ No son comprensibles, me confunden y por ende no puedo participar en clase
- ○ Definitivamente no permiten entendimiento y por ende participación en clase

A través, de las diferentes encuestas, usted ha venido evaluando aspectos del habla del docente tales como: uso de vocabulario, ejemplos de clarificación, tono de voz, nivelación del lenguaje, entre otros. ¿Cree usted que sus comentarios han sido tenidos en cuenta para mejorar su entendimiento en clase y por ende su participación en ésta? ¿Si? ¿No? ¿ Por qué? *

[   ]

Appendix C. Lesson study plan

COLEGIO DE BOYACÁ
SEDE: FRANCISCO DE PAULA SANTANDER
ENGLISH LESSON PLAN

Teacher being observed: Juan Sebastián Barrera Pérez	Date: February 2015
Observer Teacher: María Victoria Guzmán Barrera	Observation number: _____ Group observed

	A	B

Activity # 1. Unit name: How responsible am I about my family´s complaints?	Description of the population:
Aims At the end of this activity, students will be able to: Talk about responsibility and family complaints using simple present. Give more examples so that they will be much more familiar with the use of the simple present tense. Communicate simple ideas by using affirmative, negative and interrogative sentences. . Express opinions on how responsible they are about family complaints	Students who can demonstrate an A1 language level. Their ability to communicate is more focused on the writing skill. It can be said their poor oral competence is given, because of the lack of hours to practice it (four hours per week), which is not enough time to improve this skill, since, the number of students is 36. However, these students can demonstrate good results in any communicative skill, when activities are clear, simple and based on something familiar for them.
Linguistic competence Student is able to talk and write about different complaints they have at home by using the simple tense structures such as: subject + verb + complement, e.g.: My parents hate my hair style; subject + do/does + not + verb + complement, e.g.: I do not like my parents make me clean my bedroom; do/ does + subject + verb + complement +?, e.g.: Do you make your bed?	**Expected outcomes** To communicate facts that regularly happen. To learn and use new vocabulary in context. To make affirmative, negative and interrogative sentences in simple present. To reflect about their behavior at home.

Resources:

Video: Teens talk about family(https://www.youtube.com/watch?v=beuvyZfBFGQ-
https://www.youtube.com/watch?v=beuvyZfBFGQ)

Debate: Common complaints of families with teenagers(http://www.eslteachersboard.com/cgi-bin/lessons/index.pl?read=1182)

LESSON STAGES		SHORT TASK FOR ASSESSMENT
	1. Teacher will start the lesson by greeting students and asking some simple and common questions to learners, for example: How are you? What is new? Then, teacher will ask for students' attention in order for them to understand and be involved in the activity, which consists of telling students something about the teacher and then ask students to tell something about them. e.g.:	**Content** Development of ideas based on personal experience (based on imitative sentences or

INTRODUCTION OF THE TOPIC	<table><tr><td>Teacher´s sentence</td><td>Questions for students</td></tr><tr><td>I sometimes clean the house on weekends</td><td>How often do you clean the house?</td></tr><tr><td>I get up at 5:00 a.m.</td><td>What time do you get up?</td></tr><tr><td>I play volleyball twice a week</td><td>How often do you play volleyball?</td></tr><tr><td>My parents like the way I dress up</td><td>Do your parents like the way you dress up?</td></tr></table> Once students respond to teacher´s questions, teacher will write their responses on the whiteboard, so everybody can see what each response was like. If needed, teacher will explain some issues that might not be right in the response e.g.: language use and form.	responsive sentences) **Organization** Logical sequence of idea

ONGOING PRACTICE	2. After having students responding to some questions and receiving some re-explanation on some language issues, teacher will provide them with some vocabulary which might help them understand better a video about teenagers complaining about their families.
	
	<table><tr><td>Verbs</td><td>Nouns</td></tr><tr><td>To nag
	To help
	To complain
	To criticize
	To respect
	To obey</td><td>Hairstyles
	Chores
	Homework
	Privacy
	Appearance
	Complaints</td></tr></table> After watching the video, teacher will promote a discussion about complaints at home, this way, he will ask questions such as:
	    Is it fair for the teenagers to complain about their parents?
	    Do they have the same problems at home?
	    What do they usually do?
	    What is the most common complaint parents have about their children in current life?
	
	Now, teacher gets students to write on a piece of paper a complaint their parents usually have about them. The idea is to gather all the papers in a bag and take some of the papers, so students can listen to others´ complains and suggest possible solutions for the complaint.
	
	Here some examples that students might have as ideas to write their complaint:
		Interactive speaking task
		
		Directed response
		
		Classroom discussion and conversation
		
		Content
		Development of ideas based on personal experience (based on imitative sentences or responsive sentences)
		
		Organization
		
		Logical sequence of idea

	My parents hate my appearance I watch too much TV I don´t listen to their advice I don´t study enough My family always tells me what to do My parents sometimes nag about chores and homework		
FINAL PRACTICE	3. Finally, the teacher will set a debate. For this purpose, some students will act as teenagers and the others as parents. The idea is to have teenagers complain about their parents, and parents explain why they are like that and vice versa. When the activity has concluded, teacher will ask students to reflect and comment on what is necessary to avoid problems between teenagers and their parents.	**Interactive speaking task** Classroom discussion and conversation Role play (parents vs teenagers)	

REMARKS:

Appendix D. Lesson evaluation protocol

LESSON STUDY PROTOCOL
FEEDBACK ON TAUGHT LESSON

Protocol host: María Victoria Guzmán Barrera	
Date: **11/03/2015**	Feedback on lesson number: 3

1. Protocol host greets the group

2) Protocol host starts the feedback lesson by following the steps as follows:

2.1 Teacher who taught the lesson comments on relevant aspects about lesson number 3.

2.2 Planning teachers comment on relevant aspects about lesson number 3.

3. Protocol host invites both teacher who taught the lesson and the planning teachers to comment on important issues unveiled in students´ surveys.

4. Research teachers share findings in lesson transcripts

TEACHER OBSERVATION MEMO

Researcher teachers: Sebastían Barrera Rafael Gonzalez María Victoria Guzmán		After teacher observation meeting **Lesson plan 3** **class delivery 3** **Group A**
Duration: **26: 38**	Date:**March 11th**	Focus lesson topic **Reporting current events around me**
Summary of Observers' reflection on class delivery (LEP3OB#1)The aspects suggested to be evaluated and improved were considered by the teacher. The teacher improved aspects such as vocabulary, he also improved his instruction in the way that he used shorter sentences and included more familiar vocabularies in order for the teacher be more clear and students understand better.		
Aspects for being evaluated next class		
Evaluated points		Suggested Strategies
(LEP3OB#2-1)The use of difficult words: difficult for the students to understand and for the teacher to explain. (LEP3OB#2-2Class management (LEP3OB#2-3Attitude		(LEP3OB#2-5To eliminate the difficult words and use synonyms instead. (LEP3OB#2- 6To present the list of the vocabulary needed for the lesson at the beginning of the class so the teacher introduces students the new words immediately and students will easily understand what the teacher is talking about. (LEP3OB#2-7It is also suggested that the teacher groups weak students with the strong ones so in that way the teacher will

(LEP3OB#2-4The role of correction	have " monitors" that will help classmates and it will facilitate the teacher labor. (LEP3OB#2-8The teacher should also control the way he is expressing, Sometimes he experiences anxiety so he speeds up his talk so that makes students´ understanding more difficult. (LEP3OB#2-9The teacher should wait until a student finishes to talk before he or she will be corrected by the teacher.

What aspects based on the previous discussion were improved? Which ones were not and why? (LEP3OB#3)The clarity in relation to language speed, the inclusion of more familiar vocabulary and the use of slides, images and other different resources that facilitate students´ understanding without interfering with the input received from the teacher.(LEP3 *OB#3) So a balance should exist between the uses of audiovisual resources and the amount of teacher talk.

Appendix E. Consent form

CONSENTIMIENTO INFORMADO PARA PARTICIPAR EN UN ESTUDIO DE INVESTIGACIÓN

Tunja, 24 de febrero de 2015
Señores:
Padres de Familia
Estudiantes grados 1108 – 1109
Sección Francisco de Paula Santander
COLEGIO DE BOYACÁ
Tunja

Apreciados padres de familia:

Por medio de este documento, solicitamos su aval y la participación voluntaria de su hijo(a) en el desarrollo de un proyecto investigativo, el cual tiene como objetivo analizar el uso del lenguaje del profesor en el aula de clase, y las implicaciones que tiene ese lenguaje en el aprendizaje de inglés de los estudiantes. Este trabajo se realiza como parte del nuestro trabajo de tesis de la Maestría en Didáctica del Inglés para el Aprendizaje Auto-dirigido de la Universidad de la Sabana.

La contribución del estudiante, se enmarcará sólo y exclusivamente en: la participación de cinco clases (5), el registro en video en las clases y el diligenciamiento de una (1) encuesta virtual después de cada clase. Es importante aclarar que, la participación o no en este proyecto, no afectará en forma negativa el rendimiento académico del estudiante, ni tendrá incidencia en las notas de clase.
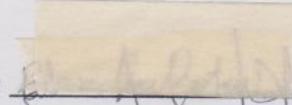
Finalmente, es necesario informar que, los resultados que el estudio arroje se usarán sólo con propósitos académicos, y siempre bajo cualquier circunstancia usando la identidad del estudiante con la figura de anonimato.

En consideración de la anterior, agradecemos su aval y colaboración voluntaria de su hijo(a) con este proyecto. En caso de ser positiva su respuesta en la inclusión de éste, por favor llenar la siguiente información y devolverla a el profesor Juan Sebastián Barrera, antes del 26 de febrero de 2015.
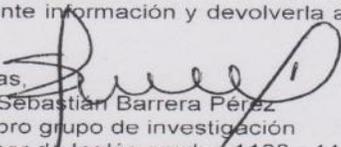
Gracias,
Juan Sebastián Barrera Pérez
Miembro grupo de investigación
Profesor de Inglés grados 1108 - 1109
COLEGIO DE BOYACÁ

AUTORIZACIÓN

Yo, _____ identificado con c.c.: _____ autorizo a mi hijo(a) _____ a participar en el Proyecto Investigativo de Tesis en mención.

Firma Padre:_____ Firma Madre:_____

Appendix F. Teacher observation format

TEACHER OBSERVATION FORMAT

Observer:		Lesson tittle:	
Lesson time: 2	Focus group	Number of students:	Date:
Observer reflection on teacher´s performance Please answer the following questions			

1. Are students able to paraphrase what the teacher wanted them to do? How and why?

2. What do students do after receiving teacher´s instruction?

3. Do the instructions correspond to the task? How do you know?

4. When do students take part of the class? Why do you say that?

5. What could be inferred from students' participation? Understanding or misunderstanding? How and when could it be evidenced?

6. When Teacher is clarifying, what are the most remarkable aspects of this clarification? e.g.: language speed delivery, intonation, use of examples to promote effective learning.

7. How does the teacher grade his language level so students are able to understand?

8. What aspects observed in the teacher talk favored students' understanding and engagement in the class?

9. Based on your observations, what aspects of the teacher talk should be adjusted? How could it be improved?

10. Any additional comment on the teacher talk used in class?