Analyzing the oral feedback EFL teachers give and its effects on very young learners.

Final Degree Project

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Abstract

Oral corrective feedback is a frequently studied area of foreign language learning. That being said, when it comes to very young learners, the amount of studies regarding oral feedback diminishes a lot. This study aims to explore the subject of oral corrective feedback with very young learners, the effects different types of oral corrective feedback have on the students, the beliefs teachers have around the subject and the effects of things such as body language has on the feedback and how it is received. To achieve this, seven interviews were conducted as well as a questionnaire which was answered by ten different teachers. A number of sessions with five very young learners were conducted in which a different type of feedback was used during each session. All these data collecting instruments were used in order to determine some broad conclusions regarding oral corrective feedback and the effect it has on very young learners.

Keywords: oral corrective feedback (OCF), English as a foreign language (EFL), very young learners (VYL), Implicit and Explicit feedback.

Resum

El feedback correctiu oral és una àrea estudiada amb freqüència dins l'aprenentatge de llengües estrangeres. Dit això, quan es tracta d'infants, la quantitat d'estudis relatius al feedback correctiu oral disminueix molt. Aquest estudi pretén explorar el tema del feedback correctiu oral amb infants, els efectes diferents tipus de feedback correctiu oral tenen sobre els estudiants, les creences que els professors tenen al voltant del tema i els efectes coses com el llenguatge corporal té en la feedback i com es rep. Per aconseguir-ho, es van realitzar set entrevistes, així com un qüestionari que va ser contestat per deu professors diferents. Es van realitzar diverses sessions amb cinc infants en les quals es va utilitzar un tipus diferent de feedback a cada sessió. Tots aquests instruments de recollida de dades es van utilitzar per a determinar algunes conclusions generals sobre el feedback correctiu oral i l'efecte que té sobre els estudiants molt joves.

Paraules clau: feedback correctiu oral, anglès com a llengua estrangera, infants, feedback implícit i explícit.

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1. Introduction

1.1 Motivation to undertake the research

As time has passed, the world has become more globalized, leading to an increase of English in schools, including the Early Childhood Education period. This has generated a growing interest in the steps that students go through, what techniques and methodologies are more successful, what things affect the students and to what degree and anything related to the process of learning a foreign language, especially English.

As expected, this has created a lot of pressure on the student to learn as much and as proficiently as possible. As a consequence, this has generated a lot of stress and fear to the students. There are many subjects in school that students have to go through and, with time, might generate anxiety and rejection if the experiences are harsh, unpleasant or they feel like it is not for them.

Teachers have a big role when it comes to how students perceive the subjects that we teach. How they are spoken to, how their concerns are addressed and how teachers respond to their mistakes are things that might have a big impact on their image, motivation and understanding of the language that they are learning. For this reason, I decided to take a dive as deep as possible to the nature of oral feedback.

On a personal level, learning English has been a long and sometimes tumultuous path. I have had my fair share of bad experiences in class, which made me believe that I would never be able to learn or improve my English. Making mistakes is something natural when we learn new things. With this in mind, knowing how to address these mistakes properly and effectively is a fundamental part of being a teacher.

I have made this study to understand the English subject with more depth. Oral productions and conversations are the main input and output in Early Childhood Education and so are the corrections that the teachers give to very young learners. This study has focused on these corrections so common in the daily life of a very young learner of English as a foreign language and with hope to find some answers.

1.2 Objectives

The purpose of this study is to observe and analyze the characteristics and types of oral feedback EFL teachers give to VYL as well as the effects and responses it generates to said feedback. This dissertation also aims to line out some strategies and suggestions regarding oral feedback to enhance the understanding of this action. In order to do so, a variety of methods and strategies to collect and analyze data have been used through this dissertation.

To achieve the goals commented above, two questions were formulated:
- Q1: What characteristics does oral feedback need to have to improve VYL skills and understanding of EFL?
- Q2: Which types of oral feedback benefit the skills and knowledge in EFL students the most?

The subsequent list of more specific objectives was created as well:
- To explore what feedback and oral feedback are, their characteristics and the role they have with the learning process of VYL.
- To observe and analyze the reaction of a group of very young learners to different types of oral feedback.
- To identify weaknesses and strengths of oral feedback and its different subtypes.
- To give some advice and suggestions that may help teachers and future teachers understand what makes oral feedback effective for VYL.
- To promote the importance of oral feedback to very young learners in EFL classrooms.

1.3. Study Outline

This report has been divided into six parts. First of all, this report starts with the theoretical framework, which consists on the base of the research this report is build on. There have been several authors that have talked about the topic of oral feedback in the context of EFL and who have constituted as the starting point of this research. Following the theoretical framework is an explanation of the methodology used for this report and a display of the data collected through different methods such as

interviews, questionnaires and a focus group. Then there is the analysis of the data extracted from the different methods used with a discussion surrounding it. At the end of this report there are the conclusions extracted from the research and a look back to the objectives made when this dissertation started. This final part contains as well an explanation of the limitations that I have found with some reflections of what I would do differently if I started all over again.

2. Theoretical framework

2.1 English as a foreign language for very young learners

First of all, it is important to define what exactly a very young learner is. According to Slattery & Willis (2001), a very young learner (VYL) is a student under the age of 7 years, while a young student would be between 7 to 12 years old. This description is close to match with the period of Early childhood education in Catalonia which, according to the decree approved by the Government of Catalonia (2023), includes children up to 6 years old.

This distinction is important because, according to Güngör (2018), age determines what and how we teach. At this age, children more often than not learn without realizing it. As Slattery & Williams (2001) said, children "learn through doing things and playing; they are not consciously trying to learn new words or phrases - for them this is incidental" (p.4). Following this idea, Er (2013) argues that children also have short attention spans and learning comes through their hands as well as their eyes and ears being in contact with the physical world.

Another important aspect to consider are the benefits of teaching English as a foreign language for very young learners, or if there is any benefit at all. As Uysal & Yavuz (2015) state, there has been a lot of research in second language acquisition surrounding the effect the age of the students has, but they also argue that "the younger, the better constitutes the common ground in the debate" (p.20). A similar idea is also defended by Singleton & Ryan (2004), who said that VYL who begin learning a second language "in the long run generally achieve higher levels of proficiency than those who begin later in life" (p.115).

On the other hand, there are other authors, such as Harmer (2007), that defend that while "it is certainly true that children who learn a new language early have a facility with the pronunciation" (p.81), in the areas aside of the phonological domain, older children seem to be far better learners. With these statements, it does not seem clear how beneficial starting to learn English truly is.

Regardless of whether VYL learn faster or more successfully a foreign language or not, it is crucial to understand that VYL tend to be highly dependent on the adult, in this case the teacher. In this matter, Bland (2015) argued that children do not have many learning strategies and need to learn them while they also learn the language, making innate abilities extremely important for this age group. This idea puts a lot of pressure on the teacher of VYL, who not only has to teach the language, but also needs to understand and keep in mind this lack of learning strategies children have. Furthermore, Cameron (2003) argues that teachers need to have high skills and knowledge when it comes to speaking English so they can be able to conduct whole lessons orally as well as to be able to pick up student's interests so they can be used for teaching language. Cameron (2003) also defends that a high level of fluency and wide vocabulary is not enough for an English teacher because "since children reproduce the accent of their teachers with deadly accuracy, pronunciation skills are also vitally important at the early stages" (p.111).

When it comes to English as a foreign language for VYL, there are three concepts related to pronunciation pedagogy that might be important to understand, those being intelligibility, comprehensibility and accentedness. As defined by Derwing & Munro (2005), we understand intelligibility as "the extent to which the speaker's intended utterance is actually understood by a listener" (p. 385), comprehensibility as "the listener's perception of the degree of difficulty encountered when trying to understand an utterance" (p. 385) and accentedness as "how much an L2 accent differs from the variety of English commonly spoken in the community" (p. 385). In other words, while comprehensibility is a perception that comes from the VYL, Yazan (2015) argues that "intelligibility is therefore a relevant concept for English language teachers to the extent that they aim to prepare students to communicate successfully with users of various Englishes and in lingua franca contexts." (p.202).

2.2 Teachers' beliefs

Even though all teachers in Catalonia follow the same written curriculum, it does not mean that they carry on teaching the same way. Teachers' beliefs shape and directly impact the class, which then affects VYL and their process of learning a foreign

language. As stated by Prawt (1989), "Teachers with the same level of conceptual understanding may teach differently depending upon their educational beliefs (i.e., their beliefs about teaching and learning)" (p. 319). First of all, it is important to determine what constitutes as teachers' beliefs. As stated by Borg (2011), we can understand teacher's beliefs as the following:

> This work suggests that beliefs are propositions individuals consider to be true and which are often tacit, have a strong evaluative and affective component, provide a basis for action, and are resistant to change. In the context of language teacher education, beliefs are seen to be a key element in teacher learning and have become an important focus for research. (p. 370)

All beliefs are not fixed. Many beliefs can be changed through constructive enlightening and knowledge. When teachers are open to persuasion and positive thinking, training and sound knowledge can positively change beliefs and consequently bring about change in teaching practice.

Following this idea, it is important to note that teachers' beliefs are not immutable or something set in stone to be preserved. As Chowdhury & Rashid (2014) state "many beliefs can be changed through constructive enlightening and knowledge. When teachers are open to persuasion and positive thinking, training and sound knowledge can positively change beliefs and consequently bring about change in teaching practice" (p.29). This is an important idea, because the same way some teachers' beliefs can be beneficial to VYL development and learning process, others can be detrimental. Chowdhury & Rashid (2014) follow by saying that "teachers' beliefs filter the ways they conceptualize teaching and themselves as teachers and develop explanations for their own classroom practices which may many times lead to an extremely narrow view of teachers and teaching as well as classroom practices" (p.29).

When it comes to oral feedback, beliefs teachers have surrounding this subject might have some influence. In this same topic, Nassaji & Kartchava (2021) said that "most of the studies on teachers' beliefs about oral CF found discrepancies between teachers' beliefs and their actual classroom practices related to the use of different types of oral

CF". As said before, what teachers think and belief have an impact in their practices, behavior or attitude, even though those beliefs might be wrong or not a good representation of reality in the class, including the oral feedback that they give.

2.3 Teacher talk

There are multiple publications and authors that have focused on the nature of teacher talk and its importance. As Ínceçaya (2009) states, we can consider teacher talk "as a tool of implementing teaching plans and achieving teaching goals" (p. 277). In other words, teacher talk is an important key teachers use in order to carry out his or her goals for the class, including the teacher speeches, the way the teacher explains and discusses a subject as well as how he or she gives feedback to the Very Young Learners.

When discussing the subject of teacher talk and the interactions that happen in the class between the teacher and the students, it is important to understand that these should not be viewed as other types of interactions. According to Glover (2018), one fundamental distinction between teacher talk and other types of talk, like doctor talk or preacher talk, is that it has a pedagogical purpose of facilitating learning.

Furthermore, Walsh (2011) talks about a particular structure commonly seen in teacher talk that consists on "three parts: a teacher Initiation, a student Response, and a teacher Feedback, commonly known as IRF, or IRE, Initiation, Response, Evaluation" (p.22). As explained by Walsh (2011), this sequence is usually seen in class and consists on an initiation by the teacher, followed by a response by the student who then receives some kind of feedback from the teacher.

That being said, it is important to understand that this structure is not mandatory for teacher talk. For example, there are some authors who have studied and analyzed structures different than the IRF, such as Vesnina (2019), who concluded that:

> It is demonstrated that departures from IRF create an alternative universe in which inferences, hypotheses, assumptions and expectations about language use are shared, explored, analyzed, adopted or discarded and it is this highly

collaborative communicative process that provides second language learners with support and resources for further learning as well as opportunities of naturalistic conversation. (p. 231).

Following this line of thought, Zhang (2009) argues that, although the IRF sequences brings some learning opportunities, it shouldn't be the only structure that dominates an EFL classroom because "the departure from these sequences makes available a wider range of opportunities for understanding the core issue in more depth or exploring important peripheral issues that would not have emerged within the constraints of IRF" (p. 816).

Another important aspect to consider when talking about teacher talk is the time that a teacher spends talking in the classroom. Teacher talk may take up a bigger space in some activities than others, creating an impact on the students' opportunities. As Sukarni & Ulfah (2015) argue "teacher talk tends to dominate activities involving explaining and evaluating, which limits students' talk in terms of both quantity and meaningful purpose." (p. 264). On the other hand, Cullen (1998) argues that while the subject of how much time teachers talk is relevant, we should emphasize more on the quality by analyzing "the kind of questions they ask, the speech modifications they make when talking to learners, or the way they react to student errors." (p. 179).

2.4 Feedback with Very Young Learners

As argued by Cheatham et al. (2015), one fundamental role every teacher has is to give VYL feedback. The reason behind this is to be able to give opportunities for interactions that are meaningful to dual language learners (DLLs). With this concept in mind, we can find the idea said by Gass (1997) that "from a theoretical perspective learners can avail themselves of at least three kinds of evidence in the process of learning: positive evidence, negative evidence, and indirect negative evidence" (p. 49).

According to Li (2010), positive evidence is the one that "informs the learner of what is acceptable in the target language" (p. 310), while negative evidence "provides the learner with information about the incorrectness of an L2 form or utterance and is often realized through the provision of corrective feedback (CF) in response to the

learner's nontargetlike L2 production" (p. 310). For the third type of evidence, Gass (2010) states that it is less studied than the other two and could be defined as using indirect strategies of letting a student know that something is wrong or impossible.

Furthermore, there are many valid ways in which authors have divided CF. Thomas (2018) classified them by "three types of CF: metalinguistic CF, analogy-based CF, and explicit corrections" (p. 372). On the other hand, CF can also be classified depending on other metrics. One example of a different classification of CF is the case of Li (2010), who divided them depending on whether they were "implicit, explicit or mixed" (p.322).

Another point of interest to know about CF is to establish what is considered effective in this context. As Nassaji & Kartchava (2021) said, "the question of whether or not feedback is effective hinges on whether it enhances learning outcomes. For OCF in second language studies, this question has frequently been framed in terms of whether or not feedback leads to modified output or repair" (p. 195).

To expand on the idea of effectiveness, there are a lot of things a teacher needs to consider before giving or not CF such as frequency, inadequacy or timing. As Hartono et al. (2022) explained:

> Too much correction negatively affects the students' cognitive and affective domain, while inadequate correction hinders the students from getting effective input for their improvement. In terms of time when correction is given, the correction can be provided immediately or delayed until later after the communicative activities have been finished. (p. 4).

Another important aspect to consider when talking about effectiveness might be the age of the students or the context in which the feedback is given. In this regard, Nassaji & Kartchava (2021) stated that "a number of factors including age and learning context have been found to impact the effectiveness of CF" (p.198).

2.5 Oral feedback with Very Young Learners

If we take a closer look at CF, we can see a diverse variety of types depending on the situation, the type of production or if it is verbal or not. As Nassaji & Kartchava (2021) said:

> Corrective feedback can be written and oral and can be provided both verbally and nonverbally (through, for example, body language such as gestures) by the teacher, the computer, or the learner (peer feedback). Oral feedback is verbal and can be provided both during and after oral production. (p.3).

When talking about oral corrective feedback (OCF) in particular, we can find many definitions for it, but the authors Hartono et al. (2022) explain it "as a type of corrective feedback defined as spoken feedback given by teachers to indicate speaking errors. Thus, the OFC facilitate to refine students' speaking skill" (p. 2). We can also see OCF as one of the multiple roles teachers have when it comes to Very Young Learners' language learning process is to teach through feedback.

Furthermore, there are many OCF strategies that EFL teachers of VYL and YL can use during the classes. A table of OFC Strategies has been used by several authors (Ellis, 2009; Aedo & Millafilo, 2022). The following is the table adapted from Lyster and Ranta (1997) by Aedo & Millafilo (2022) (p. 87).

OCF Strategy	Definition	Examples
1. Recast	Teachers reformulate all or part of students' responses.	T: How old are you? S: I have 12 years old. T: I am 12 years old. S: I am 12 years old.
2. Explicit correction	Teachers provide the correct form.	T: How old are you? S: I have 12 years old. T: Oh! You should say I am. I am 12 years old. Can you correct that?

		S: Okay, I am 6 years old.
3. Elicitation	Teacher elicits answers through the completion, question or request for formulation technique.	T: How old are you? S: I have 12 years old. T: Have? T: Do we use have to express our age in English? T: Can you correct that? S: We don't use have. It's: I am 12 years old.
4. Metalinguistic feedback	Teacher offers grammar information without providing the correct form.	T: How old are you? S: I have 12 years old. T: Do we say have? What verb do we use when we want to express our age in English? S: We use the verb to be. I am 12 years old.
5. Clarification request	Teacher indicates he/she could not understand so then asks for clarification.	T: How old are you? S: I have 12 years old. T: pardon me? S: I'm sorry. It's: I am 12 years old.
6. Repetition	Teacher repeats utterances with a change of intonation.	T: How old are you? S: I have 12 years old. T: I have? S: No. Am. I am 12 years old.

With this table in mind, there could be an argument made that there is something missing. According to Ellis (2009), there is a seventh OCF strategy named "paralinguistic signale" (p.8), with the following definition: "The corrector uses a gesture or facial expression to indicate that the learner has made an error" (p. 9). Ellis (2009) also uses an example of this OCF strategy which is the following:

L: Yesterday I go cinema.

T: (gestures with right forefinger over left shoulder to indicate past). (p.9)

Once stated the different types of oral feedback, it might be important to take a deeper look in order to assess which of them are useful when talking about YL and VYL. According to Russell (2009), "recasts are the most common, but least effective, form of oral corrective feedback employed by foreign language teachers" (p.21). This idea where recast is not as interesting or effective as other strategies is not uncommon. In fact, there are other authors who pointed the same, such as Ellis & Sheen (2006), who stated that despite there are some strong claims in favour of the recast and its acquisitional potential, the evidences are not clear comparet to other models such as prompts or strategies that are more explicit.

There are multiple reasons why recast does not seem as effective as other types of oral feedback. One reason might be confusion from the students. In class, it is normal for teachers to use different types of feedback, which might lead some students to confuse one type by another. As Russell (2009) argued, "recasts and repetitions commonly occur alongside other types of interactional feedback, which can be problematic for students' differentiation of recasts from repetitions." (p.25).

Following this line of thoughts, there are types of feedback that let the students know that they have made a mistake directly while there are other that are more subtle. The former type could be called explicit while the later could be implicit. With this reason in mind, Ellis (2009) created the following table categorizing the seven types of oral feedback into these two categories (p. 8).

	Implicit	Explicit
Input-providing	Recast	Explicit correction
Output-prompting	Repetition	Metalinguistic explanation
	Clarification request	Elicitation
		Paralinguistic signal

This is an important distinction because, while older learners do not have many troubles understanding social cues, it might not be the case for the youngest ones. As Ellis (2009) said, "teachers should ensure that learners know they are being corrected (i.e., they should not attempt to hide the corrective force of their CF moves from the learners)" (p.14).

In fact, there are other advantages adults might have compared to YL and especially to VYL. As Flyman & Norrby (2013) argued, "older learners have written language as additional input and benefit from a greater metalinguistic awareness" (p.109). This statement questions directly the usefulness of the metalinguistic feedback with VYL. As stated before, metalinguistic feedback is based on providing grammar related information to the student that made a mistake.

Therefore, metalinguistic feedback raises the question of whether the VYL will understand the explanation or not. Considering that we have already established VYL as 6 years old students or younger, an argument could be made that they are too young for this type of feedback. As Edwards & Kirkpatrick (1999) explained "there is a developmental progression in metalanguage awareness with a "spurt" occurring between 7 and 8 years of age." (p.319). For this reason, it is possible that a type of feedback that depends greatly in this awareness, such as the metalinguistic feedback, might not be as useful when it comes to VYL.

Another important aspect when discussing oral feedback is body language and the effect it has on VYL. First of all, it is important to define what aspects body language encompasses. Body language, as stated by Yang (2017), includes five things, the eyes of the teacher, the appearance, the gestures used, the body language and the distance. This type of communication can have a variety of usages and benefits for a

teacher. To grasp an idea of these, authors such as Theobald et al. (2009) stated that "nonverbal visual cues accompany speech to supplement the meaning of spoken words, signify emotional state, indicate position in discourse, and provide back-channel feedback." (p.369).

Regarding the effect of body language, there are many authors that defend its impact as something positive. One example of this is Baxodirjonova (2020), who explained that "the help of non-verbal communication is much more effective than verbal. That is why emails are less effective than telephone calls and even telephone calls are not so effective comparing to video calls." (p.323). Another author with similar ideas is Nassaji & Kartchava (2021), who argued that, even though there are not that many studies done regarding this subject, some conclusions could be drawn in the following statement:

> A number of descriptive studies have confirmed that teachers incorporate gestures in teaching, and experimental studies have shown that gestures overall play a facilitative role in L2 learning in various linguistic domains. Although the number of studies is still too limited to generalize the findings, gestures, when used along verbal corrective feedback, potentially facilitate learning. (p.265-266)

There are many reasons that might make the use of body language so positive. According to Baxodirjonova (2020), it could be "because non-verbal messages communicate with the help of emotions and it is hard to hide and consciously control them. So they are accurate indicators of how people feel." (p.323). It is also important to understand that, especially when talking about VYL, there is a limitation of what the teachers can say because there is a limitation of what the students can understand due to the lack of knowledge in the foreign language from the student's part. As Yang (2017) said "we usually use English to teach, but pupils' knowledge and teachers' oral English limit the teachers' expression." (p.1335).

Furthermore, it was found that one aspect that affected the type of feedback chosen by teachers was age. As Oliver (2000) said when studying these factors, it was found that teachers "were more likely to provide NF to their older learners in the form of a

negotiation strategy" (p.142). What this means is that, with adults and older learners, teachers where more drawn to use strategies such as clarification requests and repetition compared to young learners.

3. Methodology

For this study a mixed-method approach has been used so both quantitative and qualitative data has been collected. Furthermore, a variety of instruments have been used in order to carry on with the research.

The first instrument used has been interviews. Seven interviews of different teachers of English in Early Childhood Education and Primary school have been carried on. All the interviewers work or have worked in schools in either the county of Barcelonès or Vallès Oriental with at least one year of experience. With these interviews, my objective was to take a look in depth of the opinion and experiences of English teachers about the subject of oral feedback with VYL. The interviews have been carried on by using a Word document with eight questions that can be found in both the case study section and the appendices of this dissertation.

The second instrument used has been a questionnaire. Ten teachers have responded a questionnaire regarding oral feedback with VYL in an EFL classroom. These teachers work or have worked with VYL as EFL teachers in schools located in different regions of Catalonia. The objective of this questionnaire has been to have a broader perspective of the situation of EFL in Early Childhood Education schools as well as their opinion on feedback and the affect that they believe it have on VYL. The questionnaire has been done through the survey administration software Google Forms and the questions can be found in the case study section of this dissertation as well as in the appendices.

The last instrument used in this dissertation has been the observations. The goal of these observations has been to see the response of a group of VYL to different types of oral feedback. The context of the observed group can be found in the case study part of this dissertation. All the responses that every member of the group gave were written on a notebook at the moment.

The types of oral feedback tested were the following: recast, explicit correction, elicitation, metalinguistic feedback, clarification request, repetition and paralinguistic signale (Aedo & Millafilo, 2022). To test every type of feedback an activity was performed in order to lay a somewhat equal ground between them. This activity consisted on bringing a bag with an object inside commonly found in their daily lives.

The children then would need to put their hand inside the bag without looking inside it and respond to a series of questions. The questions would be:

- How many things are inside the bag?
- Is the object big?
- Is it soft or hard?
- Does it make any sound? (They can shake the bag).
- Does it smell? (Once their hand is out and they can smell it).
- What do you think the object is?

Every time they made a mistake, I would respond using only one type of oral feedback until the next session. With the next session, I would change the object to something different and repeat the same questions.

4. Case study

4.1 Observations

The main purpose of this section is to show the data and information collected from a focus group of 5 students during seven sessions. In it, there is an explanation of the context of the mentioned group as well as the ideas extracted from these sessions as well as some examples that help understand said ideas.

4.1.1 Context

The school where the observations were carried out is located in the county of Barcelonès that uses the Decroly methodology. The school is a Pre-school and Primary semi-private one-class-per-grade school. English is introduced in Pre-school, one hour a week, and extended to three hours a week in Primary education. In Pre-school, students also are talked to in English by the teacher during lunch time.

As stated before, the school follows the Decroly methodology. In the book *Comment l'enfant arrive a parler*, by Decroly (1934), it can be observed that he had a complex opinion about foreign language acquisition. On one hand, he believed that bilingualism might have a negative effect as a consequence of how time consuming it can be for young students. On the other hand, he believed that some children are naturally more capable than others when it comes to language learning and, in the case of the more skillful, it could be beneficial.

For these reasons stated, the English teacher in Pre-school uses a variety of strategies to help students learn, such as songs, games, storybooks, manual crafts and many more so everybody can develop and learn regardless of the skills they have. While following the curriculum, the teacher tries to teach new vocabulary and structures to the students in an environment predominantly in English. The teacher has been working in this school for over 5 years.

The observation has been carried out in a group of 5 students from the class I5, 6 to 7 years old. Each session lasted from 10 to 15 minutes and was conducted before the classes started at 9:00 am. It took a bit longer than a week to carry on all the sessions. The sessions were carried on consecutively, one day after the other.

4.1.2 Data collected

Strategy: Recast

The object used for this session was a small battery and the strategy used when they made a mistake was a recast. This was the first session, so I begin with an explanation of what I needed them to do.

While doing this session, I noticed that every time they made a mistake and I corrected them, they only respond back was either a "yes" or nodding their head. For example:

> Teacher: How many things are inside?
>
> Child F.: *Tres*.
>
> Teacher: Three. [Recast]
>
> Child F.: Yes…

It is also seemed difficult to incite children to speak or switch to English with only using recast when they are responding to an answer or making a commentary about what is happening in the class. For example:

> Child M.: *Sembla fet de ferro…*
>
> Teacher: It looks like it is made of iron. [Recast]
>
> Child M.: (Nods saying yes).

Not demanding a respond back seemed to indicate the children that it was not needed from them to correct or try to repeat what I told them.

Strategy: Explicit Correction

This time the object chosen for this session were two rubber bands and the strategy used when they did a mistake was explicit correction. This was the second session, so after a short talk to remember what happened last time we started the session with the same group of children.

They were likely to repeat what was said in English. For example:

> Child M.: *Hi ha dues coses*.

Teacher: In English, we say there are two things. [Explicit Correction]

Child M.: There are two things.

Another example was, after one child made a mistake and was corrected, he repeated the sentence correctly:

Child D.: It is *així* (makes a circle with his hands).

Teacher: It is like this. In English we say like this (while making the same circle). Can you say it? [Explicit Correction]

Child D.: Like this (makes a circle with his hands again).

Strategy: Metalinguistic Feedback

In this occasion the object chosen were five screws and the feedback strategy used was metalinguistic feedback. This was the third session and started with the same group of children as the two sessions before. This time no introduction was needed.

They struggled to answer my questions by saying that they did not know the answers. For example:

Child I.: It sounds.

Teacher: Do we say "It sounds"? Are we missing one word? [Metalinguistic Feedback].

Child I.: (Makes a gesture indicating that she does not know the answer).

Teacher: Between "It" and "sounds", there is missing something? A word maybe? [Metalinguistic Feedback]

Child I.: I don't know.

Sometimes they use words in Catalan such as "ferro" or "punxegut" in English phrases. For example:

Child T.: It is *punxegut*.

Teacher: Do we say "punxegut" in English?

Child T.: *Esque no se com es diupunxegut.*

The situation like the one above was quite recurrent in this session.

Strategy: Clarification Request

For this session the object chosen was a glove and the strategy used was Clarification Request. This was the fourth session carried on. Almost no introduction with the children was done.

On many occasions, when they talked in catalan or made a mistake, they thought they were either misunderstood or did not talk loud enough. For example:

> Child M.: *Ja se que és.*
>
> Teacher: Pardon me? [Clarification Request]
>
> Child M.: *Crec que ja se que és.*

In situations like the one above, I followed by asking them to try to say it in English. In most occasions, they did not know the answer. In a few instances such as the one bellow another member of the group knew the answer, but it did not prompt the child that made the mistake initially to correct herself.

> Child M.: *És roba.*
>
> Teacher: Sorry? [Clarification Request]
>
> Child M.: *És roba.*
>
> Teacher: Do you know how to say *roba* in English?
>
> Child I.: Clothes.

Strategy: Repetition

In this session the object chosen was a sock and the strategy was Repetition. This was the fifth session and was conducted just after a short introduction.

The material of this object (wool) and the type of object (clothes) was the same as the last session. The group of children didn't know the word of the material but remembered a little bit the word clothes.

After repeating the mistake they said, they respond by saying "yes". A reason for this respond could be that they are interpreting my repetition as a way to make clear what they said and to avoid a misunderstanding instead of a demand for a correction.

> Child M.: It is… *així* (makes agesture indicating the length of the object)
> Teacher: It is *així?* [Repetition]
> Child M.: Yes.

Another example of this situation:

> Teacher: Do you know what object is inside?
> Child I.: *Clous*?
> Teacher: *Clous?* [Repetition]
> Child I.: Yes.

Strategy: Elicitation

In this session the object chosen was a toothbrush and the strategy used was Elicitation. After a short introduction the sixth session started.

In the situations that they knew the correct answer, the children of the group understood that they made a mistake or that I wanted them to talk in English as much as they could. For example:

> Child I.: *Ja se que es.*
> Teacher: How do we say "*Ja se que es*" in English? [Elicitation]
> Child I.: I know what it is.

On the other hand, if the group didn't know the answer, it led to situations like the following:

> Child T.: *És un raspall de dents*.
> Teacher: It is a… [Elicitation]
> Child T.: (Makes a gesture indicating that he does not know the answer).

Strategy: Paralinguistic Signal

For the last session, the object chosen was a plastic spoon. This was the seventh session and the introduction was rather short.

In many occasions, the children misunderstood the feedback by another type of reaction such as a joke or a sign that I heard and understood what they said. For example:

> Child F.: I know what it is.
>
> Teacher: Do you know what it is made of?
>
> Child M.: Plastic.
>
> Teacher: Yes.
>
> Child M.: Com el raspall de dents. (the object used last in the sixth session).
>
> Teacher: (I look at Child M. with a strange face). [Paralinguistic Signal]
>
> Child M.: (laughs).

Another point that raised this strategy is the difficulty to show what the mistake is exactly in a sentence. For example:

> Teacher: Is it soft or is it hard?
>
> Child T.: Soft.
>
> Teacher: (I look at Child T. with a strange face). [Paralinguistic Signal]
>
> Child T.: (no response).

4.2 Interviews.

The purpose of this section of the dissertation is to present the data obtained through seven interviews carried out. The teachers interviewed have been working as English teachers in Early Childhood Education and Primary School in different regions of Catalonia.

When asked about how they would define oral feedback, most teachers responded by saying that oral feedback is a tool used by the teacher in order for the student to learn and improve. From the teachers interviewed, the second one gave the most complex

and complete answer, defining it as a "process of providing comments, suggestions and guidance to students. Given during classroom activities or interactions between teachers and students and it aims to help students understand what they are doing well and what they need to work on."

For the teachers interviewed, the objectives feedback has could be categorized in two different groups. The first group of aims would be related to the motivation and feelings of the students. These teachers mention the environment of safety, positivity and encouragement to speak in English as well as building confidence on themselves. The second group is more related to the skills of the students. In this case, the objectives where to show the student what is wrong or what needs to be improved. On the other hand, one teacher did mention that feedback for VYL might not be a great tool to children to self-reflect or provide guidance due to their young age.

Even though all teachers answered that they consider feedback to VYL very important, they gave a diverse amount of reasons why. A way to develop confidence and a positive attitude was mentioned a couple of times as well as to let students know when they are wrong. Another teacher mentioned that feedback should never be punitive. In other words, it should natural and encouraging.

When it comes to the characteristics good feedback should have, the combined answers of all the teachers could be summed up into three things. First, it has to be positive and focused in improvement rather than criticism. It has to be empathetic to the students and centered in how they can improve their knowledge and skills. Second, it has to be easy to clear. Children have to be able to understand it easily so, according to the teachers interviewed, it needs to be concise and well thought. Lastly, a teacher argued that it has to be specific to the mistake and in the moment the mistake was made.

With the types of oral feedback more used by the teachers interviewed, they mentioned that it depended greatly on the children. Two teachers mentioned the situation or the group they are working with are also variables that affected their decisions. The first teacher interviewed answered with specific words. To be more precise, when asked, he said that he uses "different sentences or words depending on

the feedback I want to give, but I try to avoid words like "careful" or "warning", and use other words like "let's try...". The feedback is usually more elaborated as the group age is higher."

If we talk about the importance of oral feedback in specific, all seven teachers agreed that oral feedback is an essential part of learning English for VYL. In a similar way to the question of why feedback is important for VYL, teachers answered that it is a positive support that helps with the confidence and motivation of the students. Teachers also responded saying that it helps students realize that they made a mistake, allowing then a correction and the possibility to improve their skills and abilities.

Unlike with the question about what types of feedback they use, when asked what types of feedback they do not use there were multiple specific answers. For example, explicit correction was mentioned multiple times and so was metalinguistic feedback. The first teacher also mentioned repetition of errors arguing that it might "lead to insecurity, fear of making a mistake again or shame. I do not think it is wrong to say when they are wrong, but we should not reiterate". Another teacher also mentioned recast because it is not useful. Furthermore, a teacher answered this question by also stating some types of feedback that can be useful, some of which are deemed inappropriate by other interviewed teachers. These types of feedback are explicit correction, which can be effective for specific errors, recast of a mistake, direct elicitation and paralinguistic signals.

When asked if they thought some types of feedback might help pupils remember what was learned longer, the teachers gave different answers. A couple of teachers mentioned repetition and another one said that positive feedback so the children feel confident and motivated. Another teacher said that it depends on the children, which complements the statement made by another teacher who said that feedback must take into account the individual evolution of each student. Two teachers also mentioned specific methodologies to give feedback such as songs or gamification in the case of the fifth interviewed teacher or the use of emojis and rubrics in the case of the third.

Finally, the last question of the interview was related to body language and the impact it has to very young learners. In this regard, all the teachers answered that it plays a really important role when it comes to giving feedback to VYL. Regarding the characteristics that it should have, they said that it should be used in a way that facilitates understanding and prevents contradictions by putting emphasis on what is said. A teacher mentioned that, when it comes to VYL, they are still developing their language skills, so they might rely more on nonverbal cues to understand the teacher. The sixth teacher interviewed also mentioned that "body language should be close to the student so they gain confidence and to bond with the teacher."

4.3 Questionnaire

The aim of this part of the dissertation is to show the data obtained from the responses of the questionnaire. The English teachers who responded have been working in schools in different regions of Catalonia and with children in Early Childhood Education and Primary School. For questions five and six teachers could select multiple options.

The first question in the questionnaire was if feedback is a fundamental part of the learning English process of VYL, in which all teachers answered yes. The second question of the questionnaire was the same as the first one, but this time it was about the importance of oral feedback. In this case, all ten teachers also considered it an important part of learning English for VYL.

On the third question the teachers that responded to the questionnaire showed more disagreement. The question consisted on, when a child made a mistake while speaking, do they give them the correct answer or only let them know that they made a mistake. In here, four teachers said that they only let them know without the answer, five teachers said that it depends on the child or situation and one chose the option of giving the answer.

The first question on the questionnaire about types of feedback was if they always use the same type or types of feedback or switch depending on the child/situation. Even

though not all selected the same option, eight of the ten teachers stated that they switched the type of feedback depending on the child or situation. The two teachers left, on the other hand, said that they more or less consistent and always use the same type or types of feedback.

The next question in regards of the types of feedback was what types of feedback they prefer. They could choose multiple options so, even though ten teachers that answered the questionnaire, the sum of all the types of feedback chosen excided the number of teachers. The most popular type of feedback was paralinguistic signal, with eight teachers, followed by elicitation, with seven teachers. On the third place there was a draw between recast and explicit correction, chosen by six teachers each, followed by clarification request, with 5 teachers, and then repetition, with four teachers. The least chosen option was metalinguistic feedback, by only two teachers.

On the other hand, when asked about the types of feedback that they want to avoid, metalinguistic feeback was the most common answer, which was chosen by six teachers. The next two chosen types of feedback were recast of the mistake and explicit correction, chosen four times each, followed by repetition, chosen three times. The least chosen ones were elicitation, chosen two times, clarification request, chosen once, and paralinguistic signal, which no teacher picked as a feedback to avoid.

The last two questions had a similar type of consensus as the first two of the questionnaire, where all teachers seemed to agree. The first one was if they thought some types of feedback could help pupils remember what was learned longer than others. All answered with a yes. The final question of the questionnaire was if they considered body language an important aspect when giving feedback to very young learners, in which all teachers answered with by saying yes again.

5. Discussion

This section of the dissertation is dedicated to the discussion of the data collected through the different methods already displayed related to oral feedback with VYL in EFL.

First, there seems to be a consensus between all the teachers interviewed that both feedback and oral feedback is an important aspect to VYL process of learning English. This can be observed in the answers given in questions three and six of the interviews. These answers also coincide with the answers given by the responses of the questionnaires, in which all the teachers affirmed that feedback and oral feedback is important in the process of learning English for VYL. This can be also seen in the questions one and two of the questionnaire and seems to confirm the idea of Cheatham et al. (2015) that "a component of the teacher's role is giving feedback". (p. 1453).

On the other hand, when it comes to the types of feedback to use, the answers are more diverse. In the question five of the interviews, a teacher mentions repetition while on the question eight another two teachers mention that repetition helps students remember more. Another teacher made positive remarks about five types of feedback (recast of the mistake, explicit correction, direct elicitation and paralinguistic signal) in the question seven of the interview. In the questionnaire, the type of feedback chosen the most was paralinguistic signal (eight times), followed by direct elicitation (seven times) and recast of the mistake and explicit correction (six times each). In the case of recast, Ellis & Sheen (2006) state that "despite the strong theoretical claims regarding the acquisitional potential of recast, there is no clear evidence that recasts work better for acquisition than other aspects of interaction" (p.596). On the other hand, when talking about paralinguistic signal, some authors seem more optimistic. For example, Baxodirjonova (2020) said that "the help of non-verbal communication is much more effective than verbal". (p.369).

With the focus group, explicit correction was the type of oral feedback that produced the most uptake from the children which, as said before, was mentioned in a positive way in both the interviews and the questionnaires. Elicitation, even though to a lesser

degree, produced some uptake in the focus group, which was also a type of feedback that teachers used in the interviews and questionnaires. These two types of feedback are categorized in the explicit group mentioned by Ellis (2009) and the success could be based on the author's idea that "teachers should ensure that learners know they are being corrected" (p.14).

With types of feedback to avoid, explicit correction was mentioned by three teachers interviewed, matalinguistic feedback by two and repetitions of errors by one. These answers can be found on the question seven of the interview. The argument used by the second teacher interviewed regarding metalinguistic feedback, who states that *"since the explanation will probably be too complicated"*, correlates with the statement of Flyman & Norrby (2013), who said that learners who are older have "a greater metalinguistic awareness" (p.109) compared to the younger ones and, therefore, can understand metalinguistic feedback with more ease. With the questionnaires, metalinguistic feedback was also the most chosen option, by six teachers, followed by a draw between recast of the mistake and explicit correction, chosen by four teachers each. With the focus group, metalinguistic feedback as well as recast, clarification request and paralinguistic signal where the types of feedback that generated the least amount of uptake.

Another important idea was if the specific child that made the mistake or the situation in which the mistake was made affected the type of feedback that the teachers would execute. In both the interviews and the questionnaires teachers showed strong indications that they hold these beliefs. On the question four of the questionnaire, eight teachers out of ten said that their use of type of feedback depended on the child or the situation the mistake was made. On the fifth question of the interviews, several teachers also stated that the types of feedback used depended heavily on the student or the situation. This seems to confirm the idea stated by Nassaji & Kartchava (2021) that "factors including age and learning context have been found to impact the effectiveness of CF" (p.198). On the other hand, even though the interviewed teachers were not specific with what types of feedback they preferred with VYL compared to older learners, they did state that switching to different types of feedback with older learners was a common practice to them. This can be observed in the answer of the

fourth question of the third interviewed teacher, the answer of the first interviewed on the fifth question and the answer of the second interviewed teacher on the sixth question. These answers open the door to confirm the statement made by Oliver (2000) where teachers used negotiation strategies more frequently with older learners compared to VYL.

When it comes to characteristics oral feedback should have, several of the teachers interviewed answered that it should be easy to understand as well as specific and in the moment. These answers can be observed on the question four of the interview. All these characteristics could be broadly attached to Ellis (2009) comments stated before regarding the importance that learners should know they are being corrected. That being said, the second teacher, while answering the question six of the interview, stated that too much correction might negatively impact a child, which seems to confirm the statement made by Hartono et al. (2022), who said "too much correction negatively affects the students' cognitive and affective domain." (p.4).

Finally, the last question of the interview and the questionnaire where related to body language. On the questionnaire, all teachers agreed that body language was an important aspect of giving feedback. The interviewed teachers also agreed, stating that body language is a great tool that complements oral feedback. Statements like these complement the idea of authors such as Theobald et al. (2009), who said that "nonverbal visual cues accompany speech to supplement the meaning of spoken words" (p.369) or Nassaji & Kartchava (2021), who argued that "experimental studies have shown that gestures overall play a facilitative role in L2 learning in various linguistic domains" (p.266). The second teacher interviewed also stated in the ninth question that the reason why body language is that "young learners are still developing their language skills and may rely more on nonverbal cues to understand and interpret social situations", which is in line with what Yang (2017) said, "we usually use English to teach, but pupils' knowledge and teachers' oral English limit the teachers' expression." (p.1335).

6. Conclusions

In this section of the dissertation, the two questions made at the beginning will be brought back in order to draw some conclusions.

> *What characteristics does oral feedback need to have to improve VYL skills and understanding of EFL?*

The results from all three data collection instruments show that it is important to take into account both the context and the student that is receiving the feedback. This translates to configuring the feedback according to their age, metalinguistic knowledge, the activity that is being carried on and much more. The data collection instruments also showed the importance of the use of body language when giving feedback. It is important that the body language does not confuse the student and to use it to enhance the message that the teacher wants to transmit. Lastly, feedback must be positive and with the objective to enhance students knowledge. For this reason, is better to time it correctly and avoid overusing it. Otherwise, it could harm students' self-esteem and motivation as well as their cognitive and affective capabilities.

> *Which types of oral feedback benefit the skills and knowledge in EFL students the most?*

With the types of feedback that benefit the most EFL students, the data collection instrument showed conflicting information. That being said, it seems that, regardless of the type of feedback, it is important for the VYL to know that they are being corrected. It is hard for them to show any type of uptake or repair if they do not know that they have made a mistake on the first play. Furthermore, picking a type of feedback that incentivizes children to respond, such as explicit correction, also seems to be more successful than the ones that do not, like metalinguistic feedback.

For future research, the focus could be exploring further the types of feedback that teachers use and the impact it has on VYL. A perspective more focused on their motivation or that does not use their uptake to measure how effective a particular

type of feedback could also show interesting results. Using strategies or data collection instruments that take into account body language when talking about oral feedback might also be useful. Furthermore, another focus for future research could be to focus on the beliefs and practices of EFL teachers and the contrasts between the two, analyzing what affects their practices and the affects their feedback has to VYL.

Limitations

In this section of the dissertation the limitations as well as the obstacles found while doing the research will be disclosed, starting by the small amount of teachers that did the interview or the questionnaire as well as the number of children that participated in the sessions of the focus group. Because of the small number of participants in the dissertation, it is hard to extrapolate the results to all children or teachers of VYL. If only one or two teachers or children answered differently, the results and discussions would have been greatly affected and, therefore, the conclusions reached would not be the same.

On the other hand, the way each session was recorded limited the information that could be extracted as well. A notebook and a pen was used instead of a camera to record in video these sessions, which would have allowed an analysis not only what was said and the responses of the children, but the body language used as well. Furthermore, there could be an argument to be made that the criteria used to define if there is enhancement of the knowledge a child holds after the feedback is a little bit flawed. In this dissertation, the enhancement was only acknowledged if there was repair, modified output or uptake, when in reality there could be enhancement without the children verbalizing it. The problem with other strategies is that they would take much more time and require many more sessions, something that was completely out of my possibilities at the moment.

To finalize, it is important to continue discussing, exploring and investigating oral feedback with VYL and the impact that it has on their process of learning EFL. Even though this dissertation did not manage to draw some strong conclusions due to its

limitations, it might incentivize teachers and future teachers of VYL to continue exploring this subject. Only through investigation and contributions from different perspectives can create useful and reliable results, which a dissertation like this one will help build.

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8. Appendices

8.1 Interviews
Question 1: How would you define oral feedback?

G.: *Positive response by the teacher to a student's performance.*

A.: *Process of providing comments, suggestions and guidance to students. Given during classroom activities or interactions between teachers and students and it aims to help students understand what they are doing well and what they need to work on.*

J.: *A way of showing the pupils that they are wrong, that they must improve.*

M.: *To be aware of their evolution in oral practice, favoring their self-regulation and improvement process.*

C.: *Evaluation of strengths and improvements in the learning process.*

V.: *The comment that you give to someone about something in order to improve it.*

F.: *Communication form to help students to learn a language*

Question 2: What is your objective or objectives when you are giving feedback? Do you have any method to find out if your objectives are being met?

G.: *To feel safer and more encouraged in speaking and using English. Use positive reinforcement. If done so, students participate and connect more.*

A.: *Building confidence and fostering a positive learning environment. At this stage I don't really give feedback expecting children to self-reflect or to provide guidance.*

J.: *Aspects of language need to be improved and to show the strengths that students achieve. I use rubrics and I evaluation targets so that the students can see personal achievement and the average class group.*

M.: *To understand what needs to be improved from their production and to offer them tools for improvement. One way would be for the learner to share with his own words and gather the oral output by improving the aspects he sees fit.*

C.: *Learn about mistakes and reinforce what they do well. I compare the notes taken in the previous task and see if they have corrected what they were doing wrong.*

V.: *Making the person improve his or her knowledge and teach how to do it correctly. One method is doing some questions.*

F.: *Help students to communicate.*

Question 3: Do you consider feedback to young learners important in their learning English process? Why?

G.: *Yes, especially when English is a language they meet and learn from scratch. There are a lot of negative things we encounter with the youngest learners, and positive reinforcement helps us minimize it.*

A.: *Feedback is extremely important in all stages of learning English as a second Language, since it can help learners improve their language skills, build their confidence and develop a positive attitude.*

J.: Yes, I do. *The feedback must always be constant and from a positioning of natural correction. Never punitive.*

M.: *I consider it very important. That is how we will make them protagonists.*

C.: *It's essential, they learn by imitating, and if they see the error corrected they'll get it right.*

V.: *I think so, if they don´t have feedback they won´t know they are doing something wrong and they won´t know how to do it well.*

F.: *Yes, teacher as a model, as an example.*

Question 4: In your opinion, what are the characteristics of good feedback?

G.: *It should be positive/constructive, clear and easy to understand. So the very young learners don't see it as a complaint, but a way to do it better. I try to give a lot of examples, or I do it myself so they understand what I ask.*

A.: *Focus on improvement rather than criticism. It should also be respectful and supportive. It should acknowledge the learner's efforts and encourage them. Good feedback should be clear and easy to understand. It should be communicated in a way that is appropriate to the learner's level.*

J.: *For very young learners, feedback must be even more natural so that students have the possibility of being competent in more than one language can be consolidated.*

M.: *Easy to understand, enhance students' skills, concise and well thought.*

C.: *Constructive and positive.*

V.: *Empathic, not saying directly the wrong things, but saying how to improve it, specific, respectful and objective.*

F.: *Specific and in the moment.*

Question 5: What type of oral feedback do you use more frequently? Do you use different types of feedback depending on the infant or group? Why?

G.: *I use different sentences or words depending on the feedback I want to give, but I try to avoid words like "careful" or "warning", and use other words like "let's try...". The feedback is usually more elaborated as the group age is higher.*

A.: *Depending on the needs of individual students or groups of students. The feedback also depends on the specific task or the activity, as some tasks require more corrective feedback than others.*

J.: *Natural correction Feedback plus visual Feedback such as evaluation targets with the introduction of visual emoji.*

M.: *I use different types of feedback depending on the age, activity and individuality or needs of each learner.*

C.: *Every group and every child is a world. Sometimes I write mistakes on the slate and we repeat them all at once, other child for child...*

V.: *I give my students the clues to achieve by their own the error and to realize how to do it well. I use different types because each group is different.*

F.: *Paraphrase, repeat. It depends on the infant and the situation.*

Question 6: Do you consider oral feedback an important aspect of learning English? Why?

G: *It's essential, because you help your students to improve and better aspects of their learning process, just as you give positive support and/or help that's necessary for their motivation/confidence.*

A.: *I consider oral feedback an important aspect of learning English. It provides opportunities to practice speaking and listening, receive immediate personalized feedback, build confidence and foster a supportive learning environment. I do not believe in correcting too many mistakes at this level, since the goal is fluency over correctness.*

J.: *Oral feedback is a way of showing the pupils that are wrong but must improve. It will always have to be a positive strengthening.*

M.: *I consider it an essential process of self-regulation of the learning process itself.*

C.: *Oral competence in any language is key to learning that language well.*

V.: *Yes. If you don´t give this, probably your infants won´t know how to do it well and it´s a very good way to practice oral communication in English.*

F.: *Yes. To give a good language input.*

Question 7: Is there any specific type of feedback that you want to avoid? Why?

G.: *I never use repetitions of errors directly as I think they lead to insecurity, fear of making a mistake again or shame. I do not think it is wrong to say when they are wrong, but we should not reiterate.*

A.: *It is important to remember what our goal as teachers is in this age group (communication) when thinking of giving feedback. The feedback should be useful, not interrupt the flow of communication and not involve speaking Catalan.*
Recast of the mistake can provide implicit feedback without interrupting the flow of conversation. Explicit correction can be effective for addressing specific errors, but it should not be overused. Metalinguistic feedback, is not a useful way to correct mistakes, since the explanation will probably be too complicated. Direct elicitation can be very useful for encouraging active participation while promoting accuracy. Paralinguistic signals can be very effective for providing implicit feedback.

J.: *Explicit correction because it breaks natural speech and promotes the thought in the language being used.*

M.: *Explicit correction.*

C.: *Every child is a world and the method must be found that works for each.*

V.: *The recast of the mistake and the direct elicitation, because the first one isn´t useful and provoke students to not learn to speak or work again and the second one doesn´t let students think and learn by their own.*

F.: *Explicit correction and metalinguistic feedback.*

Question 8: Do you think that some types of feedback help pupils remember what was learned longer? Which ones and why?

G.: *It depends on the age of the child, some work more and some work less.*

A.: *Positive feedback, such as praise or encouragement, can help motivate students. This way they feel confident and motivated to continue learning.*

J.: *Visual rubrics with emoji. This way students integrate it as a game.*

M.: *The feedback that has into account the individual evolution of each student because it involves them emotionally and makes them make questions.*

C.: *Gamification and songs.*

V.: *Probably the repetition will help because they internalize it easy.*

F.: *Yes. Repetition. Helps to remember.*

Question 9: Do you consider body language important when giving feedback to very Young learners? If so, what characteristics do you think body language should have and why do you think it is important?

G.: *This is essential. Children are very visual, and just as it's very important to know what tone of voice to use on certain occasions, so is oral language. Visual contact, gestures, smiles, etc...*

A.: *Yes, since young learners are still developing their language skills and may rely more on nonverbal cues to understand and interpret social situations.*

J.: *I think it is very important and enriches and facilitates oral understanding.*

M.: *Yes. It is important in the neurological brain.*

C.: *We not only emit sounds with meaning, but also accompany them with our body. Movements reinforce what we say.*

V.: *Body language should be close to the student so they gain confidence and to bond with the teacher.*

F.: *Teachers should use body language in accordance with the feedback they are giving to prevent misunderstandings and contradictions. Body language helps to put emphasis.*

8.2 Questionnaire

Question 1: Do you believe feedback is a fundamental part of the learning English process of very young learners?

0%

Yes, I do.

No, I don't.

100%
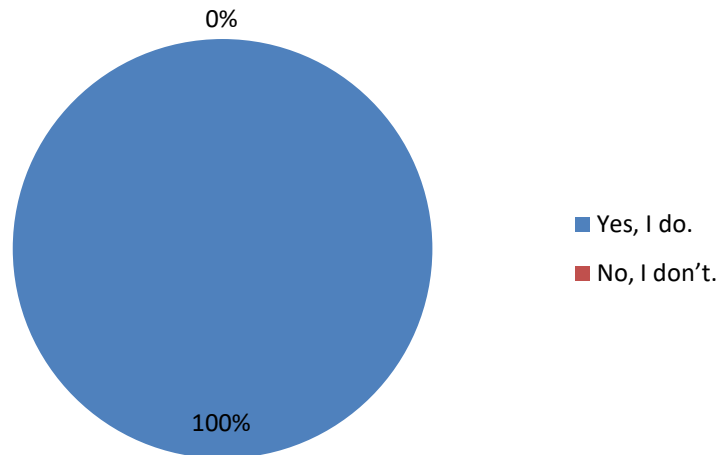
Question 2: Do you consider oral feedback an important part of very young learners process of learning English?

0%

Yes, I do.

No, I don't.

100%
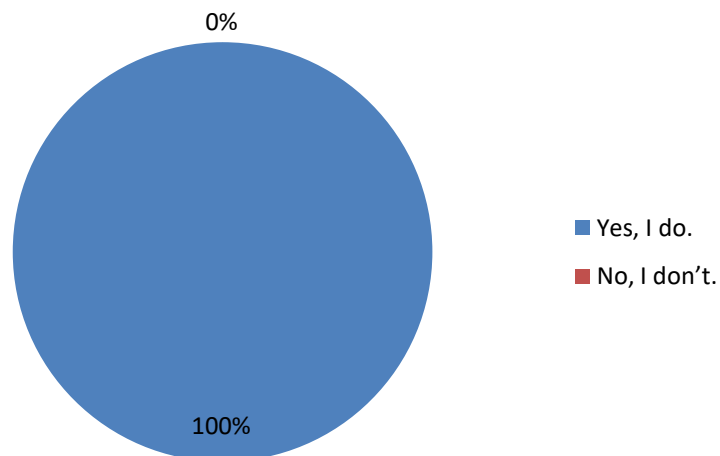
Question 3: When a child makes a mistake while speaking, do you tend to give the correct answer or only let them know that they made a mistake?


- 10% ■ I give the correct answer.
- 50% ■ I let them know without the answer.
- 40% ■ Depends on the child/situation.
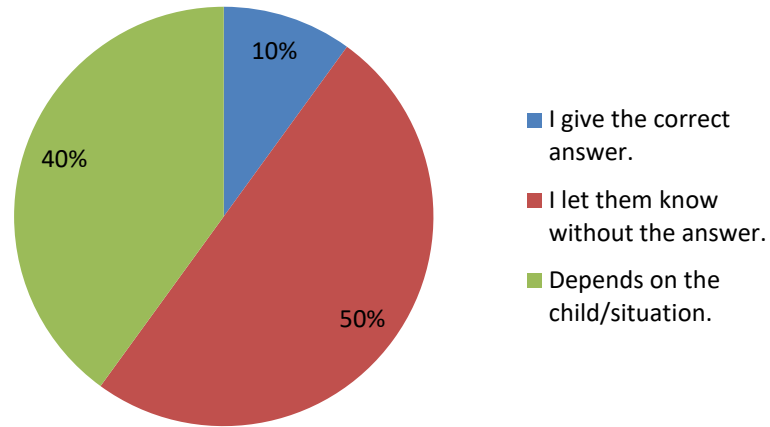
Question 4: Do you always use the same type of oral feedback or switch depending on the child/situation?

- 20% ■ I use the same type.
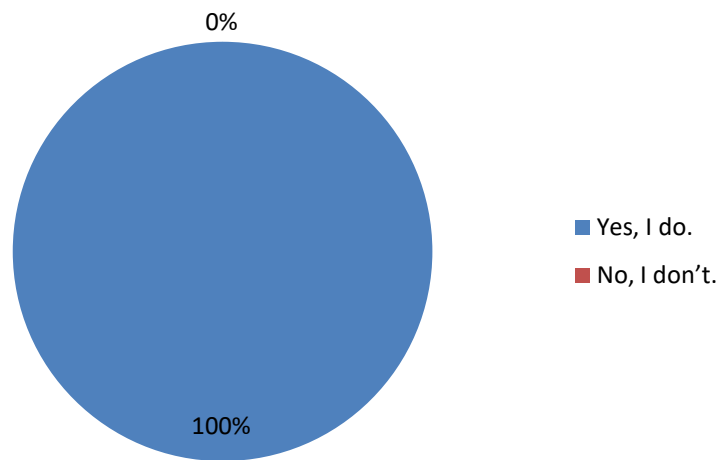- 80% ■ I switch depending on the child/situation.
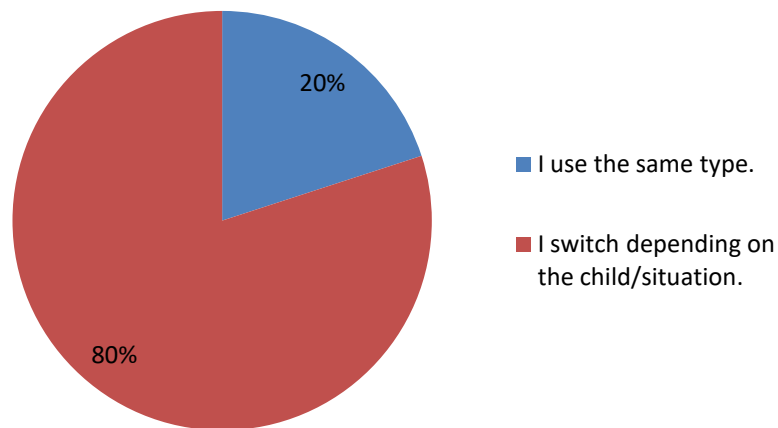
**Question 5:** Which of the following types of feedback do you prefer?
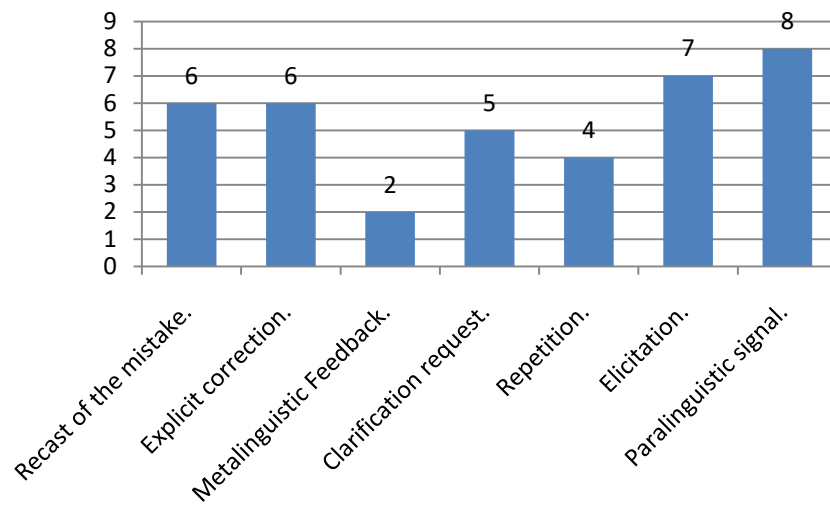
Question 6: Is there any specific type of feedback that you want to avoid?
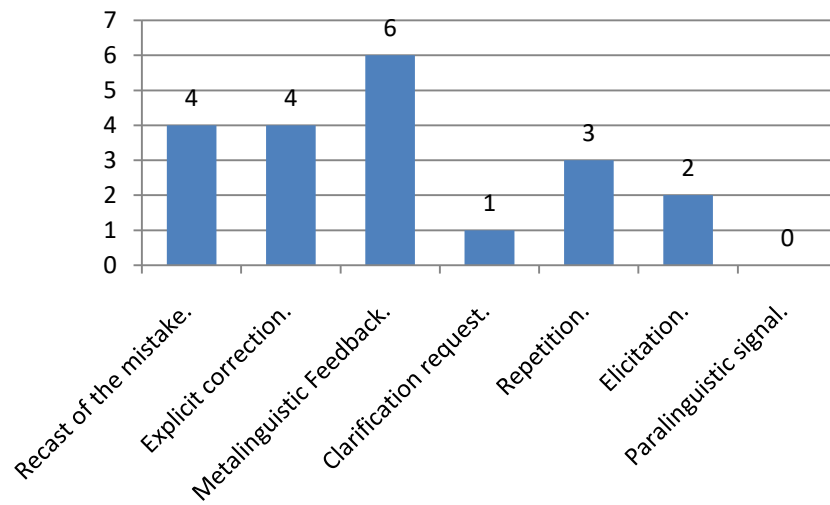
Question 7: Do you think that some types of feedback help pupils remember what was learned longer?

0%

100%

- Yes, I do.
- No, I don't.

Question 8: Do you consider body language important when giving feedback to very Young learners?

0%

100%

- Yes, I do.
- No, I don't.
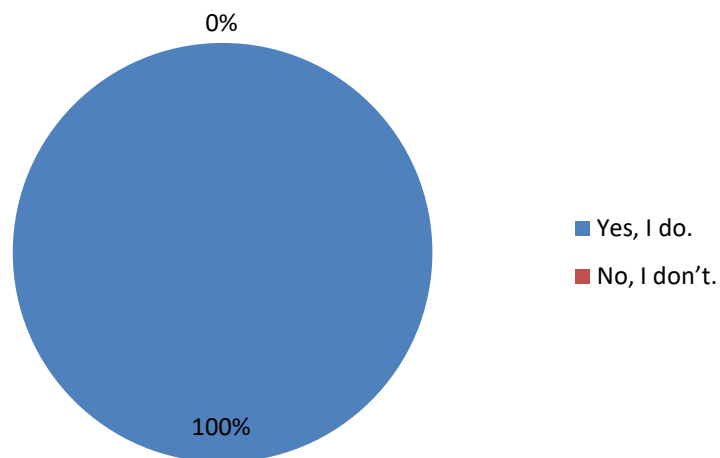
8.3 Observations
Strategy: Recast

Teacher: Good morning. Today I brought this bag and I would like you to put your hand inside, touch the object, and answer my questions. (Gestures are used during the explanation, such as shaking the bag and putting one hand inside it).

Teacher: Do you understand?

Child F., M. & I.: Yes…

(Child M. is the first one in touching the object and child F. follows the first one).

Teacher: How many things are inside?

Child F.: *Tres*.

Teacher: Three. [Recast]

Child F.: Yes…

Teacher: Do you agree, M.?

Child M.: Yes.

(Child I. touches the object)

Teacher: How is the object, I.? Is it big or is it small?

Child I.: Small.

Child M.: *Sembla fet de ferro*…

Teacher: It looks like it is made of iron. [Recast]

Child M.: (Nods saying yes).

Teacher: And does it make any sound?

(Child I. shakes the bag)

Child I.: *No fa cap soroll*.

Teacher: It does not make any sound. [Recast]

Child I.: (Nods saying yes).

(Child T. touches the object)

Teacher: How is the object T.?

Child T.: *Ja sé que es*…

Teacher: You know what it is? [Recast]

Child T.: Yes…

Teacher: Okey, but do not say it, D. has not touched it yet.

(Child D. touches the object)

Teacher: D., does it smell? (Gestures pointing the nose)

(Child D. smells the bag)

Child D.: *Fa olor a roba.*

Teacher: It smells like clothes? [Recast]

Child D.: (Nods saying yes).

Teacher: I think that is the smell of the bag, not the object.

Child I.: *Jo també ho vull olorar.*

Teacher: You want to smell it to? [Recast]

Child I.: (Nods saying yes).

Child M., F. & T.: *I jo!*

Teacher: Okey, I will take the object out of the bag, and each one of you will smell it, but you have to close your eyes, so you can not see the object, okey? (gestures were made while giving the explanation like closing the eyes or taking the object out of the bag).

(All the children close their eyes and M., T., F. & I. smell the object).

Teacher: Does it smell?

Child M. & D.: (Nods saying no).

Child I.: No.

Teacher: And do you know what it is?

Child I.: *Una pedra.*

Teacher: A rock. [Recast]

Child I.: (Nods saying yes).

Child D.: *No, no és una pedra, és una pila*.

Teacher: No, it is not a stone, it is a battery. [Recast]

Child D.: Yes.

Teacher: Okey, let's vote. Who thinks it is a stone, raise your hand. (Making a gesture raising one hand).

(Child I. & M. raise their hand)

Teacher: Okey, and who thinks it is a battery (making a gesture raising one hand).

(Child D., T. & F. raise their hand).

Teacher: Okey. Let's see what it is. (The object is taken out and showed two them).

Child D.: *Ho savia.*

Teacher: I knew it. [Recast]

(Child D. does not respond to the comment).

Teacher: Well done everybody. I think this is enough four today. Tomorrow I will bring another object so you will have another chance. Thank you very much.

Strategy: Explicit Correction

Teacher: Good morning everyone. Do you remember what we did yesterday in the morning?

Child F.: *Si, vem fer una sorpresa.*

Teacher: In English, we call it surprise. We can say yes, we did a surprise. [Explicit Correction]

Child F.: We did a surprise.

Teacher: Well done. And do you remember what the surprise was?

(No response from the children)

Teacher: Was it an apple?

Child F., M., D., I. & T: No.

Teacher: Oh! I remember, it was a banana.

Child D.: No. (laughs).

Teacher: Then what was it?

Child D.: *Esque no record com es diu en angles.*

Teacher: In English we can say, I don't remember the name in English. [Explicit Correction]

Child D.: I don't remember the name…

Teacher: In English.

Child D.: In English.

Teacher: Okey, you can say it in Catalan.

Child D.: Una pila.

Teacher: A battery.

Child D.: A battery.

Teacher: Good. Well done. Okey, so today I have another surprise for you to guess. We can start with you, M., and then do the full circle.

(Child M. touches the object).

Teacher: How many things are inside the bag?

Child M.: *Hi ha dues coses*.

Teacher: In English, we say there are two things. [Explicit Correction]

Child M.: There are two things.

(Child F. and then D. touch the surprise).

Teacher: How are the objects? Are they big or small?

Child D.: It is *així* (makes a circle with his hands).

Teacher: It is like this. In English we say like this (while making the same circle). Can you say it? [Explicit Correction]

Child D.: Like this (makes a circle with his hands again).

Teacher: Do you agree, F.? Is it like this? (while making the same circle).

Child F.: Yes.

Teacher: And is it soft or hard?

Child D.: Soft.

Teacher: Do you agree F. and M.? Is it soft?

Child M.: *Si.*

Teacher: In English is yes. [Explicit Correction]

Child M.: Yes.

Teacher: Okey, now we can let T. and then I. touch it.

(T. touches the surprise).

Teacher: How is it?

Child T.: *És com un cercle.*

Teacher: Like a circle in English. [Explicit Correction]

Child T.: Yes.

Teacher: Do you want to try it and say it? Like a circle. It is like a circle.

Child T.: Like a circle.

Teacher: Correct. And does it make any sound? (while shaking one hand next to the ear).

(Child T. shakes the bag)

Child T.: No.

Teacher: Okey. So the surprise is like a circle, there are two things inside and it does not make any sound.

(Child T. passes the bag to child I.)

Teacher: Do you know what it is?

Child T.: No.

Teacher: Does it smell? (While pointing his nose).

(Child T. smells the bag).

Child T.: No.

Teacher: Okey, it does not smell, there are two things, it does not make any sound and they are like a circle. Does anyone know what it is?

(Child M. T. and D. shake their heads to say no).

Teacher: I am going to give you a clue, okey? It is something that you can put on your wrist. (While graving and pointing T.'s wrist).

Child M.: *Ja se!* (while rising her hand)

Teacher: In English we say, I know what it is. [Explicit Correction]

Child M.: I know what it is.

Teacher: Okey, what it is?

Child M.: *Esque no se com es diu en anglès. És una pulsera?*

Teacher: In English we say rubber band. Can you repeat it?

Child M.: Rubber band.

Teacher: Correct. (while showing the group the two rubber bands).

Child M.: *M'en puc quedar una?*

Teacher: In English we say, can I keep one? [Explicit Correction]

Child M.: Can I keep…

Teacher: One (while doing one with one finger)

Child M.: One.

Teacher: Sorry, but no. I don't have enough for everybody. But thank you for participating. Tomorrow I will bring a new surprise, let's see if you can guess what it is.

Strategy: Metalingusitic Feedback

Teacher: Good morning. How are you? Do you remember what we did yesterday?

Child M. & D.: A surprise.

Teacher: Correct. But what was the surprise?

Child M.: *Una pulsera però no recordó com es diu en anglès.*

Child D.: A rubber band.

Teacher: Yes, a rubber band. Well, today I brought another surprise. Let's see if you can guess what it is. Let's start with F. today and do the full circle.

(Child F. starts touching the object)

Teacher: How many things can you count inside? One, two, four, ten? (While saying the numbers, using the fingers two show the numbers as well)

Child F.: Four.

Teacher: Four you think. Okey. Let's see if D. agrees with you.

(Child F. passes the bag to child D.)

Teacher: What do you think D.? How many things are inside?

Child D.: Three. No, four.

Teacher: Four?

Child D.: Yes. No, five.

Teacher: Five?

Child D.: Yes.

Teacher: F., D. sais there are five things inside the bag. What do you think F., do you want to touch again to see if there are four or five? (While showing the numbers four and five with the fingers).

(Child F. nods his head saying yes, child D. passes the bag back to cild F. and lets him put his hand inside to touch)

Teacher: What do you think F.? How many things are inside? Four or five? (While showing the numbers four and five with the fingers).

Child F.: Five.

Teacher: Five? Are you sure?

Child F.: Yes.

Teacher: Okay. Let's see if T. agrees with you and D.

(Child F. passes the bag to child D., who the passes it to child T.).

Teacher: What do you think T.? How many things are inside the bag?

Child T.: It is *punxegut*.

Teacher: Do we say "*punxegut*" in English?

Child T.: *Esque no se com es diu punxegut.*

Teacher: Pointy.

Child T.: It is pointy.

Teacher: Yes, it is. And how many things are inside?

Child T.: Four. No, five.

Teacher: You say five as well, okay. And how are these things? Big or small? (while doing movements with the arms when saying big and small).

Child T.: Small.

Teacher: And are they hard or soft?

(Child T. does not give any answer or reaction).

Teacher: Are the things hard or soft?

Child D.: It is hard.

Teacher: When it is one thing we say it is hard. But when there are many things what do we say? [Metalinguistic Feedback]

(No response from child D.).

Teacher: Do you understand?

Child D.: No.

Teacher: Cuan hi ha una cosa dura, diem una cosa dura? Però quan hi ha moltes coses que diem? Son…

Child D.: En català? Son dures.

Teacher: And how do we say in English "son dures"? Do you know it?

Child D.: No.

Teacher: Does anyone know it?

(No answer from any student).

Teacher: They are hard. Instead of it is hard. Can you say it? They are hard.

Child D.: They are hard.

Teacher: Well done. Good job. Now let's pass the bag to I.

(Child T. passes the bag to child I.)

Teacher: How is it? Do you know what it is?

Child I.: I think…

Teacher: What do you think?

(Child I. does not give any answer)

Teacher: What do you think I.? Do you have any idea?

(Child I. does not give any answer).

Teacher: does it make any sound?

(Child I. shakes the bag).

Child I.: It sounds.

Teacher: Do we say "It sounds"? Are we missing one word? [Metalinguistic Feedback]

Child I.: (Makes a gesture indicating that she does not know the answer).

Teacher: Between "It" and "sounds", there is missing something? A word maybe? [Metalinguistic Feedback]

Child I.: I don't know.

Teacher: Does anyone know.

Child M.: No.

Teacher: We say it makes sounds. Or they. They make sounds.

Child M.: They make sounds.

Teacher: Can you say it I.? They make sounds?

Child I.: They make sounds.

Teacher: Well done. Now I think we can pass the bag to M.

(Child I. passes the bag to child M.).

Teacher: How is it? Do you know what the surprise is?

Child M.: Yes, It is *uns*…

Teacher: Don't say it yet. Before, I have a question for you. Does the surprise smell? (While pointing at her nose).

(Child M. smells the bag and does not give a response).

Teacher: Does it smell, M.

(Child M. indicates with the fingers that a little bit)

Teacher: What does this mean? (While imitating the same gesture). Does it smell a lot?

Child M.: *No. Una mica*.

Teacher: How do we say *"una mica"* in English?

(No response from any student)

Teacher: We can say *"una mica"* is the opposite of large or big. This is large (while extending both arms) and this is (while putting both hands close almost touching each other). [Metalinguistic Feedback]

Child M.: Small.

Teacher: No. Well yes, we can say small, but also little. So when the smell is very soft and hard to smell that we almost smell nothing we say we smell a little bit. We can say, the surprise smells a little.

Child M.: The surprise smells a little.

Teacher: Well done. And now we can say what the surprise is. M., what do you thing is inside the bag? (While pointing at the bag).

Child M.: Es que no se com es diu.

Teacher: How do we say "Es que no se com es diu" in English? Do you remember?

Child D.: I don't know how to say it in English.

Teacher: Yes. I don't know how to say it in English.

Child M.: I don't know how to say it.

Teacher: In English.

Child M.: In English.

Teacher: Well. You can say it in catalan.

Child M.: Cargols.

Teacher: Do you agree?

Child D., T., & F: Yes.

Teacher: Do you agree I.? Or do you have a different idea?

Child I.: No, son cargols.

Teacher: We call the screws. (while showing the students the five screws inside the bag)

Child D.: Ho savia.

Child T. & I.: Jo també ho savia.

Teacher: Do you remember how we say ho savia in English.

Child D.: No.

Teacher: I knew it. I think we did this last time. Or the time before.

Child D. & T: I knew it

Teacher: Well, anyways, thank you for your participation. I will bring another surprise tomorrow. Thank you very much.

Strategy: Clarification Request

Teacher: Good morning. How are you? Do you remember what we did yesterday in the morning?

Child M.: A surprise.

Teacher: And what was the surprise, I.? Do you remember?

Child I.: Cargols.

Teacher: Sorry? [Clarification Request]

Child I.: Cargols.

Teacher: And do you know how to say "cargols" in English?

Child I.: No

Teacher: Does anyone remember?

(No response from the students)

Teacher: We call them screws.

Child I., D. & M.: Screws.

Teacher: Yes, well done. Well, today I brought a new surprise. Let's see if you can guess what it is this time. Let's start with T., and then continue with D., then the rest. (The teacher hands the bag to child T., who starts touching the object).

Teacher: How many things are inside the bag?

Child T.: One.

Teacher: And how is the object? Big or small? (While doing gestures with the arms).

Child T.: Small.

Teacher: Okey. Let's see if D. agrees with you.

(Child T. passes the bag to child D.).

Teacher: How is the object D., big or small?

Child D.: Small.

Teacher: And is it soft or hard?

Child D.: Soft.

Teacher: Okey, there is one object and it is soft.

Child D.: Però també te una part hard.

Teacher: Pardon me? [Clarification Request]

Child D.: És soft, però te una part que es dura.

Teacher: In English we say that it is soft with one part that is hard. Can you say it?

Child D.: It is soft.

Teacher: With one hard part.

Child D: With one hard part.

Teacher: Well done. Let's see what F. thinks.

(Child D. passes the bag to child F.)

Teacher: What do you think, F.? Do you know what it is? Only say yes or now. No answers yet. Do you know it?

Child F.: No.

Teacher: Does it make any sound?

(Child F. shakes the bag)

Teacher: Can you hear anything (while touching his ears)

Child F.: No.

Teacher: Okay. One small object that does not make any sound. Now let's see what I. has to say.

(Child F. passes the bag to child I.).

Child I.: És un mitjó?

Teacher: Sorry?

Child I.: Un mitjó.

Teacher: In English we call it sock.

Child I.: A sock.

Teacher: No, it is not a sock. And we will wait after M. has touched the surprise to say what we think the surprise is. I., does the object make any sound?

(Child I. shakes the bag).

Child I.: No.

Teacher: Okay, then let's pass the object to I.

(Child I. passes the object to child M.)

Child M.: *Ja se que és.*

Teacher: Pardon me? [Clarification Request]

Child M.: *Crec que ja se que és.*

Teacher: You know what it is.

Child M.: *És roba.*

Teacher: Sorry? [Clarification Request]

Child M.: *És roba.*

Teacher: Do you know how to say *roba* in English?

Child I.: Clothes.

Teacher: Correct. Well done. We say clothes. But what type of clothes. It is not socks. (while rising one leg and touching one sock).

Teacher: is it a hat?

Child M.: No. No se com es diu.

Teacher: Sorry? [Clarification Request]

Child M.: No se com es diu en anglès.

Teacher: You don't know how to say it in English?

Child M.: No.

Teacher: First of all, does it smell? (while pointing at the nose)

(Child M. smells the object.)

Child M.: No.

Teacher: Okey. It's one piece of clothing, that does not smell. It is not a sock (while showing a sock again) and it is not a hat (while touching M.'s head). What is it?

(Child M. rises her hand)

Teacher: Yes? (while looking at child M.)

Child M.: Un guant.

Teacher: Pardon me? [Clarification Request]

Child M.: Un guant.

Teacher: Sorry? [Clarification Request]

Child M.: Un guant (while pointing at her hand).

Teacher: Oh a glove. In English we call it glove.

Child M.: A glove.

Teacher: Yes it is. (while revealing the surprise).

Teacher: Well done everybody. You guessed it correctly this time. Next time I will bring something harder I think. Thank you very much and see you tomorrow.

Strategy: Repetition

Teacher: Good morning. How are you? Good?

Child D.: Yes.

Teahcer: That is good. Do you know what are we going to do today?

Child M., D. & T.: A surprise.

Teacher: Correct. I brought a new surprise from home. Today we can start with F. and then move to M.

(Child F. grabs the bag and starts touching the surprise).

Teacher: Well. How many things are inside the bag? One, two, seven, ten? (While doing the same numbers with the fingers)

Child F.: One.

Teacher: One, okay. And is the object big or small?

Child F.: Small.

Teacher: One small object. Okay. Let's see what M. has to say.

(Child F. passes the bag to child M.)

Teacher: M., how many things are inside the bag?

Child M.: One.

Teacher: So you agree with F., okay. And is it big or small?

Child M.: It is… *així* (makes a gesture indicating the length of the object)

Teacher: It is *així?* [Repetition]

Child M.: Yes.

Teacher: In English we say it is like this (makes the same gesture).

Child M.: It is like this.

Teacher: Well done. Now let's see what D. thinks.

(Child M. passes the bag to child D.)

Teacher: How is the object, hard or soft?

Child D.: Soft.

Teacher: Soft. And does it make any sound?

(Child D. shakes the bag)

Child D.: No.

Teacher: Okay, let's see what T. thinks.

(Child D. passes the bag to child T.)

Teacher: T., how is the object, soft or hard?

Child T.: Soft.

Teacher: And does it smell? (While pointing at his nose)

(Child T. smells the bag)

Child T.: No.

Teacher: So we have one object that does not smell and it is soft. Okay. Can you pass it to I.? Let's see what I. thinks.

(Child T. passes the object to I.)

Teacher: What do you think I.? Does it smell?

(Child I. smells the object)

Child I.: No.

Teacher: Do you know what object is inside?

Child I.: *Clous*?

Teacher: *Clous?* [Repetition]

Child I.: Yes.

Teacher: Do you mean cloths? Like my t-shirt (while graving the t-shirt) or my jeans (while touching the jeans)?

Child I.: Yes. *Però* small. (while putting her two hands in parallel close to each other).

Teacher: *Però* small? [Repetition]

Child I.: Yes.

Teacher: You mean but small?

Child I.: Yes.

Teacher: Then yes, it is clothes and small. What can it be?

Child D. rises his hand)

Teacher: Yes, D.?

Child D.: One *mitjó*?

Teacher: One *mitjó*? [Repetition]

Child D.: *Si*.

Teacher: How do we say one "*mitjó*" in English? I think we said it yesterday.

Child D.: *No m'en record*.

Teacher: You don't remember. Does anyone remember how we say "*mitjó*" in English?

(Child T., M. and F. nod their heads to say no).

Teacher: We call it sock. One sock. Can you say it, D.? One sock.

Child D.: One sock

Teacher: Correct (while showing them the surprise). Well done, congratulations. We will leave it here today. Tomorrow is weekend and we do not come to school. For this reason I will bring a new surprise next Monday. (while standing up). Okay? Do you understand?

Child D. & M.: Yes.

Teacher: Okay, see you on Monday.

Strategy: Elicitation

Teacher: Good morning. How are you? Do you remember why I have come today?

(No answer from the students)

Teacher: Do you know what I have in this bag?

Child M.: A surprise?

Teacher: Correct. A surprise. We can start with you M., and then do the full circle.

(Child M. grabs the bag and starts touching the surprise).

Teacher: How many things are inside, M.? One, two, five?

Child M.: One.

Teacher: One thing. And is this thing big or small?

Child M.: Small.

Teacher: One thing and it is small.

Child M.: Yes.

Teacher: Well, let's see what F. thinks. Can you give him the bag? (While pointing at F.).

(Child M. gives child F. the bag).

Teacher: How is the object F., big or small?

Child F.: Small.

Teacher: and is it soft or hard?

Child F.: Hard.

Teacher: Hard? So it is hard and small. Okay. Let's see what I. has to say.

(Child F. gives the bag to child I.)

Child I.: *Ja se que es.*

Teacher: How do we say "*Ja se que es*" in English? [Elicitation]

Child I.: I know what it is.

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Teacher: Well done. You remembered how to say it. But do not say what you think it is yet. Tell me, I., does the surprise make any sound?

Child I.: No.

Teacher: Do you want to shake it? (while shaking one hand) So we can be sure.

(Child I. shakes the bag).

Child I.: No.

Teacher: So we have one object that is small and does not make any sound. Let's see what D. has to say. Can you pass the bag to him?

(Child D. grabs the bag).

Teacher: D., does the surprise smell? (while pointing at his nose).

(Child D. smells the bag with the surprise inside).

Teacher: Does it smell?

Child D.: Yes.

Teacher: Yes? Can I have the bag so I can smell it as well? (while extending one arm).

(Child D. gives the bag to the teacher. The teacher smells the bag).

Child D.: It smells… flowers).

Teacher: It smells l… [Elicitation]

Child D.: Flowers.

Teacher: It smells like flowers.

Child D.: Yes.

Teacher: I think it is the bag, not the surprise. I cleaned it this weekend and it smells a little bit.

(The teacher returns the bag to child D.).

Teacher: Okay, I think we can move on to T.

(Child T. gives the bag to child T.)

Teacher: Well, T. What do you think it is?

Child T.: *És un raspall de dents*.

Teacher: It is a… [Elicitation]

Child T.: (Makes a gesture indicating that he does not know the answer).

Teacher: Do you know what this is? (the teacher shows and points at his teeth with a smile). The name of these?

Child D.: Les dents?

Teacher: in English?

(No response from the students).

Teacher: Teeth. We say one tooth (while touching one tooth) and many teeth (while brushing his teeth with one finger). So the name of the surprise is a toothbrush (while revealing the surprise).

Child T.: *Ho sabia.*

Teacher: "Ho sabia"? You meant to say I... [Elicitation]

(No response from child T.)

Teacher: I kn...

(No response from child T.)

Teacher: I knew it.

Child T.: I knew it

Teacher: Well done. The next session will be the last one. No more after that. I hope you can guess it as well. Good job everyone.

Strategy: Paralinguistic Signal D T I F

Teacher: Good morning. This will be our last session. After that, no more surprises.

Child D.: *És l'última?*

(I look at child D. with a strange face). [Paralinguistic Signal]

Child D.: *És aquesta l'última sorpresa?*

Teacher: Yes, it is the last one. If you want, we can start with you, D., then we can move to T. and then continue with I. (while pointing at D., then at T. and then at I.).

(Child D. starts touching the object).

Teacher: Well, how many things are inside the bag? One, two…

Child D.: One.

Teacher: And how is the thing, big or small?

Child D.: *Ja se el que és.*

(I look at child D. with a strange face). [Paralinguistic Signal]

Child D.: *És una…*

Teacher: Don't say it yet. Let the others discover it. How is the thing, big or small?

Child D.: Small.

Teacher: Okay, one small thing. Let's move to T.

(Child D. gives the bag to child T.).

Teacher: Is it soft or is it hard?

Child T.: Soft.

Teacher: (I look at Child T. with a strange face). [Paralinguistic Signal]

Child T.: (no response).

Teacher: D., T. thinks that it is soft. Is it soft or hard? Is it hard or soft?

Child D.: Soft. No hard.

Teacher: T., D. thinks it is hard. Is it soft or hard (while knocking on the table a couple of times).

Child T.: Hard.

Teacher: It is hard, well done. Now it is I.'s turn.

(Child T. gives the bag to child I.).

Teacher: What do you think I.? Do you know what it is?

Child I.: No.

Teacher: Does it make any sound?

(Child I. shakes the bag).

Child I.: No.

Teacher: So we have one object that is hard and does not make any sound. Let's see what F. has to say (while pointing at F.).

(Child I. gives the bag to child F.).

Child F.: *Ja se que és.*

Teacher: (I look at Child F. with a strange face). [Paralinguistic Signal]

(No response from child F.).

Teacher: You meant to say, I know what it is.

Child F.: Yes.

Teacher: Does it smell?

(Child F. smells the bag).

Child F.: No

Teacher: Okay, we have an object that does not smell, it is hard and small. Let's hear M. (while pointing at child M.).

(Child F. gives the bag to child M.).

Teacher: Do you know what it is, M.?

Child F.: I know what it is.

Teacher: Do you know what it is made of?

Child M.: Plastic.

Teacher: Yes.

Child M.: *Com el respell de dents.*

Teacher: (I look at Child M. with a strange face). [Paralinguistic Signal]

Child M.: (laughs).

Teacher: Like the toothbrush, like the surprise that we did last week. Good memory. (while touching my head with one finger). Well, what is it then?

Child F.: *Una cullera.*

Child D. & I.: A spoon.

Teacher: Yes. (the surprise is revealed). Well done everybody. You guessed it right. Good job. Well, this was the last surprise. Thank you very much for your help, I have learn a lot from you.