Analyses of Non-Native Preservice English Teachers'
Verbal Interactions on COLT Part B Scheme

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Abstract
This exploratory case study aimed to identify the characteristics of instruction by non-native preservice English teachers seeking to obtain an English teacher certificate in Japan. The Japanese Ministry of Education, Culture, Sports, Science and Technology has mandated that the teaching of English should take place principally in English from 2020. This requirement will place greater emphasis on the communicative competence of English teachers. To achieve this goal, considerable empowerment of preservice teachers, who are mostly non-native, and enhancement of their communication abilities in the target language will be required. In the present study, 14 non-native preservice teachers were videotaped over three years while teaching practice lessons (6 with Year 7 students, 8 with Year 8 students). Their classroom utterances were transcribed and analyzed using the categories in Part B of the Communicative Orientation of Language Teaching (COLT) observation scheme, proposed by Spada and Fröhlich (1995). Chi-square tests found significant differences between the two grade levels regarding eight of the 18 features in the COLT Part B scheme. In contrast, there were no significant differences regarding important features such as percentage of target language use and requesting genuine information from students. Analysis of the overall results and grade-level differences indicates the features on which preservice teachers should focus so as to develop their capacity to deliver more interactional and effective English lessons.

Keywords: Preservice teachers, English language instruction, COLT

1 Introduction

1.1 Background

Thirty years ago, Japan's Ministry of Education, Sport, Culture, Science and Technology (MEXT) declared that communicative English language teaching would be implemented in public secondary schools (MEXT, 1989). However, after the widespread failure of this effort, MEXT made drastic changes in its 2003 English language education reform plan (MEXT, 2003). The current course of study mandates that English classes should be taught principally in English in the upper secondary grades (MEXT, 2013). This mandate will also be implemented in lower secondary grades (i.e., junior high school) in the next course of study, to be implemented in 2021.

The latest available statistics on junior high school English classes indicate that the following percentage of classrooms in each grade uses L2 (i.e., English) for more than half of the class period: Year 7, 72.3%; Year 8, 70.1%; and Year 9, 66.8% (MEXT, 2014). The most recent progress report stated that only 32% of junior high school English teachers claimed to have English language proficiency at level B2 (upper intermediate) or higher as measured by the Common European Framework of Reference for Languages (CEFR) (MEXT, 2017). This situation appears far from the proficiency goal stipulated in the 2003 reform plan that required English language teachers to achieve at least 730 of 990 points on the Test of English for International Communication (TOEIC) (MEXT, 2003). MEXT seems to be aware of these issues since it has acknowledged the need to enhance the abilities of secondary school teachers (MEXT, 2014). However, in one study (Katagiri, 2016), the use of L2 among junior high school in-service English teachers was as low as 63.6% of the class in terms of utterances. Thus, efforts to reform English teaching in Japan are still in progress.

1.2 Literature review

In-class observations are a conventional method of enhancing teacher performance. They are intended to facilitate teachers' professional development through the "reflective cycle" (Wallace, 2001, p. 15), in which teachers' reflection on their teaching practices leads to "increased professional knowledge" (Wallace, 2001, p. 48).

Several frameworks have been developed to guide classroom analysis and subsequent reflection. These include the hierarchical classroom discourse structure (Sinclair & Coulthard, 1975), Flanders's (1970) Interaction Analysis Categories (FIAC), the Foreign Language Interaction System or FLint (Wragg, 1971), the Communicative Orientation of Language Teaching (COLT) observation scheme created by Spada and Fröhlich (1995), and the Self-Evaluation of Teacher Talk framework proposed by Walsh (2006), to name a few. Most of these classroom analysis schemes involve video-recording and coding of teacher–student interactions, and some of them also require transcriptions of interactions between the teachers and the students.

In the past decade, some researchers in Japan have used the COLT scheme for classroom analysis and have found it to be reliable (Aoki, Ishizuka, Yokoyama, Sakai, & Kawai, 2008). COLT has been further developed since its initial creation to enable coding to be manipulated more easily (Katagiri & Kawai, 2015) and effectively

(Ishizuka & Ohnishi, 2016). Aoki et al. (2008) examined English classes taught by university teachers using the COLT Part B scheme; Katagiri and Kawai (2015) proposed an application of this scheme that uses numerical coding on tabulated forms to analyze teacher–student interactions; and Ishizuka and Ohnishi (2016) synthesized video-recording of the classes with COLT Part A coding on a web-based interface. However, these studies were limited to in-service teachers. Classroom analyses of preservice teachers have rarely been conducted.

1.3 Research questions

The preceding two sections have described the need for further empowerment of English teachers in Japan and the use of an existing classroom analytical framework. As noted, very little work in this regard has involved preservice teachers. Therefore, we posed the following research questions to guide the present study:

1. What classroom verbal interactions do preservice teachers have with their students?
2. How much do preservice teachers use the target language (L2) when teaching English?

2 Materials and methods

2.1 Participants

Fourteen juniors at a national university of education in Japan participated in our study between 2014 and 2016. They attended a five-week teaching practicum between their first and second semesters. As the final phase of this practicum, they completed a teaching demonstration before the mentor English teacher, principal, head teacher, and other preservice teachers attending the practicum. Six of the 14 participants (two males and four females) taught Year 7 students (the first year in junior high school), and the other eight (two males and six females) taught Year 8 students.

2.2 Analysis scheme

We used COLT Part B (Spada & Fröhlich, 1995) to analyze the preservice teachers' demonstration classes. COLT Part B requires full transcriptions of teacher and student utterances, which were transcribed on a numerical coding spreadsheet (Katagiri & Kawai, 2015) so that we could quantify the preservice teachers' interactions for the purposes of analysis. Table 1 shows the numerical codings of the teachers' verbal interactions, categorized in accordance with COLT Part B features. COLT Part B consists of six categories, with several features contained in each category. The only category that we did not use, since we considered it to be outside the scope of the present study, was off-task activities, which Spada and Fröhlich (1995, p. 67) defined as "verbal interaction which is unrelated to the activity, episode, or overall lesson."

According to Spada and Fröhlich (1995), transcriptions should be coded literally. For example, if we are coding a routine teacher interaction such as "Good morning, everyone," wherein English is the target language (L2), COLT Part B coding would be "L2/minimal." In the numerical coding, L2 would be coded as 2 and "minimal" as 1. This numerical method enables us to quantify the coding for our statistical analyses, the results of which will be presented later.

Table 1
Numerical Coding of COLT Part B

Coding number	Off task	Target language use	Information gap	Sustained speech	Reaction to form/ message	Incorporation of student utterances
				TEACHER VERBAL INTERACTION		
1	Off task	L1	Giving Info. Predict.	Minimal	Form	Correction
2	---	L2	Giving Info. Unpredict.	Sustained	Message	Repetition
3	---	Mix	Request Info. Pseudo requ.	---	---	Paraphrase
4	---	---	Request Info. Genuine requ.	---	---	Comment
5	---	---	---	---	---	Expansion
6	---	---	---	---	---	Clarif. request
7	---	---	---	---	---	Elab. request

Note. Adapted from Katagiri & Kawai, 2015. Info. = Information; Predict. = Predictable; Requ. = Request; Clarif. = Clarification; Elab. = Elaboration.

2.3 Procedure

Table 2 describes our six-step research procedure.

Table 2
Research Procedure

Step	Description
1	Ask preservice teachers to contribute to the study
2	Videotape English lessons
3	Transcribe verbal interactions
4	Tabulate speech utterances on COLT Part B scheme for numerical coding
5	Conduct chi-square tests
6	Generalize the classroom's interactional characteristics

Note. COLT = Communicative Orientation of Language Teaching observation scheme.

3 Results

3.1 Overview

The results were generated primarily at Step 4. Figure 1 shows a sample transcription of one preservice teacher's utterances and their tabulation on the spreadsheet. In this figure, the teacher's utterances appear in the cells in the first (left) column. Each utterance is numerically coded in the cells that correspond to the COLT Part B

categories. The numerical coding represents features in each category. For example, the first utterance (in the top cell of the first column) has 2 (representing L2, in this case English) under the language use category and 1 (representing "minimal") in the sustained speech category. These numbers are concatenated as 20100, which means that the preservice teacher utterance "Good morning, everyone" is coded "L2/minimal."

For ease of quantification of each category, the features in each category were numerically coded as explained in Section 2 above. The numerical coding results were then sorted into two groups by student grade (i.e., Year 7 and Year 8). We conducted chi-square tests to examine the differences between the Year 7 and Year 8 groups regarding the 18 features in the five categories used from the COLT Part B scheme. Eight features in three categories were found to exhibit statistically significant differences, as described below.

| | | | | TEACHER VERBAL INTERACTION | | | | |
			Off task	Target language use	Information gap	Sustained speech	Reaction to form/message	Incorporation of student utterances
		Coding number						
		1	Off task	L1	Giving Info. Predict.	Minimal	Form	Correction
		2	---	L2	Giving Info.	Sustained	Message	Repetition
		3	---	Mix	Request	---	---	Paraphrase
		4	---	---	Request	---	---	Comment
		5	---	---	---	---	---	Expansion
		6	---	---	---	---	---	Clarif. request
T (Instructor) / S	Utterances (Teacher and student speech)	7 / Teacher coding representation	---	---	---	---	---	Elab. request
<t>	Good morning, everyone.</t>	201000		2		1		
<sts>	Good morning, Ms.Sato.</sts>	0						
<t>	How are you today?</t>	241000		2	4	1		
<sts overlap="yes">	I'm fine.</sts>	0						
<sts overlap="yes">	I'm sleepy.</sts>	0						
<t>	How are you today?</t>	241000		2	4	1		
<sts>	I'm fine.</sts>	0						
<sts>	I'm sleepy.</sts>	0						
<t>	Fine, sleepy...</t>	201202		2		1	2	2
<t>	So, did you enjoy yesterday?</t>	1211200	1	2	1	1	2	
<t>	Did you enjoy?</t>	1211200	1	2	1	1	2	
<t>	So, this is first period.</t>	201000		2		1		
<t>	So, let's enjoy English class, okay?</t>	201000		2		1		
<t>	So, first, what's the date today?</t>	211000		2	1	1		
<t>	What's the date today?</t>	211000		2	1	1		
<sts overlap="yes">	It's September 23rd.</sts>	0						
<t overlap="yes">	It's September 23rd.</t>	211102		2	1	1	1	2
<t>	Yes, September 23rd.</t>	211102		2	1	1	1	2
<t>	Okay, what's...what day is it today?</t>	211000		2	1	1		
<t>	What day is it today?</t>	211000		2	1	1		
<sts ovrlap="yes">	It's Friday.</sts>	0						
<t overlap="yes">	It's Friday.</t>	211102		2	1	1	1	2
<t>	Yes, it's Friday.</t>	211102		2	1	1	1	2
<t>	Okay, Friday.</t>	211000		2	1	1		
<t>	And look outside.</t>	201000		2		1		
<t>	How is the weather now?</t>	211000		2	1	1		
<sts overlap="yes">	It's rainy.</sts>	0						
<t overlap="yes">	It's...</t>	201102		2		1	1	2
<t>	Yes, it's rainy.</t>	211102		2	1	1	1	2
<t>	Do you remember the last class?</t>	201000		2		1		
<t>	We learned about weather.</t>	211000		2	1	1		

Figure 1. Tabulated transcription sample (sorted) with numerical COLT Part B coding. Only the teacher utterances were extracted from the transcription. See the Appendix for a full sample with the students' utterances included.

3.2 Target language use

The first category examined was *target language use*. This category contains three features: L1 (Japanese language in this study), L2 (English language), and Mix (mixture of both L1 and L2 observed in an utterance). We compared the number of utterances for the 14 preservice teachers (six for Year 7 students, eight for Year 8 students). Table 3 shows the results of the utterance summary and of the chi-square tests based on these utterances.

Preservice teachers' use of the target language seemed to be equally distributed between the Year 7 and Year 8 groups. The uses of L1, L2, and Mix ranged from 43.2% to 44.2%, 41.9% to 46.9%, and 9.9% to 13.8%, respectively. The chi-square tests yielded no significant results.

Table 3
Summary of Target Language Use and Chi-square Test Results

| Feature | Target language occurrences (%) | | p value | M |
	Year 7 ($n = 6$)	Year 8 ($n = 8$)		
L1	1,395 (43.2)	1,215 (44.2)	.5000	1,305 (43.7)
L2	1,513 (46.9)	1,151 (41.9)	.3341	1,332 (44.6)
Mix	319 (9.9)	380 (13.8)	.2617	349.5 (11.7)

Notes. Year 7 and Year 8 represent the first and second years in junior high school, respectively. L1 = Japanese; L2 = English.

3.3 Information gap

The second COLT Part B category examined was *information gap*. Table 4 shows the results. As the first column shows, this category consists of two parts: *giving information* (utterances such as lecturing and answering questions) and *requesting information* (utterances that ask questions to check the students' understanding and elicit responses from them). Furthermore, each of these two subcategories is classified into two features on the basis of whether the information given is predictable and whether the information requested is "pseudo" (i.e., meant to elicit already-known answers from the students) or genuinely pertinent to the discussion. Thus, the information gap category has four features.

Table 4
Summary of Information Gap and Chi-square Test Results

| Category | Feature | Information gap occurrences (%) | | p | M |
		Year 7 ($n = 6$)	Year 8 ($n = 8$)		
Give info.	Predictable	1,038 (44.4)	1,131 (54.9)	.1817	1,084.5(49.3)
	Unpredictable	941 (40.3)	526 (25.5)	.0408	733.5 (33.4)
Request info.	Pseudo	198 (8.5)	228 (11.1)	.0800	213.0 (9.7)
	Genuine	160 (6.8)	176 (8.5)	.2066	168.0 (7.6)

Notes. Year 7 and Year 8 represent the first and second years in junior high school, respectively. Info. = information.

Of the four features, *unpredictable* in the *giving information* category revealed a statistically significant difference on the chi-square test (p = .0408), with Year 7 teachers giving a greater amount of unpredictable information. The other three features did not have statistically significant differences.

3.4 Sustained speech

The third category examined, *sustained speech*, contains two features depending on the length of each utterance. *Minimal* speech ranges from one word up to two main clauses of sentences, whereas *sustained* speech refers to longer utterances consisting of at least three clauses or sentences. Table 5 summarizes the utterance count and the chi-square test results.

Most of the preservice teachers' utterances were coded as minimal (92.7% of Year 7 utterances and 83.0% of the Year 8 utterances). The chi-square test identified no significant difference between age groups regarding this statistic, but there was significantly more sustained speech in the Year 8 classes (p = .0320). These results imply that preservice teachers are likely to adjust their speech in accordance with the higher student proficiency levels in Year 8 classes relative to Year 7 classes.

Table 5
Summary of Sustained Speech and Chi-square Test Results

	Sustained speech occurrences (%)			
Feature	Year 7 (n = 6)	Year 8 (n = 8)	p	M
Minimal	2,877 (92.7)	2,277 (83.0)	.2727	2,577 (88.2)
Sustained	227 (7.3)	465 (17.0)	.0320	346 (11.8)

Note. Year 7 and Year 8 represent the first and second years in junior high school, respectively.

3.5 Reaction to form/message

The next category examined was *reaction to form or message*. This category distinguishes two features that signify whether language teachers are focusing on the form of the language they are teaching or the message that the language conveys in communication. Form refers to "the linguistic form (grammar, vocabulary, pronunciation)" and *message* to "the meaning/content of the preceding utterances" (Spada & Fröhlich, 1995, p. 23). Table 6 summarizes the occurrences of the two features and the chi-square test results.

Table 6
Summary of Reaction to Form/Message and Chi-square Test Results

	Reaction to form/message occurrences (%)			
Feature	Year 7 (n = 6)	Year 8 (n = 8)	p	M
Form	1,026 (66.6)	1,011 (73.2)	.4648	1,018.5 (69.7)
Message	515 (33.4)	371 (26.8)	.2175	443 (30.3)

Note. Year 7 and Year 8 represent the first and second years in junior high school, respectively.

The chi-square tests showed no significant difference between Year 7 and Year 8 teachers regarding either form or message. The mean usage percentages were 69.7% for form and 30.3% for message. The preservice teachers focused twice as much on form as on message when teaching Year 7 students, and this ratio became even more imbalanced in Year 8.

3.6 Incorporation of student utterances

The final category examined was *incorporation of student utterances*. This category contains seven features that describe how teachers react to the preceding student utterances. Table 7 shows the utterance count for each feature and the chi-square results, which reveal significant differences for all seven features except *correction* (*p* = .1124). The six features with significant differences were *repetition* (*p* = .0000), *paraphrase* (*p* = .0261), *comment* (*p* = .0280), *expansion* (*p* = .0000), *clarification request* (*p* = .0059), and *elaboration request* (*p* = .0000). Among these six features, only clarification requests decreased from Year 7 to Year 8; the other five features had significant increases.

Table 7
Summary of Incorporation of Student Utterances and Chi-square Test Results

Feature	Occurrences of incorporation of student utterances (%)		*p*	*M*
	Year 7 (*n* = 6)	Year 8 (*n* = 8)		
Correction	790 (64.1)	840 (57.1)	*.1124*	815.0 (60.3)
Repetition	95 (7.7)	162 (11.0)	*.0000*	128.5 (9.5)
Paraphrase	8 (0.6)	19 (1.3)	*.0261*	13.5 (1.0)
Comment	291 (23.6)	340 (23.1)	*.0280*	315.5 (23.4)
Expansion	13 (1.1)	45 (3.1)	*.0000*	29.0 (2.1)
Clarification request	16 (1.3)	4 (0.3)	*.0059*	10.0 (0.7)
Elaboration request	6 (0.5)	47 (3.2)	*.0000*	26.5 (2.0)

Note. Year 7 and Year 8 represent the first and second years in junior high school, respectively.

4. Discussion

The present study was guided by two research questions. Using the COLT Part B coding scheme, we quantified the utterances of preservice teachers as they taught demonstration lessons at a teaching practicum. We analyzed the preservice teachers' performance by student level (Year 7 or Year 8) and conducted chi-square tests. Where statistical differences are found between the two groups, we can conclude that these aspects of preservice teachers' verbal interactions with their students tend to change as students progress from Year 7 to Year 8. Where no statistical differences exist between student years, we can generalize interaction characteristics of the preservice teachers by drawing conclusions from the combined data for all 14 participants.

Therefore, the following sections address the research questions while remaining attentive to the existence (in eight features) or nonexistence (in 10 features) of

statistical differences between student levels. Research question 1 is answered by the results in the last four categories of the COLT Part B scheme (Figure 1), which elucidate overall interactional characteristics of the preservice teachers; research question 2 is answered by the results in the first category, *target language use*.

RQ1. What classroom verbal interactions do preservice teachers have with their students?

For the features with non-significant differences, mean ratios derived from the utterances of all 14 teachers provide an overview of their verbal interactions. Seven features in four categories will be used to answer RQ1. Figures 2 through 5 depict the generalizations.

In the information gap category, only the feature on giving unpredictable information had significant differences between student years. Overall, half of the utterances were categorized as giving predictable information (Figure 2), meaning that the preservice teachers' utterances frequently consisted of lecturing, answering questions, and giving feedback. Asking questions totaled 17.3% of utterances.
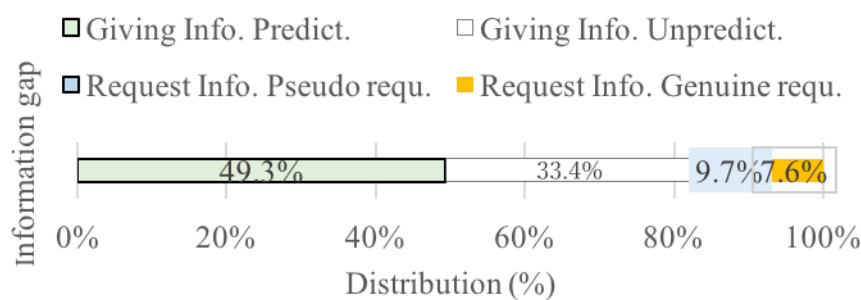

Figure 2. Information gap interaction patterns of preservice teachers (Years 7 and 8 combined).

The preservice teachers were much more likely to provide information than to ask questions when speaking. However, they used significantly fewer unpredictable informational utterances when teaching Year 8 students, implying that the range of communication topics with that grade level was less wide.

Figure 3 shows the sustained speech characteristics of the preservice teachers. Minimal speech (i.e., utterances containing fewer than three main clauses or sentences) represented nearly 90% of all speech instances. However, the teachers incorporated sustained utterances more often with Year 8 students (Table 5), suggesting that they considered the development of longer discourses more achievable with this grade level.
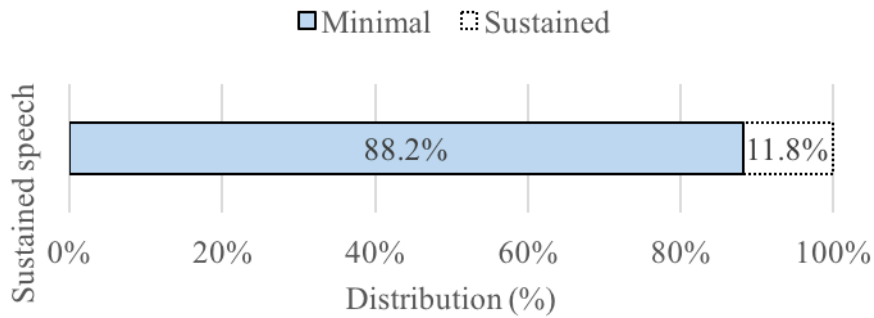
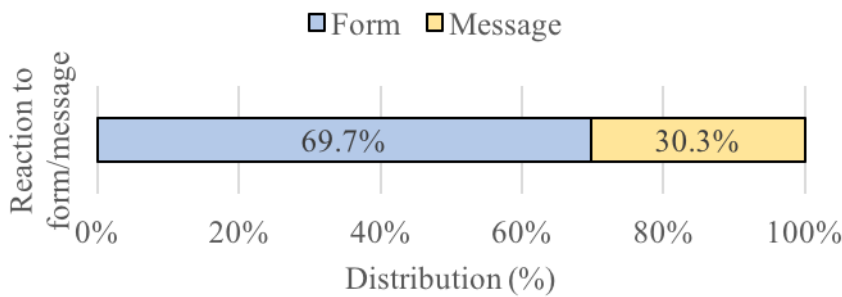*Figure 3*. Sustained speech patterns of preservice teachers (Years 7 and 8 combined).

Figure 4. Reaction to form/message interaction patterns of preservice teachers (Years 7 and 8 combined).

Figure 4 shows the speech characteristics of the preservice teachers in the COLT scheme category of reaction to form or message. The two features in this category did not reveal statistically significant differences by grade level. Overall, the preservice teachers spent approximately 70% of their utterances teaching the form of the English language.

The final COLT category used to answer the first research question was the preservice teachers' *incorporation of student utterances* (Figure 5). This category stands out from the others because there were statistically significant differences between grade levels on six of the seven features.
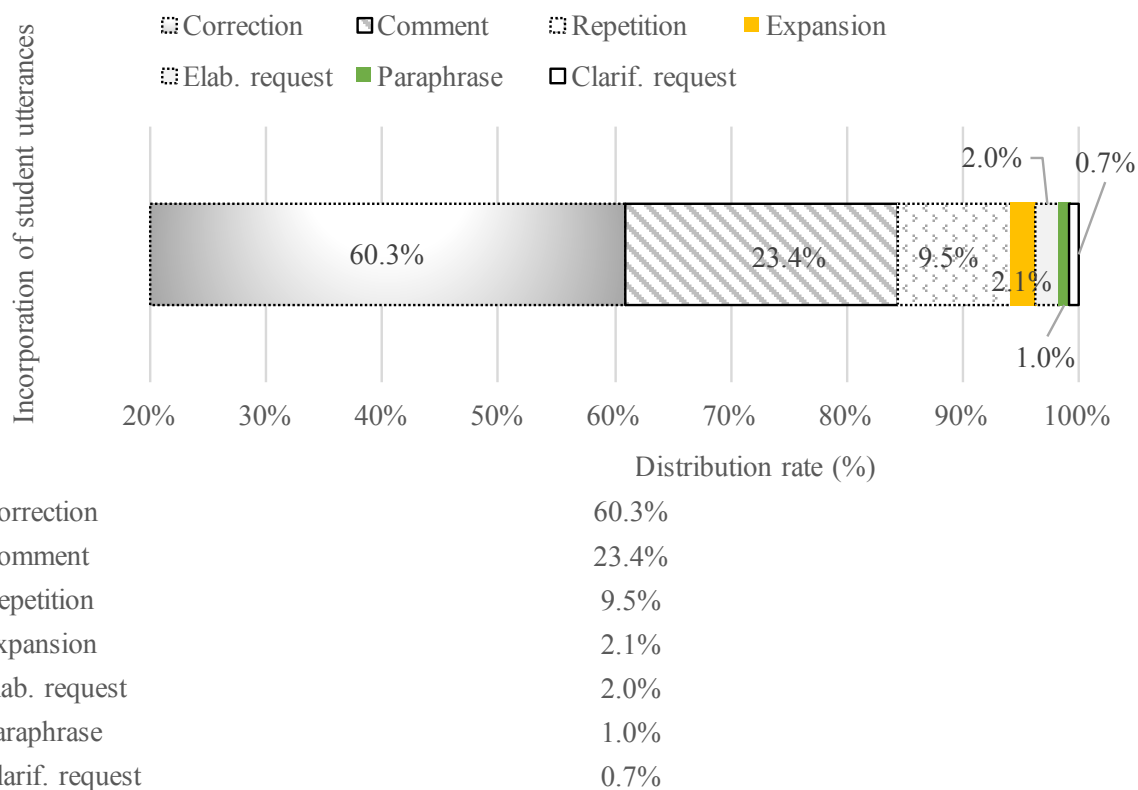
Correction   60.3%
Comment   23.4%
Repetition   9.5%
Expansion   2.1%
Elab. request   2.0%
Paraphrase   1.0%
Clarif. request   0.7%

Figure 5. Patterns of *incorporation of student utterances* among preservice teachers (Years 7 and 8 combined).

Although occurrences of correction (60.3%) dominate this category, the other features present evidence of an increase in pedagogically beneficial interactions with Year 8 students. When teaching Year 8 students, preservice teachers (relative to those teaching Year 7 students) provided the following:

    (1) less unpredictable information,
    (2) more sustained speech,
    (3) more repetition in incorporation of student utterances,
    (4) more paraphrase,
    (5) more comment,
    (6) more expansion, and
    (7) more elaboration request.

All of these contribute to developing longer discourse, which reflects "increased development of learners' utterances in classroom conversation" (Spada & Fröhlich, 1995, p. 24).

When teaching Year 8 students, preservice teachers also communicated significantly fewer clarification requests, indicating that the clarity of students' utterances had improved beyond that of Year 7 students.

In summary, we can answer the first research question by concluding that the preservice teachers adjusted their interactional patterns with the students to develop longer classroom discourse, partly by incorporating student utterances that preceded the preservice teachers' utterances. However, the preservice teachers are prone to focusing more on form and on predictable features so that their students can acquire aspects of the English language, rather than trying to engage in more realistic communicative interactions typified by genuine questions and the delivery of unpredictable information. They tend to rely more heavily on stylized exchanges than on original discussion of real-life topics.

RQ2. How much do preservice teachers use the target language (L2) when teaching English?

Table 3 did not show any significant differences in language use patterns between the Year 7 and Year 8 preservice teachers. Thus, we can answer this research question by examining the overall percentages, presented in Figure 6.
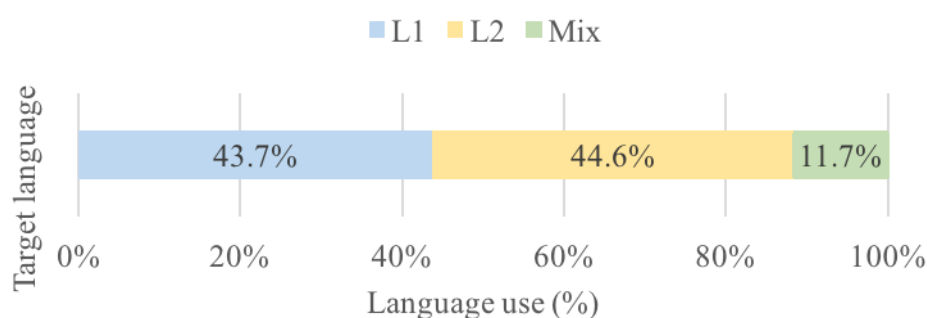

Figure 6. Ratios of language use of the preservice teachers.

The two languages were used almost equally: 43.7% for Japanese and 44.6% for English. This proportion of L2 use is less than the 63.6% ratio reported in the literature (Katagiri, 2016). Even if all the mixed utterances could be developed into the entire use of L2, the L2 use percentage would be only 56.3%, still well below the typical practice of in-service teachers.

4. Conclusion

4.1 Implications for pedagogy

On the basis of the study findings, we propose that to empower non-native preservice teachers of English, particularly those planning to teach students in Years 7 and 8, it is important to encourage them to take the following steps:

(1) increase the number of utterances providing unpredictable information,
(2) adjust utterances to more sustained ones,
(3) focus more on the message rather than on form, and
(4) incorporate student utterances such as paraphrase, expansion, clarification requests, and elaboration.

Preservice teachers should also be encouraged to use L2 more heavily to generate more student responses in the target language. The steps above will be beneficial to non-preservice teachers of English in enhancing the potential to teach principally in English when we envisage that the next course of study will mandate the use of L2 (English) as a means of instruction even in junior high schools.

4.2 Limitations

The present research has at least three limitations. First, the study covered only the first two years of junior high school. It would have been helpful to collect data from participants teaching Year 9, the final year of junior high school, as well. The lack of Year 9 data limits our ability to generalize from the preservice teachers' English classroom utterances.

The second limitation relates to the reliability of the data. We assumed that all the participants taught virtually the same portion of the English language textbooks because they attended their teaching practicum at roughly the same time during the school year, that is, between late August and the end of September. However, since the preservice teachers completed their practicum at various junior high schools, the materials might not have been identical, and this variation may possibly have affected their choice of language and other aspects of their interaction with students.

Third, the participants' teaching styles may have varied. We can safely assume that all the junior high schools where they performed their practice teaching were subject to the government-mandated course of study. However, since preservice teachers are usually supervised by in-service mentors, each mentor may have influenced the specific ways in which the preservice teachers taught—for example, with regard to target language use or the application of teaching styles such as task-based, grammar-based, and communication-based styles. It was not possible for us to control for these variables.

4.3 Further research

In the future, we intend to continue collecting classroom data from preservice teachers, especially those working with Year 9 students. Our ongoing accumulation of English classroom discourse data will enable us to generalize more broadly with regard to preservice teachers' classroom speech characteristics.

Second, since analyzing classroom speech involves transcribing both teacher and student utterances, the transcribed data could be compiled into a preservice English teacher classroom corpus. Creating a spoken corpus consisting of classroom data from non-native preservice teachers of English in Japan would provide useful information for researchers, teacher trainers, and policymakers in this country. This would be a time-consuming effort, but we consider it justifiable because of its potential value.

Finally, although the RQ2 did not focus on the L1 use, it could be useful to analyze the L1 speech of the preservice teachers. One possible procedure to conduct such research has been inspired by Katagiri (2016), who argued for the feasibility of increasing L2 use in foreign language classes by making broader use of L1 translated into L2. If we examine the preservice teachers' L1 by translating it into L2, we might

find results similar to Katagiri's, which could also contribute to empowering preservice teachers and enhancing their ability to speak more extensively in L2 while teaching.

Acknowledgments

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Appendix.

Tabulated transcription sample of teacher and student interactions with numerical COLT Part B coding

TEACHER VERBAL INTERACTION

Coding number	Off task	Target language use	Information gap	Sustained speech	Reaction to form/message	Incorporation of student utterances
1	Off task	L1	Giving Info. Predict.	Minimal	Form	Correction
2	---	L2	Giving Info.	Sustained	Message	Repetition
3	---	Mix	Request	---	---	Paraphrase
4	---	---	Request	---	---	Comment
5	---	---	---	---	---	Expansion
6	---	---	---	---	---	Clarif. request
7	---	---	---	---	---	Elab. request

T (Instructor) / S	Utterances (Teacher and student speech)	Teacher coding representation	Off task	Target language use	Information gap	Sustained speech	Reaction to form/ message	Incorporation of student utterances
<t>	Good morning, everyone.</t>	201000		2		1		
<sts>	Good morning, Ms.Sato.</sts>	0						
<t>	How are you today?</t>	241000		2	4	1		
<sts overlap="yes">	I'm fine.</sts>	0						
<sts overlap="yes">	I'm sleepy.</sts>	0						
<t>	How are you today?</t>	241000		2	4	1		
<sts>	I'm fine.</sts>	0						
<sts>	I'm sleepy.</sts>	0						
<t>	Fine, sleepy...</t>	201202		2		1	2	2
<t>	So, did you enjoy yesterday?</t>	1211200	1	2	1	1	2	
<t>	Did you enjoy?</t>	1211200	1	2	1	1	2	
<t>	So, this is first period.</t>	201000		2		1		
<t>	So, let's enjoy English class, okay?</t>	201000		2		1		
<t>	So, first, what's the date today?</t>	211000		2	1	1		
<t>	What's the date today?</t>	211000		2	1	1		
<sts overlap="yes">	It's September 23rd.</sts>	0						
<t overlap="yes">	It's September 23rd.</t>	211102		2	1	1	1	2
<t>	Yes, September 23rd.</t>	211102		2	1	1	1	2
<t>	Okay, what's...what day is it today?</t>	211000		2	1	1		
<t>	What day is it today?</t>	211000		2	1	1		
<sts ovrlap="yes">	It's Friday.</sts>	0						
<t overlap="yes">	It's Friday.</t>	211102		2	1	1	1	2
<t>	Yes, it's Friday.</t>	211102		2	1	1	1	2
<t>	Okay, Friday.</t>	211000		2	1	1		
<t>	And look outside.</t>	201000		2		1		
<t>	How is the weather now?</t>	211000		2	1	1		
<sts overlap="yes">	It's rainy.</sts>	0						
<t overlap="yes">	It's...</t>	201102		2		1	1	2
<t>	Yes, it's rainy.</t>	211102		2	1	1	1	2
<t>	Do you remember the last class?</t>	201000		2		1		
<t>	We learned about weather.</t>	211000		2	1	1		

This figure shows a sample tabulated transcription of teacher and student interactions with numerical COLT Part B coding. The lines shaded in gray are identical to those in Figure 1. The first and second columns signify a speaker's combinations (either <t> for a teacher or <sts> for students) and utterances.