

UNIVERSIDADE FEDERAL DE SANTA CATARINA
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AN APPROACH TO FLUENCY

Dissertação apresentada à Universidade Federal de Santa Catarina para obter o grau de Mestre em Letras - Opção Inglês e Literatura Correspondente.



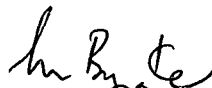
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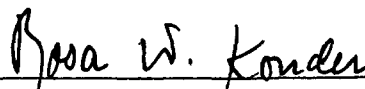
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Para Dininho, Filipe,
meus pais, e meus alu
nos.

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RESUMO

Esta dissertação é um estudo sobre o desenvolvimento da expressão oral através de oportunidades específicas para se falar em situações quase realísticas, sem ter a precisão lingüística como fim último.

Os princípios teóricos básicos são delineados com base no enfoque comunicativo para o ensino e a aprendizagem de línguas. As atividades são discutidas em relação ao aluno de inglês no curso de Letras e o currículo de inglês na Universidade Federal de Santa Catarina.

Uma tipologia explícita das atividades é apresentada e a aplicação do material relatada.

ABSTRACT

An Approach to Fluency is a study on the development of oral expression through the provision of specific opportunities to talk in quasi-realistic situations, without technical accuracy as a main concern.

The underlying theoretical principles are outlined by drawing on the communicative approach to language teaching and learning.

An explicit activity typology is presented and the application of the materials reported.

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INTRODUCTION

The essential aim of this thesis is to provide further material to support the teaching of English to Brazilian learners in the Letters Course. In spite of the great number of published English materials available on the market, the English staff working at the Federal University of Santa Catarina (UFSC) felt the need for specific materials which suited our particular teaching-learning situation and curriculum. Although part of the staff thought that the preparation of materials was not a task for us, due particularly to the difficulty of such an enterprise, others believed this was a route to take and decided that we should give it a try. The first, pioneer individual project is ours, and as such it presents several limitations and shortcomings.

As we had been teaching three consecutive courses for learners in the third semester, we attempted to examine several representative examples of current materials at the intermediate level available on the market. This analysis, which is discussed in greater detail in Chapter 1, revealed that the great

majority of these materials is of the 'international' kind, aiming at being useful and applicable for any learner at intermediate level in any place of the world. Rather than being ideal, these materials can be considered as idealised, in that they do not take account of our specific teaching-learning situation. In addition to this, the analysis also showed that very few of the materials examined suited the particular objectives of the curriculum for the learners in the third semester. The concern with language fluency which constitutes the focus of teaching at this stage of the curriculum was absent from most textbooks.

With this situation in mind we decided to prepare materials which would take account of the socio-culturally selected aims and ideas reflected by our teaching-learning situation and suit the particularities of our curriculum. Initially in our project we wanted the materials to present ideas for oral activities. For this reason, we labeled them Activities Ideas Materials (AIM).¹ Later on, fearing that teachers could discard the materials if they did not have a finished form, we decided to organize and display the activities in such a way that they could be easily photocopied and used. However, the name remained the same.

As materials for fluency practice they are characterized by being activity-centred and problem solving materials. The activities themselves do not focus on specific language, but rather on the learners' freedom of creative interaction. Instead

¹This label was taken from Allwright's article "What do we Want Teaching Materials For?" (1981)

of asking ourselves "what shall we include in terms of grammar?", we asked: "what activities will most likely entail purposeful communication?" and "what topics are meaningful to the learners?" The content of the AIM was thus selected for their power of encouraging the learners to communicate ideas, personal feelings and imagined situations of relevance and interest to them.

As opposed to the limited options available to the learners in audiolingual materials in which they were seen as stimulus-response mechanisms, the AIM view the learner as a processor, initiator and performer. An important consequence of this is that the learner becomes to a large extent responsible for his learning. In other words, much of the responsibility for learning is shifted from the teacher to the learner. As Breen and Candlin put it:

"The role of learner as negotiator - between the self, the learning process, and the object of learning - emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way" (1980:100).

In the design of the AIM we faced a series of difficulties, the main one being the necessity of being creative as well as consistent in putting theory into practice. The task of preparing problem-solving materials which require effective use of language for their solution is a problem-solving activity in itself (cf. Candlin and Breen, 1979). It is certain that the experience of teaching 3 consecutive courses for the learners in the third semester made the task easier to accomplish,

in the sense that it helped us to get closer to the learners' interests, needs, expectations and contributions, not to say their frustrations. Apart from this 'living together' with the learners there was also the advantage of being part of a staff deeply involved in the job of attempting to make the English program really purposeful, coherent and appropriate to our particular teaching-learning situation.

The thesis is divided into five chapters. Chapter 1 examines the setting in which the materials are to be used. Our first concern is with the learners, their identification, likely contributions and needs. Following this, a detailed account of the English curriculum for the Letters Course at UFSC is drawn. The methodology used to implement the curriculum is then examined and the lack of appropriate materials discussed.

Chapter 2 provides the theoretical background to a communicative methodology naming Brumfit, Johnson, Allwright, Barnes, Breen and Candlin. It focuses on language "acquisition", in the terms proposed by Krashen (1977), i.e., the uncounscious absorption of language in real use. Chapter 3 is concerned with the **selection** of content and methodology for the AIM. It examines the activities in relation to the theoretical undepinning outlined in Chapter 2.

Chapter 4 presents the AIM and the final chapter relates a brief personal account of the application of the materials which are evaluated by the teacher and the learners alike. The Appendix presents the learners' answers to the evaluation questionnaire discussed in the last chapter.

CHAPTER I

THE SETTING

One of the most influential factors concerning the complex task of preparing materials to teach a foreign language is a sensitive awareness of the background situation in which the teaching-learning process takes place. A first step towards this goal is an identification of the learners, their likely contributions and needs. This is what section 1 below is concerned with. Section 2 then looks at the organization of the present English curriculum for the Letters Course at UFSC with special reference to the established objectives for each of its 3 stages. And section 3 looks at the methodology and materials used to implement this curriculum and analyses a number of representative examples of current trends in the form of text-book-based materials. The analysis reveals a lack of specific materials to suit our particular teaching-learning situation and curriculum.

1.1. The Learner's Contributions

"A communicative curriculum will focus on the learner from the very beginning by relating the initial contributions of the learner to the ultimate purposes of the curriculum."

(Breen and Candlin, 1980:93)

Although it is extremely necessary that data on the learner, his aptitude, motivation and interests be gathered and analysed so that we may have more learner-centred courses, it is only fairly recently that such research started to be carried out in Brazilian universities. Much of the planning and writing of the English courses have therefore been based on general teaching experience, and this may be one of the reasons why we evidence some unforeseen and undesirable outcomes in the teaching-learning process.

Our analysis will not follow a comprehensive and sophisticated set of techniques and parameters for analysing learner's needs, such as the one presented by John Munby in Communicative Syllabus Design (1978), for this would go beyond the scope of the present work. It will, however, consider the identity of the learner and give priority to his initial competence and expectations. This will be the starting point for the design of the Activities Ideas Materials (AIM).

1.1.1. Identity

The age range of the learners varies between 18-25, although a few of them are older than this being up to 40 years of age. 90% of them are female, post-secondary learners from

the state of Santa Catarina. Most of them have chosen the English program of the Letters Course at UFSC as their first option in the entrance exam. This may lead us to consider them as well-motivated learners. Few learners have come to the English program because they did not pass the entrance exam with sufficiently high marks to take an engineering or medical degree. Such is the system in Brazil at the present time. To be an engineer confers a higher status than being a teacher.

1.1.2. The Learner's Initial Competence

For most students, their knowledge of English is that of a 3-5 year high-school general English curriculum. Bearing in mind the awkward reality of the teaching of English in Brazilian highschools this amounts to saying that in practical terms they are false beginners. As the term 'false beginner' may signify several levels of competence for different people, it seems wise to define what should be understood by it in the present work.

Our learners are weak on vocabulary. This is generally limited to pronouns, classroom objects, animals, the calendar, the family, the verbs to be and to have, plus some few other jumbled items. They have been presented with the basic forms of English, they have drilled them and worked with them to do some language exercises such as gap-filling, answering questions, transforming sentences, etc. This, however, does not mean that they know the forms of language in such a way as to use them satisfactorily. They are able to recognize these forms in the

written mode, but not aurally.

One fact worth noting here is that although the audio-lingual method is by far the most used method in highschool English classrooms, the learners themselves recognize that the least emphasized items were oral practice and listening comprehension.² This may indicate that learners are sensitive enough to evaluate the degree of meaningfulness and usefulness of the language work which is done inside the classrooms.

Apart from a small number of learners who have a more developed knowledge of English deriving from study in private courses and/or trips to English-speaking countries, this is the general situation in the first semester of the Letters Course.

In their mother tongue, Portuguese, the learners have a fairly reasonable ability to interpret, express and negotiate meanings. However, they require further development in this area. Our aim, then, is to offer possibilities for the transfer of these abilities to the English language while at the same time taking them a step further.

1.1.3. The Learner's Expectations, Needs, Interests and Motivation

From the fourth semester on, the learners can either drop English and have just Portuguese as their major, or they can continue studying it till the eighth and last semester of

²This note has been taken from a questionnaire which is part of an MA Project being done by Raquel Carolina S.Ferraz D'Ely at UFSC.

the course. In this case they will have English and Portuguese as their majors. Unhappily the learners at UFSC cannot have only a foreign language as their major. Consequently our concern is with those who choose English as one of their majors. English for them is not only a means of furthering their general knowledge, but also, and mainly, their future working tool. They take English with enthusiasm and quite seriously. The great majority of them have stated that they would rather have more English classes in their curriculum than they have at present.³

Before launching into the discussion of the specific needs of these learners we will first consider the universal needs of the foreign language learner in general, thus achieving a wider perspective.

At the level of the individual, 'need' signifies a concern for the creative and imaginative aspects of the learner's personality. An investigation into this field will certainly include the motivational characteristics of the learners themselves. What is it that helps to increase the learner's interest? We will draw on some psychological and pedagogical approaches in the considerations that follow.

Inside the classroom the learner has the need for security to release his creative energies. To this end he needs to have his feelings of fear and anxiety either eliminated or lowered to a minimum degree. Within an atmosphere of freedom, faith, cooperation and thrust he then needs to find his place within

³Cf. a questionnaire prepared and applied by Martin Bygate in all the semesters of the Letters Course at UFSC, in the year of 1981.

the group and form his "own sense of identity consistent with that place" (Stevick, 1976:50).

In the setting of the school the learner also needs to have a sense of achievement to some sort of success. If his performance is continually unsuccessful his motivation will probably weaken and he will lose interest. He needs to feel that he is accomplishing goals through his striving. To a certain extent the teacher can satisfy this through praise and encouragement. On his side, to receive praise, the learner seeks recognition and appreciation; a way to fulfill his needs for esteem both from others and from himself.

Another motivational characteristic of the learner is his curiosity. "If motivation in the classroom is a matter of arousing some drive which all learners have, then the curiosity motive is one of the most available to be tapped" (Muggleston, 1977:112). A language learner is usually curious about how messages are conveyed in a foreign language. He is also curious of how the people who speak the foreign language behave. This does not mean, however, that he needs to acquire the culture of the country whose language he is learning; his own culture is sovereign above all. What he needs is to use the foreign language as a vehicle which gives him information and a chance to develop a new purposeful communicative behaviour. If materials intrigue or puzzle the learner and provide him with valuable new experiences they will certainly be a striking instrument for the attainment of this goal.

To develop his communicative ability the learner also needs to have opportunity for self-expression. Communicative

language use depends on the ability to create new utterances, and since this ability is not acquired only through the repetition and manipulation of pre-determined language, the learner needs to be placed in situations which encourage him to formulate and structure language to express his ideas, impressions, opinions and personal feelings. It is through this expression that his communicative ability is exercised and consolidated. This need, in a more intensive way than the preceding ones, has implications for the design of materials. These have to offer possibilities for learner interaction and self-expression. The AIM, by presenting situations which require the learners to react to what they hear or see, stimulate personal contributions necessary for successful completion of the tasks. The discussions, games, simulations and puzzles are designed to intrigue the young-adult mind in such a way as to create opportunity for self-expression and ensure interaction among the learners.

Coming down to the more specific needs of the learners in the Letters Course we can say that the majority of them perceive and define their needs in terms of obtaining qualifications to be teachers of English in secondary schools. Although some of them think about becoming translators, or, bilingual secretaries, others, tourist agents, and others even consider the possibility of becoming writers, they are all aware that they are being prepared to be English teachers in the '1^o and 2^o graus'.⁴ The desirable level of linguistic competence

⁴The '1^o grau' comprises 4 years of elementary school and 4 years of junior high-school; the '2^o grau' comprises 3 years of senior high-school. English is usually taught from the 5th or 6th year of the '1^o grau' on.

in the so-called four skills which these teachers should have is still a matter of controversy in our country.⁵ Far more research is required into this area which is closely related to the particular needs of the Brazilian high-school student, another glaringly under-researched area.

The existing graduate course in English Language and Literature at UFSC, not to speak of other graduate courses in this area spread over different parts of the country, lead to the learner's recognition of further needs, in that they foresee the necessity of acquiring a higher level of linguistic competence in order to be accepted into such courses. Interests in the culture of English-speaking people, as well as the possibility of going abroad also contribute to give a wider perspective to the learner's needs.

Having considered the learner's contributions to the curriculum our next step is to examine the curriculum itself.

1.2. The English Curriculum

"Education is in constant movement to suit the needs of its milieu, and the various parts of education tend to lag in their reaction to social demands, so that there is always scope for reformers; and one has the impression of constant improvement when what is really happening is a constant updating" (Kelly, 1976:396).

Reflecting advanced developments in the field of linguistics, psychology, and related disciplines, which brought

⁵This controversy was clearly evidenced in a study group of the IV SEMPUI (National Seminar of University Teachers of English) held in Florianópolis, Brazil, in July 1982.

about new ideas and techniques concerning language teaching, the English curriculum for the Letters Course has undergone influential changes in the past 5 years. Some of the adopted changes are not yet completed, and as a matter of fact are at present undergoing the adjustments and refinements necessary to any innovating situation whose aims are evaluated in close relation to actual practice.

The fundamental idea underlying these changes is mainly related to what Kelly calls the 'social' aim of language teaching, an "aim which... demands that language should be regarded as a form of social behaviour and a type of communication" (Kelly, 1976). Seen in this light, language teaching ceases to rely exclusively on the grammarian's description of language as an abstract system, and becomes concerned with the ways this system is put to use in the process of actual communication. In other words, the notion of communicative competence is added to the concept of grammatical competence as the basic core of language teaching.

The need to have the learners using the foreign language as a means to an end, that is to say, in meaningful interaction with other language users has led the English staff at UFSC to carefully examine the existing curriculum which seemed to need some changes in order to satisfy this objective appropriately. As the course was based mainly on the English 900 series (The Macmillan Company, 1964), one of the most representative courses of the structural methodology, the existing curriculum reflected the notion of language as a system of grammatical patterns. Pattern practice was thus the method used to ensure the

acquisition of linguistic habits which constituted the aim of language teaching. The classes progressed from presentation of pattern, discrete point explanation of the patterns, pattern drilling and wholistic acquisition. This final stage should correspond to spontaneous communication - something which could occur only after the responses had been successfully acquired. The problem, however, was that language used at this stage was generally uttered merely in order to produce the required pattern; meaningful and appropriate communication did not occur in the classroom.

The lack of a meeting-point between the outcome of the earlier curriculum and the kind of real communication that exists outside the classroom led us to design a new curriculum in which adequate attention were given to language use as well as language form. Like most innovations, this curriculum has built on ideas which are far from new, but which have perhaps only recently been developed into a coherent and integrated approach called 'communicative' (See Chapter 2).

With special consideration for the kind of learners we receive in our program, and viewing the "overall purpose of language teaching as the development of the learner's communicative knowledge in the context of personal and social development" (Breen and Candlin, 1980:91), we organized our curriculum as follows:

- 1st and 2nd semesters: the emphasis is on the receptive skills
6h/week of listening and reading;
- 3rd, 4th and 5th semesters: the focus is on the development of
6h/week fluent oral production and written
work;

- 6th, 7th and 8th semesters: the goal is linguistic accuracy
6h/week⁶ and appropriateness.

Although the three stages obviously overlap, each of them, as can be seen, has its own characteristics concerning learning goals and activities.

The priority given to receptive aural and reading skills, that is, the ability to understand spoken and written language, in the first stage of the course presents several advantages to our learners. Firstly, it allows for exposure to large language samples which will help them to acquire an integrated linguistic system which will surface later on in the productive skills of speaking and writing. The acquisition of an integrated linguistic system is of fundamental importance for the great majority of our first-year learners whose foreign language experience has hitherto been limited to single segments which were learnt in gradeable steps, this being the approach implicit in the structural methodology, which is by far the most widely used methodology in our secondary schools in the last decade-and a half.

Secondly, since active mastery is not the immediate goal, the initial emphasis on receptive skills permits a different approach to grammar. It gives the teacher the chance to choose those grammar points he finds appropriate to a satisfactory development of the course. The one-sixth of the week schedule separated for grammar work can, this way, be characterized by its own particular pace and organization. As Davies points out:

⁶In the 8th semester the English classes are reduced to 4h/week.

"A course which concentrates on understanding quickly achieves an overall view of the structure of the language without becoming bogged down in complicated aspects of accidence or syntax which are frequently redundant as bearers of information" (1980:98).

Thirdly, priority of aural comprehension reflects a natural way of learning languages. Although the processes by which a child acquires his native language and an adult learns a foreign language are significantly different, there seems to be relevant common features between them; "the principle concerning priority of aural comprehension in the language acquisition process appears to be valid for both conditions" (Postovsky 1974:230). By being adequately exposed to meaningful language the learner is given the chance to select his intake and to hypothesize, however unconsciously, about the structure of the language, in a process very similar to that of a child's natural acquisition.

Finally, the attempt to reduce the complexity of the learning task in the initial stage of language learning by delaying one of its more difficult aspects, namely, oral practice, seems to lead to better overall language proficiency. The experiment carried out by Valerian Postovsky at the Defense Language Institute, Monterey, suggested that "skills initially de-emphasized tended to level out when instruction became more balanced" (1974:238). This is also implied in our curriculum organization; we do expect that speech and writing will develop more spontaneously in the second year of the course when the transition will gradually be made.

We have said hitherto that in the first stage of the curriculum priority is given to receptive aural and reading

skills, and from this it should be understood that some work is also done in the productive speaking and writing skills. To motivate the learner and make his listening active and meaningful all the listening passages are accompanied with work sheets with exercises of filling tables and diagrams, completing drawings, answering questions, taking notes, and so on. With intensive reading the procedure is the same. In addition to that, the learners are occasionally asked to write small compositions of one or two paragraphs and to read booklets with simplified graded readings. As to the speaking skill, the learners have another one-sixth of their week's schedule to do some oral production work. The purpose of this work is to promote meaningful interaction and initial self-expression among the learners.

The second stage of the curriculum calls for a transition of focus from receptive to productive skills. It is our expectation that by this time the learners will have acquired a considerable amount of vocabulary and a general knowledge of the basic structures of the language, or at least, an overview of the language which may help them to feel reasonably at home in it to use it in their own way.

In this productive stage practice for fluency is given a prominent role. Fluency work, one in which the learners are expected to concentrate on the communication task, on the use of language, and not on formal accuracy (cf. Brumfit, 1979), demands that the learners use all the language available to them increasingly freely; in doing so they will be developing their own learning strategies and at the same time acquiring language

through using it.

Since the linguistic or conceptual content of what is to be produced in actual fluency work will not be determined in detail, the teacher, bearing in mind the primary goal of this stage of the curriculum, should be prepared to tolerate linguistic mistakes that will certainly surface in the learner's performance. To quote Morrow:

"Trying to express something you are not quite sure how to say is a vital feature of using a foreign language, ... Niggling criticism of what he produces will ultimately destroy the learner's confidence in his ability to use the language" (1981:65).

Meantime, whenever specific language items show themselves to be necessary for the achievement of effective communication they should by all means be presented systematically to the learners and drilled if necessary. The same procedure can be applied in relation to mistakes that may hamper communication. By doing this the teacher will be leading the learners to recycle what they have already learnt while at the same time enlarging their linguistic competence. In addition to this, the productive work in this stage is also supplemented with two-thirds of the week's schedule dedicated to exposure to aural and written materials which present fluent, appropriate and accurate discourse. In this way, this fluency-focused stage of the curriculum would not be neglecting appropriateness and accuracy, equally relevant factors of social interaction.

In the third and last stage of the curriculum particular attention is given to formally evaluated linguistic accuracy. The systematization of grammar, phonology and pronunciation the

learner is presented with in this stage aims at giving him specific training to exercise his future teaching profession. Since he has been trained to 'get the message accross' at the former stage, it is expected that this focus on accurate accent, pronunciation, grammar, syntax, and style will not inhibit his language fluency any more.

By organizing the curriculum as described above we have managed to keep a balance between receptive and productive skills, and between the complementary factors of fluency and accuracy. What is of fundamental importance, then, is that both teacher and learner know what is expected of them at each of the three different stages of the curriculum.

The theoretical approach which underpins the curriculum is fully discussed in Chapter 2. It now remains to examine the methodology and materials used.

1.3. Methodology and Materials

"Genuine innovation begets incompetence. It deskills teacher and pupil alike, suppressing acquired competences and demanding the development of new ones. In the end the discomfort will be resolved one way or other, by reversion to previous practice or by achieving new skills and new frameworks. But the discomfort and dismay are built in; they are defining characteristics of innovation" (Stenhouse, 1975).

A system of team-teaching is used in almost all of the eight semesters of the course. Only the 4th and 5th semesters remain in the traditional system of just one teacher in the

semester. The reasons for this difference is explained later on in this section. Taking into consideration the actual average number of English classes a week, six, the staff decided that a team-teaching system would be advantageous for both the learners' linguistic development and the teacher's performance. In particular, it allows teachers and learners to concentrate on specific language areas in a more organized and suitable way.

Usually the team-teaching system is structured in the following way:

- 1st, 2nd and 3rd semesters: one teacher for listening comprehension and oral production, and another teacher for reading, writing and grammar study.
- 6th and 7th semesters: one teacher for listening comprehension and oral practice, another teacher for reading and writing and another one for phonology and grammar study.
- 8th semester: one teacher for reading and writing, and another teacher for phonology and grammar study.

The exact procedures used to implement the curriculum are not, as should be expected, the same. The team-teaching system, for example, was not universally welcome, and some of the teachers, although being a minority group, did not take to the idea and are still working in the traditional way, as in the case of those who at present teach the 4th and 5th semesters.

Although the staff sees the teaching-learning process in slightly different ways, the emphasis throughout the course is upon individual and group interpretation of the data in the materials. Concerning classroom procedures pair - and group -

work is used quite extensively as a means of creating opportunity for communication.

On the basis of learner interest and motivation, and the curriculum design, the selection of materials has focussed mainly on general content expressed or interpreted in different levels of language authenticity. In each of the eight semesters, with exception of the 4th and 5th in which only one basic textbook is adopted, the learners make use of at least three different basic sources of materials. These materials are usually imported and intended to be universally applicable. Whenever necessary and possible the teachers adapt them to suit the purposes of the curriculum within the context of the particular reality and needs of the learners.

Not surprisingly, however, an analysis of the relationship between aims and practice in our teaching-learning situation would probably show that there is no entire consistency between what is aimed at in the curriculum and what is done inside the classrooms to attain the aims. Although there can be several reasons for this weakness, one of them, for the practical and immediate role it plays in the teaching-learning process and for the serious problems it has caused the author of this work in particular, deserves special attention here: the materials. In fact, the lack of appropriate material on the market for the development of certain specific language abilities is undoubtedly a headache for the staff. The subsection below discusses this problem thoroughly.

1.3.1. The Lack of Appropriate Materials

Although the problem of finding adequate material is at present affecting a great number of the teachers at all three stages in the curriculum, our discussion will be confined to the intermediate level, the one which corresponds to the second stage in the curriculum. It is at this stage, more precisely in the third semester of the course, where the author has faced the problems personally and intensely. A retrospective account of our experience is given below to help to situate the reader.

When we first started teaching the third semester in 1981, the learners enrolled in that semester were not integrated in the new curriculum yet. We could not say that they had the old curriculum for they were not using the structural series English 900 on which the syllabuses of the old curriculum were based. The adopted series at that time was Strategies (Abbs and Freebairn 1977, 1979 and 1980), which claimed to be notionally-functionally oriented. In a way we could say that those learners were at a transitory stage of the curriculum. It is also important to notice that they had only one English teacher in each semester to teach all language skills and abilities.

Having decided not to adopt the English 900 series any more the staff went over an evaluation of notionally-functionally oriented materials available on the market. The Strategies series was chosen mainly for pragmatic reasons: it was one of the very few courses, if not the only one at that time, which started at beginners' level and consisted of at least two coursebooks. Its general content with sociocultural information seemed fairly appropriate for our educational context and the

grammar treatment seemed reasonable enough for our teaching purposes.

Nevertheless, as time went by, teachers and learners alike started to see several weaknesses in the books. To speak of weaknesses in general terms, however, may not be entirely sufficient; we find it necessary to proceed to a general evaluation of the material in question and the extent to which it is relevant to our own particular situation at UFSC. To make this evaluation more comprehensive and valuable we will not limit it to the confines of the Strategies series, but will also include a number of representative examples of current materials which could appear as appropriate to our teaching-learning context.

1.3.1.1. Analysis of Materials

The brief analysis below is organized in two parts. The first one looks at representative current materials in the form of textbook-based 'general' courses. The second part focuses particularly on materials specifically designed for the development of oral production, the area which the author has been specifically working with.

The guidelines for evaluation taken from the article "Evaluating and Designing Language Teaching Materials" (Candlin and Breen, 1979) focus on two main issues:

- (i) The extent to which the materials are sensitive to our teaching-learning situation.
- (ii) The suitability of the materials to our language teaching curriculum.

Developing Strategies (DS), (Abbs and Freebairn, 1980a), the third book in the series, as many other textbooks of the 'international' kind, by attempting to be useful and applicable for any learner at intermediate level in any part of the world fails to take account of the specific socio-culturally selected educational aims and ideas reflected by the language teaching-learning situation in Brazil, let alone the particular situation at UFSC. Such a limitation may lead us to consider the hypothesis that DS as a textbook can become a constraint itself. As an example, we could mention the limited geographical context in which the main characters are set, namely, Wandsworth, a suburb in South London. Or else, the main characters themselves, the Bates family (Richard 27, Sandy 22, Dave 16), a typical middle class English family permeating the book; the interest our teachers and learners would have for such a context is highly questionable. Nevertheless we would have to put up with it the whole semester.

Although the authors have tried to include more international items, especially in the 'development' sections in which the topics range from the city of Sydney in Australia, through the film 'Death on the Nile' based on Agatha Christie's book, to the London-Hong Kong rail link, there is scope for a great amount of complementation in this area, if the book is to be of direct interest for our learners.

In relation to the theory of language implicit in DS, Abbs and Freebairn state that the book "is based on notional functional categories of language. The approach, therefore, is communicative - what the students need to express through the language is the

most important criterion for selecting, grading and organizing the language presented in the course" (Abbs and Freebairn 1980b, iv). The 'communicativeness' of the book, however, is also questionable when one assesses what learners are actually asked to do in the activities proposed. As Jeremy Harmer points out, "In the teaching and learning and methodology of a foreign language, it is only activities within the syllabus and methodology that can be classed as communicative" (1982:165). We shall, then, proceed with our analysis to see to what extent the activities proposed in DS are actually communicative and appropriate to our language teaching curriculum.

As we have pointed out earlier in this chapter, at intermediate level, the second stage of the curriculum, fluent oral production and written work are to be emphasized so as to enable the learners to use the language in their own way. Undoubtedly a large amount of the class work within DS is likely to be oral and in addition to the more controlled exercises the book suggests pair work and group work as well as whole class discussion. However, a close look at the activities proposed reveals that not many communicative concerns have been taken into account as far as the oral tasks are concerned.

To make our point clear we shall give two practical examples taken from the book itself. The first one is in Set 1 of unit 4. The set starts with a table presenting the structure 'used to', followed by its negative and interrogative forms. This structure was taken from the first part of the unit, the presentation section, and the authors' intention is to have the learners repeating it in an almost drill-like form. This in-

tention is clearly shown in exercise 1 in which the basic language is put into the learner's mouth.

This is the context of the exercise:



Past time: remembering facts and habits

My wife used to be keen on Abba.
She didn't use to like jazz very much.
Where did you use to live as a child?

London Kid

Growing up in the sixties by Patrick Cummings

Before writing his autobiography, Patrick Cummings noted down some memories of his childhood:

Family life

- lived in a tower block
- didn't get on with my father
- my brother played Elvis records all day

School

- went to a local comprehensive school
- swapped comics in the playground after school
- didn't wear a uniform like the other boys did

1. In pairs, talk about Patrick Cummings' memories, like this:

What	did he use to ...?
Where	did he use to ...?
How	did he use to ...?

What sort of ... did he use to ...?
What does he remember about ...?

He used to ...
He didn't use to ...
He never used to ...

(31)

It seems clear that the purpose of this type of activity is to reinforce the grammatical system through dialogue practice rather than to achieve genuine communicative behaviour. The activity, therefore, cannot be called 'communicative' since the learner's attention will be focused on the form and not really on the content of what he is saying. Harmer puts the question this way: "In a communicative activity we would not expect the

materials which the students were using would control their language (e.g. restrict it to the use of one grammatical form, etc.)" (1982:166). This is exactly what the exercise above does: it limits the learner's language to the structure 'used to'.

The purpose to communicate - the main characteristic of a communicative activity - does not exist in this exercise since the speakers know in advance the answers to the questions that will be asked; these are clearly stated in the accompanying text on which the questions are to be based. To quote the authors in the teacher's book: "Ask students to refer to the illustration for 'London Kid' and go through the notes on the different topics first. ... Help the students to form the questions before starting the exercise" (Abbs and Freebairn, 1980b:29-30).

The purpose of the exercise, after all, is largely manipulative: the responses are merely uttered to produce the required pattern. They do not convey information. The value of the information is disregarded and the success of the exercise will lie in the process and not in the product as it is measured according to its nearness to the model provided. The teacher's job, consequently, is to check accuracy; there is no chance for meaningful and appropriate communication to occur in the classroom within such a context.

Of course, we do not mean that there should be no place for accuracy work. The point, however, is that accuracy should not have primacy over fluency at this stage of the curriculum. Yet, our analysis indicates that activities in which the linguistic or conceptual content of what is to be produced is determined in detail, such as the one discussed above, pre-

dominate throughout the book.

The oral exercises at the end of each unit, fairly mechanical and repetitive, contribute to strengthen our argument. In most of them the learners are given a prompt sentence to which they are asked to respond with a set formula. Exercise 5, still in unit 4, our second example, is reproduced below.

5. Remembering past facts and habits

You are at a party.

Meet John. He teaches at the High School.

How funny! I used to teach at the High School too.

And this is Sandy. She lives in Wembley.

How funny! I used to live in Wembley too.

And this is Mark. Mark has just got an old black Volkswagen.

And you must meet Lucy. Lucy, that's a wonderful dress! Lucy buys all her clothes from street markets.

Oh, let me introduce you to Clive. Clive's at Kent University. He's reading History.

Well, you seem to have lots in common with everybody, so I'll leave you to enjoy yourself.

(37)

Activities requiring negotiation either of content or of language do exist in DS, but in a much smaller number. A few of them are actually interesting like the one reproduced below from unit 15.

We Advise...

Your job is to analyse and discuss listeners' problems of all types. One of you must introduce the panel of advisers:

Alan Maingard is a social worker. Sally Hewitt is a careers officer. Julia Lamont has a problem page on a weekly magazine.

For this programme you have chosen two letters. Select two other members of the group to read them out. Deal with each letter in turn.

The panel must prepare an outline of the points they are going to make. Each person must comment at least once on each letter. Make sure that you all have something different to say each time.

You may write a full script if you wish but the discussion will sound more lively and natural if you just have notes in front of you.

Michael is forty-two and I am twenty-one. We have been going out together for eighteen months and I have never before been worried about our difference in ages. But now Michael wants to get married and suddenly I am worried about making our relationship too permanent. For one thing he wants to have children soon and really I would like to wait at least four years before I have to give up my job and stay at home. Also I can't help worrying about what things will be like in say fifteen years' time. Will he seem like someone from a different generation; will he be too old to have a good relationship with his child; will we find that our friends have nothing in common? I have quite oldfashioned ideas about marriage being permanent, but I couldn't bear to be tied to someone who I just felt sorry for or who irritated me in the same way as my father does. You may think this makes me sound very selfish but I am just trying to be realistic. I love Michael very much and can't imagine breaking up.

I am married with two children in their early teens. I gave up work when I had my first baby and I haven't had any paid employment since then. I want to have an interesting life apart from the children now that they are growing up, and I just don't know where to begin. I don't want to return to clerical work which I found very dull, but I don't seem to be trained for anything else. Please help me!

(121)

This is a facilitative activity rather than a prescriptive one. Only through negotiation and collaboration will the learners manage to get to the consensus required for the successful completion of the task. For example, if a learner puts forward an opinion which is rejected by another member of the panel he will need to take it up, justify and/or modify it, and find evidence for it to get his peer's agreement. He may do this by himself or with the help of another member of the group who feels inclined towards his ideas. If the arguments do not convince the

group as a whole the idea will have to be given up and substituted by a more convincing one. The focus of the activity, thus, is on the message and it is the outcome rather than the process which is important.

However, this kind of communicative activity does not prevail throughout the book. The emphasis on accuracy clearly suggests that the 'hidden curriculum' of DS is not in harmony with the actual curriculum within which we work. As Brumfit says, "... in the early stages a demand for formally evaluated accuracy inevitably inhibits fluency"(1980a:7-8). By focusing on accuracy DS prescribes other purposes than our own, and for this reason it cannot be considered appropriate to our curriculum as far as oral production is concerned.

In regards to receptive aural skills DS presents purposive and imaginative exercises in the listening sections often integrated with spoken and written activities. Some of them, however, leave quite a lot for the teacher to do. Although this may be seen as an advantage to facilitate the teacher in the task of coping with the particular characteristic of specific groups, on the other hand it may represent a disadvantage in that the exercises will represent an extra work to the already overloaded teacher who may feel discouraged to do the necessary and appropriate complementation. Take, for example, the following exercise in unit 4:

 **Listening**

Listen to Sue and Paul telling stories about their fathers. Try to suggest which personal characteristic(s) the stories reveal.

Even though the conversations in the listening sections are obviously scripted they do not sound stilted. The same, however, is not true in the presentation sections. The tapes for these sections reveal a compromise between authenticity and comprehensibility, with the balance falling heavily in favour of the latter. They sound very artificial and monotonous..

Written work which according to the curriculum should be emphasized at this stage is highly undervalued in DS and not really developed in any clear way. In spite of the suggestions in the teacher's book, this is an area which will require considerable additional work from the teacher to suit the needs of our learners.

Reading work in DS is varied and formats include typed letters and memos, handwritten reports and diaries, advertisements and newspaper items which might be of interest for the learners. However, most of the reading passages are too short and the exercises on them at times get repetitive and monotonous, especially the question-and-answer ones which tend to focus on elements unique to the text in question. The limitations of this type of exercise are sensitively considered by White as follows:

"Although the student may well develop useful transferable reading strategies from undertaking such tasks, any such pay-off is likely to be coincidental because students 'rapidly learn to treat comprehension exercises for what they are: irrelevant chores that one must complete to satisfy someone else. There is little transfer to reading in subject areas' (1981:89).

In the teacher's book which includes suggestions and explanations for every part of the learner's book, the authors

subtly suggest that the course is less flexible than it appears at first sight. In fact, DS imposes a set programme in which there is not enough elbowroom left for teachers and learners to create and shape. Its content is based on a previously decided list of language-based items ordered in a sequence from simple to complex. The main purpose of the activities is usually to exemplify and give practice in these items. The context for using the language forms receives less attention and is consequently unrepresentative and unmotivating: it does not appeal to the learner's affects and interests.

Not surprisingly, these kinds of course may distort linguistic and situational reality by an over-concentration on certain linguistic forms which may not be entirely in accordance with the learner's actual needs and wants.

The above considerations indicate that DS fails as a textbook to meet the requirements of our language teaching curriculum. For this reason alone we would be reluctant to use it as a basic material in the English program for the Letters Course.

The same comment can also be extended to a number of other recent textbooks such as Exchanges (Prowse et al, 1981), Kernel 2 (O'Neill 1982), Network 3 (Eastwood et al, 1982), Lifelines 4 (Foley and Pomann, 1982), and Flexicourse (Hill and Lewis, 1982). They were designed to suit the needs of an international market; they do not present any special concern for South America or Brazil. In addition to this, the implicit prescribed route they impose on the teaching-learning process through the imposition of a standard, unified stock of language

prevent the learners from making their own subconscious selections of items to be acquired, thus failing to provide the natural conditions under which fluency can take place. This may be especially demotivating for the learner who is most of all interested in effective communication. Instead of trying to express his own intentions and feelings he finds himself involved in an almost meaningless manipulation of linguistic elements. On account of this, critical teachers are forced to spend more time than they can afford collecting, or creating and discovering ways of exploiting supplementary materials.

Approaches (Johnson and Morrow, 1979) and Communicate 2 (Morrow and Johnson, 1980) stress the purposive use of language and at times encourage the learners to do things he has not prepared, using language he is perhaps not quite sure about. However, the emphasis on 'getting the message across' is not strong enough to surpass the concern with accuracy. The authors themselves make this clear in their words to the teacher, "Although Approaches introduces and practices language structures, the emphasis is on building up the ability to communicate (to 'get the message over') in a fluent and at the same time accurate way" (Johnson and Morrow, 1979:1). Furthermore, both books were designed particularly for learners visiting Britain or intending to visit the country. Given these constraints the books cannot be considered appropriate either to our teaching-learning situation or to our language curriculum.

Functional English (White 1979) also concentrates on the purposive use of language. It contains an explicit treatment of aspects of sentence-level grammar and text-cohesion, and sets

creative exercises of the problem-solving kind. The main emphasis throughout the book, however, is on written language; oral work is de-emphasized and focuses mostly on the practice of written conversations.

In terms of specific material for oral fluency work it is only fairly recently that books like Crosstalk 3 (Webster and Castañón, 1980), React Interact (Byrd and Clemente-Cabetas, 1980), The Non-Stop Discussion Workbook (Rooks, 1981), and Challenge to Think (Frank et al, 1982) began to appear. These four books were designed mainly to stimulate oral production and encourage conversation among learners of English at intermediate level. To accomplish this, they present a wide range of problem-solving activities which deal with a great variety of subjects, designed to appeal to as many learners as possible. The fluency work entailed by these open-ended activities favouring uncontrolled interchange aims at developing the learner's ability to process language efficiently and quickly. It generates open class discussion, small group discussion, pair work, role playing and games.

The task-centred approach used in these books emphasizes the primary role which is given to the process of using language to do something. This means that the learners usually have to discuss the problem presented in the activities to come up with a reasonable solution. Usually, good solutions require logical thinking and creativity. An example of this is in unit 3 of The Non-Stop Discussion Workbook that asks the learners to decide on the characteristics they would like their children to have if they could order them from a baby factory. Another

example is in unit 21 of React and Interact which presents the feelings of various people concerning the creation of a new factory in their peaceful town. The learners' task is to analyse those feelings together with their own personal views of the problem in order to take a wise decision.

The content of these books is not based on previously decided lists of items, neither simplified on the basis of structural or vocabulary frequency lists. Since the language is not controlled there is scope for the learners to select and organize the language themselves, thus finding their own route through the materials.

Although the major concern of these materials is for function and communication, they present some weak points worth considering here. First, none of them takes into account our socio-cultural context. In The Non-Stop Discussion Workbook, for example, there is a unit with the title 'Which Items do you Think are Representative of the U.S. Today?' Since most of our learners have never been to the US, and may be not at all interested in this subject, it gets difficult for them to accomplish the task successfully. Secondly, we view the standardization of the format of the units in React and Interact and The Non-Stop Discussion Workbook as a disadvantage that may lead to a loss of interest on the learner's part. The classes might get monotonous and even boring to them. Thirdly, we consider several of the role plays in Crosstalk 3 not really communicative in that the learners do not express their own intentions. Besides stressing an outside situation the role-cards may at times have an inhibiting effect upon the learners

who do not share the point of view expressed in the cards. In our opinion the best activities are those which give no role-cards, thus giving the learners the chance to evolve their own role. As Sturtridge writes:

"...when no role-card is given the learner faces the task or problem with his partner or the group and his role is determined by his own personality within the group and the job that he does in solving the problem" (1981:13).

When performing the role plays in Crosstalk 3 the learners do not have actual effect on their interlocutors, for all of them know in advance what they are supposed to be saying. Take for example the role play of unit 11 reproduced below.

B Role playing – in groups of three or four

1 Choose one of these occasions, and decide on your roles. Then make up and practice a short conversation using the expressions you feel are most appropriate.

- a someone who has failed an exam
friends
relatives
- b someone whose relative is ill
friends
- c someone whose grandmother/
grandfather has died
friends

2 Act out your conversation in front of the class.

The second part of the activity, the acting out of the conversations in front of the class may constitute a problem for the shy learners. Besides that, if the conversations stay at a superficial level the exercise may become pointless.

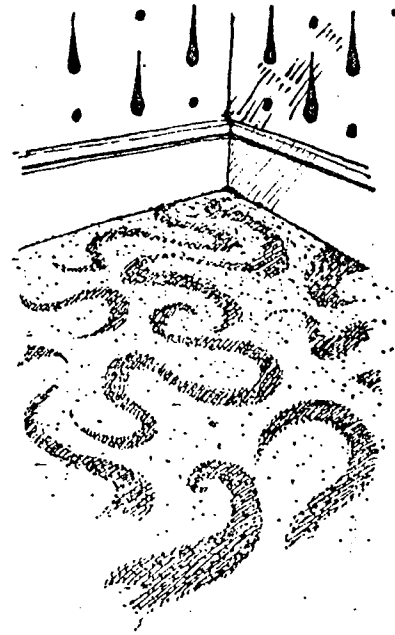
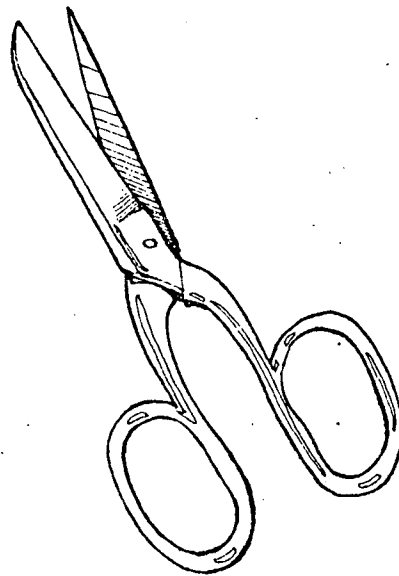
Fourthly, and finally, some of the activities in Challenge to Think may be too difficult for the learners, in that they do not present enough clues to be accomplished successfully within

reasonable time. An example of this kind of activity is in the 'Three-Item Stories' which is partly reproduced below.

THREE-ITEM STORIES

Practice in asking correct questions. Ask questions and find out what the story is which links the three items.

9



10 Smuggling/shoes/cloudburst

(7, 8)

The learners are likely to spend too much time thinking about possible solutions and little time in discussing the problem. This may disappoint and frustrate them.

With this situation in mind, what part do the AIM play?

We justify the design of the AIM first of all on the basis of their concern with the Brazilian setting, particularly the national and educational context, a concern absent from the books listed above. This concern is evidenced in topics like

the strike dilemma in the Brazilian University and politics in our state. Secondly, our justification is based on the materials concern with the contributions of the learners in the Letters Course, and in particular the English language curriculum. To this end we include activities like 'Analysing the Curriculum' and 'Discussing the Roles of the Secondary School'. Thirdly, the materials have the explicit purpose of avoiding standardization. Each unit in the AIM has its own format and the units differ considerably in their internal structure. This diversity is apparent in the games, simulations (activities missing in all the books analysed), role-plays, logical problems, etc., included to captivate the learners' motivation and personal involvement in the tasks.

Finally, we make ours Strevens' words:

"It is a practical requirement of the LL/LT process that learners should have available to them an extensive range of different materials. And it follows from the nature of teaching from among an even greater range... The bigger the choice the more effective the teaching."

(77, 27)

Conclusion

In this chapter the learner's contributions were considered a crucial factor for curriculum and materials design. It is vital to know at which stage the learner is, his past experience, and his present expectations. The English curriculum was then carefully analysed with special reference to what the learner brings to the teaching-learning process. The focus of each of

CHAPTER 2

THE THEORETICAL BACKGROUND TO LANGUAGE LEARNING AND ITS METHODOLOGICAL IMPLICATIONS

The previous chapter has outlined the setting and the learner's characteristics. It is now necessary to examine the theory of the nature of language and language learning which served as the basis for the preparation of the AIM. The first section of this chapter deals with the communicative approach to language teaching as this characterizes the tasks. As the activities are devised for developing oral fluency in the target language the second section looks at some implications of a communicative approach to the teaching of oral production. The distinction between 'acquisition' and 'learning', taken from the work of Stephan Krashen, leads to section 3, 4 and 5 in which syllabus design, materials, and methodology are carefully discussed in the light of an emphasis on the development of acquired knowledge.

2.1. The Communicative Approach

"The communicative approach, as developed in the project of the Council of Europe (Ludwigshafen, 1970), is not the "new religion" that will replace an older one, but an overall approach and attitude toward the teaching and learning of foreign languages that may well be infused into our present curricula and teaching" (Krumm, 1980:71).

The notion of language being communicative is no stranger to the field of linguistics. In the early 1930's J.R. Firth was already exploring it. Firth's ideas, however, were rejected in favour of the notion of language as a system of grammatical patterns. This was originally expounded by the Bloomfieldian school of thought which focussed primarily on form and structure. Linguists and language teaching followed Bloomfield's lead for the next twenty years.

The early 1970's, however, was strongly characterized by an interest in a communicative approach to language and language teaching. The theoretical framework for such approach stems from a sociolinguistic view of knowledge and communication. Halliday is concerned with language use to account for the language functions realized by speech. Hymes incorporated Chomsky's competence/performance concept of structural linguistics into a broader concept of communicative competence. Wilkins in particular develops a system of categories by means of which it would be possible to specify the communicative needs of the learner working within a European context. It is at this point that notional, functional, and communicative syllabuses start to be designed.

The linguistic development described above takes us to our present decade, the 1980's, in which the term communicative is used to cover a wide variety of approaches and methodological procedures. As this thesis draws on a communicative methodology to language teaching we will trace some brief considerations of what is to be understood by 'communicative language teaching' in the scope of this work.

Keith Johnson's words below suit perfectly our intended definition:

"In the most general terms we may say that a 'communicative language teaching' is one which recognizes the teaching of 'communicative competence' as its aims. It is on this level of aim that such a language teaching distinguishes itself from more traditional approaches where the emphasis is heavily on teaching structural competence. We may thus see the revision of aims as an enrichment - an acceptance that there are further dimensions of language which need teaching" (1981:10).

It is in this sense of enrichment that a communicative teaching opens up a wider perspective on language. We do not stop at the teaching of language forms; we also examine how the learners can use these forms when they want or need to communicate. Language, this way, is used for a required communicative purpose; as a means to an end: a medium of social interaction. And this is the idea underlying the proposed materials in this work: to suggest activities through which the learners can make use of structures as a means of communicating. In this way the problem of the structurally competent but communicatively incompetent student mentioned by Johnson (1981:10) is expected to be solved.

It may be wise at this point to make it clear that the approach discussed above does not imply that structural practice is to be excluded from programs aiming at the development of communicative ability. Structural practice may be a useful tool at specific stages of the learning process. Parallel to the communicative activities the teacher can organize controlled practice of language forms which will lead to more effective or appropriate communication.

What we notice, then, is a shift of orientation from the formal to the communicative properties of language; a need "... to emphasize the ability of the student to use his limited amount of language for as wide a range of purposes as possible..." (Brumfit, 1980b:118).

2.2. Communicative Oral Production

In the particular case of the AIM whose primary goal is the development of oral expression, a communicative teaching will have to provide specific opportunities to talk in quasi-realistic situations, without technical accuracy being a main concern. By accuracy we mean "a command over the grammatical and syntactical structures of the target language" (Davies, 1980:99).

To this end the AIM centre on communication rather than on items to be learnt: fluency is given a central place in them. Fluency should be understood here as "the ability, to express one self without undue hesitation in a given situation, whether in speech or writing" (cf. Davies, 1980:100). When the goal is to develop communicative effectiveness, as Allwright points out,

"... focus on linguistic accuracy ... can easily be counterproductive, of course, tending to produce learners afraid to risk using the target language for fear of making some linguistic mistake that may well be almost totally irrelevant to effective communication" (1980:175).

An emphasis on fluency, however, is not to be taken as a devaluation of linguistic accuracy. On the contrary, it is to be seen as a means of building up the learner's confidence in his ability to communicate in English. And this development of communicative self-confidence in the learner may be crucial to his further linguistic development in the last semesters of the course: freedom from problems of communicative insecurity may facilitate the development of linguistic accuracy.

Accuracy and fluency, then, are two aspects of the process of learning a foreign language. Maley (1980) uses the distinction established by Stephan Krashen (1977) to skilfully associate fluency training with 'acquisition', and accuracy training with 'learning'. According to Krashen the process which everyone uses to gain control of the native language is 'acquisition'. It grows out of the interchange between a child and its environment. 'Learning', on the other hand, is what has been consciously abstracted from experience; it is a process that results from conscious study.

Krashen and others have carried out research on the relationship between 'learning' and 'acquisition' of foreign languages by adults. The interpretation of this research has received the name of 'The Monitor Model'. According to Krashen's monitor model of second language performance the 'acquisition' process remains available to adolescents and adults, at least to some

extent. 'Acquisition' comes to be a subconscious process of 'creative construction' by which the learner internalises the rules of the second language. Meanwhile, when the learner's attention is focused on linguistic forms and he has plenty of time for thinking, it is more likely that his language performance will be mostly influenced by 'learning'. 'Learning', then, is enacted by study, while 'acquisition' is not. As a result, these two aspects of the learning process lead to different kinds of knowledge which govern language use. To quote Krashen:

"My model does predict that acquisition and learning are interrelated in a definite way, and that acquisition is far more central than learning in second language performance; specifically, we initiate utterances using our acquired competence for normal second language performance, that is, our fluency in using second languages comes from what we have acquired, not from what we have learned. Learning does have a role, but it is a rather small one: It can be used only as a Monitor" (1978:10).

Krashen's monitor model is of specific interest for the kind of tasks we have devised in the AIM. It makes it easier for us to identify the nature of the learner's language development process. The fact that the proposed activities demand that the formulation of utterances and the processes of selection which precede it be made extremely quickly, that is to say, within 'real time', implies that it is the process of acquisition that is going to be in greater operation. Since the learners will not have time to study what they say at length before converting their various psychological and conceptual meanings into the oral mode, the whole process is likely to be instantaneous, with the learners drawing mostly on 'acquired' knowledge, rather than on 'learnt' knowledge.

If we want our teaching to be communicative and to focus on language acquisition we must pay attention to questions of syllabus design, materials and methodology. This is what we will be concerned with in the next sections of this chapter.

2.3. Syllabus Design

Although it has been suggested that for theoretical and practical difficulties the absence of a syllabus for language acquisition is the soundest proposal at the present moment (Cf. Ellis 1982), we would say that the viability of a syllabus whose emphasis is on oral fluency is not at all impossible. This is so because classrooms are always concerned with both acquired and learnt knowledge. Our purpose is to focus on the first one, rather than to separate the two.

A communicative syllabus must start with a relationship between the goals to be achieved and learning theory. The learners' needs and the learning processes will have to surface in a generalised way, since "a syllabus is necessarily a generalisation to accommodate different learners" (Brumfit, 1980a:4). In broad terms we could say that the view of the nature of language underlying a communicative syllabus, is that of a generative system which all human beings are able to acquire. Such a view implies that the learners are not learning a limited set of behaviours, but acquiring a capacity to produce those behaviours.

As we intend to develop fluency in the communicative process through task-oriented teaching, it seems to us that the syllabus would grow organically from the units of activity. The

items in the syllabus would be predetermined and/or selected after the activities have been accomplished, according to linguistic and cognitive difficulties to be expected or already experienced respectively. This way to organize syllabus design is in our view advantageous to the teaching-learning process, in that it allows for an implicit flexibility in the systematization of the syllabus itself. The advantage of having post-selected items lies in the fact that the syllabus becomes learner-determined rather than teacher-determined. In other words, the teacher provides and structures the major part of the input, but the learner structures the learning. It is in this way that a communicative syllabus is negotiated between teacher and students alike; it expresses the relationship between them with consideration for the conditions in which they work.

The question of what items to choose as the basis for the syllabus organization is rather a difficult one. The purpose of focusing on the development of the communicative use of language imposes upon us the need for communicative activities (projects, games, simulations, etc.) organized in a systematic way, as a regular part of the language program. Hence, the core of the course is likely to become a series of these activities demanding communication to be accomplished. The main factor concerning the selection of communicative activities should be their potential for engaging the learners' attention and for involving them directly in the use of language in a creative, open-ended, and unpredictable way.

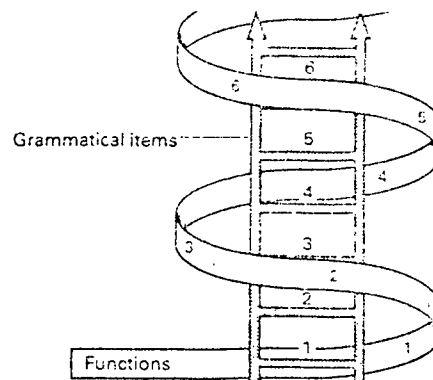
However, it would be extremely difficult to design a syllabus to teach the language system on the sole basis of commu-

nicative activities. We need far more research into learners strategies, both in foreign language acquisition and mother tongue acquisition to be sure that we are going any further in the specification of the items to be taught. According to Brumfit the only type of syllabus which can be held to relate to learning theory by virtue of serving as a plan to teach a system is the grammatical syllabus. To quote him:

"... in the present state of our knowledge it is difficult to see how any teaching system other than the grammatical one can be related to learning. Allowing for fuzziness at the edges, the grammatical system gives us a generative framework which is by nature economical and capable of being systematically ordered for teaching" (Brumfit, 1980a:5).

The kind of grammatical syllabus proposed by Brumfit, however, can be no more than a starting point. It is Brumfit himself who suggests a compromise between the grammatical syllabus and the functional/notional syllabus. His proposal is to have the grammatical system as the core of the syllabus with 'all other essential material' appropriately related to it. He thus conceives the syllabus as a grammatical ladder with a functional-notional spiral around it:

Figure 2.a.



(Reproduced in Brumfit, 1981 :50)

External factors defined by the specific teaching-learning situation such as the need to include information about the target culture will impose some modifications in the system the syllabus is based on. Besides that, the specification of the items in such a syllabus being a descriptive one, and therefore static, leads us to think of the major problems involved in the translation of static descriptions into the dynamic process of classroom interaction. In our view a possible way to cope with these problems is to return to the point where we started this discussion: the provision of a series of situations demanding communicative activities of various kind. The whole process then is in the end cyclic: from communicative activities to grammatical and functional specifications, back to communicative activities, etc.

Though far from being ideal this kind of syllabus presents the advantage of encouraging both accuracy and fluency; the former through the development of the grammatical part, and the latter through the functional/notional part which aims at language use, and therefore at fluency. This syllabus stands as an alternative to traditional syllabuses which have always had a basis in the accurate construction of the target language, and a tentative to adjust content to the requirements of the learners and the exigencies of the teaching situation.

2.4. Communicative Language Materials

To be used successfully as a stimulus for language acquisition materials must provide the learners with opportunities

to create and shape. To this end materials should not determine in detail the linguistic or conceptual content of what is to be produced, so as to give the learner the chance to be actively involved in his learning process, and to operate his own learning strategies. As Allwright puts it,

"... we are not going to want, I suggest, materials that pre-empt many of the decisions learners might be trained to make for themselves. We are going to need learning materials rather than teaching materials" (1981:14).

The point that Allwright seems to be making is related to the question of 'who should do what' in the management of language learning. Materials which emphasize teaching rather than learning require excessive work on the part of the teacher. This may result in a learner 'underinvolvement', in that the teacher does much of the work the learners could more profitably do for themselves. By contrast, materials which emphasize learning require the learners' active participation in decision-making and in the whole business of the management of language learning.

Such a concept of materials implies that there will be no predictable route through the materials; the communication they entail is cooperatively negotiated and jointly interpreted, never predetermined. Consequently, materials cease to be ends in themselves and become resources for the teaching-learning process. In this sense, they act as a link between the learner, the other learners, the teacher, and the target.

If materials are to be seen as appropriate resources to the teaching-learning process, they will have to account for the

actual situation in which they will be used. Each teaching-learning situation reflects some particular socio-cultural characteristics which somehow surface in the ways the materials are interpreted. Unless materials are adapted in some satisfactory way to be reinterpreted by different users they cease to be significant to the demands of a given teaching-learning situation.

Candlin and Breen very concisely express the role of materials in the way that they serve as resources to the teaching-learning process when they say:

"Activities and tasks need therefore be less concerned with providing answers than with posing problems for joint interpretation, and with encouraging the sharing of expression as springboards for other activities and tasks beyond the materials. Simply, materials should be a provider of potential for activities and tasks as well as incorporating their own" (1979:208).

In our view, the means to reach this goal is to have activities which present communication problems of sufficient intrinsic interest to capture and maintain the learner's involvement in the process of actual communication in the classroom. This implies, of course, that the activities will help the learners to have a purpose to communicate, create a desire to get meanings across through a flexible and dynamic system that provides them with the means for creating new messages for themselves and for others. In this way, even if the desire to communicate is created artificially it will stimulate the greatest amount of personal reaction and give the learner the maximum chance of active productive participation.

An initial step in this direction is the development of

learner independence from the teacher. If materials are to lead the learners into developing communicative competence, they must provide context for the learners to share their collective knowledge and learn from each other. In this sense, the learners would be to a large extent responsible for identifying and repairing their errors, and for developing their own criteria of correctness and appropriateness. The outcome would be learners interacting on equal terms with their interlocutors in meaningful situations.

To experience speaking and acting not in a student-teacher hierarchy, activities like games, role-plays, and projects are necessary. These types of activities are designed to elicit creative learner talk by encouraging them to express their ideas without interrupting the verbal interaction. These are the kinds of activities proposed in this thesis: activities which are motivating in themselves in such a way as to have the learners' attention focused on the content of what they are saying and on the successful completion of the task, rather than on the form of the utterances. We believe that excessive worry with linguistic forms in this context may hinder the development of communicative skills.

To try to replicate the process of conversational interaction these activities are in almost every case characterized by the presence of an element of doubt. This element surfaces in the activities as some kind of information gap which the learners have to bridge in appropriate ways. The complexity of this information gap varies throughout the AIM. In some of the activities, like 'Spot the Difference', the necessity to

close the gap is fundamental to the completion of the task, for unless all the participants exchange their personal information they will not be able to complete the activity successfully. In other activities, such as 'Selecting your Teacher', this information gap surfaces more in the way of an opinion gap which although not obligatorily should preferably be cooperatively bridged by all the participants.

It follows from the above that the decisions concerning the content of materials which incorporate a view of language as communication are closely related to decisions concerning activities and tasks. As Candlin and Breen state, "Activities work upon the Content, and Content should serve the activities" (1979:201). The ways in which learners may be cognitively and affectively involved in the communicative tasks come to be a major concern not only for materials design but also for the selection of classroom activities.

Having considered the nature of communicative activities in language materials it is now necessary to examine the teaching procedures to be associated with them. Although these procedures are not yet established in precise ways as to characterize a 'method' in the conventional sense, we may at least speak of a corpus of current existing methodological guidelines which may be considered as the underlying principles of a communicative methodology for language teaching.

2.5. Communicative Methodology

Barnes' views of learning as communication sets us the basis for an appropriate communicative methodology. He states:

"... curriculum should be treated as composed of meaningful activities; and ... amongst these activities are those we call communication. Not only is talking and writing a major means by which people learn, but what they learn can often hardly be distinguished from the ability to communicate. Learning to communicate is at the heart of education" (1975:20).

Communication in Barnes' sense is intrinsic to the learning process. Consequently, for learning to take place the learner has to be faced with tasks which activate him. It is in this sense that a communicative methodology starts from communication, with challenging activities.

Such a point of view can also be extended for a communicative approach whose main goal is 'acquisition', as defined by Krashen. A methodology that will encourage acquisition must leave the learner free to find his own route. The teacher can provide good conditions for learning to take place, by helping, advising and teaching, but learning itself is to a large extent the learner's responsibility.

One consequence of this is that language teaching ceases to be a purely technical operation isolated from the educational context in which it is embedded, and becomes closely related to the development of the learner's cognitive and cultural processes. The foreign language is thus considered as an educative subject.

A consistent communicative methodology, then, is more than just a question of materials and classroom techniques. It focuses

on the learner from the very beginning and seeks to exploit the classroom in terms of what it can offer as a resource for learning. The classroom, as Breen and Candlin write,

"...can become the meeting-place for realistic motivated communication-as-learning, communication about learning, and metacommunication. It can be a forum where knowledge may be jointly offered and sought, reflected upon, and acted upon" (1980:98).

Although some present methodologists' belief that materials designers and teachers should find ways either to represent the reality of the outside world in the classroom, or to simulate it with the help of communicative methodology, we are much more in favour of Breen and Candlin's view that the classroom does not necessarily need to be changed or disguised in the hope that it will momentarily serve as some kind of 'communicative situation' resembling situations other than its own. To quote Breen and Candlin again:

"The classroom itself is a unique social environment with its own human activities and its own conventions governing these activities. It is an environment where a particular social-psychological and cultural reality is constructed. This uniqueness and this reality implies a communicative potential to be exploited, rather than constraints which have to be overcome or compensated for" (1980:98).

In contrast to learning undertaken beyond the classroom which is often an individual enterprise, classroom learning is characterized in a group context. To promote communication this context must be settled on the basis of group cooperation, group encouragement, and group support. This is the principle in the AIM which are almost all designed for pair and group work. In the subsection below we will analyse the ways in which

group work can be a means of creating meaningful communication in the classroom.

2.5.1. The Learner and Group Work

Group work activates the learners in a way few techniques do. It places the responsibility of defining and achieving goals in the 'learners' hands. Even if they take some time to get accustomed to group activities, and this is to be expected, learners soon find out that they are expected to take an active part in their language-learning process, by formulating their own hypotheses and evaluating them for themselves. They also realize that they cannot act mainly as receivers any more; divided into groups they have to work to a large extent on their own, as 'agents in their own learning', in order to carry out activities that are organized around themselves rather than being based on teacher presentation. Authority, in this way, is not in the teacher's hand: the group becomes the authority. It sets up its own working procedures and it is through the learners' cooperation and responsibility that decisions are made and problems solved.

If the teacher's authority recedes the learners find a way to draw on their own resources. By taking a 'back seat' in a language classroom the teacher teaches the learners not to see him as the only source from which all wisdom springs. As a consequence they start to develop their own 'inner criteria' to communicate in the target language either through acquired knowledge or transfer from learnt to acquired knowledge. This

way they are forced to work more, to develop their expertise as learners, thus playing a responsible role in the management of language learning. Evidence shows that in such circumstances the learners rely on one another as sources of knowledge, and it is then that peer teaching as well as self and peer correction take place.⁷

The ways in which the learners learn in groups without the teacher present is thoroughly examined by a number of writers. Barnes, in particular, studied learners' interaction in relation to learning. To quote him:

"... the kind of learning which can go on in the groups is a matter of using language on the one hand to animate and reshape existing knowledge, and on the other to try out new knowledge as a way of reinterpreting the old" (1975:87).

It is in this sense that while working in groups the learners have the opportunity to relate new experience to previous knowledge and re-organize familiar experience into new forms. In foreign language teaching, for example, this may mean the development of the learners' ability to transfer their knowledge of the mother tongue to the target language in order to cope with the challenge of accomplishing a communicative activity.

Another relevant aspect of a communicative methodology heavily influenced by group work, especially if we have in mind the development of oral skills, is the distribution of the talking-time in classroom interaction. Considerable research

⁷For a detailed account of the ways in which the learners interact in a foreign language during group work see Bazzo 1983.

has been done in this area, and we would like to draw particular attention to Flander's work which notes that although the aim of the teacher is to have the learners talking, it is the teacher himself who talks most of the time. He states:

"In the average classroom someone is talking for two-thirds of the time, two thirds of the talk is teacher-talk, and two-thirds of the teacher-talk is direct influence" (1972).

Group work functions as an alternative to the situation described above: the learners become more vocal and the teacher consciously more silent. The amount of talking is thus multiplied inside the classroom; that is to say that if the class is divided into 5 small groups there will be 5 times the amount of talking as compared to a normal full-class discussion with almost only one learner speaking at a time.

We cannot assume, however, that the learners naturally start talking in the target language as soon as they get together in their small groups to work without a constant direction from the teacher. Successful group work depends strongly on two major variables: the nature of the tasks and the environment conducive to language learning. The former has been thoroughly discussed previously in this chapter; the latter deserves some consideration.

Learners have to be provided with "an environment within which they can communicate easily and freely" (Byrne 1976:80). If they do not feel comfortable with each other and with the teacher they will not be able to talk with reasonable ease and coherence. For this reason it is vital that the teacher experiment with strategies that build learner self-reliance and

self-esteem. The result can be an environment that supports the individual in his effort to learn.

It is by feeling that they are part of a group that the learners lose their fear of making mistakes and discover that they can learn from one another. Once barriers, anxieties and defenses have been removed, or minimized, the group functions as a source of motivation in effective foreign language learning. English, then, becomes a language through which learners discuss a topic, tell a joke, act out a situation and communicate their feelings.

Now we ask: what roles, functions and attitudes are required of the teacher to meet the demands of this kind of learner-centred language teaching? The subsection below is a tentative answer to this question.

2.5.2. The Teacher's Role

From the discussion above it is understood that the teacher does not operate as the 'knower' and the learner as the 'information-seeker'. Drawing on Paulo Freire's 'banking' concept of education (Freire, 1972), we would say that the teacher's task in a communicative methodology is not to 'fill' the learners with content as in the relation 'depositer' x 'containers'. This would be allied to the notion that knowledge is given to recipients who are ignorant, and that knowledge is unrelated to a supposed change in ability.

At the other extreme of 'banking' education, and it is Freire who contrasts the two, is the idea of a problem-solving

education which places the learners' intention at its centre. This concept of education implies, as Barnes points out, that

"the learners not only receive messages from the teacher but also articulate their own understandings. The two are engaged in formulating knowledge" (1975:92).

It follows from this that to meet the requirements of a communicative methodology the teacher should relinquish his place as the 'transmitter of knowledge' and become more like a facilitator or helper. This teacher's withdrawal may be seen as an alternative to the kind of teacher's interference that not rarely frustrates the learner in his task of discovering how to learn and how to relate himself to what is being learnt. It can also be considered as a technique for placing the responsibility for learning on the learners. This way the teacher becomes an interdependent participant in the teaching-learning process who shares the responsibility for the development of this process with the learners.

Barnes does not consider the role of the teacher specifically in the field of language learning, but Caleb Gattegno does. He suggests that the teacher's role is to develop the ability the learner brings with him to generalize and classify information, thereby producing unique utterances in the new language. The source of this ability lies in the fact that the learner has already mastered his own native language. In Gattegno's words the teacher, then, is a 'source of reference' (Cf. Gattegno. 1970).

How, then, can the teacher be a facilitator, helper or source of reference? Earl Stevick writes that the teacher

should devise situations in which learners actively participate with ease and pleasure; he should also help them to discover what is expected of them while at the same time showing permissiveness, warmth and acceptance so that an atmosphere of solidarity and cooperation is created within the confines of the classroom. He goes on to say that dependency on the teacher should be limited to looking to him for general guidance on how to proceed, and for clarification of what is happening (Cf. Stevick, 1976).

The creation of a permissive psychological climate in the classroom favorable for learning has much to do with the teacher's attitudes, his own personality and behavior. It can only be established if the teacher trusts the group to the extent of sharing himself with the learners, his feelings and his thoughts, without imposing himself and manipulating the learners into doing what he wants. Besides this, an acceptance classroom atmosphere requires that the teacher remain alert to the expressions indicative of deep or strong feelings. By communicating his empathic understanding and attempting to have threats to the "self", such as humiliation, scorn, contempt, etc., lowered to a minimum the teacher can manage to be supportive within a classroom climate with a community spirit adjusted towards learning (Cf. Rogers, 1969).

In such an environment it is easy for the teacher to set up the tasks and the ground rules. He then can function as 'onlooker', moving from group to group, listening, observing what is happening, preventing reversion to Portuguese and reminding some groups to reduce their noise level if necessary.

He can also be a temporary member in a group, who is expected to fit into the existing work organization. If asked to give an apparently unattainable answer to a problem, he should attempt to guide rather than inform, by asking the group 'attention-directing' questions, thus challenging the learner's innate language learning capacities.

Backing down from his function as onlooker to assume an alternative role that will give him the chance to be in a much closer relationship with the learners, the teacher can act as "a 'partner' in much the same way as does the parent in first language acquisition" (Ellis, 1982:76). When taking this role the teacher has to perform as an average learner and act as such with his partner or within the group. This, of course, is not an easy job for teachers who are used to supplying the 'correct behaviour', and it may take some time for them to play this role in a comfortable and appropriate way.

It seems to us that there is still a further role for the teacher which somehow surfaces in all the previous ones analysed in this work, namely, the one of a researcher. The classroom, within its very particular environment, becomes a laboratory for the research-teacher: a catalyst for the development of new learning theories, techniques, strategies, and materials. In fact, this thesis, as we have said before, had its origin in the everyday practice of our work as a classroom teacher.

The last function concerning the teacher which we will analyse here is the one of handling mistakes. If genuinely fluent practice is the goal of a language course, mistakes of various kinds will certainly be made. These can give the

teacher some insights into the problems the learner is facing and somehow overcoming. From this point of view mistakes can be considered as part of the language learning process.

Although a communicative approach implies that the teacher does not correct every error, it does not provide him with a solution to the problem of mistakes. However, an analysis of the principles underlying the aim of developing communicative ability may guide the teacher into deciding which errors should be tolerated and which ones should deserve special attention. As Littlewood points out:

"A crucial problem for language teaching is to what extent the linguistic medium should be intentionally raised into the learner's consciousness in order to facilitate the process of acquisition. And to what extent by giving priority to the creation of realistic communication situations, the learner's consciousness should be distracted from the medium on to the message in order to facilitate the process of genuine communication" (1975:18-19).

In our point of view, in a course aiming at the development of oral fluency, only the errors which hamper communication should be overtly corrected. Once the teacher has decided which mistakes to correct he should try to present the corrections to the learners in a fairly organized way. Going over the corrections the teacher should be careful to not discourage the learners in their effort to try to express something they are not quite sure how to say. The kind of criticism which devalue what the learners have constructed should be avoided. It might ultimately destroy their confidence in their ability to communicate in the target language. An appropriate way to correct, then, would be the one which strengthens the learners' confidence

in their attempts, however primitive, to use the language.

In order not to make unrealistic demands on the learners' performance only the errors which are within the learners' competence should be pointed out to them. Overwhelming the learners with great quantities of corrections may be totally unproductive, and in any case the postponement of the necessary corrections until after the activity might be a wise procedure to prevent a shift of focus from meanings to forms during the completion of the communicative tasks.

In the light of what we have examined above about the teacher's function within a communicative methodology we can say that there is a need for teachers to interfere less in the language learning process. Less teacher conducted learning, however, may require thorough training and methodological initiation on the teacher's part.

Another componente deserving careful discussion in this process of transferring the responsibility of language learning to the learner is feedback. Although there is no complete agreement about the role of feedback in courses which adopt a communicative approach, we will try to analyse what we consider an appropriate and consistent feedback section within the context of the AIM.

2.5.3. The Feedback Section

We see this crucial aspect of methodology as a continuation of the learner's work and an extension of the teacher's

role in foreign language classrooms.

When learners are working together they naturally "receive feedback from their interactions (i.e. how much they understand and are understood in discussion groups)" (Chinnerer-Erben, 1977:16). This, however, does not seem to be sufficient; there is still a need for a more structured section whose focus would be specifically on the feedback of what they experienced in the communicative activities, for adults seem to benefit from formal instruction.

Now, the question to answer is: what should the nature of this feedback section consist of within the context of a communicative methodology? In our point of view the aim of the course, among other relevant factors, plays an important role in determining the answer. If the first goal of the course is, and indeed in our case it is, to develop communicative self-confidence in the target language through oral fluency, then the feedback section should not focus on the learner's errors by providing correct answers and solutions, but lead the students into subconsciously trying hypotheses about the language. Explicit feedback in the AIM would be rather accidental, since "it is only by chance that the relevant linguistic forms are considered in close relationship to the communication situation" (Chinnerer-Erben, 1977:18).

One way to avoid explicit feedback given by the teacher on linguistic accuracy that might inhibit the learners and destroy their self-confidence to express themselves in a foreign language, would be to provide them with situations in which they could compare results among themselves while at the same time

evaluating their success or failure in communicative activities. What I propose in the AIM are feedback sections with cross-group reports, panel presentations, short sketches, full class discussions to get a general consensus on a discussed topic, etc. Each idea for activity is followed by one or more suggestions of this kind of feedback.

Some learners used to a teacher-centred approach may tend to regard these feedback sections as a form of assessment - the means by which the teacher can check that the work has been done. Such an idea should by all means be corrected. They should be led to see the feedback work as a communicative task in the first place; something that could help them to develop their ability to discuss the success and difficulties of their own classroom communication. In this sense, then, feedback sections can enlarge their self-critique and self-awareness experience. This concept of feedback is part of the whole context of attitudes to learning and attitudes to education in the widest sense, discussed previously in this chapter, sections 2.5. and 2.5.2.

It is not enough, though, to have the learners aware of the role of feedback in classroom situations. In order to have their attention drawn to it the feedback section should be well structured and organized. Our suggested feedback sections attempt to call the learners' heed in three ways:

- a) By having a well defined objective in itself;
- b) By dealing with related topics the learners have already discussed to a certain extent;
- c) By presenting an element of newness, be it from the learners themselves or from another source.

At this point of our discussion it is important to consider what the teacher can do with the results from the feedback sections. As we see them these results may guide the teacher in two major ways:

- a) The choice of activities which would be appropriate to the level of the learners in relation to their motivation, interest and preferences; and linguistic abilities.
- b) The sequence for focusing on linguistic features.

The latter implies that instead of preselecting and pre-determining the order in which learners will encounter features of the target language, the teacher bases the ordering of the elements of the language in relation to what the learners already know, what they are 'ready' to learn and what they need or want to learn. This idea is related to what we have discussed in section 2.3. of this chapter.

The feedback sections proposed in the AIM have been tried out with our learners and it is hoped that, as happened to us, they lead to a careful consideration of the student audience - the element that makes the activity communicative, thus becoming something more than just an academic exercise in the manipulation of linguistic realisations (Cf. Hutchinson and Klepac, 1982).

Conclusion

This chapter has examined the theory of language learning within the scope of a communicative approach. The nature of language was seen from a sociological perspective and the commu-

nicative approach was viewed as an overall approach and attitude toward the teaching and learning of foreign languages. Krashen's distinction between 'acquisition' and 'learning' led us into a more precise definition of goals for the development of fluent oral communicative abilities. The means proposed to reach this goal are activities with great potential communicative value designed to involve the learner in the process of sharing, negotiating and creating meanings. These activities would be the basis for a multidimensional syllabus which could also contain items of communicative strategies, notions, functions, grammatical structures, etc.

Communicative materials were viewed as learning resources, never directing the teaching-learning process. To this end it was suggested that materials should pose problems and challenge the learners' curiosity. The learners should find their own route through the materials and determine to a large extent the ways in which the course would develop. In this sense the learners would have the chance to take an active part in organizing their own learning and to perceive their role in the educational process. Language teaching, thus, was considered as part of the wide context of educational philosophy.

Such a conception of learning led us to redefine to some extent the traditional roles teachers have played in the past and are still playing nowadays. Instead of being a transmitter of knowledge the teacher was considered as a facilitator, a manager, a source of reference, a partner, and a researcher. In any of these roles the teacher would find his own way to lead the learners into being responsible for their own learning and

their language development.

Finally, the notion of feedback was examined from the point of view that it should be provided, shared and analysed by teachers and learners alike.

The communicative approach has strongly influentiated the design of the AIM. Their content together with management implications is discussed in detail in the following chapter.

CHAPTER 3

CONSIDERATIONS ABOUT THE CONTENT OF THE ACTIVITIES IDEAS MATERIALS AND MANAGEMENT IMPLICATIONS

The setting of the teaching-learning process having been outlined and the theoretical approach examined, it now remains to discuss the AIM in relation to their content and suggested methodology. The activities proposed will be discussed in the light of the two previous chapters so as to relate them to the goal of communicative ability and our educational context. It is inevitable therefore that certain information be recycled to some extent reflecting the complexity and interrelationships implicit in the nature of the teaching-learning process.

3.1. Selection of Content

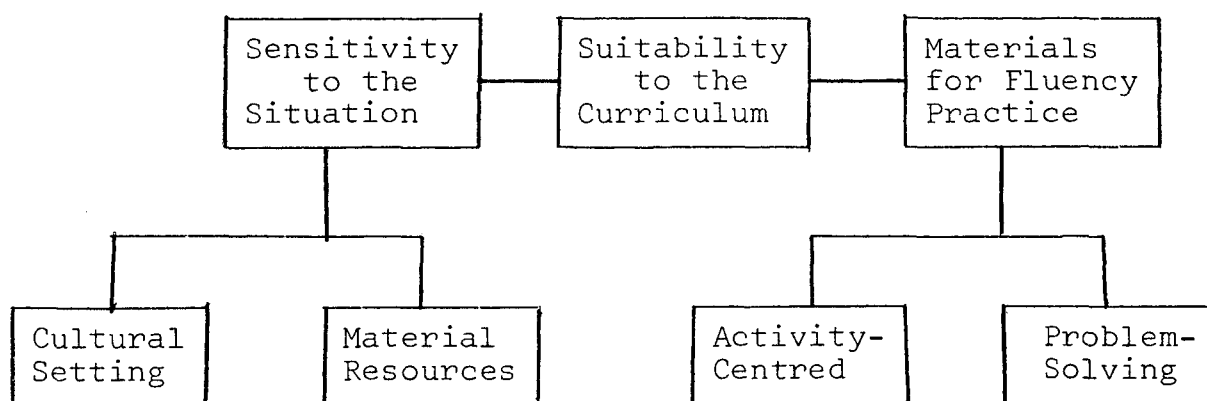
The selection of the content of the AIM was based on two major factors, the same ones used for the analysis of materials

in section 1.3.1.1.:

- (i) Sensitivity to the teaching-learning situation in which the materials are to be used;
- (ii) Suitability to the particular language teaching curriculum within which they are supposed to serve as a resource.

The necessity of materials for fluency practice in the Letters Course leads to a third factor in the selection of the content. Specific characteristics and implications of the AIM as fluency-based materials are then thoroughly analysed, and finally the activity typology is presented. The following diagram illustrates the major influential factors in the AIM design.

Figure 3.a.



3.1.1. Sensitivity to the Situation

Every language teaching situation presents some particular characteristics which imposes demands on the teaching-learning process and, in particular, on the materials

to be used. In what follows we will first consider the AIM in relation to the cultural setting reflected by our educational context, and secondly, we will look at the availability of material resources.

3.1.1.1. Cultural Setting

The young adult in the Letters Course with his likely contributions to the learning process was the starting point for the design of the AIM. Since the activities were prepared alongside two courses for learners in the 3rd semester, it is as if the materials emerged from the teaching-learning process itself, being enacted by the learners and the teacher alike. Although most of the choices concerning content and method of the AIM were made by the teacher, the learners' objectives, expectations and values were also carefully considered in the activities and tasks proposed, by means of classroom observation, regular informal discussions and written questionnaires. In this way we attempted to account for likely differences between the materials designer's view of the purposes and the learners' own perception, thus avoiding idealisation of the materials. Activity 7, for example, was reviewed in the light of a learner's specific criticism of that activity in a questionnaire: the task as it was originally presented was too complex to be accomplished; the learners needed more clues to solve the problem proposed. In fact, this activity has been replaced by another which was suggested by one of the learners.

Initially in our project we intended to prepare a questionnaire to find out which were the topics preferred by the learners. However, the feeling that the questionnaire would not reveal actual valuable information led us not to apply it. We were particularly discouraged by the complexity of organization such a questionnaire would require. Take, for instance, the topic 'politics'. It is so broad in nature that it may carry different meanings to different people. One may think of it in terms of education, another in terms of religion, another of the family, and even of elections properly speaking. Such a rich term might be considered an excellent topic by the learners. The problem we see, however, is that a learner, for example, could like to talk about politics in relation to the family but not in relation to religion. The questionnaire, thus, would probably offer subject-matter for another thesis.

The learners themselves make clear in their evaluation of the AIM the diversity of opinions concerning their interest in the topics discussed. The topic of activity 18, 'The Strike Dilemma', for instance, was considered of great interest for one learner and of no interest for another (See Appendix, page 2). There were also discrepancies between our own expectations, as teacher, concerning the learners' interest in the topics and their actual judgment. An example of this is the topic of activity 2, 'Selecting your Teacher', which we thought would be of great interest for all the learners, but which was considered as a bad topic by one of them (See Appendix, page 1). As is to be expected the topics of the AIM are not likely to please every learner in a class. However, we hope that they please the majority of them.

In the selection of topics for the AIM we relied mainly on our experience of 5 years in teaching English for learners in the Letters Course. By observing their performance, spontaneous reactions, and attitudes towards different topics and activities we believe that we got closer to them in relation to their expectations and interests. Such an approximation came to be more reliable with the application of evaluation questionnaires which the learners answered regularly.

Relevant and interesting topics which helped the learners to relate the English course to the world outside the classroom were carefully sought for, such as journalism, tourism and politics. In especial we included topics particularly related to the Brazilian learner nowadays, such as the strike in the university and the representative items of our country. The AIM also comprise topics of specific interest for the learner in the Letters Course, as for instance, curriculum design, the secondary school, and teaching methodology.

A further crucial factor in the selection of content for the AIM concerns variety within the activities proposed. Besides avoiding monotony in the classroom, and consequently, lack of motivation, varied materials offer the possibility of suiting diverse learner personalities. Diversity in the AIM is realized through discussions, games, role-plays, simulations, logical problems, case studies, etc.

The AIM are likely to look unfamiliar to the majority of the teachers of English in our country, in that they may not match the teachers' own experiences and preconceptions of language teaching and learning. For this reason it is realistic to

assume that many of them, and even some of those working at UFSC, will resist the more informal classroom conditions implied in the group work approach needed for the materials to be enacted.

Although current educational practices are gradually being slotted into the formal pedagogical methods used in the Brazilian ELT classroom, the commonest image of the teacher is still that of the sole controller of knowledge. The AIM by encouraging active involvement of the learners through problem-solving activities (such as the one about deciding on what is wrong in the learners' own curriculum), offer the teachers the possibility of modifying their teaching style, and the learners the opportunity of being more responsible for their own learning process.

As was said before, a change in the teacher's role from that of instructor to that of facilitator may require teacher training which focusses on methodology rather than on applied linguistic theory. The training sessions may open up new directions to the teachers' preferred methodology to the extent that materials of the sort of the AIM exploit rather than constrain the teachers' own competence as teachers.

3.1.1.2. Material Resources

A crucial factor taken into consideration in the preparation of the AIM concerns their presentation and cost. Although the activities cover a wide range of topics by means of a variety of texts, drawings and a few suggestions for recorded materials, we tried to avoid a complex system of

presentation for them. This way the AIM favour duplicating facilities. Being home-made materials they do not compare with the sophistication of actual published textbooks. Nevertheless, they are perfectly suitable to be given in the form of hand-outs and cards whose cost will probably be relatively cheap to our average learner.

The AIM do not require media resources beyond the capacity of the Brazilian universities to provide. Neither do they call for special classroom and timetables. However, as group work is at times likely to yield fairly high noise level it may be better not to use the AIM in very small classrooms, particularly when the class has an average of 20 learners.

By beginning from a sensitivity to our teaching-learning situation we attempted both to avoid letting the AIM become a constraint themselves, and to provide the means for them to serve more adequately this situation.

Having examined the extent to which the AIM are related to the overall situation of the language teaching, we shall now move on to the more specific context of their suitability to the English curriculum.

3.1.2. Suitability to the Curriculum

Needless to say, any language teaching materials to be considered appropriate need to be in harmony with the curriculum in which they are to be used. This was a main concern in the design of the AIM. They have been prepared specifically for the learners in the second stage of the English curriculum of the

Letters Course at UFSC. As was mentioned in section 1.2., this stage comprises the 3rd, 4th and 5th semesters, and focuses on the development of fluent oral production and written work. In accordance with the current practice in our curriculum of offering some independent development of the skills, the purpose of the AIM has been to facilitate oral communication between learners by suggesting ideas through which teachers can help learners to interpret, express, and negotiate meanings in English. The activities proposed aim at developing oral fluency in the learners so that they are able to talk with reasonable ease and coherence in a variety of situations. As Rivers and Temperley state,

"... our goal is for the students to be able to interact freely with others; to understand what others wish to communicate in the broadest sense and to be able to convey to others what they themselves wish to share" (1978:3).

The AIM serve as an alternative to the unfocused or unstructured conversation class in which discussions are usually dominated by the best students while the rest of the class lies in a state of shyness, frustration and boredom. As activities for fluency practice they would need to be part of the foreign language program of the Letters Course, occurring regularly and frequently, never considered as a mere opportunity for occasional light relief. In the subsection below we will explore the implications of making fluency the basic element in language teaching materials.

3.1.3. Materials for Fluency Practice

Although the concept of fluency has already been thoroughly analysed previously in section 2.2., we would like to reinforce the idea that fluency is concerned with the ease with which language is produced or understood (Cf. Brumfitt, 1979). On this basis the AIM suggest some ways in which language can be used creatively and spontaneously. Since these two terms played an important role in the design of the AIM it is important at this point to explore them further. First, we say "creatively" because we wanted the implicit theory of language in the AIM to reflect a view of language as communication, characterized by a dynamic process of relating language forms and language functions. That is to say that the conventions which link forms and functions vary and are constantly being negotiated among the users of the language across events (cf. Candlin and Breen, 1979). When we talk, then, we do not use a static, unchanging existing language, but we use a dynamic system which we modify and recreate. In other words, in communicating we are always negotiating meanings. This leads us into saying that negotiation is at the heart of communication. Consequently, the task for the learner is to learn how to interpret, express and negotiate meanings.

In the AIM we attempted to set this task through the design of open-ended activities which focus on the learner's creative ability of finding words to express ideas and feelings. The successful completion of the activities will probably require that the learners ask questions of themselves which often invite elaboration. This elaboration will probably open up possibilities

for further discussion in which first impressions may be confirmed and extended or rejected and replaced by others. This way knowledge will be redefined on the basis of the construction and reconstruction of meanings. Take, for example, activity 18, 'The Strike Dilemma', in which the learners are asked first to make a private choice concerning the future of their teachers' strike, then to discuss their choice with two or three other learners so that the group reaches a consensus choice, and finally to report to the whole class what the group decided and why. Questions such as, 'Are the teachers' motives for going on strike fair?', 'Should they stop the strike or not?', 'Should we support them?', 'Is our course being damaged with the strike?', and many others are likely to be asked and to lead to lengthy discussions which will require that the learners adopt the role of negotiating between themselves to get to a sound decision.

Secondly, we used the term "spontaneously" because we wanted to have the learners speaking as naturally as possible, in such a way that their talking mirrored real-life communication. Since in real communicative situations the goal is not merely the giving of correct answers to drills, we can presume that the learners will use all their available resources to perform communicative tasks successfully. For this reason the AIM focus on understandable and relevant communication rather than on grammatical accuracy. They provide the learners with plentiful opportunities to use the language themselves to attain specific communicative objectives.

Such a concern with the development of the learners' ability to process creative and spontaneous communication through

language should not be seen as an attempt to devalue linguistic accuracy. The massive existing amount of materials and techniques aiming at the acquisition of language structures clearly reflects the importance that the mastery of the linguistic system has received in the learning of a foreign language. However, we believe that the mastery of individual structures is just a step towards the broader goal of helping the learners to use the linguistic system creatively and flexibly, in such a way as to communicate messages effectively. To quote Littlewood:

"The most efficient communicator in a foreign language is not always the person who is best at manipulating structures. It is often the person who is most skilled at processing the complete situation involving himself and his hearer, taking account of what knowledge is already shared between them (e.g. from the situation or from the preceding conversation), and selecting items which will communicate his message effectively" (1981:4).

Bearing in mind the distinction between natural communicative tasks and linguistic manipulative tasks we would like to make the point that the teaching and learning of these distinct tasks is not always a clear-cut either-or matter, but a matter of focus. We are not at all advocating the exclusion of manipulative linguistic tasks, but rather intending to place them into a proper perspective. On account of this, the AIM were not designed exclusively to be used in isolation; other kinds of tasks such as exercises and drills should be slotted into them, whenever the teacher felt it necessary.

However, as in the particular stage of the curriculum for which the AIM were designed the goal is the development of

fluent communicative behaviour, the AIM should constitute the mainstream activity in the course; other activities would be included as complement to them.

This may necessitate further explanation. Let us suppose, for instance, that while monitoring the learners' performance in one activity of the AIM the teacher notices that they are using wrong question forms systematically and constantly apologising inappropriately. He may then find it necessary to give the learners specific training in these particular structural and functional linguistic components. He will probably not have difficulty in finding appropriate exercises for this purpose in the wide range of structural and functional materials available on the market.

The priority given to fluency over accuracy in the AIM should be seen as an attempt to face the problem of learners who are unable to communicate even after a number of years of language instruction. This problem seems somehow to be related to the one of the structurally competent but communicatively incompetent student mentioned earlier in this work. Good examples of such a situation are mentioned in Primary French in the Balance (Burstall, 1974) where secondary teachers comment on the abilities of audio-visually trained primary school children:

"We found that although at first they had more confidence in speaking French, they only reproduced the set phrases they had learned and they experience the same difficulty as other pupils in manipulating the language and in transference."

"A problem is in developing the highly structured sentence patterns of the primary stages into more fluid conversational form. We must confess to being a little disappointed at times with the limited conversational powers

of new entrants compared with their ability to reproduce memorized patterns and drills. There is some evidence that such dependence on rote learning may actually inhibit any natural inclination towards a less rigid form of conversation" (Burstall 1974, cited in Butzkamm W. and C. J. Dodson 1980:294).

On this basis we are led to consider the traditional concern of foreign language teaching methodology with complete grammatical accuracy as not totally appropriate when it comes to the acquisition of conversational skills. The AIM, by focusing on the coherence of the learner's conversation, attempts to follow a new methodology which implies reducing the emphasis on grammatical correctness in favour of communicative effectiveness. This is to be expected in situations in which the learners by creating their own sentences are given the chance to express hypotheses about linguistic usage.

The ways we devised for the AIM to involve the learner in making linguistic choices that would not be mechanical but related to specific meanings to be conveyed are discussed below.

3.1.3.1. Activity-centred Materials

To speak spontaneously the learner has to be placed into a situation where he feels a need to communicate. In the AIM this need to communicate is created through the setting up of activities which the learner has to accomplish through verbal interaction. It is mainly for this 'activity' element that his speech becomes purposeful and meaningful; it provides the learner with the means to satisfy immediate needs other than those of language itself.

This way, an appropriate context is created for language learning to take place through natural processes: the learner learns the language by doing things with it or by merely accompanying the doings of things with it. This doing, however, must be understood in a more comprehensive way than its literal meaning. Barnes makes this point very clear when he writes,

"what pupils learn must be closely related to what they do, but 'do' here includes what interpretation they put upon their actions" (1979:20).

For this reason the AIM aim at stimulating a lot of personal reactions while at the same time giving the learner the chance to express these reactions authentically as an individual. In activity 19, 'Advertisements', for instance, the task of analysing advertisements of several kinds to select the best ones offers the learner the opportunity to lose himself sufficiently in the activity to react personally, creatively and spontaneously to it. The same happens with activity 22, 'Sound Sequences', in which the learner is stimulated first to interpret the sound sequence, secondly to express his opinion, and finally to defend it before his colleagues. The AIM, this way, are to be seen as resource materials serving "as a means for sensitising learners to the actual task of learning to communicate" (Candlin and Breen, 1979:210).

In addition to these activities which put the learner's interpretative system into active operation, the AIM present some activities that are worth doing for their own sake. Take as an example activity 8, 'Describing Postcards in a Game'; while playing the game the learners were so enthusiastically

involved in it that the great amount of language produced was not at all noticed by any of them. The activity was not only meaningful but also fun for them. In activity 16, 'Building up Stories', the process was very similar; the learners needed the language to build the story from the pictures, but this was of secondary importance to them. Their real immediate objective was to have a coherent arrangement of the pictures which could justify the story they were making up.

From the examples of activities above it can be understood that the tasks the learner is faced with always require him to resolve a problem of one kind or other. In a way this is a logical conclusion which we will look at in the subsection below.

3.1.3.2. Problem-solving Materials

Bearing in mind the idea that "Designing problem-solving activities for materials is, of course, a problem-solving activity in itself" (Candlin and Breen, 1979:212), it may be wise to state in precise terms what we have in mind when we use the word 'problem'. Although "In the everyday language of the classroom, any question that is asked of a child is called a problem, and so, too, is any other set of circumstances where he has to come up with an answer" (Travers, 1967:255), in the scope of this work the term 'problem' is used with a more restricted meaning taken from the field of psychology. For the psychologist as for us, a human being is said to be confronted with a problem when faced with a situation in which (1) there is a goal to be achieved and (2) the individual does not have in his repertoire

of behavior any readily available response that will permit him to achieve the goal" (Travers, 1967:255).

This concept of problem is implicit throughout the AIM. By offering uncertainty and unanswered questions, the AIM challenge the learners' curiosity and give them the task to formulate reasonable answers for the problems involved. In doing so the AIM force the learners to engage in the formulation of knowledge and to use and develop the cognitive perceptions which are so important for the learning process.

The introduction of problem-solving materials in a language program thus removes total security from our classroom activities. It poses uncertainty which the learners must reduce and/or resolve by groping linguistically between themselves while at the same time adjusting themselves to other speakers who are in the same position as they are.

The reduction of uncertainty being made mainly through verbal interaction also forces the learners to make decisions within real time. They cannot study what is said at length before producing an appropriate reply. Consequently, the process of selecting options for the solution of the problems must be instantaneous, just as occurs in real life situations.

To exemplify the kind of problem-solving activity presented in the AIM let us take activity 12, '7:00 News'. In this activity which is in fact a simulation, the learners work as journalists who are responsible for an evening broadcast in a local television. They receive written summaries of important events which have already happen, are happening, or will happened in nearby towns. These news keep coming all the time (they are

supplied by the teacher who passes them to the controller of the group), and the learners' task is to select the most important news, particularly those which are worthy appearing on the telly. They have also to organize the news in such a way to present them in the 7 minutes news broadcast. They have to decide on who will present what and how. The final stage of their work is to present the news to the whole class who will comment on it afterwards. The learners have many other opportunities of grappling with purposive problems such as explaining disappearances, finding the best route to take in a map, planning a trip around the world, etc.

3.1.4. Activity Typology

To present the activity typology of the AIM in a structured and practical way we devised a very tentative and exploratory table which shows the objective of each activity, its main input and output typological characteristics, and the basic process involved in the completion of the activity.

Before presenting the table itself it is perhaps worthwhile commenting on certain features of it. In relation to the input the activities can consist of visuals or verbal texts. With exception of activity 20 which consists of cross-words, all the visuals are pictorial such as in cartoons, maps, advertisements and post-cards. As to the texts, these can be written or auditory. When auditory they can consist of a sequence of sounds or a song.

The output is always verbal, as should be expected in

oral production activities. It can involve the presentation of a TV panel, as in activity 12, '7:00 News', or a discussion to get to a consensus, as in activity 9, 'What Happened?', or yet the deliverance of an informal speech, as in activity 24, 'Individual Projects'. At times the verbal output is combined with visuals, physical responses, or written texts. When visual the output is always pictorial and involve the learners in drawing a route on a map, as in activity 6, 'Around the World', or in ordering a sequence of pictures to make-up a story, as in activity 16, 'What a Story!' Physical responses require that the learners act out a cartoon-strip, as in activity 4, or a story, as in activity 16, or yet a sequence of sounds, as in activity 22, 'What do they tell?' Written texts consist of captions for cartoons, as in activity 4, or words for a song, as in activity 17, 'Music', or yet the completion of crosswords, as in activity 20.

From the above it can be noticed that some activities involve more types of output than others. In activity 1, 'Finding Similarities', for example, the output is only verbal, while in activity 19, 'Advertisements', it is verbal, visual and physical. This variety helps to motivate the learners in that they will perceive as the classes progress that they are not asked to do the same things throughout the semester.

The final characteristic of the output is that in most cases it is open-ended. This means that the activity does not have only one "correct" answer, but rather accepts a wide range of possibilities as appropriate answers. An example of an open-ended activity is activity 3, 'Analysing the Curriculum', in

which the learners are asked to work with their own curriculum in order to make changes which in their view are both necessary and appropriate. As long as they justify the changes proposed accordingly, all changes could be considered as being acceptable. On the other hand, as an example of activities for which there can be only one answer we want to mention activity 21, 'Logical Problems'; as is to be expected each problem has only one possible solution.

Most of the activities were prepared in such a way as to provide a fairly low input which will foster high output. This amounts to saying that a little stimulus will set off a high degree of oral interaction. The basic assumption, then, is that the learners will spend most of the classroom time talking, rather than reading or listening. Consider, for instance, activity 4, 'Cartoons': the learners receive a cartoon-strip without captions; their task is to discuss the cartoon-strip to write captions for it and prepare a sketch to act it out. Or else, activity 14, 'Representative Items of Brazil', in which the learners are asked to get to a consensus in relation to the twelve most representative items of our country today. Not all activities, however, present only such minimal stimula. Some of them do involve a higher proportion of input which consists of reading texts. But these activities are in a small number, namely 6, and never involve texts of more than 2 pages. The function of such texts is usually to provide the learners with some verbal ammunition for the output stage; by virtue of drawing the learners' attention to the scope of a particular theme they stimulate the learners' reasoning and prepare them to the speaking task. An example of this would be activity 23,

'Communicative Methodology?', whose text explores the basic underlying ideas of the communicative methodology as opposed to those of the structural methodology. So when the learners discuss both methodologies they will be able to deal with terms like 'learner/teacher-centred classes', 'pattern drills', 'controlled language', 'linguistic accuracy', etc. Another example would be activity 18, 'The Strike Dilemma', whose text provides the learners with a brief summary of the teachers' past strikes and the motives and claims of the strike in question. This way, when discussing the strike, the learners will have grounds to base their arguments on.

In relation to the processes involved in the accomplishment of the activities we have classified the activities as based on one of the following processes: group-interaction, decision-making, observation, interpretation, logic and information transfer. We have attempted to classify each activity according to the process we judge most necessary for its successful completion. This may be not altogether appropriate, for the processes seem to overlap in such a way that sharp distinctions are difficult to be made. For example, all the activities involve some element of conscious choice in however small a way. However, in our tentative table we have classified as activities based on the process of decision-making only those which could by all means be not accomplished through another process. One case of this is activity 6, 'Around the World', which requires that the learners, in groups, plan a trip of their dream to whatever places they want. They cannot do that without consciously and carefully choosing the best places to go and how long to stay there. This activity surely involves group interac-

tion, however, we have only classified it as based on decision-making, on the basis that this is the basic necessary process required for its completion. Another example of this is activity 5, 'Spot the Difference', which we have classified as based on information transfer. To successfully accomplish the activity the learners have to decide on the mechanisms to find the differences in the pictures, since each of them has slight differences in his picture and cannot see his peers' pictures. This way the activity besides being based on information transfer also involves group interaction and decision-making. The last example we want to mention is activity 11, 'Points of View', which we have classified as based on interpretation, for the learners will have to interpret the roles they are given to discuss the objectives of the secondary school. Since this interpretation will also require decisions on how to present and defend the different points of view, the activity will also involve a great deal of decision-making. In addition to this, as the preparation is to be done in groups, group interaction will also be necessary. This way we would have to classify the activity as based on interpretation, decision-making and group interaction. This might be confusing to the reader, and as such could end-up being pointless. For our purpose, we have found it useful to focus on just one process - the one we consider to be the basic.

The table is presented below as figure 3.b. We hope it gives the reader a fairly reasonable picture of the AIM and of the variety within them.

Fig. 3.b.

Activity Typology

Activity Number	Title	Objective	Activity Number
1	Finding Similarities	Learners talk to find things they have in common with each other	1
2	Selecting your Teacher	Read the information. Choose teacher and give reasons for choice.	2
3	Analysing the Curriculum	Study the curriculum. Modify it and give reasons for changes.	3
4	Cartoons	Discuss the cartoon-strip, write captions and act them out.	4
5	Spot the Difference	Discuss picture and identify differences.	5
6	Around the World	Plan a trip. Draw the route on map and justify it.	6
7	The Language Club	Plan a project for a language club.	7
8	Post-card Game	Describe post-cards to win the game.	8
9	What happened?	Find and explain causes for disappearances.	9
10	Childhood Favorites	Recall memories and exchange them.	10
11	Points of View	Read roles. Prepare to present and defend them.	11
12	7:00 News	Read the news. Select, organize and present them.	12
13	To the Moon	Find vocabulary to go to the moon.	13
14	Representative Items of Brazil	Discuss to select items and present them in order of importance.	14
15	The safe route	Describe map to find a safe route. Draw it.	15
16	What a story!	Describe pictures and organize them to make up a story. Act it out.	16
17	Music!	Listen to a music and write words for it.	17
18	The Strike Dilemma	Read information. Discuss to decide on the best course of action and present it.	18
19	Advertisements	Discuss ads. Choose the best ones and give reasons. Act one out as if on TV.	19
20	Crosswords	Invent clues for crosswords.	20
21	Logical Problems	Solve problems and present the solutions.	21
22	What do They Tell?	Listen to the sounds and describe what is happening. Act it out.	22
23	Communicative Methodology?	Read role-cards. Discuss and defend ideas.	23
24	Individual Projects	Research and present results to the class.	24

In spite of the fact that the AIM have been prepared to help learners to develop oral fluent expression we acknowledge that "no single communicative ability can really develop independently of the other abilities" (Breen and Candlin, 1980: 95). The learners certainly require more contact with the target language than they can get in open-ended oral communicative activities. A refinement of the skills of speaking for example, may contribute to the refinement of the skill of writing and vice-versa. To this end, classroom techniques can center on how conversation generates written narratives, and so on.

Nevertheless, on the basis that parallelly to the AIM the learners will be using other materials for listening-comprehension, reading and writing, we have not included suggestions on how to extend the AIM to the development of other communicative abilities. The AIM, however, as they stand are open to complementation and enrichment. They may be used as they stand or serve as basis for further variations to suit different situations. Most of the activities may be used more than once with the same group of learners with some minor variations in the input. In activity 8, 'Describing Post-cards', for example, the game receives another dimension if instead of having to describe post-cards the learners had to tell about past events in their lives every time they stood on an obstacle. However, for motivation purposes we think there should be an appropriate space of time for the repetition of activities, unless the learners ask for a subsequent repetition.

Having presented the activity typology we will now proceed to discuss the management of the AIM in the classroom.

3.2. Activity Management

We have seen in the first part of this chapter the paramount importance of the activity. In this second part we will discuss its administration - an almost as important aspect for the teaching-learning process to be effective. In spite of the fact that this aspect is closely related to the role of the teacher, our discussion will focus the methodological emphasis mainly on the learner, his strategies and needs.

3.2.1. Sequence and Continuity

The very nature of the AIM - resource materials to help the learner in the actual task of learning to communicate - determines to a large extent the fact that explicitly prescribed sequence and continuity between the activities is neither desirable nor appropriate. The 'logical' sequence would be the one developed through the interaction of the learners, the teachers, the materials and the teaching-learning situation. This interaction would be characterized by a process of constant adjustment of the relations between the activities and their management in the classroom.

Such a concept of sequence stands as an alternative to traditional foreign language textbooks which have tended to present language as a non-negotiable system passed on from teacher to learners - "a package view of language teaching". By focusing on the code at the expense of the message, these courses base their organization on a rigid linguistic selection and sequence which dictates the grammatical and lexical

progression of the learners.

The AIM, on the other hand, by focusing on fluency rather than on accuracy, gives communication a central place in them. The core of the materials is a series of activities requiring communication in order to be accomplished. These activities can be supplied with support materials of varying kinds - grammatical, functional, etc. - the specificity of which depends on the particularities of the teaching-learning situation. In the case of the third semester class of learners in the Letters Course we used the AIM, we have used two books whose content we find quite appropriate for accuracy practice: Cue for a Drill (Harkess and Eastwood, 1976) for structural work, and Cue for Communication (Harkess and Eastwood, 1981) for functional work.

The flexibility allowed by the AIM favours learner-and teacher-negotiation with and through the materials. By not determining in detail the linguistic or conceptual content of what is to be produced the AIM encourage the learners to structure their learning thus contributing to as much as gaining from the teaching-learning process. And we consider this to be an advantage over the preselected structure of traditional textbooks. As Butzham and Dodson write,

"no matter how diligently the textbook writers have compiled and graded their material, in the final analysis the finished textbook is a rough and ready instrument, and it can never take away from the teacher the task of tuning the total learning process of his pupils, because only he has the empirical feedback of a particular class" (1980:304).

In what follows we present some suggestions to structure the 'tuning of the learning process' in terms of decisions about sequence and continuity within the AIM.

First, there can be sequence and continuity from one activity to another. Candlin and Breen state that:

"Activities and tasks set up their own requirements for their progressive accomplishment, and it is in the pursuit of these requirements that the learner discovers tangible continuity" (1979:199).

Let us take, for example, activities 1, 2 and 3 in the AIM to consider how these activities set up requirements for their progressive accomplishment in such a way that content is reinforced and/or refined in subsequent parts of the materials. In activity 1, 'Finding Similarities', the learners have to talk about things as their feelings, experiences, attitudes, values, and personality in order to find out what they have in common with the others in their group. In activity 2, 'Selecting your Teacher', they have to consider the information about 5 different teachers in order to select the one they judge as the best teacher for them. And their selection has to be appropriately justified. In activity 3, 'Analysing the Curriculum', the learners have to analyse their curriculum in relation to their own objectives in order to verify the extent to which the curriculum meets their expectations, needs and interests. In addition to this, they are asked to make any appropriate changes revealed as necessary in their analysis. This way, the learners progress from talking and selecting to talking, analysing, selecting and justifying, and further to talking, analysing and constructing.

Secondly, there can be topical sequence within the AIM. Let us take, for instance, activities 3, 11 and 23. In activity 3 the learners analyse their curriculum; in activity 11 they consider the role of the secondary school, and in activity 23

they discuss the advantages as well as the disadvantages of the communicative approach and the structural methodology to the teaching of foreign languages.

Thirdly, affective and interactive goals can be used as organizing principles for the structuring of materials (cf. Richards and Rodgers, 1982). The progression within the course might be rationalized in terms of developing patterns of interactional relationships among fellow learners and between the teacher and the learners. To this end the methodological emphasis of the course should be on the establishment of an atmosphere favouring a creative affiliation of the learners with one another and the teacher. The learners would select the activities which they would like to accomplish and these activities would serve as the basis for interaction and target language practice development.

Fourthly, sequence and continuity may lie in the balancing of predicability, previously successful activities and topics, with the need of stimulating attention and participation through novelty. If the learners enjoyed going over a particular activity they would probably like to do something similar in the following class. Likewise, if they enjoyed discussing a particular topic they would probably like to discuss something connected to it in a following class. However, if activities and topics get too repetitive they may become boring and tiring. Therefore, novelty becomes not only desirable but also necessary throughout the course.

Finally, continuity may reside in a cycle of skill use during the completion of a communicative activity. For example,

an oral communicative activity might progress from reading to speaking to note-taking.

No matter what structuring the teacher uses to base the sequence of the AIM on, the ordering should always be affected by the learner's alternative routes. It seems from this that there would be no justification for pre-determined teacher-controlled sequences based on traditional criteria such as difficulty and frequency/utility. The job for the teacher, then, is to organize the learners' exposure to the target language and to provide the opportunity for the learners to use the target language in meaningful communicative activities (cf. Schinnerer-Erben, 1977). Within this context the ordering of linguistic elements, as we will see below, is intrinsically related to the performance of the learners in the communicative activities and will be virtually determined by them.

3.2.2. Linguistic Elements

Although in this thesis we are not concerned with the teaching and learning of language bit by bit or even chunk by chunk in terms of grammar structures, functions, notions, etc., we find it necessary to examine the ways a fluency-focused language program would approach the formal presentation of linguistic elements.

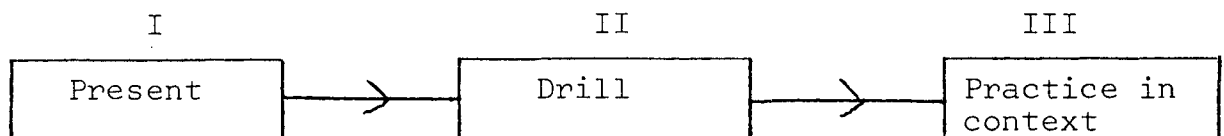
In accuracy-based courses proposing to teach the spoken language the teaching is usually divided up into three major phases. The first one, the input phase, concerns the presentation of the model of the language in context. The second one,

the practice phase, deals with the manipulation of the items presented in the input, and in the third phase, that of application, the same language is practised in context. Such a mode of language teaching, however, does not seem to be entirely appropriate for a fluency-based program. If fluency is to precede accuracy it is possible, indeed, that a more suitable mode would be one with an apparent reversal of procedures. That is, the starting point of a foreign language class would be a communicative activity which would give the learners the chance to express hypotheses about linguistic usage. The major change involved in communicative teaching strategies would thus be "in accord with the cognitive code theory emphasis on having students produce utterances in accord with whatever hypotheses they have developed and helping them to refine these hypotheses" (Sampson, 1977:246).

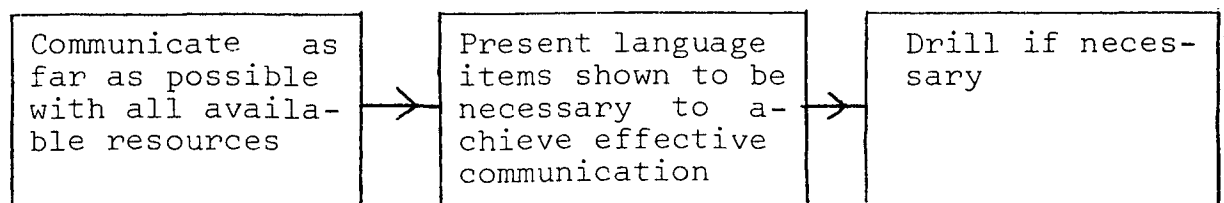
Brumfit has illustrated the reverse of sequence from the traditional mode of teaching to a communicative one in the form of the following diagram:

Figure 3.c.

Traditional:



Communicative:



(1980b:121)

The communicative mode by focusing on the interaction between the learners from the beginning exploits their own existing abilities already developed in this direction by their experience with the mother-tongue. Besides this, this mode of teaching presents the advantage of being learner-determined, rather than teacher-determined in terms of the selection and ordering of linguistic elements. It enables the teacher to diagnose before treatment. That is to say that presentation and practice of particular linguistic items will emerge from the teacher's perception of the learners' necessity and readiness. Thus, drills can still be used in the classroom, but only if they are closely related to the learners' development at any given stage. In this content the purpose of drills will be to instill accuracy in areas which show need for particular attention.

In a communicative mode of teaching not only the teacher perceives the areas in which the learners require most help, but the learners themselves become aware of their language needs for communicating more effectively and appropriately. In the continual application of their own hypotheses about the structure of the target language, they feel the need for subsequent accuracy work to help them refine these hypotheses.

Refinement, in this context, should be seen as a cyclic process. On account of the fact that the learners would not be expected to master a linguistic structure upon first exposure to it, linguistic forms would have to be repeated numerous times in different contexts and at various points of time in the course. It is through extensive and intensive use of the structures that

mastery would become possible. Such a cyclic approach to linguistic elements seems to be especially appropriate to engage different learners' knowledge, abilities and skills.

Although we have stressed throughout this chapter the need for materials to involve learners and teacher as coparticipants in the teaching-learning process, in the next two subsections we will examine the specific participation implied in the AIM in terms of learner's role and teacher's role.

3.2.3. The Learner's Role

By not predetermining in detail what should occur in the classroom the AIM leave a lot for the learners to determine for themselves. They give the learners the opportunity to negotiate among themselves and with the teacher. This way the learners have the chance to offer new directions for the teaching-learning process itself.

To activate the learners' participation in the classroom most of the activities suggested in the AIM are designed to be accomplished through group work. In section 2.5.1. in the preceding chapter we have discussed the way group work can contribute valuably to the teaching-learning process, so long as the groups are given appropriate support.

The question which might present itself to some teachers is whether the learners are capable of becoming self-responsible to the point that they will actually use the target language appropriately in their groups to accomplish the tasks proposed.

We have seen several groups do so in the 3rd semester of the Letters Course. We have found that given challenging tasks within a relaxed and friendly atmosphere, foreign language learners can engage in valuable discussion, and this is substantiated by data collected and carefully analyzed at Colégio de Aplicação, UFSC (Bazzo, 1983).

In the groups the learners are expected to explore and solve unanswered problems proposed in the AIM. The best way to approach these problems is through a hypothetical mode. Barnes explains the hypothetical mode in the following terms:

"the pupils ask questions of one another of a kind which invite surmise and discussion. They ask ruminative questions of themselves, and their statements are tentative, exploratory, inviting elaboration by others. They freely find new questions to ask of one another, and see further possibilities in the materials beyond what the task explicitly requires..." (1979:67).

The problem-solving activities proposed in the AIM are this way solved collaboratively: the learners learn by interacting with others. They become tutors of other learners. They learn from the teacher, from other learners, and from other teaching sources, such as the materials themselves and the situations they find themselves in. The group becomes responsible for the course of events and the learners have the chance to operate individual strategies.

In placing the responsibility for learning in the learners' hands we hope to be taking a step toward their autonomy through the development of self-reliance, so that instead of being mere observers of their learning process they become the own activators of this process. If we succeed in shifting the

focus from teaching to learning, from the teacher to the learner, then we can see the latter as an initiator, processor and performer of his own learning.

3.2.4. The Teacher's Role

The roles defined for the learner are intimately linked to the roles the teacher is expected to play in the teaching-learning process. Encouraging learner initiative implies limiting teacher domination which discourages learners from active learning.

Less teacher conducted learning, however, may require more demanding roles for the teacher than the role he plays in the classical audiolingual method, namely, the one of being the source of language and learning. He needs to be thoroughly sure of his role and that of the learner to be able to abandon the security offered by traditional textbook-oriented learning.

The main role for the teacher using the AIM is that of facilitating communication between the learners in the classroom and between these learners and the various activities proposed (cf. Breen and Candlin, 1980). A decisive factor in this direction is the choice of challenging activities which are likely to engage the learners' participation. This choice must depend not only upon subject matter which he thinks is in accordance with the learners' interest, but also upon his perception of the learners' willingness to engage in it. Barnes makes this point in the following terms:

"No formula can substitute for a teacher's

perceptiveness about his pupils' attitude to their work; unfortunately (as we have seen) the planning of subject matter can obscure these perceptions" (1979:186).

Since the activities suggested in the AIM are to be accomplished in groups, another important task for the teacher is to help the learners to set up their own groups. Although the teacher is not supposed to be a psychologist he has to constantly observe human relationships within the groups which might require re-organization of groups throughout the course. The groups should have 3-4 members. If the class has more than 20 learners than the groups can have 4-5 participants.

Section 2.5.2. in this thesis has thoroughly examined the ways in which teachers can contribute to help the learners to structure a group discussion, to encourage them to clarify their ideas and to utilize them as the basis for a further step in the argument.

At times group discussions may become superficial and/or inconclusive. It is the teacher's task at these times to function as a coach, without, however, taking the initiative out of the learners' hand. A tape-recorder may be a good aid for the teacher to listen more carefully to the learners and to himself, and to check the extent to which he tends to dominate the learning activity.⁸

We believe that when the teacher's coaching is off-stage the learners are more likely to have their fear lessened as to the committing of errors. This may improve their accuracy and learning; being by themselves may help them to relieve their

⁸An experiment of this type is described in Bazzo V, 1983.

anxieties about how to verbalize their intentions: control may affect learning (cf. Barnes, 1979).

It is for this reason that the teacher should not be too eager to correct grammatical inaccuracies which might occur in the group discussions. It is important for him to remember that in trying to accomplish communicative activities the learners should use their minds creatively. He should, however, after the completion of the activities, make the learners aware of relevant and consistent errors which might have hampered communication in the groups.

There are various other problems associated with group work. Although it is not our intention to offer practical advice to teachers, we should like to say that thoughtful and efficient organization can contribute a good deal to solving problems such as those of shy learners, over-talkative learners, high noise level, reversion to mother-tongue, etc. As Penny Ur puts it:

"... it is safe to say that a class which is controlled in frontal work will be controlled also in groups" (1981:8).

Conclusion

This chapter has sought to consider the bases on which the selection of the AIM content was made. The teaching-learning situation and the curriculum in which the AIM are to be used were consistently borne in mind, together with the aim of the AIM of helping the learner to develop communicative competence particularly in the area of fluency of oral expression. Rather than directing the teaching-learning process, the AIM

were considered as a resource between the learner and the teacher.

Following this, the activity typology was presented by means of a tentative and exploratory table. Finally, methodological recommendations were made emphasizing the active role which the learner plays in organizing and structuring the learning material. New teaching, thus, would be based on the existing systems developed by the learners in the accomplishment of communicative activities. In this process a gradual shift of focus was suggested, namely, from the teacher to the learner who becomes to a large extent responsible for his own learning process.

The next chapter will present the AIM, and the final chapter will seek to present a brief account of the ways in which the materials were used, and the lessons to be learned from implementation.

CHAPTER IV

THE ACTIVITIES IDEAS MATERIALS

This chapter presents the AIM in the same order as they were assigned to a group of learners in the third semester of the Letters Course.

Notwithstanding the effort and seriousness with which we prepared the materials, we acknowledge the fact that the AIM present limitations and shortcomings imposed particularly by the author's own limited experience. Some of the ideas for the activities dare to be our own. Many others were borrowed from books and periodicals listed in the Bibliography. Where we can identify the sources we mention them. However, there might be omissions, for which we apologize in advance.

Activity 1 - Finding Similarities

The order in which we are born in a family of children influence our personality, feelings, and attitudes. Do you agree? Let us check. Tell the class the place you fit in your family according to your age. Then get together with other learners who are in the same birth order as you are. Here are some examples of groups you may form:

- oldest child
- youngest child
- only child
- middle child in a big family
- middle child in a small family

Try to find out what things you have in common with the other learners in your group. To do this you have to talk about such things as your feelings, experiences, attitudes, values, personality, and how you handle certain situations and how these may be due to your common birth order. For example, you can look at your feelings about independence, competition, responsibility, desire for attention, and how these relate to your birth position. Your findings should be written down in note form. If any strong differences surface, note them down too.

Similarities _____

Differences _____

Feedback

1. Cross-group report about relevant findings to see what similarities and differences there are.
2. The teacher opens up a full-class discussion in which the learners tell about how they feel their birth order has affected them as individuals and what they learnt about birth order as it seems to influence other positions of birth. With time allowance the discussion can be extended to the parents' role in educating their children taking in consideration their birth order.

(Adapted from 'Birth Order', in Moskowitz's 1969:
129-131)

Activity 2 - Selecting your Teacher

As a student in the Letters Course you are given the opportunity of choosing your English teacher for next semester. There are five teachers available. You should base your selection on the teachers' summarized curriculum vitae presented below. Use your general knowledge, your experience with other language teachers and your intuition to make a good selection. In addition to this while evaluating the teachers you should

also consider the expectations you have for next semester in learning English. Study the advantages of choosing each teacher and the risks each choice implies. Be prepared to present and to defend the choice your group has made to the rest of the class. After the groups have presented and discussed each choice the class will make the final decision through secret vote.

1. Suzana M. Fontana, age 31. Miss Fontana has just got a doctor's degree in applied linguistics in the USA. She is a specialist in the reading process and is at present working on a project to find out what the Brazilian university students' favorite reading topics are. She has 3 years of experience in teaching university students of English and is very much willing to teach intermediate students next semester.

Advantages of choosing her _____

Risks of this choice _____

Conclusion _____

2. David Anderson, age 39. Mr. Anderson has a master's degree in applied linguistics from the University of Berkeley, California, where he taught foreign students of English for 6 years. He has done a lot of research on contrastive analysis and recently he has finished working on a project which purpose was to find out the major pronunciation problems faced by Brazilian students of English. He wants

to tackle these problematic areas in a class of intermediate students.

Advantages of choosing him _____

Risks of this choice _____

Conclusion _____

3. Vera Lucia Queiroz, age 33. Mrs. Queiroz got her bachelor's degree in English from the Federal University of Santa Catarina. She has taken a year course in ESP (English for Specific Purposes) in the University of Lancaster, England. This year she is working on a thesis to get a master's degree. While working as an English teacher at the university for 8 years she accumulated a lot of experience in teaching intermediate students.

Advantages of choosing her _____

Risks of this choice _____

Conclusion _____

4. Fernando J. Tavares, age 36. Mr. Tavares has a master's degree in applied linguistics from the University of Birmingham, England. He is a specialist both in evaluating language teaching materials and in designing them. He is also widely known for devising new techniques and strategies for foreign language learning. He is very much interested in applying a new set of materials he has prepared for

Activity 3 - Analysing the Curriculum

Teachers, administrators and even the dean are worried about the excess hours in the curriculum for the Letters Course in our University. They decided that our curriculum should be thoroughly analysed in order to suffer a reduction of hours. The teachers are preparing their suggestions and you are asked to present yours too. Your task is to decide which courses should have their hours reduced; the elimination of entire courses is also possible.

Consider - The quality of the Letters course is at risk.

Note - The suggested curriculum should not have more than 440 excess hours.

Curriculum for Portuguese and a Modern Foreign Language

1. Number of hours

- Established minimum number of hours	2.200
- Number of hours in the curriculum	3.405
- Number of excess , hours	1.205 - 55%
- Suggested maximum limit for excess hours .	440 - 20%
- Excess hours according to the suggested limit	765 - 51% credits

2. Distribution of the number of hours per course

A) Courses in the basic curriculum	No. of hours	No. of credits
Portuguese language	510	34
Portuguese literature	225	15
Brazilian literature	285	19
Latin	120	8

Linguistics	285	.....	19
Literary theory	165	.....	11
Modern foreign language	690	.....	46
Foreign literature	300	.....	20
Latin literature	60	.....	4
Romance philology	60	.....	4

B) Pedagogic Formation

Educational psychology	105	.....	7
Didactics	75	.....	5
Structure and functioning of teaching ..	90	.....	6
Modern foreign language teaching	270	.....	18
Complementary hours	165	.....	11

Total 3.405 hours - 277 credits

Note: The credits relating to the Study of Brazilian Problems and Physical Education were not added. The course in Brazilian Culture is optional.

Decision of committee (include reasons): _____

Feedback

Cross-group report and afterwards a final draft of the suggested curriculum could be either presented by the class through a full

class discussion or the teacher could make up one with the learners' help according to the groups' suggestions, using average numbers.

Remark

This activity can prepare the learners to another related task: the design of a curriculum for the Letters Course which would give them only 'one licenciatura': English. At first sight this task may seem to be too difficult for them, but their experience in working with a curriculum in the previous activity will make the work easier. The existing curriculum for 'licenciatura' in Portuguese alone could serve as basis for their discussions.

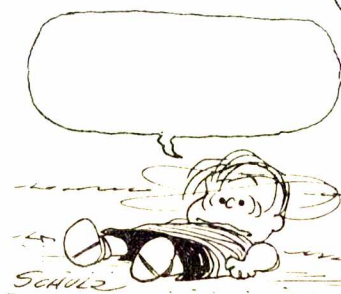
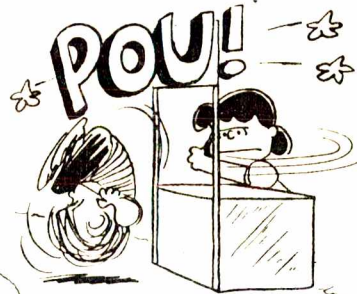
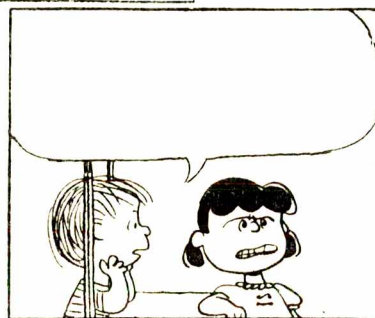
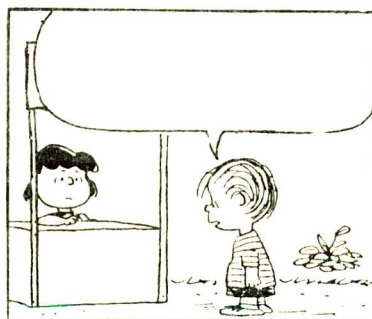
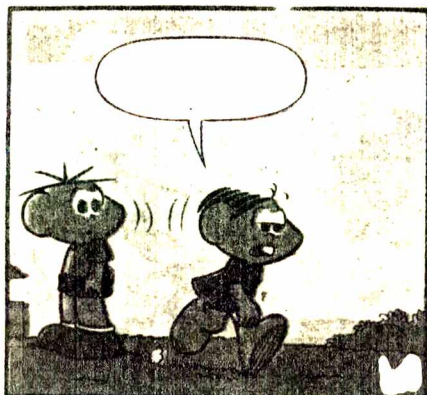
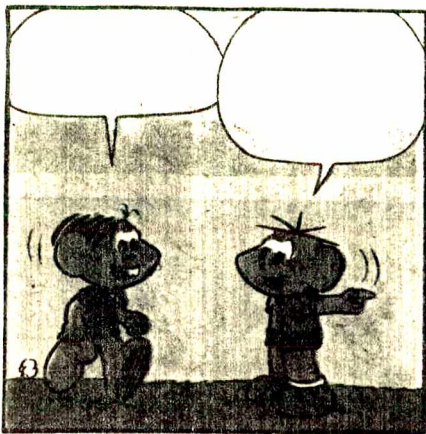
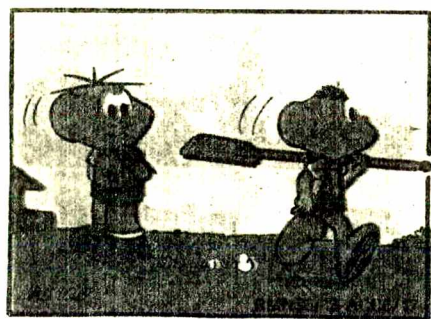
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Activity 4 - Cartoons

Part I

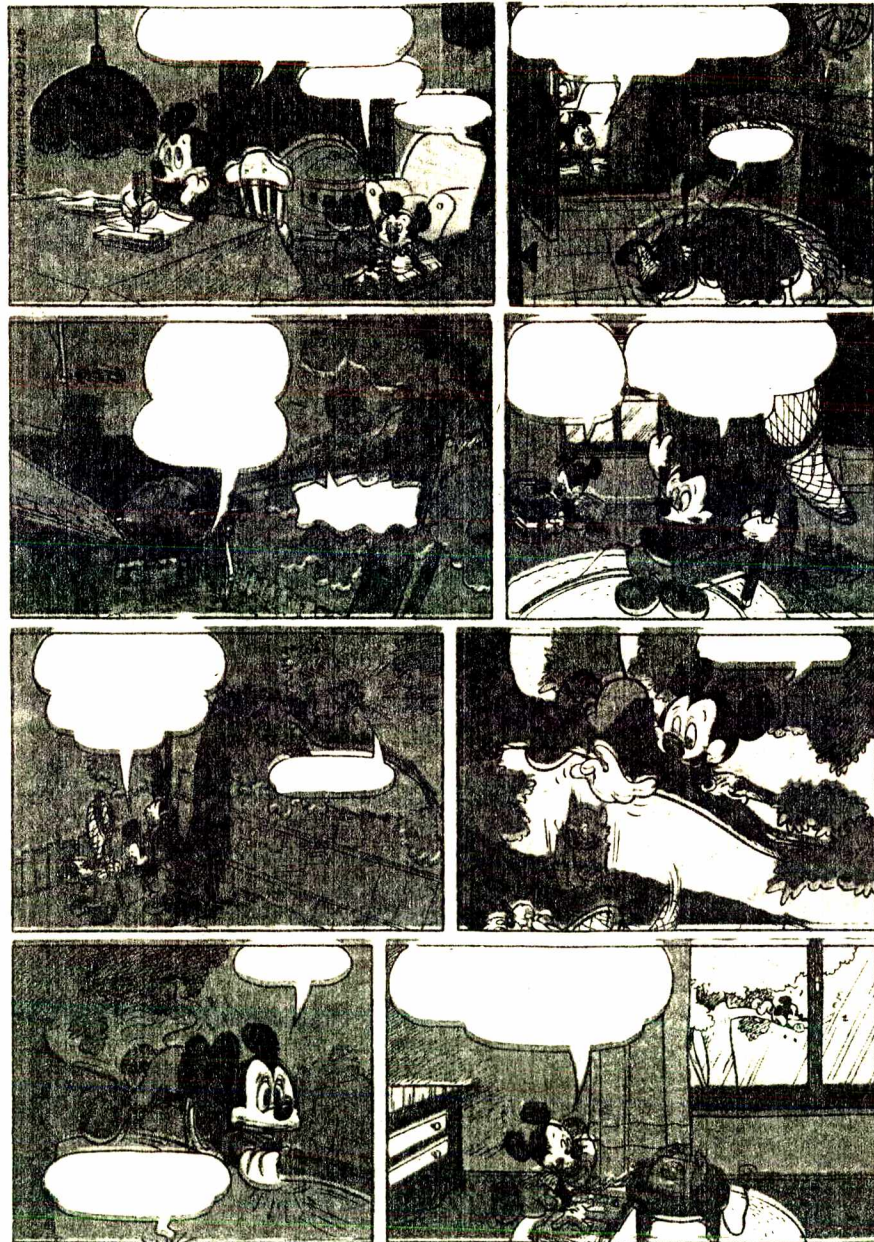
Do you know the characters in the cartoon-strips below? Can you mention their names and comment on some of their biographical details? What kind of relationships are there between the characters?

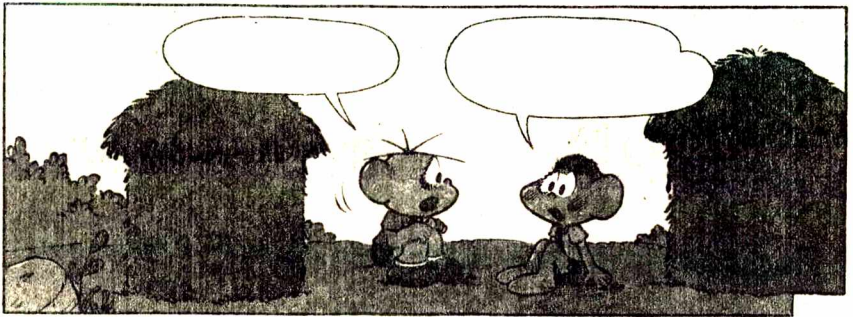
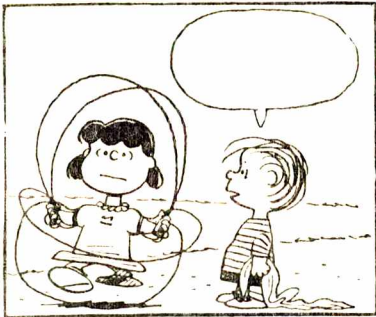
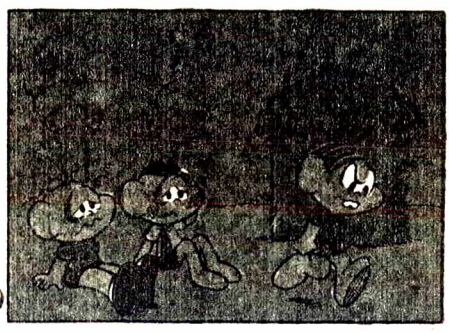
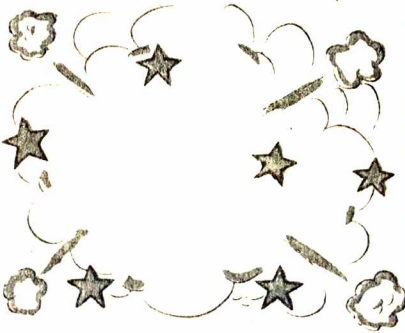
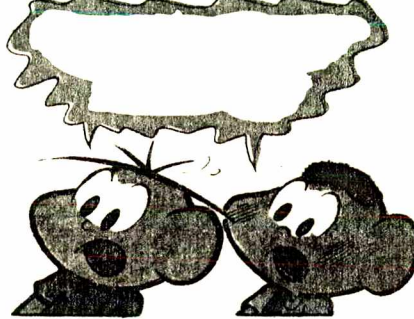
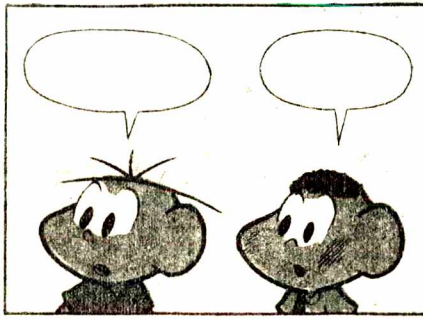
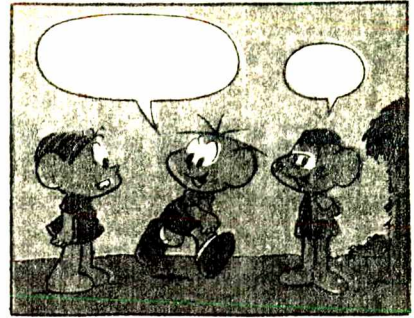
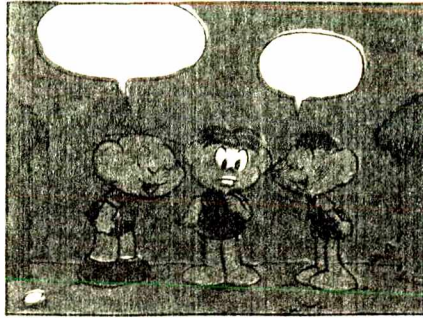
Analyse the cartoon-strips, discuss them with the other learners in your group and write captions for each of them. Remember that the language of captions is succinct.



Part II

Your group will receive some other cartoon-strips. Write captions for them and choose one of them to act it out to the rest of the class. You should organize yourselves so that you have time to rehearse the acting-out.





Feedback for Part I

Ask the groups to read their captions dramatically. The learners discuss similarities and differences between the groups' interpretations.

Feedback for Part II

1. The groups act out their cartoon-strips to the class who then comment on the performances.
2. The teacher may open-up a full-class discussion about the validity of people reading cartoons.

(Part I was adapted from Case's article,
"Using the Real Thing")

Activity 5 - Spot the Difference

Part I

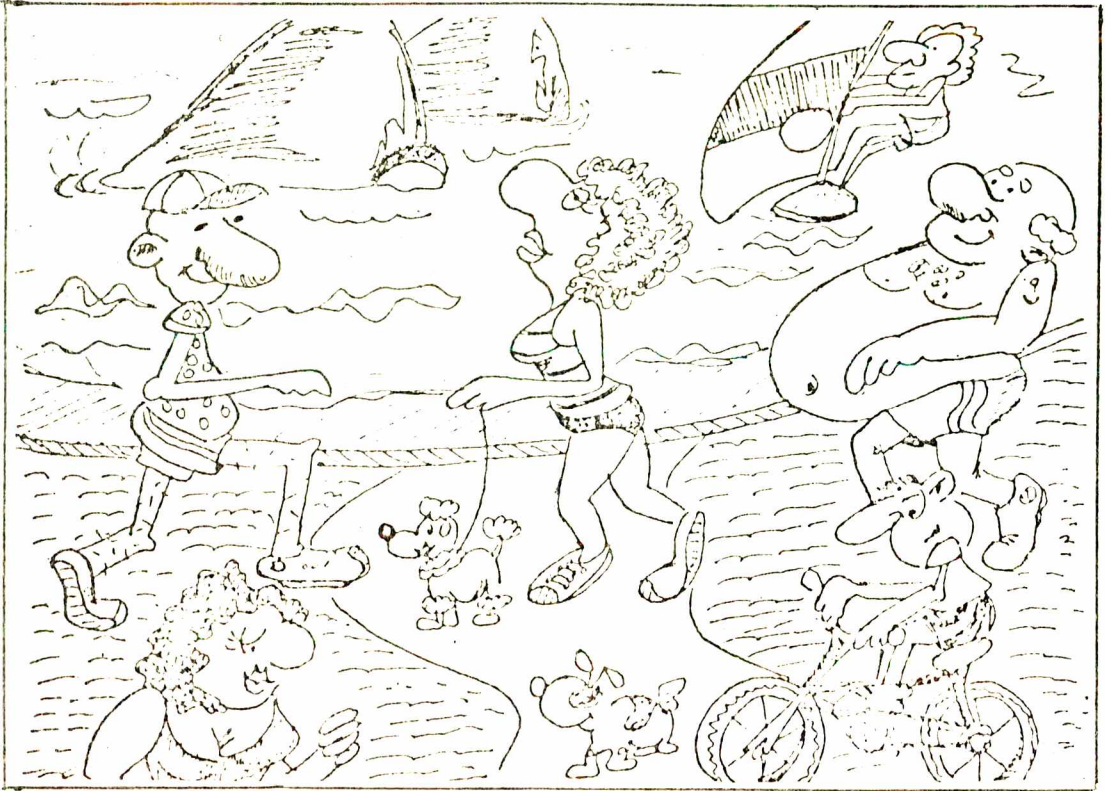
DO NOT SHOW YOUR PICTURES TO EACH OTHER

Each of you has a picture. However, every picture differs from the others in two ways. For example, picture (1) has two things which are different from the other pictures, and so on. Therefore, there are 8 differences in all.

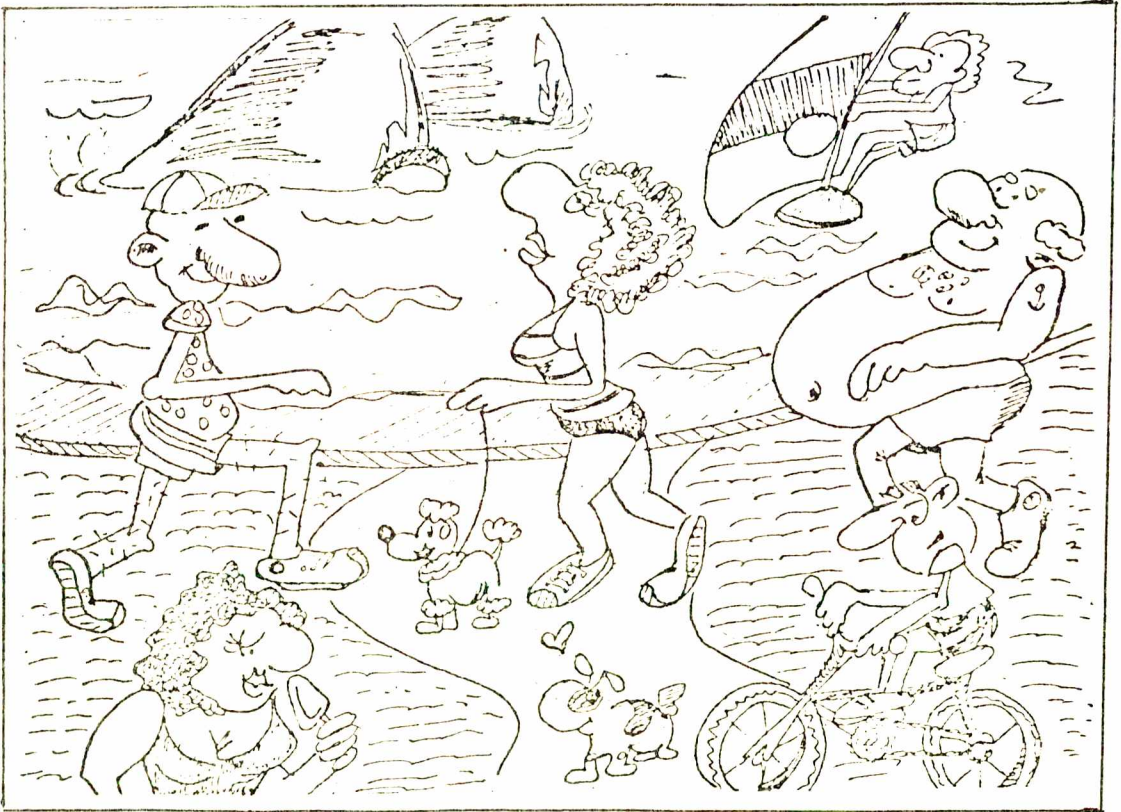
Your job, as a group, is to discover these differences. You can find these differences by asking each other about your pictures, but you must NOT show your pictures to each other.

When you discover a difference, you should all mark the point with an "X". When you have 8 differences, you have solved the problem.

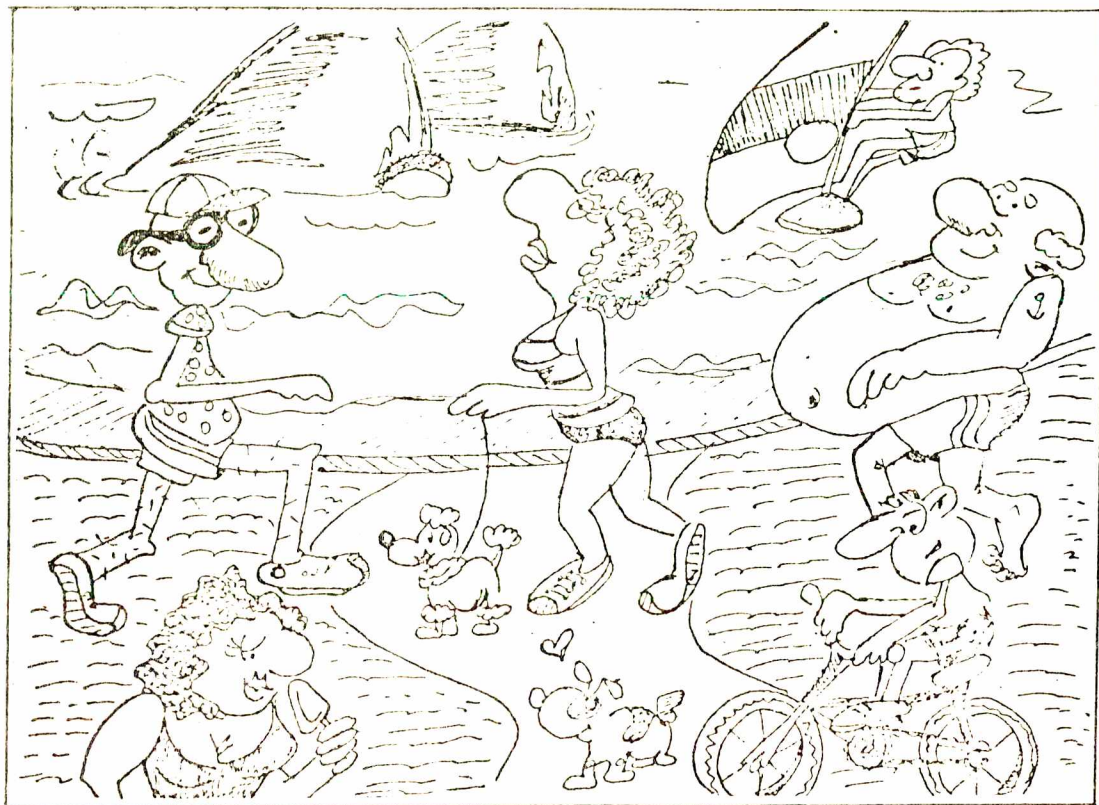
(1)



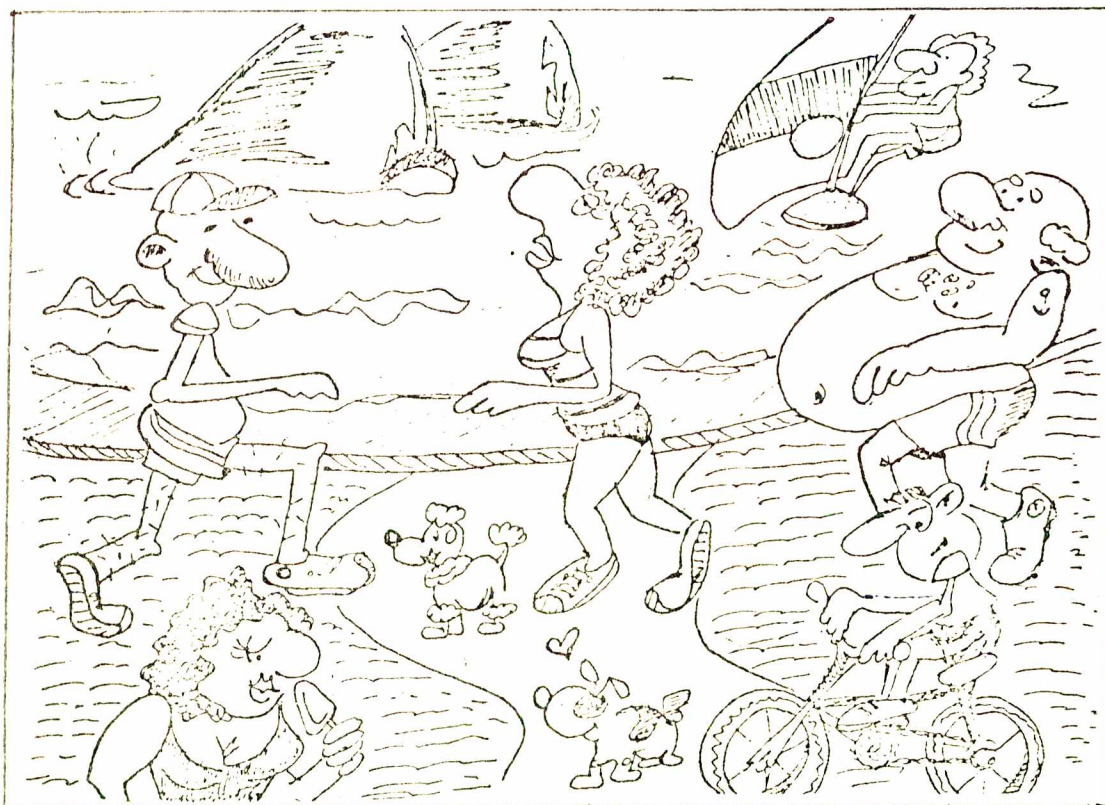
(2)



(3)



(4)



Part II

Your group will receive four xerox copies of the same picture and some white type-correcting fluid. You should discuss the picture and work on it in such a way that every picture differs from the others in two ways. As in the case of the pictures you have finished working with, there should be 8 differences in all.



Feedback for Part I

The groups check the results among themselves. Then they sit together again to evaluate the involvement and participation of each member of the group in the task. Remind them that such a discussion should highlight the amount spoken by each individual and the patterns of communication within the group as a whole. Leadership roles and personality traits such as shyness are some of the aspects of group dynamics that can be discussed. It is in this context that suggestions for improvement to the groups' performance may arise naturally from the participants themselves.

Feedback for Part II

The groups exchange pictures and comment on the changes made.

Remark

The teacher must provide type-correcting fluid for the groups.

(Adapted from Samuda et al. "L2 GAS: Second Language Groups and Sensitisation", 1978.)

Activity 6 - Around the World

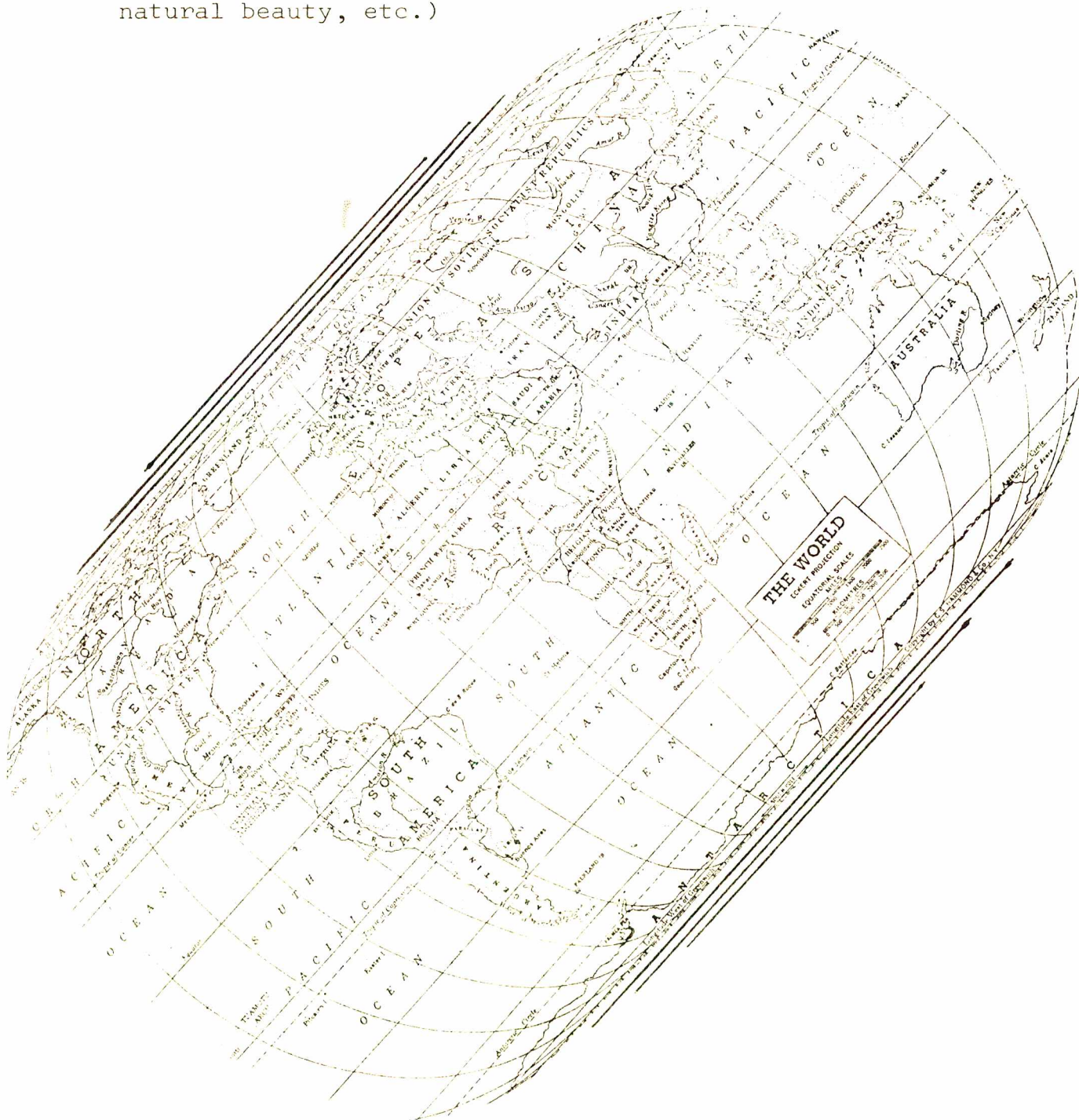
Would you like to plan a trip of your dreams? You can choose to visit the places you find most interesting, beautiful and enjoyable, because you have no money problems. You have only two constraints:

1. As you are going to travel in a group you will have to

compromise with the other members in your group in such a way that the finished plan reflects the wishes of all of you.

2. The trip cannot last for more than two months.

Draw the route you plan on the map below. Note down the time you will spend at each stop and the reason(s) why each place was chosen (e.g. museums, shows, the people, the food, natural beauty, etc.)



meeting-place, and many more.

As the task is a bit complex I suggest that first of all you choose a leader to coordinate the work. You should then decide on what aspects should be considered as important to the project. After that, decide on who will do what. You should divide yourselves into commissions. The commissions should be constituted of 3 to 4 people. The decisions should be organized in the form of brief notes to be displayed on the classroom wall for all to read and comment on.

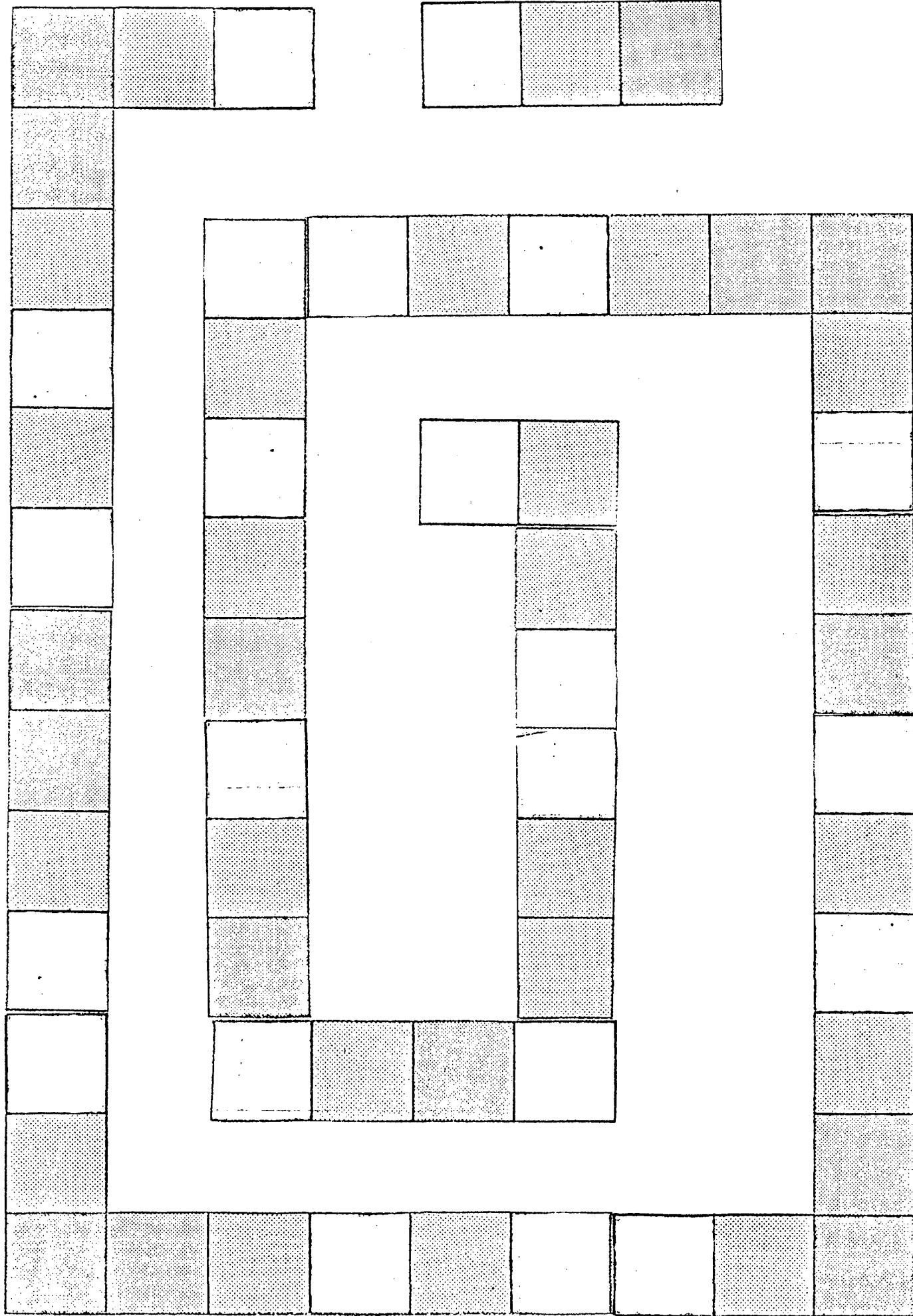
Feedback

The learners read the notes, comment on them, add suggestions and make any necessary changes.

Activity 8 - Post-card Game

"Who will reach the end of the track first?"

Each player in your group must throw a six to start, and then at each turn proceed along the track according to the number of squares indicated by the dice. When you land on a coloured square you must pick up a post-card from the pile of the same colour and, after examining it, describe it in detail to the group. The other learners in the group will then judge if your description is appropriate or not. (It is in their interest to be short-witted!) If it was, you can stay where you are. If not, the group should point out where you failed



Activity 9 - What Happened?

Discuss the questions below. Use your creativity and imagination to provide a reasonable explanation for each disappearance. Prepare yourself to present the explanations to the rest of the class who will choose the best explanation for each disappearance from all groups.

"What happened to them?"

1. In the year of 1968, César Benjamim, 17, disappeared in Salvador, Bahia, when working with people who lived in the slums.
2. Debbie Brooks, 16, disappeared after telling her mother she was going to the movies in Atlanta, Georgia, USA.
3. Aziz Duailibi, 23, disappeared while on a trip to Jerusalem, from Damascus, to spend a holiday with his brother and sister-in-law.
4. Godavari Sanjiva, 32, leader of a Hare Krishna society, disappeared while on a 10-day religious tour in Buenos Aires, Argentina.
5. Mrs. Olinda Soares, 68, disappeared while coming back from the bank where she had gone to receive Cr\$ 175.000.00 for her husband's death.
6. Imagine you want to disappear:
- How would you do it?

- Why would you want to do it?
- Where would you like to disappear to?

Feedback

Cross-group report.

(The idea for this activity was suggested by Lynn Mario Souza who teaches English at PUCSP.)

Activity 10 - Childhood Favorites

Part I

All of us have childhood memories which we recall with pleasure and at times with sorrow. Do you know that these memories are very important to the adult we have become? They may teach us a great deal about our character and personality. Let us recall some of our childhood favorites.

The list below is to guide your talk in the groups. You should take one category at a time and comment on it. Feel free to add any other categories that may occur to you or that come out in your discussion.

"When you were a child, what (or who) was your favorite"-

1. Toy?
2. Food?
3. Play activity?
4. Book or story?
5. Place to go?

6. Song?
7. TV program?
8. Hobby?
9. Friend? Why?
10. Grownup (other than the family)? Why?
11. Teacher? Why?
12. Relative (not a parent or guardian)? Why?
13. Thing to do that was scary?
14. Comic strip?
15. Vacation? Why?

Part II

Game: Someone Special

In everyone's life there are some individuals who have had a strong impact on us. Think of all the people who greatly influenced your life in a positive way from your earliest years to the present. Then decide who had the greatest influence of all. The others in your group must try to guess who the person is by asking questions about it. Only questions which have a 'yes' or 'no' answer can be asked. Below are a set of questions to start the game off, but you will need to ask other ones as well. Ask one question each so that everyone asks the same number of questions.

Is this person...

- a man?
- a woman?
- young?
- old?
- alive?
- dead?
- a relative of yours?

When you met this person...

- were you a child?
- were you an adolescent?
- were you an adult?
- were you in school?

Do you still...

- see this person?
- talk to this person?
- meet this person?

Did this person influence...

- your way of thinking?
- your way of acting?

How many questions did you need to ask before you could guess the person?

Feedback

The teacher opens up a full-class discussion in which the learners say what their reactions to this experience were and what they learnt from it. The groups should also mention other categories they thought of in Part I and other questions they asked in Part II.

(Adapted from Moskowitz's Caring and Sharing in the Foreign Language Class, 1969:129-131; 134-135).

Activity 11 - Points of View

● Principals ● Teachers ● Students ● Parents

Special Invitation

Come to a special meeting in the school
hall of Osvaldo Cruz Highschool at 8:00pm
tonight to discuss the proposed
changes for Brazilian secondary schools.

Proposals for improvements:

① Abolish foreign language classes and introduce courses in 'Electronics', 'Mechanics' and 'Carpentry'.

② Keep the curriculum as it is and send the teachers to teacher-training courses in the summer.

③ Require the learners to do more group research on topics of particular interest for them.

④ Ask the learners to bring texts to be studied and discussed by the whole class.

⑤ Give the learners the chance of choosing some subjects of their interest.

⑥ Abolish some irrelevant subjects and introduce 'Current Affairs', 'Consumism' and 'Typing'.

Instructions

Read your role-card carefully, making sure that you

understand it. There are four kinds of roles: for principals, teachers, parents and learners. Get together with the other learners who have the same role-card as yours. Eg.: if you are a teacher, join the other teachers. In groups, study your card and prepare your presentation: be ready to have arguments for the changes which you think should be made and arguments against the ones you find useless.

Role Cards

1. School principals

You are secondary school principals and you are worried with the problems our educational system is facing. Although you might agree that some changes are necessary you have to consider the implications of such changes, and the extent to which they will bring sound results.

Some points to consider:

- Who will pay for the teacher-training courses?
- Will there be teachers to teach 'Carpentry'?
- Will subjects such as 'Current Affairs' and 'Carpentry' be of any relevance to the learners?
- How will the schools organize their schedule in such a way as to offer the learners the chance of choosing some subjects?
- How will the teachers control the quality of the texts chosen by the learners?

What you must decide:

- Which of the proposed changes should be made?

2. Secondary school teachers

As teachers you believe that there is more to education than preparation for a job. For this reason you think that the proposal of abolishing some current subjects might not at all be a good change.

Some points to consider:

- Will the majority of the learners ever have the chance of studying a foreign language if it is not taught in school?
- How can the teaching of foreign languages be improved in secondary schools?
- Would you be prepared to spend your money and summer in teacher-training courses?
- What kind of texts would you accept from the learners to be studied by the whole class?
- Do you think that group research really works?

What you must decide:

- Which of the proposed changes should be made?

3. Parents of secondary school learners

As parents you naturally want the best for your children. Most of you want your children soon to find good jobs. Others hope that they will go on to University.

Some points to consider:

- How can your children go on to University without having studied a foreign language?
- What kind of job are your children being trained to get?
- To what extent should the education of your children be geared to satisfy the needs of industry and commerce?

- Are the standards of our secondary school high enough nowadays?

- How can schools equip your children for life?

What you must decide:

- Which of the proposed changes should be made?

4. Students at the secondary school

Your complaint is that many of your ordinary classes are boring. You want some changes in the curriculum and the school system.

Some points to consider:

- How can your ordinary classes be more interesting?

- Will the introduction of other subjects change anything?

- If you had the chance to choose some subjects what criteria would you use in your choices?

- If you could choose texts for the whole class to analyse and discuss, where would you get the texts from?

What you must decide:

- Which of the proposed changes should be made?

Feedback

1. The feedback is the meeting to discuss the proposals for changes. The learners should form groups of four. In each group there should be a principal, a teacher, a parent and a student.

2. Cross group report to exchange conclusions.

Remarks

All the learners should receive the invitation, the

proposals for improvements and the instructions, together with one role-card.

Activity 12 - 7:00 News

For the next hour you are going to be journalists. Your task is to prepare the 7:00 News on TV. You have to work on the basis that each 5 minutes count as 1 hour. You should also choose a controller for your group - the person who is going to coordinate all the work.

A. Instructions

It is 9:30 in the morning and a new day of work at Granada TV has just started for you, the journalists of the 7:00 News. You have the whole day to prepare the broadcast for the evening. Remember that each 5 minutes in class correspond to 1 hour of work. So you have 50 minutes in all, including 5 minutes for the presentation of the news on the tele. Watch your time while working and preparing the news stories to be read. They have to be short and informative.

The facts you are going to cover are happening in different towns nearby your own town, Atlanta. Each of these towns are about 40 minutes distant from Atlanta by car. Do not forget this when you set out to document a case.

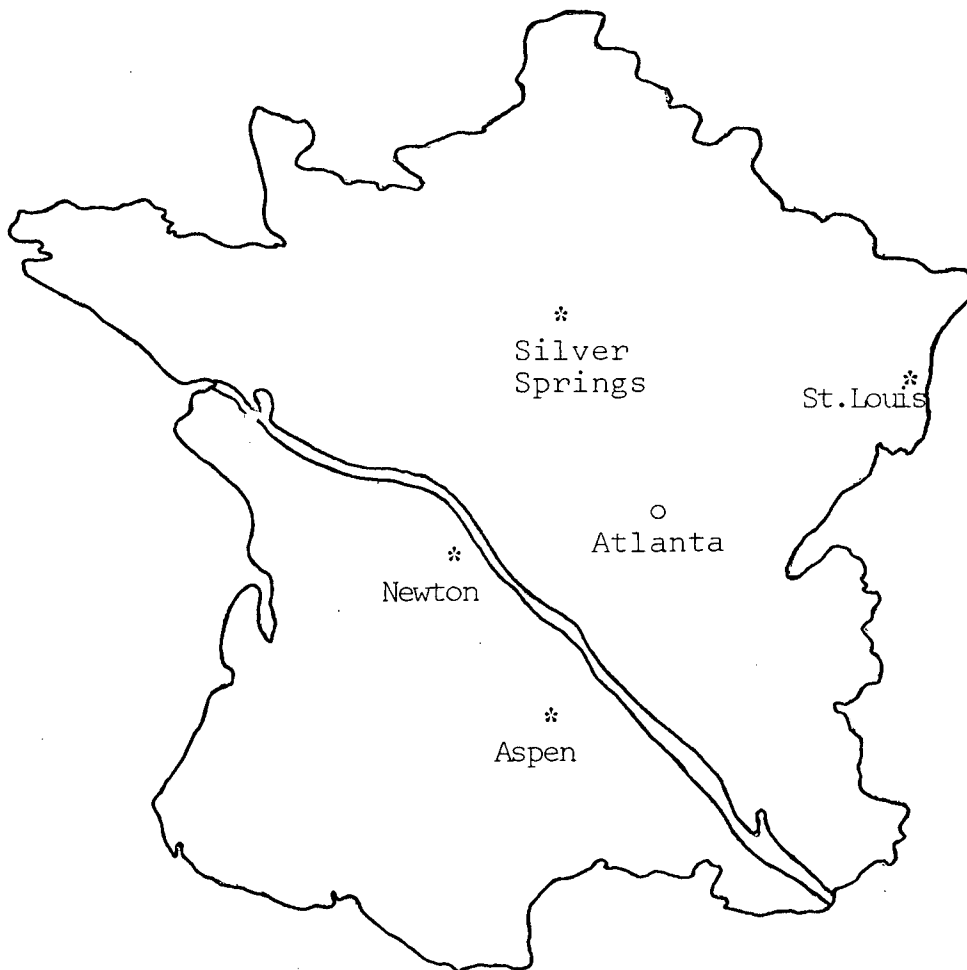
The controller you have chosen is going to coordinate your work. There must be at least 4 reports in your group. For

security measures the reporters cannot work alone; there must always be two of you together. If there are more people in your group one of you can assist the controller.

If you have any problems or you need to contact the controller from another town remember that you can call him on the phone.

To work!

B. Map



C. Aspen's Flood

Last night a dam broke in Aspen and the water invaded the town at great speed. In 8 hours the water covered the city center to a depth of 40 centimetres. A great number of houses are completely inhabitable. There are around 50.000 people unsheltered. The city council is doing its best to attend these people. Early this morning the dam was fixed, but there still remain many problems to be solved. The shops and banks cannot open to the public. The mayor has called the state governor asking for help. The town's own resources are not sufficient to reestablish the order. The radio stations in Aspen are asking the people to bring food and clothes for the unsheltered.

D. The governor's visit to St. Louis

Since two weeks ago the town of St. Louis has been getting ready to receive an official visit from Mr. Martin Cook, the state governor. Mr. Cook is supposed to get there at 11:30 a.m. and he is being expected with a great reception planned by the mayor. The problem, however, is that there is a great feeling of dissatisfaction on the part of the population in relation to the work the mayor is doing in St. Louis. Not only that, but this dissatisfaction is greater towards the governor himself. As the mayor and the governor are good friends there is some rumor that a group of discontented people are preparing some kind of protest for the governor's visit.

E. Silver Springs' Fire

When Mr. Mike Pott woke up early he saw from his apartment window that smoke was coming out of the low building next to his, the Cola department store. He immediately called the firemen. He then went down to see what was happening. He was horrified at the sight: the fire had already covered the ground floor entirely; all the goods were burned. Two hours later, after hard work, the fire was extinguished. The damages have not been calculated yet. The causes of the fire are being investigated.

F. The plane accident in Newtown

At 12:00 this morning, the expected time for its landing, a jet plane blew up at the moment it was getting ready to approach the runway in the airport of Newtown. The aircraft belonged to the Air Connection Ltd. Some people died immediately after the plane reached the Green river. Nevertheless the majority of the passengers and the crew seem to be still alive in the river. Their survival, however, is at risk because of the very low water temperature.

G. The governor's visit to St. Louis

Half hour after the expected time Mr. Cook arrived at St. Louis with 7 other members of his government. He had a very warm and friendly reception from the crowd who were waiting for him. On his way to the town hall when already in the city center the governor decided to walk along the street. The crowd was firmly watched over by a great number of soldiers

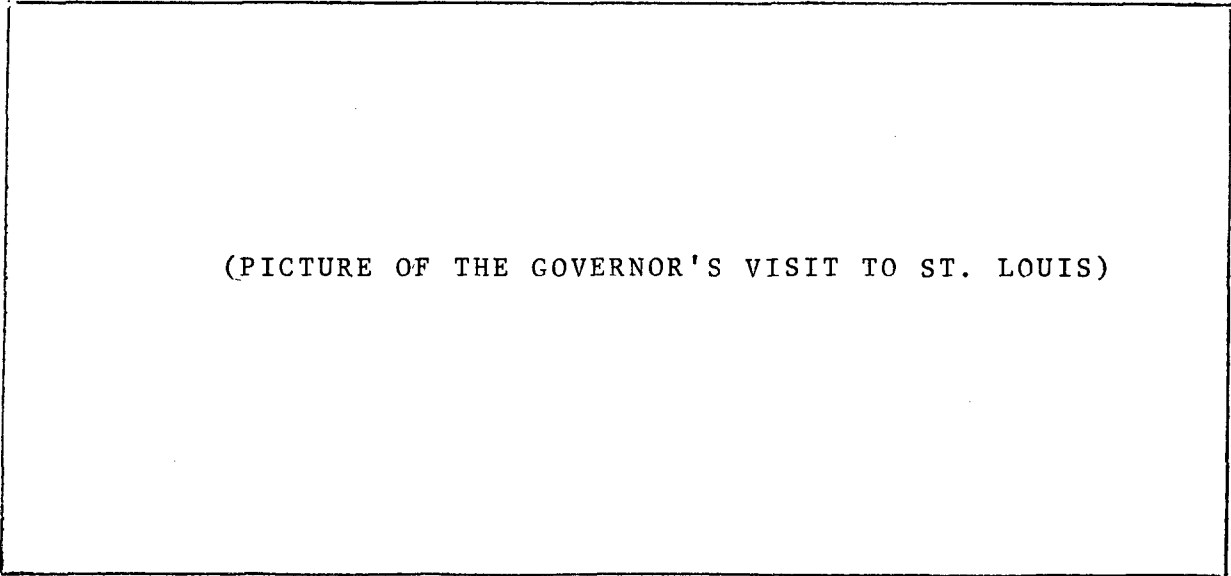
and policemen. Everything was under control when 3 or 4 persons shouted dirty words at the governor who tried to go for them. The police acted quickly.

H₁.



(PICTURE OF THE GOVERNOR'S VISIT TO ST. LOUIS)

H₂.

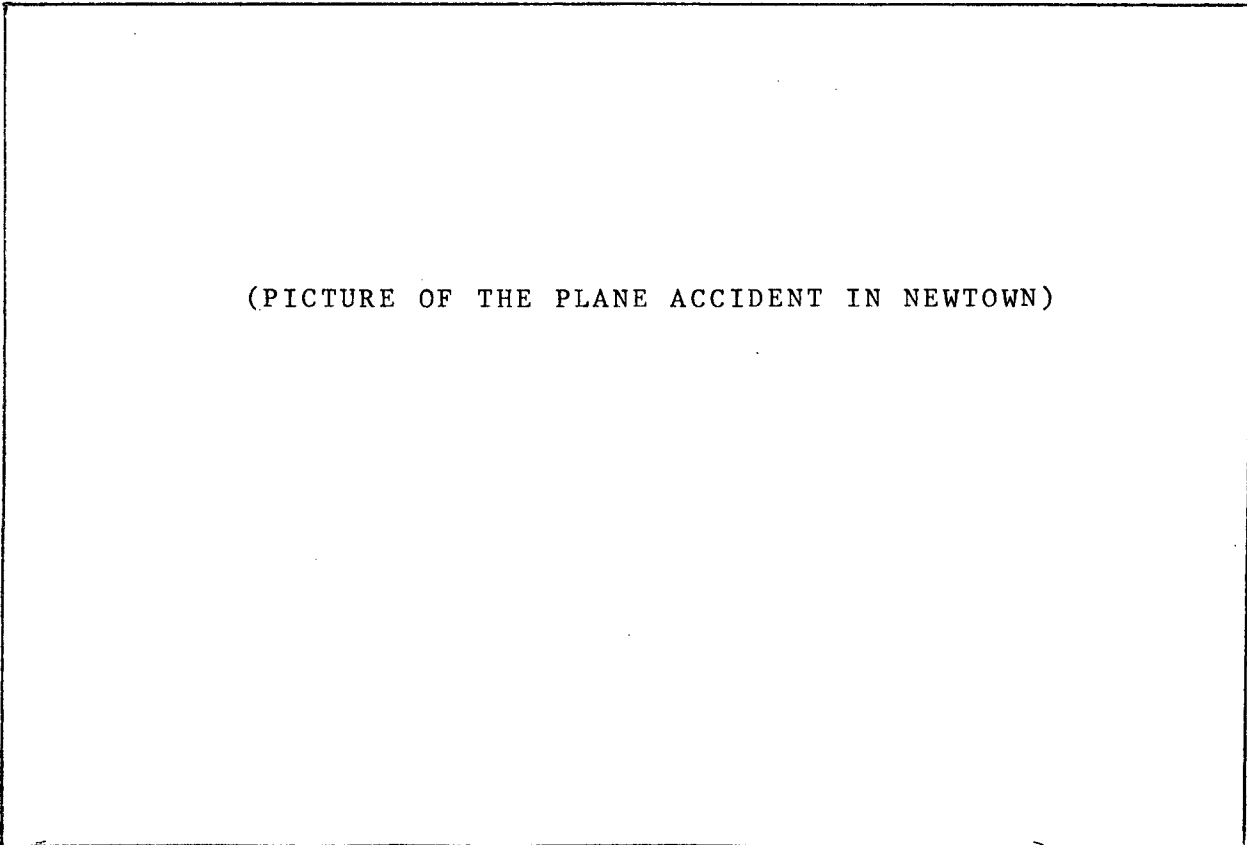


(PICTURE OF THE GOVERNOR'S VISIT TO ST. LOUIS)

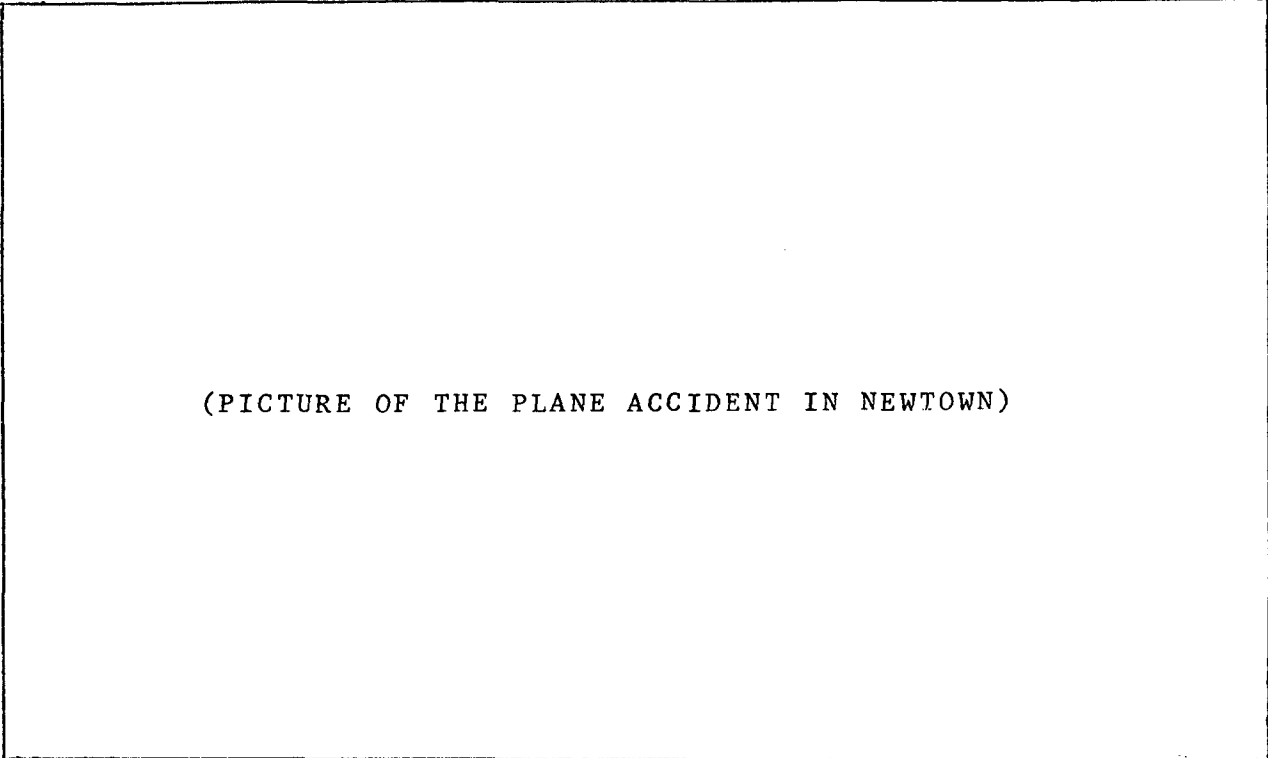
1. The plane accident in Newtown

Helicopters and life-savers are all around the area of the Green river where the Boeing 707 from Air Connection blew up. Two men have already been rescued by a helicopter. They were both holding on to a piece of the aircraft. Although their names are not known yet the operation was very successful. The most striking incident, though, was the rescue of a stewardess by a man who was passing by the place of the accident. He saw the young lady swimming desperately trying to reach the edge of the river. He approached her, shouted words of encouragement, extended his arms and got her. The girl, Greta Wall, was taken to the hospital in a state of shock.

J₁.



(PICTURE OF THE PLANE ACCIDENT IN NEWTOWN)

J₂.

(PICTURE OF THE PLANE ACCIDENT IN NEWTOWN)

K. The governor's visit to St. Louis

After a few minutes of great confusion in the city center, right by the city hall, during the governor's visit to St. Louis, the police arrested 30 people on suspicion of being involved in the incident with the governor.

Meanwhile, some stones were thrown at the policemen, and the crowd shouted with surprise and fear. The streets were slowly cleared but not without some violent acts by the mounted police. The governor, in a state of great stress, could not deliver the speech he had planned for the people in front of the city hall.

L. The governor's visit to St. Louis

Of the 30 people arrested during the governor's visit to St. Louis, 25 have already been released. None of them had anything to do with the incident. The 5 who are in jail are students in the University of St. Louis. Their names have not been given by the police yet.

Instructions to the Teacher

1. The groups should have 5 to 6 people, so that there can be 2 pairs of reporters working on different news items.
2. You should contact only the controller of each group. Tell him that he has to distribute the news in an organized way, that is, when a pair of reporters start working on a case they should continue with it if the group receives any other note(s) related to that case.
3. Distribute the sheet with the instructions and the maps - documents A and B
4. After 5 minutes distribute:
 - Aspen's flood - Document C
 - The governor's visit to St. Louis - Document D
 - Silver Springs' fire - Document E
5. After 15 minutes distribute:
 - The plane accident in Newtown - Document F
 - The governor's visit to St. Louis - Document G
 - 2 pictures of the visit - Documents H₁ and H₂
6. After 10 minutes distribute:
 - The plane accident in Newtown - Document I

what you have chosen. Do not worry if you are not allowed to go with your first choice(s); you will have many other trials. If in the end of the game you do not manage to go to the moon you will have to pay a penalty.

The magic sentence is this:

"I'm going to the moon and I'll take _____
with me."

Let's begin!

Instructions to the teacher

In the class preceding the one in which the game is going to be played the teacher should call the learners who will be the controllers in each group to tell them the rule of the game which is: The players can only take something or somebody whose initial letter is the same as the one in their names. For example, a learner called Patricia can take a pet, a pretty scarf, Paul, etc. with her. The controller starts the game by saying the magic sentence with something or someone with the same initial as the one in his name. The other learners follow him one after the other. They can have as many turns as necessary. The groups should have 6-7 players in order to be fun.

Feedback

1. The learners comment on the game and the strategies they used to find out the rule to go to the moon. The ones who did not manage to find the rule should be asked to pay a penalty. The learners themselves should decide on the kind

of penalty.

2. The teacher invites the learners to suggest other games of this type which could be played in English. They should explain the game to the teacher in particular who can then decide if it can be played in that same class or in another class.

Activity 14 - Representative Items of Brazil

Your job in this activity is to select the 12 items which you find most representative of our country nowadays to be exhibited in a continental fair which will be held in Venezuela next month. The fair is called "Continental Fair of Friendship". State the reason for each choice your group makes.

Item 1: _____

Reason: _____

Item 2: _____

Reason: _____

Item 3: _____

Reason: _____

Item 4: _____

Reason: _____

Item 5: _____

Reason: _____

Item 6: _____

Reason: _____

Item 7: _____

Reason: _____

Item 8: _____

Reason: _____

Item 9: _____

Reason: _____

Item 10: _____

Reason: _____

Item 11: _____

Reason: _____

Item 12: _____

Reason: _____

Feedback

Each group presents its list. The lists could be written on the board. A final list is then constructed with the most representative items from all the lists.

(Adapted from unit 13 in Rooks' The Non-Stop Discussion Workbook, 1981.)

.....

Activity 15 - The Safe Route

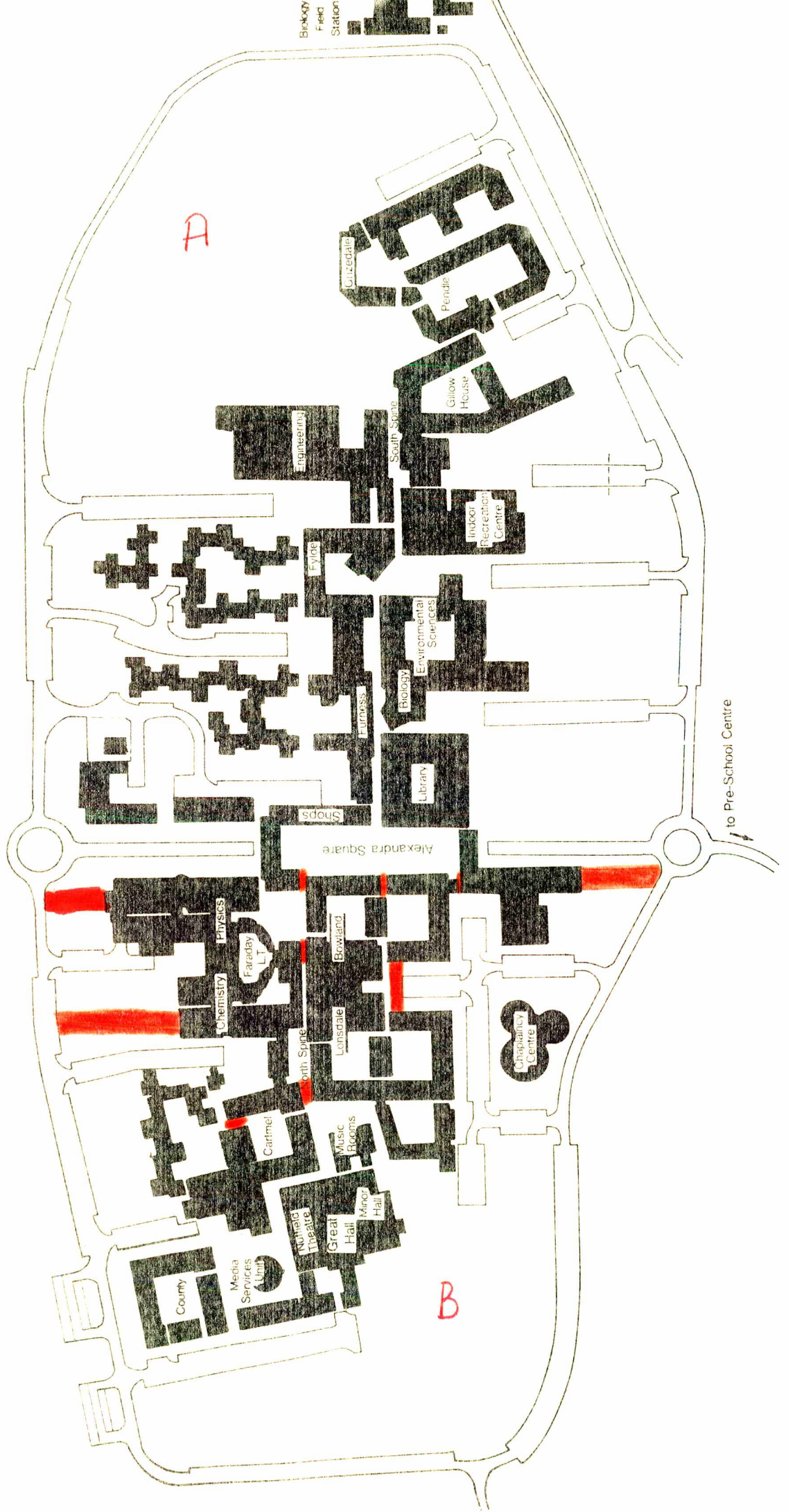
Patricia Campbell and Jillian Rooks are two civil engineers who are at present responsible for a general reform of the university campus in Lancaster University. Although it is summer time and most of the students are away on vacations, there are at least 200 people circulating on campus. For this reason, Patricia and Jillian want to certify that they have left a route for people to circulate within the campus safely. As Patricia is responsible for part A of the campus she has only marked on her map the routes which will be interrupted in that part of the campus. Likewise, being responsible for part B of the campus, Jillian has only marked on her map the routes where people will not be allowed to circulate on in that part of the campus. Jillian, who is at the 'Media Services Unit', phones Patricia at 'Grizedale'. How can they check the existence of a safe route between the 'Media Services Unit' and 'Grizedale'?

In pairs, act out the kind of conversation that Patricia and Jillian are likely to have. And do not forget that YOU CANNOT LOOK AT EACH OTHER'S MAP. Draw the safe route on your map; when you have finished you will check the route with another pair.

Feedback

Cross-pair checking.

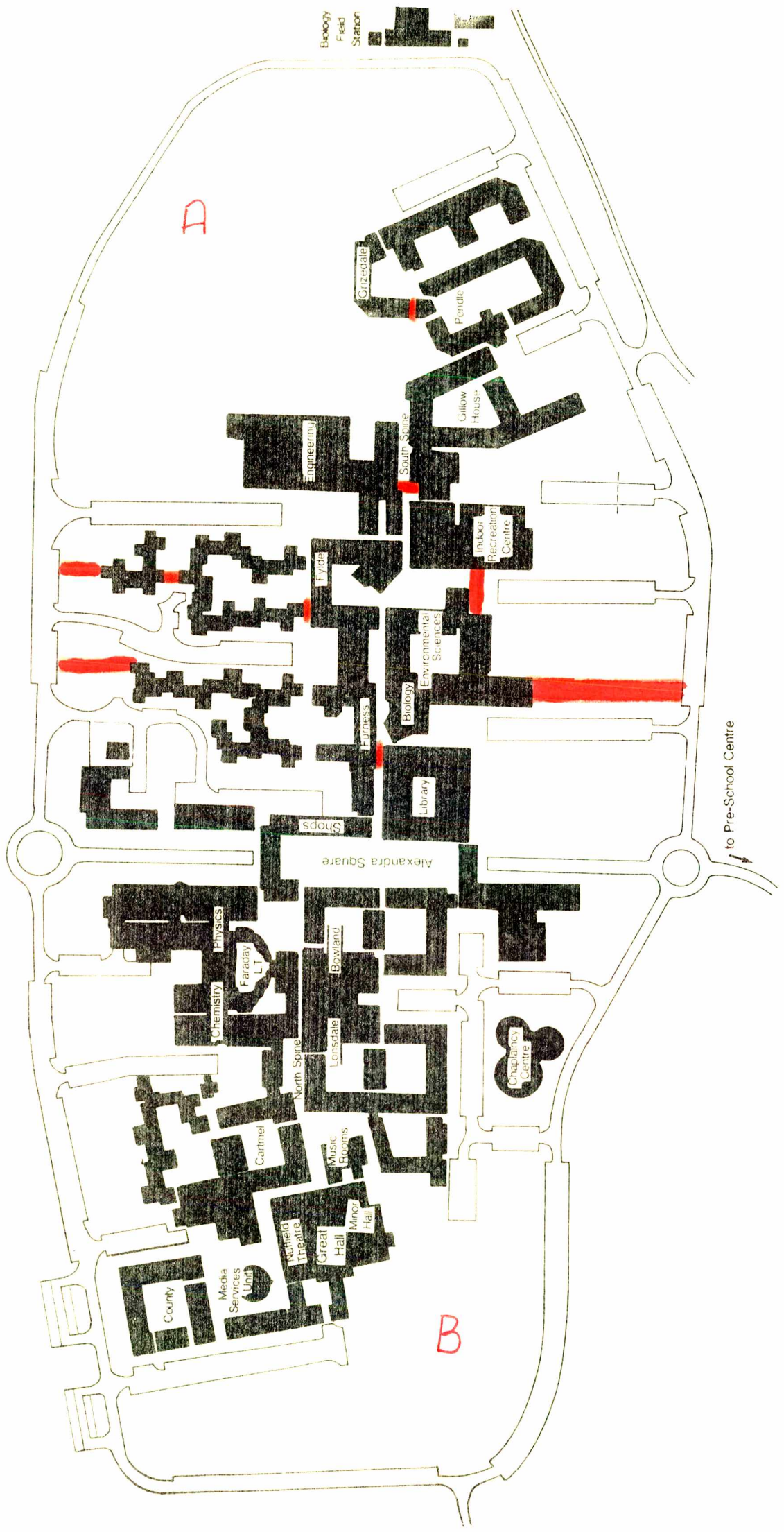
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A

B

to Pre-School Centre



A

B

to Pre-School Centre

Biology
Field
Station

County

Media
Services
Unit

Nutfield
Theatre

Great
Hall

Mingar
Hall

Music
Rooms

Carmel

North Spine

Lonsdale

Bowland

Chemistry

Physics

Faraday
LT

Shops

Alexandra Square

Library

Fitness

Biology

Environmental
Sciences

Indoor
Recreation
Centre

South Spine

Gillow
House

Pendle

Gurzdale

Engineering

Faculty

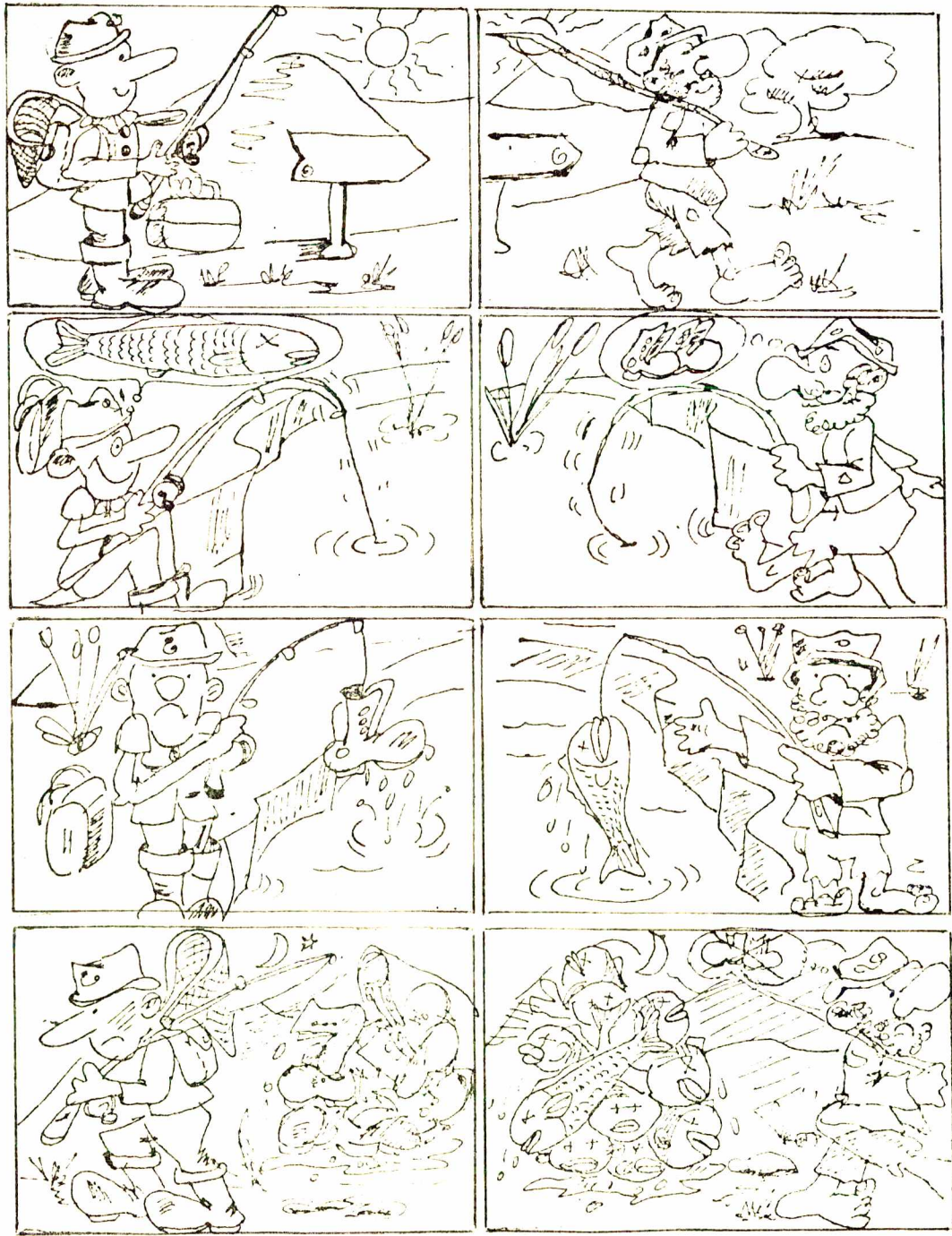
Chablancy
Centre

Activity 16 - What a Story!

Part I

Your group will receive a series of connected pictures between which you have to recognize causal, temporal or progressive relationships. Without seeing each other's pictures you have to describe your own and ask questions about the others. The object of the game is to decide as a group the correct and appropriate sequence for the pictures. Remember: DO NOT SHOW YOUR PICTURES TO EACH OTHER!

(1)





(From Jones, Functions of English, p. 116)

Part II

Choose one of the picture sequences you have ordered and prepare to act it out to the class.

Feedback for Part I

The solution is presented orally by each group to the teacher with the learner explaining the order of the pictures and describing the sequences.

Feedback for Part II

The groups act out the picture sequences, after which the teacher may invite comments from the audience on the different performances.

Remark

The teacher must be on the lookout for occasional 'peeps', particularly when the groups are near the solution.

(Adapted from 'Putting in Order', in
Discussions that Work (Ur, Penny, 1981)

Activity 17 - Music!

Part I

You will listen to a song several times. When you listen to it for the first time just relax and enjoy the music. The second time listen carefully to the lyrics. The third and fourth time make notes about the lyrics.

Get together with another classmate, discuss the notes you have taken and try to reconstruct the song. If you need to listen to the song again, ask the teacher to play it for you.

Part II

Discuss: Do you think that this song is gay, sad, old-fashioned, or what? Who sings it? Would you agree that it is a protest song? Why? Can you think of other protest songs either in English or in Portuguese? Can you name other singers of protest songs? What's the validity of protest songs? Why do people protest? Is it dangerous to protest in Brazil nowadays?

Feedback

Each pair joins another pair to form groups of four. The group exchanges its two lyrics, check any differences, and must then agree on one of them as the best one, or combine both versions in one. After that the groups of four join each other to form groups of eight. The same procedure is repeated as in the groups of four. Finally, the remaining lyrics are discussed by the whole class.

Remark

The song we use for this activity is "Blowing in the Wind" by Bob Dylan. However, the teacher might choose any other protest song which he finds will appeal to the learners' experience and/or interest.

Activity 18 - The Strike Dilemma

1. Read the case below.
2. Make a private choice on what you think to be the best course

of action.

3. Form groups of 3 and try to reach a consensus choice.
4. A spokesman for your group will report to the whole class what you decided and why.

On Thursday, this week, November 4th, university teachers and employees all over the country suspended their regular activities in order to decide whether to go on strike or not as a means of pressing the government to negotiate their claims. Being students at UFSC you should have your own opinion about the situation and be prepared to discuss it with classmates, teachers, relatives and friends. Here are some background facts.

As a result of two nation-wide strikes, the first in the second semester of the school year, Brazilian teachers of all our federal universities had some of their most relevant claims met: an increase in wages which were far too low in relation to the ones before 1970, and a new arrangement in the teaching career structure. This year the claims are:

- a) The appointed time for the announcement of the increasing rates in wages ran out on November 4th. The teachers asked for an increase of 53%. The last increase was in May this year and it was around the same percentage.
- b) Alterations in the career structure.
- c) Teachers' voice in the reorganization of the Brazilian University since the Ministry of Education has refused to incorporate the teachers' proposal concerning this reorganization.
- d) 12% of the nation budget for education which represents an

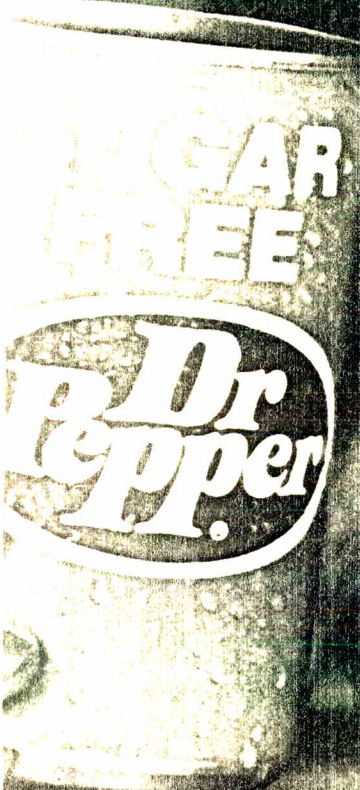
3. What devices are used to attract the reader's attention?
4. What is the aim of the writer?
5. Comment on the language used.
6. What effect does the picture (if there is one) have on the reader?
7. Is the picture (if any) relevant to the text?
8. Comment on the effectiveness of the advertisement.

The group should come to unanimous agreement. If any member disagrees with the majority, he should either persuade or be persuaded. Nevertheless when unanimity seems unattainable a majority vote may be allowed.

Our master brewers wanted
to write this advertisement.
But they're far too enthusiastic.

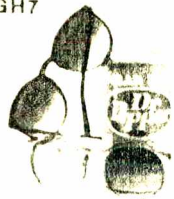


When you make a great beer, you don't have to make a great fuss.



Oooh, what a surprise!
The taste is gonna open your eyes.

GH7



**\$30.00 fashion sunglasses
for only \$7.98 from
Sugar Free Dr Pepper!™**
(like those shown above)

- DISTORTION FREE GRADIENT LENSES
- HANDCRAFTED FULLY ADJUSTABLE FRAMES
- AVAILABLE IN PINK OR TORTOISE FRAME COLORS
- 25% SAVINGS OFF MFG. SUGGESTED RETAIL PRICE

For each pair of sunglasses include a Sugar Free Dr Pepper bottle cap liner or cash register receipt with the cost of the product carried or label peeled from one 2 liter bottle AND a check or money order for the total amount to the address below.

Send this order form to:
Sugar Free Dr Pepper Sunglasses Offer
P.O. Box 8400 • Clinton, Iowa 52736

Send me _____ pair(s) of sunglasses
② \$7.98 each = \$ _____
_____ tortoise sunglasses
② \$7.98 each = \$ _____
TOTAL (ENCLOSE \$)

Name _____
Street _____
City _____ State _____ Zip _____
Allow six to eight weeks for delivery. Offer good through **Nov. 30, 1982**, or while supply lasts. Void where prohibited. Offer good only in U.S.A.

©1982 Ridge Corporation. Dr Pepper and Ridge are registered trademarks of Ridge Corporation.

CARE*personal*
**your answer
to human need**

Their young faces express both hope and fear. Hope that somehow they'll get enough food to survive. Fear that, like millions of children around the world, they'll keep going to bed hungry, fall ill and die from the effects of malnutrition.

- **Through CARE, you can** feed such hungry children, and enable poor families to grow more food themselves.
- **You can** heal the sick and train local doctors and nurses.
- **You can** equip and teach destitute families to work their way out of poverty and build a self-supporting, better life.

Your dollars are turned into nourishing food, schools, clean water systems, irrigation channels, farm tools, village mini-industries and medicines, doctors and nurses.

Please send your tax-deductible check today and make something good happen.

CARE 660 First Avenue, New York, NY 10016

**HELP AND HOPE
SINCE
1946**



Sketch by Neal Adams

**FOOD
CRISIS IN
POLAND
FOOD
DELIVERY
GUARANTEED
TO THE
NEEDIEST
PEOPLE.** \$12 buys one 23 lb. food package

**Send
Your Help
Now
Through**

CARE

FOOD FOR POLAND
660 First Avenue
New York, N.Y. 10016



WWF: Koro Tanaka BCL

The Giant Panda needs your help to survive.

ONCE every eighty to a hundred years the bamboo forests in China's Sichuan Province burst into flower and then die off. And that's bad news for the Giant Panda, which depends for its survival on huge amounts of bamboo.

But that's just one of the problems facing the Panda.

To ensure that it has a future it is vital to preserve the complex ecosystem in which it lives, to carry out research into its dietary needs and investigate possible alternatives, to discover the reasons for its low repro-

duction rate, to study the problem of internal parasites – all these factors and many more which threaten its survival.

Recognition of the urgent need to solve these and other problems has resulted in a unique and historic partnership between WWF and the People's Republic of China.

WWF has agreed to contribute US \$1,000,000 towards a total of about US \$3,000,000 needed by the Chinese Government to mount a major Panda Conservation Programme. This includes construction of a research and conservation centre in the largest of

the Panda reserves – Wolong Natural Reserve in Sichuan Province.

A team from WWF, led by the distinguished ecologist Dr. G. Schaller, is already at work in Wolong together with top Chinese scientists under the leadership of Professor Hu Jinchu.

The Giant Panda is an endangered animal. It is also the symbol of WWF's worldwide conservation efforts to save life on earth.

But WWF needs money – your money.

Please send contributions to the WWF National Organisation in your country or direct to:



**WWF International,
1196 Gland, Switzerland.**

WWF WORLD WILDLIFE FUND

Part II

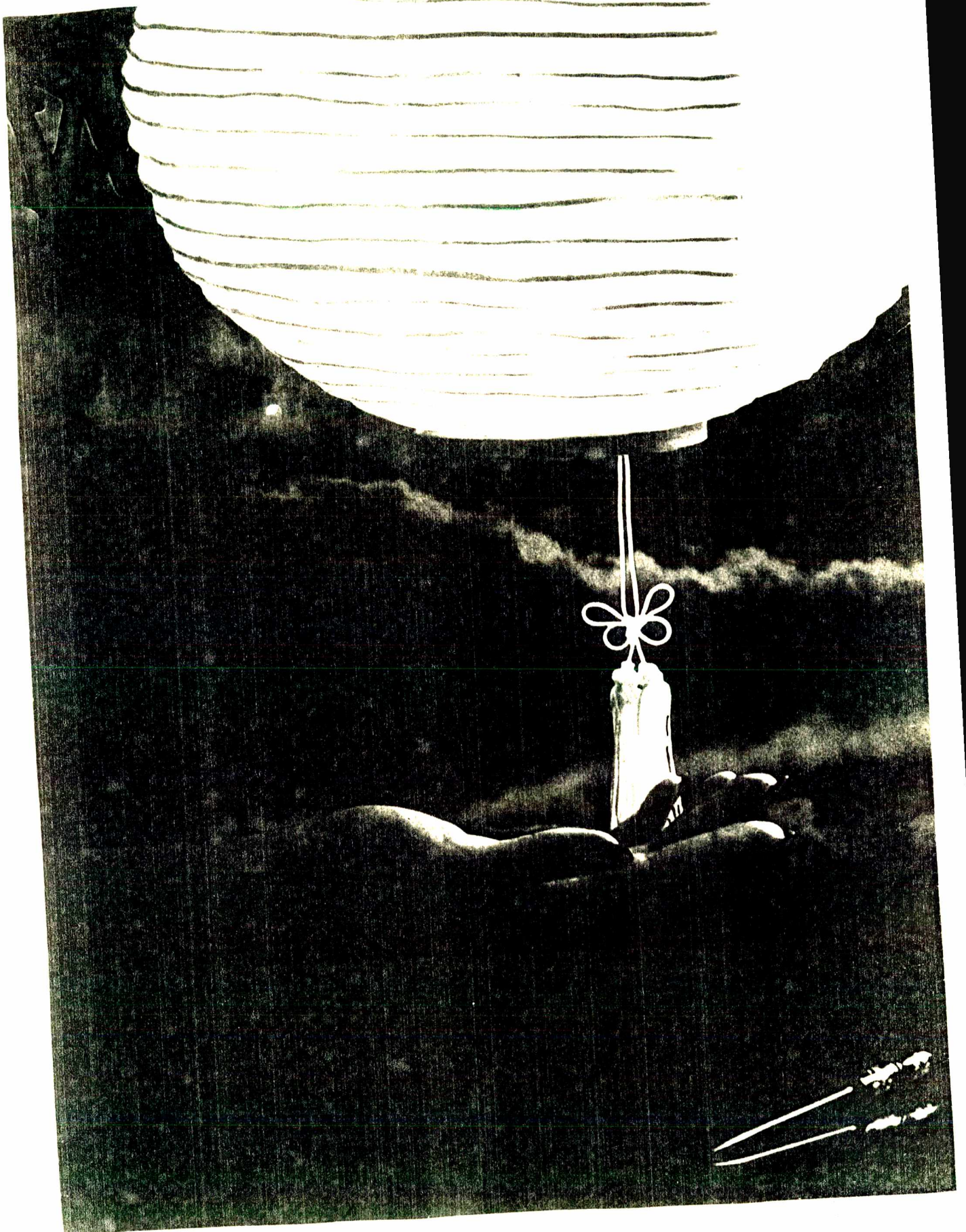
Study the pictures you have received. Imagine that they could advertise something. Choose one of them and prepare a one-minute TV commercial for it. The picture should somehow appear in the commercial. You will act out the commercial to the class.



From the film "Ulysse"



Manoel Guimarães - Curitiba, PR



Feedback for Part I

The different sets of advertisements can be circulated among the groups. Each group then presents a report on the reasons for their decision for each set of advertisements. Results are discussed and difficulties pointed out.

Feedback for Part II

When the groups are ready the commercials should be presented to the class. After all the presentations the teacher can invite comments from the class.

Remarks

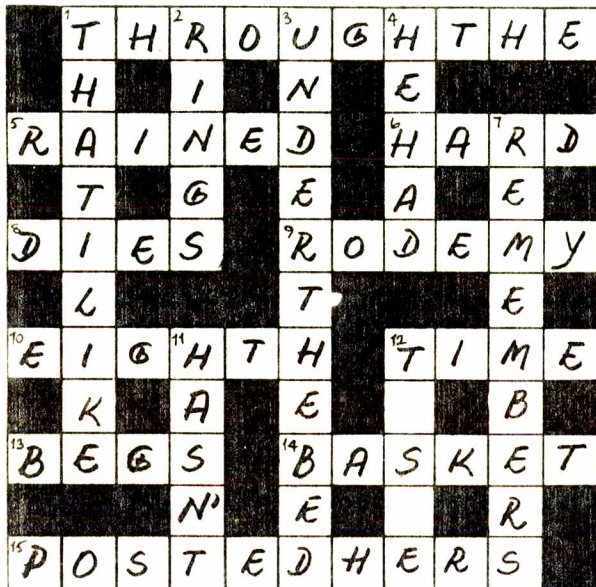
Coloured advertisements and pictures may help to increase the learners' interest in the activity. The pictures do not have to be necessarily different from group to group; some repeated pictures can add fun and enrichment to the presentations since the groups will probably prepare different advertisements for them.

Activity 20 - Crosswords

Part I

You probably have already worked on crosswords either in Portuguese or in English. This time your work will be a little different and perhaps more interesting. You will invent clues for the crossword below. Work with a partner; use your

imagination and intelligence to prepare good clues. When you finish the teacher will ask your classmates to fill in the crossword according to your clues. Your classmates will then judge if your clues are valid or not.



(From Christopher Jones, Structural Crossword Puzzles, Stage 3, 1975:10-13)

Part II

Can you and your partner compose a crossword of your own? Try one now! When you have finished exchange your crossword with another pair.

Feedback for Part I

The teacher gets the clues from the pairs and clips each of them with the empty corresponding crosswords. He then exchanges the crosswords together with the clues between the pairs in such a way that each pair gets a different crossword from the one it has worked on. The learners in their pairs will guess what the answers are and say if the clues are valid or not.

Feedback for Part II

The pairs exchange their crosswords.

Remark

We have displayed three crosswords, but each pair receives just one to work on.

(Adapted from Doug Case's article "Using the Real Thing", 1977.)

Activity 21 - Logical Problems

In pairs, work out the solution for the problems below. Be ready to explain the method you used to solve each problem.

1. Robert, Jenny and Mark work for Johnson and Johnson Inc. One

is a clerk, one is a biochemist and one is a secretary. From the following clues work out which one does which job.

Robert deals with a lot of paper

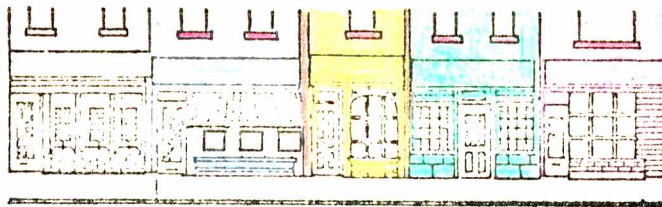
The clerk is a man

Jenny isn't a secretary

Brian isn't a clerk

Solution _____

2. Here is a row of 5 houses in Morecambe:



The owners of these houses are:

Mrs. White (who does not own the white house)

Mr. Funk (who does not own the blue house)

Mr. Taylor (who does not own the yellow house)

Mr. Green (who does not own the green house)

Mr. Bellow (who does not own the pink house)

Luckily we know that Mr. Bellow owns one of the end houses in the row. We also know that Mr. Taylor's house is next to the green house. Mr. Taylor is also very friendly with the owner of the blue house and hopes that one day she will marry him. So who is the owner of which house?

Solution _____

3. If you place 5 matches as follows, you get a shovel with a pencil on it.



Can you manage to take the pencil out of the shovel by moving 2 matches only and not touching the pencil?

Solution _____

Feedback

Cross-pair checking.

Remark

The teacher should provide matches for the pairs to work with in order to solve problem 3.

(Problem 2 was adapted from a problem in unit 8 of Mind Matters (Maley and Grellet, 1981.)

Activity 22 - What do they Tell?

Part I

A. You are going to listen to a sound sequence three times. As

you listen try to answer the following questions to yourself:

1. Does all the action happen in the same place? If not, how many places are involved and where are they? (In a town? The countryside? A home? A factory?...)
2. How many people are involved in the beginning? Later? Who are they? What is their relationship to each other? (Do they know each other well?)
3. Can you tell what time of day is it? Day or night?
4. What's the weather like?
5. How do you explain the other people talking in the sequence? How are they connected to the earlier part of the story?
6. What's the reason for the sudden scream at the end?
7. What will happen next?

B. In groups, work out an agreed explanation of what happened and what will happen next. If you need to listen to the sequence again ask the teacher to play it for you.

Part II

Prepare yourselves to act out to the rest of the class your agreed explanation of the sound sequence. You may use as much language as you want in your performance. If you have time, get ready to act out what you think would happen next in the sound sequence.

Feedback

1. The groups act out their interpretations of the sound sequence. The teacher can then open up a full-class discussion to com-

ment on the different performances.

2. The teacher plays the second version of the story which presents the complete account of the story with the same sound effects but more dialogue. The learners can then compare their interpretations with what actually happened.

Remark

The sound sequence to be used in this activity is in unit 11 of Developing Strategies (Abbs and Freebairn 1980a). It has the advantage of presenting two versions of the same story. The second version reveals what actually happened and may be a good aid for the feedback section. Other interesting sound sequences can be found in Sounds Intriguing (Maley and Duff 1979).

(Part I was adapted from several exercises in Maley and Duff's Sounds Intriguing, 1979).

Activity 23 - Communicative Methodology?

In this activity you have a role to act out. You are not, however, committed only to your role sheet: you are supposed to enrich it by expressing your ideas and feelings to best play your part. For the purpose of the activity you are not allowed to invent facts.

The situation

The Council of Education has put forth a law recommending

that teachers change their language teaching method: they are asked to adopt a communicative approach instead of the structural method which they have been using for more than ten years.

Teacher 'O 'Neill' in Westminster school has tried a communicative approach in his English classes. The problem, however, is that he is entirely dissatisfied with the results he has got.

Together with a colleague of his, teacher 'Bloomfield', he has asked for a hearing with inspectors from the Council of Education, in which they want to state the reasons for their dissatisfaction and ask for a change in the law to the structural method again.

The people who will take part in the hearing are:

- teacher O 'Neill
- teacher Bloomfield
- inspector Widdowson, from the Council of Education
- inspector Barnes, also from the Council of Education

You will be one of them. If you receive the role of one of the teachers you have to get together with all the other learners who will be teachers in the hearing. On the other hand, if you receive the role of an inspector, join all the other inspectors in the class. Discuss the two documents and prepare yourself to defend the point of view stated in your role.

Will the law remain as it is, will it be changed, or will negotiations take place? The answer is up to you.

Doc. 2

To the Council of Education

Dear sirs,

In accordance to the law I have adopted a communicative approach in my English classes. I have given up repetitions and structural drills, and I have asked the learners to exchange personal ideas and feelings about several different topics which I thought might interest them. By doing so I expected the learners to be really involved in authentic interactions, learning by talking.

To make the conversations more interesting and varied I have put the learners to work in pairs and in groups, as advocated by the communicative approach. In this way I expected the learners to learn without the teacher's presence.

The problem, however, is that all my effort was useless. In fact, the whole experience was harmful to the learners; left to themselves they made many mistakes and used wrongly some structures they had already learnt by the structural method. Some of them talked too much, others did not say a word and many of them started talking in Portuguese. Their grades, consequently, were very poor.

I am writing you to ask for a hearing so that I can report my experience and ask for a return to the good old structural method again.

Sincerely yours,

Richard O'Neill

Doc. 3

To the Council of Education

Sirs,

I have accompanied teacher O'Neill's experience with the communicative approach and I testify that it was a complete failure. I believe that language is a system of grammatical rules and as such can only be learned by habit formation, through pattern practice and structural drills. In my point of view the students learn by memory - the learning process is a passive phenomenon obtained automatically by means of repetitions.

This means that the teacher has to dominate the class in the sense that he is the only possessor of knowledge. Learners are ignorant of how the English language operates. This is why they cannot learn in groups or in pairs. The classes can not be learner-centred; they must be teacher-centred, because the learners must receive knowledge. In fact, their task is to repeat and to memorize ready-made dialogues and sentence patterns in order to master linguistic structures. Communication only occurs after the responses have been successfully acquired.

I suport my colleague. I want to be in the hearing in order to ask for the change of the law: I want to go on teaching by the structural method; the communicative approach does not work for foreign language teaching.

Respectfully yours,

John Bloomfield

Inspector Widdowson's report

I think it is important to consider some weak points in the structural method, since teacher O'Neill and teacher Bloomfield want to go on using it.

It is true that while practising controlled language the learners make fewer mistakes than when they are engaged in authentic free conversations. I want to point out, however, that at times it is not so much linguistic accuracy inside the classroom that is needed, but successful communication. And frequently communication does not take place when learners repeat memorized dialogues, or when they are practising structures for the sake of language only. What happens, then, in such situations is that the learners seldom ask questions of their own, and they may even produce accurate utterances with no understanding at all. In other words, to learn is more complex than to memorize.

What the learners need, then, in my point of view is to practice genuine linguistic behaviour. They need to organize their learning. Communication must be seen as an aim of classroom teaching.

Only after the above considerations I think the discussions should begin and negotiations take place. It will be a pleasure to be in the hearing.

G. Widdowson

Inspector Barnes' report

I understand teacher O'Neill's feelings against the communicative approach and I agree that the experience was not successful. The problem, however, as I see it, was not in the communicative approach itself, but in the way how it was used. First of all, in a communicative approach the teacher does not abandon the students to their own devices. On the contrary, he has to carefully plan lessons and tasks which make discussion possible not only among the learners but, when necessary allow the teacher who has set the task to join in, asking for conclusion, making attempts to take the discussion further. When necessary the teacher should also organize feedback sections in which specific linguistic and communicative difficulties would be dealt with.

It is true that the learners make mistakes while they are engaged in authentic conversations. I, however, do not see an error as a failure, as a signal of incompetence. Mistakes are a necessary part of the process of learning a language, and I believe that trying to express something you are not quite sure how to say is a vital feature of using a foreign language.

I don't think the law should be changed; instead, teachers should read more about the communicative approach and they themselves should present suggestions of how they could use the communicative approach in a more appropriate way. I am looking forward to the hearing.

J. Barnes

interest to all the learners, or at least to the great majority of you. The topic should be broad, so that it can be subdivided into several related subtopics. Each of you will then choose a subtopic of your interest to work on. It is not necessary for all the subtopics to be different, for when people work separately on a same topic the results are likely to be different. Working on related areas you will be somehow finding connections between your own research and those of your colleagues.

You will work on the subtopic that you have chosen for two months and you will have to organize yourself and your research in such a way as to present the results you get twice before your classmates and teacher. Since this activity is planned to last for two months, you will be asked to make one presentation a month.

The presentations should last for 5-10 minutes. You are not allowed to read your presentation; you should base it on notes and you can also use diagrams, pictures, etc. After everyone in the class has made two presentations you will be asked to present your overall impression of the activity.

It is a good idea to base your research on materials using the English language. The library, and in particular the department of journals, may be a good place to look for materials related to the topic and subtopics chosen. If you cannot find anything there, or if what you find is not really appropriate, contact the teacher.

We suggest below a list of topics and related subtopics, but you may find other topics of greater interest. However, if you decide for one of the topics in the list you are free to

add any other subtopics to it.

Related Topics for Individual Projects

I. Education

1. Education and the child
2. Education and the family
3. Education and the woman
4. Education and politics
5. Education and the job market
6. Education and social justice
7. Education and the poor
8. Education and the teacher
9. Education: whose responsibility?
10. Education and the school
11. Education and the Brazilian University
12. Education and the teaching of English in Brazilian high-schools
13. Education and life standards
14. Education and the third world

II. Women's Liberation

1. Women's liberation and the child
2. Women's liberation and the family
3. Women's liberation and politics
4. Women's liberation and the job market
5. Women's liberation and social justice
6. Women's liberation and the men
7. Women's liberation and education

8. Women's liberation and life standards
9. Women's liberation and the church
10. Women's liberation and sex
11. Women's liberation and the women
12. Women's liberation and the poor

III. Politics

1. Politics in history
2. Politics and the family
3. Politics and education
4. Politics and social justice
5. Politics and the job market
6. Politics and life standards
7. Politics and religion
8. Politics and corruption
9. Politics and elections
10. Politics and the Brazilian University
11. Politics in Brazil
12. Politics and multi-nationals
13. Politics and society
14. Politics and the woman
15. Politics and censorship
16. Politics and war
17. Politics in South America
18. The best form of government

IV. Literature

1. Literature and culture
2. Literature and music

3. Literature and politics
4. Literature and social justice
5. Literature and sex
6. Literature and the child
7. Literature and education
8. Literature in Brazilian high-schools
9. Literature and arts
10. Literature and the cinema
11. Literature and religion
12. Literature in the Letters Course
13. Literature and the theatre
14. Literature and censorship
15. The best writers

V. Love

1. Love in the family
2. Love and the child
3. Love and education
4. Love and responsibility
5. Love and sex
6. Love and the Bible
7. Love and prejudice
8. Love in war time
9. Love in human relations
10. Love in literature
11. Love and desillusion
12. Love and jealousy
13. The best lover

CHAPTER 5

APPLICATION OF THE ACTIVITIES IDEAS MATERIALS:

A REPORT

The application of new pedagogic materials is of vital importance for the materials writer to gather information which will enable him both to evaluate the suitability of the materials for their intended purpose and to modify them whenever necessary and appropriate. However, a careful and precise application of the AIM to monitor and evaluate the details of the obtained results would require a quite different kind of research study. For the purpose of this work, in this final chapter we shall attempt to present a very brief personal account of the application of the AIM which will focus particularly on the learners' own evaluative judgment. Although not attempting a numerical, statistical judgement we tried to evaluate the extent to which the AIM fostered what appeared to be fluent communicative behaviour. This was done through an evaluation questionnaire

in which we have striven to cover in a balanced way all points we found substantive. At times we have chosen to quote the learners directly, considering it better to let them speak for themselves than to run the risk of distorting their view by attempted paraphrase.

We hope that the following account will give at least a reasonably accurate impression of the climate of the learners' opinion. We shall begin with a general description of the conditions in which the AIM were used; we shall then present our personal evaluation of the materials; and finally, we shall look at the learners' impressions and whether and how these changed throughout the course.

5.1. General Description

The AIM were applied systematically in the Letters Course in a class of 3rd semester learners, in the second semester of 1982. There were 8 female learners varying from 19 to 40 years old, the majority being around 20. They could be considered as having an average level of competence in English if compared with other classes of 3rd semester learners we have taught at UFSC. Although two of the learners had a better command of English than the rest of the class, the group presented a certain homogeneity. We had 3 classes a week dedicated to oral production and listening comprehension. One class was on Monday mornings and the other two on Saturday mornings, which could be considered a negative point for our courses. Brazilian teachers and learners usually do not like classes on Saturdays.

From the very beginning the teacher-researcher explained the objectives of the English course particularly in the area of oral production to the learners who discussed them fully. There seemed to be a general enthusiasm towards the shift of focus from receptive to productive skills; the need and will to speak English was real in all of them. We expected this strong motivational advantage to compensate for the disadvantage of the Saturday classes.

Our schedule was organized in the following way; on Mondays we had listening comprehension classes in the language laboratory and on Saturdays we had oral production classes. However, we did not manage to follow the schedule strictly; we used some of the Monday classes for oral production too. In our eagerness to apply a great number of oral production activities we committed the error of sacrificing some listening comprehension classes. And this fault was criticized by the learners themselves who complained about it in the evaluation questionnaires which we will look at later on in this chapter. We had a total of 46 classes in the semester, 32 of which were on Saturdays and 14 on Mondays. We used 7 of the Monday classes for listening comprehension activities and 7 for oral production activities. On Saturdays we always had oral production classes.

In spite of the Saturday classes, attendance was very high, maintaining an average of 90% throughout the semester. No learner was ever absent in two consecutive classes and we think this helped to keep a satisfactory level of attainment throughout the course. A strike of the university teachers which caused the suspension of the classes for two months was in our

view as well as the learners' harmful to their progress, in the sense that the pace of the course was broken. The classes were suspended from November 11th to January 16th. In returning to the classes the learners complained that they had lost some of the fluency they had developed in the semester (see Appendix, page 5).

The AIM were used in all the oral production classes. Most of the activities including the feedback section and some post structural or functional work lasted for the two classes. The learners worked always in groups and at times in pairs. In the beginning we let them divide themselves in groups. Later on, however, as we came to know them better, particularly in relation to their knowledge of the target language and personality traits, we subtly suggested a re-organization of the groups. In fact, there were very little changes from their own organization. We respected their friendship relations and only in one specific case tried to have good friends working in different groups. The problem concerned an over-talkative learner who let no space for her close friend to express her ideas. As she was very intelligent and had a good command of English she always felt confident enough to dominate the discussions. We found it better to have her working with two other girls, one whose English was better than hers, and another who did not have an excellent English but was very intelligent and critical. This way the new group was well-balanced, and the lady who scarcely said a word in the presence of her close friend adapted very well in another small group.

The groups seemed to be always busy, talking over the

problems they were faced with in the communicative activities. To solve these problems they used a great deal of hypothetical expressions and we frequently could notice them groping linguistically to express and negotiate meanings. Their speech was usually marked by frequent hesitations, paraphrases, rephrasings, false starts and changes of direction. They did commit errors, many of which were corrected either by the learner who made the mistake or by his peers. After the feedback section the teacher always had a small section dedicated to correct mistakes which had appeared systematically in the discussions, particularly those which had hampered effective communication. In this section we also introduced some structural or functional work. Whenever we had the appropriate materials in hand this work was related to the errors which had just been corrected. Otherwise it was related to the mistakes corrected in a prior class.

The teacher's absence from the groups removed from the learners' work the usual source of authority; they could not turn to him to solve ordinary dilemmas. Thus, in their discussions they had not only to formulate their own hypotheses, but also to evaluate them for themselves. This way they were responsible for their own learning strategies and their learning in general.

Even with some learners tending to always lead the discussions the groups managed to maintain a good level of interaction. They genuinely worked together trying to communicate and to understand. The activities were accomplished collaboratively, with one learner putting forward a view, others taking it up and modifying it, others finding evidence, till they were satisfied with their own reasoning and solution to the problem proposed.

A very positive aspect of the AIM is that they captivated the learners' attention. Whenever working in groups the learners were always involved in the task of accomplishing the communicative activities. At times they got so enthusiastic about finding a solution that reversion to Portuguese was almost inevitable, particularly in the case of the weak learners. We attempted to help them avoid this problem by recording their discussions and having them listen to them after the activity was finished, thus giving them the chance to listen to themselves more carefully through the analysis of their own speech.

5.2. The Teacher's Evaluation

In order to examine and understand what classroom processes were actually taking place we recorded the main impressions we had from the accomplishment of each activity in the AIM, albeit briefly and subjectively. These annotations were used both to assess how productive the activities were and to record any more serious problem they presented.

We find it important to begin our evaluation by considering the limitations of the AIM. The fact that many of the ideas for the activities are not of ourselves, is in itself a weak point in the materials. We would rather have less ideas borrowed from books and magazines and more ideas from our learners, our colleagues, and from ourselves. It seems to us that this would make the AIM more genuine and more appropriate to our teaching-learning situation. Besides that, some of the activities can be already considered outdated. An example of this is activity

18, The Strike Dilemma, which was written specifically for the particular situation the Brazilian University was facing in the second semester of 1983. Activity 3, 'Analysing the Curriculum', is also likely to be outdated in the near future, for the curriculum which it presents is being now studied to undergo the appropriate changes. These activities would necessarily have to be adapted to suit the particular characteristics of other teaching-learning situations.

The lack of thematic continuity within the materials can be considered as another of their limitations. Our concern with finding topics and activities which interested the learners excelled our concern with providing a thematic sequencing for the materials. If the criterion of interest were reconciled with the criterion of thematic continuity, the AIM would probably present more content coherence.

Another limitation of the AIM we want to consider relates to the materials authenticity. We reckon that most of the situations in the materials are likely to be considered as not really authentic in the sense that they were especially created to foster communication. However, the fact that the activities themselves, by providing the learners with a need to communicate, induce the learners to adopt the same attitude to them as they would to real life communicative situations necessarily helps to reduce the artificiality of the materials. This way, the learners are persuaded to consider the communication entailed by the activities as normal language use, even when it is not, and the activities themselves become susceptible to being conditioned into authenticity.

The last limitation we want to look at relates to the fact that the AIM do not show an increased difficulty in its content. Although some activities require much more thinking and language control than others, the materials do not necessarily imply established criteria for grading. Nevertheless, what is likely to happen is that by practising language as use the learners will improve their fluency in the foreign language and will probably produce more language and more complex language as the course progresses.

In spite of these limitations, on the whole we were generally happy with the results we got with the application of the AIM. From our point of view most of the activities were successful (from our point of view as no doubt biased observers) in that they seemed productive in linguistic terms. By taking the focus off the language as content and putting it onto problem-solving activities we think we have paradoxically succeeded in providing reasons for communicating which motivated intense concentration on the complexities of the language itself.

This judgement is, of course, subjective, since we cannot quantify this success in any way. Our own impression, however, is that the performance of the learners compared very favourably with the performance of other 3rd semester classes we have taught. There can be several possible explanations of this suggesting even that what the learners learned was trivial, and could have been learned equally well by the use of other published international materials we have available on the market. We can only invite the reader to look at the AIM himself and, perhaps, at the learners' own evaluation of the course to form

his own opinion. Their responses are discussed in the last section.

5.3. The Learner's Evaluation

In this section we shall give an account of the learners' impressions of the AIM and the course as a whole. These impressions were recorded in an evaluation questionnaire which the learners answered three times in the semester, that is, after approximately each third of the AIM was used.⁹ Our intention was to cover the same questions, 'mutatis mutandis', in all three occasions. Since there are twenty-four activities in the AIM, in each questionnaire they evaluated a set of 7 or 8 activities.

We decided to apply an evaluation questionnaire because we find it essential to have a means of eliciting relevant information from the learner, who is of course the most important element in the situation. We certainly met several problems in the elaboration and application of the questionnaire. We did not have models of questionnaires available and as Alderson reminds us,

"Students are not essentially interested in the production, revision, or evaluation of materials, but rather in learning. Students are not necessarily the best judges of the materials, nor the best analysts of specific faults in their design. What one needs from the student is an indication, as specific as possible, of where the materials are going wrong, or not achieving

⁹ Most of the questions in the evaluation questionnaire were suggested by Vera Bazzo, to whom we are most thankful.

their objective, in order for the materials writer to diagnose the faults. The writer, not the student, is the diagnostician" (Alderson, 1979:12).

The main problem we faced was in devising a reliable means of eliciting unambiguous information which would not bother the learners to a great extent. The result was that no matter how useful the questionnaire was, it had two serious drawbacks: first, it relied upon the learners' memory of their opinion about the activities, and secondly, it ignored individual activities, that is to say that most of the learners commented upon a block of activities instead of commenting upon each activity.

Six out of the eight items in the questionnaire are open-ended questions. Only in two questions which we thought the learners would have difficulty in finding appropriate answers to, did we hypothesize specific disadvantages and advantages to help to situate them. Another device we used to facilitate the learners' task in completing the questionnaire was to write it in our native language, Portuguese. This way we tried to avoid problems such as lack of vocabulary and fear of committing mistakes. The questionnaire is reproduced in English as Figure 5.a. In the last questionnaire we included an extra item which we thought might be of interest in the final evaluation.

Figure 5.a.

Evaluation Questionnaire

To make your evaluation more precise we list below the titles of the oral activities accomplished:

(...)

1. Comment on the level of interest aroused by the activities.
2. What did you think of the topics discussed in the activities?
3. Did you have any kind of difficulty during the accomplishment of the activities? Which? (Eg.: lack of structural base; lack of vocabulary; shortage of resources to make up for these lacks - such as paraphrases, synonyms; forgotten vocabulary; forgotten structures; loss of the intended item; repetition of the same linguistic elements; problems of grammatical accuracy, etc.) How, in your opinion, could such difficulties have been avoided?
4. Would you know what contributed to motivate or not-motivate you to speak? (Eg.: interest for the topic; interest for the activity; stimulus for the challenge of the task; stimulus for the possibility of creating your own ideas and sentences; inhibition; fear of criticism; fear of committing errors; laziness; lack of knowledge of the subject matter, etc.)
5. What would you like us to have included in our classes to make your communication in English more efficient?
6. Did you notice any difference in your disposition to communicate between the first and the last classes? Could you say that you feel more, or less confident as the classes progress? What do you attribute this to?
7. Do you feel that you are more prepared to use English in real and effective communication? Why?
8. How did you view the communication among yourselves this semester? Was there cooperation between the groups and the pairs? And in relation to the teacher?
9. Complete, if you want, with any observation that you think might be of interest.

Thank you.

We shall look at the questionnaire item by item, rather than learner by learner. Each quotation is followed by two numbers; the first identifies the questionnaire and the second

the page of the transcript in the Appendix.¹⁰ Since we did not ask the learners to sign their names in the questionnaire we cannot identify them.

5.2.1. Interest Aroused by the Activities

On the whole the learners' opinions were very favorable, as stated in some of their answers we have translated below:

- "All the activities were of an excellent level to arouse my interest; I liked them very much." (2, 1)
- "I found the activities varied and interesting." (2, 1)
- "All the activities we have accomplished till now aroused my interest." (1, 1)
- "I consider them very good. Each day we learn new things in a game, or in a regular class, as we have been doing." (1, 1)

Two learners had more general opinions relating to the question of interest. They commented:

- "Activities in English have always interested me, whatever they may be." (2, 1)
- "All the items which force us to speak are of great use for us." (2, 1)

And two learners expressed reservations to two activities accomplished, as revealed in their answers:

- "With exception of "The Strike Dilemma", all the other activities aroused my interest." (3, 2)
- "Due to the variety of the activities and the topics approached,

¹⁰The learners' answers to the evaluation questionnaires are reproduced in full in the Appendix.

the activities interest me a lot. Only the "Car Race" I found a little monotonous; the exercise was really difficult." (1, 2)

5.2.2. The Topics Discussed in the Activities

The learners were also very positive in their evaluation of the topics discussed in the activities. The foregoing accounts confirm this:

- "I think they were very good because they were adapted to our reality, and there was even opportunity to discuss current affairs." (3, 3)
- "I found them contemporary and fun, not to say informative. I liked all the discussions we had in the classroom, particularly those involving politics inside and outside UFSC." (3, 3)
- "The topics were well chosen because they were taken from daily life." (1, 2)
- "I liked them. They were varied and some were even fun." (1, 2)

The importance of the topics being in reach of all the learners, thus giving them the chance to speak and express personal opinions was commented on by several learners, as the one quoted below:

- "They were very good for everybody had the chance to speak; the level was accessible to all." (3, 2)

Three or four learners also thought that the topics were interesting whenever they contributed to the enrichment of vocabulary. One of them wrote:

- "All of the topics discussed in the classes are of general interest, though the most interesting are precisely those which help us to increase vocabulary and force us to speak."
(1, 2)

5.2.3. Difficulties Faced in the Accomplishment of the Activities

This was one of the items of the questionnaire in which we suggested possible difficulties the learners would have encountered in accomplishing the tasks proposed. All the difficulties suggested were marked. Some of them received many more marks than others, and a few additional difficulties were indicated by the learners themselves. Below we present the list of difficulties suggested in the same order they appeared in the questionnaire, with the respective number of marks received by each of them.

- Lack of structural base: 5
- Lack of vocabulary: 14
- Shortage of resources to make up for these lacks, such as paraphrase, synonyms: 1
- Forgotten vocabulary: 11
- Forgotten structures: 6
- Loss of the intended item: 2
- Repetition of the same linguistic elements: 2
- Problems of grammatical accuracy: 11

The learners themselves pointed out problems related to inhibition and shyness 3 times, and pronunciation difficulties

were mentioned just once.

In the data above it is clear that the major problems faced during the activities were related to vocabulary, grammatical accuracy and structures. This may indicate that the learners needed additional practice in these areas. They themselves suggested this in the second part of the question. Although we did not give any hints to them there was a general consensus about the need for more practice in the target language which was emphasized by a request for more English classes in the curriculum.

5.2.4. Motivation and Non-Motivation to Speak

In this item we also suggested aspects which could have encouraged the learners to speak or, otherwise, hampered their communication. Our suggestions are listed below in the same order they appeared in the questionnaire, followed by the respective marks received.

- Interest in the topic: 18
- Interest in the activity: 12
- Stimulus from the challenge of the task: 4
- Stimulus from the possibility to create one's own ideas and sentences: 0
- Inhibition: 3
- Fear of criticism: 2
- Fear of making mistakes: 4
- Laziness: 2
- Lack of knowledge of the subject matter: 4

The friendly and relaxed atmosphere of the classroom was

suggested by the learners themselves and marked twice as a positive contribution to their motivation to speak. Alternatively two learners stressed that whenever they were not interested in the topic it became very difficult to talk.

The foregoing account indicates that interest for the topic and for the activity were the two most influential factors in motivating the learners to talk. They received altogether 30 marks. On the other hand, the low number of points received by the two most marked unmotivating factors, that is, fear of making mistakes and lack of knowledge of the subject matter, which received 8 marks in all, suggests that the positive factors surpassed the negative ones by far.

5.2.5. Further Suggestions for Efficient Communication

In 10 of the 24 answers the learners stated that the course was very good as it was and that there was in fact nothing else to be included. In three other answers the learners just wrote that nothing else should be included.

The need for more listening comprehension classes in the language laboratory was mentioned 4 times. In addition to this, another learner mentioned the possibility of recording the classes in the laboratory for further listening at home. There were also 2 suggestions for more contact with native speakers of English. One learner considered the advantages of including activities with songs (and we did prepare one later on in the course), and another suggested written texts to be read aloud in the classroom as a device to help the learners to cope with the

problem of inhibition.

Finally we want to register a learner's practical suggestion to improve communication in the classroom, namely, the inclusion of more English classes in the curriculum.

5.2.6. Attitudes Towards Oral Expression

In twenty-two of their answers the learners affirmed that they did notice difference in their willingness to communicate as the classes progressed. They expressed firm commitment to the feeling of an increasing sense of self confidence to speak English, and they attributed this to several different factors that we list below.

- The classes themselves: 8
- Speaking practice: 5
- Relaxed atmosphere provided by the teacher: 3
- The way the teacher dealt with corrections: 3
- An increase and improvement in vocabulary: 3
- Interest for the activities: 2
- Small size of the group and its homogeneity: 2
- Interest for the classes: 1
- Grammatical revision: 1
- Good teachers: 1
- Acquaintance among the learners: 1
- Study at home: 1

In the first questionnaire one learner stated that at that time she had not noticed any difference in her willingness to communicate. And another wrote that although she did not

feel any difference in this sense either, she felt more confident about speaking. These two learners must have changed their view as the course progressed, for in the 2nd and 3rd questionnaire all the answers expressed an increasingly confident disposition to communicate in English.

5.2.7. Competence to Use English Effectively

Only in three answers the learners stated that they did not feel more prepared to use English in real and effective communication. One of these negative answers was justified by excessive shyness (and shame⁶), and another by the lack of practice and knowledge. Besides this, one of the learners wrote that the only way for her to be prepared was to live in an English-speaking country.

Six other answers indicated that the learners felt just a little more prepared to communicate in English effectively, but in general presented no justifications for their reservations. In the majority of the answers, that is to say fifteen answers, the learners claimed to be more prepared to use English in real and effective communication. Their justifications are presented below, followed by the number of times each of them was mentioned.

- The conversation classes: 5
- Feeling of confidence: 3
- More linguistic background: 2
- Interest and knowledge: 2
- The method used: 1
- A richer vocabulary: 1
- Study at home: 1

5.2.8. Communication and Cooperation in the Classes

This item was only introduced in the last questionnaire, when in our opinion the learners were quite well acquainted with one another. By this time there were not any more problems in relation to the arrangement of the groups and the pairs. In addition to this, the teacher was not a stranger to the group as in the beginning of the semester.

In all the answers the learners wrote that the communication between the members of the class was very good. They affirmed that there was a great deal of cooperation and collaboration in the groups and pairs. They also wrote that their relationship with the teacher was a nice one.

5.2.9. Further Comments

The open-ended invitation for the learners to mention anything else which they considered might be of interest received a few comments. One of them stressed the need for more listening comprehension classes in the language laboratory. Two others praised the course and another suggested the same teachers and method for the fourth semester. There were two notes thanking the opportunity to express personal opinions about the course, which helps to make the learning experience more real and valid. There was also a complaint about the excess of classes not related to English in the curriculum of the Letters Course.

To end up the section I would like to quote a last extra

comment:

"The 3rd semester was a nice surprise. I did not expect to have the opportunity to improve my English in such a pleasant and flexible way. We only hope the fourth semester will keep up the level." (3,12)

Conclusion

The application of pedagogical materials for evaluation purposes is a complex task. In this sense we view the application of the AIM as subject matter for further research. This chapter has only briefly attempted to describe an ordinary application of the AIM in a class of learners in the Letters Course. We know that we were not providing the best possible course for our learners, due particularly to the limitations of the AIM themselves which were being applied for the first time systematically, but on the whole we obtained what appear to be generally very good results.

Our subjective evaluation was complemented by the learners' own evaluative judgement. As the learners were the starting point of the AIM, the evaluation also concluded by focussing on their responses. Although the questionnaire devised to this end was rather a loose form of evaluation it revealed what we consider to represent very positive results: the learners seemed to be happy with the materials and the course in general.

CONCLUSION

In this dissertation we have attempted to explore the influences of the communicative processes involved in learning on the design of pedagogical materials. The preparation of the AIM forms the crux of the research where the theory is put into practice. As materials for fluency practice they are based on a communicative approach to language teaching. Due to the importance of the application of materials for evaluation purposes further research into this area would prove highly valuable.

The actual setting for the preparation of the AIM was Brazil, specifically Florianópolis, the state capital of Santa Catarina. A brief profile of the learner was drawn in Chapter I together with an analysis of the English curriculum for the Letters Course at the Federal University of Santa Catarina. In the analysis of the methodology and materials used we evidenced a need for materials which suited our teaching-learning situation and certain parts of the curriculum appropriately.

The theory of the nature of language and language learning which served as the basis for the preparation of the AIM was discussed in Chapter II. It draws heavily on the communicative approach to language teaching, and it was in the light of this approach that the areas of syllabus design, materials and methodology were carefully considered.

In Chapter III we considered the content of the AIM and management implications. As materials for fluency practice they were characterized by being activity-centred and problem-solving materials that bring the learner into prolonged and open contact with the language. We presented the activity typology through a table which although tentative and exploratory gives a picture of the various tasks proposed by the materials.

As the AIM were prepared to act as a resource between the learners and the teacher, sequencing and continuity within them were viewed as a dynamic process which develops as the learners progress towards the desired level of competence in the target language. In this context we considered that structural practice and all other new teaching should be based on the already existing system developed by the learners in their fluency activity.

This learner-sensitive teaching led us to rethink the learner's contribution to the learning process. He was seen as an initiator, processor and performer, highly responsible for his own learning. Likewise, we also discussed a redefinition of the teacher's traditional role to that of being a facilitator, manager and source of reference in the classroom, who shares the responsibility for teaching and learning with the learner.

ners.

Chapter IV presents the AIM themselves and Chapter V briefly relates an application of the materials which produced what appear to be very good results. This teacher's subjective evaluation was complemented by the learners' own evaluative judgement given in the form of answers to a questionnaire. The overall aim of this section was an attempt to evaluate the suitability and appropriateness of the AIM to our teaching-learning situation and curriculum.

In the course of this dissertation we have dealt with certain areas which have shown themselves to be still under-researched. Firstly, far more research is required into the area of the Brazilian learner's needs and interests related to the study of a foreign language in the Letters Course. Currently the materials designer is heavily dependent on very general and broad assumptions concerning the learner's contributions to the learning process. Secondly, there is insufficient research concerning the level of linguistic competence assigned for the learners in the Letters Course aiming at being future teachers of English in the '1º and 2º graus'. Thirdly, we stressed throughout this thesis the need for the learner to be responsible for his own learning process. The research so far in this area is by no means conclusive, and we need materials such as learners' guides which would focus on how to develop one's own expertise as a learner. Fourthly, we have also made reference to a redefinition of the teacher's role; the re-training of teachers is of vital importance for a successful use of the communicative approach to language teaching. Methodology rather than applied

linguistic theory should be the main focus point of training sessions. Finally, we feel an urgent need for foreign language teaching materials designed to suit our particular teaching-learning situation and curricula. Our limited and exploratory work is only one of the pioneer steps in this area in our country. The results of its application remain to be thoroughly and carefully analysed. We hope they will encourage others to build on this experience.

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APPENDIX

The Learners' Answers to the Evaluation Questionnaire

1. Comente sobre o grau de interesse que as atividades despertaram.

- Atividades 1-7:

- a) Devido à variedade das atividades e dos assuntos abordados as atividades me interessaram bastante. Só a Corrida de Carros (7) eu achei um pouco monótona; o exercício era bem difícil.
- b) A atividade oral deste semestre me despertou bastante interesse, pois não ficamos só no laboratório. Poderia dizer que falamos mais nas aulas de conversação, pois antes era só escutar no laboratório.
- c) As atividades que mais despertaram o meu interesse foram: 1, 4, 5 e 7. A 6 também gostei, mas acho que no dia eu não estava muito ligada. Acho ótimo viajar.
- d) Eu as considero muito boas. Cada vez mais vamos aprendendo coisas novas, num jogo ou aula mesmo, como estamos fazendo.
- e) Achei que me despertaram interesse; gostei.
- f) Todas as atividades até agora desenvolvidas despertaram meu interesse.
- g) Gostei mais das atividades 3, 4, 5 e 6. Gostei bastante também das atividades 1 e 7. Não gostei muito da atividade 2.
- h) O trabalho com cartoons(4) foi o que despertou mais interesse, ao meu ver; em seguida o de descobrir as diferenças em uma figura (5), e o de viajar pelo mundo (6), e as demais atividades ficam num terceiro plano.

- Atividades 8-15:

- a) Eu achei estas atividades bastante variadas e interessantes.
- b) Todas as atividades despertaram meu interesse.
- c) Gostei mais do que dos itens anteriores.
- d) Todas as atividades foram de um ótimo nível para despertar o meu interesse; gostei muito.
- e) Mais importantes para mim foram: 14, 11 e 8.
- f) Para mim despertaram bastante interesse.
- g) As atividades de inglês sempre me interessaram, sejam elas quais forem.
- h) Todos os itens os quais nos forçaram a falar são de grande utilidade para nós.

- Atividades 16-24:

- a) As atividades eram interessantes devido à variedade dos as suntos.
- b) Achei as atividades 17 e 16 particularmente interessantes; colocaria as demais mais ou menos num mesmo nível (médio interesse).
- c) As atividades 16, 17, 19, 20 e 22 foram as mais interessantes, dando maior margem para um diálogo.
- d) Quase todas, ou todas as atividades me despertaram interesse.
- e) Com exceção do Problema da Greve (18), todas as outras atividades despertaram o meu interesse.
- f) They were quite good.
- g) Gostei de todas. Mas a que eu mais gostei foi a ativida- de 17, Trabalhando com Música. Acho que porque desperta mais interesse. O contato em grupo e mais geral. Todos ali inclusive o professor na expectativa de ajudarem-se mutuamente a entender a música.
- h) Achei as atividades bem interessantes; despertaram bastante interesse; como por exemplo as atividades 16, 17, 19 e 20.

2. O que achaste dos assuntos discutidos nas atividades?

- Atividades 1-7:

- a) Os assuntos foram bem escolhidos porque foram tirados da vida diária.
- b) Os assuntos foram bons; gostei bastante.
- c) Interessantes. Embora ache que o melhor para discutir e trocar idéias foram os assuntos das atividades 2, 3 e 7.
- d) Foram excelentes, de muita criatividade, pois não ficamos somente nas aulas, mas aprendemos jogando.
- e) Achei bons.
- f) Achei bastante interessantes.
- g) Todos os assuntos discutidos durante as aulas são de interesse geral, porém os mais interessantes são justamente os que nos ajudam a aumentar o vocabulário e nos forçam a falar.
- h) Gostei. Foram variados e alguns até divertidos.

- Atividades 8-15:

- a) Ótimos.
- b) Gostei de todos eles.
- c) Muito bons.
- d) Muito interessantes e forçaram uma grande busca do vocabu-

lário, uma ativação dos mesmos na memória, e ao mesmo tempo uma aprendizagem de novo vocabulário.

- e) Achei interessantes e me levaram a praticar o inglês.
- f) Ótimos. Foram assuntos bem diferentes, podendo assim aprendermos palavras novas.
- g) Os assuntos foram muito criativos. Gostei muito.
- h) Todos os assuntos foram de muito interesse e gostosos de discutir, dando-nos a oportunidade de enriquecimento vocabular.

- Atividades 16-24:

- a) Muito bons, porque eram adaptados à nossa realidade e houve inclusive oportunidade de discutir problemas da atualidade, como na atividade 18.
- b) Achei atuais, divertidos, e porque não dizer bastante informativos. Eu gostei de todas as discussões que tivemos em sala de aula (principalmente as que envolviam política dentro e fora da UFSC).
- c) Todos os assuntos foram de interesse geral.
- d) Foram ótimos, pois todos tiveram a oportunidade de falar; o nível estava ao alcance de todos.
- e) O mais importante foi que houve uma variedade de assuntos; o que não deixa as aulas caírem na monotonia.
- f) Atividades muito criativas com assuntos muito bons.
- g) Bastante amplos dando oportunidade para todos nós falarmos. Os assuntos foram acessíveis ao nível de todos tanto na parte oral como na escrita. (Costumo anotar as expressões e palavras novas que surgem).
- h) Foram bons e todos os alunos deram suas próprias opiniões.

3. Sentiste algum tipo de dificuldade durante as atividades? Quais?

(Ex.: falta de embasamento estrutural; falta de vocabulário; carência de recursos para suprir essas faltas - como paráfrase, sinônimos; esquecimento de vocabulário; esquecimento de estruturas; perda do item desejado; repetição dos mesmos elementos lingüísticos; problemas de precisão gramatical, etc.)

Como, em tua opinião, tais dificuldades poderiam ter sido evitadas?

- Atividades 1-7:

- a) Esquecimento de vocabulário; esquecimento de estruturas e problemas de precisão gramatical. Estudando evidentemente, mas infelizmente o curso Português-Inglês é mal estruturado, quase não resta tempo devido a tantas literaturas! O estudo de inglês acaba por ficar no último plano. Seria

bom receber uma orientação individual sobre as dificuldades específicas e pessoais (como vencer essas dificuldades).

- b) Sinto dificuldades; não poderia chamar dificuldades, mas às vezes me falta o vocabulário que só poderia ser suprido se tivéssemos mais tempo para ler um bom livro de inglês.
- c) No começo eu sentia mais dificuldades por falta de vocabulário, esquecimento de vocabulário e estruturas, problemas de precisão gramatical e principalmente a timidez era que provocava estes distúrbios. Agora já me sinto um pouco mais segura e pouco menos inibida. Estas dificuldades só serão sanadas à medida em que eu me habituar a falar.
- d) Sinto muita dificuldade em me expressar, talvez pela falta de treino, vocabulário, embasamento estrutural. À medida que as aulas passarem espero conseguir me expressar melhor.
- e) Esquecimento de vocabulário e problemas de precisão gramatical. Falando cada vez mais.
- f) Acho que tive um pouco de cada uma destas dificuldades; creio que se eu tivesse tido embasamento não teria esses problemas. Faço uma sugestão: a adoção de uma boa gramática.
- g) Sinto problema na pronúncia e acho que isto só pode ser resolvido falando. A atividade 6, Viajando pelo Mundo, por exemplo, foi o melhor trabalho neste sentido e também este tipo de trabalho é muito importante porque ajuda a superar a inibição, que é o medo de falar errado.
- h) Sim, tenho alguma dificuldade em lembrar o vocabulário. Às vezes já sei a palavra há tempo e não consigo relembrar. Por enquanto o meu vocabulário ainda é pequeno e por isso repito algumas palavras. A maneira que eu vejo de suprir essas deficiências é praticando a língua - tanto falando como escrevendo.

- Atividades 8-15:

- a) Esquecimento de vocabulário, perda do item desejado e problemas de precisão gramatical. Continuando com este tipo de atividades para praticar.
- b) A falta de um amplo vocabulário, mais o nervosismo e às vezes não saber como estruturar uma frase. Para suprir essas dificuldades somente praticando mais o inglês (de todas as maneiras).
- c) Esquecimento de vocabulário.
- d) É claro que sempre se sente alguma dificuldade e a minha está sendo o vocabulário e estruturação de períodos; problemas de precisão gramatical acho que já estou superando.
- e) Tenho sentido ultimamente mais o problema de precisão gramatical que acho que a prática (exercícios) me ajudará a sanar.
- f) Esquecimento de estruturas, problemas de precisão gramatical, falta de vocabulário. Com o tempo, havendo bastante tempo para comunicação, acredito que tais dificuldades se-

rão superadas.

- g) A dificuldade é sempre a mesma: querer se comunicar e faltar a palavra na hora da construção da frase.
- h) Quando não dominamos uma língua há sempre algum tipo de dificuldade, quase sempre referente ao esquecimento estrutural e vocabular devido à pressa em se querer exprimir alguma coisa.

- Atividades 16-24:

- a) Esquecimento de vocabulário, esquecimento de estruturas e problemas de precisão gramatical. Se talvez o vocabulário e as estruturas esquecidas em geral fossem mais repetidas. Logicamente nós os alunos também deveríamos praticar o inglês o máximo possível fora da sala de aula.
 - b) Senti inicialmente grande parte desses problemas, principalmente a falta de precisão gramatical e o vocabulário deficiente, mas com o passar do tempo, passei a sentir maior segurança. Creio que a prática e o estudo são elementos principais para suprir deficiências como estas.
 - c) A precisão gramatical, falta de vocabulário, sinônimos e às vezes esquecimento; tudo isso é normal na fase em que nos encontramos. Essas dificuldades só serão evitadas com a prática diária.
 - d) Falta de vocabulário, problemas gramaticais. Eu acho que tais problemas poderão ser resolvidos através da prática e correção de erros em classe.
 - e) O não contato diário com a língua faz com que você sinta uma dificuldade quanto ao vocabulário e também quanto à estruturação. Em minha opinião um pouco de interesse por parte do aluno em sanar suas falhas também é importante.
 - f) O problema é sempre o mesmo: a falta de mais conversação, mais aulas de inglês. Deveria ser todos os dias para aqueles que optaram pelo curso de Inglês-Português.
 - g) A dificuldade tende a ser dissipada, porém ainda existe. Sendo um certo acanhamento, receio talvez de falar besteira, as palavras ainda escapam, mas raramente perco o item desejado. Estou contente pois sinto que estou no caminho. O que estragou esse semestre foi a greve, pois cortou aquele pique dado.
 - h) Sim, a falta de vocabulário e esquecimento do vocabulário que eu já tinha. Estas dificuldades podem ser evitadas com mais aulas e talvez com alguma leitura em casa.
4. Saberias dizer o que contribuiu para deixá-la, ou não deixá-la motivada a falar?

(Ex.: interesse pelo assunto; interesse pela atividade; estímulo pelo desafio da tarefa; estímulo pela possibilidade de criar suas próprias idéias e frases; inibição; medo

de crítica; medo de errar; preguiça; falta de conhecimento do assunto, etc.).

- Atividades 1-7:

- a) Quando um assunto me interessa, ou pelo desafio da tarefa, como também a conversação livre, eu gosto de falar, porém prefiro não ser interrompido seguidamente para a correção. Esta correção poderia ser feita no fim, senão acaba inibindo.
- b) Me interessa por tudo que tenha relação com o inglês; adoro escutar um bonito inglês e tento me esforçar a cada dia que passa "to improve my English".
- c) O que não me deixa motivada a falar é a necessidade de falar sobre algo que não conheço. Ex.: aqueles postais de Londres e Paris. Como eu nunca estive lá eu não os escolhia, assim me livraria da desmotivação e escutava com interesse quando alguém os pegava e os descrevia.
- d) O que contribuiu para me deixar motivada a falar foi o interesse pelo assunto, pela atividade.
- e) Interesse pelo assunto e pela atividade foi o que me motivou a falar.
- f) Muitas vezes deixei de falar e deixo de falar com medo de errar, de ser criticada. Isso é um problema muito sério que enfrento, infelizmente.
- g) Para a motivação, acho que o mais importante é o interesse pelo assunto e o interesse pela atividade. E a não motivação seria a inibição, porém não sinto isto em nossa classe. Acho nossa turma bem descontraída e de nível mais ou menos equilibrado. A descontração dada pela professora é uma das coisas mais importantes para a segurança dos alunos, resultando daí o nosso melhor aproveitamento.
- h) Tenho receio de falar, no entanto me sinto motivada para falar por ser um desafio para mim e porque eu sinto que é importante. Se eu não falar por medo de errar, nunca resolverei os meus erros. Os assuntos também me despertaram interesse, principalmente os jogos.

- Atividades 8-15:

- a) Interesse pelo assunto, interesse pela atividade e o estímulo pelo desafio da tarefa.
- b) O que me motiva é o interesse pelo assunto e o ambiente descontraído que as aulas têm.
- c) O interesse pelo assunto e a atividade.
- d) No jogo de descrever postais eu não tinha e não tenho muito conhecimento sobre pontes, rios e edifícios de outros países, mas de resto foi ótimo, gostei mesmo. Tive só um pouquinho de preguiça, sabe, aqueles dias em que nada sai e a gente se desanima.
- e) Interesse pelo assunto, pela atividade, estímulo pelo desa

fio da tarefa; tudo isso me motivou a falar.

- f) Interesse pelo assunto, pela atividade. Às vezes pela inibição e o medo de errar.
- g) O interesse pelo assunto e pela atividade sempre nos deixam motivadas a falar.
- h) O interesse pelo assunto e pela atividade. Falta de conhecimento do assunto.

- Atividades 16-24:

- a) Somente quando não tenho conhecimento do assunto me sinto desmotivada a falar.
 - b) O que motivou a falar, na maioria das vezes, foi o interesse pelo assunto e o desafio que a tarefa apresentava para mim. Por outro lado, o medo de errar me impediu algumas(poucas) vezes de falar.
 - c) Sem dúvida que é o domínio sobre qualquer assunto.
 - d) Interesse pelo assunto e pela atividade. Inibição, medo de errar, às vezes falta de conhecimento.
 - e) Quando o assunto não me interessa eu realmente não tenho vontade de falar. Mas acho que acima de tudo está a minha força de vontade de querer falar.
 - f) O interesse pelo assunto (inglês) é que me leva a fazer este curso.
 - g) O interesse pelo assunto motiva-me muito. E o que me desmotivava às vezes é o desinteresse por certo assunto, mas geralmente tento me integrar ao máximo.
 - h) O interesse pelo assunto e pela atividade contribuem para me deixar motivada a falar, e às vezes a preguiça também contribui me desmotivando.
5. O que gostarias que tivéssemos incluído em nossas aulas para tornar sua comunicação em inglês mais eficiente?

- Atividades 1-7:

- a) Seria bom ter a possibilidade de gravar as aulas do laboratório para escutá-las em casa junto com o texto.
- b) Maior contato com pessoas inglesas ou mesmo que tenham um bom inglês. E "muito" exercício oral.
- c) Não sei. Acho que assim está ótimo.
- d) Acho que como estão se desencadeando as aulas está bom. Não acho que deverias incluir mais nada.
- e) Não me lembro de nada agora.
- f) Talvez textos escritos para leitura em voz alta, jograis, coisas que aos poucos nos fizessem perder a inibição, historinhas - coisas "infantis" até, mas que; penso, contribuiriam para aumentar nossa atividade oral e vocabulário.

- g) Nossas aulas são muito boas e cheias de imaginação, porém seria bom se pudessem ser incluídas algumas letras de músicas. Como a música depois de aprendida não é esquecida, as sim gravávamos novos vocábulos e sua pronúncia.
- h) Não sei. Para mim as aulas estão sendo boas assim. Realmente não tenho nada a dizer.

- Atividades 8-15:

- a) Algumas aulas no laboratório para escutar fitas com cenas reais (com ruído de fundo, etc.), isto exige uma grande atenção e treina a audição.
- b) Volto a falar que sinto falta do laboratório. Talvez poderias incluir uma aula semanal no laboratório.
- c) Não sei.
- d) "Nothing".
- e) Acho que está bom assim; não acrescentaria mais nada.
- f) Acho que está ótimo assim.
- g) Forçar a participação dos alunos mesmo que estes falem errado; as atividades estão adequadas.
- h) Acho que não há nada a declarar.

- Atividades 16-24:

- a) Eu sinto falta do laboratório, algumas aulas seriam ótimas para treinar mais a audição, inclusive acostumando-a com vozes e pronúncias diferentes.
 - b) Não tenho sugestões a fazer. Achei ótimos o método e o material empregados; creio que eles conseguiram desenvolver a contento a comunicação das pessoas que se interessaram pelas atividades.
 - c) Somente aumentando o número das aulas de inglês e baixando naturalmente as de literatura.
 - d) Por enquanto tudo que foi dado e estudado contribuiu para que a nossa comunicação em inglês se tornasse mais eficiente.
 - e) Continuo afirmando que o laboratório não deveria ter sido abandonado por completo, pois ontem senti certa dificuldade em entender o que foi dito na fita. Acho que já presentia que isto iria acontecer.
 - f) No momento não me surgiu nenhuma idéia. Talvez mais contato com nativos da língua inglesa.
 - g) Está tudo ótimo. "Nothing".
 - h) Não tenho nenhuma idéia; acho que como estão sendo dadas as aulas está bom.
6. Percebeste diferença na tua disposição para comunicar, entre as primeiras e as últimas aulas? Poderias dizer que te sentes mais, ou menos confiante à medida que as aulas avancam? A que atribuis isso?

- Atividades 1-7:

- a) Estou começando a me sentir mais segura devido à ampliação do vocabulário e da revisão dos pontos gramaticais.
- b) É lógico que me sinto confiante pois procuro saber cada vez mais de tudo que é de inglês, e tivemos bons professores até agora.
- c) Sim. Sinto-me mais confiante à medida que as aulas avançam. Atribuo ao fato de ter mais condições, chances de falar, pois nosso grupo é pequeno e até certo ponto quase homogêneo.
- d) Por enquanto eu ainda não notei diferença em me comunicar mais ao passar das aulas.
- e) Percebi um pouco de diferença e atribuo às aulas, pois quanto mais aulas melhor é para os alunos.
- f) Eu me sinto relativamente mais confiante. Atribuo isso ao contato quase que diário com a língua que estou tendo.
- g) Sim, como já expliquei na resposta número quatro, isto se deve à descontração dada aos alunos pela professora. Também poderia acrescentar que a aquisição de novos vocábulos deu maior margem para uma conversação.
- h) Não sinto diferença quanto à disposição para comunicar, porém me sinto um pouco mais confiante. Atribuo isso ao fato de estar falando mais, conseqüentemente, lógico, ao maior contato com a língua.

- Atividades 8-15:

- a) Eu sinto mais segura porque não estou sendo corrigida a cada momento, e somente no fim da aula os erros em geral são apontados e corrigidos.
- b) À medida que o conhecimento entre as pessoas é maior, mais fácil se torna a vontade de falar. Já me sinto mais confiante e atribuo isso ao meu interesse pelas aulas.
- c) Percebi alguma diferença. Atribuo às aulas.
- d) Sinto-me um pouco mais segura. Atribuo às aulas assistidas e aos tipos de atividades desenvolvidas.
- e) Acho que estou bem mais confiante; vejo como causas principais disto os aspectos que ressalttei na questão 4 (interesse pelo assunto, pela atividade e estímulo pelo desafio da tarefa).
- f) Agora percebo uma diferença em me comunicar. Acho que estou melhorando. Com o treino posso melhorar mais ainda.
- g) Sim, pois com o passar das aulas vou desinibindo.
- h) Sim. Atribuo ao enriquecimento vocabular.

- Atividades 16-24:

- a) Já me sinto mais confiante e segura do que no início das aulas. Creio que a não correção dos erros a cada instante

contribuí para isto.

- b) Eu acho que estou mais apta a me comunicar neste novo idioma. Atribuo isto à prática que estou adquirindo com as aulas, e ao estudo em casa que tenho realizado.
- c) À espontaneidade da professora em nos colocar à vontade.
- d) À medida que as aulas passavam eu sentia melhorar o meu inglês. Só com a paralização das aulas eu achei que perdi um pouco da fluência.
- e) Acho que me sinto mais confiante sim. Devo isso à maneira como as aulas foram dadas. Você nunca foi ostensiva com alguém quando corrigia os nossos erros. Acho que você veio até nós como uma amiga e não como "professora".
- f) À medida que as aulas se tornam mais frequentes a fluência se aprimora na língua. Por isso sugeri inglês todos os dias.
- g) Sim, há diferença. E à medida que as aulas avançavam sentia-me mais confiante. Atribuo ao fato da turma ser pequena e a todas serem de um nível equilibrado.
- h) Sempre melhoramos a cada dia e devemos isto às aulas.

7. Sentes que estás mais preparada para usar a língua inglesa em comunicação real e efetiva? Por quê?

- Atividades 1-7:

- a) Sim, porque aos poucos estou me acostumando em usar o inglês para me comunicar. Acho que seria capaz de me defender, pelo menos nas situações diárias.
- b) Sim, gosto de falar e procuro falar bastante quando é possível, é claro, mesmo que fale errado. E isso faz a gente aprender cada vez mais.
- c) Não. Ainda não estou completamente segura, mas acho que estou caminhando. Preciso antes de tudo perder essa timidez, vergonha.
- d) Mais ou menos.
- e) Um pouco mais.
- f) Sim, pois estou com um vocabulário bem mais amplo e sei que conseguiria me comunicar, embora não perfeitamente, com um inglês, por exemplo.
- g) Sim, porque aos poucos vamos conquistando maior segurança e auto-confiança.
- h) Não posso dizer que estou mais preparada porque quando você tem que falar com alguém em inglês o tempo todo fica difícil. Acho sim que já evolui um pouco, mas tenho muito o que aprender ainda. Seria muita audácia dizer que estou preparada para isso.

- Atividades 8-15:

- a) Justamente porque eu me sinto mais segura e preparada.

- b) Não, ainda não. Falta toda uma gama de bagagem que sei que só poderei receber vivendo num país onde se fala o inglês.
- c) Um pouco mais.
- d) Quase. Sinto-me ainda insegura e embuxada, isto é, as palavras ainda não saem fluentemente.
- e) Sim, pois tenho "interesse"; isto aliado a um pouco de conhecimento é suficiente para se comunicar (mesmo que não perfeitamente).
- f) Acho que vai ajudar bastante na comunicação real o método que estamos usando.
- g) Sim, porque estamos tendo muitas aulas de conversação.
- h) Sim, e espero estar cada vez mais.

- Atividades 16-24:

- a) Aos poucos me sinto mais segura, porque sei que se for necessário eu terei a possibilidade de me comunicar. Devo isto às aulas de conversação dirigidas de maneira livre e espontânea.
- b) Sim, pois tenho interesse em me comunicar (a vontade é muito importante), e tenho um embasamento que as aulas forneceram neste idioma, além de algumas horas de estudo sozinha.
- c) Porque já tenho maior embasamento.
- d) Ainda não, pois para mim falta mais treino e conhecimento para ter uma comunicação real e efetiva.
- e) Sinto-me um pouco mais preparada, porque estou aprendendo a perder o medo de falar errado e também porque aprendi muitas coisas novas.
- f) Na parte de inglês me sinto bastante preparada a cada dia que passa. O curso não me decepcionou nem um pouco.
- g) Sim, sinto-me mais livre, mais à vontade para falar. Falta-me ainda um pouco de coragem, isto é, desinibição.
- h) Um pouco mais, mas mesmo assim ainda falta muito.

8. Como vistes a comunicação entre vocês durante esta fase? Houve cooperação entre os grupos e os pares? E com o professor?

- Atividades 16-24:

- a) Sem dúvida, houve cooperação entre os grupos e pares, e inclusive da parte do professor.
- b) Achei que houve bastante cooperação dos colegas, principalmente dos que têm mais tempo para se dedicarem ao estudo (não trabalham). Achei também que a professora colaborou muito conosco; ela conseguiu fazer com que não entrássemos numa rotina de trabalho cansativa e desgastante. A matéria foi "gostosa".

- c) O entrosamento entre professor e alunos foi ótimo. Não houve nenhum problema em relação aos grupos e pares.
 - d) Acho que foi bom o nosso relacionamento nessa fase.
 - e) Houve muita comunicação durante esta fase, principalmente entre os alunos. Muita cooperação entre nós mesmas, pois a classe era pequena.
 - f) Foi tudo uma perfeita e calorosa cooperação. "It was a good group".
 - g) Houve bastante cooperação entre os grupos, pares e com o professor. Acho que nos entendemos muito bem, tivemos aulas muito boas e animadas e devemos isto ao entendimento entre os alunos e o professor.
 - h) Pode-se dizer que houve entre todos uma verdadeira fraternidade.
9. Complete, se quiseres, com alguma observação que julgues importante e não mencionada.

- Atividades 1-7:

- a) A minha única observação seria de criticar a falta de tempo para uma dedicação mais exclusiva ao que realmente me propus que é o inglês e o português. O acúmulo de matérias dadas em literatura, a quantidade de trabalhos exigidos junto ao excessivo número de créditos nos tiram de nosso objetivo final.
- b) Estou sentindo um pouco a falta das aulas no laboratório. Talvez pudesse ser inserida uma aula por semana lá. O fato é que no laboratório você se concentra mais e tem que prestar mais atenção, daí você desenvolve mais o seu raciocínio. Veja que com isso não estou dando pouca importância às aulas de expressão oral, ao contrário, acho-as importantíssimas. Porém, para quem foi no laboratório 2 semestres seguidos, sente falta.
- c) Agradeço esta oportunidade que tu nos deste de nos manifestarmos, dando nossa opinião sobre nossa comunicação oral em inglês.

- Atividades 8-15:

- a) Este semestre está muito, muito interessante e muito, muito proveitoso.

- Atividades 16-24:

- a) A 3ª fase foi uma surpresa agradável; não esperei de ter a oportunidade de melhorar o inglês de uma maneira tão agradável e descontraída. Só resta esperar que a 4ª fase continue no mesmo nível.
- b) Quero mais uma vez (já o fiz nos outros questionários) agradecer a chance de poder opinar e, assim, contribuir para o

conhecimento da experiência real pela qual passam os alunos de inglês, por parte dos professores. Isto dá a todos (professores e alunos) chance de evoluir, de ir sempre um passo mais à frente, dentro dos objetivos propostos no curso de inglês.

- c) Somente que deveríamos continuar com os mesmos professores e com o mesmo método.