

UNIVERSIDADE FEDERAL DE SANTA CATARINA

FOCUS ON INTERACTION: A COMMUNICATIVE APPROACH
TO LEARNING IN THE FIRST PHASE ENGLISH COURSE.

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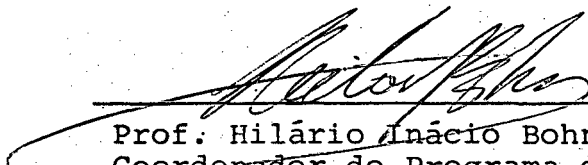
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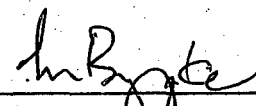
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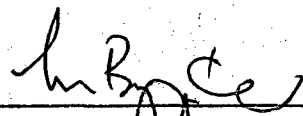


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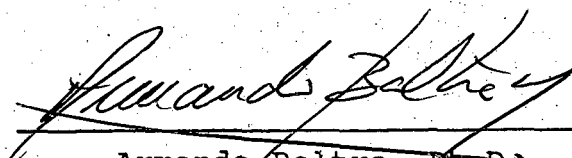


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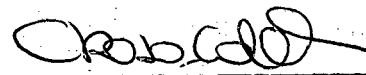
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RESUMO

Esta tese é um estudo exploratório na Área de Metodológica cujo propósito é elaborar materiais comunicativos para um curso de quinze horas em Expressão Oral para alunos da primeira fase de Letras na Universidade Federal de Santa Catarina.

Esta tese inicialmente estuda aspectos teóricos relevantes da Metodologia Comunicativa e traços importantes da Comunicação Oral. Também consideramos as implicações em aplicar este esquema teórico para o desenvolvimento da comunicação na sala de aula através de materiais que almejam este objetivo.

A segunda parte deste estudo estabelece as necessidades do curso referente a primeira fase de Inglês. Por esse motivo a situação dos alunos da primeira fase é descrita bem como os objetivos do curso para esta fase.

No mesmo capítulo apresentamos e analisamos materiais existente à luz do Esquema Comunicativo descrito no primeiro capítulo. Também estabelecemos objetivos e parâmetros para o Curso de Expressão Oral para a primeira fase.

No terceiro capítulo esta tese apresenta e caracteriza uma série de dezoito sessões que constituem o corpo de atividades para este Curso.

ABSTRACT

This thesis is an exploratory study in the Methodological Area the purpose of which is to design Communicative Materials for a fifteen-hour Oral Expression course for First Phase Letras Students in the Federal University of Santa Catarina.

This thesis initially studies the relevant theoretical background of Communicative Methodology and important features of Oral Communication. We also consider the implications of applying these theoretical insights for the development of communication in the classroom through materials which aim at this purpose.

The second part of this study establishes the needs of the First Phase English Course. For this the first phase students' situation is described as well as the course Objectives for this phase.

In the same chapter we present and analyse existing materials in the light of the Communicative Framework outlined in the first chapter. We also establish the objectives and parameters for the First Phase Oral Expression Course.

In the third chapter this thesis presents and characterizes a series of eighteen sessions which constitute the core of activities for this Course.

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INTRODUCTION

The purpose of this dissertation is to propose an Oral Expression Course of First Semester Students in the English Letras Course at UFSC. This specially aims at giving students a basis for communication; a skill which will become important in the later phases of the course.

Our work was basically motivated by the fact that there exist problems in this area and at this phase of the curriculum which are specially related to developing students' ability to express themselves in the language with little vocabulary/grammar and few strategies. Thus this suggests a need for designing materials which aim at this purpose.

We shall next outline some specific problematic areas which seem to be important for our present work. These are the following:

- the question of choice of language items and topics to be taught
- the question of developing fluency rather than accuracy

- the question of dealing with heterogenous classes
- the question of developing oral skills in relation to the other areas of the English Letras Course.

To start with textbooks generally impose the teaching of certain language items which seem to be more or less irrelevant for our students whose language needs might not correspond to those developed by the materials. Attempting to produce meaningful and appealing materials specially designed for our students seems to be a positive factor not just as regards the content of the course itself but also to increase the students' motivation to learn by avoiding boredom. Boredom is often caused by the lack of connection between the learner and the subject he is dealing with.

Secondly it seems quite sensible to develop the students' fluency in the language avoiding an over emphasis of the use of "perfectly correct language". Our terminal objective, as teachers, is to enable our students to speak meaningfully and correctly; but it seems equally important for the students experiment in using the language despite "grammatical mistakes". This is not only a matter of showing the students that they are able to do something which is generally labeled as "impossible and difficult" but also to transform learning into a relaxing activity where the learners are an integral part of it as talkative members of our limited classrooms. In addition it should be also considered that the teaching of Foreign Languages has gone through a change, the Traditional Approach of dealing with language as only a grammatical system has given place to the one which deals with language as a system for communication. The importance of knowing grammatical items cannot be denied, but it has a purpose only if they are elements which the students will use to communicate. Thus,

materials should aim at meeting Communicative Principles - this requires a serious attempt to deal with the problems of encouraging the use of spontaneous language in the classroom.

Thirdly we generally face heterogenous classes where the differences of level among the students creates problems. These specially affect the students' relationships and the overall conductment of the classes. It seems, however, that if equal opportunity is given to every student, each one will be able to communicate, use and develop his own strategies despite the varities of levels. If the focus is on communication and the results depend on how successfully the information was shared the differences among students seem to be lowered to a minimal level. Those who might know too little or those who might know more will be in the same situation since the desire to communicate is the same and the results might appear to be equally surprising for both groups.

Finally no course is available which attempts to cope with the grammatical/language core of the written or grammar section of the course. This does not mean, however, that oral activities should be done as an extension of other avtivities performed in class but rather as an attempt to concentrate the oral work on specific areas, focusing on the development of oral skills through varied activities in real settings. Giving students opportunity to "automate" through communication something previously learned seems to be important. In addition it seems also coherent to develop such an approach if we take into account the psychological effects that this may have on the students - once their fluency is improved there might be a positive effect on the students' other learning activities.

Bearing this in mind it seems that it is worthwhile producing materials for our students' needs, interests and background. For this, there shall be a concern to take into account some pedagogical considerations and to attempt to resolve some important questions of methodology as well. A focus on the teaching of communication strategies requires more than a careful look at theoretical pedagogical issues. If we want to develop the creative use of the language where the learner is given the opportunity to improvise and communicate with the language resources he/she has got, psychological factors present in the learning/teaching process should be catered for.

Our desire to develop a well-balanced course enabling students to face their learning as a meaningful task has, of course, its limitations. But we also believe, however, that only by attempting to make a serious initial exploration of the area of materials design can any possible progress for Communicative Learning be made.

This thesis consists of three chapters:

1. Theoretical Background
2. Evaluating Course Needs
3. Material Design

In the first chapter we firstly present a general view of Communicative Teaching Theory, specially drawing on Morrow's work to identify five principles of methodology aiming at fluency and communication. Secondly we try to develop an Interaction Model in which communication is described. There is also a concern to establish what type of psychological factors are likely to occur in this process and what type of features a teaching methodology

should implement. For this we draw on work done by Goffman. Thirdly we try to show Communicative Competence and Performance can be integrated through communicative materials basing our discussion on articles by Levelt and Hymes. We also attempt to draw some kind of theory for Materials Design.

In general terms the above is a means of developing a framework which will serve as a basis for Materials Design.

The second chapter is dedicated to an empirical study of the overall situation of the students entering the English Letras Course and the First Phase Course Objectives. Materials are also described and evaluated in the light of certain features and Communicative Principles. In the same chapter we establish the objectives and parameters for our Oral Expression Course.

In the third, we present the materials and their visual aids for a fifteen-hour Oral Expression Course. We also explain the procedures to be adopted and characterize each session in detail. It is worthwhile adding at this point, that the materials have not been applied.

The last part, the conclusion, points to the relevance of including communicative criteria in the Materials Design and claims that the approach adopted in this research is feasible for an Oral Expression Course for false beginners; thus contributing to the development of Language Teaching Methodology in our country.

CHAPTER ONE

1 - THEORETICAL BACKGROUND

1.1. General Language Teaching Methodology

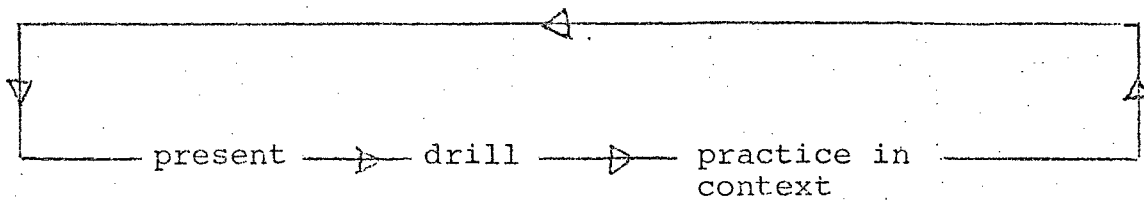
Language Teaching has recently been concerned in applying a new methodology where the focus is not only on structural aspects of language but also on its communicative aspects. This shift of emphasis relies partly on the fact that the structural approach has failed to develop communicative skills. This implies that the learner has/might have some knowledge of how language functions as a system but he/she is not able to apply it to reality. If then, the major aim of learning is communication the structural approach is, at best, insufficient.

As Keith Johnson (in Johnson and Morrow, 1981) states:

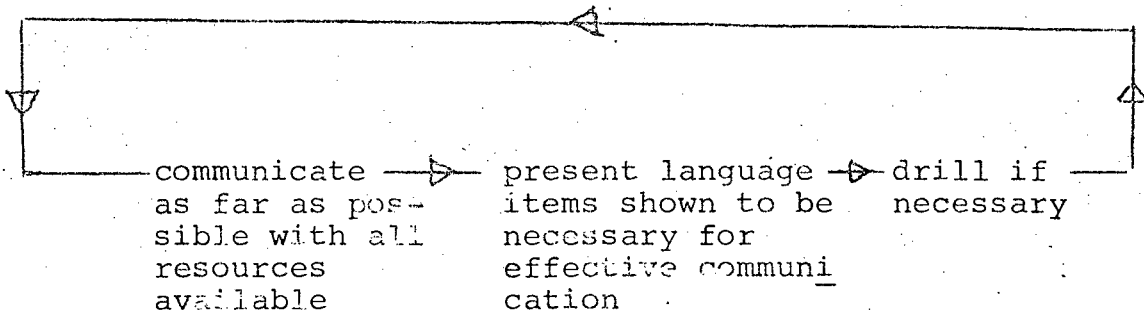
"... Being structurally correct is only a part of what is involved in language ability..." (page 11).

Under this basis we could draw the following patterns of procedures suggested by Brumfit (in Brumfit & Johnson, 1979).

The traditional approach



Post Communicative Approach



(p. 183)

As they state:

"...Language teaching is only slowly beginning to respond to methodological changes which have for some time been influential in non-language-teaching circles..., it is also true that the view of language teaching as a purely technical operation, with no broader educational overtones, needs to be treated with suspicion..." (p. 183).

If methodological changes are required what are the principles that might guide the search of a method in which communication is the goal of the learning process?

As Keith Morrow (1981) suggests:

"A consistent methodology is more than just a collection of activities or techniques. It requires an underlying set of principles in the light of which specific procedures, activities or techniques can be evaluated, related and applied." (p. 59)

Thus, if principles are required, what are these and what

do they cater for?

For these two questions to be answered we will mention the five principles outlined by Morrow and comment on each of them in relation to their importance for a Communicative Teaching Methodology.

Principle One: Know what you are doing

What Morrow means by this principle is that the students should actually know what are doing with the language they are using and the purpose for doing so.

When the student uses the language he performs "an operation" - a linguistic and consequently a mental one. Thus if the purpose is on communication any task should be given a communicative dimension so that it contributes to the development of the students' performance in the language. In addition the student has to have the desire to perform and the activity itself should allow students to perceive that they had learned something not only new but of communicative usefulness.

This implies, after all, that if a Communicative Teaching is to be conducted there shall be concern for both methodological and mainly psychological changes which seem, in this case, to be heavily based on the students' awareness of what is being done and why.

As Morrow (1981) states:

"...Every lesson should end with the learner being able to see clearly that he can do something which he could not do at the beginning - and that the "something" is communicatively useful."

Principle Two: The whole is more than the sum of the parts.

Taking into consideration that communication is a dynamic and developing phenomenon, any attempt to analyse it by isolating its features would damage the whole process. Consequently, in learning, elements of sentences should not be produced in isolation as what is needed is the ability to work in the context of the whole. Morrow describes such a features of a communicative method in the following way

"...a crucial feature of a communicative method will be that it operates with stretches of language above the sentence level, and operates with real language in real situations" (p. 61).

This means, above all, that students should be given opportunities to deal with the language coherently and for this language should be presented in coherent discourse.

Thus teachers should focus their Teaching Methodology on procedures¹ that enable students to use language for communication in realistic contexts.

Principle Three: The processes are as important as the forms

Aiming at communication implies giving students opportunity

¹Morrow (1981) mentions two forms of approaching communication - the synthetic and the analitic procedures. In a synthetic procedures forms are learned individually and then combined; in an analitic forms are introduced as complete interactions and then isolated if necessary. Morrow seems to suggest that even if the procedures are, by definition different, both of them focus on the whole rather than on the parts. For this, neither one of them should be excluded as forms of approaching communication.

to perform activities in which Communicative Processes are underlined. Morrow labels these processes as: Information Gap, Choice and Feedback.

The Information Gap is a normal feature of communication. Many communicative acts occur when their participants feel the need for sharing information. Such a need is heavily dependent on what is known by one of the participants and unknown by the other(s). Success in communication is then measured by the meaningful bridging of the Information Gap.

In a classroom situation this gap can be created through activities in which one student knows something that the other does not. This means that both students will have a purpose for talking since the information has to be shared if the task is to be accomplished.

Another important characteristic is the Choice the speaker has in selecting what to say - the content of the message and how to say it - message conveyance.

In classroom terms, a choice element means that the student enters a decision-making process of what ideas to express and what language items are appropriate to communicate his ideas. The selection of the topic, however, can sometimes be already determined by the activity itself. But since a topic does not consist of a single unit of ideas, there are still choices left for the students to make which in turn, requires attention and stimulates interdependence.

The third aspect of communication involves the question of Feedback. When communicating the speakers undergo a process of sharing information where a gap exists. Bridging such a gap means

that everything which was said was appropriate and understood. In the classroom situation feedback, at a communicative level,² is likely to happen if both Information Gap and Choice elements are part of the activity being performed. If information is to be shared, feedback takes place within the activity. Just by judging to what extent the message being shared is meaningful, appropriate and acceptable, the task can be completed successfully: this is, first of all, what students should be encouraged to aim at.

Up to now we have mentioned Communicative Feedback which is created by the existence of an Information Gap. But as Johnson (1982) suggests Feedback can also be attained at the level of the overall accomplishment of the task. For this he mentions the "task dependency principle" (1982:99). By this he means that the accomplishment of a second task is dependent on succeeding in the first one.

For instance:

Task One

Get in groups. Complete the chart with the people's personal characteristics.

Group A - Information about the boys

Group B - Information about the girls

Task Two

Form new groups AB/BA

Answer this question: Who are the twins? For this, find out one characteristic that each child has in common.

This means that in order to complete Task Two the student

²Feedback can be also obtained on a grammatical level. This will be taken into consideration later in this section.

had to have already accomplished Task One. The fact the students were able to complete Task Two successfully gives feedback about the accomplishment of the first.

This is extremely important since it makes learners aware of their responsibility for using the language in the classroom if success is to be achieved. It also means that the first task has an ulterior objective of preparing for later tasks.

Up to this point we have attempted to characterize the processes which Morrow describes as being part of communication. As this principle also talks about forms we shall try to contrast it with the concept of processes previously mentioned.

In spite of the fact that Morrow does not state what is meant by forms it can be concluded that such a concept has to do with "language" as a linguistic system. Consequently on one hand we have the "processes of communication" and on the other "language". This means, in methodological terms, that there should be concern for introducing Information Gap, Choice and Feedback in the activities and for selecting the language core to be inserted and exercised through them. It is then important for the teacher to select what forms to teach and then insert them in communicative tasks. It is equally important that students learn these language forms as a means for communicating.

Principle Four: To learn it, do it.

If our purpose is not only to teach but also to make students learn there has to be opportunities for students to actually perform and be involved in what is being done. This also implies

that students become more responsible towards what is being learned. For this to be accomplished there has to be not only a development of students awareness towards what should be their role as learners but a shift from a teacher-centered to a learner-centered approach where the teacher plays the role of helper, adviser and monitor.

It should be borne in mind, however, that learning has to be structured and organized by the teacher. Such structuring and organization can be done through the designing of materials and through the presentation and practice of language items which are likely to be of communicative value in the task.

As Morrow (1981) states:

"There is no reason why a communicative method should not encompass stages of presentation, practice and production, the ideas behind which are perhaps more familiar in a grammatical context" (p. 64).

Principle Five: Mistakes are not always a mistake.

We can generally think of two situations in which the student is likely to make mistakes. The first would be the situation in which he/she has not automated certain language areas and thus makes mistakes of grammar (sentence formation and the like) and pronunciation. In the second the student is likely to make mistakes because he might be undergoing activities which he has not been previously prepared for. This makes him put much more effort into them than usual.

The question is then how should mistakes be viewed in the light of these two situations. Are mistakes of lack of

automation less or more important than those due to lack of preparation? How should they be treated by the teacher?

As Morrow (1981) suggests mistakes of grammar and pronunciation can be regarded as "trivial", but as he says they are not always trivial. There are cases in which mistakes of this nature cannot only "hamper" but even "destroy" communication.

On the other hand, if mistakes are made in a context in which the student is really attempting to communicate in a totally new situation, the fact that he is trying to say something he is not sure of might not be considered as a mistake.

What these two, somehow, contradictory justifications for mistake occurrence reveal is the complexity of the matter. And being complex, its solution cannot be an easy one. What this suggests is the adoption of new pedagogical techniques.

It also requires flexibility and sensitiveness on the teacher's part so that he can decide what is a mistake according to the learning objectives. If developing fluency is the goal, the question of deciding on what to correct and how to correct is decisive.

The five principles mentioned above could be thus summarized in the following way:

1. The usefulness and purpose of learning a language for communication should always be clear to the learner;
2. The language should be used coherently;
3. The normal processes of communication should be present in the activities and the language forms should be selected for communicative purpose to be achieved;

4. If communication is the aim of the course it should be practiced during the classes;
5. Correction of mistakes should be a function of their importance in the communicative context.

These five principles are pedagogical principles. The third, however, relates to the necessity for adapting and reproducing in the classroom some normal processes of communication.

In the following section we go beyond Morrow's third principle to look a bit more closely at certain other aspects of communication.

1.2. Communication - A description of Interaction

In this section we want to discuss certain of the normal features of communication which should be taken into account for pedagogical objectives.

Communication is generally viewed as the act of transmitting information through language. This, however, seems to be an oversimplification of a process in which other factors are involved and which cannot be clearly perceived by this definition. If we are to account for these other factors implied in communication it seems important to think, firstly, of what makes speakers communicate and secondly what is beyond their desire to do so.

For the former we mean the speaker's desire and purpose to accomplish communication which can be derived from inner or outer stimuli - either the speaker himself wants to give or get information, or his reaction to an outer situation stimulates him to search for it.

This type of communication could be labeled as factual communication (Stevick, 1975) as the speaker has specific information purpose in mind when performing a communicative act. This remains on a level where the language is used to fill existing information gaps between the speaker and the listener.

For the second aspect of communication we mean that there is a "latent factor" which remains present in any human being whatever the immediate stimuli which may have caused the communicative act. In this case we are referring to some kind of innate characteristic which is the will for socializing/interacting with people. This can be defined as phatic communication (Jakobson, 19).

If we realize how "Good Mornings", "Hellos", "Nice day today", "It seems it's going to rain", are so often used in our daily routine we can see that there is no informative purpose in communication here but rather an interactive impulse which make us fill the empty silent space by making a purely social contact with people. Thus, this leads us to conclude that such communicative acts remain on a level where our own impulsive nature makes us drive forward to further socialization.

These two distinctive but related dimensions reflect the process for which language itself could be defined as a tool. Although other language functions can be identified (cf. Halliday, 1973; Corder, 1973) for our purposes we wish to concentrate on the relevance of these two macro functions: the Factual and the Phatic.

It should be also born in mind that sometimes paralinguistic features are used to accomplish what we could call silent communication. For instance smiling, nodding, bowing, making a face, shaking one's head, making gestures can be as effective as words to transmute any feelings or reactions. It should not be forgotten, however, that such paralinguistic features are often present present in our verbal communication as a means of making it more emphatic.

With the two factors mentioned above we could, in fact, draw a communicative/interactive diagram (see page 22) which can have as its central components either the speaker's informative or interactive needs.

Such an illustration would show that these two features cannot be completely isolated from on another. For instance, from our sole purpose of interacting we might derive a further purpose such as

Speaker A: Well, what do you do here at the University?

Speaker B: I study Engeneering, and you?

Speaker A: I study etc...

This diagram also reveals that there might be there different ways of viewing communication depending on how the speaker/listener's desire to accomplish communicative/interactive acts are focussed.

The first would be related to the speaker's desire to get information to fulfil personal needs such as asking about the time (when you do not really know what time it is), about the result of a test or personal information to fill in an application form and so on. It is worth while mentioning, however, that it is quite difficult to find occasions of total lack of the speaker's self involvement in the situation; but at least it is possible to affirm that there are times where the informative level of communication is more important then the interactive one.⁴

The second, then, would be the one in which the impulse for interacting stimulates the use of language for informative purposes. For instance you might want to have some contact with a person who is standing at the bus stop but you also want to know what time it is. The fact that you get closer to this specific person and then utter your question reveals that your first action was determined by an inner impulse for interacting; although the second one suggests that you had a clear informative reason for talking as well. In this case the interactive level of communication is prior to the informative one.⁵

⁴ Look for exemplification on the communicative chart, page 23, situation A.

⁵ Look for exemplification on the communicative chart, page 24, situation B.

Finally, the third way of viewing communication would illustrate the speaker's pure desire to achieve contact with people through the use of language which might appear to be informative but which is actually interactive. The example previously mentioned can also support this assertion since that fact that you asked for the time does not necessarily mean that you were interested in knowing what time it was but rather in the social contact derived by this first attempt to promote an interactive act. Remarks about the weather and greetings are often used for achieving the speaker's interactive purposes. In this case, independently of the nature of the language being used, the desire to interact is prior to the desire to communicate, as it is not the message that interests the speaker but rather the social contact that is being accomplished through the communicative act.⁶

At this point we could then allude to the dimension of "depth" in communication.⁷

If the communicative act is analysed on the level of its cognitive content, the mere use of language will communicate information. In this case we would accept the straight-forward definition that communication is the act of transmitting information through language. But as soon as we start to be conscious of the fact that the "whole person" is involved in the communicative act and it is the speaker's desire that causes him to say something, we are able to view communication in a way which suggests that the mere exchange of information is only one of the facets

⁶Look for exemplification on the communicative chart, page 26, situation C.

⁷The question of "depth" (Stevick, 1976) is specially related to the personal dimension of meaning present in communication.

of communication..

Thus, it seems, that communication could be more precisely defined as a social-psycho-linguistic process where the first two elements can be more or less stressed according to the speaker/hearer's aims. Consequently the linguistic element will undergo variations according to: the speaker's intentions; the situation he is being exposed to; and the person he is addressing.

This view also meets our previous definition of the role of the language in a communicative act - it is the tool achieving communication (with the exception of the Silent Communication briefly mentioned in this section) but it is not sufficient to promote an interactive and/or communicative desire in the speaker or hearer. For instance any communicative act can be completed/interrupted or continued depending on the hearer's reaction towards what is being said. This suggests that it is not the cognitive content of the language which provokes the end/interruption or continuation of the conversation but rather the personal reaction that such an utterance has caused in the hearer. This may be due to the speaker's identity, the implications of the content and/or the way the message was expressed.

The Communicative Diagram draw on page 22 , attempts to show, in the form of a flow diagram, how social, psychological and linguistic features are involved and inter-related in the process which should be seen as a deeper way of establishing contact with people. In addition it suggests that factual exchanges are dressed up with some sort of interactive clothing: what might be apparently an informative utterance, in intention, has initially also an interactive concern. Consider the following examples:

COMMUNICATION: An Illustration of Potential
Interaction Sequences

COMMUNICATION - Desire for:
1. SATISFACTION (increased ability of confidence)
2. CONTACT (interaction with others)
3. KNOWLEDGE (interaction with the world)

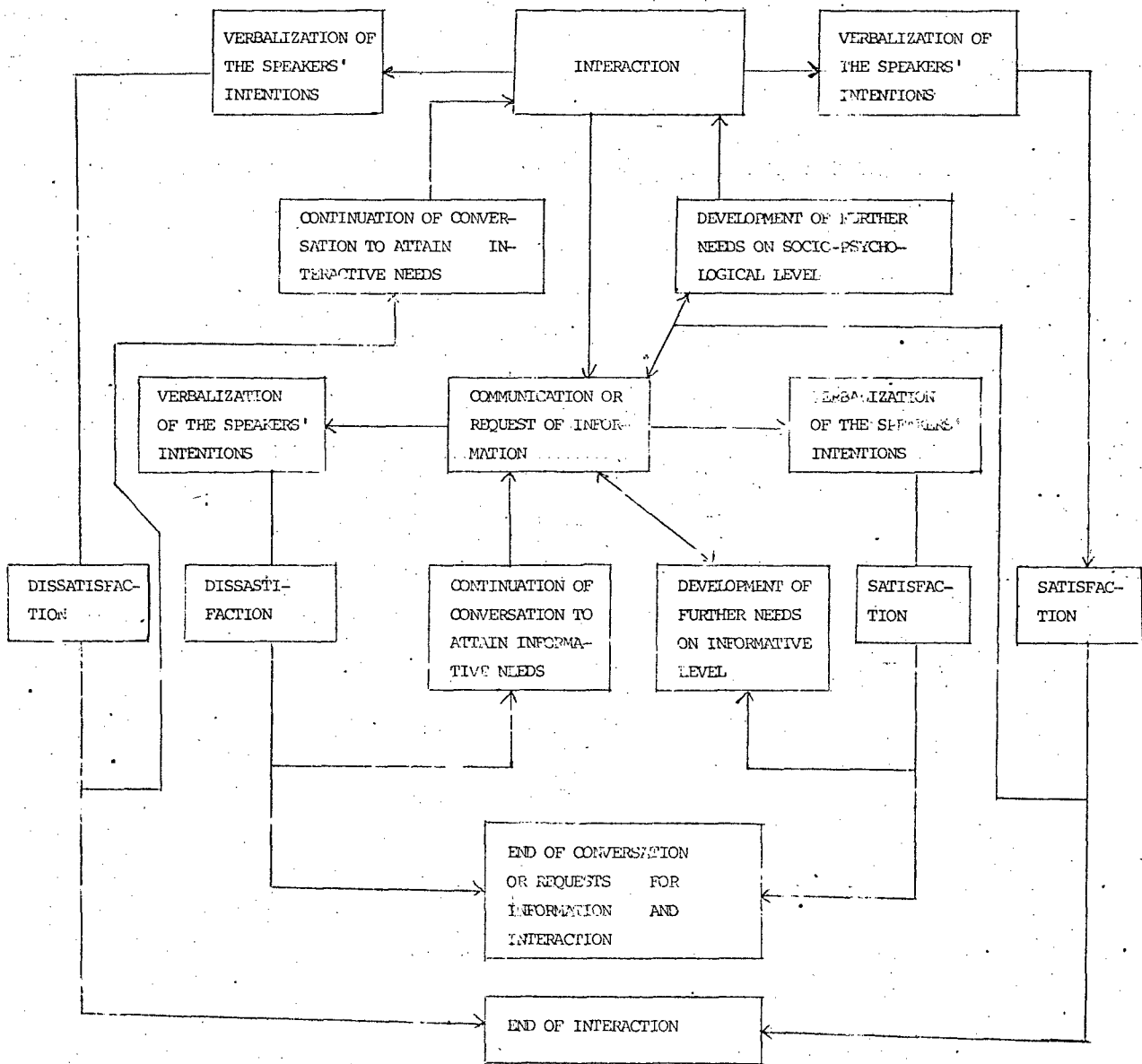


Illustration of the Communicative Chart through examples

Situation A

A is talking to his boss.

- | | |
|---|--|
| 1 st Utterance: A "I'm sorry for interrupting but I need to know something." | INTERACTION - Apologetic way of verbalizing intention |
| 2 nd Utterance: A - "Could you possibly tell me what time it is?" | INTERACTIVE AND INFORMATIVE QUESTION (certain degree of formality - type of relationship established between boss and employee/informative need for knowing the time.) |
| 3 rd Utterance: B - "Sure". | POSITIVE REMARK
READINESS FOR ANSWERING |
| 4 th Utterance: B - "It's 5:30p.m." | CONVERSATION OPEN TO BE CONTINUED

SATISFACTION
BOTH: INTERACTIVE AND INFORMATIVE LEVEL |
| 5 th Utterance: A - "Thank you very much." | REASSURANCE OF SATISFACTION |
| 6 th Utterance: A - "You're well-come." | Type of replies basically interactive. |
| 7 th Utterance: A - "Oh, could you give me your attention for some few minutes more?" | CONTINUATION OF INTERACTION AND COMMUNICATION
(degree of formality noticed by informative need to be fulfilled) |
| 8 th Utterance: B - "Sure". | POSITIVE REMARK
READINESS FOR ANSWERING
CONVERSATION OPEN TO BE CONTINUED |
| 9 th Utterance: A - "Well, I've heard that there will be a meeting with the directors of the company today." | APOLOGETIC WAY OF CONTINUING INTERACTION AND INTRODUCING TOPIC/INTENTION ON INFORMATIVE LEVEL |

- 10th Utterance: A - "Could you then possibly consider the employees 'proposal for a 50% salary raise?" INTERACTIVE NEEDS MAINTAINED (degree of formality noticed DEVELOPMENT OF FURTHER NEEDS ON INFORMATIVE LEVEL
- 11th Utterance: B - "The employees proposal won't be discussed in this meeting." INFORMATIVE REPLY ALSO DENOTING INTERACTION (rude reply - DISSASTIFACTION)
- 12th Utterance: A - "I see. Excuse me, I have to go now." INTERACTION (still politeness but formality noticed) PREVIOUS REPLY PROVOKES DISSASTIFACTION AND THUS END OF INTERACTION AND EXCHANGE OF INFORMATION.

This type of communicative situation can be seen as basically INFORMATIVE as A wants to get information to fulfill personal needs. In spite of this fact all utterances heavily denote the type of interaction that is maintained between the two co-participants of the conversations.

Situation F

A is standing at the bus stop. Needs to know which bus passes by Bocaiuva Street. B, C, D, and E are standing there as well. A gets closer to B.

- 1st Utterance: A - "Lovely day, isn't it?" INTERACTION AND INFORMAL WAY OF VERBALIZING INTENTION (= Hey, I want to talk to you)
- 2nd Utterance: B - "Yeah". POSITIVE REMARK BUT DOES NOT IMPLY DESIRE TO CONTINUE INTERACTION
- 3rd/4th Utterances: A - "And it's quite hot today." PREVIOUS REPLY NOT SATISFACTORY. DESIRE TO CONTINUE

Don't you think so?"

5th Utterance: B - "Yeah."

6th Utterance: A - "Well, then..."

... can you tell me which bus
passes by Bocaiuva Street?"

7th Utterance: B - "The Othon Game
D'Eça one does."

8th Utterance: A - "Thank you."

9th Utterance: B - "You're welcome."

CONVERSATION TO ATTAIN
INTERACTIVE NEEDS.

SPEAKER'S INTENTION CLEARLY
MARKET (I want you to answer
my question in a satisfactory
way now.)

POSITIVE REMARK BUT DOES NOT
IMPLY DESIRE TO CONTINUE
INTERACTION

PREVIOUS REPLY NOT SATISFAC-
TORY

SPEAKER'S INTENTIONS REVEALED
(= Well, since I have failed,
somehow, to maintain contact
with you)

CONTINUATION OF CONVERSATION
BUT NOW AS A REQUEST OF
INFORMATION;

STATEMENT DENOTES ALSO
INTERACTION (quite formal way
of asking for needed informa-
tion)

INFORMATIVE REPLY ALSO DENO-
TING INTERACTION (the type of
interaction B wants to
maintain: "Here is the infor-
mation you need")

SATISFACTION

TYPE OF REPLIES BASICALLY
INTERACTIVE

END OF CONVERSATION/INTERAC-
TION.

This type of communicative situation can be seen as
basically INTERACTIVE but also INFORMATIVE, although the interac-
tive level seems to be more dominant and then stimulates the use
of language for obtaining unknown information.

A has chosen a specific person to make contact with (B in this case). Starts the conversation on interactive grounds but is not totally successful. Tries, then, to get the information he needs. A achieves success.

Situation C

Speaker A is standing at the Bus Stop. Speaker B is waiting for the bus. They don't know each other.

1st Utterance: A - "Please, can you tell me what time it is?"

INTERACTION - QUITE FORMAL
WAY OF VERBALIZING INTENTION
(= I want to talk to you)

2nd Utterance: B - "I haven't got a watch."

NEGATIVE REPLY.
DOES NOT IMPLY DESIRE TO
CONTINUE INTERACTION

3rd Utterance: A - "Anyway, I think the bus will come pretty soon."

PREVIOUS REPLY NOT SATISFACTORY IN TERMS OF INTERACTION
CONTINUATION OF CONVERSATION
TO ATTAIN INTERACTIVE NEEDS
(= Even if you don't want to talk to me I want to talk to you)

4th Utterance: B - "It's possible".

INTERACTION
REVEALS SPEAKER'S INTENTIONS
DOES NOT SEEM TO DESIRE TO
CONTINUE INTERACTION

5th Utterance: A - "Well, what do you do here at the University?"

PREVIOUS REPLY NOT SATISFACTORY IN TERMS OF INTERACTION
REVEAL SPEAKER'S INTENTIONS
(Well, I still want to make contact with you)

6th Utterance: B - "I study Engineering".

CONTINUATION OF CONVERSATION
TO ATTAIN INTERACTIVE NEEDS
POSITIVE REPLY

7th Utterance: B - "And you?"

REVEALS SPEAKER'S INTENTIONS
INTERACTION

- (now I want to make contact with you)
- 8th Utterance: A - "Well, I study Dentistry".
PREVIOUS REPLY SATISFACTORY
POSITIVE REPLY
- 9th Utterance: A - "And do you like your Course?"
CONTINUATION OF INTERACTION
REVEAL SPEAKER'S INTENTIONS
(= Let's continue to make contact)
- 10th Utterance: B - "Yeah, It's quite interesting."
READINESS FOR ANSWERING
SATISFACTION
- 11th Utterance: B - "And what about yours?"
REVEAL SPEAKER'S INTENTIONS
TO CONTINUE INTERACTION
DESIRE TO ATTAIN FURTHER INTERACTIVE NEEDS.
- ETC...

This type of communicative situation can be seen as basically INTERACTIVE. In spite of the fact that language is used in an informative level it is the interaction and the interactive needs of the speakers (specially A) that marks the initiation and development of the conversation.

- Informative Communicative Purpose:

Know what time it is

Situation A: A is talking to his boss

A - "I'm sorry to interrupt you but I need to know something: Could you possibly tell me what time it is?"

Situation B: A is talking to a friend

A - "What time is it?"

Situation C: A is talking to his son who does not want to tell him the time

A - "If you don't tell me what time it is I will...."

The point to be made is that the speakers made different language choices according to the level of interaction between themselves and the co-participants of the communication.

In the first situation A knows that he is supposed to interact at a formal and perhaps apologetic level with his boss; in the second A has to interact at an informal level so no language flourishes are required; and in the third A has to interact as a dominant person so a regulatory⁸ utterance is required.

What has been said so far seems to give a new dimension to the concept of communication for teaching purposes and underlies clear presuppositions about what is meant by an Oral Expression Course aiming at communication. First of all it shows that classroom work to be communicative should incorporate the interaction element. Secondly it shows that a proper communica-

⁸Regulatory in Halliday's (1975) terms means "do as a tell you" function of language (p. 19).

tive sequence can go many ways and this should be also integrated into communicative teaching. Thirdly, it reveals that the whole process is centered on the individual. Thus, the speaker determines either consciously or unconsciously the beginning/development/end of the communicative act and uses language as a means for an end which is essentially cooperative. In addition, however, this suggests that conveying information and/or interaction through a linguistic system is not only a superficial form of maintaining contact but especially a way in which those involved in the talk undergo a identification process with themselves and others. Thus it reveals "the speaker's attitudes towards what he is speaking about" (Corder, 1973). For instance saying: "I miss you a lot" reveals the person's state of mind: the speaker feels lonely, homesick and probably unhappy; "I like talkative people" reveals something about the speaker's preferences and if the hearer likes talkative persons as well they get to know they have something in common. Furthermore people who like talking about themselves might be ego centered; people who use a lot of slang might belong to a certain social group. Through speech, then, you get to know more than new information but also something about the speaker's personality.

This way in which the speaker conveys information, ideas, beliefs and thoughts through language is defined by Goffmann (in Laver & Hutchesson, 1972) as a 'line' in the following way:

'Every person.....
 ... tends to act out what is called a line
 - that is a verbal or non-verbal pattern by which
 he expresses his view of the situation and through
 this his evaluation of the participants, specially
 himself' (page 319).

Talking into account what Goffman has defined as a line,

we can then comment that this pattern can undergo variations according to the situation he is exposed to as communication can be accomplished in different ways - such as in formal or informal encounters - forcing, somehow, the speaker to adopt slightly different linguistic behaviour in order to integrate/interact properly with the social demands caused by a particular situation and its participants.

Such patterns of communication adopted by the speaker are also defined by Halliday (1973:41) as "mood", although these variations seem to be regarded more in terms of sentence structure, especially in terms of declarative, interrogative imperative, positive and negative utterances. He defines "mood" in the following way:

"... the selection by the speaker of a particular role in the speech situation and his determination of the choice of roles for the addressees (is represented by the) mood..." (1973:41).

It seems then, that both definitions, despite being established on different grounds, suggest that there is an ingredient of 'personal choice' in communication which is especially determined by the role which the situation and its participants appear to give to the speaker. Such a personal choice which is made explicit by the "line" the speaker chooses to adopt deserves a further look. We are personally inclined to suggest that the speaker has not only a set of lines (as Goffman, 1972 suggests) which can be shifted according to the situation. He has a general pattern for communicating - a 'line' - which can assume the form of different registers, and also sub-lines - according to the type of linguistic behaviour the situation/interaction demands.

Each person has a unique way of expressing and feeling which

identifies himself as being a unique individual in his social group. Not only his intonation pattern, his speed of speech, his selection of vocabulary, his manners identify him, but also the overall way in which he conveys information.

In terms of intonation patterns, Stevick (1975:51-9) refers to the meaning of pronunciation where the individual and also the foreign language student characterizes himself socially and psychologically by the way he adopts the foreign style of speech. This means that for both Goffman and Stevick language is a form of realization of the identity of the speaker.

This image of the communicator which is projected through language is defined by Goffman (in Laver & Hutcheson, 1972) as a "face".

"... The term face may be defined as the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact. Face is an image of self delineated in terms of approved social attributives..." (1972:319).

This definition clearly reveals that there exists implicitly or explicitly some kind of mutual interdependence among the interactors/communicators in terms of acceptance, as all of the participants are somehow responsible for the maintenance of their positive feelings such as confidence and assurance.

Up to now we have attempted to analyse the Communicative Process. In general terms it could be said that Communication is, primarily a form of social interaction in which, through language, the speaker projects himself as a person and expects to be accepted by his speech community.

But what does this have to do with an Oral Expression

Course?

It first implies that some pedagogical measures have to be applied so that students can feel "at ease" as users of the foreign language in front of their peers and teacher.

Secondly, it suggests that there should be some concern in enabling students to assimilate the foreign language as a means of expressing their own personality.

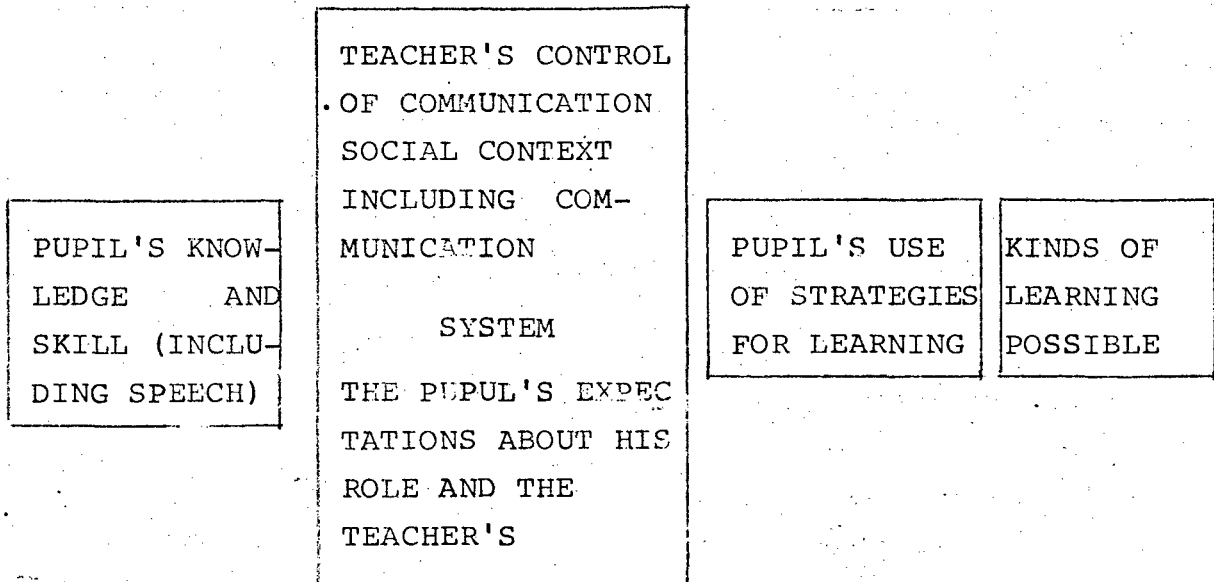
Thirdly, students should be given opportunities to match the forms of language to their external contexts of use.

It should be also borne in mind that language being assimilated at the level of the personality of the learner is likely to assist memory.⁹ In addition accepting the learner as a user of the language, even if mistakes are made, is also likely to facilitate this "deep assimilation" thus, communicative materials should aid this. As Stevick (1975) suggests an increase in "communicativeness enhances retention and improves pedagogical effectiveness" to the extent that it increases the "average depth of experience".

The three points above raised reveal certain basic social - psychological aspects of the individual's acquisition of a language which should be catered for in the learning process. It covers, especially, the question of empathy and confidence which are determinant in preventing the speaker/learners from being alienated in relation to what is either being said or done. This is specially important in Oral Expression (as opposed to the other skills) where interaction can be fully developed and thus accomplished.

⁹This point is raised by Stevick (1975, Memory, Meaning and Method).

As Barnes (1976:32) suggests: "the social functions of language go on simultaneously with the making of meanings... (for this) we have to consider how the two sets of functions interact." For this he draws the following diagram:



(p. 32)

What this diagram especially implies is that the students' opportunity to use language and consequently to interact depends on "the patterns of communication" established in the classroom.

Appart from this, and all the other factors mentioned, it is also necessary to consider the technical side of developing Oral Expression - that is, the growth of fluency through integrating communicative competence and skill within communicative material.

This is the subject of the next section.

1.3. Integrating Competence and Performance: The Task of Communicative Materials

The purpose of this theoretical section is to show how grammatical and communicative competence integrate with communicative performance in a communicative approach through materials designed according to its basis.

As Levelt (1978) suggests language behaviour, in communicative terms, cannot be only determined by association between stimuli and responses (as in Skinner's framework) - a characterization of drilling situations or by knowledge of rules (which is broadly Chomsky's concern) - a characterization of structural approach to language learning. The completion of a communicative task, in his terms, involves the accomplishment of sub-tasks which include lower and upper level decision both in communicative and Linguistic terms. This means that even if the goal is to express communicative intentions by using situation other sub-processes are likely to be initiated.

As Levelt states:

"... execution of one part of the task requires the completion of various smaller operations in accurate temporal integration. Each of these operations may in its turn require a set of still more elementary operations, etc... (p. 57).

Such sub-processes can be characterized in this hierarchical structure:

1. The decision of what to communicate

(Selection of Topic)

- UPPER LEVEL
PLANS OR
PROGRAMS
2. The decision of how to communicate
(choice of an appropriate syntactic schema to express intentions)
 3. The act of building up the chosen syntactic schema
(Selection and organization of sentences and selection of vocabulary)
- LOWER LEVEL
PLANS OR
PROGRAMS
4. The act of realizing the language items, phonetically, in speech.

As can be perceived the decisions occur from an upper to lower level since the first choice made by the speaker, which is a communicative one, determines all the subsequent choices to be made. In addition, this first choice determines the course of the communicative act which involves both speaker(s) and hearer(s) in a decision-making process.

For instance let's analyse this dialogue as a possible bit of communication:

A - What do you think of Peter?

B - Well, I think he is rather nice.

The question asked by A reveals the speaker's intention - he/she wants to know somebody's opinion of somebody else (Peter, in this case).

His intention is then realized through a choice concerning the use of an appropriate syntactic schema. (For instance the same intention could have been revealed differently - "what is your

opinion of Peter?", "Do you think Peter is a nice person?", etc...).

Such a schema is consequently realized through its meaningful organization in the language. For example saying "what do you think of Peter?" implies that the speaker has organized the language items in an appropriate way, and for such a schema he could not have arranged it differently, as "what think of do you Peter?" is an ungrammatical sentence in English.

And finally the already chosen language items have to be actually verbalized if the intention is to be made clear for the listener who will undergo the same processes.

However, for these processes to be possible communicative competence is necessary for both speaker and listener: this could be seen as a store of all the relevant knowledge, either acquired or learned, for the various purposes of constructing meaningful and appropriate utterances when the speaker/listener's needs for communication arise. There exists a close connection between formal features of language and their occasion of use - a fact which indicates that skill in communication goes beyond the limit of sentence formation in which Chomsky's definition of competence is founded. Defining competence as equivalent to storage of the grammar as a formal system in memory reveals an over simple and inappropriate way of characterizing people's language behaviour.

As Hymes (in Brumfit & Johnson, 1979) states:

"... There are several sectors of communicative competence, of which the grammatical is one. Put, otherwise, there is behaviour, and underlying it, there are several systems of rules reflected in the judgements and abilities of those whose messages the behaviour manifests..." (p. 18).

Consequently, the development of communicative competence implies the development of Linguistic Competence, so that linguistic aspects of language are being integrated into a theory of communication.

Hymes goes further in his argumentation and proposes the existence of different areas of knowledge in which four distinctive factors are implied:

1. Possibility (Grammaticality)
2. Feasibility
3. Appropriateness
4. Occurrence

We shall not define these factors but rather exemplify them. Let's take then the short dialogue on page as a source of illustration.

"What do you think of Peter" and "Well, I think he is rather nice" are possible sentences in English whereas "what think of you do Peter" and "Well, he think I rather is nice" aren't.

"What do you think of Peter" is also a feasible question in English. It would not be feasible, however, if it included an infinite sequence of relative clauses such as: "What do you think of the man whose father is an economist, who works for a firm which makes electrical components which are exported to Brazil which is a Latin American country where coffee is produced?"

In addition "Well, I think he is rather nice" is appropriate in relation to the context it is being used in. This means that there exists a coherent link between what was asked and what

was said. It wouldn't be appropriate if speaker B had said, for instance "Well, my car is not yellow". The appropriateness of a question, however, sometimes depends on the level of interaction that exists between speaker and listener. It depends on how intentions are to be decoded.

For instance "What do you think of Peter"?

"I didn't go to the party yesterday".

Apparently there might be no connection between these two since "I didn't go to the party yesterday" seems much more appropriate answer for "Did you go to the party yesterday?" But if we assume that Peter was one of the persons invited for a party that A knew that B would go and would meet him. The fact that B says "I didn't go to the party yesterday" suggests that she cannot make any personal judgements about him. Despite this being an important factor to be considered in communicative interaction we shall not push this matter further.

And finally there is the question of whether this sentence can occur in the language or not. Since this criterion is concerned with sentence probabilities and changes as indicators of style, group acceptance, slang; the degree of occurrence of certain expression is not relevant to the issue of the design of communicative Materials for false beginner students.

At this point it is worth while explaining how communicative materials can develop "Possibility", "Feasibility" and "Appropriateness" in language learning situations. First of all materials should give students opportunity to develop their language experience in context. This means that communicative materials should include experience in which students could

perceive the formal and pragmatic value - the way in which something said relates to reality - of what is being said in determined situations.

For instance, if the students are to learn the Simple Present Tense, there is the need of matching this verb tense with its context of use. It is not enough to know some grammatical rules, such as adding an 'S' to the third person singular, since this does not tell students when this item can or is likely to be used. Consequently matching the the Simple Present with its habitual function performed in the language is not only a sensitive but also the appropriate way of focussing on a language item in communicative terms.

The purpose of communication in context can also be assumed to account for the development of a knowledge of what is feasible, since communication relies on clarity.

So developing the students' communicative competence can be seen as storing in their memory forms of language associated with their appropriate context of use. This is what enables us to use language items not only with formal correctness but in the right circumstances.

However, it is not sufficient for Language Learning materials which aim to improve students' ability simply to concentrate on developing the students' memory store by presenting meaningful and significant opportunities to exploit language. What is also essential is to consider what factors are implied by the actual act of performing and to what extent communicative competence is integrated into Performance. This competence, therefore, needs to be developed along with the skill of using language for communication. In this we draw on Levell's framework. As communicative

Tasks can be seen as complex ones he states the following:

"... the hierarchical nature of complex tasks requires the existence of PLANS or PROGRAMS for their execution.

... The acquisition of skill consists essentially of automation of low level plans or units of activity" (p. 57).

The acquisition of lower level plans basically consists in giving students opportunities to select and organize sentences and vocabulary to express their communicative intention; to realize the language items phonetically, in speech. The automation of these low level plans, which remain on a linguistic level, are determinant for the student to be skillful in the language. Consequently improving students' ability by making them concentrate on developing their memory store is not enough, we should also be concerned with how students could have rapid access to the memory store to accomplish the task in real time. For this training is required if plans are to be automated. This training, Levelt states, does not imply, however, a repeated performance which lacks novelty in the task itself but it consists of frequent use of a particular language item in quite varied settings. The student would then either have the opportunity to use the same language item through the accomplishment of different tasks or to use it in different contexts of use.¹⁰

Levelt (1978) states:

"... The result of automation is that less and less effort is to be spent on lower level patterns of action, so that more capacity is left for the higher upper decisions" (1978:59).

These "upper level decisions", which are basically com-

¹⁰The former implies the design of different tasks to accomplish the same language function; the later a spiral approach to language learning.

municative, involve the selection of which topic to communicate and the decision of how the speaker's communicative intentions are going to be expressed through language. These are basically the ones which characterize communication as interaction where language is a means to an end and not an end in itself.

Taking into consideration the points which were stated above communicative materials should give students the chance of developing their language processing skills so that they can select, order and pronounce stretches of language while concentrating on the meaning which they intend to convey. Without this skill in manipulating items in their memory store any speaker finds his language processing capacity overloaded with lower order skills of selecting, ordering and pronouncing. He consequently makes more mistakes or loses the thread of what he wants to say or does not simply say it.

For this, Performance is to be defined as an activity which reveals the speaker/student ability to process language, where automation or its lack heavily determines success or failure in communication.

In the chart, on page, 46, it can be noticed that the skillful learner is the one who either has communicative competence and ability to process the language (upper and lower level plans automated) or who has communicative competence and is able to overcome problems (by using strategies) to process the language. (lower level plans not automated)

The less skilled speaker, on the other hand, in spite of being competent, can have his/her performance affected by the lack of automation.

It should not be taken for granted, however, that automation should be the only factor determining well or badly performed communicative acts.

How can we then explain situations when even a native speaker, or a learner proficient in a foreign language, who is potentially skillful, did not perform well? Which factors could account for his total or partial communicative failure? And therefore for the failure of less skilled speakers/learners in general terms?

One, which was already mentioned in the characterization" of skillful and less skilled learners, is the question of competence which involves selection. Performance can be affected due to the lack of knowledge of the topic (does not know what to say) or is not competent in communicative and grammatical terms (does not know how to say it in relation to the topic under discussion).

The other involves circumstantial aspects specially concerning the role of the co-communicator/or the role of the teacher in the classroom. Factors such as the co-communicator/teacher's constant interference (especially in terms of correction) and the co-communicator/teacher's dominant role in the course of the conversation/classroom activities can create a feeling of insecurity and incapacity which affects performance. In addition it involves interpersonal (psycho-social) factors. The co-communicator/teacher's figure might frighten the speaker/learner - a fact which provokes insecurity.

As a means of illustration we shall give two examples in different contexts: a real communicative situation and a classroom situation.

Situation 1

Set 1 - A is a fluent speaker of English. He has an interview with five directors of a company. All of them look serious and demanding. A feels inhibited, inferior in relation to the others and nervous.

The interview starts.

A has difficulties in understanding what their questions mean. Asks them to repeat. Gives inappropriate replies. Makes language mistakes. Sometimes loses the track of what he is saying: The interview ends.

Set 2 - The directors invite A to go to a pub. Now, they look friendly. The informal interview starts.

A performs well.

Situation 2

Set 1 - B is an intermediate student not yet fully competent but can communicate in the foreign language. Students do group work. B is in a group where the other students are better in communicating than he is. B does not talk too much and when he talks, makes many mistakes, has difficulty in formulating sentences, loses the track of what he wants to say and is being said. Teacher watches B - interrupts and makes corrections. The activity ends.

Set 2 - Groups are rearranged. B is now in a group whose participants have the same level of proficiency as he does. B participates. Teacher does not interfere so much. B performs well.

We shall also have to consider the speaker/student/might be shy -

a fact which makes him/her put much effort into overcoming his/her problem and consequently damages communication, or even the speaker/learner might not be a good communicator for purely personality reasons. The environment may also contribute to his/her failure, pressures of any kind and/or a high taskload can serve as illustrations.

The question of motivation also fits in. This involves whether the student perceives his needs for interacting/communicating or not, and whether he experiences them in the form of "wants"¹¹ or not. This specially means that realizing the significance of what is being done promotes motivation and thus desire for interaction.

In summary, Performance ability to process language - involves three distinctive but related levels: the level of automation, which implies that the speaker has rapid and accurate access to his language memory store; the level of competence, which implies knowledge of how language functions as a system and is applied to reality; and the level of Interpersonal Factors which involve environmental and psycho-social factors.

Due to the integration of communicative competence and Performance (and the three factors underlying it) communicative materials should cater for:

1. Exposure of students to situations where the language is to be practiced - allowing for meaningful memory storage;
2. Practice in processing language either through varied

¹¹ Term mentioned by Ladouse, in From needs to wants. System; Vol. 10, n° 1, 1982. pp. 29-37.

- tasks or recycling - allowing for meaningful long term memory storage, and facilitating later retrieval;
3. Balanced and careful selection of topics and language items to be exploited so as to limit task demand and maintain communicative interest;
 4. A shift from teacher-centered to learner-centered activities to allow for: independence from teacher; interdependence among students;
 - : Responsibility.
 - : Interaction.
 for own learning;
 5. Introduction of a psychological approach to language learning where aspects of memory, attention and interpersonal relationships are taken into account.

Thus, in general terms it could be stated that integrating communicative competence and Performance in communicative Learning Materials involves choosing representative samples of language in useful contexts on the one hand and on the other it involves presenting tasks to the students in which they need to process this language in order to communicate.

This is the frame of reference in which communicative Learning Materials for a first phase Oral Expression course for the English Letras Course at UFSC should be designed so that they can meet the requirements we are aiming at.

In the following chapter we describe the Learning situation and identify some problems presented by available materials according to the features which we have described.

PERFORMANCE AND ITS UNDERLYING FACTORS¹²

LEARNER

1. Performed well due to his competence in communication
 - (Knowledge + Ability to use lower and upper plans)
 - possible sub-reasons:
 - Feeling of confidence/acceptance as a language user in the classroom.
 - Desire for interaction.)
2. Performed well due to his ability to put into practice communicative strategies
 - (Lower level plans not fully automated)possible sub-reasons:
 - Feeling of confidence/acceptance as a language user in the classroom.
 - Desire for interaction.)
3. Performed badly in spite of being competent
 - Not enough practice in communication (lack of automation)
 - Possible sub-reasons
 1. Circumstantial
 - teacher's interference
 - teacher's role fear element
 - other students' role
 2. Personal
 - did not like topic of discussion
 - not a good communicator/interactor
 - shyness
4. Performed badly because language was not available in memory store sub-reasons:
 - task too complex
 - too much pressure from teacher and peers
 - not enough training
 - no interaction need arousal.
5. Did not perform at all lower and upper level plans not available in memory store due to:
 - complete lack of knowledge + competence
 - complete lack of knowledge on the topic
 - complete lack of automation
 - inner and outer pressures
 - no interaction need arousal.

SPEAKER

1. Performed well due to his competence in communication
 - (Knowledge + Ability to use lower and upper plans)
 - possible sub-reasons:
 - Feeling of confidence/acceptance as a language user in his speech community.
 - Desire for interaction.)
2. Performed well due to his ability to put into practice communicative strategies
 - (Choices of the appropriate sub-lines to adopt)
 - possible sub-reasons:
 - Feeling of confidence/acceptance as a language user in his speech community.
 - Desire for interaction.)
3. Performed badly in spite of being competent
 - Not enough practice in communication in the given context/choice of inappropriate sub-lines.
 - Possible sub-reasons
 1. Circumstantial
 - co-communicators' interference
 - co-communicators role (in the conversation)
 2. Personal
 - did not like topic of discussion
 - not a good communicator/interactor
 - shyness
4. Performed badly because language was not available in memory store sub-reasons:
 - information load too complex
 - too much pressure from co-communicators
 - not enough training in communication in the situation
 - no interaction need arousal.
5. Did not perform at all choices of sub-lines not activated due to:
 - complete lack of knowledge of the topic
 - inner and/or outer pressures
 - no interactive need arousal.

¹²Based on Goffman's (in Laver & Hutcheson, 1972) and Levelt's (1978) terminology.

CHAPTER TWO

EVALUATING THE COURSE NEEDS

2.1. Introduction

Before producing materials it is necessary to find out what needs the materials should meet. This involves presenting a picture of the students entering the English Course in the First Semester, stating the course Objectives and evaluating existing materials in the light of this description. After all, there is no justification for presenting new materials if books are already available which can meet our objectives.

First then, we will describe the student population.

2.2. Students Population

We shall now report some of the most important results obtained by a questionnaire which was applied to classes in the first phase of the English Letras Course at UFSC. It was applied in order to get information about the students' past experience in learning English, purposes of studying English, the students own evaluation of their skills and some of their learning expectations.

Fifty three students answered the questionnaire (see Appendix) which consisted of twenty one questions. The overall picture of the results is summarized in five tables (see Appendix).

It seems worth mentioning however, that this present study is to some extent bound to be of a speculative nature and due to the limitations of the questionnaire itself might, in some cases, be misleading. Despite this there is still a basis for developing a serious working analysis of the results.

Here are the most significant and representative results for our purposes:

1. Students' Past Experience

The great majority of subjects have already studied English for a good amount of time (3-5 years 48.81%) (1-2 years 24.36%). This fact suggests that students have some kind of background knowledge in the language and thus could be labeled as "false beginners".

This previous experience in learning was mostly achieved in

their experience as negative owing especially to a negative attitude towards the methodology (16.98%). Hence, if communicative Teaching is desired, the students should be aware of the validity of being enrolled in a Course which develops communication, without denying the value of getting some of grammatical knowledge of the language. In other words, a change of Methodology requires explanation.

2. Purposes

In relation to their decision to choose to attend the English Letras Course, answers suggested that the majority are motivated and interested in taking the course. Those positive results are corroborated by the fact that after finishing the course the students wish to apply their knowledge of English either to Teaching (43.39%), other activities related with English (37.73%) or Translation (18.90%). Thus, this suggests students should be led to obtain communicative competence in the language as they will later develop professional functions in which this competence is professionally essential.

3. Evaluation of Skill Level

On the question of skill performance students were asked to grade the ones which they had more facility in performing. The replies (out of a possible 10) indicate that they are weaker on Speaking (4.60) and Listening Skills (5.40) than in Writing (5.80) and Reading (6.30).

This could be a reason for emphasising these skills in the

English Letras Course.

Still, in the field of the students' personal assessment of what is being done in the classroom, students were asked about the types of activities in which they felt more inhibited. Since their previous learning was focused on a Traditional Approach it was not surprising that students appeared to be less inhibited when performing Grammatical Activities (4.20). On the other hand students do not feel comfortable when facing the type of "answering and questioning" relationship with teachers (6.10), when Reading Aloud (5.30) and when talking to friends in English (5.20).

Perhaps this suggests that if we are aiming at developing communication, there should be an attempt to avoid "asking-answering situations" or any other similar activities, such as Reading Aloud, where an artificial atmosphere is possibly created. Moreover, if students do not feel comfortable when talking to friends (possibly classmates) in English, and yet communication can only be accomplished with the presence of more than one participant, there should be a concern to promote activities which are likely to lower students' inhibitions and increase interaction.

4. Learning Expectations

When asked to express their opinion about course Design, their responses showed a desire to have their course especially focusing on the development of Listening (8.10) and Speaking (8.20). However the rates obtained in Grammar (7.50) and Writing (7.70) were also quite high.

In corroboration with this, a preference towards the development of Speaking and Listening Skills is also noticed. In relation to the skills they expect to develop during the course Speaking (8.80) and Listening (8.70) were the leading items. Despite their preference towards these two skill areas, Reading, Writing, Grammar and Translation also obtained high rates (out of possibly 10).

This specially suggests that there should be concern to cope with these different skill areas from the beginning of the Course and that communication should not be neglected even in the first stages of learning.

When asked to give personal opinions on which Oral Activities they would like to perform, their preference for Free conversation Activities was evident. In spite of their importance and meaningfulness for the development of Oral Skills this can be hardly be applied to false-beginners. On the other hand the rates obtained in Giving Information (6.8), Games (6.7), Interviews (6.10) and Problem-Solving Activities (8.05) suggest that students might be interested in developing them. Since these can be developed for false-beginners with some control. They may also turn out to be quite motivating as they can give students the chance to deal with the language meaningfully despite their limited knowledge of vocabulary and grammatical items.

In short we can make the following generalizations:

The English Letras Course student:

- is not a 'general student', which means that his objectives in learning English go beyond the mere acquisition of a foreign language;

- is not a beginner student of English, as he has already learnt English in Private and/or Public Institutions, but he is a "first phase student" in the course;
- is likely to have undergone a learning process focused on Traditional Approaches and thus lacks communicative Skills in the language;
- is willing to develop these during the course of his/her classes.

As a conclusion we can say that this attempt to draw some conclusions and implications from the replies produces a coherent and intuitively satisfying picture although some remarks should be made concerning its limitations.

To start with the questionnaire was applied to a limited number of students, hence results might not reveal a fully reliable description of the students entering the Course. This is one reason to avoid overgeneralizing these results.

Another is based on consideration of possible intervening factors which cannot be evaluated by the replies such as: students' attitudes and feelings when answering the questionnaire; their reaction towards it; students' degree of seriousness, interest and concentration in the task and possible time pressure when replying to it.

Finally it should be mentioned that some of the questions might not have been clearly understood thus some unsatisfactory, unexpected and even unanswered questions occurred.

On the whole, however, it seems that this questionnaire was useful in giving an overall picture of students entering

the course in the second semester of 1982.

In the next section we shall describe the General Objectives of the First Phase English Letras Course at UFSC.

2.3. Course Objectives

The general objectives of the First Phase English Course is to give students opportunity to develop their learning in the four skill areas.

For this the English classes are divided into Reading/Grammar classes, Writing Classes; Listening Classes and Oral Expression Classes.

In this first semester, due to the level of the students, receptive skills are more emphasized, although productive ones are not neglected.

The Oral Expression Course is timetabled over 15 hours. The classes are administered once a week and last for an hour. The focus of this Course is on developing students' communicative Skills. Thus, the course specially aims at the following objectives:

1. Students should be given opportunities to utter appropriate words or sentences in a communicative context and recall their basic ability in using the language.
2. Students should be accustomed to performing in pairs or groups without direct teacher control.
3. Students should be given opportunities to active oral production of minimal significant elements of the written course and of listening activities.
4. Students should be permitted to operate orally in class despite their differences of levels.

In short these involve low level tasks (linguistically speaking); promoting interaction; recycling of language items and functions; and providing information gap tasks.

In more general terms, the Course gives early preparation to the students in a skill which will become important in the third and fourth semesters. However, the importance of developing this skill at this early stage should not be denied since success in using language for communication in the later stages will be also dependent on the students' awareness towards their role as communicators/interactors and what this implies.

For this the orientation that course has adopted should be made clear for the students.

There should also be concern for stating what level the course expects students to have; this is specially for the weak students attending the first phase.

Bearing these general objectives in mind, in the next section we will elaborate a list of features to base the evaluation of materials on.

2.4. Evaluation Features

Evaluation of materials is, for our purposes, an investigation of their appropriateness for developing communicative skills for false beginner students.

For this, three general textbooks - Contemporary English (1979) by R. Rossner, P. Shaw, J. Shepherd, J. Taylor, P. Davis; Streamline English - Book 1, (1978) by Bernard Hartney & Peter Viney; Starting Strategies, (1977), by Brian Abbs and Freebairn - will be evaluated although our attention will be focused on how the Oral Expression Part is presented and exploited. One specific book in the area of Oral Expression - Tandem, (1980) by Mathews and Read - will be evaluated as well.

We have chosen these four textbooks for reasons we think are important for later drawing conclusions on the field of designing Communicative Materials. Our choice can be briefly justified in the following way:

- Contemporary English is a book designed by a team of teachers in Mexico. For this it was expected that tasks would resemble situations which would be closer to our Brazilian students' reality;

- Streamline English is a book well-known and broadly adopted here in Brazil. For this it constitutes a useful sample to be evaluated;

- Starting Strategies is a book which was adopted in the English Letras Course and still is in the English Extra Curricular Course taught at this University. For this, it would be interesting to make a careful evaluation of this book;

- Tandem is a book which is now used as the core book for the Oral Expression Course of the First Phase English Course. For

this, it is worth while evaluating.

For each of these books a sample of exercises which seem to characterize the type of practice students undergo, will be first described in general terms and later carefully evaluated. For this, we felt the need to establish a list of features. The topics could then be stated in the form of the following questions with its sub-items:

Is the way in which the teaching of English is being conducted compatible with the Course Objectives in relation to:

- Exercise Presentation
- Exercise Exploitation
- Role of Grammatical Items within the task
- Significance of Grammatical Items within the task
- Role of the students within the task being performed
- Criteria for evaluating students implied by the type of tasks they perform?

This list of features will serve to identify the points to be evaluated. Thus, the next describes the materials point by point.

The communicative criteria (1 - 5) will be applied to the samples in the subsequent section.

2.5. Integrated Textbooks General Analysis

2.5.1. Contemporary English

by R. Rossner, P. Shaw, J. Shepherd

J. Taylor, P. Davis (1979)

Sample: Exercise 15 (page 75)

Page 17

Unit 3

1. Objectives:

- Give students oral practice through a reading and substitution exercise.

2. Nature of the Task:

- Students have to act out a conversation substituting the underlined words for those provided by the chart.
- By doing the exercise students will be dealing with the grammatical core of the unit.

3. Presentation

3.1. Input Material

- The full dialogue is provided. Information required for the completion of the task is already given in the chart in the form to be used.

3.2. Input Activity

- Limited to the reading of the dialogue and chart since

the task to be performed is clear.

The procedures could be the following:

1. Teacher reads dialogue
2. Choral repetition
3. Doubt solving section
4. Teacher reads the chart
5. Choral repetition
6. Doubt solving section
7. Students perform activity.

3.3. Cues

- Items to be replaced already underlined or written in italics.

4. Exploitation:

- Students get in pairs. Read and re-read the dialogue making the necessary substitutions
- Students reproduce scripted language
- Students memorize the dialogue
- Students reproduce the dialogue from memory.

5. Role of Grammatical Items within the Task

5.1. Grammatical Focus of the Exercise

Verb: CAN/Interrogative

Nouns: related to professions, nationalities, places

Adjectives: related to personal physical description

Pronouns: Persona/3rd person singular

Prepositions: with, from

Setence Pattern:

Be + Subject + N?

Be + Subject + Prep. Phrase?

CAN + Subject + Verb + Object?

Who + Verb + Subj + Noun Phrase.

5.2. Language Function

Description of People.

5.3. Significance Element

- Functions of language items deemphasized; students describe people they have not seen using language of description.
- Description is not done to fill a need
- Language is practiced for accuracy of manipulation.

6. Role of the Students within the Task:

Students: 1. Read the dialogue

2. Read and understand items in the chart

3. Read/Listen to first line of dialogue with correct substitution

4. Read/Listen to appropriate response

5. Read/Listen to final answer.

- This procedure is likely to be repeated until the dialogue can be done from memory.

7. Role of the Teacher:

- Presenter of the task

- Monitor of the task

- Likely to provide corrections
- Evaluate students' performance according to the criteria established by the exercise.

8. Evaluation Criteria:

implied by the exercise(s) students' perform

- Success in performing the task seems to be a matter of:
 - . correct substitution
 - . correct pronunciation of the given sentences
 - . correct intonation
- No implications as to whether the students have understood the nature of the exercise or not.

2.5.2. Stream line English

Book One - Departures

by Bernard Hartley & Peter Viney (1978)

Sample: Lesson 14 - "At the Hairdresser's" (page 76/77)

1. Objective:

- Give students opportunity to practice Oral Skills through drilling and comprehension exercises.

2. Nature of the Task:

- Students have to respond to drilling exercises and checking-questions about a dialogue
- Modal CAN being introduced through these activities.

3. Presentation:

- Teacher gives examples in order to introduce the modal CAN
- Teacher later presents the dialogue. Vocabulary items possibly explained.

4. Exploitation:

4.1. Input Material

- Oral Drills
- Dialogue
- Checking Questions
- Transfer
- Answers to be given already supplied by the teacher or by the dialogue itself.

4.2. Input Activity

1. A whole series of substitution drills are presented and exploited

Exercise 2 - Students practice difference between Affirmative and negative forms (CAN/ CAN'T)

3/4 - Students practice inflexibility of the modal

5 - Extended Practice

6 - Introduction of CAN + different lexical verbs

7 - Teacher ask questions

8/9 - Students ask questions.

2. Students listen to the teacher and understand the procedure to be adopted.
3. Do exercises (drills) according to the clues given by the teacher.
4. Teacher writes Interrogative, Negative and Affirmative Sentences on the blackboard.
 - All the steps described above play the role of an introduction section so that the Dialogue can be presented.
5. Students read the dialogue:
 - Choral Reading
 - Pair Reading
6. Students perform oral exercises in pairs. Ask questions about the dialogue previously read. (no need for explaining vocabulary items or structures. Those possibly explained in the presentation of the dialogue. Structure [CAN] already practiced through drills).
7. Students do pair work. (Exercise 15) Ask about things that their boy/girlfriends, fathers, mother, etc... can do.
 - Students are given the chance to develop oral skills since they have to respond to oral stimuli.
 - Language structure and vocabulary items already provided by the teacher.

5. Role of Grammatical Items within the Task:

5.1. Grammatical Focus of the Exercises

Modal verb: CAN - Affirmative, Interrogative, Negative

Lexical verbs: speak, swim, cook, etc...

Adjectives: physical description

Nouns: related to sports activities.

Sentence Pattern:

CAN + Subject + Verb + (object)?

• TO BE + Subject Adj

5.2. Language Function

Describing/Asking about people's physical or mental ability

5.3. Significance Element

- Presentation of CAN does not guarantee that students have understood its function
- Items are firstly present without a context
- Talking about people's ability is not done to fulfil a need
- Language used in drilling situations for accuracy purposes.

6. Role of the Students within the Task:

Exercises 1 - 9

- Students:
1. Listen to teacher
 2. Understand what was said
 3. Respond to the Prompt

Exercise 14

1. Read/Listen to the question

2. Understand
3. Read-Respond/Besten to the answer

Exercise 16

1. Make/Listen to a question
2. Understand
3. Respond/Listen to what is being asked/
answered.

7. Role of the Teacher:

- Controls the task being performed (Exercises 1 - 9)
- Helper during Pair Work (Exercise 14) and Transfer (Exercise 16) Sections.
- Evaluates students according to the criteria established by the nature of exercises.

Evaluation Criteria implied by the type of Exercises Students Perform

Success seems to be determined by:

1. Correct substitutions done in the drilling exercises.
2. Correct answers given in the Pair Work Section.
3. Correct pronunciation of vocabulary items.
4. Correct intonation of sentences.
5. Correct transfer of the 'CAN' structure in the
'Transfer Section'.

2.5.3. Starting Strategies

by Abbs & Freebairn (1977)

Sample: Unit 11 (page 78-80)

Set 2 (Exercise 1 - 2)

Set 3 (Exercise 1 - 2 - 3 - 4)

Open Dialogue

Oral Exercises.

1. Objective:

- Allow students to develop Oral Skills through controlled Oral Exercises.

2. Nature of the Tasks:

- Practice Interrogative, Negative and Affirmative (short Answers) forms of the Simple Present with the verb "to like" in habitual actions.

3. Presentation:

3.1. Input Material

- Examples, charts, dialogue and prompts provided by the book.
- Information to complete the task already provided.

3.2. Input Activity

- Set 2 - Exercises 1 - 2
- Set 3 - Exercises 1 - 2

1. Teacher reads examples provided by the book

2. Students repeat
3. Teacher solve probable language doubts
4. Teacher reads the chart
5. Students repeat
6. Teacher solves probable language doubts
7. Students perform the exercises

- Set 3 - Exercises 3 - 4

1. Presentation not required
2. Teacher asks students to perform the activity

Open Dialogue

1. Teacher reads uncompleted dialogue
2. Students repeat
3. Teacher solve doubts
4. Students get in pairs
5. Students perform the activity

Oral Exercises (1 - 6)

1. Teacher reads the examples (prompts)
2. Students repeat
3. Teacher gives other prompts
4. Students respond to them.

3.3. Cues

- Items /structures to be dealt with generally provided by examples or charts.

4. Exploitation:

- Students get in pairs. Follow the example.

Ask questions. Respond to them. (Set 2 - 1/2

Set 3 - 1/2/3/4)

- Students produce scripted language.
- Students get in pairs. One student asks what is written, the other responds in accordance to what was asked and what is going to be asked.
 - Students produce structures (Open Dialogue) already practiced.
- Teacher reads the prompt. Students give individual or choral responses. (Oral Exercises)
 - Students produce structures from oral prompts.

5. Role of Grammatical Items within the Task:

5.1. Grammatical Focus of the Exercises

Verb Tense - Simple Present

Lexical Verb - to like

Form - Interrogative

Affirmative - short answers

Nouns: coffee, spiders, etc...

Pronouns: Personal: 3rd person sing

3rd person plural

2nd person singular

Sentence Pattern

Do/Does + Subject + like + noun?

Do/Does + Subject + like + verb + ing?

Yes, { I do
 { he does
 { she

No, { I don't
 he doesn't.
 she

I think { it's all right
 they're

He thinks { it's all right.
 they're

5.2. Language Function

- Habitual Function.

5.3. Significance Element

- Talking about someone's preferences is not used to fulfil a need
- Language Practice for accuracy manipulation.

6. Role of the Students within the Task:

Students:

Set 2/Set 3

1. Follow Pattern

Read-Ask/Listen to question

2. Understand

3. Respond/Listen to answer.

Open Dialogue

1. Read/Listen to question

2. Responds-Reads/Listen to answer.

Oral Exercises

1. Listen to prompt
2. Follow written example
3. Respond to prompt

7. Role of the teacher within the task:

1. Presenter of the task
2. Helper and monitor - possibly makes interventions/ corrections whenever necessary
3. Interacts with students (Set 3 - 4)
4. Evaluates students performance according to criteria already established by the nature of the tasks.

8. Evaluation Criteria implied by the type of Exercises Students perform:

Success, a matter of:

1. Correct manipulation of language structures
2. Correct substitution of language items
3. Correct supply of answers
4. Correct pronunciation
5. Correct intonation.

2.5.4. Tandem

by Alan Mathews and Carol Read (1980).

Sample: Lesson 1A/1B (page 81)

Identifying Self and Others.

1. Objective:

Give students communicative Practice through an information gap activity.

2. Nature of the Task:

Exploit the TO BE verb, in the third person singular when describing people.

3. Presentation:

- Teacher possibly introduces the activity - deals with items likely to help students when performing the exercise.
- Teacher explains the nature of the task and procedures to be followed for the task to be performed.

3.1. Input Material

- Two sheets of paper (A/B) containing different information about eight people and their pictures, one sheet for student A and one for student B.

3.2. Input Activity

- Students read the information they have so that they can later share it with their partners.

3.3. Cues

- Information given in note form
- Blank spaces to be completed.

4. Exploitation:

- Students get in pairs
- Students tell the information to each other so that the chart can be completed.
- Students might check the information obtained with other groups.
- Teacher might check results as well.

5. Role of Grammatical Items within the task:

Verb: TO BE/AFF./3rd person singular

Nouns: related to jobs, proper names and countries

Pronouns: Personal - 3rd person singular

Prepositions: from

Numbers: related to the people's age

Articles: indefinite A/AN

Sentence Patterns:

Subject + verb + complement

Subject + verb + preposition + adverb of place

5.1. Language Function

Description/Identification of People.

5.2. Significance Element

- Students describe people's general characteristics so that they can complete the task
- Description is done to fill a need
- Language is practiced for Fluency.

6. Role of the Students within the Task:

- Students:
1. Look at the sheet
 2. Read (silently) the information given
 3. Think how the information can be conveyed
 4. Give/Listen to information
 5. Get feedback
 6. Mark down the new information in the chart.

This procedure is repeated until the chart is fully completed by the participants.

7. Role of the teacher within the Task:

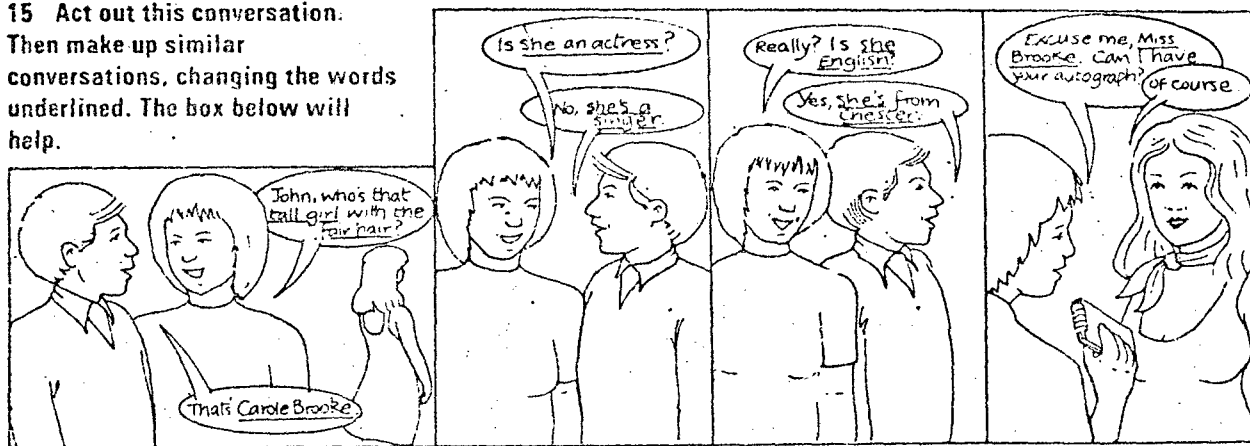
- Presenter of the task
- Monitor of the task
- Helper - make interventions/corrections whenever necessary.
- Provides feedback if necessary.

8. Evaluation Criteria implied by the exercise students perform:

Success in performing the task seems to be a matter of

- appropriate sharing of information
- completion of the chart with needed information

15 Act out this conversation. Then make up similar conversations, changing the words underlined. The box below will help.



Carlos Lopez	a thin man, with black hair	racing driver	Argentinian	Buenos Aires
Yuki Teremoto	a small man, with a brown beard	writer	Japanese	Osaka
Burt Hoffman	a tall, dark man	actor	American	Columbus, Ohio
Sheila Gould	a tall, slim girl	model	Australian	Sydney
Lotte Fischer	a big, fair woman	opera singer	German	Hamburg

Extracted from Contemporary English by R. Rossner, P. Shaw, J. Shepherd, J. Taylor, P. Davis. Exercise 15, Page 17, Unit 3.

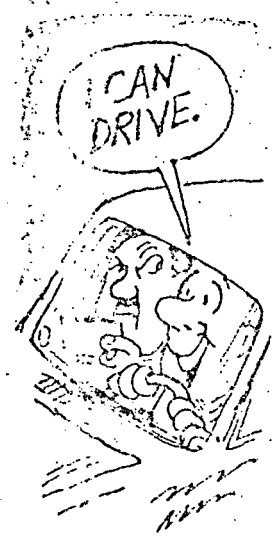


... Oh, yes, my husband's wonderful!
 Really? Is he?
 Yes, he's big, strong and handsome!
 Well, my husband isn't very big, or very strong... but he's very intelligent.
 Intelligent?
 Yes, he can speak six languages.
 Can he? Which languages can he speak?
 He can speak French, Spanish, Italian, German, Arabic and Japanese.
 Oh!... My husband's very athletic.
 Athletic?
 Yes, he can swim, ski, play football, cricket and rugby...
 Can he cook?

Jane Pardon?
 Sally Can your husband cook?
 My husband can't play sports... but he's an excellent cook.
 Jane Is he?
 Sally Yes, and he can sew, and iron... he's a very good husband.
 Jane Really? Is he English?

- Questions**
- 1 Is Jane's husband big?
 - 2 Is he ugly?
 - 3 Can he play football?
 - 4 Can he speak French?
 - 5 Can he ski?
 - 6 Can he sew?
 - 7 Is Sally's husband athletic?
 - 8 Is he intelligent?
 - 9 Can he speak Arabic?
 - 10 Can he play cricket?
 - 11 Can he play rugby?
 - 12 Can he iron?

Exercise
 Example:
 I can drive.
 I can't swim.
 Write ten sentences.



Target Structures

*and I can't (do) it.
 can you (do) it?*

Expressions

*It, yes.
 really?*

Vocabulary

<i>weak</i>	<i>handsome</i>	<i>language</i>
<i>thin</i>	<i>wonderful</i>	<i>football</i>
<i>intelligent</i>	<i>cricket</i>	
<i>athletic</i>	<i>rugby</i>	
<i>excellent</i>	<i>sports</i>	
	<i>hairstylist</i>	

languages: *French, Spanish, Arabic, etc.*

*T: I can speak English, but I can't speak Italian.
 Can you speak French, but I can't speak Arabic.*

Invention exercise:
*: English
 : I can speak English.
 : Italian
 : I can't speak Italian.
 : English
 : I can speak English.*

Continue:
*French
 Italian
 Arabic
 Spanish
 Japanese*

11 Hold up a small object. *T: Look at this. Listen and repeat:
 can see it. Stress: weak (kən).
 You can see it.
 We can see it.
 He can see it.
 They can see it.*

12 Now hide the object in a pocket or handbag.
*: Now, I can't see it. Stress (kɑnt).
 You can't see it.
 We can't see it.
 He can't see it.
 They can't see it.*

13 Invention exercise:
*: window
 : I can see a window.
 : plane
 : I can't see a plane.
 : window
 : I can see a window.*

Continue:
*plane
 camera
 table
 bus
 chair
 radio
 door*

14 *T: Listen - Can you drive? (Gesture is useful here.)
 Can you ski?
 Can you type?
 Can you dance?
 Can you sing?
 Can you cook?*
 Point out weak pronunciation (kən).

7 Now use gesture to indicate to students that they must ask you.

*T: ski
 C: Can you ski?
 T: Yes I can. (kæn)
 T: type
 C: Can you type?
 T: No I can't. (kɑnt)*

Continue with:
*drive
 dance
 sing
 cook
 play football
 swim, etc.*

8 Ask questions:
*T: Can you (drive)? C: Yes, I can/No, I can't.
 T: Can he drive? Can she drive? C: Yes, he can/No, he can't.
 T: Ask him/ask her/ask me.*

9 Pair Work. Students ask each other questions as in 14.8.

10 Written Phase.

<i>I</i>	<i>can</i>	<i>drive.</i>
<i>You</i>	<i>can't</i>	<i>ski.</i>
<i>He</i>		<i>type.</i>
<i>She</i>		<i>dance.</i>
<i>It</i>		<i>sing.</i>
<i>We</i>		<i>swim.</i>
<i>They</i>		<i>play tennis.</i>

<i>Can</i>	<i>I</i>	<i>drive?</i>	<i>Yes, I can.</i>
	<i>you</i>	<i>ski?</i>	<i>No, I can't.</i>
	<i>he</i>	<i>type?</i>	
	<i>she</i>	<i>dance?</i>	
	<i>it</i>	<i>sing?</i>	
	<i>we</i>	<i>swim?</i>	
	<i>they</i>	<i>play tennis?</i>	

11 Focus attention on the picture. Ensure the text is masked. Set the situation. Play the cassette or act out the text.

12 Listen and Repeat.

13 Silent Reading.

14 Question and Answer:
*Is Jane's husband big?
 Is he strong?
 Is he ugly?
 Can he play football?
 Can he play cricket?
 Can he play rugby?
 Can he ski?
 Can he sew?
 Can he iron?*

*Is Sally's husband athletic?
 Is he big?
 Is he very strong?
 Is he intelligent?
 Can he speak Arabic?
 Can he speak Spanish? Italian? French?
 Can he play cricket? rugby? football?
 Can he iron? cook? sew?*

15 Pair Work.

16 Further pair work. Get the students to ask each other about their girlfriends, boyfriends, fathers, mothers, landladies, etc.

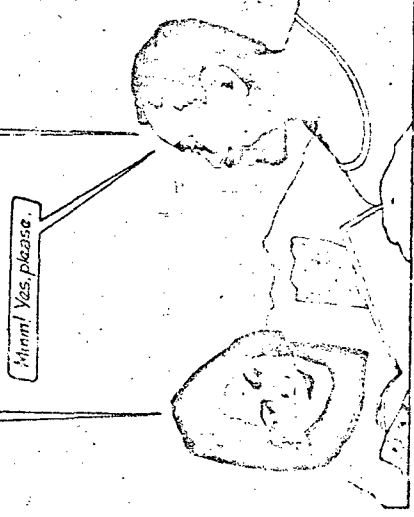
17 Set the exercise in class or for homework.

IN MARIA'S FLAT



It's four o'clock.
Would you like a cup of tea?

Mum! Yes, please.



NEVILLE: What's the time, Maria?
MARIA: It's four o'clock. Would you like a cup of tea?
NEVILLE: Mum! Yes, please.
MARIA: Do you like tea with lemon?
NEVILLE: Yes, I do.
MARIA: Oh good.
NEVILLE: Here you are. Sugar?
MARIA: Yes please.
NEVILLE: Mind the cup!
MARIA: Oh, sorry!
NEVILLE: That's all right! I'll get a cloth.
NEVILLE: Let's have some music. Do you like Rita Hamilton?
MARIA: Yes, she's all right.
NEVILLE: Well, I like her.
MARIA: I think she's very good.

Is it three o'clock? Yes, it is.

2. Look at the clocks again. Ask and answer like this:
1. Is it three o'clock?
Yes, it is.
2. Is it?
Yes, it is.

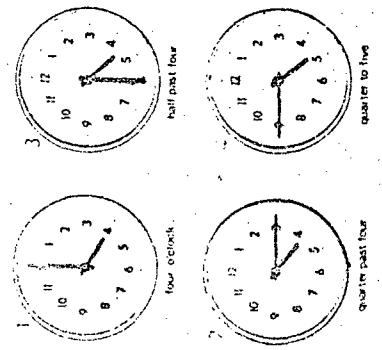
Set 2
Ask what people like.
Say what you like.

Do you like tea with lemon? Yes, I do.
Do you like 'nightseeing? No, I don't.

Do you like Frank Sinatra? He's all right.
Do you like Elizabeth Taylor? She's all right.
Do you like the Rolling Stones? They're all right.
Do you like small dogs? They're all right.
Do you like classical music? It's all right.
Do you like whisky? It's all right.

Set 1
Ask and say the time (1)

What's the time? It's four o'clock.



1. Look at these clocks. Ask and answer like this:
What's the time?
It's three o'clock.
2. What's the time?
It's half past four.
3. What's the time?
It's

DO YOU LIKE:	YOU	YOUR PARTNER	DO YOU LIKE:	YOU	YOUR PARTNER
Tea with lemon			Small dogs		
Tea with milk			American films		
White coffee			Detective stories		
Black coffee			Spiders		
Coca-cola			Jazz		
Whisky			Classical music		
Sight-seeing					
Sunbathing					
Writing letters					
Cooking					

1. Look at the chart. Write in your answers: Yes/No/AR (it's all right—you like it but not very much)

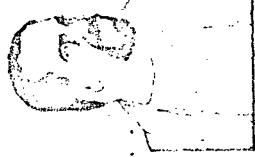
2. Now ask your partner what he/she likes, like this:
 Do you like tea with lemon?
 Yes I do. No I don't. It's all right.

Write in his/her answer also: (Yes/No/AR).
 When you answer about the people, remember to say:
 He's/She's/They're all right
 and when you answer about more than one thing, you say: They're all right

Set 3
 Ask and say what people like

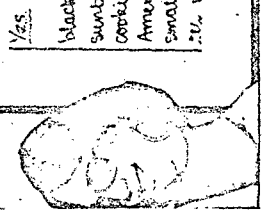
Does he like tea with milk?
 black coffee?
 coca-cola?
 Yes, he does.
 No, he doesn't.
 He thinks it's all right.

Does she like jazz?
 classical music?
 Frank Sinatra?
 Yes, she does.
 No, she doesn't.
 She thinks he's all right.



<u>Yes:</u>	white coffee tea with lemon detective stories Elizabeth Taylor jazz spiders
<u>No:</u>	black coffee coca-cola Frank Sinatra small dogs light-colored writing
<u>All right:</u>	sunbathing whisky cooking pop music the Rolling Stones detective stories

1. Look at Neville's answers to the questions. Work with a partner.
 Ask and answer like this:
 Does he like tea with lemon?
 Yes, he does.
 Does he like black coffee?
 No, he doesn't.
 Does he like sunbathing?
 He thinks it's all right.
 First ask about the 'Yes' list, then the 'No' list and then the 'All right' list.



<u>Yes:</u>	black coffee sunbathing cooking American films small dogs tea with lemon
<u>No:</u>	white coffee whisky Frank Sinatra jazz spiders tea with milk
<u>All right:</u>	writing letters coca-cola sunbathing Elizabeth Taylor detective stories

2. Look at Maria's answers to the questions. Work with a partner.
 Ask and answer like this:
 Does she like black coffee?
 Yes, she does.
 Does she like spiders?
 No, she doesn't.
 Does she like coca-cola?
 She thinks it's all right.
 Work as in Exercise 1

3. Look at your partner's answers to the questions on page 61.
 Work with a new partner (somebody else in the class). Ask and answer about your first partner's answers, like this:
 Does he/she like tea with lemon?
 Yes, he/she does
 or
 No, he/she doesn't
 or
 He/she thinks it's all right.

4. Ask your teacher what he/she likes. Write in the answers
 Does your teacher like white coffee?
 coca-cola?
 whisky?
 jazz?
 Frank Sinatra?
 spiders?
 cooking?

Jobs Vacant

MOBILQUE ASSISTANT
 Do you like people?
 Do you like CLIPPING?
 Do you speak ENGLISH, FRENCH & CANADIAN?
 Are you between 20 and 30?
 These questions are asked by
 Write to Mr. Harrison Weston
 at the BOMBARDIER, MANCHESTER INTERNATIONAL
 Airport, Manchester.

Robert White, Manager, is looking for
 men, 5, and women, 21.
 Are you over 18?
 Do you like children?
 Do you like cooking?
 Do you want to learn ENGLISH?
 Can you DRIVE?
 If you please write and give
 full particulars to:
 B. J. White, 10,
 London, W. 1.

DRIVER WANTED
 TO TEST-DRIVE
 OUR NEW MODELS
IF YOU LIKE CARS
IF YOU CAN DRIVE
AND IF YOU'RE OVER 21
 WRITE TO THE MANAGER,
 DALTON MOTORS KINGSTON, W. 1.

Choose one of the three jobs advertised and write a letter applying for the job. Start like this:

My name is and I'm () years old.

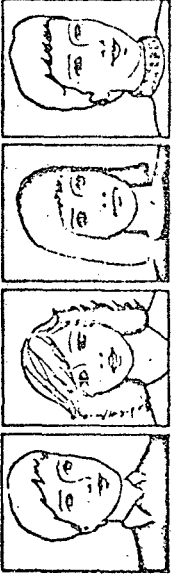
Then write sentences starting like this:
 I speak
 I like
 I can
 I would like to
 I would like to telephone me, my number is
 Yours faithfully,
 (Signature)

Does she like children?	Yes	No	M/S
Does she like cooking?	X		
Does she speak English?	X		
Can she drive?	X		
Does she dance?	X		
Does she like music?	X		
Does she like classical music?	X		
Does she like jazz?	X		
Does she like reading?	X		
Other interests:			
Does she get the job?	X		

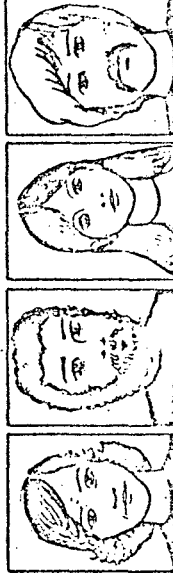
You go to see Neville in his flat
 NEVILLE: Hello.
 STUDENT: Come in, please.
 NEVILLE: What's the time? My watch is wrong, I think.
 STUDENT: Thank you. Well, would you like a cup of coffee?
 NEVILLE: Do you like white coffee?
 STUDENT: Sugar?
 NEVILLE: Right. Just one moment... Here you are.
 STUDENT: Mind the cup!
 NEVILLE: Oh, that's all right. I'll get a cloth. Let's have some music. Do you like pop music?
 STUDENT: Oh, one moment. Here's an Engus record. Do you like it?
 NEVILLE: Well, I think they're very good.

ORAL EXERCISES

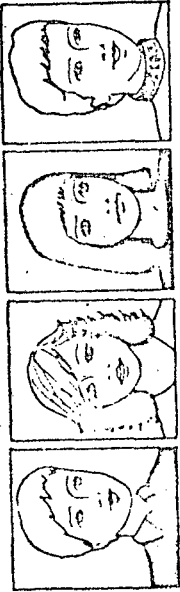
- Say the correct time. Look at the clocks on page 60.
 Is it three o'clock?
 Yes, it is.
 Is it half past five?
 No, it isn't, it's half past four.
- Ask Neville what he likes.
 Ask him if he likes tea with lemon.
 Do you like tea with lemon?
 Ask him if he likes black coffee.
 Do you like black coffee?
 3. Say what you like or don't like. You are Neville.
 Look at the chart on page 62.
 Do you like tea with lemon?
 Yes, I do.
 Do you like black coffee?
 No, I don't.
 Do you like whisky?
 It's all right.
- Ask what other people like.
 Ask if Maria likes sightseeing.
 Does she like sightseeing?
 Ask if Neville likes spiders.
 Does he like spiders?
 5. Say what Maria likes or doesn't like. Look at her chart on page 63.
 Does she like sunbathing?
 Yes, she does.
 Does she like white coffee?
 No, she doesn't.
 Does she like writing letters?
 She thinks it's all right.
- Say what you like or don't like.
 Do you like sightseeing?
 Do you like small dogs?



Name _____ Anne Carter Henry Black
 Age _____ 14 _____ 13
 Country _____ Canada _____ Australia



Name _____ Sue Turner Linda Williams
 Age _____ 32 _____ 25
 Job _____ Teacher _____ Postman
 Country _____ _____ Scotland



Name _____ John White Sarah Jones
 Age _____ 15 _____ 14
 Country _____ England _____ United States



Name _____ Andrew Martin John Grant
 Age _____ 47 _____
 Job _____ Housewife _____ Actor
 Country _____ U.S.A. _____ England _____ Ireland

2.6. Evaluation of Textbooks

2.6.1. Introduction

In the previous section we have described the materials in the light of: Exercise Presentation and Evaluation; Role and Significance of Grammatical Items; Role of Students and Teachers and criteria for evaluating students.

In this section we shall evaluate the materials taking into account the features above mentioned. However, we also felt the need for establishing some communicative criteria to base our evaluation on. For this we shall aim at considering the following questions:

- Do activities present an Information
- Gap Ingredient?
- Do activities present a choice Element?
- Is there a Significance Element within the task?
- Are mistakes likely to occur? If then what is their significance for communication?
- Do activities allow for interaction to occur?
- Are activities varied?

Having these in mind we shall next evaluate the samples of exercises.

2.6.2. Evaluation of Integrated Textbooks

Purpose of Exercises

In general terms it seems that the purpose of all the exercises is simply to developing student's ability to produce "accurate" language through the reproduction of samples given by the exercises. This, however, does not imply that the exercises should have no grammatical purpose.

But it does mean that grammatical objectives can also be achieved by more authentic communicative work, specially in Oral Activities. If communicative competence is being developed grammar has been necessarily taken care of.

Even if developing communicative tasks for false beginners means "controlling" the presentation of language items to be exploited, such a control need not amount to a mere reproduction of scripted language items.

For this reason, the purposes to be achieved by the "successful" completion of these exercises fall short of those established for our Oral Expression course. We, above all, aim at developing students' communicative Skills in a foreign language, as opposed to only the lower order skills.

Presentation:

In every exercise the "Presentation" structures the tasks for the students. In Contemporary English the dialogue was provided, in streamline drilling exercises attempt to introduce the subject matter in a systematized way, in Starting Strategies "patterns" were given.

As far as we are concerned "Presentation" should be a means of introducing the task but not a ready-made procedure for students to follow.

Some guidance as to the purpose of the activity and what students are expected to do is helpful. But if students are to be responsible for what they do, some of the decisions concerning what to do and the best way to do it should be made by them. In addition if "something" remains unknown an element of risk - taking is encouraged.

Exploitation:

1. Information Gap.

The Information Gap element seems to be neglected in the majority of the exercises we are considering. This specially is due to the fact that the focus is on practicing certain language structures and not on communication.

Consider these examples:

(Contemporary English)

A - Who's that small man with a brown beard?

B - That's Yuki Teremoto

(Starting Strategies)

A - Does Neville like black coffee?

B - Yes, he does.

(Departures)

A - Can he (Jane's husband) play football?

B - Yes, he can.

In all of them the questions were asked for the sake of practicing a determined language structure since the student who asked already knew the answers, since they are given on the same page.

In example 1 to build up the question the student had to look for somebody's characteristics. He found those under YUKI TEMOROTO - consequently he/she already knew who was the small man with a brown beard.

In Example 2 when the student asked "Does Neville like black coffee"? he already knew that he liked it because this item was listed under the YES list of Neville's likes and dislikes.

In Example 3 a has already read the text, consequently he already knows what answer he is likely to get.

Some of the exercises do however, present an information gap which we are going to label as a "theoretical information gap", since the information to be shared is actually unknown: there is simply no communicative purpose beyond it.

We shall illustrate this with the following examples. Let's consider the case where the teacher gives the Prompt: "Italian" and the student says "I can (can't) speak Italian (in Departures, Exercise 2). This information might be new not only for the teacher but for the other students as well. But we have first to consider that what caused the student to give this information was the exercise-pattern; secondly this information has no communicative importance as nothing will be done with it; thirdly it is quite possible that nobody is interested in the fact that he/she can or cannot speak Italian.

Also in Exercise 9, the students do pair work and are told to ask questions about things his/her partner can or cannot do.

Let's imagine that one student might ask if his/her partner can cook because he/she does not know if he/she can. But why ask this?

Not because he/she wants to have dinner at his/her house or because he/she wants to get a recipe of how to make a dish, but because he/she has been asked to deal with the structure "can you...?" for purely Grammatical Purposes.

The same happens in Starting Strategies, Set 3/Exercise 4 when students ask about their teacher's preferences. They might ask "Do you like whisky" as a means of interacting, of knowing further information about him/her but what will be done with this? Probably nothing.

It could then be concluded that some new information might be being given but in a communicative Approach the Information Gap has deeper dimensions which drilling exercises (even if "communicative-drillings), by their very nature, cannot tackle.

2. Choice Element:

In general terms it could be stated that the choice element is restricted to the choice students have in selecting among his/her classmates the one he/she wants to work with.

The students cannot choose the type of questions they want to ask nor how to ask them.

For example in Departures there are twelve questions they have to ask about the dialogue (Exercise 14). The students cannot choose what to ask nor answer because the answers are already determined by the dialogue. There may be a limited choice in how to supply the answer.

If student A asks: "Is Jane's husband big?"

Student B can say: "Yes".

"Yes, he is".

"Yes, he is big".

and possible "Yes, he is big, strong and handsome" -
because that is the sentence Jane uses to describe
her husband.

In Contemporary English, the student who starts the dialogue has the chance to choose which person is going to be described but this choice will limit the first line of subsequent dialogues. The problem is that it is the only choice they have - the language items have been already determined as well as the sentence-patterns to be produced.

The same is true for the majority of exercises in Starting Strategies - the students have got to ask "Does Maria like sunbathing?" and have to answer "Yes, she does" because that is what the exercise asks for (Set 3. Exercise 2).

In the transfer Exercise (Departures - Exercise 6), however the choice element seems to be more present since:

- Students can choose the partner to work with.
- Students can choose the person they are going to ask about.
- Students can choose the topics they are going to ask about.

i.e. They can ask if this person can play tennis,
drive, cook, speak french and any other thing they
might want to know.

The first two characteristics are also present in Starting

Strategies (Set 3 - Exercise 3), although there is no choice of what to ask.

In terms of the language to be used, the choice-element seems to be still restricted mainly because students have to use "can he/she + verb?" or "Does he/she like + verb or noun?" in order to do the exercise. Maybe in this step, students will be allowed to use language in a freer way, but due to the type of practice students already underwent it seems that full structures are likely to be practiced.

In communicative Practice, in our terms, the choice-element is specially characterized by the opportunity students have to make appropriate choices of language for appropriate contexts. Thus, if the task is to be completed students should be encouraged to deal with the language resources they have at their disposal so that they can "communicate/interact". For this and other reasons communicative materials should not be scripted.

3. Exercise Typology

With the exception of the exercise Analysed in Contemporary English, the other two books present a series of very similar exercises. In Starting Strategies the whole unit (with the exception of the 1st Set of Exercises) is centered on investigating people's likes and dislikes. In Departures the focus is on whether people can or cannot do certain things. In terms of communication it is awkward to imagine spending as much time as the exercises do in order to investigate someone's likes, dislikes and abilities. Of course there are situations

in which such a phenomenon can occur. For instance, you might want to give a present for somebody you don't know very well so you might ask a friend of hers/his about her/his preferences. Or you are interviewing someone for a job, you might be interested in knowing what things this person is able to do. But in both situations it is not very likely that you would keep repeating the full structure over and over again.

The point to be raised here is that if over repetition in such contexts reads to "automation" it does not integrate automation into the hierarchy of communicative skills. Thus, one could argue that "automation" is a question of letting students use and re-use language items as a means of being able to internalize and integrate them into a hierarchy. But this also suggests that even if the same structure is to be practiced, a variety of procedures and tasks are required to let students see other contexts of use; let them reapply - with a purpose - something previously learned and to avoid boredom.

4. Significance Element

The question of "automation" previously discussed leads to the question of "meaningful memorization". In these terms it is worth analysing to what extent the presentation and exploitation of grammatical items is meaningful. For this the following questions could be raised:

1. Are the structures "Do you like/Does she like?/
"Can you (do) (this)?" Who is that..."? Meaningful to
introduce the habitual/ability/descriptive functions?
2. Are students likely to exploit such structures with

these topics for communicative Purposes?

3. As the students' task is almost only the over and over repetition of the same language patterns how much attention is being devoted to what they are actually meaning?
4. Since mere repetition can constitute a "low task load" in which little attention is required, mightn't this provoke a certain indifference towards the functional significance of the language items?
5. Is Automation taking place?
6. Does the fact that students have done the exercises successfully guarantee that they will be able to do it, in a communicative Environment?

To start with, let's try to consider the following:

Describing habits, abilities and people are useful language functions, but this does not necessarily mean that they are useful in communicative terms. For instance, in Starting Strategies the habitual function was introduced for talking about people's personal preferences. Of course, in real communicative situations we tend, sometimes, to express something about ourselves or ask about somebody's preferences.² However we tend to do this "with a purpose" and generally in the course of a conversation.

You are at a friend's house.
 There will be a foreigner there.
 Your friend is describing him to you.
 She could say:

He is a very nice man. Quite handsome.
 See, he's the type of person who likes

²See Exercise Typology, where the habitual usage is also explained.

meeting new people. I'm sure you'll get along quite well."

This example reveals that "like" was used with a purpose and as an extra remark in the situation. This leads us to conclude that there is not a real need to spend a whole lesson on this topic since it could be perfectly inserted in situations in which there would exist a purpose for doing so: are likes and dislikes a motivating topic? In addition, in most exercises students talk about persons they do not know and are likely to have no interest in.

"Describing People" is also quite useful for communication. However it is quite unlikely that you describe people you have never seen before. This easy remark is pertinent since in Contemporary English they do not know the persons and cannot even see, a picture of the people being described can it be motivating, then?

In Departures, CAN is introduced in the following way:

T - I can speak English, but I can't speak Italian.

If the teacher said "I speak English, but I don't speak Italian" - wouldn't this have the same effect?

Furthermore, talking about people's ability seems to be a function which could be exploited under other functions.

The need for using "CAN YOU(do)..." "Does she/he like..." seems to be derived from broader communicative contexts.

For this, if the purpose is to develop communication a whole lesson needn't be devoted for the exploitation of such functions. Would then students be interested in doing this? This suggests that there should be selection of language items which have a

higher communicative value. Others could then be embedded or even exploited through the communication which is likely to be established between teacher and students.

Another point to be tackled is the fact that students are not given the chance to deal with the items in meaningful terms. As we have already stated, students overrepeat ready-made patterns and especially do not have any need or purpose for using the language.

Due to the nature of the tasks students perform it can be suggested that very little effort is required from the student, consequently very little might be being actually stored.

Stevick (1975) states that: "a student who is reciting a memorized dialogue is not conveying information, hence not communicating, and not using the language" (34).

This specially describes the type of practice students undergo thus suggesting that performing the exercises might give students practice in how to deal with a specific language item/structure. Although this does not guarantee that they know the meaning of what is being said/why it is being said or that they have stored it and hence does not ensure that they can reapply it whenever necessary. If you were the student could you perceive the significance of what was being done and be motivated to perform these tasks?

It seems that language use requires communicative practice, so if exercises lack communicative ingredients students can be not expected to be able to apply whatever was learned to a communicative situation. Choosing an item and teaching it is not enough to ensure that it will be actually learned.

Special attention has to be given to the language Functional Aspects

for communicative Purposes so that these can be exploited in these terms.

The significance of a language item/structure cannot be only perceived by its mere presence: it seems essential that through the performance of exercises the students can notice its importance, deal with it for communication and integrate what was learned into the hierarchy of Communicative Skills.

5. Role of Mistakes

Low task load demands might, to some extent indicate an attempt to prevent students from making mistakes. However the fact that exercises are simple and the students do not have to really "think" of what they are saying is not a guarantee that erroneous performance will not take place nor successful learning in general terms. Let's consider then how mistakes are likely to occur in the exercises.

In Contemporary English, students are likely to make mistakes of pronunciation, intonation and omission of redundant items. (Might say "who that" instead of "Who's that"). This is specially due to the fact that students might concentrate too much on the substitution of items and pay less attention to what is being said and how.

In Departures in the first set of exercises the student does not have any written aid to rely on, but even if he had, mistakes are likely to occur.

Consider this: T - window

T - I can see a window

T - Plane

T - I can't see a plane

T - Table

S - I can't see a table. (but he actually can see it in the classroom)

This mistake can occur, first of all, because of its purely grammatical basis. If up to this point the student has not understood the function of CAN, he can actually say CAN'T because in the previous example the teacher uttered CAN in its negative form. He can also say: "I can't see a plane" (not a table) because he was not paying attention when the teacher said "table" and all he can remember is what was previously said. Problems in pronouncing CAN (kan) and CAN'T (kant) and other vocabulary items might occur as well.

In Starting Strategies mistakes of pronunciation, intonation and omission of redundant items are likely to occur. For instance, even if the student has a written clue he might say: "Do he like?"/"Does he likes?"/"Do he likes?"/"Does she (but it's he) like?", etc...

Our question is to what extent are the mistakes which might occur significant for the students and for their own learning in terms of communication?

The first point to be raised is the fact that, in general terms, students do not have to "think" over what they are saying.

The second is to consider same type of mistakes likely to occur in communication. When attempting to communicate we might omit redundant items, might choose an uncorrect sentence formation, might choose inappropriate language items for the situation or might even mispronounce certain words.

This might happen because the learner is concentrating on what message to convey rather than on how to convey it, or even because "lower level plans not been sufficiently automated. This further implies that in order to communicate the student undergoes a decision-making process which will determine the success or failure of his/her choices. As far as we are concerned the mistakes made due to the nature of exercises students underwent, do not fit in the framework above described.

Since the mistakes derived from highly controlled practice can be characterized as "language scripted mistakes", mistakes as they would occur in communication cannot be monitored by the teacher.

For these to take place there must be a place for Fluency Work in Oral Expression Activities: and these exercises do not seem to focus on Fluency.

Role of Grammatical Items:

Each of the books analysed concentrated on three language functions: Describing people's habits (Starting Strategies), Describing people's Abilities (Departures) and Describing People (Contemporary English).^{*} It also seems that the choice of exploiting these language items was made according to their degree of difficulty. After all, all the three textbooks are designed for beginners.

The fact that language items are selected, ordered and later recycled reveals some concern to save the students from facing

* In this aspect we cannot deny the usefulness of learning these functions but we have already stated that some functions of language might have a higher communicative value than others.

a linguistic situation he is not already prepared for.

What could be claimed, however, is the fact that choosing certain Grammatical Items to be taught is not the only criteria to constitute a core of a course. It should be also taken into consideration

- the type of task in which these will be exercised
- the type of demands required from the students
- the exploration of such items for communicative purposes.

If there is a desire to develop Oral Expression on a Fluency basis, grammar should not be taught for its own sake. What seems to be lacking in those exercises is this type of concern which should be catered for if communication is the aim.

Role of the Students:

In most of the exercises students perform they are either under the teacher's control (as the case when the teacher gives clues for the substitution to be done - Departures) or under the "exercise control (the language to be used is scripted, or an pattern is provided - contemporary English, Starting Strategies and Departures).

This specially suggests that students are likely to perform the role of manipulators of language structures as they spend much time over repeating and following a certain linguistic item which is being drilled. For this their participation is limited. Even if they perform pair work, have the chance to interact with teacher and students, repeat examples and ask for unknown vocabulary items, they are not actually personally involved in

the task being performed.

For participation to take place self-involvement is required. But as they do mechanical practice where grammatical accuracy is the aim; talk about people they do not know and/or do not have the least interest in; and are not responsible for the language being used - it can be concluded that participation is not likely to take place.

In spite of the fact that students are given some opportunities to interact, this interaction remains on a very superficial level. They have limited choices (if any) of how to ask/give the information and even if there is an information gap there seems to be no need for relying on the other person's answers. For this, students play the role of low-interactors.

In addition, all the learners in the classroom generally are asking for the same things, using the same patterns, which means that there's no concern for the 'individual' in the class - there is no chance for them to create within the task being performed. (At least there is no evidence that this might happen due to the nature of the exercises).

In short, it appears that the students' role is pretty much determined by the nature of the tasks and since these lack communicative features promoting the students' full participation, the qualities of interaction, self-involvement and creativity are not among the possible goals to be developed within the exercises.

Role of the teacher

In general terms the teacher 'controls' the students'

performance (Departures - 1st set of Exercises) but he helps and monitors students (Pair work Sections) as well, since he might guide them and make interventions whenever he feels it is necessary.

However, due to the mechanical nature and grammatical focus of the exercises it seems that the teacher has few choices for evaluating the students in terms of the language which was used, how it was used and the students' role in the task accounting for individual differences.

In the majority of the exercises being performed the choice to use the language is so limited that it limits the teacher as well.

For instance in Starting Strategies students have to use "Do you like...?"/"Does he/she like...?"; in Departures "I can/can't (do).../He can/can't (do).../can you/he (do)...?", in Contemporary English "Who's that..."/"Is he/she...?"/"Can I have your autograph?".

Due to this, all the teacher has to consider is the fact that they were uttered but not used correctly.

After all if the students do not play a significant role, the teacher will not do anything significant either.

Since the parameters for "success" are highly determined by the task, flexibility and sensitiveness in realising the meaningfulness of what was performed is neglected for teachers. This specially reveals the importance of developing work on a Fluency basis. This allows students to make their own decisions on how to deal with the language and it allows teachers to make their own decisions on either accept or reject what students are

doing.

For instance take the case of a beginner student who, describing a picture of a person says: "tall" and another student describing the same picture, says: "He is short" (but the person is actually "tall").

It seems then that the first response, despite of the fact that not being given in a full sentence is to be accepted and the second to be rejected.

Thus, this also leads to the question that if students have some freedom to use the language, the teacher can also choose the best way to provide feedback, (if mistakes occur) and choose which language items deserve corrections.

The last consideration to make is that in the same way that we want our students to decide on what to do or how to do, some decisions should be left for the teacher into so that he can monitor the students' learning in the best way he wishes.

Criteria of Students' Evaluation

Criteria implicit in the exercises for evaluating the students basically reveal their grammatical focus on what is being taught/learned. Since the exercises aim at developing the students ability in manipulating language structures it seems that providing correct substitutions; uttering well - formed sentences; pronouncing language items correctly and adopting correct intonation patterns are coherent forms of evaluating students. At least it meets the objectives the exercises aim at.

However, in communicative terms, this criteria is, at best, insufficient. It seems that if the focus is on communica-

tion "success" should be measured by whether communication was appropriately shared or not. Such a criterion leads us also to consider:

- how much effort the student has made in order to obtain the desired results
- whether language was used meaningfully, even if little was used
- what type of personal relationships arised from this communicative work.

It seems, in conclusion, that if exercises are designed on a purely grammatical/accuracy basis, it is quite possible that the aspects relevant to communicative/Fluency objectives are not given priority. Thus, communicative objectibes are not catered for by these materials.

2.6.3. Evaluation of the Communicative Practice Textbook
 - Tandem.

Tandem is a book which presents Communicative Practice Materials and through the exercises it can be noticed that there was concern for applying some of the principles implied by a communicative Approach.

The exercises aim at giving students:

- opportunity to communicate - for this an Information Gap is present;
- choices of how to convey the message - the language is not scripted;
- opportunity to interact - for this pair work takes place and the need for relying on the information being given is present;
- opportunity to notice the significance of what is being done - for this the functional aspect of language is stressed and thus used with a purpose.

Due to the presence of these characteristics the students' role within the task seems to be specially characterized by Participation and Self-involvement. And the teacher is specially in the position of making decisions on how to best present the task, monitor it and provide feedback.

This emphasis on Communication implies that success is much more a matter of sharing appropriate information than using correct language. Thus Fluency work is being aimed at.

Now, if Tandem is a book which meets the Course Objectives in terms above described, what is the need for designing new materials for Oral Expression if this is available?

The need persists because Tandem fulfills some, but not all the requirements.

For this we can mention four shortcomings:

- similarity of tasks
- fictitious situations
- lack of task dependency
- functional core of the book not related with the functions exploited by the course.

To start with the activities are of a very repetitive and similar nature - this does not allow for different types of interaction to occur.

Secondly the fact that students deal, throughout the book with topics which are not intrinsically related to their reality might lower their interest and motivation in performing them.

Fictitious situations are likely to occur and have their place within the course but this does not mean that there should be no concern for designing tasks which are closer to the students' reality for which success is also a matter of activating the students' previous knowledge of the topic. It seems that we should have some educational perspectives in mind if learning is to be focused on the fulfillment of the students' needs as 'individuals' in the classroom.

Thirdly, even if communicative feedback takes place, feedback at the level of the overall accomplishment of the task does not. This means that if this feedback is absent the students' purpose in doing the task is diminished, since accomplishing the first task does not help the students to

complete subsequent ones. The exercises do not lead anywhere.

Finally in spite of the fact that the functional aspect of the language is emphasized and carefully recycled through the activities, there is a need for establishing a core which copes with the language items/functions being learned in the other skill areas of the course. This means that when performing these activities the students are not necessarily given a chance to automate items which were previously encountered in the course.

For the reasons above mentioned Tandem has certain inadequacies for our purposes.

2.7. Concluding Remarks

Taking into consideration the three Integrated textbooks which were presented and analysed we shall finally conclude that if there is an attempt to develop communication, the exercises should provide students with language for communication and be designed in a communicative framework. It seems that "drilling practice", even if contextualized, does not prepare students sufficiently to communicate in a foreign language. It has its place in the learning process, but if communication is the aim students should have to have practice in generating language for communication in the classroom.

If the exercises lack communicative Ingredients it can be concluded that the objectives implied by such practice - which is communication - cannot be achieved.

On the other hand, even if some exercises take into account some communicative Principles, such as the case of those in Tandem; they still lack some requirements which are important for the purposes we aim at. The fact that activities are similar, the situations are fictitious, the choice of functional/grammatical items do not follow the functional/grammatical core of the course and feedback is not accomplished at the level of the overall activity constitute the shortcomings of this book.

For the reasons above mentioned it can be stated that the exercises are inadequate for developing the type of Oral Work we are aiming at. This specially relies on the fact that the objectives implied by such a practice do not (fully) meet

ours in terms of developing a work on a Fluency basis in Oral Expression Activities.

Due to the insights derived from the evaluation of materials we can state that materials will be specially designed for developing a basis for Oral Communicative Skills.

In this light we can establish the following parameters:

- presence of an information gap, so that there will be a need for sharing information and relying on what is being said for the successful accomplishment of the overall activity.
- presence of a choice element, so that students can undergo a decision-making process in terms of how to convey the message.
- development of interaction, so that opportunities should be given for students to interact among themselves and with their own environment - for this varied activities and topics are required.
- presence of a significance element, so that students can perceive the meaningfulness of being able to do the tasks.

Our objectives and parameters discussed in this chapter shall be encountered in the activities designed for the Oral Expression course. This is the topic of our next chapter.

CHAPTER THREE

MATERIALS DESIGN

Introduction

In the previous chapter some textbooks were analysed under some criteria which attempted to reveal the lack of communicative Activities defined in our own terms. Since the purpose of the previous chapter was not only to analyse materials on theoretical grounds but to give some insights which account, mainly, for the production of materials - its efficiency in helping students to learn; the sessions of our Oral course were designed having in mind the presence of four elements:¹

1. Students' Interaction
2. Students' choice
3. Students' need for sharing information

(Information gap)

¹A careful explanation of each of these elements can be found in the conclusion section of the previous chapter. (page 99)

4. Significant Element students will be dealing with.

Once the criteria for designing materials were established the actual production of activities took place.

The materials cover a set of eighteen sessions, in which two are introductory, three are problem solving and thirteen are information-transfer activities. The two introductory activities were designed to give students' opportunity to deal with already learnt language items in a new communicative situation, aiming, specially, at giving students confidence when using the language for oral purposes.

The problem solving activities are characterized by the setting up of a fictitious problem which can be only solved through logic and thought.

In the information transfer activities communication processes are stimulated by the existing information gaps which should be bridged if the task is to be successfully accomplished.

With the exception of the first two introductory activities the others are linked to the students' Reading Course Book², since the language items/functions which constitute the core of this book are likely to be exploited through the sessions. This means that we based our choice of language functions on those which are exploited in the Reading and Grammar Part of the Course through Functional English. Such a choice reveals our concern for giving students opportunity to practice, in an oral communicative situation the language functions which were already seen by the students. Thus, opportunity for "automation" is given to the students.

²The Reading course Book adopted in the English Letras course at UFSC is Functional Englished 1. Consolidation; by Ronald V. White, Nelson 1979.

The language functions in which our course is centered on are: Describing People/Place, Giving Directions, Describing Roles and Routines and Asking/Answering Questions.

The sessions were designed to cover a fifteen-week course, for one-hour classes, for an average number of twenty six students. Those are organized in the following way:

1. Presentation
2. Grammatical items arising from the Communicative Objectives
3. Communicative Objectives
4. Grammatical items likely to be exploited
5. Procedures
6. Characteristics of the task
7. Appendix: Visual Aids

In the Presentation Section the main topics are introduced, as a means of enabling students to have the first contact with the task to be later exploited. In rough terms, it plays the role of the "Motivation Step" which is likely to be part of any communicative activity.

Through the establishment of the communicative objectives there was an attempt to set up what the students were expected to do in terms of communication.

Since in all the sessions communication is more important than any of the specific language items which can be used, the Grammatical Objectives labeled as "Grammatical items arising from the communicative Objectives" reveal its less dominant role in the task. However, it was important to establish what type of language was likely to be produced in order to match materials

to the students. For this, the Grammatical Objectives enable us to have a summarized view of the language level.

By "Grammatical items likely to be exploited" we attempted to list the main language items which may be used. Expressions such as "likely" and "may be used" reveal our concern for giving students freedom to deal with the language items they have got at their disposal in the best way they wish. For this, the development of fluency and not accuracy is being aimed at.

Each session is then carefully explained in the Procedure Section. By reading this the teacher/reader has a clear picture of how the activity or activities are going to be conducted, what both teacher and students are expected to do.

In the characteristics of the task, the sessions are explained in the light of the four items which constitute our body of criteria. General explanations say how and why such items are present and consequently exploited through the communicative Practice students undergo.

Finally, for each session there is a set of materials students will deal with. These are presented in various forms since the activities are varied and deal with different subject matters. Maps, charts, pictorial clues, tables and symbols which either the students or teachers will use constitute the visual aids of the materials.

In the same way that some criteria was established for the organization of materials, it was worth while setting up a body of criteria for the sequence of activities. The presentation of the language functions/items follow the same sequence of the language functions/items in Functional English (1979).

Since the Oral course is constituted by eighteen sessions, in which the first two are "introductory" and do not follow the text book in question, the language items/functions will have already been encountered by the students due to the fact that the Oral course will be a week or two behind the Reading course. It should be mentioned that since there are 18 sessions and the course covers 15 weeks, 3 activities can be omitted at the discretion of the teacher.

In general terms the activities allow different types of communication to occur taking into account the variety of activities the students will be involved with.³ They also provide opportunities for personal relationships to occur among the students. Such interactive processes create a context humanizing context which supports the students' learning. In all the activities the students feel the desire to speak because they have a purpose for doing so. The same happens with the student who coparticipates in the task as the listener -- he also has the desire to listen because he has a purpose for doing so.

In a broad sense the teacher plays, the role of a monitor and a facilitator of the task. The fact that the teacher's interventions are reduced to a minimal level and interpersonal relationships are stressed, create few or no inhibitions and are specially supportative and accepting. For this, the first step towards a Fluency Practice is being achieved.

In terms of the information content, the majority of acti-

³For further information look at the Typology Table (page 112-3) which summarizes the Activities under six headings: name, language, function, major useful language items, class organization, number of steps and exercise type activity.

vities deal with real information about the students' world, a fact which gives them the opportunity to interact, through English, with something they might be interest in talking about. Since the topics were written having in mind the First Phase Students of the English Letras Course at UFSC the set of materials designed can be considered as original.⁴

In all the cases, despite all the significant features the activities reveal, the principal objective is to use all means available to develop communicative interaction.

⁴By "original" it is specially meant the Session content. For similar types of exercises, however, consult Visual aids for classroom interaction, by S. Holden (Ed.), Modern English Publications (1978); Tandem by A. Matthews, C. Read. Evans, 1981. and Discussions that work, P:Ur, CUP, 198

Typology Table

Name	Language Function	Major Useful Language Items	Number of Steps	Class Organization	Exercise Type Activity	Visual Aids
1. See if you are able to remember (Introductory)	Description/Characterization of Objects	Simple vocabulary items numbers colours Indefinite Articles	1 2 3 4	Small group work (5 to 6 sts)	Information transfer through memory	-cards containing objects to be used by students and teacher
2. Communicate through words and gestures (Introductory)	Description of Objects	Simple vocabulary items adjectives Tense: Simple Present	1 2	Class work/Group work Small group work	Information transfer through language use and gestures	-cards
3. Do you know these People?	Description of (Members of the English Department)	Tense: Simple Present Personal/Possessive Adjective Pronouns Verbs and voc.items Related to Descriptions	1 2 3	Pair work Class work Pair work	Information transfer through Interaction	-chart containing visual and non-visual information
4. Who are the "dis-tractors"?	Description of People (Teachers of the English Department)	Tense: Simple Present Adjectives, Nouns, Verb forms related to Description	1 2 3 4	Pair work Group work Group work Class work	Information transfer through visual stimuli	-chart -pictures of the teachers
5. Test your knowledge and memory...	Description of a Place (Felipe Schmidt Street)	Tense: Simple Present Prepositions of Place	1 2 3	Pair work Group work Class work	Information transfer through Previous knowledge	-map of Felipe Schmidt Street
6. Arrange and Describe	Description of a Place Description of Persons	Verb Tense: Simple Present Prepositions, Prepositional Phrases, adjectives, nouns (related to the clothes people wear, and furniture in the room)	1 2	Small group work Pair work	Information transfer through interaction and Problem Solving	-pictures in jigsaw form
7. Get to know Santa Catarina State	Description of a Place (Santa Catarina Map)	Tense: Simple Present Prepositions, Prepositional Phrases, adjectives Compass points	1 2	Pair work Small group work	Information transfer through interaction and Previous knowledge	-map of Santa Catarina Key symbols for economic activities
8. Communicate to Solve a Problem - "Who is who?"	Description of Place Description of characters	Tense: Simple Present Prepositions, Voc.items related to description of persons WHO clauses comparative form	1 2 3	Small group work Small group work Class work	Problem Solving	-simplified map
9. What a route!	Giving Directions	Verb Form: Imperative Prepositions, Prepositional Phrases	1 2	Small group work Small group work	Information transfer through interaction and visual clues	-five cards containing different sets of directions
10. Get to know the University Campus	Describing a Place Giving Directions	Verb forms: Simple Present Imperative Prepositional Phrases, Adverbials of direction	1	Small group work	Information transfer through interaction	map of the UFSC campus

Name	Language Function	Major Useful Language Items	Number of Steps	Class Organization	Exercise Type Activity	Visual Aids
11. Get to know Santa Catarina	Describing a Place	Verb Forms: Simple Present Adjectives, vocabulary items related with description	1 2	Pair work Small group work	Information transfer through interaction and sharing of written information	chart - written information Santa Catarina Island map
12. Make up your Itinerary	Giving Directions	Verb Tense: Imperative Sequences, vocabulary items related to the activities performed	1 2 3	Small group work Small group work Class work	Decision-Making Information transfer through interaction	Santa Catarina Island map Key symbols for activities
13. What a daily Routine!	Describing roles and Routines	Verb Tense: Simple Present Voc. items: Related to characters' daily routine activities	1 2 3	Small group work Small group work Small group work	Information transfer through interaction and visual clues Selection Making Activity Problem-Solving	cards
14. Get to know different University Life. Styles	Describing roles and general facts (Students from Different countries)	Verb Tense: Simple Present Voc. items: related to the general facts about the students' routine.	1	Small group work	Information transfer through interaction and sharing of unilinear information	tables figures
15. Get to know different countries	Description of general facts (Brazil, England, Spain)	Verb Tense: S. Present time expressions voc. items related to the information about the different countries	1 2	Small group work Small group work	Decision Making Information transfer through interaction	chart - information about different countries
16. "Who are the twins"?	Description of Persons (characters of the Activity) Description of Roles and Routines	Verb Tenses: Simple Present voc. items - adjectives and nouns related to the children's characteristics and Daily Routine Activities	1 2	Small group work Small group work	Problem Solving information transfer through interaction	chart written clues
17. Guess where places are located	Asking and answering Questions (U.S.A. map) Description of Place	Verb Tense: Simple Present Question form: TO BE inversion compass points, prepositions, prepositional phrases	1 2	Pair work Group work	Information transfer through interaction and guessing	USA map
18. Guess the itinerary!	Asking and answering Questions (Florianópolis map) Description of Place Directions	Verb Tense: Simple Present Question form: DOES + Subject + Verb noun, prepositions, prepositional phrases	1 2	Small group Small group	Information transfer through interaction and guessing	Florianópolis Map Set of written instructions

Course Planning

Section One/Two

- Preliminary Sections

Objective: "The two tasks enable students to use simple vocabulary items in a meaningful way, having a choice element present; this two sections constitute above all, an opportunity for students to pass through a preliminary stage in which some communicative elements will be successfully inserted.

The sections attempt to be a link between Structure Practice which the students are accustomed to perform and Communicative Practice which they will constantly face in the Activities performed during the English classes.

Moreover another concern is to give students confidence through their success in performing the tasks. Such successful results can be expected since:

1. the vocabulary items to be used are simple and probably already known by the students
2. the structures to be used are elementary and students should manage them without difficulty
3. the nature of the task is simple and basically does not throw the students into a totally new communicative situation they have not been exposed to yet.

Session One

- "See if you are able to Remember"

Activity One

Group work (5 to 6 students)

Objective: The main objective of this first activity is to make students recall some vocabulary items through a visual stimulus which is a card containing a set of pictures of objects.

1. Each group is given a card with 10 objects drawn in it.
- a house, a tree, a bird, a cat, a car, a boat, a flower, a dog.

As there will possibly be 5 groups of 6 in each sequence of pictures, for each group, there'll be 2 different objects

GROUP A - 8 + a cigarette, an airplane

B - 8 + an orange, a hat

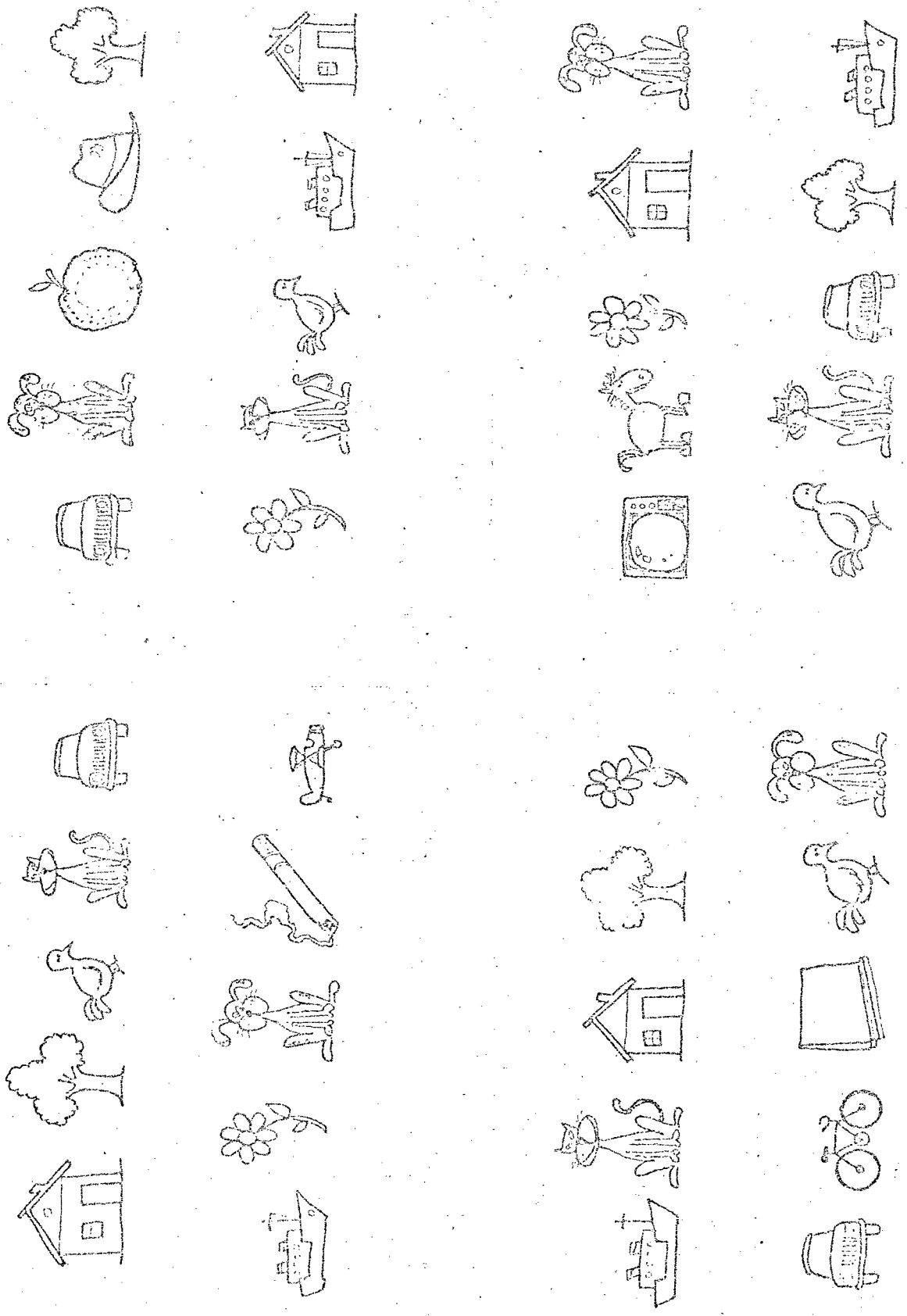
C - 8 + a bicycle, a blackboard

D - 8 + a table, a book

E - 8 + a television, a horse

2. The teacher then allows students to have a look at the card for some seconds. The card is turned down again.
3. The students are given some time to recall the words in groups.
4. Each group is asked to say how many objects they recalled. The group which knows less starts.
5. They are given another chance to look at the card. Students recall the names of objects they saw.

FIGURE 1



6. Each group has the chance to say the ten names of the objects again.
7. While each group is telling the list of the names of objects the other groups have another task.
They have got to identify the 2 objects which are not drawn on their cards.
8. After this each group has the chance of trying to recall the objects which do not belong to their cards. (i.e.) 8 objects, 2 from card of the 4 groups).
9. The teacher passes around and asks how many extra objects they were able to recall.
10. Finally each group says aloud the names of the "extra objects".

Activity Two

Objective: The main objective of this second sessions is to make students recall the objects they saw and their corresponding colours.

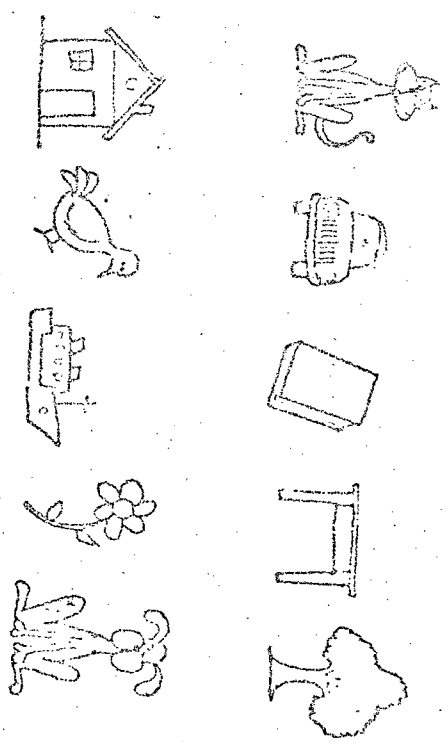
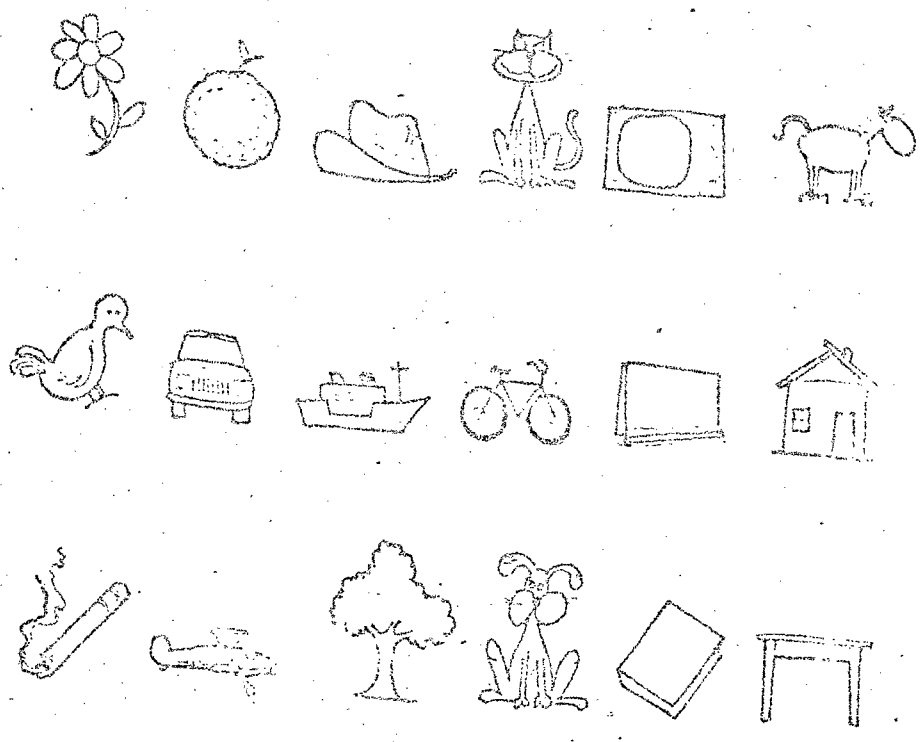
- The same procedures adopted for activity one are used in this second activity.

Activity Three

Objective: The main objective of this session is to make students reuse the items already exploited foccusing the attention on how the students can recall and perceive missing elements.

1. The teacher lights the O.H.P. For the first time there'll be a sequence of 16 pictures (8 common pictures + 8 extra ones).

FIGURE 2



2. The teacher then turns it off. He covers 4 objects. Turns the O.H.P. on. Turns it off again.
3. The groups have the chance to recall together the missing items.
4. Each group says how many missing elements were missing. Those which they could recall.
5. The group which knows less starts. When all the four are checked the teacher covers 4 more.
 - The same procedure for recalling is adopted.
 - This is done once more, so at the end only 6 objects will remain uncovered.
 - The whole class can then say the names of those elements and their corresponding colours.

As an introductory session, the teacher can first cover just one object. He then may ask the class.

"Which object is missing? Is not here in the card?" The whole class can participate. And then the activity starts.

Activity Four

Objective: Its main objective is to make students reuse the already exploited items adding a new element which is the different quantities of objects.

1. Each student receives a card. In each card there'll be 2 objects in different quantities. (Ten objects in a whole, some objects will be drawn twice and the students will have the chance to see it more than once).

2. Each student is told to look at the card and pass it to the next student.
 3. This passing-round activity finishes when the students receive back the picture which was first given to them.
 4. All the cards are turned down. The group recalls the quantities.
 5. The passing-round activity is repeated.
 - For a checking Section the same procedure is adopted.
- Activity 1 - Steps 4 - 10.

Activity Five

Objective: To check students individually (It can be set as a homework).

Each student receives a card like this:

	Name	Colour	Quantity		Name	Colour	Quantity
1				9			
2				10			
3				11			
4				12			
5				13			
6				14			
7				15			
8				16			

- Each student has to complete it according to what he is able to remember.

Grammatical items to be possibly used by the students:

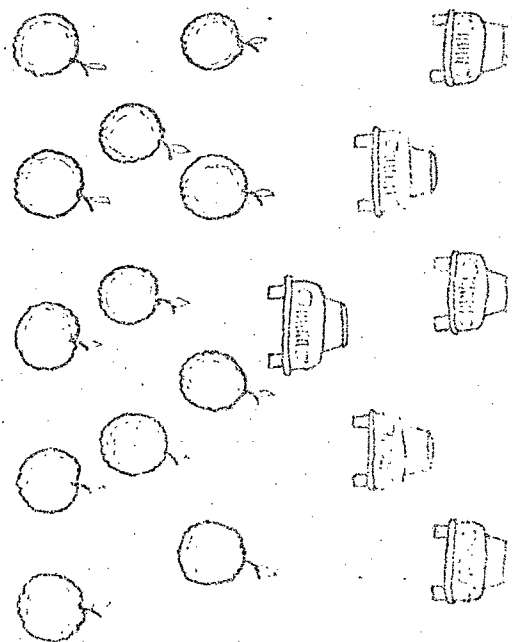
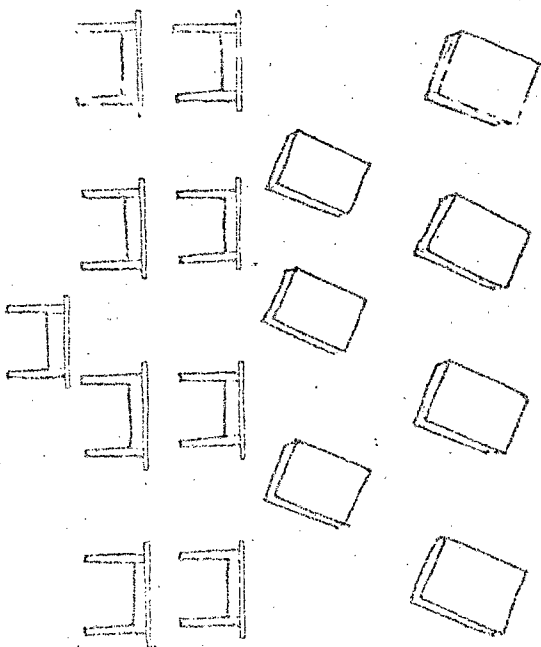
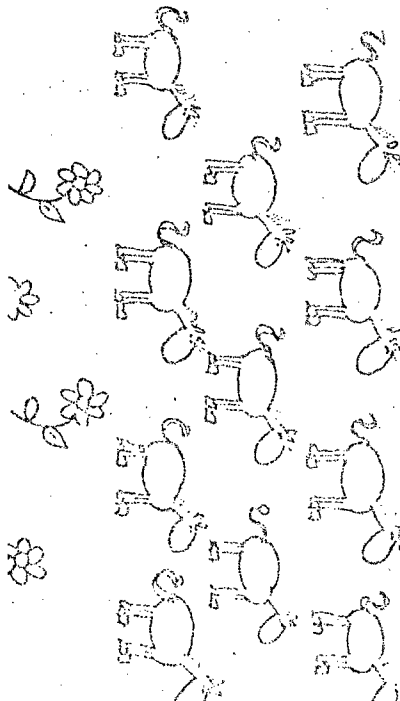
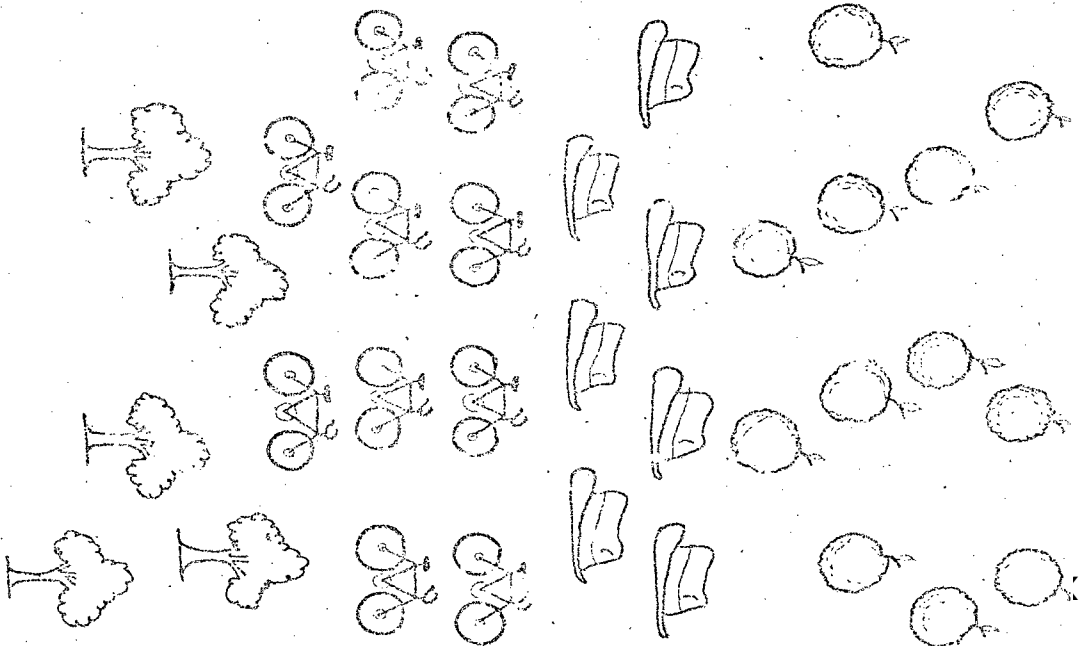
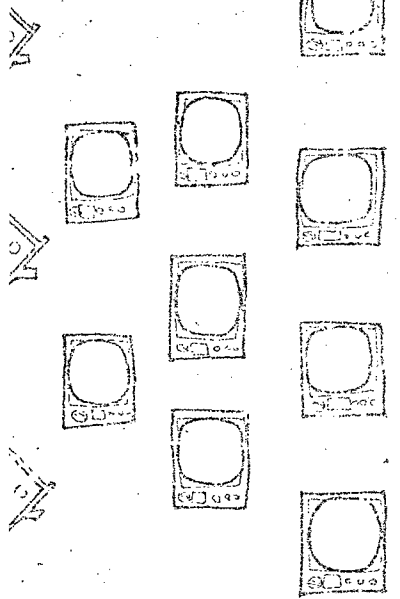
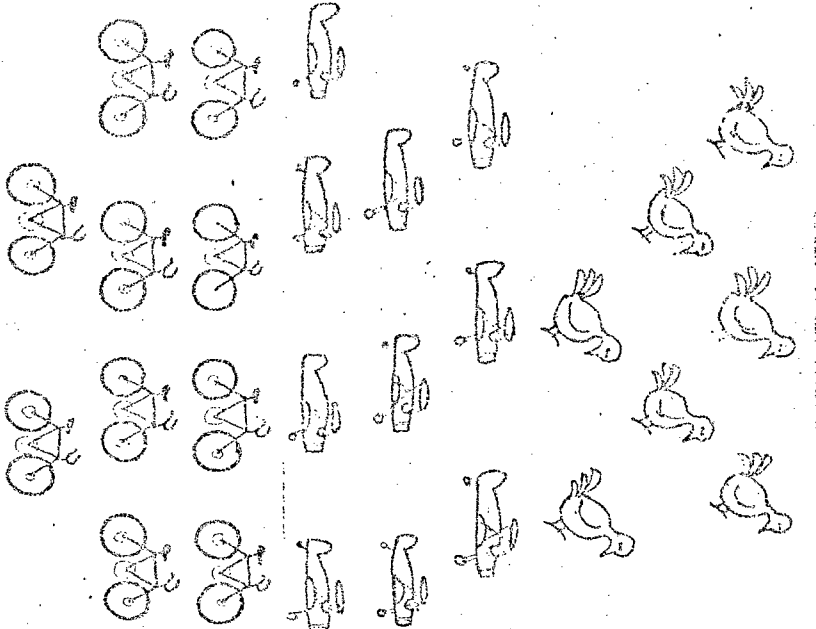
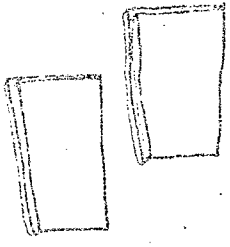
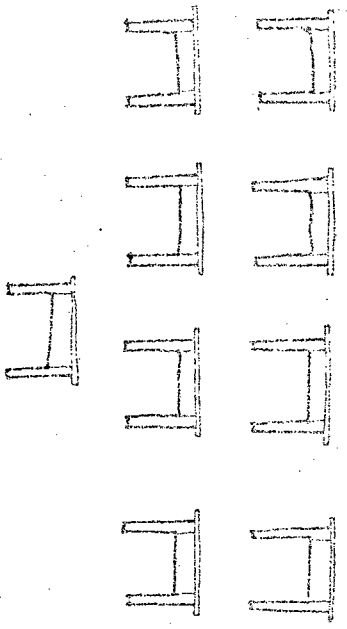
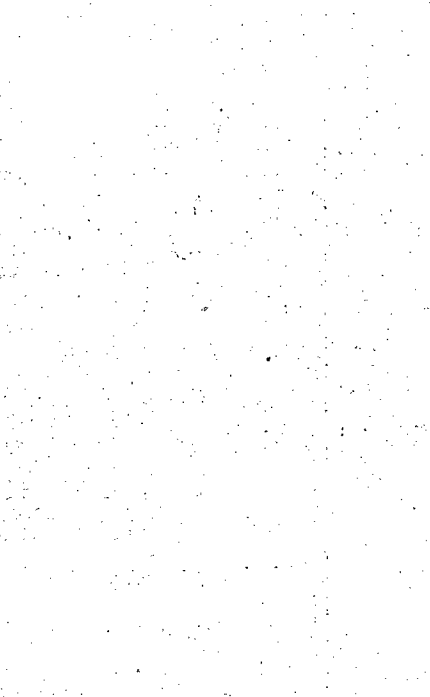
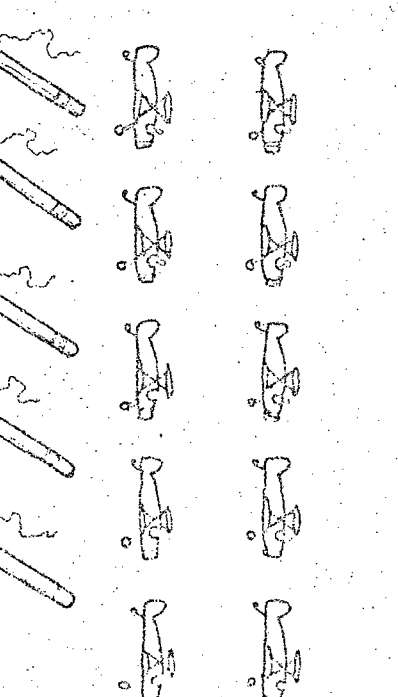
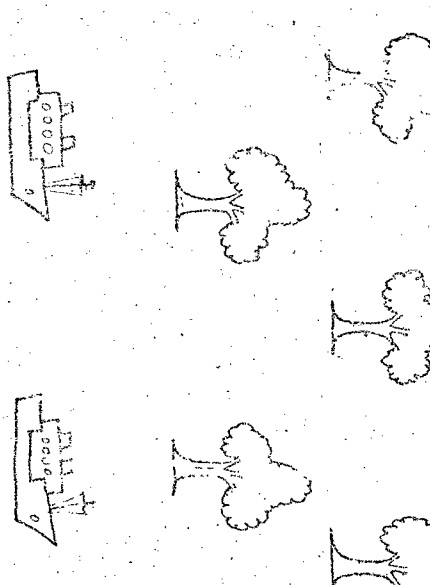
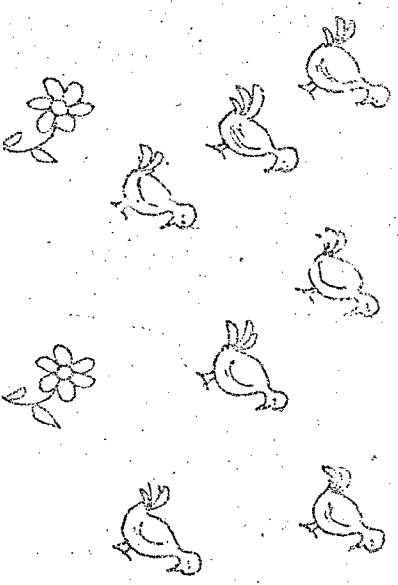
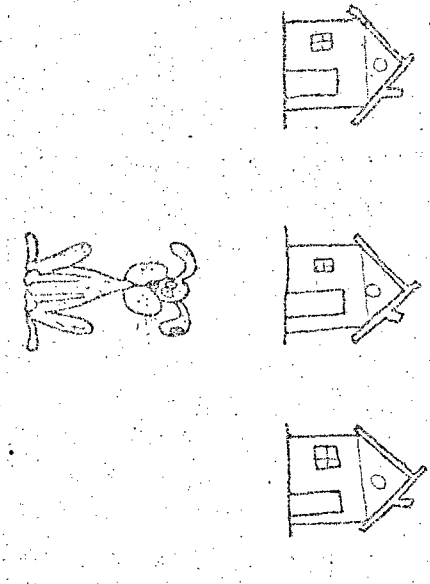
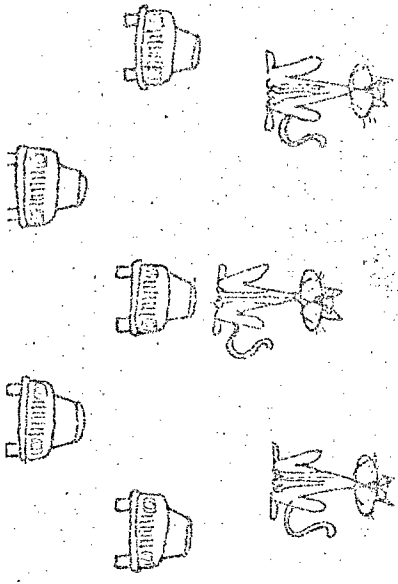


FIGURE 4



1. Indefinite articles - A/AN + (noun)
2. Noun - names of the objects in question
3. Adjectives - colours + (noun)

Phrase: 1 - article + colour + noun

2 - definite article + noun + to be verb + colour

4. Numbers - (Determiner)

Phrase: 1 - number + colour + noun

2 - There to be + number + colour + noun.

Characteristics of the Task

- As it was previously said the main purpose of this sessions' is to introduce the students communicative tasks. Taking for granted that the students have already learnt the vocabulary and structures exploited here, these sessions then might sum to be unnecessary.

The point is, however, that the students will be dealing with them in a different way from what they are used to. The fact is that each vocabulary item is used for a purpose. When the student recalls the word "apple" he is not merely uttering the name of a fruit but the name of something he was able to recall and which in the context is important. If he is able to remember that the car is blue, for instance, it is not just a matter of an arbitrary combination between a colour and an object. Any car could be any colour, but in this case the relationship between blue + car is important because it cannot be any colour expect this one.

Moreover when they are asked to recall the missing objects, the words again have what Halliday calls a "meaning potential" that

is if the orange is missing the fact that the student says "The orange is missing", lets say, is not only meaningful but adequate because the orange and only the orange, is the object to be recalled.

This means, then, that the student is trying to recall things which are, in the context, significant. And that he, himself, has a purpose for doing so.

Furthermore group work makes each member important within the group. The task of recalling is not the responsibility of each group member but a result of mutual cooperation which will probably lead to the successful accomplishment of the task. Meaningful memorization requires attention, and if the group as a whole wants to be successful it has got to be attentive.

Finally, another important characteristic is the fact that students are independent from the teacher. They themselves deal with the cards and they are directly responsible for what is being done. They are during the whole sessions, the participants and if success is achieved they are the ones directly responsible for it.

Since we have identified three elements which are crucial for any communicative activity they could be not ignored in this first Section.

The choice element is present. First in a very elementary way in which the students are free to choose who to work with. But they also have the chance of saying whatever they recalled in the way they want. For example they can say "Apple", "An apple", "I see an apple" or "red apple", "apple is red", "a red apple", "It is a red apple" and so on. Moreover how they are

point to recall the items is something which varies and each student can do this in the way he wishes. If on his group card there is a house, a tree, a bird, a cat, a boat, a flower, an airplane and a cigarette, he can associate these things as they were in the picture or he might create situations in which these items will be in and so on.

As for the information gap element, it will be also present. The fact that everybody uses the same card with a set of pictures and it does not mean that all the information is shared by everybody. So, it is very likely that the students are going to recall some common items but some different ones. If student A recalls "cigarette" and student B doesn't, "cigarette" constitutes a new bit of information and once it has been uttered an information gap has been bridged.

An information gap can also happen on a different level. If student A utters "cigarette" and student B was not sure if he had seen it or not, the information given by A confirms something that B had doubts about. There is still another information gap level which could be called "linguistic". If A says "cigarette" B might remember the object but cannot remember its linguistic symbol, the fact that A says the word the linguistic gap is also bridged.

In this sharing of information the third ingredient comes in, which is interaction. If the students are working together for the same single purpose, any of the actions performed by the group participants will be characterized by cooperation, reliance and mutual help.

Significance Element:

The students are given opportunity to recall already learnt vocabulary items meaningfully in a new communicative situation. The task of recalling is particularly characterized by the addition of new bits of information.

In terms of the general organization, this session is especially significant since it constitutes the first step towards the development of a Fluency Practice.

Session Two

(Preliminary)

This session has the same purpose as the previous one. Although some new ingredients are inserted its main objective is to make students acquainted with performing oral communicative tasks and to make them feel they are able to perform them through successful results.

Procedures

Activity One

(Introduction)

1. Students will deal with the same objects they had dealt in the previous session.

As a warm up section the teacher asks the students to recall the objects which were previously dealt with.

After this the teacher can ask how they would describe an apple, lets say. With the help of the whole class it can be figured out that the students can describe the objects' characteristics (big, small, colours, shape) and its utility - that is what can be done with it.

It's important to make students aware of the fact that there will be cases in which some descriptive words will be unknown and in order to overcome this problem they have got to do something to express what they mean.

Some clue words such as shapes can be given to the students such as: (playing the role of adjectives)

round square rectangular

2. Students get in small groups. For each group there will be a pile of cards facing down.
3. Each student in each group takes turns. One student picks up a card, looks at it, puts it back in the end of the pile.
4. Student then describes it to the rest of the group.
5. When the object is guessed, another student has a turn and picks up another card.
 - The activity is finished when each student has described at least two objects.
 - During the activity the teacher can circulate around the groups in order to see how the task is being performed and can help the students if necessary.
6. The same type of activity can be done in a slightly different

manner. After all the groups have described some objects, each group selects one object to be described to the other groups.

7. The group has some time to discuss among themselves how the object will be described.

The group can choose a person to describe the object, or some students can take part in the description.

8. Each group can do this once or twice. Each descriptive session finishes when one of the other group guesses the object described.

Activity Two

In this second activity the students will deal with objects they have not dealt with yet. Consequently the degree of difficulty is increased, since in the first activity the students already know some objects to be described, a factor which was of great help in the selective process of either description or guessing. Now, since the objects are not necessarily unknown but "new" the students have to put in to practice all the strategies they are able to use since no "words" will be allowed. Students will be encouraged to use only gestures in order to express what they have in mind.

1. Students get in groups. Each student receives a card.

On each card there will be 10 objects.

- | | | |
|---------------|---------------|---------------------|
| For instance: | 1. a shelf | 6. a frying pan |
| | 2. a wardrobe | 7. a box of matches |
| | 3. a cooker | 8. a pencil |
| | 4. a wig | 9. a needle |

FIGURE 5

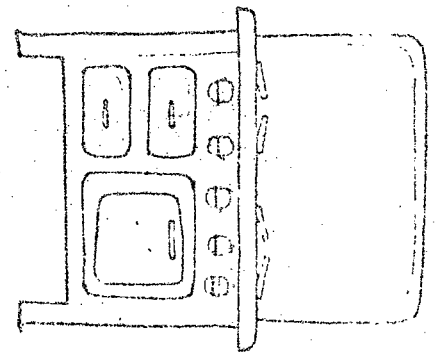
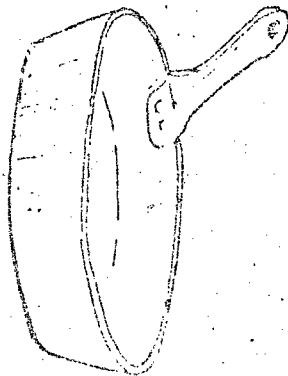
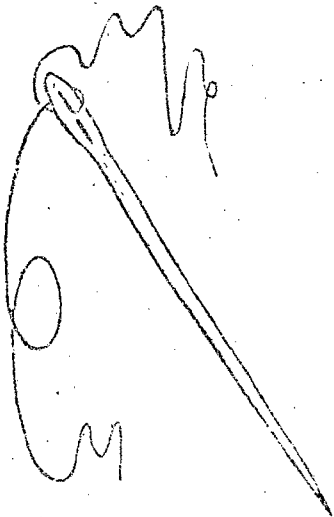
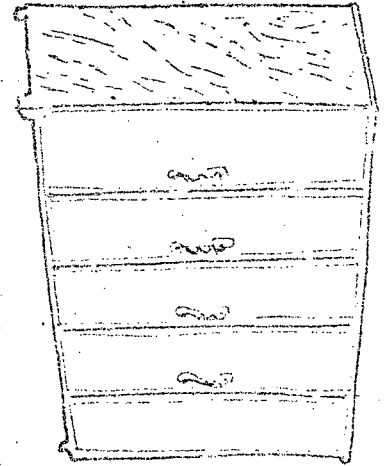
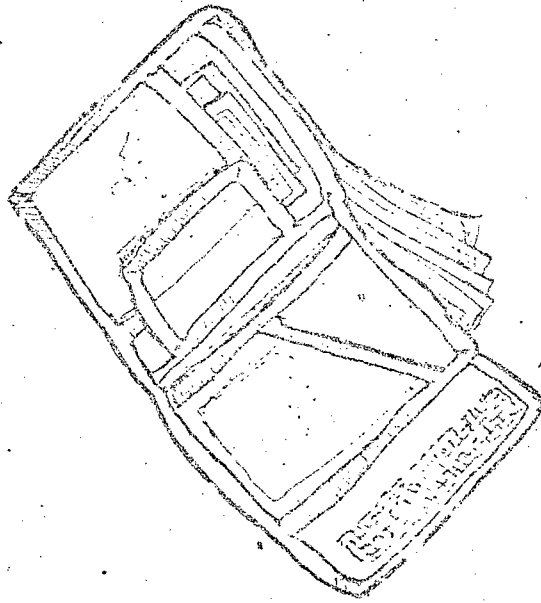
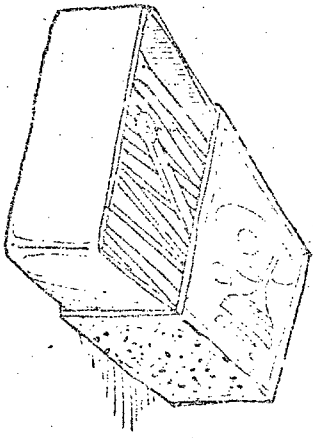
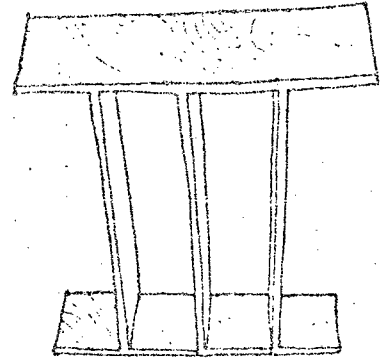
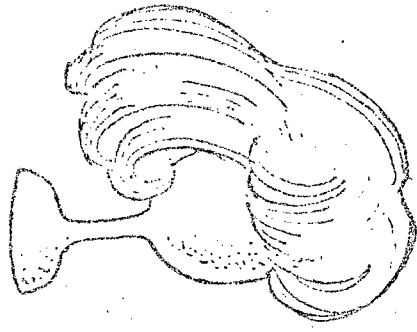
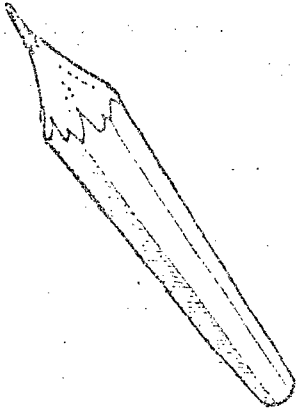
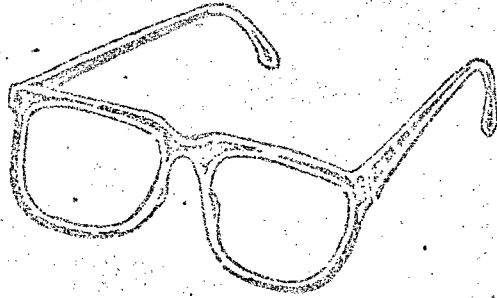


FIGURE 6



5. a wallet 10. glasses

2. One student selects an object to describe.
He/She describes it and the students either recognize the object or utters says its name.
3. Each student describes one object.
4. Probably there will be 5 or 6 objects described.
5. The teacher then passes by the groups, asks them which objects were described and how many they were able to name.
So, he/she can have an idea of which objects the majority does not know the name of.
6. Then he describes an object and uses gestures.
After describing it he gives students the chance to say the number which corresponds to the objects. And sees if any of the sts is able to name it. If not he gives the corresponding linguistic label. If he wishes he can ask students to repeat it and can write its name on the blackboard.
- The teacher can adopt the same procedure with the others and can eventually describe one object more than once (but spacing this over described items with others).
- This can be done as many times as the class time-table allows.

Justification of the task

Due to the way in which this section is conducted and exploited two very interesting questions can be raised:

- How come students are exposed to bits of language which they might not know how to handle?

- And what is then the purpose of doing so?

These two questions are certainly part of the same problem. First of all every session of this course attempts to develop in the students the ability to communicate in a foreign language and for this students have to be exposed to situations in which the need for communicating is real. Now, if we consider that communication is a process in which "meaningful information" is shared, for this sharing to be accomplished strategies have got to be applied. Doubtless gestures are one of these strategies. If the student is in a situation in which he has to communicate something and he lacks some gram./voc. items, he has got to put some strategies into practice to make himself/herself understood. And if gestures are used and used successfully he will then perceive that communication is not just a matter of using language but using all the communicative resources he has got to make any bit of information meaningful.

Another thing that makes us believe that such a session is meaningful is the fact that the student might as well perceive that even if does not know much that he can be successful in trying to communicate. Moreover if in this process he is interacting with his partner or partners he has got the responsibility of transforming whatever he knows into something meaningful to the others. For instance, if the student is trying to describe a cigarette and if he says "you smoke it" and if the others do not know what "smoke" means this sentence has no communicative value for them. But if he uses gestures to express what "smoke" means he is not just being communicative but he has also contributed to his colleague's learning process.

Our last justification again relates to the type of activities to be later exploited. Since in many of them the student has to respond to a visual stimulus in order to communicate, gestures will be extremely important. For example if he has to describe a person and has to say this person has curly hair and he has forgotten both words he can perfectly use gestures to make himself understood. And through this visual clue others might decode his information into linguistic symbols and then processes of interaction and mutual help are "unchained".

CHARACTERISTICS OF THE TASK

Choice element:

1. Students have the choice to choose the persons to work with.
2. Students have the choice of selecting the object to be described.
3. Students have to select which gestures will be more appropriate to make themselves understood - even though there are limitations due to - the type of object to be described (i.e. to describe a cigarette the gestures for "smoking" are essential).

Information Gap Element:

1. Since the students can choose the objects to be described there will be the need of decoding the information given in order to select which object was described.
2. There exists another type of information gap in which the students might recognized the object described but might not know its name

in English.

This gap can be eventually bridged through the group participation (if one st. knows its name) or through the teacher's participation in the task.

Interaction:

1. 1st level - student - student

2nd level - group - group

3rd level - teacher - class

- Sts have got to rely on each other
- Sts have got to interact, either in the sharing of information or in the decision-making process (Activity 1-7)
- Teacher has to interact with students if he wants to be successful.

Significance Element

The development of the students' communicative strategies through activities which give students opportunity to share information in a verbal and non-verbal form.

Session Three"Do you know these People"?

Presentation: In this presentation part the teacher will introduce the topic of this session which is "describing people". This description however is not related to physical characteristics but rather to general information about persons such as name, job, age, marital status, interests, office hours.

The teacher puts on the over head projector the picture of a persons (another member of the department - or a secretary) and tells the students to get in groups and possibly imagine her characteristics. A clue is given: She works at the English Department. Teacher helps the groups to fill in the items.

Then as each group says the things they thought of, teacher marks the different answers on the blackboard. Then the correct answers are given and students have the chance to see how close they got to the correct answer.

Obs.: This presentation is a kind of guessing game in which the sts might apply some previous knowledge they have of the subject - the main purpose however is not really to guess but make students acquainted with some vocabulary items and structures which are likely to be practiced in this session.

Grammatical Items arising from the Communicative Objectives:

FIGURE 7

Name	
Job	
Age	
Office Hours	
Marital Status	
Hobbis	

Teacher's Answers:

Name - Antônio (Toninho)

Job - technician of the LAB

Office Hours - MON - FRI

14:00 - 18:00

18:30 - 21:00

Marital State - Married

Hobbies - fishing

Age - 32

In terms of language use, question forms are not required although students might eventually use them. In order to share the unknown bits of information students have to use descriptive bits of language in affirmative sentences.

Communicative Objectives:

By the sharing of information students should be able to complete the chart successfully.

Grammatical Items to be possibly used by the students:

- to enjoy/to like (simple present - 3rd person sing)
- to be (3rd person sing)
- Personal Pronouns (3rd person sing - he, she)
- Possessive adjective (3rd person sing - his, her)
- Numbers (according to the age of the person in question)
- Days of the week
- hours
- Prepositions: on/from - to
- Professions

Structures:

His/Her name is ...

He/She is x year old

He/She is a/an x

He/She works on xs, ys and zs

from x to y

He/She is married

single

He/She enjoys + verb + ing (+ object)

likes

Procedures - The task itself

Activity One

- Students get in pairs
- Each student is given a sheet of paper containing different pieces of information
 - (st A gets information A
 - st B gets information B)
- Students then have to find out the information which they don't have at their disposal.
- While students are performing the task the teacher should circulate around the class to help any student who either asks or seems to be having problems.

Activity Two

- As a feedback session the teacher might ask students to put the sheets aside. A chart may be put on the blackboard with no information written on it.
- Students form small groups (5 or 6) students.
Each group is asked to supply the correct answer for the missing information.
- Students may be eventually allowed to give a look at the sheets if the teacher notices they have difficulties in recalling the items.
- Problems of pronunciation and formation of sentences may be solved at this stage.

Activity Three

- Follow up. (Interactional Activity)

Figure 8

Student A

Name	Anísio		Neusa	Elizabeth	
Job			secretary of DLIF		Coordinator of the English Course
Age	47	28			36
Office Hours		MON TO FRI 08:00-12:00 14:00-18:00		MON TO FRI 08:00-12:00 14:00-18:00	
Marital Status	Married		single		Married
Hobbies		swimming and promenading		reading	

FIGURE 9

Student B

Name		Dirce			Barbara
Job	technician of the LAB	secretary of the DLLE		chief of the DLLE	
Age			31	41	
Office Hours	MON TO SAT 07:30-12:00		MON TO FRI 08:00-12:00 14:00-18:00		MON/TUE/THU 08:00-12:00
Marital Status		single		Married	
Hobbies	gardening		doing handcraft		doing water sports

If there is still some time left the teacher can give a sheet containing a list of interests.

Such as: reading, watching T.V., going to discos, cooking, going out to eat, playing volleyball/football/ tennis/basketball, swimming, jogging, going to the movies/theatre, listening to records, dancing, doing housework, studying English, travelling, shopping, etc...

- First students have to write down YES or NO for the activities they either enjoy doing or not.

There should be some extra space with the student wants to add some more activities he thinks are interesting.

- After doing this the students circulate around the class listening to each other's personal likes and dislikes and try to find the student or students who have similar preferences to theirs.

- The activity finishes when the students have identified this/these persons.

Activity Four

- Consolidation:

As consolidation students may be asked to write, in full form, a paragraph containing information about one of the persons of the department or about the partners they found to have similar preferences.

Characteristics of the Task

- The information gap is present at 3 levels:

1. The students might want the information because they do not know anything about the persons.

2. The students might need the information in order to check something they already know but are not a 100% sure.
3. As in most communicative situations, it is not necessarily the case that every item of information is unknown to all students.

The three levels can be covered since the students are dealing with real persons who are or will be part of their academic life. Moreover the students have a visual clue so they may recognize the person - the type of information likely to be already known are the items which are related to the persons names and job.

- The choice-element is present as well:

In terms of the students' behaviour they can:

- choose the person they are going to work with
- choose the group they are going to work with in the feedback sessions
- choose the persons to talk with in Activity 3 - Follow Up
- choose the person to write the paragraph about - consolidation.

In terms of the language items to be used students can:

- choose how and what information (taking into consideration the 3 levels of information gap mentioned above) is going to be shared
- despite the fact there are some restrictions concerning the type of language to be used, students are free to communicate using the language resources they have at their disposal.

In terms of Interaction:

- knowing something "possibly new" about somebody in the

department (which will possibly be of some helps for the students) gives them the opportunity to interact with a new situation which is that of now being university students.

- Working in pairs gives them the opportunity to interact, in real terms, since there will be the need to rely on the information given by the partner. In addition each pair-member plays an important role in the task since the information each of them possesses is crucial for the accomplishment of the activity.
- Knowing something about the students' class mates gives them the opportunity for interacting among themselves in a classroom environment, making them feel that the class constitutes some kind of community in which its members should know something about one another.

In the feedback session (Activity two) students have got to recall the information already shared in the previous activity. This gives students to chance to reuse the gram./voc. items, and recall them in a meaningful and purposeful way.

Significance Element:

The session, for its information load, enables student to interact through classroom activities with their university environment.

Session Four

"Who are the Distractors?"

Presentation

The teacher sticks the picture of 3 different people on the blackboard. These people have different physical characteristics.

Each person is given a name.

- The teacher gives clues for the students and they have to guess, by the description, who is being talked about.

i.e. This person is short and fat

This person has short hair

This person has short fair hair etc.

- Then the teacher chooses one student and asks him to give two or more characteristics of a person in the picture for the class to guess.
- This presentation can be extended if the teacher starts working with his own class.

For instance he can say:

Somebody with black hair and brown eyes, etc.

- Students have then to name the person(s) who have/has black hair, brown eyes, etc.
- Students can take the role of the teacher and do the same.

Grammatical items a sing from the communicative objectives

Students will have to use affirmative statements and descriptive language items to perform the task.

Communicative Objectives

By responding to visual stimuli students have got to bridge the existing information gap established by the nature of the task.

Grammatical Items to be possibly used by the students:

Verbs: *to have, to enjoy, to be* - 3rd p. sing - aff.

Personal Pronouns: 3rd p. singular (*he, she*)

Nouns: *hair, eyes, height, build*

Adjectives colours (*black, brown, grey, blue, green*)

slim, heavy, skinny, plump, fat, fair

tall, short, medium size

Structures:

She/He + is + adjective

She/He + has + adjective + noun

She/He + is + adjectives + in build

She/He + enjoys + verb + ing

(These language items and functions occurs in the course book functional English I being followed by students in this semester)

Procedures - The task itself.

Activity One

- Students are told that they are going to talk about some teachers of the English Department.
- The class is divided into 2 halves.
- Each half is going to work with information about 5 teachers.
- In each half students get in pairs.

FIGURE 10

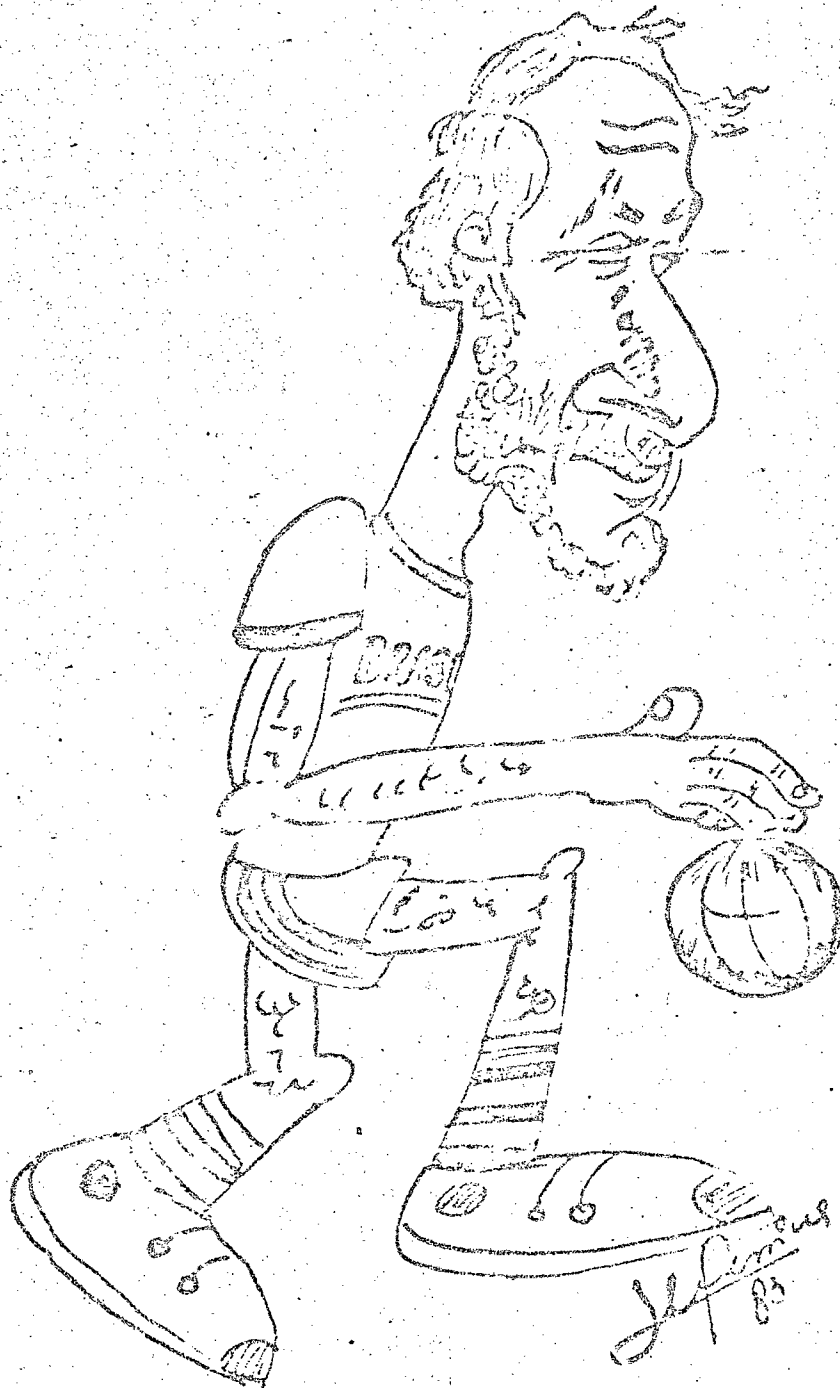


FIGURE 11





FIGURE 13



FIGURE 14



Figure 15 - Chart to be given to the Students.

GROUP A

Characteristics	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E
NAME					
CLOTHES					
HAIR					
EYES					
BUILD					
NOTICEABLE FEATURE					
HOBBY					

GROUP B

Characteristics	Teacher F	Teacher G	Teacher H	Teacher I	Teacher J
NAME					
CLOTHES					
HAIR					
BUILD					
NOTICEABLE FEATURE					
HOBBY					

- Each pair receives 2 pictures, of the same person and a sheet containing 5 columns
- This pair has to work on the description of this person.
- The students are given time to fill in (in note form) the information (if possible also the name).
- The teacher can help students in this stage.

Activity Two

- When this step is over 5 persons one from each pair, form a new group.
- In this group they have to share the information they have about the five people among themselves (each member has all the information about only one person). Since the pictures are going to be taken each student has visualised the characteristics of 5 persons.
- The activity finishes when all the information is shared; and consequently the students' chart is completed although it is likely that the 'persons' names are still unknown.

Activity Three

- The group now is gathered into 2 big halves.
Each half has a set of 8 pictures, 5 of which are from the after group + 2 "distractors". (Group A is given the set of pictures dealt with by the B group and group B is given the set of pictures dealt with by the A group).
- Each half takes turns in describing one person which has to be identified by the other group. The group might try to give the person's name.
- After all the people have been identified each group has found

who the distractors are. They also should try to name them.

- Distractors are inserted in this activity as a means of making the matching of a picture with a given description more challenging. If only ten pictures were to be shown, once the ninth person had been recognized there would not be necessary to describe the last one.

Activity Four

- If the students were not able to name the persons the teacher can name them by giving the person's characteristics.
- The students then match the names with the persons being described by the teacher.
- At the end of this activity students should have their chart completed, including the person's name.

Follow Up Activity

Students could be asked to choose one of the teachers described orally in the classroom and transfer this into writing.

Characteristics of the Task

Choice-Element

Despite the fact the task itself obliges students to use specific language items, the students have a choice of how to share bits of information. This means that as far as the student shares, appropriately, the most significant bit of information for each item, he is free to say it in the best way he can.

(For example he can say Teacher A - short
Teacher A is short
A is the teacher who is short.)

In terms of classroom behaviour the student has the chance to choose the partner, and later, the group to work with. Moreover the procedures adopted by the group in order to get the task done is something which concerns the pair/group. Achieving positive results in an economical way is something which depends on how choices are dealt with when the students are organizing themselves.

Interaction

Since students are directly responsible for the information to be shared any cooperative process derived from this involves a deep level of interaction and participation.

In figuring out the required information (Activity One) students have the opportunity not only to apply what they have previously learnt to a new situation but to rehearse together with their partners in order to better accomplish the task. In addition this group participation promotes mutual help among the students.

In the second Activity students have the opportunity to work with a new group, to be responsible for his bits of information to be shared. Furthermore there exists a purpose in listening to the other students and to rely on them since their information is needed to accomplish the task.

Activity Three promotes interaction between students and teacher since the process of sharing information is going to happen at this level.

Finally, the information to be shared is not only relevant for accomplishing the task but it also gives students opportunity to know something about persons who are or will be part of their university life.

They are their also interacting with their own reality.

Information Gap Ingredient

In Activity One the Information Gap exists at a linguistic level. It is the students task to react to a visual stimulus and transform this into meanings, factual pieces of information.

In Activity Two and Three the Gap is of a different nature. Information has to be shared because others do not have it.

By doing these activities the students are not only bridging an Information Gap imposed by the task itself but they are also establishing contact with an outer reality. What makes such Information Gaps worth bridging is the fact that students have an external motivation for doing so, which extends the students' socialization in their university.

Significance Element:

Accomplishing the task is, above all, a matter of reacting to a visual stimulus in order to produce appropriate bits of language items so that communication can occur.

The information to be shared is real, a fact which enables students interact with their university lives in the classroom.

Session Five

"Check your Knowledge and Memory"

Presentation: Teacher should briefly review "prepositions".

For this the teacher shows a map of Deodoro Street on the O.H.P. Some places will be already marked. The 1st Part of this Presentation will be "receptive" so that students can review the prepositions.

The teacher can give the following pieces of information:

"It is next to Pto 10 shoe shop".

(Inf. can be repeated)

"It is next to L.P.O."

(Inf. can be repeated)

"It is opposite Kretzer."

(Inf. can be repeated)

"It is between L.P.O. + Via Trevere."

- Students listen to these instructions and say the name of places being located.
- In the second part the students should actually use the prepositions dealing with the same shops of part 1.

The teacher initiates the activity by giving the name of the place to be located. Students complete the location.

l.e. "Lunardelli is...

Michael Meynar...

Kretzer is...

Via Trevere is..., etc...

In the 3rd part students might be asked to locate other

Ojas Kilar

Kakus -

Ponto 16

Lunardeli

Koerich

Iva Boutique

Encórcio Amauri

Wrangler

Tomás Móveis

Apesc

Kretzer

Capri Calçados

Foto Felipe

Cartório Luz

Kilar

Besc / Gesim.

Sudameris

Discolândia

Bradesco
Cad. de Poupança

Ótica Guanabara

Besc Financeira

Kemps

Casa dos Cosméticos

Michel Meynar

L.P.O.

DEODORO

Tenente



Silveira

shops in the street. Teacher might help whenever necessary.

Grammatical items arising from the communicative Objectives:

Students have to describe places in a street, using statements and suitable prepositions for the situations.

Communicative Objective:

By using some previous knowledge about the subject students have to share information in an appropriate way in order to do the task.

Grammatical Items likely to be used:

Verb: to BE (Present Tense, 3rd person sing, neutral)

Prepositions: *next to*
opposite
between

Structures: *Subject + verb + preposition + Object*

Procedures:

Activity One

- Students get in pairs
- Each student receives a sheet of paper with the map of Felipe Chmidt St. drawn on.

For each block there will be some clue places, that is, places which will be already located for the students.

(see figure 17, page 159)

- Students take roles in describing a place they know, from their previous knowledge, in the street.

FIGURE 17

Saco E Cuecão
Credi Real

Formica - Salão Tronca!
Ponto Chic

TRAJANO

Foto Studio
Habitasul Cadeaneta de Pauranca
Kitar Presentes

Clark Calçados
Gallos Japonês
Real Color

DEODORO

A. Petrópole Loteria Esportiva e Federal
Varig / CRUZEIRO
Alice Modas

Livraria Progresso
Fotocolor

- Students have to share their information in order to complete the map.
- This activity is finished when each pair has shared as much information as possible in order to complete, the map.

Activity Two (Optional)

- If students have difficulty in completing the map they can get together with another pair and try to locate places they had problems with.
- The students can work with as many pairs as they wish in order to gather all the bits of information which are missing.
- The activity is finished when the whole map has been completed.

Activity Three

- The pairs are split up. Students form a semi-circle.
- The map of Felipe Schmidt is shown on the O.H.P.
The whole class participates in trying to fill it with the information working from memory.

Characteristics of the Task

Choice Element:

Students can choose which shops are going to be first located according to the knowledge they have of the road and according to whether the other student can locate it with only one bit of information already given.

For example: If STA says

Candy is opposite Livraria Progresso and if SB does not know where candy is, the inf. given has no informative value. So it is up to S.A. to transform the inf. being given into something meaningful in order to enable S.B. to locate the place on the map.

The appropriacy of the inf. given depends on how much each student knows about the subject and it is their responsibility to deal with the "choices" they have in a way in which the task can be accomplished.

Taking into consideration the classroom organization students are allowed to choose their partners. Despite the fact that situation itself imposes the usage of certain language items it is the students' task to apply them appropriately - they should practise dealing with the linguistic choices they have at their disposal.

Interaction

In the process of sharing information students interact among themselves because each bit of information given constitutes a step towards the accomplishment of the task - this also suggests that students should rely on the inf. being given by his/her partner.

The fact that students can later check the results with other pairs shows that students can give each other mutual help. This is an important feature of any group interaction. In this session students are able to apply knowledge also an outer reality in the classroom environment. A link between the students and reality is being established.

Information Gap Element:

Since students are working from memory, and have to recall appropriate information in order to complete the task, the information gap can be present in 3 different levels.

Sometimes students might share bits of unknown information. Sometimes students might be giving information which was possibly known by the other student. And sometimes information needn't be shared because the I. G. is non-existent.

The first is the most common feature of any communicative process, in the second the sharing of information is present in the process in which you want to confirm that what you know is correct.

In the third case the fact both speaker and hearer already know the information does not characterize the absence of a communicative feature since in many communicative situations not all the information need necessarily be unknown by any of the coparticipants.

Significance Element:

In terms of interaction, the activity establishes a link between the students and reality since the information to be shared is part of the students' environment. For this significant "recalling" is required.

Session Six

Arrange and Describe

Presentation: Teacher presents some vocabulary items related to the task.

For example: Tell somebody's name *short/tall/with blue eyes/etc.../wearing a blue T-short/ white shoes, etc...*

This has the purpose of reviewing some items already exploited in previous sections.

Then the teacher starts working with prepositions of location.

For example: "*St x is NEAR TO St.y.*", etc...

He does the same with: *OPPOSITE/BETWEEN.*

After this students have to recognize these language items.

For example: *Tell the name of somebody sitting NEAR TO Y.*

OPPOSITE Z., etc...

Tell me the name of something

OPPOSITE the door.

And finally students have got to produce these language items:

For example: "*Where is St.Y?/Stz/St X sitting?*"

"Where is the door/the blackboard/etc..."

Grammatical Items arising from the Communicative Objectives:

Sts are expected to use vocabulary items related with

descriptions of place and people in statements.

Communicative Objectives:

By sharing information students should be able to make up the jigsaw and find out the possible differences between the 2 pictures.

Grammatical Items likely to be exploited:

Verb forms: TO BE (3rd p. singular - Present)

TO WEAR (3rd p. singular - Present)

Prepositions: *next to*

between

opposite

Prepositional Phrases: *on the corner of*

on the right

on the left

Vocabulary items:

Those related with clothes (*dress, pants, T-shirt*)

Those related with the furniture in the room (*bed, table, T.V., etc...*)

Adjectives

Those related with personal physical characteristics (*tall, short, etc...*)

Structure

Subject + verb + prepositional phrase

Subject + verb + object

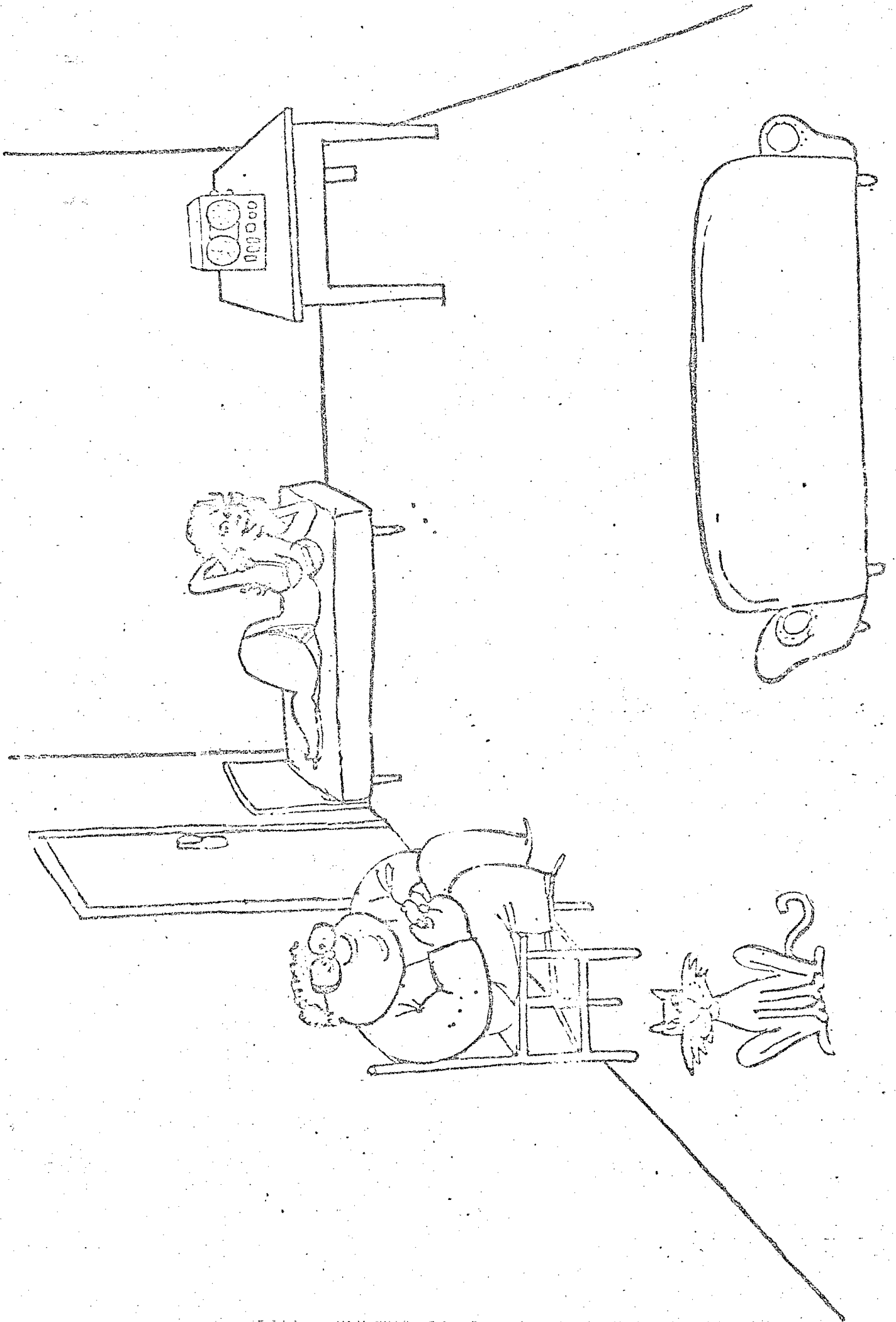
Procedures:

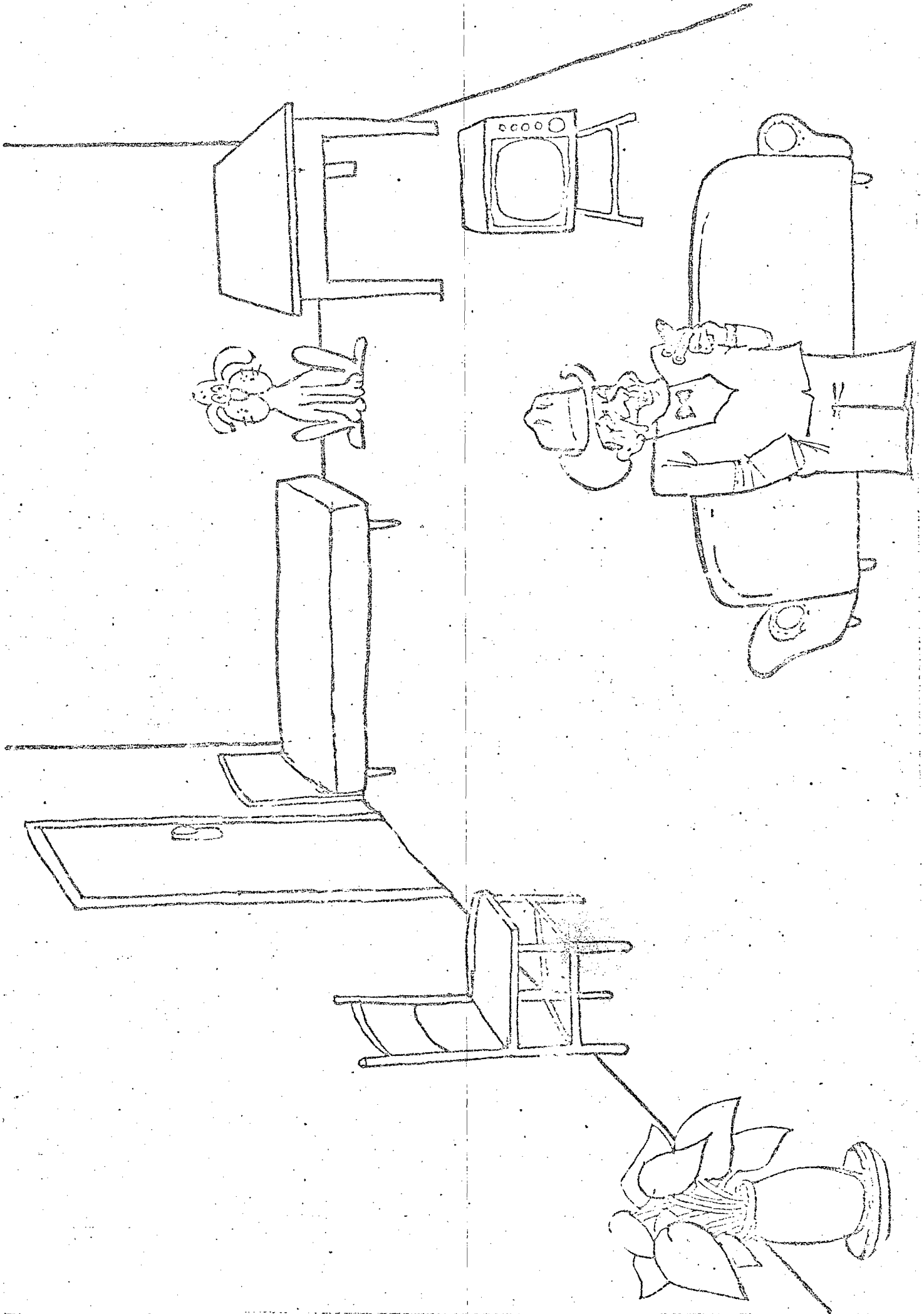
Activity One

- Students get in pairs. There will be A and B pairs.
- Each student is given a picture with some common objects/ persons drawn (the door, the window, the table, the bed, the chair) the sofa and with eight, extra ones (the T.V., the tape record, the plant, the cat, the dog, the sofa 0, Sonia Braga, Delfin Neto, President Reagan). (figures 18-23, page 166-71).
- Each student has then to give directions to the other so that at the end of the activity they have the picture completed.

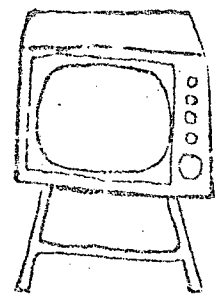
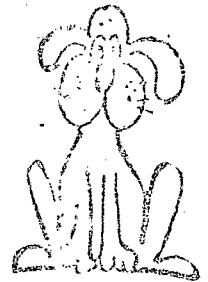
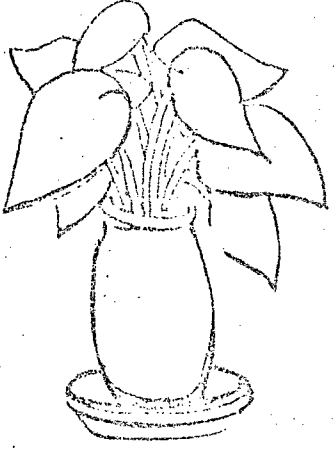
Activity Two

- At the end of the previous activity students of the A pairs have completed a picture and students of the B pairs have completed a slightly different one. (Figures 24-25, pages 72-3)
- Now, the pairs are rearranged, a student from the A pair gets together with a student of the B pair.
- Students have to describe the picture to each other so that they can figure out what the differences are.
(look at the list of differences in figure 26, page 174)
- Students are told that there are 13 differences, that some involve the persons physical characteristic or clothing and others the arrangement of the room.
- When the students have found the 10 differences they are allowed to look at their partner's picture in order to check and compare the results obtained.

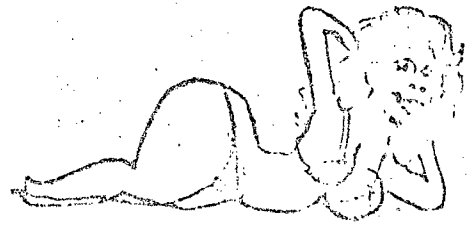
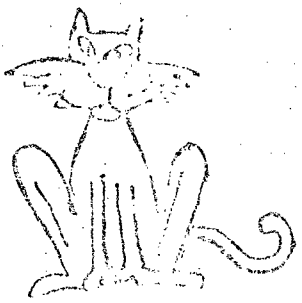
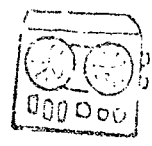


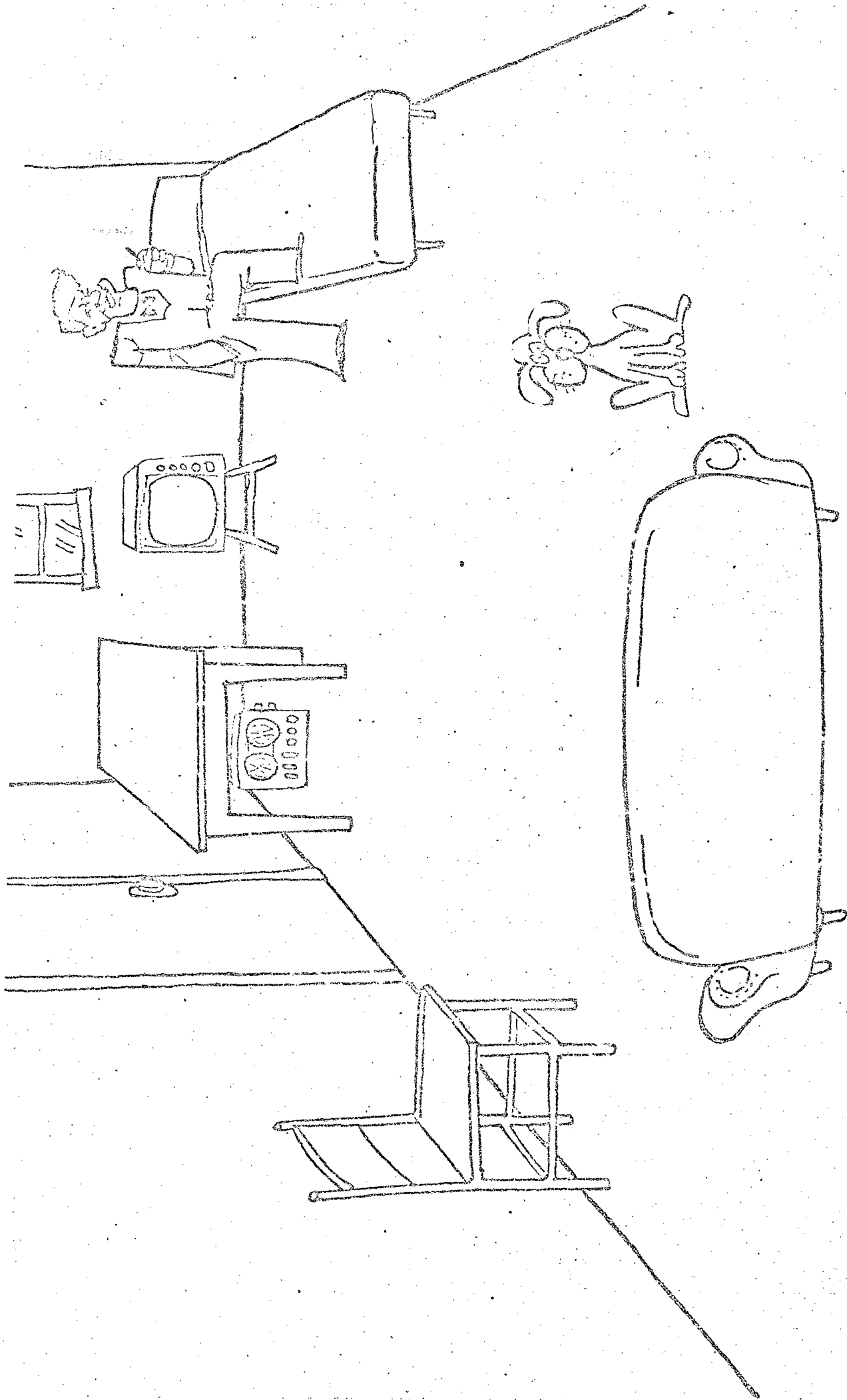


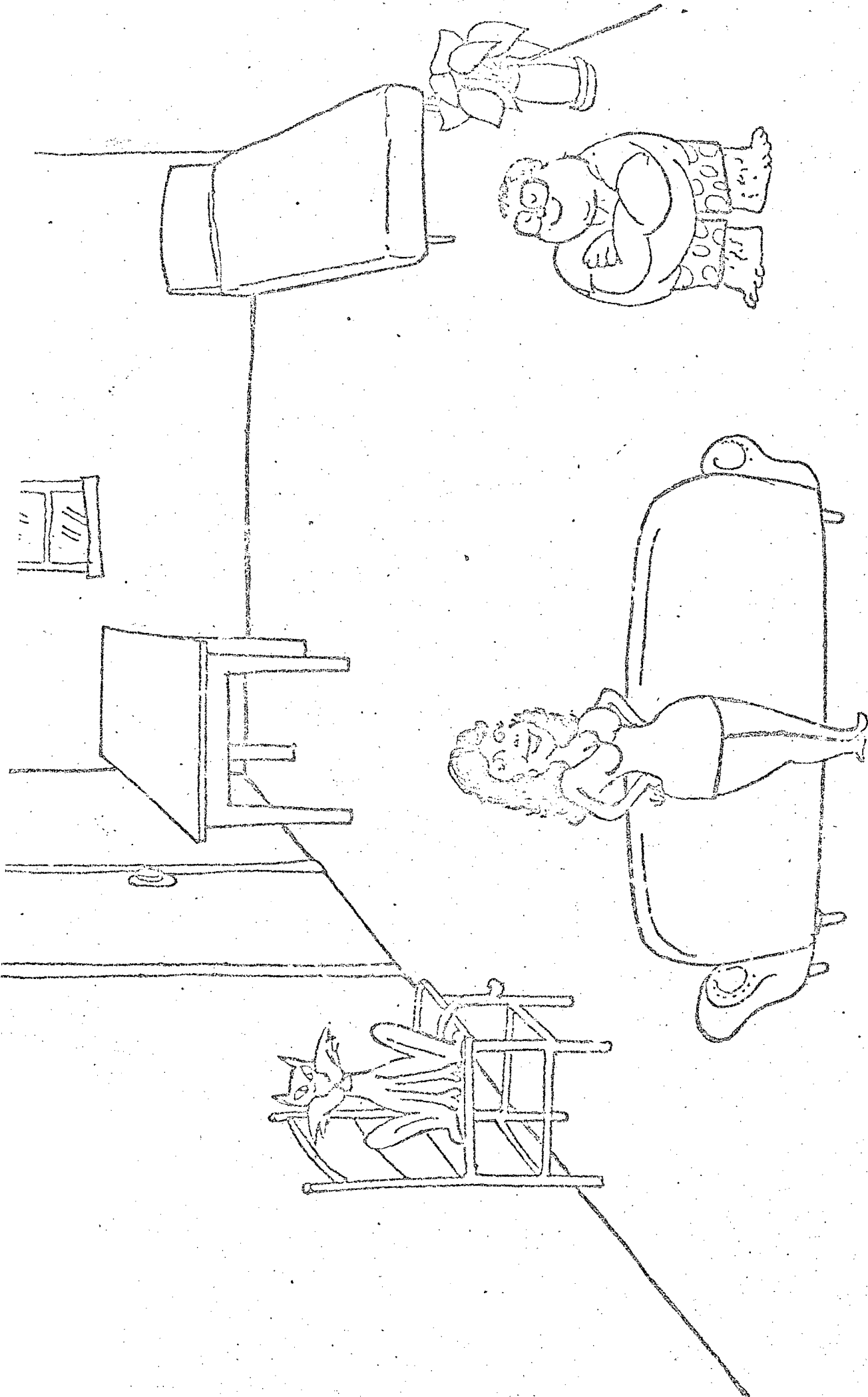
Student A-1



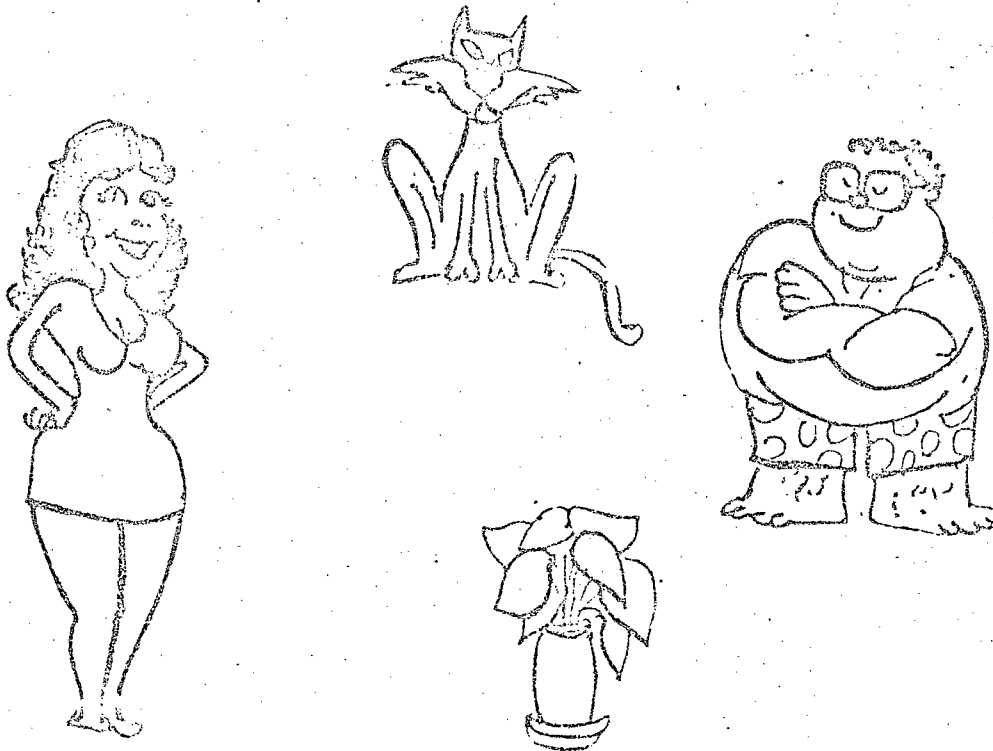
Student B-1



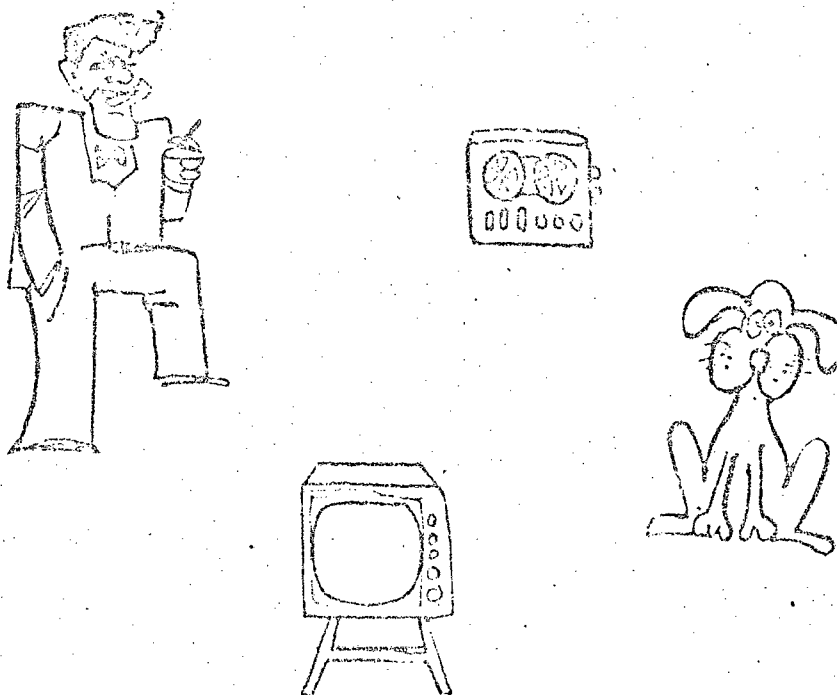


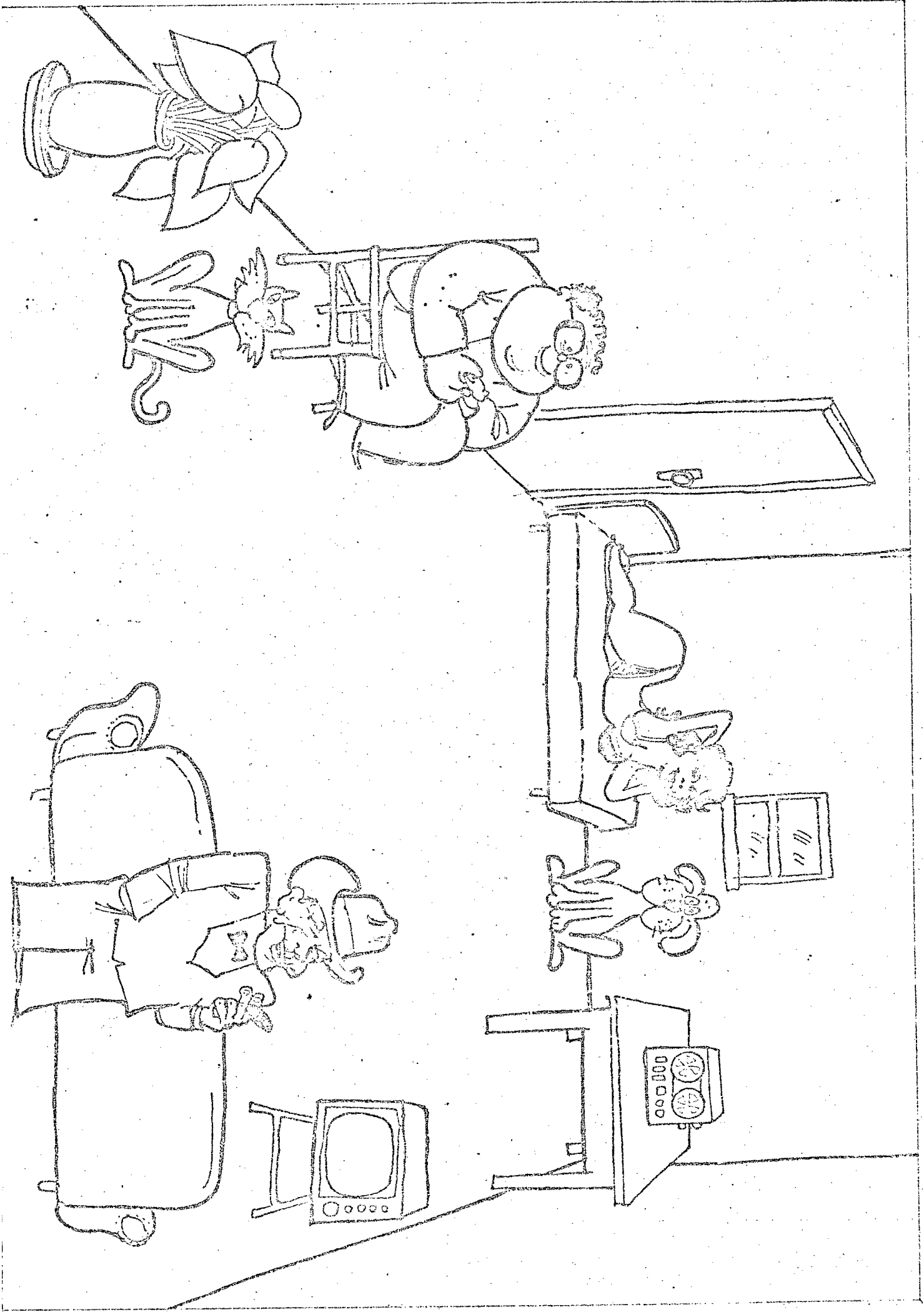


Student A-2



Student B-2





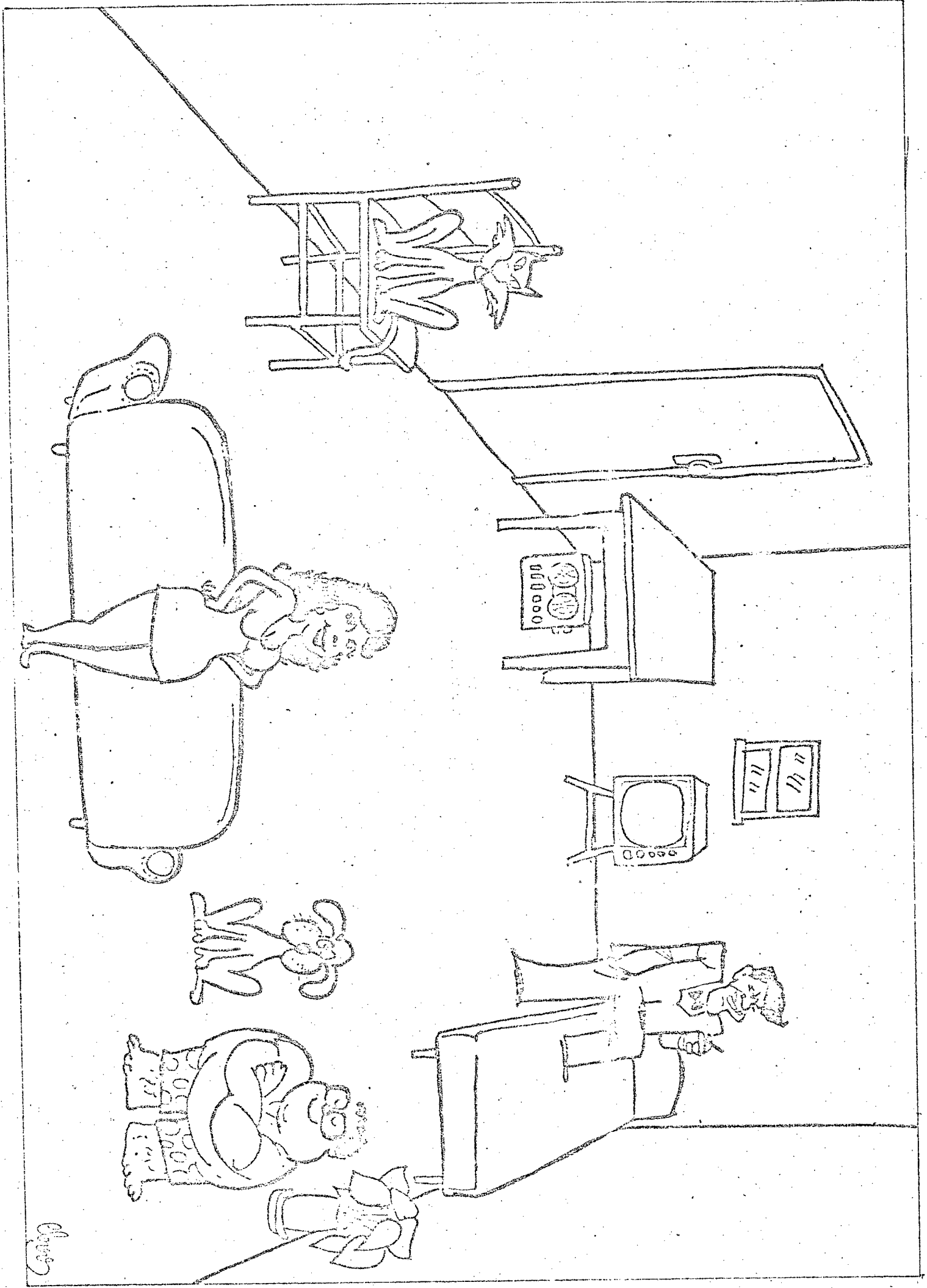


Figure 26 - Table of Differences

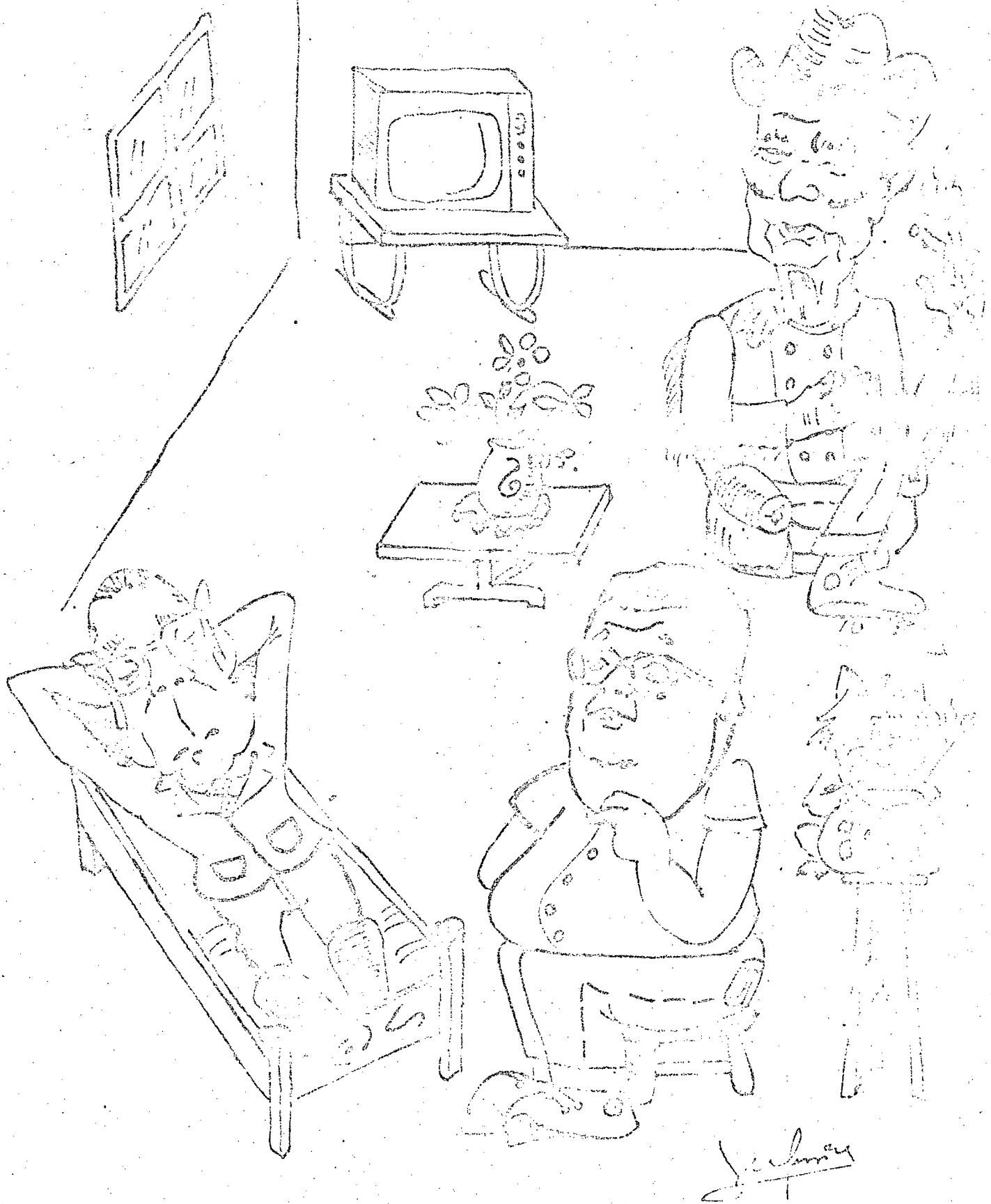
Picture A

1. The window is next to the bed.
2. The T.V. set is between the table and the sofa.
3. The door is in the left corner of the room near the bed.
4. The tape recorder is on the table.
5. Sonia Braga is on the bed.
6. Delfin Neto wears jeans.
7. Reagan smokes.
8. Sonia Braga wears a bathing suit.
9. Delfin Neto is on the chair.
10. Reagan wears a cowboy hat.
11. Reagan is behind the sofa.
12. The dog is between the table and the bed.
13. The cat is between the chair and the plant.

Picture B

1. The window is opposite the table.
2. The T.V. set is between the table and the bed.
3. The door is in the right corner of the room, near the chair.
4. The tape recorder is under the table.
5. Reagan is on the bed.
6. Delfin Neto wears shorts.
7. Sonia Braga smokes.
8. Sonia Braga wears a mini dress.
9. Delfin Neto is near the plant and the dog.
10. Reagan does not wear a cowboy hat.
11. Sonia Braga is behind the sofa.
12. The dog is between the table and Delfin.
13. The cat is on the chair.





Characteristics

Choice Element:

Arranging the picture and finding out what differences exist between them is a matter of knowing how to deal with the alternatives that the picture, itself, presents. Choosing what features are first going to be described is something which is up to the students to decide and according to the choices they make the problem will be solved more or less efficiently.

Even though the choices of what to say is an pretty limited, since the picture itself imposes the usage of certain language items, the students have to choose the item which is appropriate to the feature he is trying to describe. In addition the bits of language loose their arbitrary characteristics and are transformed into items with a meaning potential. If the student says "The window is next to the sofa" - only "the window", only "next to" and "sofa" are the appropriate items in this case. This characteristic transforms the "dealing with choices" into a meaningful process where appropriateness, above all, is required.

Interaction:

Since students have to share information among themselves, the need for relying on the information given by his/her partner and the interdependence created are important characteristics of interactive processes.

Information Gap Element:

The Information Gap Element is present in both activities.

The students have got to share the information, given by a visual stimulus, in order to be successful in the task.

In addition the fact that the student responds to a visual stimulus creates a gap between what the picture means and what is adequate to express this meaning. By doing this he is not only becoming personally responsible for the information being shared but he is also forced to use his memory as he has to apply previous language knowledge to what the task demands.

Significance Element:

Despite the fact the situation is fictional, students have the chance to communicate about people who they actually know. Either to arrange or describe the picture students have to use the language for meaningful purposes.

Note: A similar exercise can be expanded using figures 27 & 28 on pages 175-6.

Session Seven

"Get to Know Santa Catarina State"

Presentation: A map of Brazil is projected on the O.H.P. (figure, 29, 180)

The teacher first presents the new vocabulary to be dealt with.

First *north*, *south*, *east* and *west* will be exploited through examples.

"Santa Catarina is in the *south* of Brazil."

"So, Rio Grande do Sul is in the _____ of Brazil."

(Sts provide the answer)

"Amapá is in the *north* of Brazil."

"So, Amazonas is in the _____ of Brazil."

(Sts provide the answer)

The same procedure can be adopted to introduce *west* and *east* and then *south east/west*, *north east/west*. Vocabulary items such as *on the med-west*, *eastern/northern/western/southern side* and *western most/souther most/northern most/eastern most* (state) can be introduced making variations on the exercise-type previously exploited.

Grammatical Items arising from the Communicative Objectives:

Students have to describe the location of different towns in the Santa Catarina map by using sentences in the affirmative form. Vocabulary items related to geographical locations like *south*, *north* etc..., prepositions of place and the TO BE verb form in the 3rd person singular are the main grammatical items to be exploited.

FIGURE 29



Communicative Objectives:

By sharing appropriate and meaningful bits of information students have got to be able to fill in the Santa Catarina map correctly.

Grammatical Items likely to be exploited:

Verb forms: TO BE (3rd p. sing./aff.)

Voc. Items: compass points.

Adjectives: *northern/southern, etc...*

norther most/southern most, etc...

Prepositions: *next to*

between

below

above

Prepositional Phrases: *in the south*

on the souther side

border

Structure

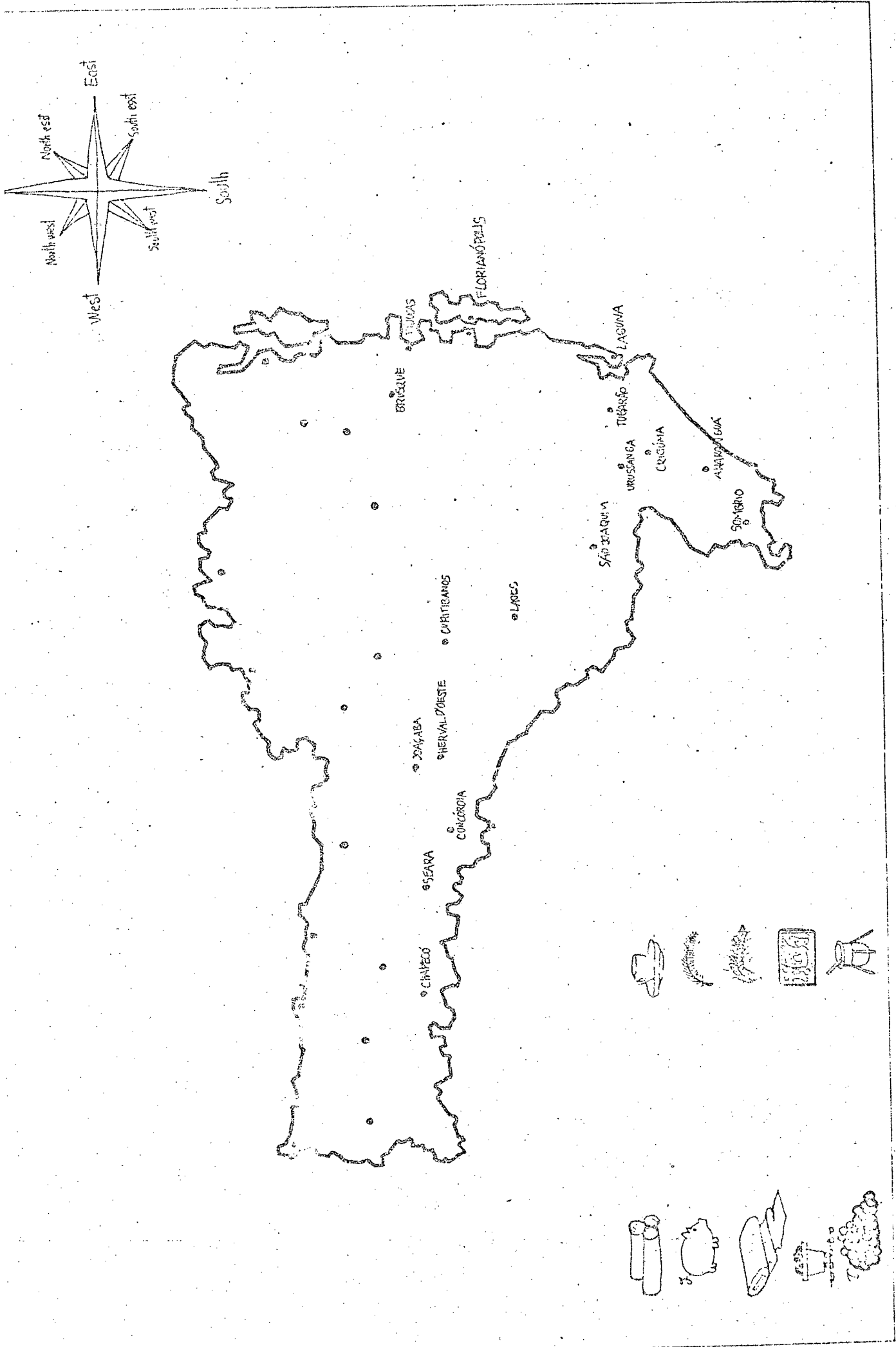
Subject + verb + prepositional phrase

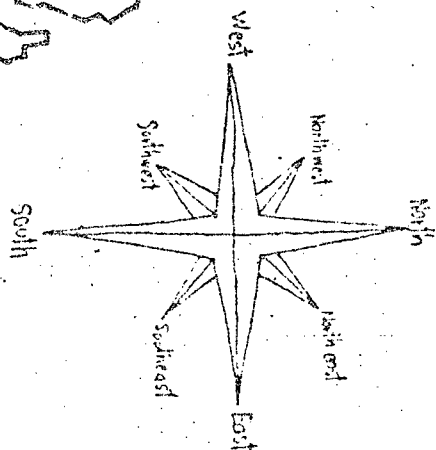
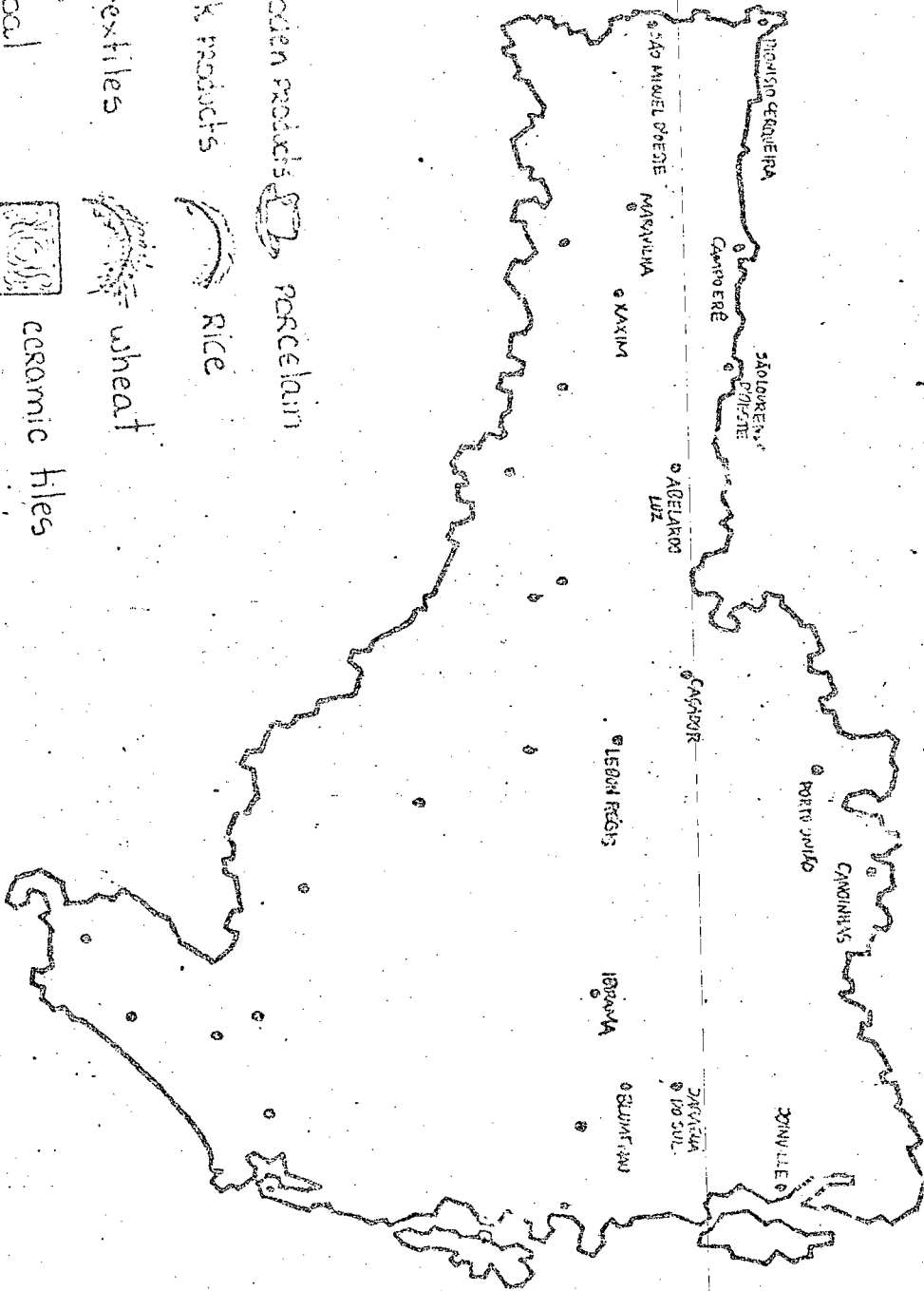
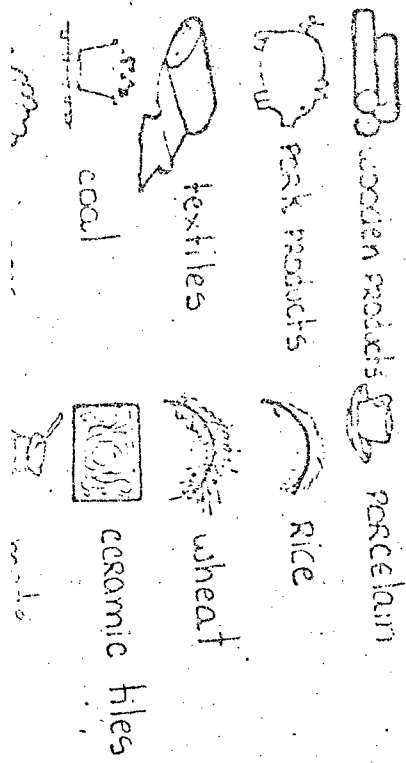
Subject + verb + prepositior.

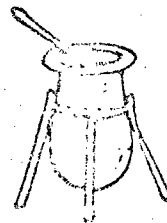
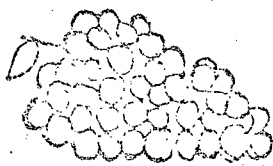
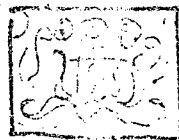
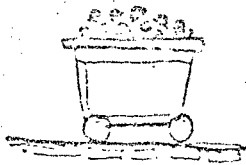
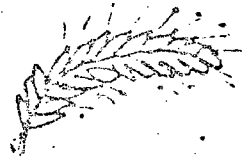
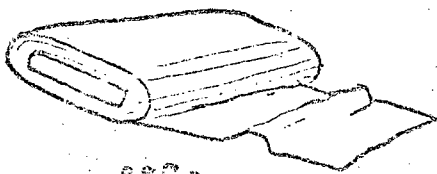
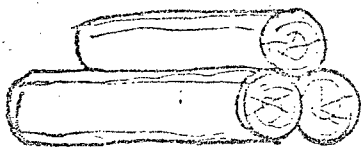
Procedures:

Activity One

- Students get in pairs.
- Each student is given the Santa Catarina map, but each one has only either the northern or the southern part of it completed, that is with the names of the towns written down.
- In pairs students have to exchange information in order to







fill in the towns missing from their map.

- The activity is finished when the whole map is completed by both students.

Activity Two

- Students now get in groups of 5 or 6 students.
They check the results obtained in the previous activity.
- At the bottom of the sheet there are some symbols with the corresponding vocabulary which are related to economic activities.
- In groups the students try to match the given economic activities with the respective towns. For this they have got to use some previous knowledge they might have about our state.
- After matching students can form new groups (each student from a group forms a new one) and go over the selection. This might be either a checking or a further sharing of information activity depending on the answers got by each student.
- In order to know the students' answers the teacher can check this last activity through questions to the whole group.

Obs.: In this last activity the structures and language items to be dealt with are different from the ones exploited in the 1st part of this sessions and the objectives are slightly different as well.

Grammatical Items likely to be exploited:

Verb form: *to produce* (Pres. Tense, 3rd p. sing.)

Voc. Items: those related to the economic activities.

Structures: Subject + verb + object.

Communicative Objectives:

By using some previous knowledge sts have of the subject, they should be able to bridge the existing Inf. Gap. with the help of all group members.

Characteristics of the Task

Choice Element:

The language items to be dealt with are heavily constrained by the nature of the task; so in terms of what to say there is a limitation since the students have got to make the appropriate choice in order to share the information. The students, however, have got more than one town to locate which means that they have got to decide which town they are first going to give information about; this implies, above all, that the students have got to choose a town which can be located even if there is no other town to relate it to. Consequently this choice is going to influence all the others he makes during the performance of the task.

In the Second Activity the students' choice is determined by something they know (or might know) about their reality; so it is slightly different from the previous one.

Finally, the students are free to choose the classmates to work with - a feature which is important and meaningful if we think of the real social nature of language that the classroom environment should develop.

Interaction

Since all the activities involve either pair or group

work, students have the chance to interact with different members of the group. In the first Activity the contact established by each student is characterized by the need students have to get the information they do not possess. This includes features such as cooperation, reliance and total involvement in the task.

In the second activity interaction happens as far as the students have to think and help each other in order to make correct associations. Since the students might have varied background knowledge on the topic the participation of each is crucial for the successful accomplishment of the task.

Information Gap Element:

This activity is primarily based on an Information Gap Element which gives students a purpose for talking and sharing information with their partner(s).

In the first Activity students have got to negotiate among themselves the information each one possesses. Since the students have the towns marked by dots, the communication can take the form either of a simple sharing of information or else of a process of information checking. For instance the student might think that a specific dot marks the location of Lages, for example. When the other student gives him this information he is consequently confirming something he had some idea of. Moreover this activity also resembles a further feature of real communication since some bits of information need not be shared if the student who does not possess on his chart the information actually already knows it. This might happen since the activity

deals with a subject which the students should have already some knowledge about.

In the second activity the Information Gap is of a slightly different nature. The sharing of Information depends on what every individual knows about the matter and according to what each student knows the Gap can be characterized in the same way as described above.

Significance Element

Students have the chance to interact and communicate in meaningful terms, specially because the information load is significant and is part of the students reality.

Session Eight

"Who is who"?

Procedures:

Activity One

- The teacher first explains what sort of activity they are going to perform and what they are supposed to do. They must be told that there will be some bits of information that cannot be sorted out. They should however write this information down on a piece of paper.
- Students get in groups (+ 4 groups of 6 students).
- Two groups will work with the information under the A group heading, the other 2 with the information under the B group heading.
- In each group there will be a pile of cards face down, which contains clue sentences.
- Each student receives a sheet with the colored houses displayed and the spaces to write down the information.
- Each student takes turns; picks up a card and reads the message contained on it to the others.
- If the students are able to solve the problem provided by each clue sentence, the information is written down on the sheet.
- When all the possible decoded information is shared, students should write down the sentences in which the bits of information they have are not sufficient to solve the problem.
- During this activity the teacher should circulate around the

FIGURE 33

Sheet Given For Each Student

blue 1. 2. 3. 4.	white 1. 2. 3. 4.
green 1. 2. 3. 4.	yellow 1. 2. 3. 4.
yellow 1. 2. 3. 4.	red. 1. 2. 3. 4.
red. 1. 2. 3. 4.	blue 1. 2. 3. 4.
blue 1. 2. 3. 4.	green 1. 2. 3. 4.

1. Name
2. Age
3. Occupation
4. Hobby

Figure 33

Information Given to the Students in separate cards

- | <u>Group A</u> | <u>Group B</u> |
|--|---|
| 1. The man who lives in the middle house on the left is a doctor. | 1. The man who is a teacher lives on the far right on the left side of the street. |
| 2. The man who enjoys playing the guitar lives on the right side of the street on the left of the green house. | 2. The man who lives on the right side of the street in the third house from the right is a cook. |
| 3. The man who lives on the far left on the right hand side is a dentist. | 3. The man who lives on the left side of the street between the blue and yellow house enjoys playing cards. |
| 4. The man in the second house from the left on the left hand side is 46 years old. | 4. The man who lives on the right side of the street opposite the red house is a waiter. |
| 5. The man who lives on the right side of the street opposite the yellow house enjoys collecting stamps. | 5. The man who lives on the left hand side opposite the red house is 54 years old. |
| 6. The man who is 48 years old lives on the left hand side to the right of the green house. | 6. The man who enjoys watching T.V. lives on the far left on the right hand side. |
| 7. The man who is 54 years old enjoys fishing. | 7. The man who is an accountant is 46 years old. |
| 8. The man who likes jogging is a teacher. | 8. The man who plays the guitar is 1 year older than the one who likes jogging. |
| | 9. The man who is a dentist is 2 years older than the one who |

9. The man who is a cook is 4 years older than the one who plays cards.
10. The waiter is 3 years older than the man who watches T.V.
- collects stamps.
10. The man who is a doctor enjoys fishing.

class and later check the results obtained by each group.

Activity Two

- Now every 3 students of each group form 4 new groups. They are asked to take the sheet containing the houses plus the unsolved clue sentences.
(These sentences are the ones numbered from 7 to 10 for each group).
- Each sentence has to be read again and instructions about the information previously obtained has to be shared in order to solve the problem.
- At this stage it is up to the students to conduct the problem solving activity in the way they think best.
- The activity is finished when each student has fully completed the sheet with the houses.
- Each group can check the results with the others.

Activity Three

- Up to this point the students were able to discover the persons' age, occupation and hobby consequently they still don't know the persons' name.
- The students remain in their groups and a set of clues given orally by the teacher will enable the students to find out the names of the persons involved. (each sentence can be repeated more than once) (figure 34)
- Each student, individually, marks the new bits of information down.
- In order to check the whole activity the teacher can ask the group some questions like those suggested in figure 35.

Figure 34

Teacher's Information Listening Comprehension Task

Activity Three

1. Mr. Stevens is the man who lives on the left side of the street between the red and green house.
2. Mr. Pulteny is the man who lives on the right side of the street opposite the yellow house.
3. Mr. Billous lives on the far right on the left side of the street.
4. Mr. Williams lives on the right hand side to the left of the yellow house.
5. Mr. Smith lives on the right hand side next to the green house and opposite Mr. Collins.

Figure 35

Questions for Checking Purposes:

- What is Mr. Collins' occupation?
- How old is Mr. Billows?
- What does Mr. Pulteny enjoy doing?
- How old is Mr. Williams?
- What is Mr. Smith's occupation?
- What does Mr. Steve's enjoy doing?,
etc...

Objectives due to the Gram./Voc. Items to be practice

Students have got to be able to decode the clue sentences (either by the mere understanding of the task or by the sharing of information) practicing through reading and giving the information using relative clause constructions and expressions of place.

Grammatical and Vocabulary Items which are likely to be Practiced

Verbs: *to live, to enjoy, TO BE*

Tense: Simple Present, 3rd person singular

Prepositions: *between, opposite, next to*

Prepositional Phrases: *on the far left*

on the far right

on the left hand side

on the right hand side

on the right

on the left

Vocabulary items: Related to professions

hobbies

age

Structures

Subject + who clause

Communicative Objectives:

- In the first activity students have to be able decode, correctly, the bits of information given in written form.
- In the second students have got to share the bits of information previously decoded and the unsolved problem sentences in order to accomplish the task successfully.
- In the third students have got to decode the information given

in oral form by the teacher in order to fully complete the chart.

Characteristics of the Task

Interaction

- Students interact in a deep level because each bit of information each student possesses is needed for the accomplishment of the task.
- The task can only be fully completed if students share the information they have among themselves and if they rely on the student(s) who is(are) actually giving the information.
- The sense of responsibility each student has in order to make the accomplishment of the task possible does not only make each student into an important informant but transforms the problem solving activity into a process of sharing meaning.

Choice Element:

Although the language and vocabulary items are heavily controlled it is up to the students to decide share the information - for instance if a student wants to tell the others who is the cook he has many alternatives to do so such as . He is the man who lives:-on the right side between the yellow and blue houses

- opposite the yellow house
- in the middle house
- on the 3rd house from the left

or The cook lives...

or only: on the right side...

And even though the position of the houses itself imposes some

limitations on the choice of language to be used, whatever the student produces is the result of a thinking process where meaningful and "important" information is being given. Since situations constrain our choices of what to say and how to say it, the task itself resembles this communicative feature in a realistic way.

The task, after all, is a matter of dealing logically with a problem, and solving it is a matter of reasoning out the choices they have got at their disposal.

Information Gap Ingredient

Every sentence of this task constitutes a gap which has to be bridged. In the first activity each student possesses a bit of information which the others do not have, but the gap also exists at a deeper level. The information has to be decoded for the message to be understood, and then applied.

In the second activity this element has a new dimension. It is not enough to understand the message, it is necessary to establish the correct relationship between new bits of information and previously given ones (and for this A and B groups have to negotiate) in order to transform the clue into something meaningful. The fact that the information gap is established in that way gives the students a purpose not only to talk but specially to interact.

Even when the problem is solved by the students a gap exists because they do not still know the people's names. This transforms the clues given by the teacher in the Listening Comprehension Activity into a purposeful and meaningful task because attention and understanding of what is being said is required if success is to be achieved.

Finally despite the fact all the information given remains on a fictional level the problem to be solved is real because it is a matter of logic. And for this, thought and adequacy of the language to be used is required.

Significance Element

For the sharing of information to be significant logic and thought are required. For this, above all, a communicative and interactive process is being accomplished.

Session Nine

"What a Route!"

Presentation: Teacher gives to each student a simplified version of the Florianópolis Map.

In order to get students accustomed to the pictorial aids they will deal with, the teacher gives a set of verbal instructions using the pictorial aids. By following the instructions the students have to get to the correct place. This can be done two or three times.

After this in order to ensure that the students are able to decode the pictorial clues, the teacher can show some of them in isolation and ask students to respond to the given stimulus.

Grammatical Items arising from the communicative Objectives

Students have got to use Base forms verb and language items which can play the function of giving instructions.

Communicative Objective

By decoding the pictorial clues students have got to share information they had seen so that the other students will be able to get to the desired location.

Grammatical Items likely to be exploited:

TO BE: Simple Present, 3rd person singular - neutral

Verb Forms: *to take, to continue, to turn,*

Imperative form

Prepositions: *Right,*

left, as far as

Prepositional Phrases: on the *right/left*

Structures:

Verb + Adverbial

Turn right + into y street

continue as far as + the traffic light.

Subject + Verb + Object + Adverbial

It + is + the first building + on the right.

Procedures

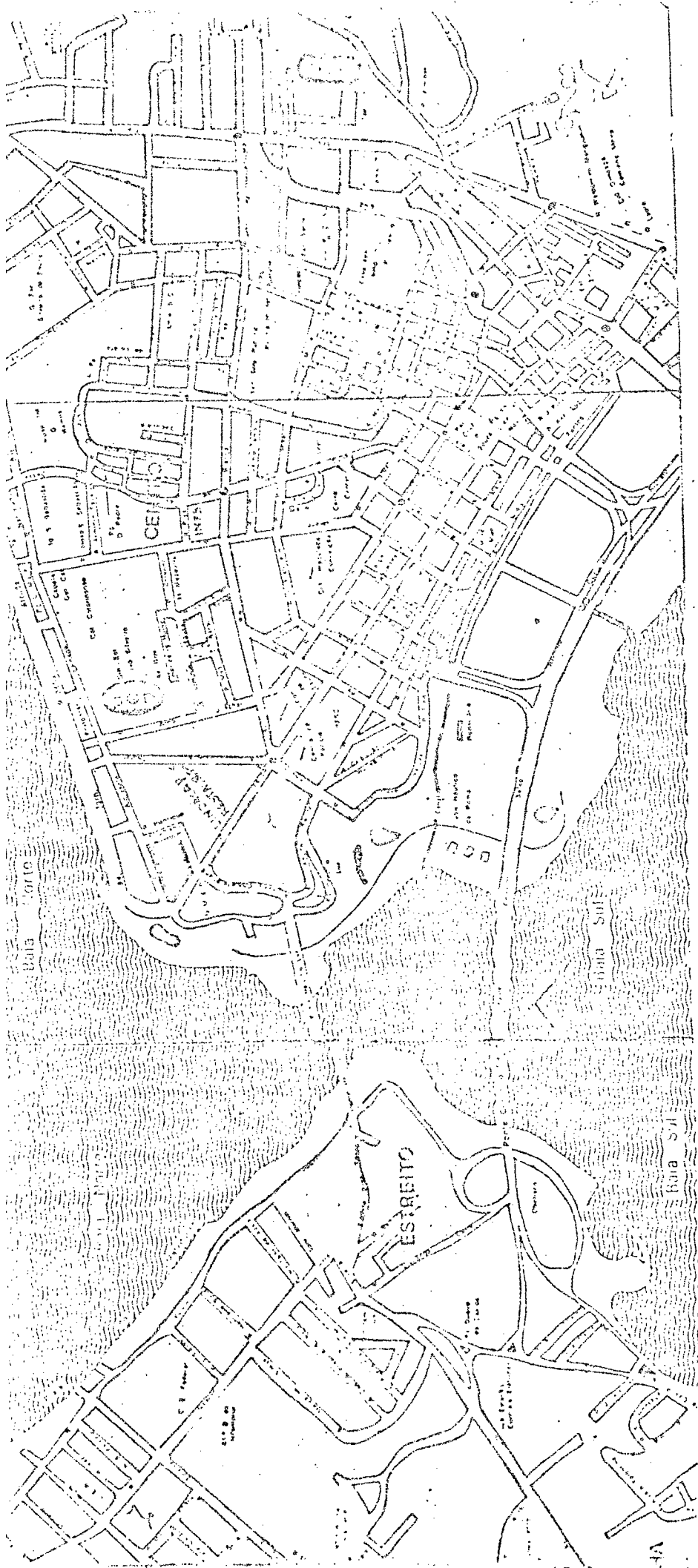
Activity One

- Students get in groups (five to six students)
- Each student keeps the map given in the presentation section.
(see figures 36-7, page 201-2)
- Teacher puts a set of instructions on his/her desk.
(see figure 38, page 203)
- One student from each group takes turns in going to the teacher's table and going back to his/her group in order to give the instructions.
- Students should be told to put a cross on the buildings they have reached.

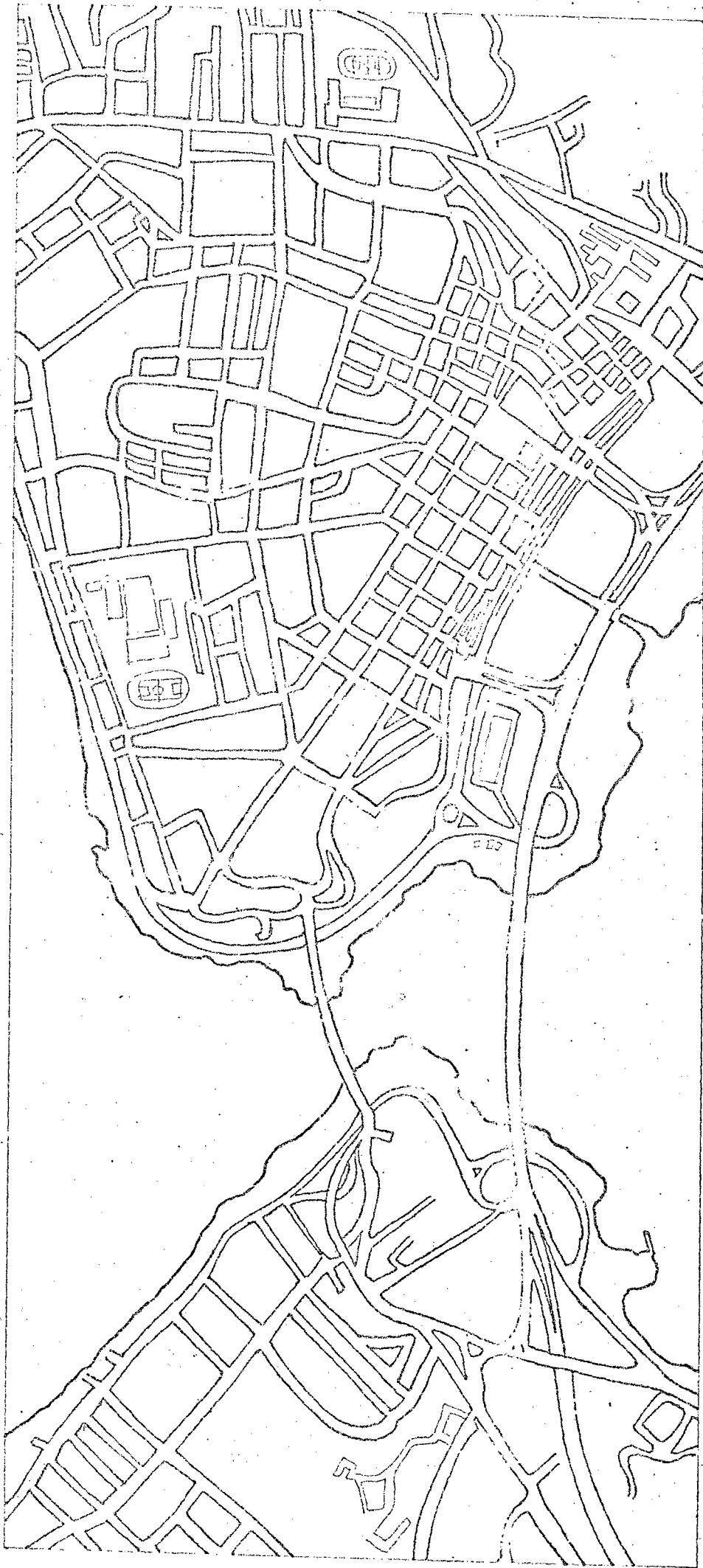
In the first set of instructions the teacher sets a starting point. In the other the destination point of the previous set of instructions serves as the starting point for the next.

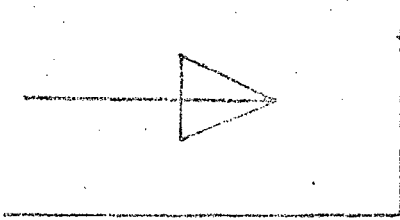
Teacher should start by giving a simple set of instructions and gradually making them more complex.

- The activity finishes when the teacher feels that enough

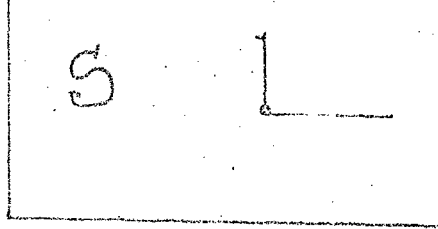


Key: ○ traffic lights

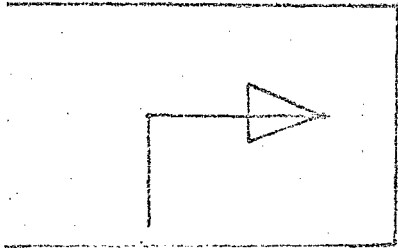




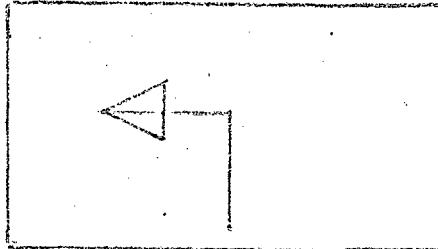
GO straight ahead



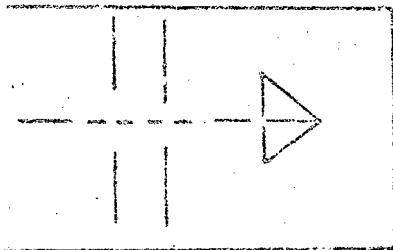
stop at the (1st/2nd/3rd) CORNER



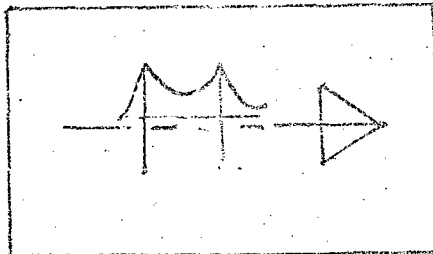
TURN RIGHT



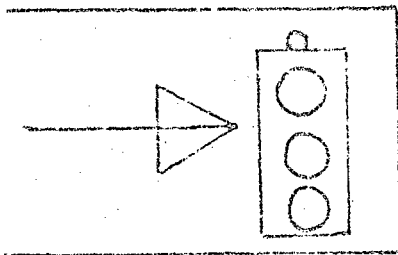
turn left



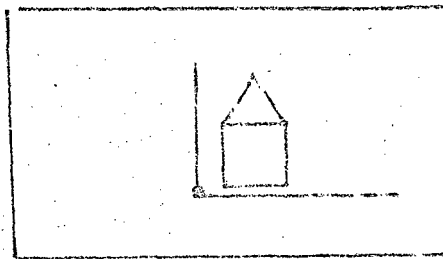
CROSS (x/y/z) street



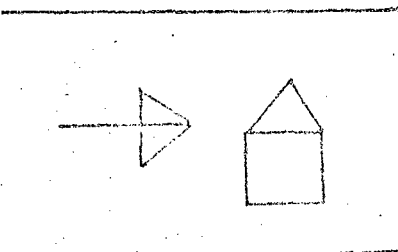
CROSS (x/y) BRIDGE



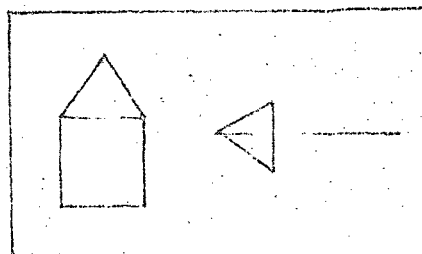
GO straight ahead as far as (1st/2nd/3rd) traffic lights



the building is on the CORNER of X and Y street



the building is



the building is

instructions have been given; although each student from each group should be responsible for the sharing of information once.

- Teacher can check the sequence of places located in the map, asking each group to name them in the sequence they have obtained.

Activity Two

- This activity can be done as a variation of the previous one.
- A group of students is asked to make up a set of instructions. They choose the starting and destination points. They go to the teacher's table and choose the cards suitable for the itinerary chosen.
- Then the other groups choose a person/persons to go to the teacher's table and to report the set of instructions which were seen.
- When the groups finish, they can check the results obtained with the group which was responsible for the instructions.
- Each group should be responsible for the arrangement of the pictorial clues once. The criteria for choosing starting point should be the same applied in activity one (with the exception of the first group who is free to choose both).

Characteristics of the Task

Interaction

In the first activity both teacher and students interact among themselves. The teacher is responsible for setting the instructions and the students for decoding it. Moreover the

students interact among themselves since they depend on the other group member's instructions in order to get at the desired destination point.

In the Second Activity students have got the opportunity to interact with other class members. The fact that a group is then responsible for the setting of instructions implies that a process of interdependence is created. The successful accomplishment of the task does not only depend on the correct decoding of the message but on the original arrangement of the set of instructions itself.

Choice Element

Despite the fact that it is up to the students to deal usage of certain language items it is up to the students to deal with the language in meaningful terms as a means of sharing the correct information.

For instance, saying "turn left" is not only a matter of decoding a clue card but also the only possible alternative for the point of destination to be found.

In the second activity the choice element is stressed. The students themselves are responsible for the setting of instructions to be given to the others. Although once the itinerary is chosen the choices are more limited, they still have to choose the clues which will be suitable for it. For this choice precision is required.

Information Gap

Decoding the information either given by the teacher or by the

students is a matter of bridging the existing information gap. Since students take turns in decoding the pictorial clues it is their task to share the information with others so that the activity can be accomplished.

The information gap, in this session, is created by the setting of instructions which means that the students themselves participate in the bridging and in the creation of it. For this they become far more involved in a decision making process which the activity is characterized by. The gap is also created by putting the information on a table separate from the groups.

Significance Element

In order to accomplish the task the students have got to respond to a visual stimulus, which means that students have to recall appropriate language items for the situation.

The fact that a destination point becomes the starting point of the next set of instructions creates interdependence; that is the successful accomplishment of a given set of instructions depends on the successful accomplishment of the previous one. The students are given, after all, a chain of instructions which enables such a process to occur.

Significance also derives from the fact that the Map is of the university town.

Session Ten

"Get to know the University Campus"

Presentation: Taken for granted since the grammatical and vocabulary items have already been exploited. It might be useful to introduce some shapes since the students themselves will have to draw the buildings on the map. Vocabulary items such as rectangular/square/triangular building should be introduced taking as examples some of the shapes of buildings in Florianópolis.

Grammatical Items arising from the communicative Objectives

Students have got to deal with grammatical items which fulfill descriptive and instructive functions of the language. Affirmative sentence forms are to be used.

Grammatical items to be exploited in the task:

Description - Prepositions: *next to, in front of, behind, opposite, between*

Prepositional Phrases: *on the corner of*

Verb Forms: BE, simple present, 3rd person singular

Instructions - Action verbs:

(Information forms without TO)

- *Take, continue, turn, go, Pass, etc...*

Adverbials of direction

- *on the left, on the right, opposite,*

- next to y, etc...

Setence Patter

Ver + Object + Adverbial

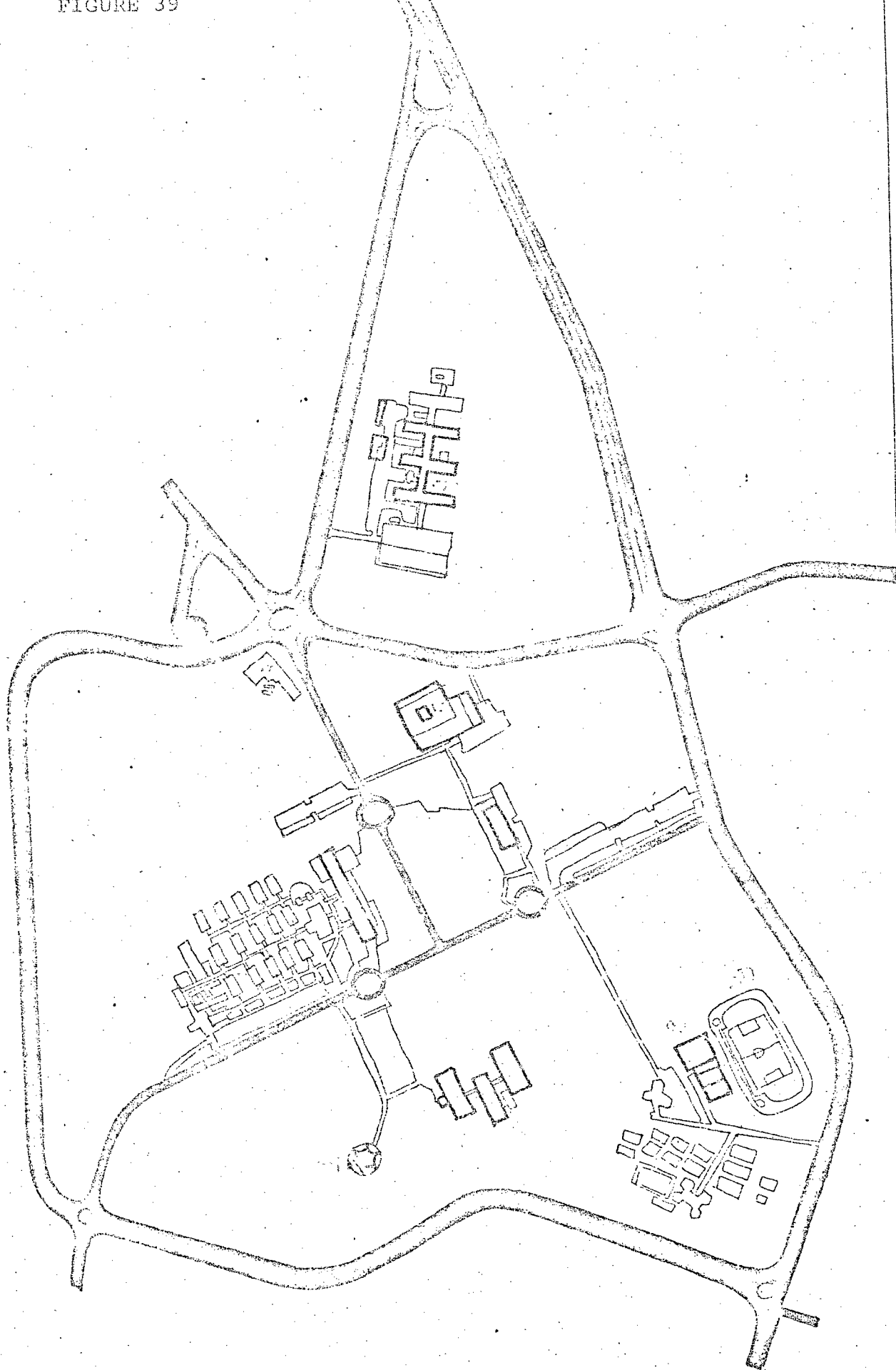
Vocabulary Items: round-about.

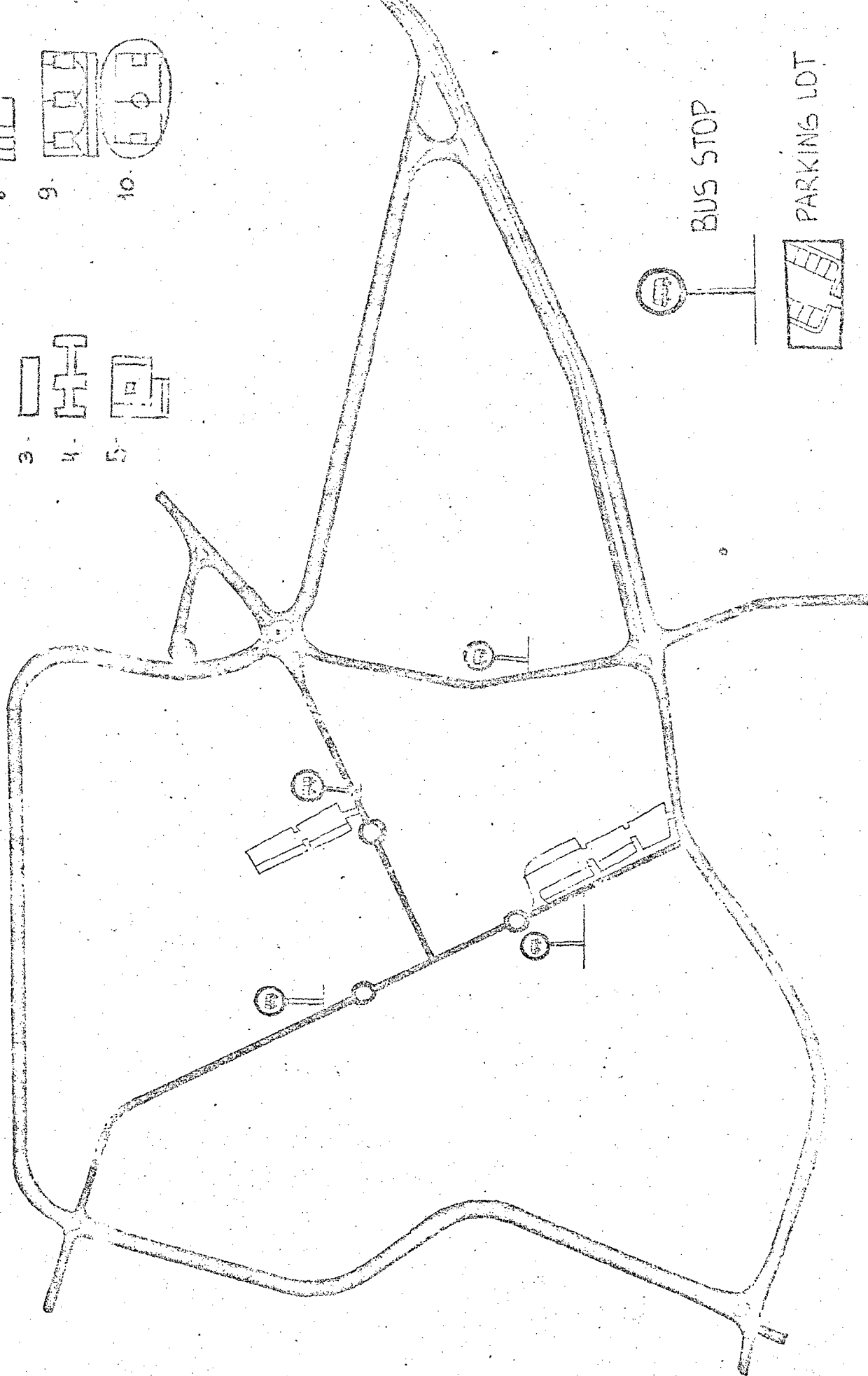
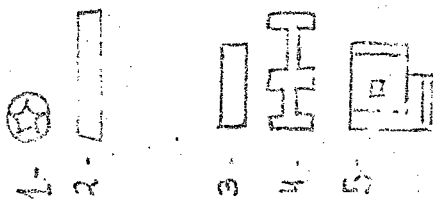
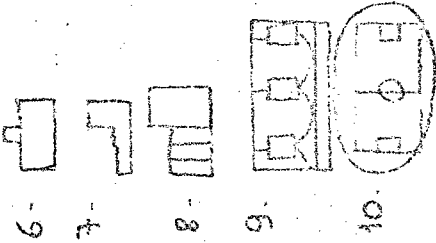
Procedures - The task itself

Group Work

1. Each Group of students receive an empty map of the university campus.
2. On the teachers desk there'll be a simplified version of the map with 8 buildings drawn.
3. Each student takes the role of the leader, goes to the teacher's table and describes the position of the building in the campus - with the exception of one who will be responsible for the drawing, or glueing as the shapes of the buildings can be provided by the teacher.

The map would look something like this:





BUS STOP



PARKING LOT

4. The students have to give the information in order to locate the right buildings. The purpose is to make students think of the best way of giving the unknown information. The Parking Lots, Bus stop and the Round-About serve as orientation points for students to locate the buildings in question.
5. When this step is finished. The teacher puts the simplified version on the O.H.P. Each Group then chooses somebody to say the location of one of the places. If the rest of the class agrees with what was said the number which correspondes to the building is written down.
This is a form of feedback section.
6. After this step, the students are going to receive a new map with the points already located (the ones dealt with in the 1st part of the task) and new ones.
7. One half of the group (propably 3 students) will receive the map with the buildings marked by letters (A/B/C/D) and the other half with numbers (11,12,13,14, 15,etc...) The names of the streets will also have to be located.

The correspondence between number + letters would be the following.

- A/11 - Centro Ciências Biológicas (CCLB)
- B/20 - Centro Ciências Humanas (CCH)
- C/13 - Centro de Educação (CED)
- D/22 - Centro Tecnológico (CTC)
- E/28 - Centro de Ciências da Saúde (CCE)
- F/15 - Centro Sócio-Econômico (CSE)
- G/24 - Centro de Ed. Continuada e Convivência Social

- H/30 - Imprensa Universitária
- I/26 - Museu Universitário
- J/17 - Horto Botânico
- K/12 - DACES-Departamento de Assuntos Comunitários e Estágios
- L/19 - Estacionamento
- M/14 - Escritório Técnico-Administrativo da UFSC (ETUSC)
- N/21 - Prefeitura do Campus
- O/27 - Almojarifado Central
- P/16 - Núcleo de Desenv. Infantil
- Q/23 - Colégio de Aplicação
- R/29 - Laboratórios de Odontologia
- S/25 - Auditório e Diretório do CAS
- T/18 - Estacionamento

In order to locate these buildings the students are going to share information through instructions.

The groups give instructions for the places which are located on their map.

Among themselves they can decide which point of the campus they start from.

When giving the instructions the name of the building is not to be mentioned, so as to force the addressee to follow the directions in order to identify the place.

SA - i.e. You're in front of DAE

Continue to follow this street.

Pass the round-about.

Go straight ahead.

Turn left.

Figure 41

Student A

- A - Centro de Ciências Biológicas (CCB)
- B -
- C - Centro de Educação (CED)
- D - Centro Tecnológico (CTC)
- E -
- F -
- G - Centro de Educação Continuada e Convivência Social
- H -
- I -
- J - Horto Botânico
- K - Depto de Assuntos Comunitários e Estágios (DACES)
- L -
- M - Escritório Técnico-Administrativo da UFSC (ETUSC)
- N -
- O - Almoxarifado Central
- P -
- Q -
- R - Laboratório de Odontologia
- S -
- T - Estacionamento

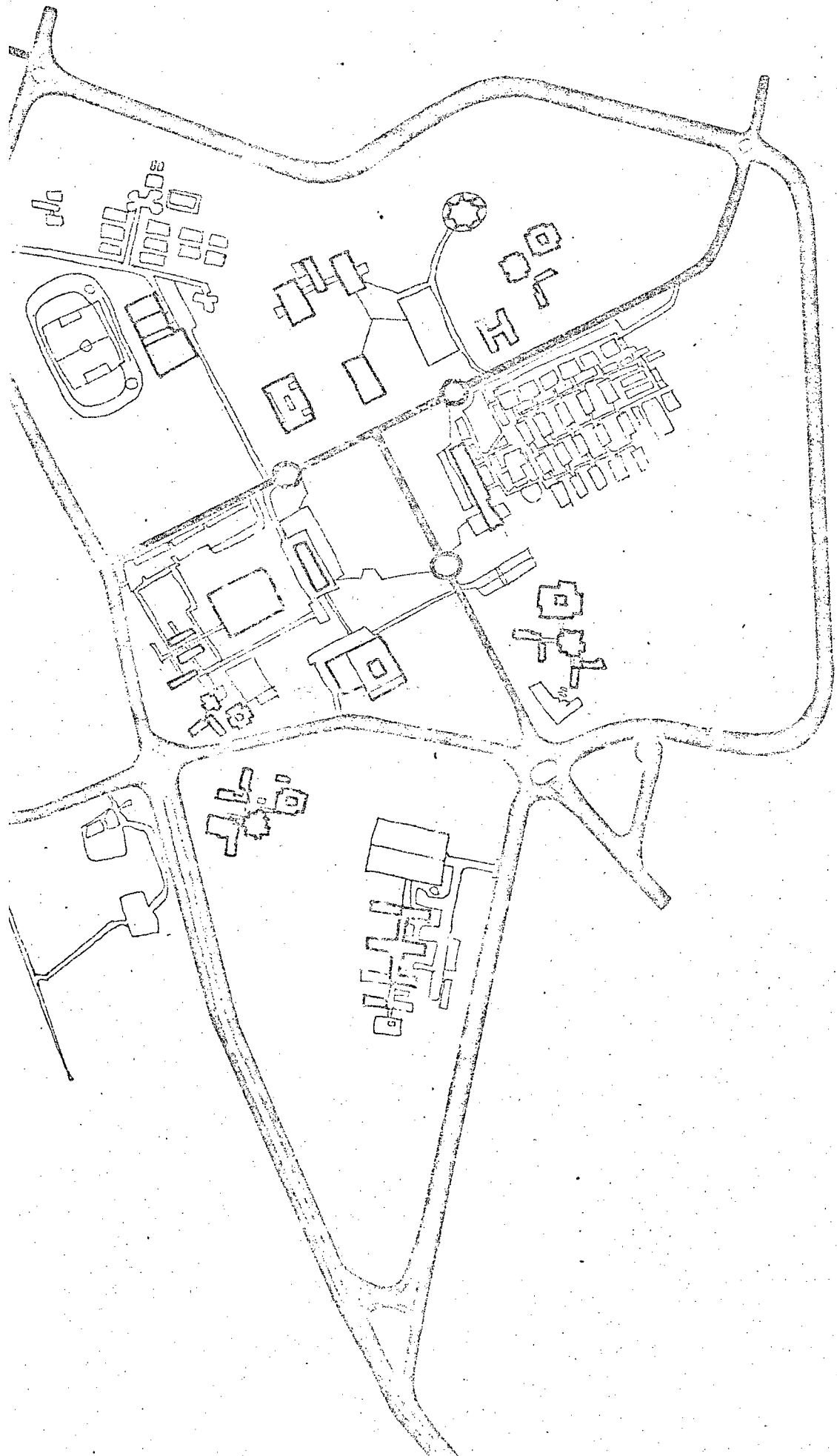
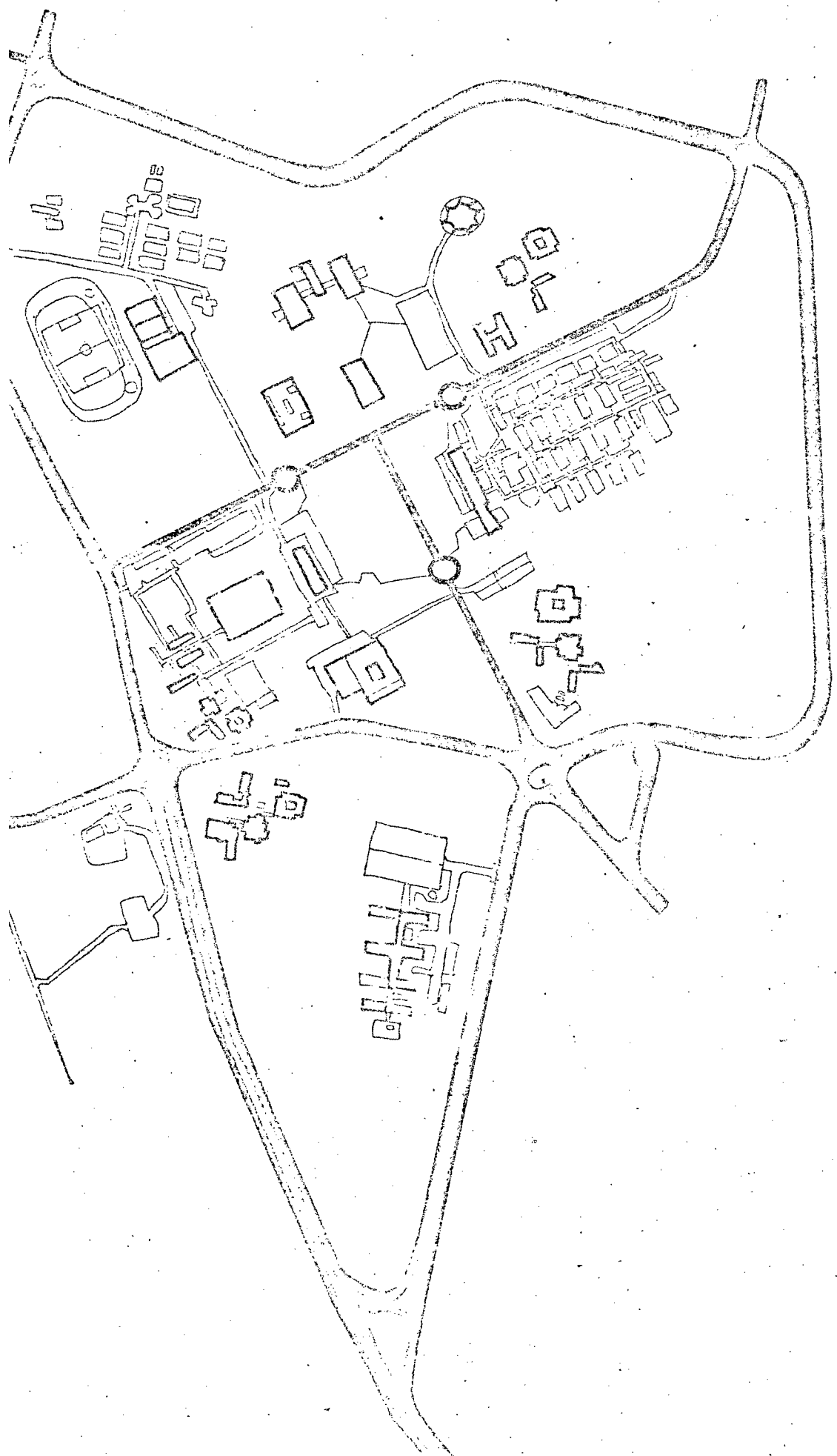


Figure 43

Student B

- 11 -
- 12 - Centro de Ciências Humanas (CCH)
- 13 -
- 14 -
- 15 - Centro Sócio-Econômico (CSE)
- 16 - Núcleo de Desenvolvimento Infantil
- 17 -
- 18 -
- 19 - Estacionamento
- 20 - Centro de Ciências Humanas (CCH)
- 21 - Prefeitura do Campus
- 22 -
- 23 - Colégio de Aplicação
- 24 -
- 25 - Auditório da Reitoria
- 26 - Museu Universitário
- 27 -
- 28 - Centro de Ciências da Saúde (CCS)
- 29 -
- 30 - Imprensa Universitária



Pass the round-about

It's the 1st building on the left.

SB - can have the chance to say the name of the building. If not SA says it, and B identifies it and marks the name of the building down.

The activity is finished when the students have given instructions of how to get to 10 buildings (each group gives 5).

Extension: Since there will still be 10 buildings left, the students individually, at home will, give written instructions of how to get to these places. They later share the written instructions and locate these places on the map.

Obs.: If students have located more than 10 buildings in the Oral Section the number of buildings to be located in the written activity will vary. If they have located the 20 ones, this written activity will have a consolidation purpose, since the written instructions can be handed in and correct by the teacher.

Characteristics of the Task

Interaction - In the first part of the task, interaction is going to happen on a deep level since there'll be the need of relying on the information given by his partners. Moreover the task can only be successfully accomplished with the participation of all the members of the group.

- In the second part of the task, in which the

students will have to give instructions, interaction will also take place in "depth". Firstly, the students who have got the same information can share the responsibility of giving the information they have to the other half of the group which does not have it. Success once more depends on cooperation and group effort to accomplish the task.

Choice Element: 1. Students can choose the colleagues to work with.

2. Students can choose which items are going to be first located or those, which they will give instructions for.

Such a choice however is not just a matter of the students' preferences for one place rather than the other but a result of some thought causing a place to be chosen first because it is the one which can be more easily located. For this the students structure the task according to what they see as most feasible.

3. The choice of what to say is quite limited since the task itself requires the use of certain grammatical/vocabulary items. However each student is free to choose how to say it. For instance according to the students' position on the map.

The way in which instructions will be given will vary.

i.e. If they have decided they are at the bus stop near the central Library and have to give instructions of how to go to CED. They could say:

- Pass by the 1st round-about to the south.
- Go straight ahead until the end of the street.

- Then turn right.
- Pass the round-about.
- It is the 1st building on the left.

Now if they were in front of Empresa Universitaria.

Something of this kind could be said:

- Continue on this street of the east.
- Pass the 1st round-about.
- It is the 1st building on the left.

Even if his choice is restricted by the other students' position on the map he has to work with the possible sub-choices he has within the general one. For this he has to "think" and choose the best way to give his instructions.

Information Gap Element

The students have to share information which can be significant for the completion of the task. They have got, first of all, to share "meanings". If, in the 1st Part of the task the student says: There's a parking lot.

The university stadium is next to it this won't be enough, because with this piece of information the student won't locate it.

So, he has to think of a way in which his information will be meaningful and precise enough to be decoded by his partner.

Significance Element:

Communication is here characterized by the interaction promoted among the students themselves and their communicative environment. Accomplishing the task is also a matter of getting to know something which is part of their reality.

Session Eleven

"Get to Know Santa Catarina Island"

Presentation: The teacher can start the class by making some general comments about Santa Catarina. For instance some questions about the location of Santa Catarina could be asked as well as questions about the location of Florianópolis.

After this the teacher could say that Florianópolis is an Island and consequently it has beaches.

He might even ask if they know the number of beaches located in the island.

As there are many beaches the inhabitants and tourists have a lot of choice, but their choices may be influenced by the beaches characteristics and location.

He could ask students to name some beaches which are:

near the center

far from the center

bay beaches

ocean beaches

Grammatical Items arising from the Communicative Objectives:

Students have to use sentences in the affirmative form in order to say the names of the beaches and describe their position on the map and their distance in relation to the centre of Florianópolis. They also have to describe the most important characteristics of the beaches.

Communicative Objective:

Students have got to share the information in order to complete the chart and later locate the beaches on the map.

Grammatical Items likely to be used by the Students:

Verb Forms: TO BE (3rd person sing-Present)

There + TO BE (3rd person sing-Present)

Adverbs: *on the northern side of the island*

southern

eastern

Adjectives: *bay beach*

ocean beach

warm

polluted

Nouns: *beach, water, waves, surfers*

Structures: Subject + verb + complement

Subject + verb + adverbial

Procedures:

Activity One

- Students get in pairs
- Each student receives a sheet of paper containing information about five beaches. Each student will have half of the information completed.
(There may be 3 different pairs for each chart (1/2/3/4).)
- Each pair first performs a simple type of information gap

FIGURE 45

GROUP 1

Student A

Beach	Distance	Characteristic	Location
Cacupé		bay beach	
	25 km between Jurerê and Daniê la		N
Praia Mole		Ocean beach	
	17 km near Canto da Lagoa		
Santinho		Ocean beach Bars/Hotel	NE

Student B

Beach	Distance	Characteristic	Location
	11 km the nearest beach		NW
Praia do Forte		bay beach	
	15 km near Barra		E
Joaquina		Ocean beach Bars/Hotel/ Restaurant	
	40 km near Ingleses		

GROUP 2

Student A

Beach	Distance	Characteristic	Location
Santo Antônio		bay beach	
	24 km near Jurerê		N
Campeche		Ocean beach	
	25 km near Peri Lagoon		
Moçambique		Ocea. beach	NE

Student B

Beach	Distance	Characteristic	Location
	13 km between Sam- baqui + Cacupé		NW
Canasvieiras		bay beach	
	20 km next to Campa- che Island		SE
Armação		Ocean beach	S
	27 km between santi- nho + Barra		

Student A

Beach	Distance	Characteristic	Location
Sambaqui		bay beach camping	
	34 km next to Lagoi nha		NE
Pantano do Sul		bay beach Bars	
	22 km near Peri Lagoon		
Barra		Ocean beach	E

Student B

Beach	Distance	Characteristic	Location
	17 km between Santo Antônio and Daniella		NW
Inglezes		Ocean beach Gas Station/ Restaurant	
	31 km southern most beach		S'
Morro das Pedras		Ocean beach	NE
	20 km near Conceição Lagoon		

Student A

Beach	Distance	Characteristic	Location
Daniela		bay beach Residential area	
	37 km Northern most beach		N
Ponta das Canas		bay beach	
	29 km near the Airport		
Jurerê			N

Student B

Beach	Distance	Characteristic	Location
	22 km near Praia do Forte		NE
Lagoi- nha		bay beach	
	56 km near canasvi- eiras		N
Ribeirão da Ilha		bay beach typical azorian village	SW
	23 km between canas- vieiras + Praia do Forte	bay beach camping site	

activity where each student has to share the information he/she has got (in written form) with his/her partner.

- The activity is finished when each pair has the chart completed

Activity Two

- Now each member of the pairs form 6 groups of four persons.

The distribution of pairs would be something like this:

Previous Groups (Activity 1) New Groups (Activity 2)

<p>Group 1</p> <p>- StA StB</p> <p>3 Pairs - StC StD</p> <p>- StE StF.</p> <p>Group 2</p> <p>StA StB</p> <p>3 Pairs StC StD</p> <p>StE StF</p> <p>Group 3</p> <p>StA StB</p> <p>StC StD</p> <p>StE StF</p> <p>Group 4</p> <p>StA StB</p> <p>StC StD</p> <p>StE StF</p>	<p>Group A</p> <p>St1A/2A/3A/4A</p> <p>Group B</p> <p>St1B/2B/3B/4B</p> <p>Group C</p> <p>St1C/2C/3C/4C</p> <p>Group D</p> <p>St1D/2D/3D/4D</p> <p>Group E</p> <p>St1E/2E/3E/4E</p> <p>Group F</p> <p>St1F/2F/3F/4F</p>
--	---

- Then they are given a map of Santa Catarina Island and, with

the information, they have got to try to locate each beach on the map. For this each student has to look back at his completed chart in order to give these bits of information to the others so that the task can be accomplished. (Figures 45-6, 222-3)

- The activity is finished when the map has been completed. (Figure 47, 225)
- When the activity is completed the students can circulate around the class to see whether the other groups had obtained the same results as they had.

Activity

Follow Up Activity

- (- If there is some time left the teacher can do this as a problem-solving activity; or the activity can be set as a homework).
- Students can either receive cards or a sheet of paper containing clue sentences.
- By looking at the map and trying to recall some basic information about the beaches the students have to identify the beach which is being talked about.
- If the activity is done in class each member of the group receives a card containing a clue - sentence. This clue sentence is read by the student to the others. The students, in groups, have to solve the problem.
- If the activity is set as a homework each student receives a sheet containing the clue sentences. With the help of the map, at home, each student individually has to solve the the problem.

Characterics of the Task

Choice Element:

In the pair work Activity the choice of what to say' is quite limited although there's a choice of "how to say it" since our emphases is on fluency and not accuracy.

For example the student can say. It's a bay beach

A bay beach or

Bay beach

It's in the north of the Island

It's in the north west

In the north west

In north west or semply

North west.

In the second activity, however, the choice element is of a different nature.

Since the aim is to locate the beaches on the map the selection of the most important bits of information to be first shared depends on the students. In addition their choices will also contribute either to the successful or unsuccessful accomplishment of the task.

In the Follow Up Activity the students will be working with probabilities - as there are 20 beaches located in the map it is their responsibility to decode the information and to choose, among the 20, the beach which correspondes to the clue - description given.

In terms of classroom organization the students are free to choose their partners and the groups to work with. The way in which the task is going to be conducted is something which is

up to the students to decide.

Interaction:

Students interact in real terms during the whole session. In the first Activity, information has to be shared in order to complete the chart. This means that students depend on one another if the task is to be completed. The same happens in the second activity where the need for getting unknown pieces of information so that they can complete the map is real. Such a type of interaction brings to the task ingredients such as cooperation and reliance.

If the Problem Solving Activity is done in groups the responsibility of decoding the information together promotes mutual - help among them.

In any activity if success is to be achieved students have to interact they have a purpose for doing so - that is, information has to be shared and specially transformed into "meanings".

Information Gap Element:

In order to complete the task, information has to be shared; in the first activity to complete the chart and in the second to complete the map.

Since students are dealing with "real information" which they might have some previous knowledge of they might need the shared information in order to check something they were not a 100% sure about. Indeed there would be a gain in authenticity if they did not even need to share certain bits of information since in

many communicative situations not every item has necessary to be unknown by the speakers.

In the problem-solving activity the activity, itself, represents a gap which can be only solved by reasoning and a clear understanding of the message. Moreover recalling the information previously shared is something which is required so that students can establish a meaningful link between the clue sentences and the information they have at their disposal.

Significance Element:

The information load of this session is its most important characteristic.

Students have the chance to interact with their own environment in a communicative situation where English is being used.

Session Twelve

"Make up your Itinerary"

Presentation: The previous session can be briefly recalled.

Teacher can ask questions about the beaches, their characteristics and so on. After that the teacher chooses a beach, gives its characteristics and asks students what type of activities they could do there. The teacher can help students and then introduce the vocabulary items they are going to deal with (the ones in the key). (Figure 48, page 232)

In order to explain all the items the teacher can/ should eventually choose other beaches which will be suitable for explaining them.

Objectives due to the Grammatical Items to be possibly exploited:

- Students have got to give instructions to the other class members of where to go and what to do.

Communicative Objectives:

In choosing the beaches to be visited and the activities to be done students should use appropriate bits of language in order to communicate among their groups and later share their information with the whole class.

Grammatical Items likely to be exploited:

Verbs: those listed in the key section

Imperative Form.

Sequencers: *First*

Then

After that

And then

Finally

Vocabulary Items: those in the key section

Structures:

Verb + object

Verb + adverbial

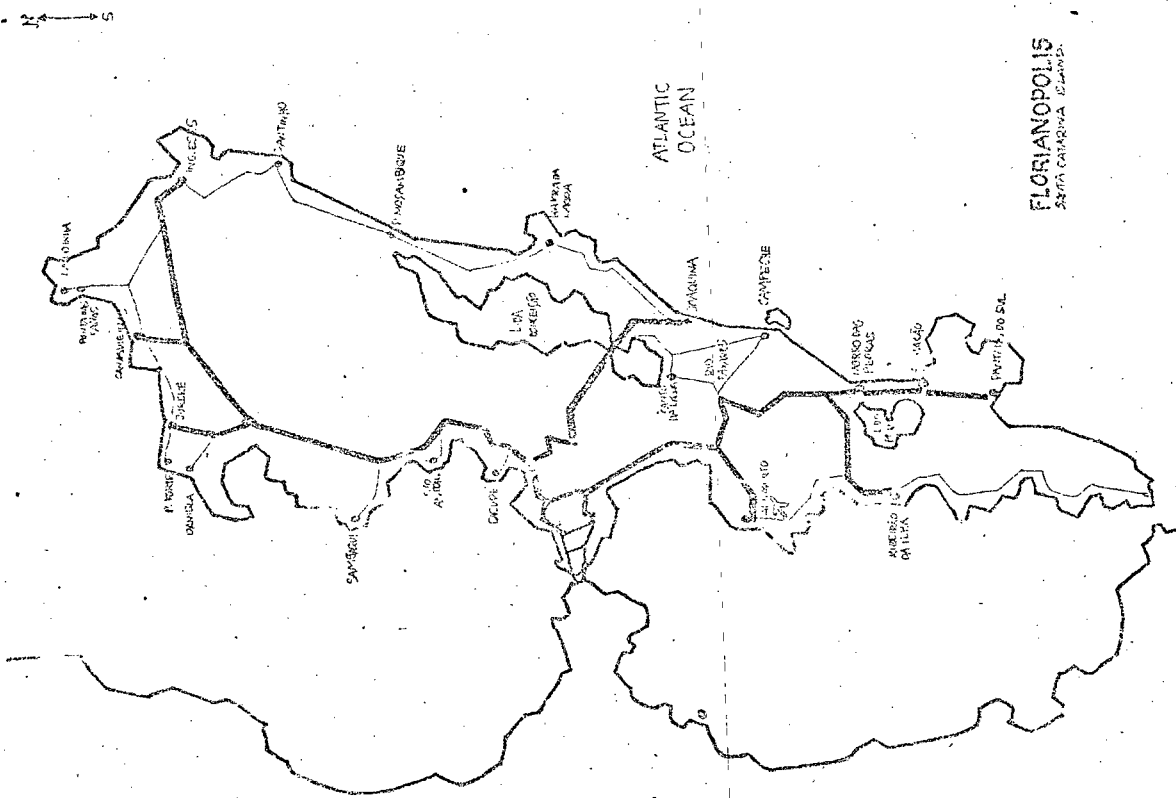
Verb + object + adverbial

Procedures:

Activity One

- Students get in groups of 5 to 6 students.
- Teacher gives them one map of Santa Catarina Island with the names of the beaches and the key.
Students receive small cards containing the drawings of the activities.
- Teacher explains the activity
Each group has to choose 7 beaches for a tour; decide the sequence in which the beaches would be visited and the things the tourists could do at these places and the time spent at each place.
They have to mark down the route on the map and stick the activity cards at the appropriate places. (Figure 49, 233)
- Students then start doing the activity.
- The activity is finished when groups have done what they were asked.
- Teacher can check the activity by giving attention to each

FIGURE 48



Enjoy the view —



have a meal at a fish restaurant —



60 Sunbathing —



60 Surfing —



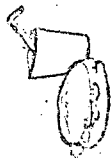
60 Sailing —



60 water-skiing —



have a snack —



60 Swimming —



take a picture —



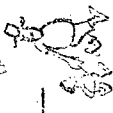
watch the "ar-tesanal" fishing —

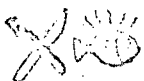


play "Frescobal" —



take a walk —





group at a time.

Activity Two

- Sts remain in groups.
- Each group receives new maps and more key activity cards.
- Each group takes turns in saying the choosen itineraries and activities. The groups have to complete the map according to what the other groups say.
- This activity continues until all the groups have talked about their itineraries and activities.

In this sharing of information it is up to the students to decide who is going to talk, if a reader (chosen by the group) or each student at a time, etc...

It would be more challenging if students had to tell their etinerary/activities without looking at the key chart only making use of it if necessary.

Activity Three

- Once the whole class knows the itinerary/activities chosen by each group, each group is given a time to choose which is the best itinerary.
- A list of reasons is going to be given to each group (see, figure 50, page 235) and the teacher is going to give some explanation about it if necessary.
- Once the groups have decided, each group has the chance of saying which itinerary was the best. For this the list of reasons can be written on the blackboard, or be presented in the form of a big card.

Reasons

Figure 50

Chart

Reasons	Itineraries							
	Group A		Group B		Group C		Group D	
	YES	NO	YES	NO	YES	NO	YES	NO
beaches:								
- interesting								
- beautiful								
- too crowded								
- too deserted								
- dangerous								
- too far								
Activities:								
- interesting								
- firing								
- adequate								
(to the beach)								
- exciting								
- adequate time								
- takes too long								
Tour:								
- well organized								
- too long								
- too short								
- too repetitive								
- no food								

- The teacher can help/interfere in the activity if necessary.
- The activity is finished when the best itinerary is chosen, if the students/groups eventually agree on one.

Activity Four - Follow Up

- Students can be asked to write, in full form, about the itinerary they liked best.

Characteristics of the Task

Interaction:

- In order to perform activity one students have to make some decisions together, this makes them interact since the task can be only completed if they listen to each other leading to cooperation and group participation.

In the second Activity students interact among themselves since there is a purpose to listen to what is being said - firstly students do not know the itinerary chosen; secondly they need this information in order to be able to accomplish the third Activity.

In the third Activity through cooperation and mutual agreement the students have got to establish understanding so that the whole class will be able to choose the best itinerary presented.

Choice Element.

This session is specially characterized by the great amount of "freedom" the students have when performing it.

Students are free to choose their itinerary and the

activities to be performed there. In spite of the fact that the language items are limited it is up to the students to apply them appropriately according to the beaches chosen to be part of their itinerary. Through common sense it is also the students' task to choose the best itinerary by making a careful evaluation of those presented.

In terms of classroom organization students are free to choose the partners to work with in any of the activities explained in this session.

Finally, it is worth mentioning that the choices made by the students are linked to a reality which they are part of.

Information Gap:

In the first Activity the information gap is present since the group has to decide on a topic. This makes students negotiate in order to get to know each other's opinions about it.

In the second Activity students have got to listen to what the other groups have to say in order to be able to fill in the map they have received.

They have to listen not only because they might be interested in knowing their classmates' itineraries but also because this information is needed if the next activity is to be accomplished.

In the last activity the Information Gap is of a similar nature to the first one. Students have got to listen to one another and consequently get to know the itinerary they have chosen in order to select the best itinerary presented in class.

Significance Element:

The students are directly responsible for the itinerary to be chosen. In addition the beaches, activities and time to be chosen have to be carefully selected.

For this, thought and interaction are required.

Session Thirteen

"What a daily - routine"!

Presentation: Teacher puts a sequence of ten pictures which refer to someone's daily routine on the O.H.P. The pictures are in scrambled order.

As a first step the teacher elicits, from the students, what the pictures mean.

Then students have to order the pictures in the appropriate way. By doing this students recall the sentences elicited in the first step.

Finally the teacher can eventually ask students to set the time at which the activities are likely to be performed.

Grammatical items arising from the communicative objectives:

Students have got to use sentences in the Simple Present - 3rd person singular, in order to describe someone's daily routine.

Communicative Objectives:

By sharing the information which is given in the form of visual stimuli students have to organize someone's daily routine paying close attention to the pictorial clues.

Grammatical Items likely to be used:

Verb Forms: *to have*

to play

to weak up

to prepare

to go

to get up

Structures:

Simple Present (third person singular)

HE/She + verb + s +...

Vocabulary Items:

those related to the persons daily routine.

Procedures:

Activity One

- The class is divided into two halves. (A and B)
- In each half students get in small groups of five students. Each student receives a chart which contains seven blank spaces under two headings: time and Activity (figures 51 & 56, page 241 & 248)
- Group A students work with the which given wife's daily routine, Group B students work with the husband's daily routine.
- The A and B set of scrambled pictures is displayed on two desks. (figures 52-5 / 57/9, pages 242-5 / 249-51)
There will be two groups working with the A set of pictures and two with the B set of pictures.
- One student from each group has to go to the A or B desk and get some information about one of the pictures.
He/She chooses one of the pictures to talk about.
Goes back to the group and reports what he has seen.

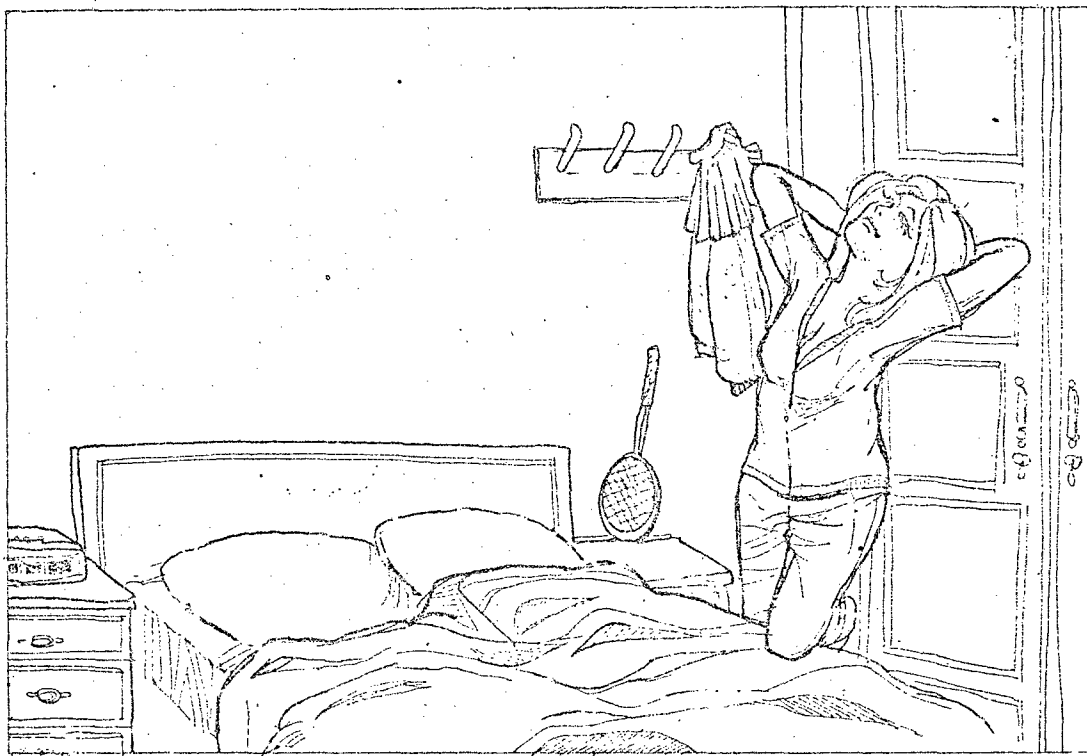
Figure 51.

Chart -- Group A

TIME	ACTIVITY
07:00 a.m.	
07:15 a.m.	
08:00 a.m.	
08:30 a.m.	
09:00 a.m.	
13:00 p.m.	
14:00 p.m.	

FIGURE 52

1 -



2 -

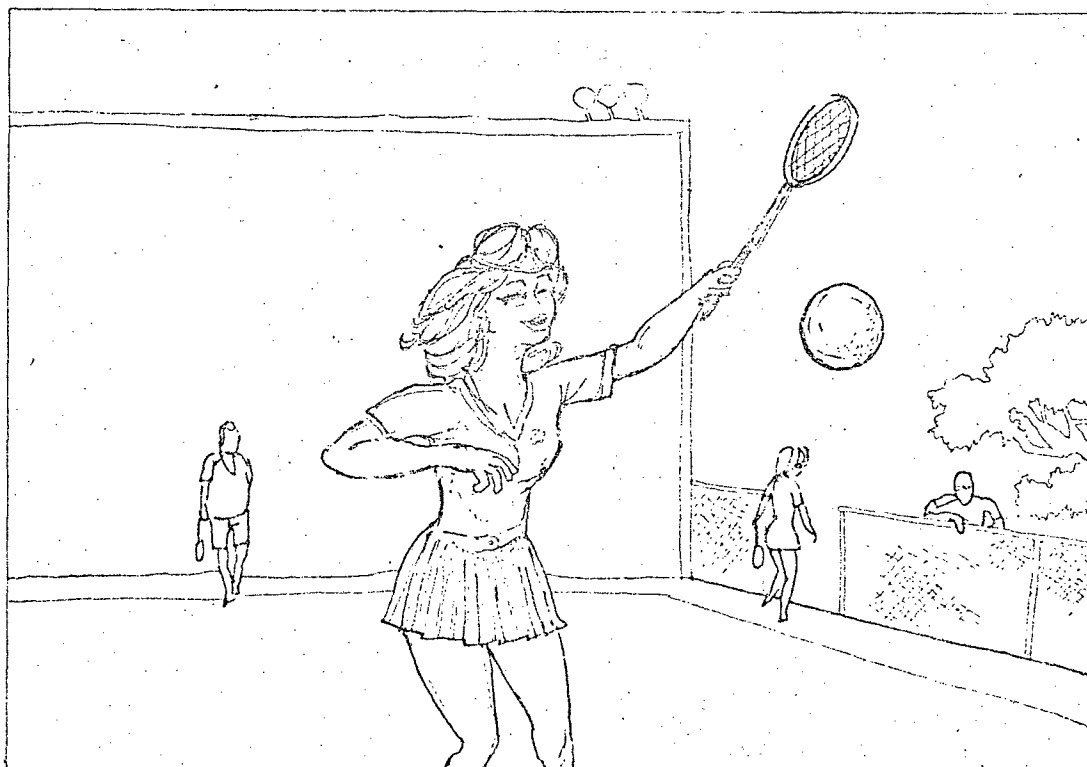


FIGURE 53

3 -

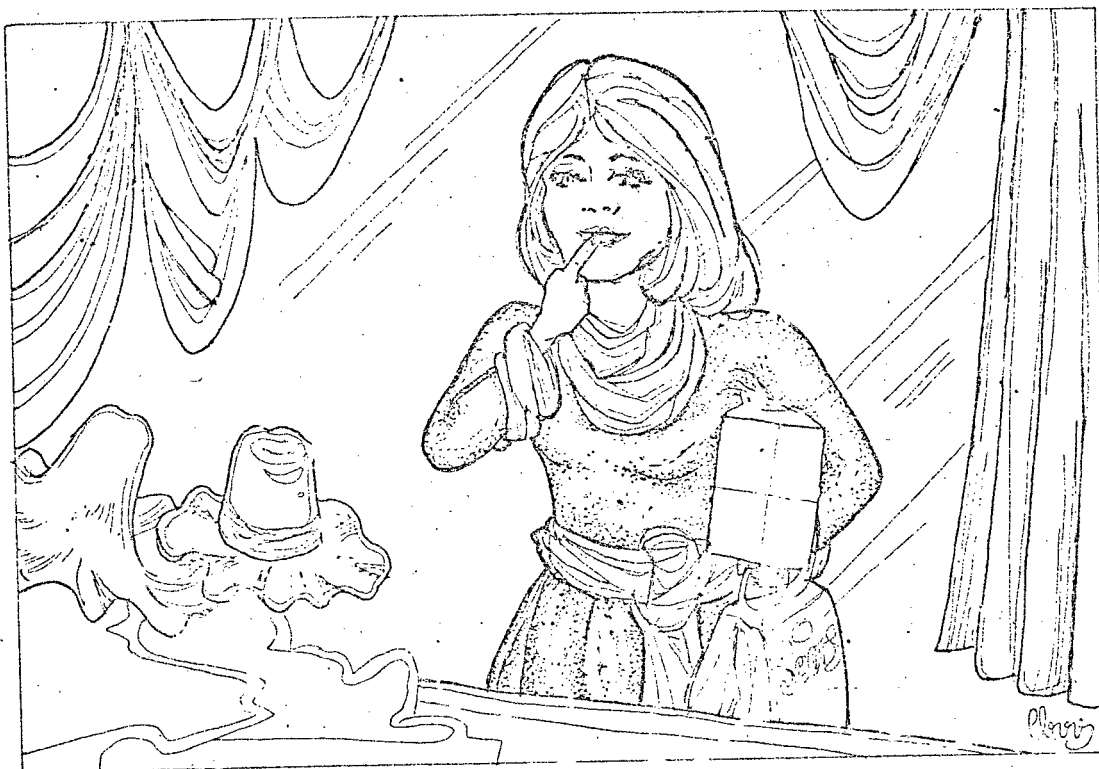


4 -



FIGURE 54

5 -



6 ..

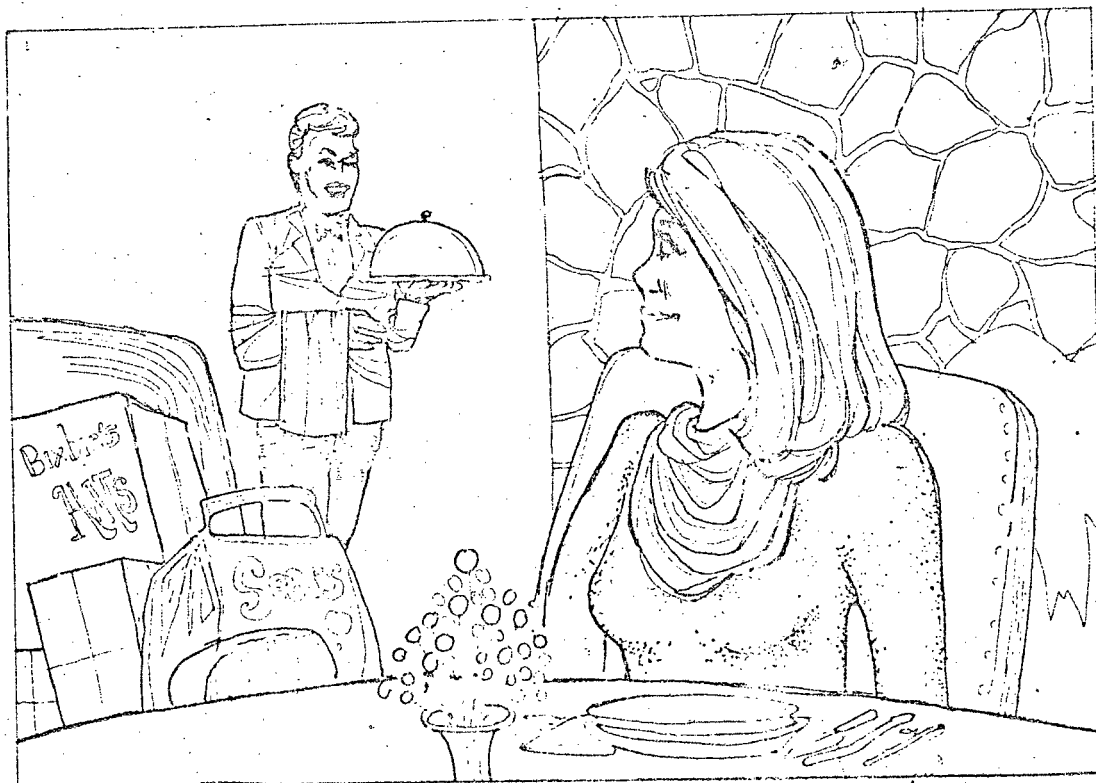
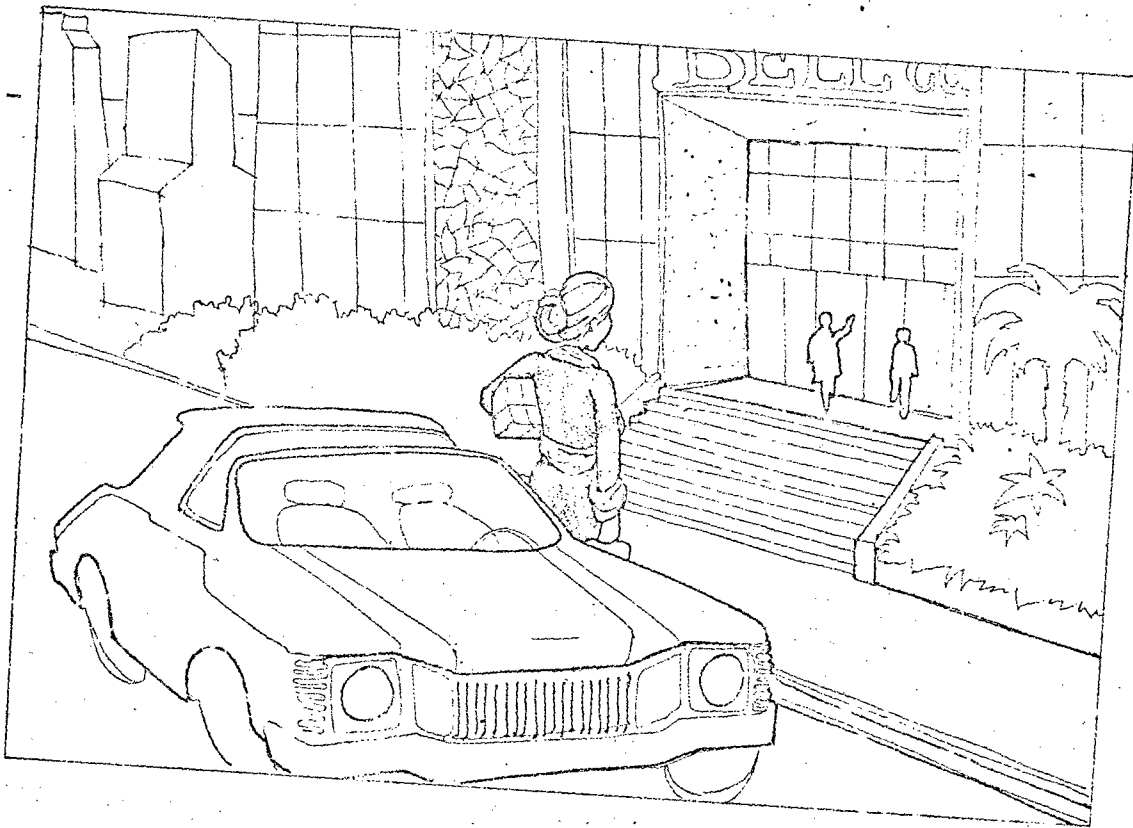


FIGURE 55

7 -



- Students write down the information in the chart in note form.
- Students take turns in going to the teacher's desk and reporting what they had seen.
- This activity is finished when the information contained in each picture has been decoded by the groups members.
- During the activity the teacher can circulate around the class and help students where necessary.

Activity Two

- Once all the basic information has been gathered students now have to put the activities in the right order according to clues given in the pictures.

The list of activities the wife performs is the following:

1. She gets up.
2. She plays tennis.
3. She takes a shower.
4. She has breakfast.
5. She goes shopping.
6. She has lunch.
7. She goes to work.

The students will be able to order the pictures in this way because:

In picture one she is wearing pajamas, and is in her bedroom.

Picture three shows her in the bathroom and her tennis clothes are spread on the floor; consequently she played tennis (Picture Two) before taking a shower.

Picture four shows her in the kitchen, wearing her ordinary clothes which have been hanging on the bathroom hanger (picture 3).

Picture six shows her in ordinary clothes having lunch with some shopping bags around her which implies that she went shopping before having lunch. (Picture Five).

Picture seven shows her leaving her car, in front of a company. She has her hair fixed then, which implies that this is the last activity performed because in the previous pictures she had a different hair style.

List of activities the husband performs in the morning:

1. Gets up
2. Goes to the Supermarket
3. Prepares break fast
4. Takes a shower
5. Has breakfast
6. Goes to work
7. Has lunch with freends.

The students will be able to order the pictures this way because:

Picture One shows the man in his bedroom, wearing pagamas;

Picture Three shows him in the kitchen, wearing the same clothes he wore in the supermarket (tennis shoes, jeans and a T-shirt). He is preparing break fast, there are some supermarket paper bags spread on the table implying that he went to the supermarket (Picture Two) before preparing breakfast.

Picture Four shows him in the bathroom, the clothes he wore in the previous pictures are on the floor. His suit is hanging in the bathroom.

Picture Five shows him having break fast wearing the suit which was seen in the bathroct.

Figure 56

Chart - Group B

TIME	ACTIVITY
06:45 a.m.	
07:00 a.m.	
07:30 a.m.	
07:45 a.m.	
08:00 a.m.	
08:15 a.m.	
12:00 a.m.	



FIGURE 58

2 -



3 -



FIGURE 59

4 -

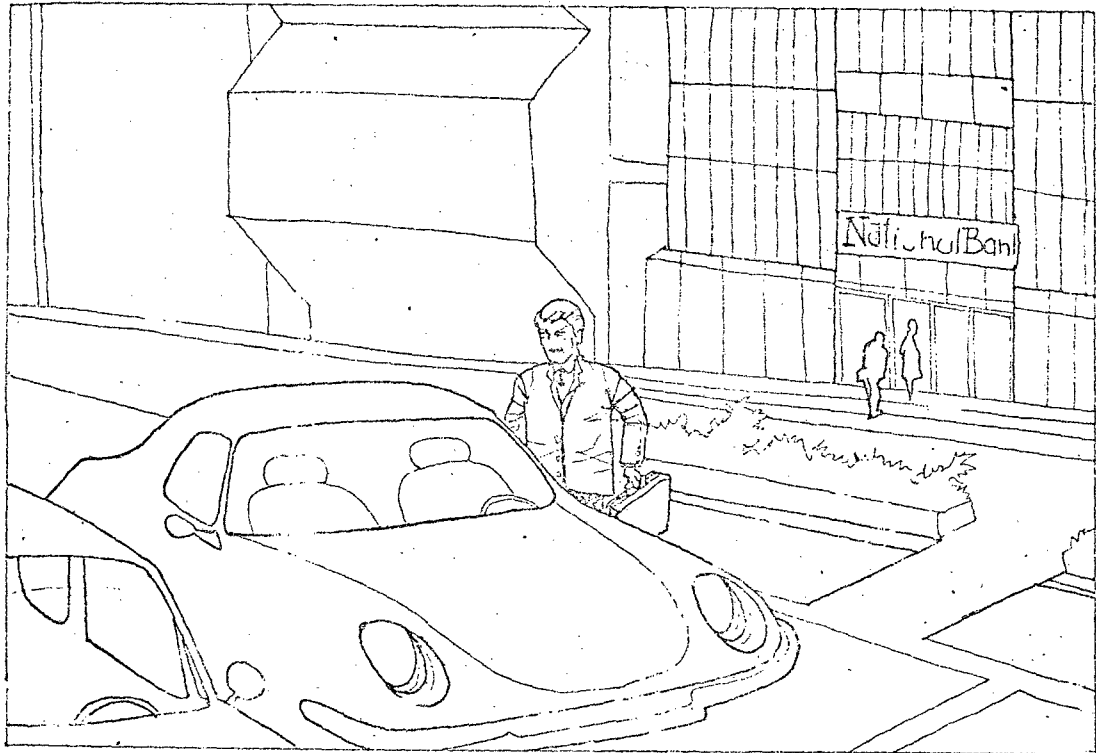


5 -

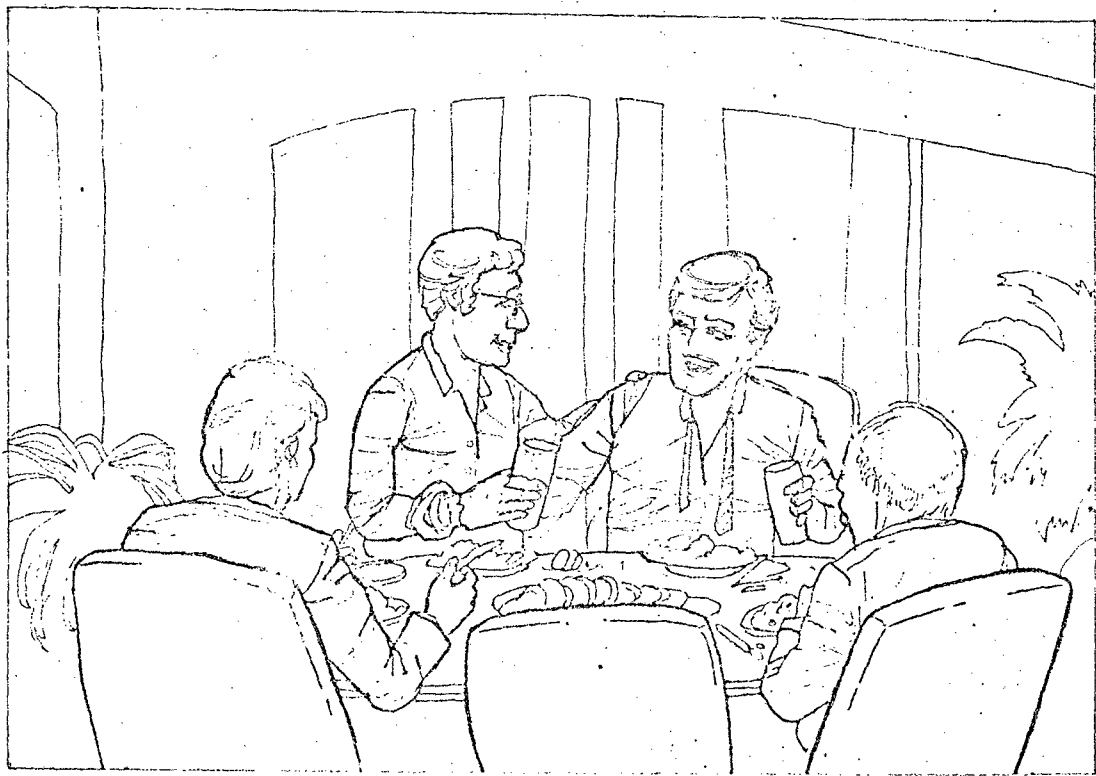


FIGURE 60

6 -



7 -



Picture Six shows him closing his car door, carrying a brief case in front of a building, wearing a suit.

Picture Seven shows him in a canteen, setting with friends.

He is not wearing his over-coat and his tie is untied.

This implies that he might have left his over-coat at the office, as he arrived at the company wearing it having lunch is the last activity performed by him.

- In order to put these activities in the right sequence the students have got to go back to the teacher's desk to be able to notice the details which function as clue devices. A new chart can be given to the group as a means of enabling them to organize the information they already have.
- When the students have figured out the correct sequence they can eventually check the sequence obtained with the other group who dealt with the same information.

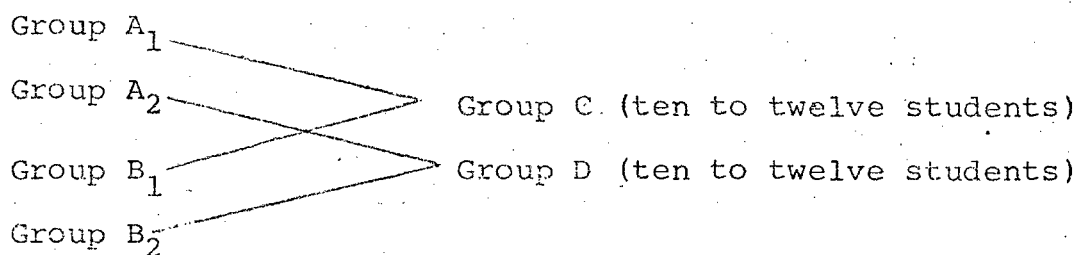
Activity Three

- Up to this stage each group knows the time at which the activities were performed and which were the activities performed by either the wife or the husband.
- The teacher then writes a question on the blackboard:

At what time do the husband and wife meet each other in the morning?

- In order to answer this question the members of the two A groups have to share, information with the members of the two B groups about the characters daily routine.
- The groups are rearranged in the following way:

Previous Classroom Arrangement (New Group Arrangement)



- The members of the C and D group share information about the wife and husband's routine so that they will be able to answer the question. For this the information previously obtained has to be reused.
- Once the two groups have come to a conclusion the teacher can check the answers with the whole group.
(The students should come to the conclusion that they do not meet each other at any time of the day)
- The activity finishes when the checking activity is done.

Characteristic of the Task

Interaction:

Students have the chance to interact with the participants of their group. Since the students take turns in going to the teacher's table and in reporting what they had seen to the others, the sharing of information is characterized by responsibility - each student is directly responsible for the message being reported; and cooperation - all the bits of information have to be decoded meaningfully as means of enabling students to accomplish the task.

The second activity shares the same characteristics as the first, although the purpose of the activity is of a different nature. Students have now to get the information previously

obtained in a coherent order. For this each student has to pay close attention to the pictorial clues. Sharing such information promotes not only group-thinking but also interaction.

In the third and last activity students get together with different classmates. Getting together to obtain new bits of unknown information to solve a new problem - which is answering the question made by the teacher - promotes social and task interaction.

Choice Element:

In spite of the fact that the pictures once again impose the use of certain language items and the pictorial clues impose the ordering of the activities, the choice element is present in this session.

If we think of the fact that communicating is a matter of playing around with the eg choices we have at our disposal, choosing adequate language items for a situation presented through a picture is a matter of selection as well.

Moreover ordering the pictures is also a matter of knowing how to play around with the choices that the task presents.

Choosing the classmates to work with is always a characteristic of this task, although the classroom arrangement itself imposes some limitations upon this.

Information Gap Element:

Each student will be responsible for passing on information which is, at first, unknown by the others. In the process of

sharing information facts can be eventually repeated to ensure that the information given is significant.

In the second activity students will then know the information previously shared and then will get into a logical stage, where through and cooperation are required as they have got to establish the sequence in which the events took place.

In the third activity information has to be shared among the members of the new group so that the question asked by the teacher can be answered.

In every activity there exists a purpose to share information and consequently to communicate.

Significance Element:

Despite the fact the task presents as fictitious situation, being performed by a fictitious couple, the task still maintains its communicative validity, because of the information gap and logical element.

Students have to select and encode messages from visual stimuli, a fact which makes them apply whatever they previously learned in a new and meaningful situation.

Attention and thought are required if pictorial clues are to be noticed.

The problem-solving question can be only answered if meaningful relationships are established between the two daily routines.

Significance Element:

Thought and logic are required if communication is to be achieved.

Sessions Fourteen

"Get to Know different University
Life-Styles"

Presentation: In this part the teacher could introduce the "topic" by asking students something about their own university lives.

Questions such as those suggested below could be asked:

"Do you live at home or in a rented flat?"

"Where do you have lunch, at home or in the university Restaurant?"

"How many hours do you spend attending classes studying?"

"Do you work?"

"Have you got a scholarship?"

These questions could be asked of many different students.

An overall picture of the class could be drawn.

Grammatical Items arising from the communicative Objectives:

Students should use the Simple Present, in statements as a means of talking about general facts of students of different nationalities.

Communicative Objectives:

Students should be able to complete the task by sharing the bits of information each of them possesses.

Grammatical Items likely to be used:

Verb Forms: *to live, to have, to study, to work, to attend*
Simple Present, 3rd person plural

Vocabulary Items

those related to the general facts about the students' university life.

Structures:

Subject + verb + adverbial of place

Subject + verb + time adverbial

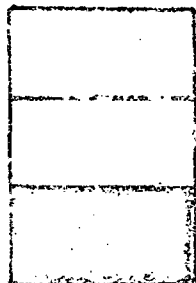
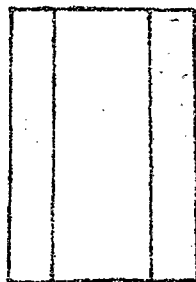
Subject + verb

Subject + verb + object.

Procedures:

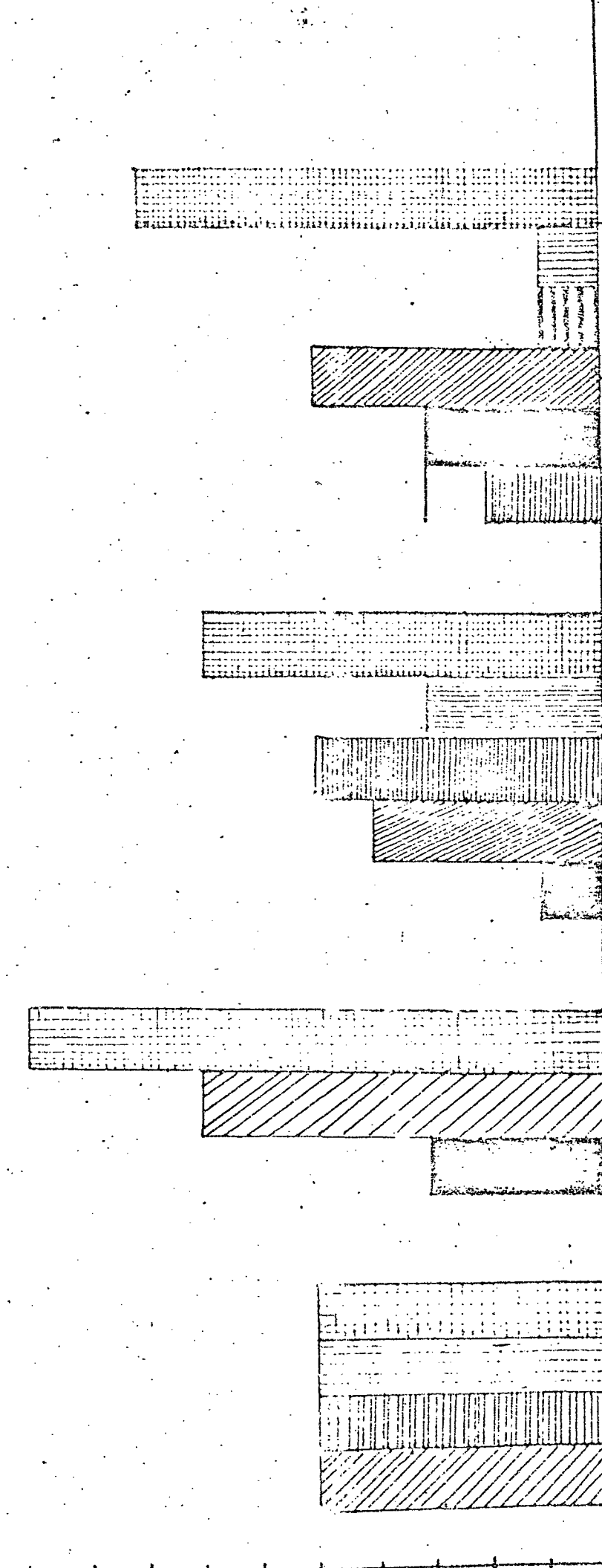
- Students get in groups of four.
- Each student receives a card which contains some information and a blank sheet to be completed (figures 61-6, pages 259-63).
- In each group students have information about different facts, in the following way
 - Student 1 - accomodation and lunch
 - Student 2 - Time spent attending classes
Time spent studying
 - Student 3 - Type of class attendance
 - Student 4 - Employment and sholarships
- The students have information in a table.
- The students have to share the information among themselves as a means of completing the chart.
- The activity is finished when all the information has been shared and the chart completed.

FIGURE 61



100%

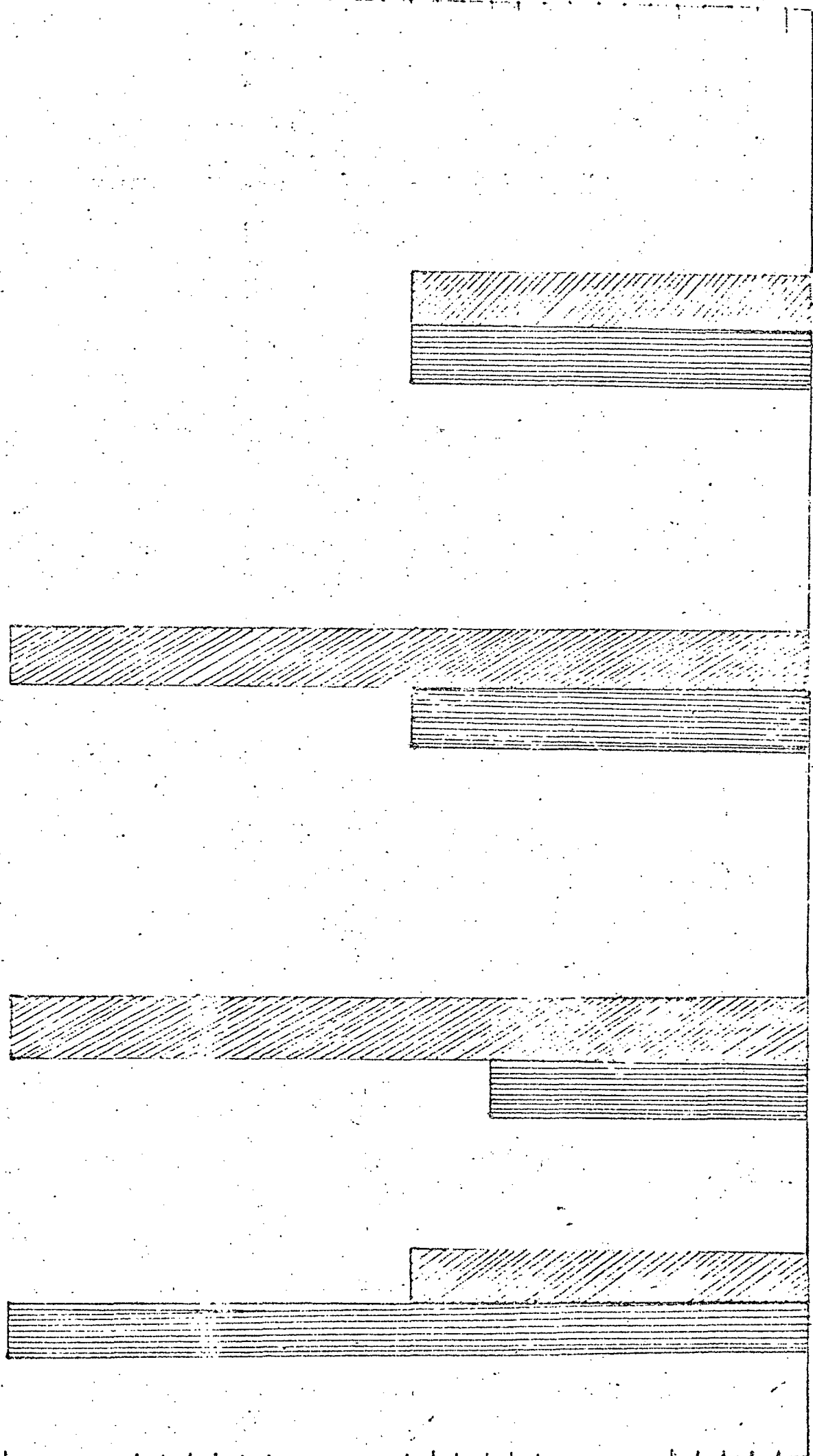
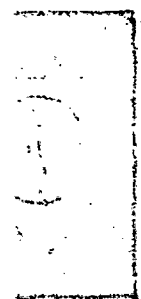
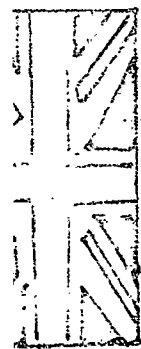
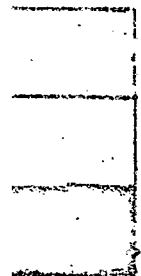
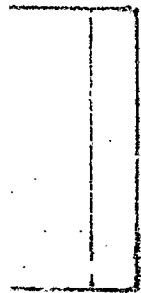
50%



Key: at home
 University accommodation
 University Post

Home
 University Restaurant
 Cafeterias

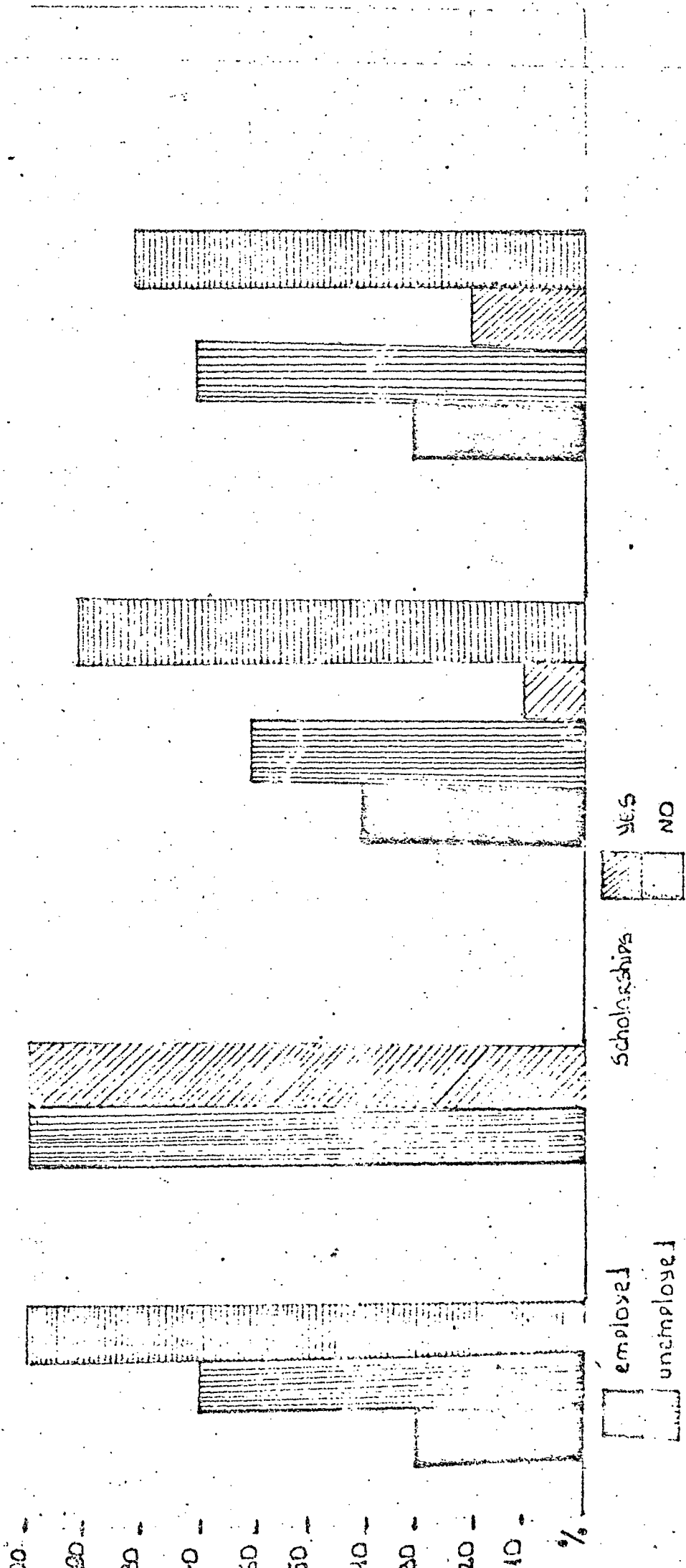
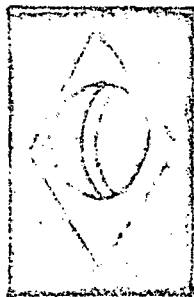
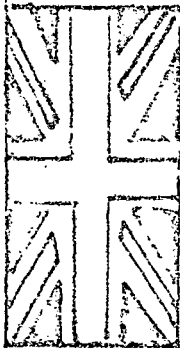
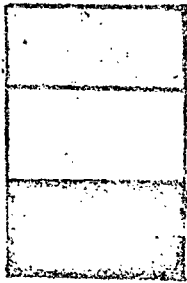
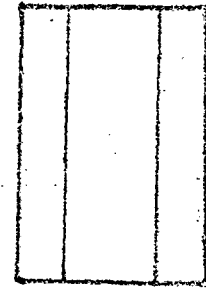
FIGURE 62

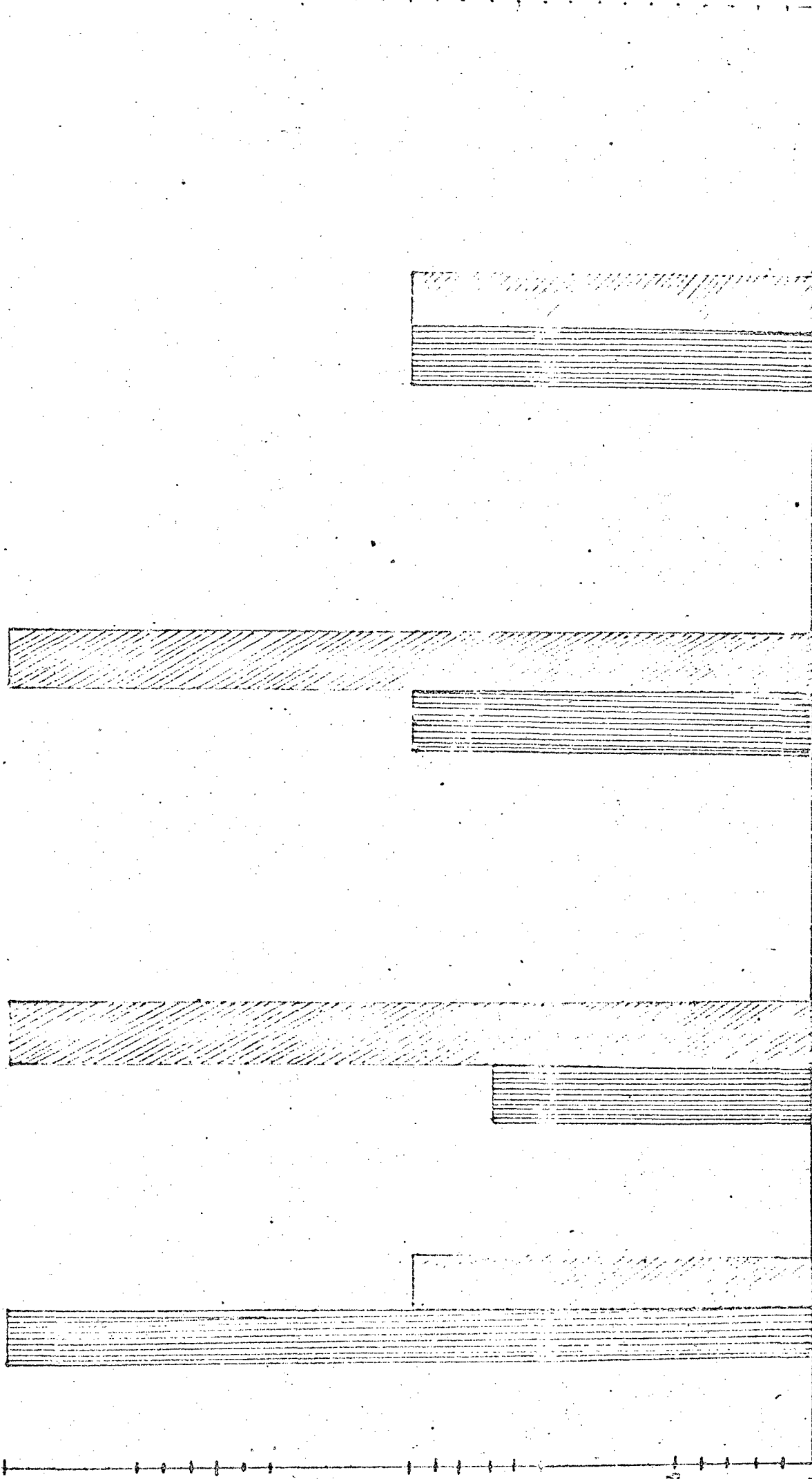
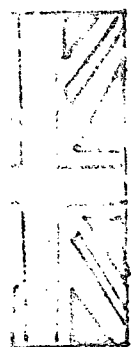
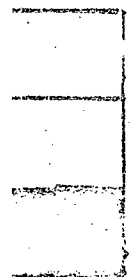
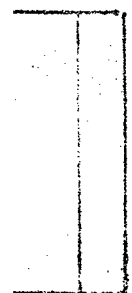


time spent studying

time spent attending classes

FIGURE 63





time spent studying

time spent attending classes



Figure 65

COUNTRY	BRAZIL	ENGLAND	FRANCE	SPAIN
ACCOMODATION				
MEAL				
TIME SPENT STUDYING				
TIME SPENT ATTENDING CLASSES				
TYPE OF CLASS ATTENDANCE				
EMPLOYMENT				
SCHOLARSHIPS				

Follow up Activity:

- Students can be eventually asked to write down a report on the topic exploited in class.

One of the countries can be chosen.

Characteristics of the Task

Interaction:

Students interact as far as there is the need of sharing the unknown information and relying on what is said.

Since students are dealing with real facts, they have the opportunity to interact with reality in a classroom environment.

Choice Element:

The choice of "what to say" is quite limited since the figures impose the usage of certain language items, but it is up to the students to share this information using the language resources they have at their disposal.

In terms of classroom arrangement the students are free to choose who to work with.

Information Gap:

The information gap element is present since not all students share the same bits of information. For this the sharing of information is purposeful since the task can only be accomplished if such a sharing is present.

It might be possible that students have some previous knowledge on the topic in question. If so, students might share information as a means of checking something they were not sure

of or the sharing might be unnecessary due to the fact that some bits of information are already known. Even in the latter case, the communicative value of the task remains unaffected since in "real" communicative situations it is not necessarily the case that every item of information is unknown to the participants.

Significant Element:

This activity is a simple type of Information Gap Activity. The procedures are simple. Its value, however, relies specially on its information load. By performing this activity students do not only have the chance to communicate but to communicate on a real topic which is likely to be interesting for them.

Session Fifteen

Get to know different countries

Presentation: Look at Activity One, page 267, which functions as the presentation of this session.

Grammatical Items arising from the communicative Objectives:

Students have got to use the Simple Present in statements as a means of talking about general information of different countries.

Grammatical Items likely to be used:

Verb Forms: *to close, to open, to have, to go, to spend, to retire, to live.*

Simple Present, 3rd person plural

TO BE

Simple Present, 3rd person singular

Vocabulary Items

those related to the information about the different countries.

Time Expressions

at x o'clock

at a quarter past x
to x, etc...

Structures:

Subject + verb + object

Subject + verb + time adverbial + place adverbial

Subject + verb + place adverbial

Subject + verb + complement

Procedures

Activity One

- Students get a sheet of paper which contains some headings which have to be completed with information about Brazil. (see figure 66 , page 268).
- The teacher explains the headings, if necessary.
- Students get in groups (five to six students) and using their previous knowledge try to complete the chart.
- Once it has been completed the students can check the information obtained with the other groups.
- After this group-checking, the teacher checks the activity with the whole group in order to get to a consensus about the results. Information which was not obtained can be shared by the teacher at this stage.
(look at the answer-chart/figure 67, page 269).

Activity Two

- Students form groups.
- They receive a new sheet of paper containing a chart with information about England (figures 68-9, page 270-1).
- Students have got to share the unknown bits of information in order to complete the chart.

Characteristic of the Task

Interaction:

In Activity One students interact among themselves because every student has got to participate and cooperate if the task is to be accomplished.

Figure 66

INFORMATION	BRAZIL
SÓCIO-CULTURAL	
1. Age People Retire	
2. Minimal Wage	
3. Number of cars per Family	
4. Average Accomodation	
5. Average size of Accomodation	
6. Average size of Family	
7. Oficial Religion	
8. Oficial Government	
EDUCATIONAL	
1. Age children go to school	
2. Time spent at school	
3. Time spent at college	
4. Holidays	
SERVICES	
1. Time shops open/close	
2. Time banks open/close	
3. Time pubs open/close	
DAILY ROUTINE	
1. Time People have	
- Break fast	
- Snack	
- Lunch	
- Snack	
- Tea	
- Supper	

ANSWER CHART

FIGURE 67

INFORMATION	BRAZIL
SÓCIO-CULTURAL	
1. Age People Retire	AFTER 55
2. Minimal Wage	Cr\$ 51.157
3. Number of cars per Family	1-2
4. Average Accomodation	FLAT
5. Average size of Accomodation	2-3 BEDROOMS
6. Average size of Family	2-3 CHILDREN
7. Oficial Religion	CATHOLIC
8. Oficial Government	
EDUCATIONAL	
1. Age children go to school	6-7
2. Time spent at school	11 YEARS
3. Time spent at college	3-6 YEARS
4. Holidays	3 MONTHS
SERVICES	
1. Time shops open/close	08:00-12:00/14:00-18:00
2. Time banks open/close	09:30-16:00
3. Time pubs open/close	
DAILY ROUTINE	
1. Time People have	
- Break fast	07:30-8:30
- Snack	-
- Lunch	12:00-13:30
- Snack	15:30-16:00
- Tea	-
- Supper	18:30-20:00

Figure 68

Student A

INFORMATION	ENGLAND	SPAIN
SOCIO-CULTURAL		
1. Age People Retire	60/65	
2. Minimal Wage		Cr\$ 45.000,00
3. Number of cars per family		1-2
4. Average Accomodation	house	
5. Average size of Accomodation		3-4 bedrooms
6. Average size of family	2 children	
7. Oficial Religion	Anglican	
8. Oficial Government		Constitutional Monarchy
EDUCATIONAL		
1. Age children go to school	5	
2. Time spent at school	11-13 years	
3. Time spent at college		4-6 years
4. Holidays		+ 3 months
SERVICES		
1. Time shops open/close	09:00/17:30	
2. Time banks open/close		09:00/14:00
3. Time pubs open/close		09:00/21:00
DAILY ROUTINE		
1. Time people have:		
- break fast	07:00-08:00	
- snack	-	11:00-11:30
- lunch	12:00-13:30	
- tea		-
- supper	21:30	20:30-22:30

Figure 69

Student B

INFORMATION	ENGLAND	SPAIN
SÓCIO-CULTURAL		
1. Age People Retire		60
2. Minimal Wage	Cr\$ 140.000,00	
3. Number of cars per family	1	
4. Average Accomodation		flat
5. Average seze of Accomodation	3-4 bedrooms	
6. Average size of family		3-5 children
7. Oficial Relegion		Catholic
8. Oficial Government	Parliamentarism	
EDUCATIONAL		
1. Age children go to school		5-7
2. Time spent at school		8-11 years
3. Time spent at college	3-6 years	
4. Holidays	3 months	
SERVICES		
1. Time shops open/close		08:00/12:00-14:00/12:00
2. Time banks open/close	09:30/15:50	
3. Time pubs open/close	14:30/17:30-22:30	
DAILY ROUTINE		
1. Time People have		
- break fast		07:00-08:00
- snack		
- lunch		13:30-14:30
- tea	18:00	
- supper	21:30	20:30-22:30

In the second the sharing of unknown information promotes not only interaction but reliance.

In both activities students interact through the language specially because they have a chance to use some knowledge they have of the topic and also because they have a purpose for doing so.

Choice Element:

In the first Activity the students have the choice of completing the blank chart in the best way they wish. Doubtless the choices are limited, since they are dealing with reality, in this case - Brazil. It is the students' responsibility to deal with whatever previous knowledge they have about the topic in the most coherent way.

In the second Activity the choice of "what to say" is quite constrained but since Fluency is being stressed the choice of "how to say" is broader. Finally, students are free to choose the group and pair members to work with.

Information Gap:

In Activity One the Information Gap is created by the type of information which is being asked for. Bridging such a gap is a matter of using the knowledge students might have on this topic.

In the second Activity each student possesses bits of information which are unknown to his/her partner. The accomplishment of the task depends on this sharing of information.

Some students are likely to know or to have an idea of

what the missing information is. In the former the need for sharing is absent, in the latter it happens as a information checking process.

Significance Element:

This session is specially characterized by the opportunity which is given to students to apply/recall information they have about the subject and by its information load.

Knowing some interesting aspects of different countries is not only a matter of giving students the chance to interact with external reality but is transforming English into a tool through which new things can be learnt.

Session Sixteen

"Who are the twins?"

Procedures

Activity One

1. The class is divided into two big halves A and B.

In each half students are going to get in pairs. Half A will be working with the A - Problem Solving Activity and those in half B with the B - Problem solving activity.

2. Each member of the pair receives a sheet of paper containing the chart which has to be completed. (see figures 70/71, pages 275-6)
In the first part of the activity only one member of the pair receives the 5 clue sentences. (see figures 70/71 - Set 1, pages 275-6)
He has to share those bits of information with the other student in order to solve, partially, the problem.

(With these bits of information the students will be able to identify six items, which means that half of the problem will be solved. They will be able to know the physical characteristics of the 4 girls; what one of them has for breakfast and what activity one of them performs in the morning.)

The sharing of information has to be done in oral form, the students are allowed to read the clue sentences to the other as many times as it is necessary for them to solve the problem. This step finishes when some parts of the problem have been solved.

3. Then student 2 receives the second set of clue sentences. Now he takes the role of the leader and shares the bits of information with the other student. (see figures 70/71 - Set 2, pages 276-7)

Problem Solving Activity

Chart 1

Physical Characteristic	What she eats for Break fast	What she does in the morning
Jane		
Janet		
Jessie		
Julie		

Information about the Girls

Set 1 - Group A (half of the class)

Student 1

1. Only one of the children has fair hair and black eyes but it isn't Jane or Jessie.
2. One of the children has brown hair and green eyes but it isn't Jane or Janet.
3. One of the children has black hair and blue eyes but it isn't Janet or Jane.
4. The child who has red hair and brown eyes plays the piano in the morning but does not have pancakes for breakfast.
5. The children who has brown and green eyes hair eats cereals with milk in the morning but it isn't Julie.

Set 2 - Group A (half of the class)

Student 2

1. The child who plays with her toys in the morning has black

hair but doesn't eat peanut-butter sandwiches.

2. One of the children drinks orange Juice in the morning but it isn't Jane or Julie.
3. One of the children watches T.V. in the morning but it isn't Jessie or Jane.
4. One of the children does her homework in the morning but it isn't Julie.
5. One of the children has pancakes for breakfast but does not watch T.V. in the morning.

Chart 2

Physical Characteristic	What he eats for break fast	What he does in the morning
-------------------------	-----------------------------	-----------------------------

Robert

Richard

Ralph

Rudy

Set 1 - Student 1

1. One of the children has brown hair and black eyes but it isn't Robert or Ralph.
2. One of the children has red hair and brown eyes but it isn't Robert or Richard.
3. One of the children has black hair and green eyes but it isn't Richard or Robert.

4. The child who has fair hair and blue eyes plays tennis in the morning but does not have peanut butter sandwiches for breakfast.
5. The child who has red hair and brown eyes has coffee and milk in the morning but it isn't Rudy.

Set 2 - Student 2

1. The child who plays football in the morning has black hair and green eyes but doesn't eat ham and cheese sandwich.
2. One of the children has cereal with milk in the morning but it isn't Richard or Rudy.
3. One of the children plays with toys in the morning but it isn't Ralph or Rudy.
4. One of the children goes to school in the morning but it isn't Rudy.
5. The child who has peanut-butter sandwiches for breakfast does not play with toys in the morning.

- Find out the pair of twins by checking the bits of information about the girls and the boys.

Each pair has something in common.

Which are the 4 pairs then?

He follows the same procedures as in Set 1.

4. When the chart is fully completed each pair can check their answers with the other pairs which had to share the same type of information as they did.

The activity is finished when the checking is over.

Activity Two

1. Now each member of each pair in group A gets together with another pair member of group B.
2. Each student is allowed to take the chart containing the information they had got in the previous activity.
3. The teacher then explains what they have got to do; that is they have to describe each child on the chart and to find out his/her twin sister/brother by finding something in common.
4. Each member of the pair takes turns in describing one of the children. (Each student is going to describe 2 of them)
By the description given by the other student, the student has to match the right pair.
5. The activity is finished when the 4 pairs of twins are sorted out.

Grammatical Items arising from the communicative Objectives:

- Students have got to be able to decode the clue sentences of each set, practicing through reading the present tense of habitual and descriptive verbs in the 3rd person singular.

They also have to be able to apply them meaningfully having as a stimuli the written information contained

through cooperation and group thinking the problem can be solved.

Relying on the information given by the partner is a characteristic present in this task, moreover the "checking activity" gives students the chance to interact with other group members.

In Activity 2 each student interacts at a deeper level because each bit of information each of them possesses is crucial for the accomplishment of the task.

Choice Element:

In spite of the fact that the linguistic choice is once again very limited due to the nature of this task the students are free to conduct the task in the way they think best in order to solve the problem. How they are going to "reason" in order to do it is something which is up to each pair. The success of the task relies on whether the students have dealt with the "choices" they had in a meaningful way or not. This is so because the task is just a matter of choosing the correct alternatives for the correct persons. Matching them correctly is a matter of decoding and reasoning about the problem students have to solve.

In terms of classroom behaviour students are free to choose who to work with in any of the activities.

Information Gap Ingredient:

The task itself is an information Gap activity. Each sentence has some information which can be only fully decoded

if it is matched with other pieces of information. So, the fact that one student is given a set of sentences and the other isn't constitutes two different levels of Information Gap - the first, in which he has to share the information he has with the other; and the second, in which both of them have got to transform each sentence into helpful bits of information in order to solve the problem. For instance both of them might know that "the girl with brown hair and green eyes eats cereals in the morning", (1st gap already bridged) but this bit of information will be only meaningful if they are able to discover who is the girl with brown hair and green eyes. This second Gap will only be bridged by looking at the other sentences again and by thinking over them.

The most important feature of this task is that the information is given as clues and it is the students' task to make the relationships between them in order to solve the problem. Even though the persons and the activities mentioned in the task are fictitious the problem is real and this makes the task challenging and worth while.

Significance Element:

Interaction and communication are specially derived from the problem which is to be solved.

Session Seventeen

"Guess where places are located"

Presentation: Taken for granted, since students have already dealt with prepositions and have already learnt how to make hervison-question forms.

Grammatical Items arising from the communicative Objectives:

The students have got to use question forms and language items related to location of places.

Communicative Objectives:

By making questions students have to try to locate specific states on the American Map. Through negative or positive answers information is going to be shared.

Grammatical Items likely to be exploited:

Verbs: TO BE (3rd person sing - Pres. Tense)

Compass Points

Prepositions

(see LG Items, Session 7)

Prepositional Phrases

Structures:

Verb : Object + prepositional phrase

Procedures

- The class is divided into 2 halves. Half A/Half B.
- Students get in pairs, so there'll be (06) A pairs and (06) B pairs.
- Each student receives a map of the United States.
Each map has different states marked on.

(see figures 70-1, pages 283-4)

- Each student has a list of the states which are missing from his map. (each has 5 states listed)
- Each student takes turns in trying to guess where a specific state is located. The other student can just answer YES or NO.
- The activity is finished when all the missing states have been located.

Activity Two

- In each student's map there will still be 10 states missing.
- Each student then receives 5 clue cards (10 for each pair) containing clues which will enable them to locate the other states and their most important or capital cities.

(see figure 72, page 287)

- The students then get together in groups of 4 (2 pairs + 1 A pair + 1 B pair).
- In order to solve the problem they need information from the members of the other pair.
- Students read the card, share the needed information when asked and locate both the state + its main (capital) city.
- The activity is finished when each group has completed the whole map.
- Each student has a list of capital/important cities that are missing from the map. They ought to ask in order to get the answer.

Characteristics of the Task

Interaction:

In the first activity the students have to rely on the

FIGURE 72

Clue Cards

Group A

Student 1

1. Chicago is in Illinois
2. Charleston is in South Carolina
3. Boston is in Massachusetts
4. New York is in New York State
5. Richmond is in Virginia

Student 2

1. Washington D.C. is in Baltimore
2. Memphis is in Tennessee
3. Indianapolis is in Indiana
4. Detroit is in Michigan
5. Cleveland is in Ohio

Group B

Student 1

1. Las Vegas is in Nevada
2. Minneapolis is in Minnesota
3. Austin is in Texas
4. Phoenix is in Arizona
5. Denver is in Colorado

Student 2

1. Los Angeles is in California
2. Salt Lake City is in Utah
3. New Orleans is in Louisiana
4. Tulsa is in Oklahoma
5. Cheyenne is in Wyoming.

answers given by their partners in order to be able to locate the states.

In the second they need to share information among themselves if they want to be successful in the task. Moreover, the fact that the task deals with real information enables students to interact with and outer reality in the classroom environment.

Choice Element:

Since students have a list of items to ask about they are free to choose which items are going to be asked first. Their choice of the place and their choice of language items to be inserted in the questions will determine his partners' choice of saying "yes" or "no".

Moreover the questioner's choice can be derived from simple guessing or from some knowledge he has about the subject but is not sure of. He can also have the choice of "not asking" if he is able to locate a given state or a capital/important city without sharing information with his/her partner.

Despite the fact that the task itself imposes the usage of certain language items it is the students' responsibility to deal with the choices they have in a meaningful way. Appropriateness in converting information into meaning is essential for the task to be accomplished.

Information Gap:

The Information Gap ingredient is present at three different levels. The students can ask for the information because it is

answers given by their partners in order to be able to locate the states.

In the second they need to share information among themselves if they want to be successful in the task. Moreover, the fact that the task deals with real information enables students to interact with and outer reality in the classroom environment.

Choice Element:

Since students have a list of items to ask about they are free to choose which items are going to be asked first. Their choice of the place and their choice of language items to be inserted in the questions will determine his partners' choice of saying "yes" or "no".

Moreover the questioner's choice can be derived from simple guessing or from some knowledge he has about the subject but is not sure of. He can also have the choice of "not asking" if he is able to locate a given state or a capital/important city without sharing information with his/her partner.

Despite the fact that the task itself imposes the usage of certain language items it is the students' responsibility to deal with the choices they have in a meaningful way. Appropriateness in converting information into meanings is essential for the task to be accomplished.

Information Gap:

The Information Gap ingredient is present at three different levels. The students can ask for the information because it is

unknown to them; they can ask so that they will be able to be certain of something they were not sure of; and they have the choice of not asking if the information, is already known to them. Such slightly different levels of Information Gap can be present because the task deals with real bits of information which may be known or not according to the knowledge the students have of the subject matter. In any of the three levels, however, the communicative features of any communicative situation are present. Specially because knowing something you were not supposed to know is a possible facet of any communicative exchange.

Significance Element:

Students interact and communicate through the sharing of real information.

Session Eighteen

"Guess the Itinerary!"

Presentation: Taken for granted since students already know the vocabulary items and structures to be dealt with in this session. If the teacher wishes to use the same map the students are going to deal with, it can be shown in the O.H.P. The teacher tells the place a person is on the map and the place he wants to reach. The teacher, mentally marks his route. The whole class can participate, by making questions, in order to guess which route was taken by the man.

Grammatical Items arising from the communicative Objectives:

Students should use question forms with verbs in the 3rd p. singular in the Present and apply appropriate vocabulary items related to instructions.

Communicative Objectives:

By making questions students should be able to find out which was the itinerary chosen by his partner.

Grammatical Items likely to be used:

Verbs: Related to instructions (look at Session 9 ,
page 199)

LG Items:

Vocabulary names of the streets/*right/left*

Prepositional Phrases: *on the right*

on the left

Prepositions: *until*

Structures:

Verb + Subject + verb +

Procedures:

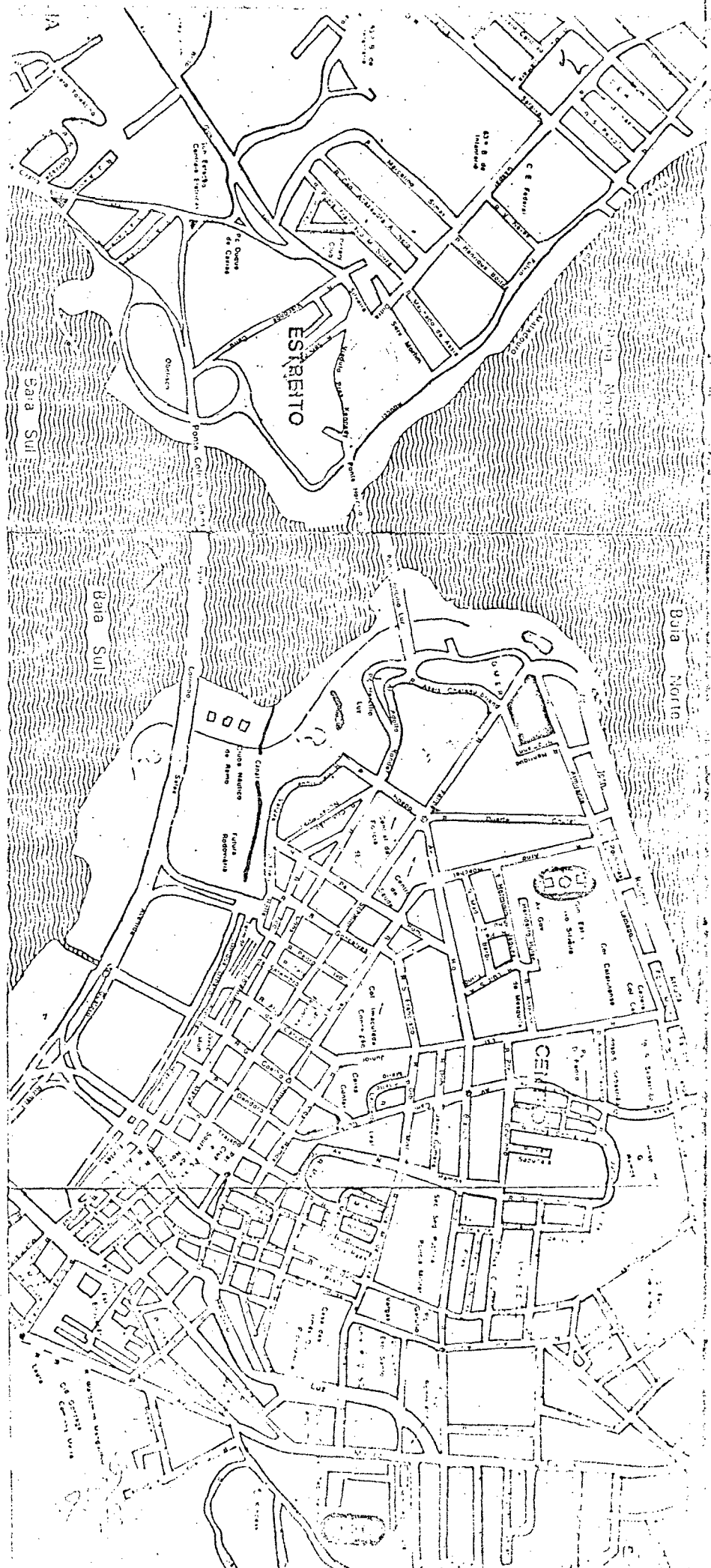
1. Students get in groups of 4.
2. Each student receives a simplified version of Florianópolis Map.

Activity One

- On each map there is a set of 3 instructions. (see figures 73-4, pages 291-2)
- The instructions tell the student the place where a person is on the map and the place this person wants to reach.
- The A student reads the instruction and makes the route he thinks the man could have taken.
- The tells his partners, students B-C-D the instructions he previously read. They are given some time to mark the starting point and the destination.
- Then students B-C-D start making questions in order to guess the route chosen by his partner.
- This procedure is repeated, different students take the role of the "route-chooser", until each one has established the routes for each instruction received.

Activity Two

- Students remain in groups.



Student A

1. He leaves Rio Branco Avinue and goes to ARS Shopping Center.
2. He leaves Trampowisk St and goes to Rita Maria Bus Station.
3. He leaves President Coutinho St and goes to Coqueiros.

Student B

1. He leaves ARS shopping Center and goes to Mercado Municipal.
2. He leaves Almirante Lamego St and goes to Palaçio Tosado.
3. He leaves Esteves Junior St and goes to I.E.E.

Student C

1. He leaves João Pinto Street and goes to Pão de Açucar Supermarket.
2. He leaves Anita Garibaldi Street and goes to INSP.
3. He leaves Crispim Mira St and goes to the Center.

Student D

1. He leaves Visconde de Ouro Preto St. and goes to Colégio Catarinense.
2. He leaves Alves the Brito St and goes to 39 Batalhão de Infantaria.
3. He leaves São Jorge St and goes to the Escola Técnica Federal.

- The map of Florianópolis is shown on the O.H.P.
- Each group is then asked to report to the group the route which was chosen for a specific instruction.
- A student from the other group is asked to mark down the route given.
- Each group is given the opportunity to do this.
- Teacher compares the routes given.
- The teacher can briefly introduce "CAN" when comparing the 6 Routes/Eventually the best route can be chosen.
- This activity can be exploited until the class finishes.

Obs.: In this Activity students won't be dealing with question forms but with statements.

This activity can be regarded as a review since students will be dealing bits of lg/structures they have already dealt with.

Characteristics:

Interaction:

Students interact because it is their purpose to guess which itinerary was chosen by their partners. For this they have got to rely on the answers given by or to the coparticipants of the task.

The fact that they work in groups makes them interact not only with the student who chose the itinerary but with the other students as well. For example the answer to a question was negative. Despite the fact that it was negative the student who asked the question gave a clue to the others, so planing the role of a helping element in the task.

The second Activity enables the students to know the choices made by the others. This is important not only in terms of "social interaction" but as "task interaction", since students have a purpose to listen attentively to what is being said.

Choice Element:

Each student can choose an itinerary the imaginary person is likely to make. Since the others have got to guess the itinerary the student's choice is the basis and motivation of the game. Its starting point, the results obtained, the language items to be used, and the negative or positive questions will all be influenced by the first choice which was made.

Information Gap:

The Information Gap is present during the whole activity since information has to be asked (1st Act) or shared (2nd Act) so that the task can be accomplished.

The task is of a guessing nature, and since each student has the chance to choose a particular route to be guessed by the others, every student is responsible for creating the Information Gap which has to be bridged by the others.

Significance Element:

The fact that students have to guess the itinerary chosen by his/her partner makes the "questioning" into a purposeful activity. In addition students will be performing the activity in a real setting, a fact which extends the interactive processes to the students' reality.

Conclusion

The organization of the sessions in three parts - students material, methodology and characterization - was done as a means of making this Oral course ready to be applied for the teacher and students as well as methodologically explicit in terms of its significance for developing the students' communicative competence.

The materials presented in this chapter are specifically to be used with first Phase students of the English Letras course at UFSC. For this there was an attempt to structure the language to be used by the students as much as possible, although there was also a concern to include some elements of choice in terms of how students could express the information and interact. All the sessions are specially characterized by the opportunity they give students to apply language items already learned in a new communicative situation. However since the amount of novelty in these terms is minimal, the students' capacity to accomplish the task remains practicable. This concern to control the language justifies the lack of language correction for each of the set of activities. If problems are to be perceived, these should be handed over to the Reading and Grammar classes.

At this point, it should be stressed again that each activity has the purpose of forcing students to communicate. The successful accomplishment of the task is to be measured by the meaningful and appropriate sharing of information; consequently the role which the language to be used plays is less important than successful completion of the task.

The way in which the tasks were structured reveal our intention to stimulate communicative processes through the activity. Accomplishing a task is not only a matter of sharing information but sharing information with a purpose. In this aspect, most of our Sessions creates a purpose to talk which is linked to what the task demands. Since some sessions are divided into two or three activities, the information obtained in the first part is organized, reused and necessary for the second or third step. This creates, above all, a "Task Dependency" which moves the students forward into a process of gathering information.

To the best of our knowledge the Sessions, in general terms, reveal aspects which should be part of any communicative Activities to be developed in the classroom. Factors such as: The teacher's less dominant role in the task; the emphasis enabling interdependent process to occur among students; the opportunities given for cooperative relationships to emerge; the opportunities given to students for the development of creativity through language use; the stimulus for communication being derived from the needs to complete an activity or activities and the emphasis on the development of Fluency Practice are to be found in the activities developed in this chapter.

In the final chapter, we will summarize the materials, placing them in the context of the development of language learning materials specifically in Brazil, and consider their limitations, as well as possible further lines of related research.

CONCLUSION

Designing an Oral Course which aims at developing the students' communicative skills in early stages of learning is a complex task. It does not require awareness of what communicative Principles are to be applied but also of how theory can be put into practice for goals to be achieved.

For this we have first outlined the main communicative Principles as a means of explaining what features should be inserted in Communicative Materials.

We have also explained two important features of the communicative Process - Interaction and Competence/Performance.

By defining communication as a psycho-social-linguistic process we have attempted to show that interactive processes are prior to any exchange of information. This thus led us to consider that the psycho-social value of communication cannot be denied and has to be taken into account by any teaching methodology if communication is the goal.

By showing that the development of competence and Performance are integrated through communicative work we have not only

justified the need for Communicative Materials but also established a basis for their actual elaboration. Thus developing Fluency is a matter of giving students opportunity to activate their ability to process language in contexts. By doing this both Competence and Performance are being focused.

Communicative Principles, Interaction Processes, Competence and Performance were, then, the major aspects which constituted the communicative Framework which was the guideline for the Materials Design.

The fact that we were specifically interested in the First Phase of the English Letras Course led us to examine the teaching situation in this course.

For this we have first paid attention at the students' population and the Course Objectives. In relation to these two aspects it could be concluded firstly that the First Phase Students are "false beginners" and need practice in communication. Secondly the course Objectives reveal a need for developing the ability to use the language for communication even in the first stages of the Course.

In the light of the description of the students' population and Course Objectives, Materials were described and evaluated specially to see to what extent they meet the need of our students. Due to the results obtained these materials did not (partially) fulfill the needs and thus can be said to be inadequate for the achievement of our purposes. This is true since the materials lack communicative Ingredients - and even if in one case these were present - they did not cater some important questions of methodology which we aimed to tackle in the elaboration of our materials.

Finally we proposed eighteen activities for the Oral Expression Course. These were designed in the light of the principles outlined in the First Chapter and the needs described in the Second Chapter. For this we took into consideration some important features of communicative Teaching such as the presence of Information Gap, choice and Significance Element and Interaction. In addition other criteria were used - we aimed at providing variety of topic and tasks, presence of task dependency, realistic situations and limitation on language items to be used.

In short it can be said that:

- Communicative Principles can be applied through the Materials even if there is control over the language to be activated by students.
- Communication, at this initial stage of learning can be developed through the focus on interaction where language processing occurs. It also allows for participation through the sharing of information to take place. Both, interaction and participation are needed for communicative processes to occur.
- Communicative Materials, by their own nature allow the integration of Competence and Performance and thus can also cater for the intervening psychological factors affecting the students' learning.
- Aiming at communication is a question of accounting for developments in methodology and materials. But also important is the need for making students' perceive the meaningfulness of what is being learned. Thus it

requires a change in the teachers and students' attitudes.

- Communicative Materials can be designed to fulfil certain needs if there is awareness of that needs are to be fulfilled.

Although these materials have not been applied a careful application and evaluation of materials fall beyond the scope of this thesis. It is sufficient to claim that we have identified features of communication which can be stimulated in the classroom. It is also possible to state that the thesis showed the feasibility of applying communicative features in a course in Oral Expression for false beginner students. And in this sense the thesis takes an exploratory role. However, further research in this area is still needed so that the strengths and weaknesses of this approach can be established. Despite this it seems that without the elaboration of materials of this type such evaluation of this methodology would not be possible.

Thus this study can be seen to make a contribution to the development of Language Teaching Methodology in Brazil.

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A P P E N D I X

UNIVERSIDADE FEDERAL DE SANTA CATARINA
 DEPARTAMENTO DE LÍNGUA E LITERATURA ESTRANGEIRAS
 CURSO DE PÓS-GRADUAÇÃO EM INGLÊS

QUESTIONNAIRE

1. Por quanto tempo você já estudou Inglês?

_____ ANOS
 _____ MESES

2. Em que tipo de escola?

- Secundária
 Particular

3. Mencione o nome do(s) método(s) no qual voce estudou.

4. Você já passou algum tempo num país onde o Inglês é falado?

- Sim
 Não

Por quanto tempo?

_____ ANOS
 _____ MESES

Em que país?

5. Você já teve alguma experiência em usar o Inglês para qual-
 quer objetivo?

- Sim
 Não

6. Desta experiência anterior você pode considerar, de um modo
 geral, seu nível de Inglês como

- Excelente Regular
 Muito Bom Insuficiente
 Bom

7. Assinale os itens que foram mais enfatizados durante seus es-
 tudos de Inglês

- | | |
|---|--|
| <input type="checkbox"/> Leitura | <input type="checkbox"/> Exercícios enfatizando |
| <input type="checkbox"/> Prática Oral | compreensão oral |
| <input type="checkbox"/> Exercícios enfatizando pon-
tos gramaticais | <input type="checkbox"/> Exercícios enfatizando a
escrita |
| | <input type="checkbox"/> Tradução |

8. Considerando sua experiência anterior você sente mais facilidade quando tenta (dê um índice de 10 à 1 de acordo com sua facilidade)

- se expressar oralmente em Inglês
- ler em Inglês
- escrever em Inglês
- compreender linguagem oral

9. Você qualificaria sua experiência anterior com o aprendizado de Inglês

- Positiva
- Negativa

Foi negativa porque

- não gostou de professor
- não gostou dos materiais
- não gostou da metodologia
- não gostou de seu grupo
- falta de disponibilidade

Foi positiva porque

- gostou de professor
- gostou de aprender Inglês
- gostou dos materiais
- gostou da metodologia
- gostou de seu grupo
- teve disponibilidade

10. Você optou pelo Curso de Letras - Inglês porque

- sente interesse pela Língua Inglesa e sua Cultura
- deseja aprimorar seus estudos de Inglês
- deseja aplicar seus conhecimentos de Inglês para fins profissionais
- não conseguiu passar em sua primeira opção
- não está certo de suas razões

11. As atividades feitas na sala de aula geralmente lhe parecem

- Artificiais
- Estimulantes
- Frustrantes
- Produtivas
- Sem propósito

12. Que tipo de atividade, com relação ao Inglês, você se sente inibido em fazer (dê um índice de 10 à 1 de acordo com o grau de inibição)
- Responder ao professor
 - Ler em voz alta
 - Falar com seus colegas em Inglês
 - Escrever alguma coisa em Inglês
 - Fazer um exercício gramatical
 - Ir ao laboratório
 - Fazer trabalhos em grupo
13. O fato que as aulas de Inglês são geralmente (ou algumas vezes) lecionadas neste idioma faz que você se sinta
- Inibido em relação ao professor
 - Desmotivado por não entender
 - Motivado para aprender mais
 - Incomodado por ver que outros alunos estão entendendo e você não
 - Não faz diferença
14. Você considera os materiais (livros, fitas, gravuras etc..) que tem utilizado enquanto aprendeu Inglês como
- Confusos
 - Interessantes
 - Desinteressantes
 - Repetitivos
 - Adequados às suas necessidades
 - Significativos quanto ao conteúdo
15. Você gostaria que este Curso, inicialmente fosse dirigido à(ao) (dê um índice de 10 à 1 de acordo com seu grau de interesse)
- Ensino gramatical
 - Compreensão
 - Comunicação Oral
 - Comunicação Escrita
16. Qual destas habilidades você espera desenvolver com mais intensidade neste Curso (dê um índice de 10 à 1 de acordo com seu grau de interesse)
- Ler
 - Entender
 - Escrever
 - Conhecimento Gramatical
 - Falar
 - Traduzir

17. Com finalidade de desenvolver sua expressão oral em Inglês assinale os tipos de atividades que você sentiria interesse em fazer
- () Jogos
 - () Conversação Livre
 - () Dar informações à seus colegas sobre determinados assuntos
 - () Discussões em grupo a fim de solucionar determinados problemas
 - () Entrevistas com pessoas que lhe despertam curiosidade

(Dê um índice de 10 à 1 de acordo com seu grau de motivação para fazer estas atividades)

18. Sugira outro tipo de atividade que não tenha sido mencionada e que você gostaria de realizar.

19. Sugira no mínimo dois assuntos os quais você considera interessantes e gostaria de obter maiores informações durante suas aulas de Inglês.

20. Escreva qualquer coisa que você gostaria de acrescentar em relação as suas expectativas neste curso, integração entre aluno-aluno, aluno-professor, metodologia adotada, etc...

21. Quando concluir o Curso que tipo de atividade(s) você gostaria de exercer

- () Lecionar
- () Traduzir

- () Secretariar
- () Qualquer atividade desde que você utilize seus conhecimentos de Inglês
- () Qualquer atividade independentemente de utilizar seus conhecimentos de Inglês ou não

Florianópolis, august 1982.

Raquel Carolina S. Ferraz D'Ely
Projeto de Tese de Mestrado

Table of the most representative results of the Questionnaire applied at the 1st Phases at the English Letras Course.

1. Information about students' past experience in Learning English as a Foreign Language

TABLE 1

1. Past Experience in Learning Information concerning the individual as a learner					
A) Time	4-6 months 11.26%	1-2 years 24.36%	3-5 years 48.81%	+ 5 years 9.41%	
B) Institution	Secondary 56.60%	Private 32.07%	Both 7.54%	No Answer 3.79%	
C) Emphasised Items	Reading 43.39%	Oral Practice 30.18%	Translation 56.89%	Exercises	
				Grammar 36.60%	Listening 28.30%
D) Past Experience Evaluation	Positive 69.81%		Negative 28.30%		No Answer 1.89%
D1) Reasons	Positive attitude due to:			Negative attitude due to:	
	- Teacher 24.52%	- Learning English 58.49%	- Materials 11.32%	- Methodology 16.98%	- Teacher 1.88%
	- Group 13.20%	- Disponibility 24.52%		- Group -	- Materials 1.88%
				- Lack of Disponibility 7.54%	- Methodology 20.75%
				- No Answer 1.88%	- No Answer 1.88%

* Students have, sometimes, chosen more than one item.

TABLE 3

2.A - Students' Assessment of their Present Situation as Learner of English
 Information concerning the individual as a learner.

A) Level of English	Excellent	Very Good	Good	Regular	Poor	No Answer
B) Performing Skills Rate of Facility (10 + facility 1 - facility)	-	-	11.32%	39.62%	33.96%	15.10%
	Oral Expression 4.60	Reading 6.30	Writing 5.80	Listening Comprehension 5.40		

TABLE 2

1.B - Past Experience in Learning
Information concerning activities and materials

A) Activities Evaluation	Artificial	1.88%
	Stimulating	39.62%
	Frustrating	5.66%
	Productive	52.84%
	Purposeless	-
B) Materials Evaluation	Confusing	1.88%
	Interesting	71.69%
	Uninteresting	5.66%
	Repetitive	1.88%
	Adequate	15.98%
	Meaningful	26.41%

TABLE 4

2.B - Students' assessment of their Present Situation
as Learners of English.

Information concerning activities and teachers' procedure.

A) Performing Skills Rate of Inhibition (10 + inhibition 1 - inhibition)	Answering the teacher	6.10%
	Reading aloud	5.30%
	Talking to friends in English	5.20%
	Writing in English	4.50%
	Doing Grammatical Exercises	4.20%
	Going to the Lab	4.00%
	Doing Group Work	4.30%
	No Answer	3.77%
B) Classes taught in *English - Students' Reaction	Inhibited in relation to the teacher	9.43%
	Desmotivated due to lack of understanding	20.75%
	Motivated to learn more	56.60%
	Uncomfortable for noticing that other students	15.09%
	Understand and you do not	3.77%
	It does not matter	1.88%

TABLE 5

3 - Students' Future Expectations.

Information concerning the course content and activities performed.

	Grammar	Listening Comprehension	Oral Expression	Writing
A) Course Aim - initial perspectives focusing on: - Rate of interest (10 + interest 1 - interest)	7.50	8.10	8.20	7.70
B) Skills expected to be develop - Rate of interest (10 + interest 1 - interest)	Reading 7.60	Writing 7.70	Speaking 8.80	Listening Comprehension 8.70
C) Activities arising interest for developing Oral Expression - Rate of motivation (10 + motivation 1 - motivation)	Grammar 7.60	Translation 7.80		
	Games Free Conversation Giving Information Problem Solving Group Discussion Interviews			6.70 8.10 6.80 8.05 6.10
D) Topics for discussion in classroom activities	American/British Culture Achial Matters American/British Literature Arts Unsatisfactory answer			26.4% 21.0% 18.7% 13.1% 23.0%