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CORRESPONDENTE

**GRAMMAR AND GRAMMAR TEACHING: A QUALITATIVE STUDY OF
EFL TEACHERS' BELIEFS AND BEHAVIORS**

por
MARCIA REGINA PAWLAS CARAZZAI

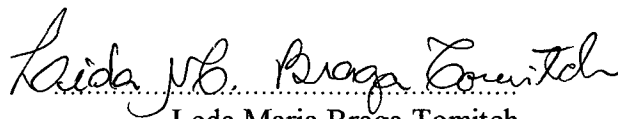
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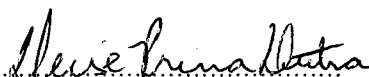
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Leda Maria Braga Tomitch
Coordenadora

BANCA EXAMINADORA:


Gloria Gil
Orientadora e Presidente


Deise P. Dutra
Examinadora


Viviane M. Heberle
Examinadora

Florianópolis, 18 de novembro de 2002.

To all the souls who seek to unfold
their highest possibilities

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ABSTRACT**GRAMMAR AND GRAMMAR TEACHING: A QUALITATIVE STUDY OF
EFL TEACHERS' BELIEFS AND BEHAVIORS****Marcia Regina Pawlas Carazzai****UNIVERSIDADE FEDERAL DE SANTA CATARINA
2002**

Supervising Professor: Gloria Gil

Departing from the assumption that in order to better comprehend language teaching it is essential to know what kind of conceptions, knowledge and beliefs language teachers hold (Freeman & Richards, 1996), this research focuses on the beliefs nine in-service EFL teachers hold about grammar and the teaching of grammar, and the behaviors of one of those teachers when dealing with grammar in the EFL classroom. This study aims at investigating (a) the beliefs about grammar the teachers hold, (b) the functions the teachers attribute to grammar and grammar teaching in the EFL classroom, (c) the sources which influence these teachers' beliefs about grammar and grammar teaching, (d) how these beliefs can be contextualized with classroom data of one of the teachers. In the first stage of data collection and analysis, an open questionnaire was applied to the teachers in order to achieve the three first objectives of the study. Then, as a means of contextualizing the beliefs found in the analysis of the questionnaire data, the second stage of data collection and analysis focused on episodes from classes of one of the participant teachers. The analysis of the data shows that according to these EFL teachers grammar and grammar teaching should be used as facilitative devices in order to help students in their learning process. The results of this study also indicate that these teachers' beliefs about grammar and grammar teaching are influenced by three interactive sources – cognitive, contextual and experiential – thus, corroborating Borg's (1999c) findings.

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RESUMO**A GRAMÁTICA E O ENSINO DA GRAMÁTICA: UM ESTUDO
QUALITATIVO DAS CRENÇAS E PRÁTICAS DE PROFESSORES DE
INGLÊS COMO LÍNGUA ESTRANGEIRA****Marcia Regina Pawlas Carazzai****UNIVERSIDADE FEDERAL DE SANTA CATARINA
2002**

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Partindo do pressuposto de que para melhor compreender o ensino de línguas é essencial saber que tipo de concepções, conhecimentos e crenças os professores de língua têm (Freeman & Richards, 1996), esta pesquisa enfoca nas crenças de nove professores de inglês como língua estrangeira (LE) a respeito da gramática e do ensino da gramática, e nas práticas de um desses professores ao trabalhar a gramática numa sala de aula de inglês – LE. A pesquisa objetiva investigar (a) as crenças que os professores têm a respeito da gramática, (b) as funções que os professores atribuem à gramática e ao seu ensino na sala de aula de inglês – LE, (c) os fatores que influenciam as crenças desses professores a respeito da gramática e de seu ensino, (d) como essas crenças podem ser contextualizadas com os dados das aulas de um desses professores. Na primeira fase de coleta e análise de dados, um questionário aberto foi aplicado aos professores com a finalidade de atingir os três primeiros objetivos da pesquisa. Posteriormente, com o objetivo de contextualizar as crenças encontradas na análise dos dados do questionário, um segundo estágio de coleta e análise de dados focalizou em episódios de aulas de um dos professores participantes. A análise dos dados mostra que de acordo com esses professores de inglês – LE a gramática e o ensino da gramática devem ser usados como facilitadores para ajudar os alunos em seu processo de aprendizagem. Os resultados também indicam que as crenças desses professores sobre a gramática e o ensino da gramática são influenciadas por fatores interativos – cognitivos, contextuais e experienciais – corroborando, portanto, os resultados de Borg (1999c).

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INTRODUCTION

. Objectives of the study

Teacher education research has had a long tradition of prescriptive approaches to language teaching, which focused mainly on the 'best method' of teaching (Freeman & Richards, 1996). Because such approaches proved to be inconclusive in terms of teaching practice, research in the area moved to more descriptive approaches which explore teaching and learning processes in order to understand teachers' behaviors (Richards, 1998). As a complement of this type of research, Freeman and Richards (1996) suggest that it is also essential to know what kind of conceptions, knowledge and beliefs language teachers hold in order to better comprehend language teaching. Therefore, it would be necessary to understand teachers' beliefs about their own teaching in order to help them improve their practice.

Despite the growing number of studies about teachers' beliefs that have been undertaken, only a few number of studies have addressed language teachers' beliefs about grammar and its teaching (see Borg, 1999a, 1999b; Williams, 1994 for example).

Therefore, this qualitative study will investigate the kinds of beliefs which nine in-service EFL teachers hold about grammar and grammar teaching and the behaviors of one of those teachers when teaching grammar, on the premise that an investigation of this type can help teachers and teacher educators to better understand language teaching.

. Research questions

In order to investigate the types of beliefs the nine teachers have about grammar and grammar teaching, this study addresses the following research questions:

1. *What are the EFL teachers' beliefs about grammar?*
2. *What functions do the EFL teachers attribute to grammar and grammar teaching in the EFL classroom?*
3. *Which sources influence the EFL teachers' beliefs about grammar and grammar teaching?*
4. *How can the EFL teachers' beliefs be contextualized with classroom data?*

. Significance of the research

This study departs from the assumption that in order to better understand the language classroom, descriptive accounts of the foreign language classroom need to be complemented with an understanding of how teachers make sense of their work.

By focusing specifically on the beliefs which some in-service EFL teachers have about the teaching of grammar, this study will attempt to uncover the way teachers view the “many uncertainties that surround grammar teaching” (Borg, 1999b, p.157), addressing what, in the author’s opinion, is a “fruitful terrain for examining the nature of teachers’ theories in ELT” (Borg, 1999b, p.157).

Moreover, this study is also an attempt to understand the types of conceptions of grammar teachers have, which, as suggested by Larsen-Freeman (2001), is one of the types of research of interest and necessity in the area.

Finally, this research aims at discovering not only what teachers say, but also why, that is, the sources which influence teachers’ beliefs, since according to Kennedy (1996), the latter is still a rather unexplored area of classroom research.

. Chapters of the study

This study is divided into three chapters. In this introductory section, the objectives of the study, the research questions and the significance of the research have been briefly described.

Chapter 1 presents a review of some of the relevant literature on grammar, grammar teaching, the definition of beliefs and some studies on beliefs about grammar and its teaching.

Chapter 2 describes the methodology used in this study. The chapter introduces the participants of the study, the context, and the procedures used in the data collection and analysis.

Chapter 3 deals with the analysis of the questionnaire data and of episodes from classes of one of the participants (P4).

Finally, the concluding section presents a summary of the study, the pedagogical implications and limitations of the study, and suggestions for further research.

CHAPTER I

REVIEW OF THE LITERATURE

When a subject is thus hotly debated, and when it is difficult to discover a general consensus of opinion among practitioners upon any aspect of the matter, it is legitimate to suspect that the problem has hitherto not been sufficiently analysed or envisaged, and that the confusion of tongues arises from the confusion of thought. (*The Problem of Grammar*, The English Association, 1923, cited in Williams, 1994, p. 105).

1.1. Introduction to the chapter

The main objective of this chapter is to review some of the relevant literature on grammar, grammar teaching and teachers' beliefs. First, I present a review of the literature on grammar and its definitions. Second, I review the different positions regarding the role of grammar in the FL classroom. Third, I present the definition of belief adopted in this study. Finally, I focus on some studies addressing teachers' beliefs about grammar and grammar teaching.

1.2. Grammar and grammar teaching: Controversies

Grammar teaching is regarded as one of the most polemical issues in foreign language teaching¹ (Thornbury, 1999). Such controversy may have arisen for two main reasons. Firstly, there is a heated debate among researchers whether the teaching of grammar is appropriate for language development. Whereas researchers such as Krashen (1982) claim that teaching should not focus on grammar when acquisition or communication and fluency are the aims, others, such as Doughty and Williams (1998), counterargue this assumption by suggesting a focus on form. The second reason for such controversy is the fact that the concept and scope of grammar are still objects of

¹ Following Richards *et al* (1992), the terms *second language* and *foreign language* are used interchangeably along this study.

study leading to diverse multi-dimensional definitions (Larsen-Freeman, 2001; Tonkyn, 1994; Batstone, 1994b). Tonkyn (1994), for example, points out that the first distinction of diverse types of grammar is between descriptive (or theoretical) and pedagogical grammars. The author also reminds us that beyond these types of grammar lie various other types of and attitudes towards grammar.

1.3. What is grammar?

Throughout history, the term 'grammar' has received different definitions in the area of Linguistics. The most common definition is the one in which grammar is seen as the *combination of morphology and syntax* (Palmer, 1971; Batstone, 1994a; Larsen-Freeman, 1999).

However, such agreement regarding the definition of the term is uncommon. Larsen-Freeman (2001), for example, reminds us that 'grammar':

... is used to refer both to language users' subconscious internal system and to linguists' attempts explicitly to codify – or describe – that system. With regard the latter, its scope can be broad enough to refer to the abstract system underlying all languages ... or, more narrowly, to the system underlying a particular language... . It can also refer to a particular school of linguistic thought ... or to a specific compendium of facts for a general audience.... (p. 34)

To sum up, grammar can be understood in diverse ways. However, due to space and time constraints, this chapter can not cover all the issues related to grammar and its definitions. Therefore, four different interpretations of what grammar is are outlined in the following subsections.

1.3.1. Descriptive grammar

According to Tonkyn (1994) descriptive grammars are concerned with linguistic theory and language analysis. This type of grammar is also referred to as *reference book* (Tonkyn, 1994) or as *linguistic grammar* (Larsen-Freeman, 1999). For Crystal (1997) and Larsen-Freeman (1999), this type of grammar rather than examining a great amount of linguistic structures superficially should focus on a limited set of structures, treating and analyzing such sets thoroughly.

1.3.2. Prescriptive grammar

Prescriptive grammar is commonly conceived as a collection of prescriptive rules (Williams, 1994). Complementing this idea, Crystal (1997) remarks that this type of grammar, besides laying down the rules which govern the correct use of language, also serves as a usage book. This type of grammar has also been recognized as a normative one (Palmer, 1971) as it dictates what is 'correct' or 'incorrect', what is 'good' or 'bad' grammar.

1.3.3. Learners' grammar or interlanguage

The learners' grammar can be equated with the learners' psycholinguistic grammatical system (Tonkyn, 1994), and it can also be associated to the term 'interlanguage', coined by Selinker (1972, cited in Ellis, 1994). In an interpretation of Selinker's work on interlanguage, Ellis (1997) states that interlanguage refers to the learners' internal system of linguistic rules of a specific language, that is, the learner's mental grammar. Such a view is also corroborated by Hartwell (1985), who characterizes this type of grammar as being abstract and unconscious.

1.3.4. Pedagogical grammar

According to Crystal (1997), pedagogical grammars are specifically directed at the teaching of both foreign and first languages. Crystal also states that pedagogical grammars are generally associated with textbooks because they are widely used at schools. Mohammed (1996) complements this definition by stating that pedagogical grammars, besides their use in language analysis, also contain metalinguistic terms and concepts, which should be simplified in order to facilitate usage while helping learners achieve linguistic competence.

It is also useful to consider the aims of pedagogical grammars. Corder (1973, p. 127) reminds us that their objective is to provide teachers with 'facts' of the language in a way that will help presentations to students. In this way, pedagogical grammars do not offer methodological proposals, instead, they present teachers with data in a way that can be directly presented to students.

Assuming, as Mohammed (1996) proposes, that pedagogical grammars are the type of grammar learners need, then it may also be reasonable to consider that this type of grammar is the one a teacher needs in order to promote learning.

Having outlined four types of grammar, *descriptive*, *prescriptive*, *interlanguage*, and *pedagogical*, a final remark concerning this issue must be made. Greenbaum (1987, cited in Chalker, 1994) recognizes that the terms *descriptive grammar* and *pedagogical grammar* may overlap. Based on this assertion, it is plausible to consider that all the types of grammar overlap to some degree, because the boundaries are not so rigid. However, as a means of facilitating the selection of classroom data, in this study the term 'grammar' refers to the *combination of morphology and syntax* of a language (Palmer, 1971; Batstone, 1994a; Larsen-Freeman, 1999).

1.4. The role of grammar in the FL classroom

Throughout the history of foreign language teaching, grammar has played diverse roles in the methodological approaches to foreign language teaching. Equally, second language acquisition (SLA) researchers have addressed the role of grammar in second language acquisition/learning in different ways. As a whole, the views of both fields have ranged from a total absence of grammar to exclusive attention to it. This section, thus, presents three trends: the unfavorable, the favorable and the conciliatory ones.

1.4.1. The case against grammar

According to Ellis (1994), the role of grammar has been questioned both by researchers (Dulay & Burt, 1973, cited in Ellis, 1994; Krashen, 1982) and educators (Newmark, 1966; Prabhu, 1987, in cited Ellis, 1994).

In SLA research, certainly, the most diffused case against grammar has been posed by Krashen (1982), who claims that foreign languages are better mastered by natural means, that is, without formal instruction². By making a distinction between learning and acquisition, the author asserts that only through subconscious experimentation with the language (acquisition), may a learner be able to develop fluency. The author, thus, advocates that grammar teaching has no role to play if the aim is communication.

In foreign language teaching pedagogy, the claim against grammar inspired approaches such as the Natural Approach, in which grammatical analysis is totally avoided, and the strong version of the Communicative Approach, which totally rejects grammar instruction.

² According to Ellis (1994, p. 611) the term 'formal instruction' is used to refer to grammar teaching.

Underlying Krashen's and other researchers' (Dulay & Burt, 1973; Newmark, 1966; Prabhu, 1987, cited in Ellis, 1994) claims is the idea that learning in the second language classroom should emulate what happens in untutored settings. In this way, the learner would develop his/her interlanguage naturally, without presentation or practice of structures or rules.

1.4.2. The case for grammar

By contrast, the case for grammar has found strong support in foreign language pedagogy, for SLA research could not find evidence to support this view totally.

In foreign language pedagogy, with the advent of the Grammar-Translation Method grammar received increased attention. With explicit stating of rules and the central role given to grammar, this method has been the most radical position in favor of grammar in FL pedagogy. Also, in the Cognitive Code Approach, grammar is considered important and can be presented both deductively or inductively.

In SLA, however, researchers have not been able to find evidence to argue that formal instruction is the *only* necessary condition for language learning (Ellis, 1994). It is only possible to affirm that "*certain* [italics added] linguistic properties cannot be acquired by L2 learners ... unless they receive instruction in them" (Ellis, 1994, p. 657).

Therefore, the idea that underlies the favorable position regarding grammar is that, if not all, at least some linguistic properties are acquired *only* through instruction.

1.4.3. A conciliatory view

Between these two extremes, the conciliatory view of the role of grammar teaching has more recently found followers in both SLA research and foreign language pedagogy.

Some SLA researchers have recently claimed that there is a role for grammar in acquisition. Ellis (1994, p. 54), for example, remarks that although formal instruction may not be necessary to acquire an L2, it may help learning and may accelerate the process of acquisition. Schmidt (1994, cited in Schmidt, 1995) goes even further and affirms that 'noticing', that is, "conscious registration of the occurrence of some event" (p. 29), is necessary for learning to occur. Also, Long (1991, cited in Izumi & Bigelow, 2000) has coined the term 'focus on form' to refer to the instruction that balances, in a principled way, a focus on meaning and a focus on form. The term 'focus on form', thus, implies the necessity of drawing learners' attention to specific linguistic forms while communicative activities are performed.

In conformity with these ideas, FL teaching pedagogy has reconsidered the view of grammar as being part of the learning process. Grammar teaching is nowadays viewed as being more than teaching form, but as teaching form, meaning and function together (Larsen-Freeman, 1991).

This view of the role of grammar instruction draws on both previous views in order to show that a reconciliation could foster better results in terms of both SLA and SLP.

1.5. Beliefs defined

Although research on teachers' and students' beliefs is increasing in educational research, the term belief, as a construct, is still a blurred one. As Pajares (1992, p. 308) states, the term belief is "so steeped in mystery that it can never be clearly defined". The studies carried out using this construct utilize different terms, such as beliefs, assumptions, perceptions, knowledge, theories, cognitions (among others), to refer to

the same thing (Pajares, 1992). Thus, defining beliefs is at best, as Pajares (1992, p. 309) remarks, “a game of a players’ choice”.

Despite the lack of consensus in the literature, Pajares insists on clear conceptualizations and adherence to precise meanings. Further, he states that in order to make the study of beliefs viable and rewarding, researchers should first decide on the meaning of the term belief. For this reason, Pajares himself proposes a definition of the term belief based on the several studies he revised: belief is “an individual’s judgment of the truth or falsity of a proposition” (Pajares, 1992, p. 316).

In the present study, I follow Pajares’ (1992) definition of the term belief, because, according to this author, beliefs can be inferred both from what people say and what people do³.

1.6. Grammar teaching and teachers’ cognitions: Some studies

Qualitative research approaches the classroom in a descriptive and interpretive way, aiming at understanding teachers’ and students’ behaviors. Recently, this type of research has also started to investigate teachers’ cognitions, on the premise that teachers’ behaviors can be better understood by accessing the personal theories (beliefs) underlying such behaviors. The first studies which followed this tradition were not related to foreign language learning, but to other subjects such as chemistry and sciences (Brickhouse, 1990; Briscoe, 1991, both cited in Borg, 1999a). Only more recently have foreign language studies focusing on teachers’ cognitions begun to emerge.

In the state of Santa Catarina, teachers’ cognitions have also started to be investigated quite recently. Some examples of such studies are Malatér (1998), Moreira

³ In some parts of the text, I used some terms (such as ‘views’, ‘conceptions’, and ‘theories’) interchangeably, referring to the teachers’ beliefs about grammar and grammar teaching.

(2001), and Biazi (2002). Malatér's (1998) investigation focused on the matches and mismatches between an EFL teacher's beliefs and behaviors concerning learning/teaching a foreign language. Moreira (2000) then investigated some EFL state teachers' perceptions about the use of the mother tongue in the EFL classroom whereas Biazi (2002) examined some EFL state teachers' understanding of their teaching/learning experiences during a teacher education program.

In spite of this recent interest in teachers' cognitions, studies addressing teachers' cognitions related to the issues of grammar and grammar teaching are scarce. Williams (1994) was one of the first researchers to investigate the views of English language teachers about grammar. In his article, the author discusses some student-teachers' views of grammar and grammar teaching obtained through a quantitative empirical study he carried out with 81 practicing teachers engaged in an MA course. **The author, as one of the professors in a grammar component of the MA course, was concerned with whether what was offered in the course was considered relevant by the student-teachers.** Thus, he investigated the student-teachers' views of the appropriate content and methodology of the course.

Williams identified categories that emerged from the participants' answers. Some of the predominant categories are *awareness* (as opposed to *competence*), *description of English grammar*, and *how to produce correct and appropriate sentences*, revealing that most of the participants viewed grammar in a traditional way, that is, related to parts of speech and parsing. However, when asked about teaching methods or students' needs related to grammar learning, most participants said that students do not need explicit knowledge of grammar. In fact, the teachers believed they, the teachers, had to have knowledge of grammar in order to take appropriate decisions regarding its use in the language classroom.

More recently Borg's (1998; 1999a; 1999b; 1999c; 2001; forthcoming) articles have shed light on teachers' theories about the teaching of grammar in more comprehensive ways. His studies report the results of qualitative research carried out with some in-service EFL teachers in Malta that was aimed at both describing classroom practice in formal instruction and interpreting data based on the teachers' classroom observations and interviews.

In his first article, Borg (1998) reports more extensively on one of the subjects involved in the study carried out in Malta, analyzing the teacher's approach to grammar in depth. In this article, the author analyzes data in terms of teaching behaviors characteristic of the teachers' approach to grammar, and of the discussion of such behaviors based on the teacher's commentary on them. Through this analysis **some recurrent modes of working with grammar were identified in the teacher's work**. These modes were *error analysis*, *reference to students' L1*, *grammatical terminology*, *grammar rules*, *practicing grammar*, and *grammar and communicative ability*. The author also discusses the teacher's approach to grammar in light of the educational literature within the teachers' pedagogical system.

Drawing on the research he carried out in Malta, Borg's (1999c) article focuses specifically on **the use of grammatical terminology in the L2 classroom**. In this article, the author presents the findings of four study-cases. In each case, he discusses a key episode from the teachers' work and makes reference to the teachers' own analytical commentary on it. Through the analysis of the teachers' commentaries about their decisions on using grammatical terms or not in their practices, Borg concludes that the teachers' decision about the role of grammatical terminology in their work is influenced by experiential, cognitive and contextual factors.

In another article, Borg (1999b) discusses more thoroughly **the role of teachers' theories in understanding instruction, and in teacher development programs**. As a means of illustrating the nature of teachers' theories, the author reports on two of the subjects engaged in the study of grammar teaching in Malta. The author also proposes a strategy for teacher development programs through which teachers are stimulated to examine their personal theories. As suggested by the author, such strategy would follow a three-stage process, consisting of (a) classroom practice description, (b) explicit rationales for practice, and (c) evaluation of the rationales.

The importance of researching teachers' cognitions about grammar teaching as a means of understanding teachers' approaches to formal instruction is also addressed in Borg (1999a). In this article, **the author offers a panorama of research on formal instruction, on teacher cognition in general, and on teacher cognition in L2 teaching**. Moreover, the author proposes that a new perspective in relation to research on L2 grammar instruction should be considered, one in which grammar in L2 teaching and teacher cognition would be central. For the author, such a perspective should analyze both classroom data (practice) and the theories underlying practice (pedagogical systems). In addition, it should present extensive samples of data. In fact, this new perspective has already been implemented by the author in his study with the teachers in Malta, on the premise that it "allows us to develop a more complete conceptualization of L2 grammar teaching than we currently possess" (Borg, 1999a, p. 25). Finally, based on his study, the author also suggests questions for further research in the area of grammar teaching.

Borg (2001) discusses **the relationship between some teachers' perception of their knowledge about grammar (KAG) and their instructional practices**. The author thus presents data from two subjects from his study with the teachers in Malta,

and concludes that these teachers' perception of their KAG may influence instructional decisions of grammar teaching. However, as the author points out, teachers' perceptions of their KAG is only one of the various factors framing teachers' practice, and, besides, the way such factor operates may vary among teachers.

In his latest paper, Borg (forthcoming) presents a **broader view of the study he carried out in Malta, by comparing five teachers' approaches to grammar and their respective rationales**. Throughout this article, the author focuses on seven descriptive questions regarding whether the teacher taught grammar, the language points focused on by the teacher, the structure of the lessons, the strategies the teacher used both to present and analyze grammar, the activities the teacher used for practicing grammar, and the way the teacher dealt with students' errors.

As a whole, Borg's papers provide a better understanding of EFL teachers' practices and cognitions about grammar teaching, by discussing teachers' cognitions, their sources, and the way they influence the teachers' practices. For this reason, the study reported here draws mainly on Borg's studies mentioned above, and it tries to understand the types of beliefs which nine in-service EFL teachers hold about grammar and the teaching of grammar, the sources which influence these beliefs, and the way such beliefs are expressed in the classroom.

1.7. Conclusion to the chapter

This chapter has presented a review of the literature on grammar, grammar teaching, beliefs, and teachers' beliefs about grammar and grammar teaching. The next chapter provides a description of the methodological procedures adopted in the present study.

CHAPTER II

METHODOLOGY

If we use ethnography to uncover, examine, describe, and explain our own perspective on teaching and learning in classrooms, then we can use it on other situations to learn about other ways of being. We will become lifelong observers of culture, lifelong learners, and change our consciousness, not only as teachers and students but as people. (Frank, 1999, p. 99)

2.1. Introduction to the chapter

Chapter 1 has presented four types of grammar - *descriptive*, *prescriptive*, *learners' grammar*, and *pedagogical* - and three different positions regarding the role of grammar in the FL classroom - *favorable*, *unfavorable*, and the *conciliatory position*. Chapter 1 has also presented arguments to support the assumption that teachers' beliefs have to be investigated as a means of complementing descriptive accounts of the FL classroom. Therefore, the objective of this study is, as mentioned before, to discover the types of beliefs EFL teachers have about grammar and grammar teaching and the way such beliefs are expressed in classroom. To this end, this chapter describes the methodological procedures followed in this research. The first section of this chapter presents the methodological background to this study, with some considerations about ethnographic research within the qualitative paradigm. The second section of the chapter describes the context in which the research was carried out. The third section presents the participants of this study. The fourth section presents the materials and procedures used for data collection. Finally, the fifth section addresses how the data were analyzed.

2.2. Methodological background: Ethnographic research and the qualitative paradigm

The study here described follows the *qualitative* or *interpretive* research paradigm. According to Nunan (1992, p.10), the distinction between quantitative and qualitative research is permeated by “a debate on the nature of knowledge and the status of assertions about the world”. Whereas quantitative research seeks for facts and recognizes the existence of an external ‘truth’, which is independent from the observer, qualitative studies are more holistic and recognize that ‘truth’ depends on the observer, and, thus, all knowledge is relative (Nunan, 1992, p. 3). Nunan also suggests that qualitative research tries to understand human behavior from the ‘actor’s own frame of reference’, showing the ‘insider’s perspective’ (p. 4).

Additionally, Nunan (1992) recognizes the importance of the participants’ views in the research process and outcome. For him, “human behavior cannot be understood without incorporating into the research the subjective perceptions and belief systems of those involved in the research, both as researchers and as subjects” (p. 54).

When referring to the interpretive approach to research Rubin and Rubin (1995, p. 34) also emphasize the importance of comprehending how “people understand *their* worlds and how *they* create and share meanings about their lives” and “how *they* view what happens to them and around them” (italics added) to this type of research.

Within the qualitative or interpretive paradigm, this research could be considered as an *ethnographic* study of the classroom. For Frank (1999, p. 3), ethnography, or the study of culture¹, can be “used as a tool by classroom observers to make visible what members are doing and learning in classrooms and to record, analyze, and represent the particular kind of classroom culture that is being created”. According to the author, by

¹ According to Spradley (1979, p. 5), culture is “the acquired knowledge that people use to interpret experience and generate social behavior”.

looking at classrooms with *ethnographic eyes*, the observer can suspend judgement and acquire insider knowledge of the teaching and learning processes (p. xi).

This research, thus, adopts an *emic* perspective, as the concepts or frameworks here described evolve from the participants, rather than from theories from outside the culture in focus (Allwright & Bailey, 1991). In other words, this study approaches grammar and its teaching from the teachers' perspectives, conceptions and interpretations, as it seeks to uncover some EFL teacher's beliefs, or theories, about grammar and grammar teaching.

2.3. Context of investigation

The data of this study were drawn, with permission, from a program of extracurricular courses held at the Universidade Federal de Santa Catarina (UFSC). The Extracurricular Language Course (ECLC) is regularly offered by the Foreign Language Department (DLLE) with the objective of offering people from the community an opportunity to study foreign languages.

The teachers at the ECLC are mostly MA and Ph.D from the Applied Linguistics program at UFSC, and exceptionally language students from the undergraduate course in Letras.

The main materials used at the ECLC are from the series *New Interchange* by Richards (1990).

2.4. Participants

2.4.1. Participants responding to the questionnaire

Nine teachers who work at ECLC participated in this study. The participants chosen to answer the questionnaire were suggested by the ECLC coordinator because

they were considered to be more experienced teachers who would probably provide more complete data. Out of the nine teachers, seven were female (P1, P2, P3, P4, P5, P7 and P9) and two were male (P6 and P8). All the subjects have been teaching EFL for at least 6 years, with an average of 10 years of teaching experience per each teacher. A more detailed explanation about the nine subjects, is shown in Table 2.1.

Table 2.1.: The participants of the study

PARTICIPANT	YEARS IN THE PROFESSION	TYPE OF TEACHING CONTEXT	UNDERGRADUATE STUDIES	FURTHER EDUCATION	EXTRA INFORMATION	GENDER
P1	6 years	private language institutes, colleges, ECLC	Letras	Ph.D. student in an Applied Linguistics program	no answers	female
P2	11 years	private language institutes, ECLC	Psychology	student in an specialization course in Psychology	lived abroad for 1 year	female
P3	7 years	language institutes, temporary teacher at UFSC, ECLC	Letras	MA student in an Applied Linguistics program	attended part of the undergraduate course at the university of Leeds	female
P4	10 years	language institutes, primary and secondary levels in private schools, private classes at home, ECLC	Letras	MA student in an Applied Linguistics program	has research interest in grammar teaching and learning	female
P5	12 years	language institutes, private classes, ECLC	no answers	MA student in an Applied Linguistics program	has two language diplomas	female
P6	8 years	private language institutes, temporary teacher at UFC, a federal school, ECLC	Letras	MA student in an Applied Linguistics program	has research interest in reading	male
P7	17 years	a college in the United States, temporary teacher at UFSC, private language institutes, ECLC	no answers	MA and Ph.D. in Applied Linguistics concluded	is a bilingual, lived in the USA for several years, studied French and Hebrew as FLs	female
P8	13 years	private students, ECLC	does not have a diploma in teaching	no answers	learned English in the USA	male
P9	12 years	colleges, private classes, private language institutes, ECLC	no answers	MA and a Ph.D. in Applied Linguistics concluded	learned English in England, lived there for 4 years, has research interest in discourse analysis	female

2.4.2. Focusing on one teacher

Of the nine teachers who answered the questionnaire, one of them (P4) was chosen to be observed in the classroom. The criteria utilized in order to choose this teacher were mainly based on the questionnaire answers, in that the participant chosen gave more complete and relevant answers to what I wanted to observe. Moreover, I also opted for a teacher who was willing to be observed and whose schedule fitted mine.

It is also important to mention that the teacher I have chosen was my MA colleague. The teacher, Terri², was also interested in grammar, although her study was focused on the interactions which happen between students and teachers when they talk about grammar.

Terri has been teaching EFL for ten years mainly at language institutes. She also taught at primary and secondary levels in private schools, and private classes at home as well. She prefers to teach adult learners. She took an undergraduate course in Letras and is currently engaged in an MA course in Applied Linguistics at UFSC.

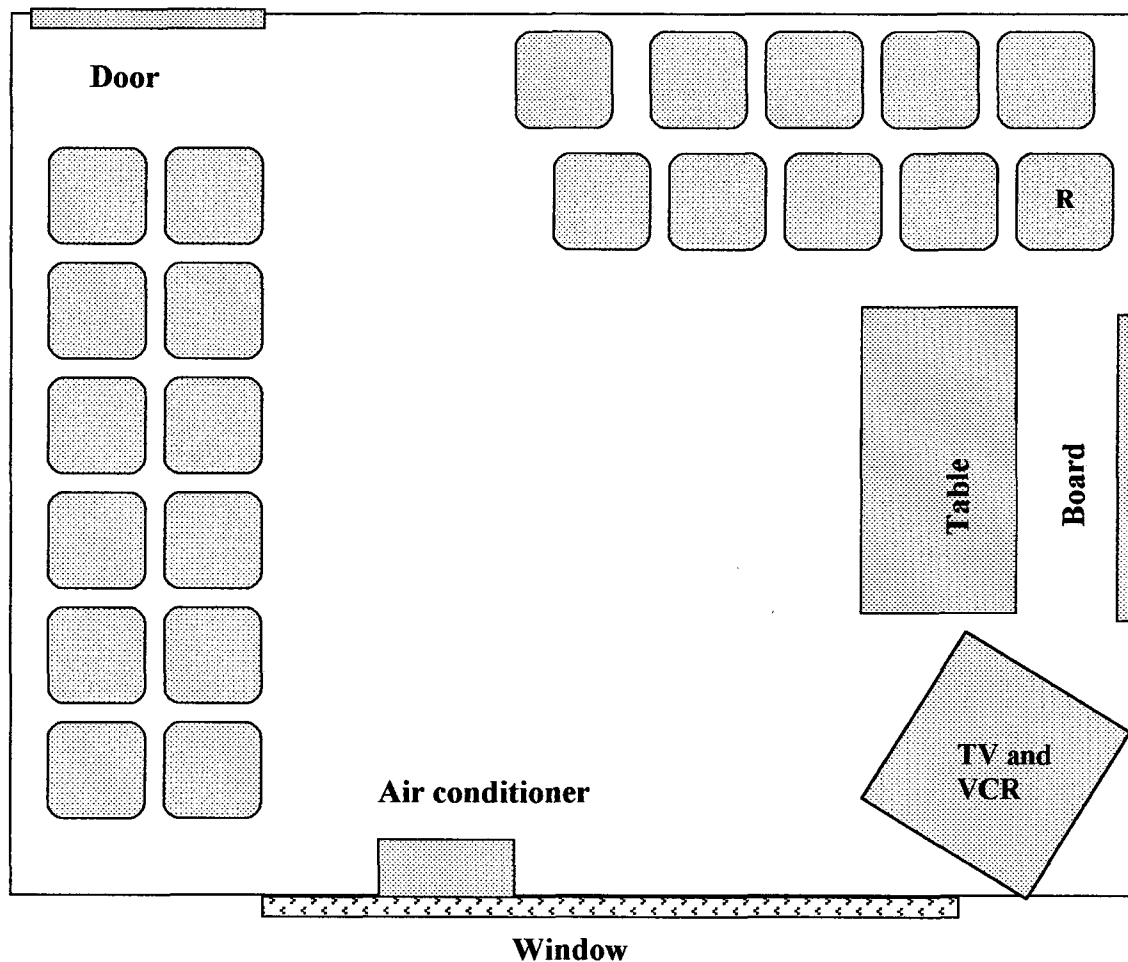
In the group that Terri was teaching, there were 21 adult students (12 female and 8 male). The group was in the fourth semester of the ECLC program. The course was *English IVA*, which corresponds to a pre-intermediate level, and the classes lasted one hour and a half, and were taught twice a week. The level of the group was considered average by the teacher. Five students were considered 'really good students' and only one of them had more difficulty in learning.

As mentioned above, Terri was my MA colleague, thus she was aware that I was interested in beliefs about grammar and grammar teaching. The students were told by her that I would be in the classroom to observe her, so that they did not feel

² In order to protect the teacher's anonymity, a pseudonym chosen by the teacher herself is used throughout this study.

embarrassed. I was sitting in the corner of the room (see Figure 2.1.)³, so that the teacher could not see me very well, and the students were sitting on my right. From what I noticed, neither the teacher nor the students seemed to pay attention to me, and nobody appeared to be embarrassed during my class observations.

Figure 2.1. The spatial organization of the classroom (based on Gil, 1999, p. 60)



2.5. Data collection: Materials and procedures

In this study, data collection and analysis followed a cyclical pattern rather than a linear one. According to Spradley (1980), that type of model is more appropriate for

³ 'R' stands for researcher.

ethnographic studies. In this way, each stage of data collection (questionnaire and classroom observation) was influenced by the analysis of the data already collected.

Moreover, this study has adopted what Denzin (1970, cited in Allwright and Bailey, 1991, p. 73) calls *methodological triangulation*. According to the author, this type of triangulation consists of using different methods to collect data, and, as with other types of triangulation, it provides the researcher with multiple perspectives about the same phenomenon. Thus, the qualitative data gathered for this study utilized, following Gil (1999), two types of methods for data collection: out-of classroom data and classroom data. Out-of-classroom data were collected through an open questionnaire, and classroom data were obtained with observation, field notes and audio recordings.

2.5.1. Out-of-classroom data

Out-of-classroom data were gathered by applying an open questionnaire (see Appendix I). Such a method was chosen because it has, according to Wallace (1998), an introspective nature, and it “involve[s] the respondents reporting on themselves, their views, their beliefs ... ” (p. 124). Thus, the technique was used in order to capture the teachers’ beliefs about grammar and its teaching.

Wallace further classifies questionnaires into two types: with closed and open questions. For the author, open-ended questionnaires allow the participants to decide what to say, without limiting the range of possible answers. Thus, in this study an open-ended questionnaire was used due to the difficulty in anticipating the range of responses that the subjects could give (Wallace, 1998, p. 135).

The questionnaire designed for this study is both theory-driven, as the questions emerged from the literature in the area (mainly Borg, 1998; Bygate *et al.*, 1994; and Thornbury, 1999, among others), and data-driven, in that the questionnaire was

designed based on a course about grammar that the researcher had conducted in July 2001. In that course about 120 in-service EFL teachers were asked to report on what words they associated with the term 'grammar'.

It is also important to mention that the questionnaire was written in Portuguese in order to facilitate the teachers' comprehension and answering, as the teachers are Brazilian and have Portuguese as their mother tongue.

The questionnaire was applied in the second semester of 2001. Initially, the questionnaire was given to 15 teachers, however only nine of them returned it. The responses of these nine teachers were then typed using standard writing conventions (see Appendix II).

2.5.2. Classroom data

Classroom data were collected through field notes and audio recordings. The class observations started one week after the beginning of the semester and lasted one month, from March 19 to April 18 of 2002. The class met twice a week, thus comprising 10 classes. All the 90-minute classes were recorded with a micro tape recorder, from the beginning of the observation, yielding a total of 15 instructional hours for analysis. The classes were then fully transcribed using transcription conventions adapted from Hatch (1992). Due to space constraints, however, only the episodes⁴ used in the analysis are included in this study. (See Appendix III, for transcript conventions, and Appendix IV, for transcriptions of the episodes.)

Since my objective was to identify the teacher's behaviors while dealing with grammar, the segments of the classes that were directly related to the teaching of grammar were the focus of attention regarding the field notes.

⁴ A definition of *episode* is provided in Subsection 2.6.2.

During the observations, my role as a researcher was that of a participant observer (Spradley, 1980). According to Spradley, participant observation differs from ordinary observation in six ways. First, the *dual purpose* of the observer requires that s/he not only engages in a certain activity, but also observes those who are participants. Second, the *explicit awareness* demands that the observer remembers and catalogs everything that happens in the course of the activities. Third, the *wide-angle lens* perspective requires the observer to take a broader approach to the information. Fourth, *the insider/outsider experience* allows for the observer to participate both subjectively as an insider, and objectively or in a detached way, as an outsider. Fifth, *introspection*, the researcher him/herself becomes a research instrument. Having gathered the data, s/he tries to discover how s/he views it and how s/he feels about it. Finally, *record keeping*, is essential in that the observer keeps detailed notes of his/her observations, from the perspectives of both an insider and an outsider.

Spradley (1980) also mentions that the degree of involvement of a researcher as a participant observer may vary. The extent to which I was involved *with* people and *in* the activities observed is classified by the author as *passive participation* (Spradley, 1980, pp. 58-59). In this type of participation, the observer “does not participate or interact with other people to any great extent”, s/he only finds an “observation post from which to observe and record what goes on” (Spradley, 1980, p. 59). The reason why I decided to take the role of a passive observer is that I wanted to avoid being obtrusive as much as possible.

2.6. Data analysis

The model of data analysis adopted in this study follows Spradley’s (1979, 1980) model of ethnographic analysis. According to Spradley, ethnographic analysis consists

of “a search for (a) the parts of a culture, (b) the relationships among those parts, and (c) the relationship of the parts to the whole” (Spradley, 1979, p. 189). Therefore, three types of analysis proposed by Spradley (1979, 1980) were utilized in this study for the purpose of uncovering “the system of cultural meanings that people use” (Spradley, 1979, p.94), in other words, they were used as a means of identifying the nine teachers’ beliefs about grammar and grammar teaching.

The first type of analysis used in this study is called *domain analysis* (Spradley, 1979, 1980). According to the author, *domain analysis* consists of identifying in the data categories, or domains, that share the same semantic relationship. A *domain* is defined by Spradley (1979, p.100) as “any symbolic category that includes other categories”. In this way, the researcher “isolate[s] the fundamental units of cultural knowledge” in his/her data (Spradley 1979, p.142) and, thus, is able to find (a) the parts of a culture.

The second type of analysis adopted in this study is *taxonomic analysis* (Spradley 1979, 1980). For the author, this type of analysis “differs from domain analysis in only one respect: it shows the relationships among *all* [italics in the original] the included terms in a domain” (Spradley, 1980, p. 113). *Taxonomic analysis* reveals subsets, or levels, within a domain, and the way these subsets relate one to another. In this way, *taxonomic analysis* allows the researcher to identify (b) the relationships among the parts of a culture.

The third type of analysis used in this study is *theme analysis* (Spradley 1979, 1980). In this type of analysis the researcher tries to identify *cultural themes*. A cultural theme is, according to the author, “*any cognitive principle, tacit or explicit, recurrent in a number of domains and serving as a relationship among subsystems of cultural meaning* [italics in the original]” (Spradley 1979, p. 186). In the author’s view, *theme*

analysis can be used to give the researcher a holistic view of a culture, that is, to find (c) the relationship of parts of a culture to the culture as a whole.

By approaching the data analysis in these three ways, this study has adopted a second type of triangulation⁵, namely, *theoretical triangulation* (Denzin, 1970, cited in Allwright & Bailey, 1991, p. 73). For the author, in this case, the researcher approaches the analysis with more than one perspective on possible interpretations.

2.6.1. Questionnaire analysis

The analysis of questionnaire data consisted of discovering in the teachers' answers to the questionnaire stretches of sentences or sometimes whole sentences that revealed the teachers' beliefs about grammar and grammar teaching. The analysis was thus carried out in three stages: (1) reading of the answers, (2) identifying common topics, and (3) categorization. In this way, the teachers' answers were classified into categories, or *domains*, which include the teachers' beliefs. Moreover, within some of the domains *taxonomies* (i.e., the different characteristics within the domain) were identified. Finally, a *cultural theme* which connected the categories was identified.

The analysis of the questionnaire data is presented in Chapter 3 of this study, and it aims at answering the first three questions of this study:

1. *What are the EFL teachers' beliefs about grammar?*
2. *What functions do the EFL teachers attribute to grammar and grammar teaching in the EFL classroom?*
3. *Which sources influence the EFL teachers' beliefs about grammar and grammar teaching?*

⁵ The first type of triangulation is mentioned in Section 2.5.

2.6.2. Classroom data analysis

Classroom data were analyzed within the same theoretical framework utilized in the questionnaires (Spradley, 1979, 1980). However, in the case of classroom data, not only sentences or stretches of sentences, but *episodes* were utilized in the analysis in order to show Terri's behaviors while teaching grammar. According to Wells (1993, p. 5) an *episode* can be a segment of an educational activity, such as a class, in which actions are goal-directed and have a hierarchical organization. Thus, common *domains* were also identified in the episodes and categorized. The different characteristics within the domains (*taxonomies*) were also included. Finally, the *cultural theme* which links the domains was identified.

Some of the domains found in the classroom data were utilized to illustrate the ones found in the questionnaires. In some cases, the classroom data revealed domains which were slightly different from the ones found in the questionnaire data, thus these domains were added, on the premise that this could help comprehending the types of beliefs the teachers have about grammar and grammar teaching and the way such beliefs can be expressed in the classroom.

The main objective while analyzing the episodes was to see how the domains found in the questionnaires were revealed in real situations, i.e., in classroom settings. In other words, my intent was to go beyond what teachers *say*, and *see* a teacher's *behaviors*⁶ in relation to grammar and grammar teaching, with the objective of responding to the remaining question of this study:

4. *How can the EFL teachers' beliefs be contextualized with classroom data?*

⁶ According to Erickson (1985, p. 98), there is a distinction between *behavior* and *action*. The former is the physical act, and the latter is the physical action plus the interpretation held by its performer.

2.7. Conclusion to the chapter

The present chapter has presented the methodology utilized in this study. I have presented the theoretical background adopted in this study, the context, the participants, the materials and procedures used in data collection and analysis, and the research questions of the study. The next chapter presents the analysis of the data.

CHAPTER III

DATA ANALYSIS

Perhaps the most important single cause of a person's success or failure educationally has to do with the question of what he believes about himself. (Arthur Combs, cited in Pajares, 1992, p. 307)

3.1. Introduction to the chapter

The previous chapter has presented the methodological procedures adopted in this study, which aims at discovering the types of beliefs nine EFL teachers have about grammar and grammar teaching and the way such beliefs are expressed in the behaviors of one teacher. In order to pursue the purpose of the study, this chapter presents the analysis of the answers to the questionnaire conducted with the participants, and the analysis of episodes from classes of one of the participants (P4) (based on Spradley, 1980), in light of the four questions of this study:

1. *What are the EFL teachers' beliefs about grammar?*
2. *What functions do the EFL teachers attribute to grammar and grammar teaching in the EFL classroom?*
3. *Which sources influence the EFL teachers' beliefs about grammar and grammar teaching?*
4. *How can the EFL teachers' beliefs be contextualized with classroom data?*

First, the answers given by the nine participants to the questionnaire are analyzed in search of the teachers' beliefs about grammar and grammar teaching and the sources of these beliefs. Next, some episodes from classes of one of the participants (P4) are

analyzed, in order to illustrate the beliefs found in the questionnaire data with the behaviors of one of the participating teachers.

3.2. Questionnaire data analysis

This study drew on a discourse-based approach to investigate the teachers' beliefs. Specifically, Spradley's (1980) model of ethnographic analysis was adopted in order to analyze questionnaire data. From the answers given by the nine participants to the questionnaire, 15 types of beliefs about grammar and grammar teaching were identified¹. Within some beliefs, different characteristics were also identified. Furthermore, the 15 beliefs identified in the teachers' answers are presented in the three following subsections, with excerpts of the answers used as illustrations².

3.2.1. Answering Research Question 1: 'Beliefs about grammar'

In order to answer the first research question, *What are the EFL teachers' beliefs about grammar?*, some beliefs were identified in relation to *the participant teachers' beliefs about grammar*.

3.2.1.1. Grammar as form and function

Some answers given by the teachers suggest that *there is a relationship between grammar and the context and/or function of a structure*. These answers indicate that some teachers believe that a certain grammatical structure should be integrated with context and function. Thus, it could be argued that some teachers seem to view grammar in a conciliatory way (see Chapter 1, Subsection 1.4.3.), that is, they seem to believe

¹ Although I have separated the beliefs, there are close contacts among them, and some of them may overlap.

² A bold font was added by myself as a means of highlighting the most relevant parts in the teachers' answers. The translated versions of the answers were also done by myself.

that grammar can be incorporated in communication, and that form and function can be integrated. These teachers do not seem to believe that grammar *alone* can foster learning; on the contrary, they tend to view grammar from a discourse perspective, that is, taking the social context into consideration. The excerpts below are examples of such type a of belief:

[a gramática] Deve ser ensinado [sic] *juntamente com as funções*, mas não deve ser a prioridade.
(*Grammar should be taught together with the functions, but it should not be the priority.*) (P1-Q02)³

[quando ensino gramática] **O contexto está sempre presente.**
(*When I teach grammar, the context is always present.*) (P1-Q06)

Um aspecto gramatical pode ter funções diferentes ...
(*A grammar topic can have different functions.*) (P2-Q06)

... o ensino da gramática ... **é um aspecto importante, entre vários outros**, a ser ensinado.
(*Grammar teaching is an important aspect to be taught, among others.*) (P7-Q02)

[gramática é] **O estudo das estruturas da língua**, das escolhas que podemos fazer dentro do que a língua oferece, e **de suas funções sócio-culturais.**
(*Grammar is the study of the structures of a language, of the choices we make within a language, and of their sociocultural functions.*) (P9-Q01)

[a gramática ajuda o aluno] Dando-lhe familiaridade com **as estruturas da língua, suas funções sócio-culturais e ideológicas em contextos de uso real**, e permitindo-lhe fazer suas próprias inferências a partir daí, para que a **linguagem e o discurso possam ser vistos como comportamento social**, inclusive em seu aspecto gramatical.
(*Grammar helps students by making them familiar with the structures of a language, their sociocultural and ideological functions in real life contexts, and by allowing students to make inferences, so that language and discourse can be seen as social behavior, included in their grammatical aspect.*) (P9-Q09)

³ Throughout the analysis of the questionnaire data, 'P' refers to participant, and 'Q' refers to questionnaire data. In this way, 'P1' stands for 'Participant 1' and 'Q02' stands for 'Question 02'.

3.2.1.2. Grammar as prescription

Some responses given by the teachers reveal that some of them apparently conceive *grammar as prescription*, i.e., they view grammar as a collection of rules which govern the correct use of language (see Chapter 1, Subsection 1.3.2.). The answers given by some of the participants which indicate an identification of grammar with prescription are shown below:

[a gramática é o] **Conjunto de regras** que regem uma língua.
(*Grammar is the set of rules which govern a language.*) (P3-Q01)

[é necessária] ... **a explicação das regras que regem a língua** para que o aluno adquira segurança ao expressar-se no idioma...
(*The explanation of the rules which govern a language is necessary, so that the student becomes confident to communicate in the language.*) (P3-Q03)

[gramática] **É o conjunto de regras práticas de falar e escrever** uma língua/idioma.
(*Grammar is the set of practical rules to speak and write in a language.*) (P5-Q01)

[o ensino da gramática faz com que o aluno] **fique mais consciente (a par) de regras que deve seguir...**
(*Grammar teaching makes students more conscious of the rules they have to follow.*) (P5-Q02)

... fazendo com que ele [o aluno] **a aplique [a gramática] de forma mais precisa e melhor estruturada** (na utilização de artigos, verbos auxiliares, etc.).
(*... the student applies grammar in a more precise or more structured way, using articles, auxiliary verbs, etc.*) (P5-Q03)

Geralmente relaciono [a gramática] com speaking e writing logo após ter ensinado **as regras gramaticais ...**
(*I generally relate grammar to speaking and writing after having taught the grammar rules.*) (P5-Q10)

3.2.1.3. Grammar as an element of awareness about language

The answers given by *some teachers also* reveal that they *related the awareness about language to grammar learning/teaching*. The term ‘awareness’ here refers to any “particular state of the mind in which an individual has undergone a specific subjective

experience of some cognitive content or external stimulus” (Tomlin & Villa, 1994, cited in Leow, 1997, p. 473). The following excerpts show instances in which some teachers referred to grammar as an element of awareness about language:

No colégio era só gramática, por isso não aprendemos. **O meu aprendizado foi muito consciente...**
(At school we only had grammar, that is why we did not learn. My learning was really conscious.) (P1-Q13)

Quando percebo que o aluno tem dificuldade, eu enfoco na forma para eles **perceberem conscientemente como funciona o processo** de construção da língua.
(When I perceive that the student has difficulty, I focus on form so that he can consciously notice how the process of construction of the language works.) (P4-Q03)

Acho que domino bem [a gramática do inglês], embora tenho ainda muito o que aprender e algumas coisas **para consertar conscientemente**.
(I think I master English language grammar well, although I still have a lot to learn and some things to repair consciously.) (P4-Q15)

O ensino da gramática em sala de aula de LE é necessário, porque fará com que o aluno perceba seus erros, compare o uso da TL (língua –alvo) com a língua materna, e **fique mais consciente** (a par) de regras que deve seguir, lhe dando confiança no momento que for produzir a língua estrangeira ou língua alvo.
(Grammar teaching in the FL classroom is necessary, because it will make students notice their errors, compare the use of the TL with the mother tongue, and become more conscious of the rules they have to follow, giving them more confidence in the moment they have to produce in the target language.) (P5-Q2)

Sim, [trabalhar a gramática ajuda,] **o aluno sistematiza seu aprendizado, estrutura sua comunicação e é mais consciente de suas construções de frase**.
(Teaching grammar helps student systematize their knowledge, structure their communication and become more conscious of their sentence construction.) (P5-Q09)

O que me parece mais importante do que a nomenclatura é o uso correto das estruturas, a capacidade de substituí-las por estruturas similares, e **a capacidade de falar e pensar sobre elas (metalinguagem)**.
(What seems more important to me is not terminology, but the correct use of the structures, the ability to replace them for similar ones, and the ability to talk and think about them [metalanguage].) (P9-Q05)

3.2.1.4. Grammar as building/repairing

The answers given by some teachers reveal the view of *grammar as building and repairing expressed through a metaphor*⁴.

The excerpts below are examples in which the teachers' used the metaphor of grammar as *building or repairing*:

[a gramática] É uma **ferramenta na construção** da aprendizagem.
(*Grammar is a tool in the construction of learning.*) (P2-Q09)

...tenho ainda muito o que aprender e algumas coisas para consertar conscientemente.
(*I still have a lot to learn and some things to repair consciously.*) (P4-Q15)

Gramática, para mim, é a língua em si, ou seja, **a estrutura da língua, como ela se forma e se constrói.**
(*Grammar to me is language per se, that is, the structure of language, how it is formed and constructed.*) (P4-Q01)

Table 3.1. shows a summary of the beliefs about grammar identified in the answers given by the nine teachers. It also shows the characteristics of each belief and the participants in whose discourse the belief was identified.

⁴ According to Lakoff and Johnson (1980) metaphors are so internalized in our lives, that they are not only present in language, but also in thought and action. For these authors, our ordinary conceptual system (our thoughts and actions) is essentially metaphorical, and also something about which we are not aware of. The authors, thus, propose that one way to identify the concepts by which we live is by analyzing the language we use, more specifically the metaphors present in the language we use. In conformity with this view, it is possible to suggest that, by analyzing the metaphors present in the language we use, we can also gain understanding of the concepts by which we *teach*. Other teachers also utilized metaphors in order to express their beliefs about grammar. Grammar was associated with a *puzzle* (P2-Q01), a *bridge* (P2-Q02), *remedy* (S6-Q08), *money* (S6-Q10), and *Math* (S8-Q01, Q05).

Table 3.1.: Answering Research Question 1.

QUESTION 1	BELIEF	CHARACTERISTICS	PARTICIPANT
Beliefs about grammar	Grammar as form and function	Form and function together, language in context	P1, P2, P7, P9
	Grammar as prescription	Prescription	P3, P5
	Grammar as an element of awareness about language	Grammar develops awareness about language	P1, P4, P5, P9
	Grammar as building/repairing	Building or repairing	P2, P4

3.2.2. Answering Research Question 2: ‘The functions of grammar and grammar teaching’

As a means of answering the second question of this study, *What functions do the EFL teachers attribute to grammar and grammar teaching in the EFL classroom?*, the beliefs related to the types of functions the participant teachers attributed to grammar and grammar teaching in the EFL classroom were gathered.

3.2.2.1. Grammar and grammar teaching facilitate learning

The answers given by some participants demonstrate that *they use grammar and grammar teaching in order to facilitate the learning/teaching processes in the EFL classroom*. In this sense, the teachers seem to believe that grammar could be used as a **facilitative device to enhance, build, accelerate or facilitate learning**.

Para mim o ensino da gramática **ajuda o aluno a estruturar seus conhecimentos e estabelecer pontes...**
(For me grammar teaching helps the student to structure his/her knowledge and to establish bridges...) (P2-Q02)

... compreendo que isto [trabalhar a gramática] **ajuda o aluno no processo de aprendizagem...**
(I believe that grammar teaching helps students in their learning process...) (P2-Q03)

[a gramática] É uma ferramenta na construção da aprendizagem.
(*Grammar is a tool in the construction of learning.*) (P2-Q09)

[trabalhar a gramática ajuda,] ... o aluno sistematiza seu aprendizado, estrutura sua comunicação e é mais consciente de suas construções de frase.
(*Teaching grammar helps students systematize their knowledge, structure their communication and to be more conscious of their sentence construction.*) (P5-Q09)

... a gramática pode ser um instrumento de aceleração do processo de aquisição.
(*Grammar can be an instrument in the acceleration of the acquisition process.*) (P6-Q02)

One of the teachers also seems to be confident that **grammar teaching is profitable**, even though students do not agree:

Por que não ensiná-la [a gramática]?
(*Why not teaching grammar?*) (P7-Q03)

Em geral [acho que a gramática ajuda o aluno] mesmo quando o aluno até possa achar o contrário.
(*In general, I think grammar helps students, even when they disagree.*) (P7-Q09)

Furthermore, one teacher also mentioned that she believes that by teaching **grammar she can help her students in becoming better readers**:

... considero que a leitora competente precisa ter um conhecimento gramatical básico para lidar de forma eficaz com textos em LE (assim como na L1).
(*... I think the competent reader needs to have basic grammatical knowledge in order to deal with texts effectively.*) (P9-Q03)

3.2.2.2. Grammar practice facilitates teaching/learning

The answers given by some teachers suggest *the importance of practicing grammar in the teaching/learning processes*. The examples below show how P1, P2, P5 and P9 value practice in the learning/teaching of grammar. Mainly P2 seems to believe that learning is best achieved by means of practicing grammar:

O ensino do can se dá sempre através de figuras e exemplos. Isso [o uso do 'can'] é ensinado com **muita prática e exemplo**.

(To teach can I always use pictures and examples. This is taught with a lot of practice and examples.) (P2-Q07)

[quando eu aprendi inglês] A gramática era ensinada somente no quadro, mas **não havia exercícios em que pudéssemos treinar aspectos gramaticais**. Ao cabo de seis anos, falava muito mal.

(When I learned English, grammar was taught on the board only, but there were no exercises in which we could practice grammar structures. After six years, I spoke English very badly.) (P2-Q13)

[conhecimento da gramática é] Importante. No entanto, é necessário o desenvolvimento das outras habilidades, como listening, speaking, reading, writing para **colocar este aprendizado 'teórico' em prática**.

(Knowing grammar is important. However, it is necessary to develop other abilities, like listening, speaking, reading, writing in order to transform this theoretical knowledge into practice.) (P5-Q15)

3.2.2.3. Grammar terminology facilitates communication with students

The answers given by some participants suggest that they seem to believe that *grammar terminology can be used as a facilitative device to talk about grammar with students*, as can be seen in the examples below:

Como o livro apresenta [a terminologia] eu também os uso. Também porque **acho mais fácil para explicar**. Acho difícil explicar dizendo: "isso aqui, essa parte ali", etc.

(As the book presents terminology, I use them as well. Also, because I think it is easier to explain. I think it is difficult to explain by saying "this, that part, etc".) (P1-Q05)

...isso [o uso da terminologia] **facilita referências eventuais que eu ou os meus alunos venhamos a fazer...**

(The use of terminology facilitates references my students and I make...) (P3-Q05)

É importante sondar o aluno para ver se ele a reconhece [a terminologia] – de outra forma, será inútil...

(It is important to know if students recognize terminology, otherwise it could be useless...) (P5-Q05)

3.2.2.4. Grammar and grammar teaching foster or improve communication

Some participants identified *grammar and grammar teaching with communication*, or *as a means of promoting, fostering or improving communication*.

The examples below illustrate this type of belief:

Acredito ser necessária a explicação das regras que regem a língua para que o aluno adquira segurança ao expressar-se no idioma.

(I believe the explanation of the rules which govern a language is necessary, so that the student becomes confident to communicate in the language.) (P3-Q03)

[trabalhar a gramática] Ajuda a formar a base que o/a [o aluno/a] auxiliará a formar estruturas que permitirão comunicar-se melhor na língua estrangeira.

(Teaching grammar gives students the basis to help him/her construct the structures which will allow him/her to communicate better in the foreign language.) (P3-Q09)

Precisamos de gramática para nos expressar de qualquer forma. Com a ausência dela ...a comunicação pode não existir, ou ser desentendida.

(We need grammar to communicate. With its absence communication may not exist or be damaged.) (P4-Q11)

One of the participants mentioned that grammar is only useful if it can help students to communicate better:

Se a gramática não servir para comunicar melhor, também não serve.

(If grammar does not help to communicate better, it does not help.) (P6-Q10)

3.2.2.5. Grammar teaching draws students' attention

According to the answers given by some teachers, one function of grammar teaching is that of *drawing students' attention to certain linguistic features*, as can be seen in the examples below:

Quando percebo que o aluno tem dificuldade, eu enfoco na forma para eles perceberem conscientemente como funciona o processo de construção da língua.

(When I perceive the student has difficulty, I focus on form so that s/he can consciously notice how the process of the construction of the language works.) (P4-Q03)

O ensino da gramática ... **fará com que o aluno perceba seus erros** ...
(Grammar teaching will make students notice their errors.) (P5-Q02)

3.2.2.6. Grammar teaching helps students to understand how language works

The answers given by some participants suggest that they believe that *grammar teaching helps students to understand how language works*:

[o ensino da gramática] **Ajuda-o** [o aluno] a desenvolver o seu conhecimento da língua, **no momento que ele pensa, reflete e percebe como ela funciona**.
(Grammar teaching helps the student to develop his/her knowledge of the language, at the moment s/he thinks, reflects and notices how it works.) (P4-Q08)

[ensinar a gramática] ... é importante **para que os alunos entendam a lógica da língua**.
(Grammar teaching is important so that students understand the logic of the language.) (P8-Q03)

[trabalhar a gramática ajuda o aluno a] ... **entender melhor a língua**.
(Teaching grammar helps the student to understand language better.) (P8-Q09)

3.2.2.7. Grammar teaching allows a comparison between L1 and L2

Some participants mentioned utilizing the mother tongue, in this case Portuguese, to teach English language grammar. Thus, it is possible to see that these teachers establish *a parallel between English and Portuguese*, on the premise that such a parallel can help grammar teaching in the EFL classroom. This finding seems to corroborate those obtained by Moreira (2001) in a study about teachers' perceptions of the use of the mother tongue in the EFL classroom. In her study, Moreira discovered that EFL teachers believe that "there is a relationship between the mother tongue and the target language...and...that this relationship could help the teaching/learning process since ... the mother tongue can help students to learn a foreign language" (p. 32).

The excerpts below are taken from the nine teachers' answers as a means of illustrating the belief that language comparison can help grammar teaching:

Acredito ser necessária a explicação das regras que regem a língua para que o aluno adquira segurança ao expressar-se no idioma estudado e para que possa, também, **estabelecer uma analogia entre esse idioma e sua língua materna.**

(I believe the explanation of the rules which govern the language is necessary, so that the student becomes confident to communicate in the language and so that s/he can also establish a parallel between this language and her/his mother tongue.) (P3-Q03)

[o uso da terminologia] ...facilita referências eventuais que eu ou os meus alunos venhamos a fazer em sala. Também **ajuda no tocante ao traçar um paralelo com o Português.**

(The use of terminology facilitates references my students and I make in the classroom. It also helps to establish a parallel with Portuguese.) (P3-Q05)

O ensino da gramática ... é necessário, porque **fará com que o aluno ... compare o uso da TL (língua –alvo) com a língua materna ...**

(Teaching grammar is necessary because it will make students compare the use of the target language with the mother tongue.) (P5-Q02)

Desta forma [usando a terminologia] **o aluno pode se localizar/comparar com a sua língua materna.**

(Using terminology the student can compare with her/his mother tongue.) (P5-Q05)

Dependendo da faixa etária e do nível de inglês muitas regras são generalizadas, ou **até mesmo comparadas com a língua materna (Português).**

(Depending on the age and level, many rules are generalized, or even compared to the mother tongue [Portuguese].) (P5-Q08)

A summary of the beliefs about the functions of grammar and grammar teaching is shown in Table 3.2., together with the characteristics of each belief and the participants in whose discourse the belief was identified.

Table 3.2.: Answering Research Question 2.

QUESTION 2	BELIEF	CHARACTERISTICS	PARTICIPANT
The functions of grammar and grammar teaching	Grammar and grammar teaching facilitate learning	Grammar as a device to accelerate, enhance or facilitate learning	P2, P5, P6, P7, P9
		Grammar teaching facilitates learning even if students do not believe it	P7
		Grammar teaching helps students in becoming better readers	P9
	Grammar practice facilitates teaching/learning	Practicing grammar helps teaching/learning	P2, P5
	Grammar terminology facilitates communication with students	Grammar terminology is used as a facilitator	P1, P3, P5
	Grammar and grammar teaching foster or improve communication	Grammar as a means to foster or improve communication	P3, P4, P6
	Grammar teaching draws students' attention	Grammar teaching as a means of drawing students' attention	P4, P5
	Grammar teaching helps students to understand how language works	Grammar teaching as a means of helping students to understand how language works	P4, P8
	Grammar teaching allows a comparison between L1 and L2	Parallel between L1 and L2	P3, P5

3.2.3. Answering Research Question 3: 'Sources of influence'

Within this subsection I will aim at answering the third question of this research: *Which sources influence the EFL teachers' beliefs about grammar and grammar teaching?*

The sources of influence found in the present study were the same types as those proposed by Borg (1999c), according to whom teachers' beliefs about grammar

teaching may be influenced by three main sources which interactively shape teachers' decisions in grammar teaching: *contextual*, *cognitive* and *experiential* sources⁵. The first type of source refers to specific instructional contexts, the second to the types of conceptions teachers have about L2 teaching and learning, and the third to the educational and professional experiences teachers have gone through.

3.2.3.1. Contextual sources

The *contextual sources* influencing the nine teachers' beliefs about grammar teaching that were identified in the questionnaire data were the **students**, **the type of class**, and **the book**.

The teachers' main concern seems to be the **students**. In this respect, the teachers mentioned taking into consideration their students' objectives, necessities, motivation, interest, participation, age, development, understanding, and expectations when deciding about grammar teaching. The examples below illustrate this view:

... se o aluno quer fazer um exame no qual a ênfase é na gramática essa linha é seguida. Geralmente pessoas mais velhas preferem métodos mais gramaticais...

(if the student wants to take an exam in which grammar is emphasized I follow this view. Generally older people prefer methods which are more grammatically oriented.) (P1-Q08)

Há momentos que há necessidade de parar e explicar. Eles [os alunos] perguntam muito o porquê das coisas.

(There are moment in which it is necessary to stop and explain. The students ask the reasons for some things.) (P1-Q09)

Quando dou aulas particulares considero o objetivo do aluno... quando ensino gramática.

(When I teach private classes I take into consideration the student's objective to teach grammar.) (P2-Q08)

⁵ I consider only Borg's (1999c) findings because his study dealt specifically with EFL teachers' beliefs about grammar teaching. However, other researchers, such as Malatér (1998), Gimenez (1994), Richards and Lockhart (1994), and Pajares (1992) also investigated teachers' beliefs and their different sources.

... isso [o uso da terminologia] facilita referências eventuais que eu ou os meus alunos venhamos a fazer em sala.

(The use of terminology facilitates references my students and I make in classroom.) (P3-Q05)

... levo em consideração o seu [do/s aluno/s] interesse, se ele/a se sente motivado/a ao ser exposto/a ao ensino da gramática, se gosta de fazer exercícios gramaticais ...

(I take into consideration my students' interest, if s/he feels motivated to be exposed to grammar teaching, if s/he likes grammar exercises.) (P3-Q08)

[a gramática é ensinada] ...de acordo com a necessidade dos alunos...

(Grammar is taught according to the students' need.) (P4-Q02)

Sem explicações gramaticais, na maioria das vezes, o aluno “pisa em ovos”.

(Without grammar explanation the student feels lost, most of the times.) (P4-Q03)

Todas essas características, variáveis, juntamente com os objetivos dos alunos são muito relevantes. Partindo de tudo isso, é que vejo como, o que e por que vou (devo) ensinar a gramática, sempre respeitando o limite do aprendiz.

(All these characteristics, variables, along with the students' objectives are very relevant. Taking everything into consideration I decide how, what and why I will [should] teach grammar, always respecting the limits of the students.) (P4-Q08)

É importante sondar o aluno para ver se ele a reconhece [a terminologia]...

(It is important to know if the students recognize terminology.) (P5-Q05)

Evito me exceder com adolescentes quando ensino gramática. Evito também apontar tantas exceções. Com grupos assim prefiro ser homeopático (dar em doses bem pequenas). Já com adultos me sinto mais tranquilo para ensinar mais gramática. No entanto, se percebo muito ‘chiado’, procuro mudar a regra do jogo.

(I avoid excess with teenagers when I teach grammar. I also avoid teaching many exceptions. With groups like this, I prefer to be homeopathic [give in minute doses]. With adults, on the other hand, I feel more comfortable to teach grammar. However, if I observe there is too much noise, I try to change my strategy. (P6-Q08)

[o uso da terminologia] ... **depende do aluno a quem me dirijo.** Dou inicialmente uma explicação geral para o grupo, praticamente não usando terminologia alguma, e retomo com a terminologia para os que a entendem.

(The use of terminology depends on the student I teach. Initially, I give a general explanation to the group, without much terminology, and repeat using terminology with those who understand it.) (P7-Q05)

Faço o possível para conferir se fui compreendida, se [os alunos] têm ainda alguma dúvida, etc.

(I do everything to verify if I have been understood, if the students still have doubts.) (P7-Q08)

The teachers' answers also showed how some of them try to **engage students in the classroom**, by means, for instance, of eliciting examples from students while introducing/explaining a new grammar structure. This can be seen in the following excerpts, in which the teachers wrote about what they would do if they had to introduce *can*:

Pediria primeiro para eles [os alunos] pensarem em coisas que sabem fazer

Pediria para cada aluno dizer ...

(I would first ask students to think about things they can do... I would ask them to report) (P1-Q07)

...eu começo [falando sobre mim] e depois **cada um de vocês [alunos] fala sobre si mesmo.**

(I start talking about me and then you students talk about yourselves.) (P4-Q07)

... daria a eles [alunos] uma lista de 5 coisas para **cada aluno responder sobre si mesmo**: 'Can you play the guitar?' etc. Depois pediria a eles para dizer o que can/not do. Em seguida **pediria para cada um entrevistar o colega e depois reportar para a turma.**

(I would give students a list of 5 things for them to answer about themselves: 'Can you play the guitar?' etc. Then, I would ask them to say what they can/cannot do. After that, I would ask each student to interview a classmate and report to the group.) (P6-Q07)

... **faço perguntas a eles [alunos], eles também elaboram perguntas...**

(I ask students questions, they also make questions.) (P7-Q07)

A second type of contextual source influencing the nine teachers' beliefs about grammar teaching is the **type of class** they are teaching. Some teachers seem to try to balance their teaching according to the group of students, as can be seen below :

... quando se trata do curso **tenho em foco o objetivo do curso quando ensino gramática.**

(I take into consideration the objective of the course when I teach grammar.) (P2-Q08)

Com grupos assim [de adolescentes] prefiro ser homeopático (dar em doses bem pequenas).

(With teenagers I prefer to be homeopathic [give in minute doses].) (P6-Q08)

... [como eu ensino o 'can'] **depende do contexto de sala-de-aula;** especificamente no extra-curricular, trabalho com alunos de diferentes formas...

(The way I teach 'can' depends on the classroom context, specifically at the ECLC I work with students in different ways...) (P7-Q07)

... **numa disciplina do curso de Letras**, onde a aluna está sendo treinada para ser professora de LE ... um conhecimento de terminologia/nomenclatura, um **conhecimento mais formal, é importante** ... Já num curso de leitura em inglês para alunos de pós-graduação ... localizar e ser capaz de interpretar o uso das estruturas gramaticais dentro do contexto dos textos lidos é o suficiente.

(In a Letras course, where the student is being prepared to be a FL teacher knowing about terminology, having a more formal knowledge is important ... in a reading course for post-graduate students, however, being able to find and interpret the different grammar structures in the texts is sufficient.) (P9-Q08)

Thirdly, some teachers also seem to be highly influenced by the **book** they are using in classroom, as shown in the following examples:

O livro sempre apresenta unidades gramaticais...

(The book always presents grammar units.) (P1-Q03)

[para trabalhar a gramática uso] ... **as atividades que o livro apresenta.**

(To teach grammar I use the activities from the book.) (P1-Q04)

Como o livro apresenta [a terminologia gramatical] eu também os uso.

(As the book presents terminology, I use it as well.) (P1-Q05)

Há o 'Grammar focus' **no livro**...

(There is the 'grammar focus' in the book.) (P1-Q10)

Mas nunca trabalho profundamente [a gramática], pois este não é o objetivo do **curso do New Interchange** ...

(But I never work with grammar deeply, because this is not the objective of the New Interchange course.) (P2-Q02)

No método New Interchange começo a apontar os aspectos gramaticais a serem estudados desde os texto de apresentação.

(In the New Interchange method I start to show the grammar structures since the presentation texts.) (P2-Q04)

[utilizo os exercícios do] ... **livro do Murphy.**

(I use the activities from Murphy's book.) (P8-Q04)

3.2.3.2. Cognitive sources

As mentioned before, in Borg's (1999c) study, the cognitive sources of influence refer to the types of conceptions teachers have about L2 teaching and learning. In the present study, however, the *cognitive sources* of influence refer specifically to two aspects: (a) the evaluation the teachers made about their knowledge of the English language grammar⁶ (related to Question 15 in the Questionnaire), and (b) the awareness of the sources of influence some teachers demonstrated to have⁷ (related to Questionnaire question 14).

According to Borg (2001), teachers' perceptions of their knowledge about grammar (KAG) may be one factor influencing their instructional decisions in teaching grammar. In his study, the author found that teachers' confidence, i.e., "their positive self-perception of ability", clearly influences their behaviors in various ways (Borg, 2001, p. 27). As the author remarks, teachers who are more confident of their KAG are more prone to "conduct regular, impromptu grammar work" (Borg, 2001, p. 24).

In the present study, out of the nine participants, five mentioned that they **believed their knowledge of the English language grammar is above average**, as seen in the following examples:

... **Acredito dominar bem** as estruturas gramaticais do inglês, principalmente por gostar de estudar gramática.
(*I believe I master English grammar well, mainly because I like to study grammar.*) (P3-Q15)

Acho que domino bem, embora tenho ainda muito o que aprender e algumas coisas para consertar conscientemente.

⁶ Borg (2001) found that teachers' perceptions of their knowledge about grammar (KAG) may be one factor influencing the teachers' instructional decisions in teaching grammar. Although the author did not classify this factor as a *cognitive* one, I have decided to use this classification because I considered it more appropriate to my data.

⁷ Although Borg (1999c) did not focus on the teachers' awareness of the sources of influence, I have adopted this view, based on the assumption that a "teacher's level of consciousness of his or her own beliefs" influences his/her practice (Ernest, 1989, cited in Malatér, 1998, p. 20).

(I believe I master grammar well, although I still have a lot to learn and some things to repair consciously.) (P4-Q15)

[meu conhecimento da gramática do inglês é] **Importante**. No entanto, é necessário o desenvolvimento das outras habilidades ... para colocar este aprendizado 'teórico' em prática.

(My knowledge of the English language grammar is important. However, the development of other abilities is necessary to transform this theoretical knowledge into practice.) (P5-Q15)

[meu conhecimento da gramática do inglês é] **Muito bom**.

(My knowledge of the English language grammar is very good.) (P7-Q15)

[my knowledge about the English language grammar is] **Above average**, but not encyclopedic (more empirical than formal). [The teacher herself answered the question in English.] (P9-Q15)

The four remaining teachers mentioned that their knowledge about the **English language grammar is just average**, as can be seen below:

[Meu conhecimento gramatical em inglês é] **regular**.

(My knowledge of the English grammar is average.) (P1-Q15)

... meu nível de conhecimento gramatical em inglês é **mediano** para uma professora.

(My knowledge of the English grammar is average, for a teacher.) (P2-Q15)

[meu conhecimento da gramática do inglês é] **Mediano**.

(My knowledge of the English grammar is average.) (P6-Q15)

[meu conhecimento da gramática do inglês é] **Médio**.

(My knowledge of the English grammar is average.) (P8-Q15)

Moreover, the answer given by one of the teachers suggests that **she believes she should know more about grammar, as she is a teacher**:

... meu nível de conhecimento gramatical em inglês é **mediano para uma professora**.

(My knowledge of the English grammar is average, for a teacher.) (P2-Q15)

One of the teachers also recognized that **knowledge about English language grammar is important, but that it is not sufficient**:

[meu conhecimento da gramática do inglês é] Importante. No entanto, é **necessário o desenvolvimento das outras habilidades** ... para colocar este aprendizado 'teórico' em prática.

(My knowledge of the English language grammar is important. However, the development of other abilities is necessary to transform this theoretical knowledge into practice.) (P5-Q15)

Additionally, it is possible to observe that two teachers mentioned **the importance of mastering grammar**. According to the *Longman dictionary* (1987, p. 645), 'master' means "to learn thoroughly or gain a lot of skill in". Thus, the teachers' answers may indicate their belief that if they or their students can master or control grammar, then they will truly know the language⁸.

The excerpts below are examples of the belief that mastering grammar is important:

Através da gramática, **do domínio da mesma**, o aluno adquire segurança.
(Through grammar, and its mastering, the student becomes confident.) (P3-Q09)

Acredito **dominar bem as estruturas gramaticais** do inglês...
(I believe I master English grammar structures well.) (P3-Q15)

Acho que **domino bem** [a gramática do inglês] ...
(I believe I master English language grammar well.) (P4-Q15)

Finally, **some of the teachers seem aware of the fact that their beliefs about grammar and grammar teaching may have been influenced by their teaching and learning experiences**. It is important to mention that question 14 was explicitly directed at verifying to what extent the teachers were aware of such influences. All the participants mentioned having been influenced by their teaching and learning

⁸ Similarly, in a study about student-teachers' beliefs about FL learning, done from a critical perspective, Barcelos (1999) discovered the importance of the grammatical aspects in the student-teaches' conceptions about learning/teaching a FL. In her study, the student-teachers mentioned that they should master ('dominar') grammar in order to know the language, i.e., they should strive to learn. Thus, in her study, the student-teachers' beliefs reflected a linguistic prejudice towards the L1, in that the grammar of the L1 was seen as more difficult, or less valuable than the grammar of the L2.

experiences; however, only five teachers were able to elaborate or justify their answers.

Thus, only the answers given by those teachers were considered. The excerpts below are examples of answers given by the teachers:

[o fato de eu ensinar a gramática vem de minha formação] **Como aluno e professora.** Gosto da exposição sistemática, formal, organizada, no quadro.
(The fact that I teach grammar is a consequence of my learning as student and teacher. I like formal, systematic and organized explanation on the board.) (P3-Q14)

...o ser humano é uma cópia de muitas pessoas que passam pela nossa vida. Penso assim, lembrando do início da minha carreira profissional. **Por um tempo, fui “comunicativa” ao extremo, mudei radicalmente.** Hoje fazendo mestrado, mudei meu conceito e talvez estou mais próxima do início da minha carreira profissional.
(The human being is a collage of the people s/he meets in her/his life. I believe it, when I recall the beginning of my professional career. For a long time I was ‘communicative’ to its extreme, and changed radically. Today I am taking the MA and I have changed my concept, perhaps I am closer now to the beginning of my professional life.) (P4-Q14)

Acredito que [fui influenciada por experiências] bem tanto como aluna, como de professor. **Como aluna me comparei aos meus colegas ... e como professora, ao longo dos anos enquanto ensinava em escolas com diferentes visões de ensino.**
(I believe I have been influenced by my learning experiences as a student and as a teacher. As a student I compared myself to my classmates and as a teacher throughout the years I have taught at schools with different approaches to teaching.) (P5-Q14)

... creio que [o fato de eu ensinar a gramática] **vem sim tanto da minha formação como aluna e professora; me vem à mente uma professora de Português que tive, como também outros de inglês e Hebraico; muito importante também foi ter sido aluna da Diane Larsen-Freeman, durante meu curso de mestrado, ou seja, durante minha formação como professora de LE.**
(I believe the fact that I teach grammar is due to my learning as a student and as a teacher. I recall a Portuguese teacher I had and also other teachers of English and Hebrew. It was also very important to be Diane Larsen-Freeman’s student during my MA, i.e., during my development as a teacher.) (P7-Q14)

[o fato de eu ensinar a gramática vem de] **Ambos. Tanto como aluna quanto como professora vejo a necessidade de ensinar e aprender gramática, embora a partir de perspectivas algo distintas.**
(The fact that I teach grammar is a consequence of both my teaching and learning. Both as a teacher and a learner I see the need to teach and learn grammar, although from different perspectives.) (P9-Q14)

3.2.3.3. Experiential sources

The *experiential sources* of influence are related to the types of experiences the participants had either as learners or as teachers which might have influenced their beliefs about grammar and grammar teaching. Out of the nine teachers, six seem to have been **influenced by their learning experiences** (P1, P2, P4, P5, P7, and P9).

Three participants, P1, P4 and P9, suggested that during their **school experiences grammar teaching has not helped learning very much**. One of the teachers recalled her school years, and suggested that she believes she did not learn because she received formal instruction *only*:

No colégio era só gramática, por isso não aprendemos.
(*At school we only had grammar, that is why we did not learn.*) (P1-Q13)

Aprendi a princípio de forma algo estrutural, com muitos ‘drills’ e exercícios específicos e algo repetitivos. Entretanto, como o contexto era de imersão na língua, os resultados foram muito positivos, e neste primeiro momento eu apenas internalizei o uso contextualizado das estruturas, sem me preocupar com regras ou nomenclaturas.

(*I learned in a structural way, with many drills and some repetitive and specific exercises. However, as it was an immersion course, the results were very positive and at first I just internalized the contextualized use of the structures, without worrying about rules or terminology.*) (P9-Q13)

Moreover, the answer given by P9 also indicates that she believes **students can learn better in a natural way**, that is, they can learn better without explicit grammatical analysis or drilling, as advocated by Krashen and Terrel in their Natural Approach (Richards & Rodgers, 1986).

The answers given by three other teachers reveal that **in their learning experiences grammar has had, or could have had, a positive impact**, thus it may have contributed to the belief that grammar teaching helps learning:

[quando eu aprendi inglês] A gramática era ensinada somente no quadro, mas **não havia exercícios em que pudéssemos treinar aspectos gramaticais**. Ao cabo de seis anos, **falava muito mal**.

(When I learned English, grammar was taught on the board only, but there were no exercises in which we could practice grammar structures. After six years I spoke English very badly.) (P2-Q13)

Como aluna, estudei em escolas que a gramática era o ponto principal das lições. Mais tarde senti a necessidade de mais conversação, então entrei em uma escola que visava a comunicação. O que percebi em **meus colegas é que eles falavam sem muita estrutura gramatical e muitas vezes não eram corrigidos** – isto me fez ver a **importância de uma boa base gramatical** para estruturar sentenças de modo coerente e correto.

(As a student I studied at schools where grammar was the central focus. Later I felt the need for more conversation, then I enrolled in a school which aimed at communication. What I noticed in my classmates was that they did not have much structuring and they were not corrected many times, this made me see the importance of a good grammar basis in order to structure the sentences in a correct and coherent way. (P5-Q13)

Cresci bilingüe... minha 1ª experiência com língua estrangeira [foi] com Francês [sic], onde gramática era uma questão importante. **Minha experiência mais importante como aluna de LE foi com Hebraico [sic], na verdade, língua que realmente** [ênfase no original] **estudei e aprendi ...**

(I grew up as a bilingual. My first experience with a FL was with French, when grammar was a very important point. My first important experience as a FL student was with Hebrew, the language that I really studied and learned.) (P7-Q14)

... **muito importante também foi ter sido aluna da Diane Larsen-Freeman**, durante meu curso de mestrado, ou seja, durante minha formação como professora de LE. (Aliás, o livro-texto do curso era “**The Grammar book**”, de sua autoria).

(It was also very important to be Diane Larsen-Freeman's student during my MA, i.e., during my development as a teacher. [The course book was “The grammar book”, by herself].) (P7-Q15)

Table 3.3. summarizes the sources which influence the nine teachers' beliefs about grammar and grammar teaching. It also shows the characteristics of each source and the participants in whose discourse the source was found.

Table 3.3.: Answering Research Question 3.

QUESTION 3	SOURCE	CHARACTERISTICS	PARTICIPANT
Sources of influence	Contextual sources	Participant is influenced by students' age, reaction, motivation, necessities, objectives, interest, participation, development, understanding, and expectations.	P1, P2, P3, P4, P5, P6, P7
		Participant engages students in classroom	P1, P4, P6, P7
		Participant is influenced by the type of class s/he teaches	P2, P6 P7, P9
		Participant is influenced by the book	P1, P2, P8
	Cognitive sources	Participant considers her/his knowledge of English language grammar above average	P3, P4, P5, P7, P9
		Participant considers her/his knowledge of English language grammar average	P1, P2, P6, P8
		Participant believes a teacher should know English language grammar well	P2
		Participant believes knowledge about grammar is important, but not sufficient	P5
		Participant refers to the mastering of grammar	P3, P4
		Participant is aware of the sources influencing her/his beliefs about grammar and grammar teaching	P3, P4, P5, P7, P9
	Experiential sources	Participant is influenced by own learning experiences	P1, P2, P4, P5, P7, P9
		Participant mentions grammar had a negative impact in his/her learning experience	P1, P4, P9
		Participant mentions grammar had a positive impact in his/her learning experience	P2, P5, P7

3.3. Classroom data analysis

The previous sections have presented the analysis of the questionnaire data in light of the first three questions of this study. In the remainder of this chapter, I present the analysis of episodes from classes of one of the participants (P4) (see Appendix IV, for the episodes) with the aim of contextualizing the beliefs found in the analysis of the questionnaire data and answering the final research question, *How can the EFL teachers' beliefs be contextualized with classroom data?* As mentioned in Chapter 2, my main intention is to *see* how the nine teachers' *beliefs* in relation to grammar and grammar teaching occurred in terms of *behaviors*.

For this analysis, a total of 48 episodes was selected. Each episode had at least one moment in which Terri used grammar teaching. In some cases in a single episode Terri used grammar teaching more than once.

From the episodes analyzed, it was possible to see that Terri had four different types of recurrent behaviors in relation to grammar teaching in her classroom. First, Terri made use of grammar teaching when she used *terminology as a device to communicate with students*. Secondly, Terri used grammar teaching as a means of *engaging her students in classroom*. Thirdly, it was observed that Terri used grammar teaching while *formulating rules of thumb*. Finally, Terri used grammar teaching mainly when *providing feedback to the students' errors*⁹.

The following subsections, thus, explain the four behaviors in relation to grammar teaching identified in the classroom data. One example from a classroom episode, along with a commentary, is provided. Due to space constraints, the remaining episodes in

⁹ Although the last two types of behavior do not reflect *exactly* the nine teachers' beliefs about grammar and grammar teaching, they were included in the analysis for two reasons. First, because they seem to corroborate the teachers' belief that grammar teaching draws students' attention in some way (see Subsection 3.2.2.5.), and secondly, because they were very recurrent in Terri's classes.

which the behavior was identified are only listed and the turns are numbered (based on Malatér, 1998).

3.3.1. Using terminology

Following the beliefs about the functions of grammar and its teaching expressed by the nine teachers' in the questionnaire (see Subsection 3.2.2.3.), *Terri made use of terminology as a communicative device*, i.e., she used terminology in order to communicate with her students more easily while explaining or revising a grammar structure.

A significant example of this practice was taken from C1E6¹⁰¹¹. In this example, Terri is revising the use of the past tense. She engages students in this revision by means of dialogue. During the review, it can be seen that terminology allows students to label concepts Terri seems to believe they already know how to apply (lines 253-6). Terri exposes her students to terminology, but she does not make demands on the students to study and reproduce it:

251. T: ok + do you have any questions about this grammar focus? ++ is it clear for you? ++ really? + very clear? ++ so here we have (xxxxx) + so in this first one + they are talking about past + the second about past + and the third one about future + ok? so in the past + how can you use the verb in the past? +++ to talk about past + about events in the past + about time in the past? +++
252. S: were + were
253. T: was/were + if it the verb + is the verb to be + right?
254. S: right
255. S: ed?
256. T: ed? or you put ed + with what kind of verb?
257. S: regular

¹⁰ In the analysis of the classroom data, 'C' refers to 'Class' and 'E' refers to 'Episode'. Thus, 'C1E6' stands for 'Class 1, Episode 6'. For transcripts conventions of classroom data, see Appendix III.

¹¹ Other episodes in which Terri used terminology in order to communicate with students are: C1E3:129, C1E4:191, C1E6:251-8, C1E6:276-80, C3E1:132-4, C3E3:229, C3E4:474-86, C4E6:584-91, C5E2:93, C5E3:129, C5E4:260-73, C6E3:130, C6E4:176-81, C7E1:7, C7E2:23, C8E1:85-6, C8E2:159, C8E3:203, C8E3:209-11, C9E3:259, C9E3:267, C9E3:271, C9E3:274, C9E5:343, C9E5:346, C10E2:239-43. All the episodes can be seen in Appendix IV.

258. T: REGULAR verbs + very good + + and irregular verbs? what about irregular verbs?
259. S: you use the form
260. T: you use the form + + what is the form in: + in the column + what + what is the column? ++ the first + the second or the third?
261. S: (xxxxxx)
262. T: ah?
263. S1: present past
264. S2: past participle ((having difficulties to pronounce 'participle'))
265. T: past participle + do you + remember that list of irregular verbs?
266. S: (xxxxxx)
267. T: ah?
268. S: (xxxxxx)
269. T: I think + everybody has studied that list + yes?
270. S: yes
271. T: [or DID that list + yes did + ok + so the first column + remember + I think you have it here in your book + I'm not sure + yes?
272. S: yes
273. T: remember? which page? ((looking at the book)) oh yes + +++++ ((looking at the book)) oh yes + let's see + thank you Jul + + so here + do you remember + here you have irregular verbs + ok? In book one + you have too + in the end of the book you have + I think that you have a + a longer list + there in book + in book one + ok? and + so + remember the irregular verbs + ok? + you have in the first column the present + in the second the past + SIMPLE past + and in the third the participle + past participle + ok? so here + we are using the + simple past + the + second column + right? + ok + or + either you use simple past + or ++ or what + to talk about past + events in the past?
274. S1: past perfect?
275. S2: used to
276. T: used to + ok + ok + ok + not past perfect
277. S1: no?
278. T: no + + forget about names + right
279. S1: right
280. T: not here + + ok + eh: so here you have + two different ways to talk about the past + right? or you use + only the verb in the past + or you use used to + ok + remember that + well ((...))

In the same example it is also possible to observe that Terri prefers to talk about the 1st, 2nd, and 3rd columns instead of the infinitive, past simple and past perfect, respectively. Terri also used the word 'form', in a reproduction of the term offered by a student (lines 258-60). These practices show that Terri opted for less technical words when they were available. Therefore, it could be argued that Terri used terminology as a

facilitator in the teaching/learning process, but it was not the focus of her discourse. This can be seen mainly in lines 273-80, when a student tries to remember the appropriate terminology to refer to the past tense. When Terri perceives that the student can not remember the term, the teacher suggests that the appropriate terminology is not important (line 280), she only wanted students to understand that there are two ways to talk about the past and that these ways are used in two different situations.

3.3.2. Engaging the students

A common behavior in Terri's classes was to engage students in explaining or revising a certain grammar structure, a belief which was held by the nine teachers' when they referred to the contextual sources of influences (see Subsection 3.2.3.1.).

The example below was taken from C8E6¹², and it shows a moment during the class in which a student raises a doubt about the difference between direct and indirect questions. The student her/himself does not seem to see the difference (line 631):

630. T: no + no + what is direct and indirect questions?
 631. Aud: (xxx) no + é (xxx) não tem + eu não consigo + visualizar a diferença + a não ser quando é + quando tem que colocar o verbo + antes [*I can not understand the difference, except when I have to use the verb before*]
 632. T: ok + you don't know the difference between direct and indirect + yes?
 633. Aud: yes
 634. T: ok + what's the difference?
 635. Ss: (xxx)
 636. S: esse é indirect
 637. Ss: (xxx)
 638. T: what's the difference between them? ++ do you know? + uh? + for example + eh: if I ask you + where is the bank?

((T writes on the board))

¹² Other episodes in which Terri tried to engage her students in classroom are: C1E2:11-5, C1E3:129-36, C1E6:256-60, C1E6:296-306, C5E4:252-4, C5E4:260-6, C5E4:268-74, C7E1:7, C8E3:199-211, C8E6:630-2, C8E6:634, C8E6:638-57, C9E3:259-67, C9E3:271-80. All the episodes can be seen in Appendix IV.

639. T: ++ is this direct or indirect?
 640. Ss: direct
 641. T: how can I put this into indirect question?
 642. S: do you know where (xxx)
 643. S: where the bank is?
 644. T: ok +
 645. T: do?
 646. Ss: you know
 647. T: you know
 648. S: where the bank is?
 649. T: or?
 650. S: (xxx) put the sentence indirect?
 651. T: yes + can or could + you tell me + can you + ok + do you know (xxx) can or could you tell me?
 652. Ss: (xxx)
 653. T: uh?
 654. S: where the bank is?
 655. T: yes + where?
 656. S: the bank
 657. T: the bank is? ++ for example + Aud?

Terri sees the student's difficulty, and tries to engage the whole group in solving the doubt (lines 632-8), and, thus, she gives students the authority and control of the activity. When Terri realizes students still have difficulty in identifying the difference, she gives them a simple example (lines 638-9) and continues gradually until the students can construct both direct and indirect questions. Terri herself does not provide the answers, she only helps the students to construct the direct and indirect questions by themselves, probably because she expects students either to know the answers, or to try to learn in that manner. In this way, Terri creates a challenging, but supportive environment for learning.

3.3.3. Formulating rules of thumb to draw students' attention

In some moments in her classes Terri made use of *rules of thumb to draw students' attention to a certain structure*. According to the *Longman dictionary* (1987, p. 914) a *rule of thumb* is "a principle or method based on practical sense and

experience rather than exact rules or calculation”. Berman (1979) has defined a *rule* as “an explicit generalization in the form of a verbal formulation ... about some aspect or feature of the target language” (Berman, 1979, pp. 279-80). Thus, a *rule of thumb* is here interpreted as an explicit generalization formulated by the teacher based on her practical sense and experience in order provide students with helpful and appropriate principles about the target language.

The example below was taken from C3E1¹³, and it shows a moment in which students are reading sentences they had done for homework. When a student makes a mistake, Terri not only explicitly corrects the student (see Subsection 3.4.1.4.), but she also formulates a rule of thumb (line 132):

129. S: if I quit smoking + I might to breath better
 130. T: ok + I might?
 131. S: I might to breath better + (xxx)
 132. T: ah + breath (((emphasizing pronunciation))) + I might BREATH + this is might + might + might breath + ok + after might people + you have to use the verb + without to + ok ++ might + ok ++ yes
 133. Ss: (xxx)
 134. T: no + after modal + after + can + could + might + may ++ you never use the verb with to + only after ought
 135. S: ah
 136. T: this is an exception + right + ought to + right + only this one + ok? + ok + Mat?

It could be said that Terri takes the opportunity to reinforce a rule which she considers basic, and, thus, she believes students have to know. In this way, **Terri draws the students’ attention to the appropriate form** and tries to emphasize the importance of the rule. Further in the same class (C3E2), another student makes a similar mistake

13 The episodes in which Terri formulated *rules of thumb* are: C1E2:115, C1E6:314, C1E6:3124, C3E1:132-4, C3E3:229, C4E6:584-91, C4E6:594-8, C5E2:93, C5E3:129, C6E3:130, C6E4:178-81, C9E3:267, C9E5:368, C10E2:243, C10E3:299, C10E3:308, C10E3:312, C10E3:314. All the episodes can be seen in Appendix IV.

and Terri refers to the rule of thumb in order to help the student correct the mistake by her/himself (see Section 3.4.1.4.):

195. S: if I don't get good grades in school + I might to study a lot
 196. T: I might?
 197. S: to study a lot
 198. T: remember the explanation ((the teacher is referring to the explanation on C3E1:132))
 199. S: ok + I might study a lot
 200. T: yes

Then, it could be argued that *Terri formulated rules of thumb both as a means of drawing the students' attention to a certain structure, and as a strategy to provide corrective feedback to the students*. Therefore, Terri's use of rules of thumb corroborates the nine teachers' beliefs that grammar teaching can be used to draw students' attention to certain linguistic features (see Subsection 3.2.2.5.).

3.2.4. Providing corrective feedback

While teaching grammar, *Terri's most recurrent behavior was to provide corrective feedback to the students' errors or mistakes*¹⁴. As it will be demonstrated in the examples, this type of behavior can be interpreted as a way to draw students' attention to certain grammar structures, a function of grammar and grammar teaching which was suggested by the teachers' response to the questionnaire (see Subsection 3.2.2.5.).

In an analysis of classroom interaction, Lyster and Ranta (1997, cited in Lyster, 1998, p. 189) have observed the types of corrective feedback teachers use. From this observation, the authors obtained six categories: (1) *explicit correction*, when the teacher provides the correct form; (2) *recasts*, when the teacher reformulates all or part

¹⁴ According to Corder (1967, cited in Gass & Selinker, 1994, p. 66) errors are systematic, thus the speaker is not able to recognize and correct them, while mistakes are sporadic, a slip of the tongue which can be noticed and corrected by the speaker. In this study, however, I use the terms interchangeably.

of the student's utterance; (3) *elicitation*, when the teacher elicits a reformulation from the students; (4) *metalinguistic clues*, when the teacher provides comments related to the accuracy of the student's sentence; (5) *clarification requests*, when the teacher asks students to repeat their utterance; and (6) *repetition*, when the teacher repeats the student's ill-formed utterance, using intonation to emphasize the error.

In the classroom data collected for the present study, three of the types of error correction characterized by Lyster and Ranta (1997, cited in Lyster, 1998, p. 189) were identified: *explicit correction*, *elicitation*, and *metalinguistic clues*.

One of the types of correction Terri made use of in her classes was **explicit correction**. A representative example of a moment in which Terri explicitly corrected a student's error can be seen in C2E4¹⁵. In this example, a group of students is reporting on an exercise on *if clauses* to the whole group:

327. S: if you be stresses + you will + you will call to your lover ((Ss and T laugh))
 328. T: you will call + your lover + ok?
 329. S: call?
 330. T: CALL your lover
 331. S: call + your lover?
 332. T: yes
 333. S: your lover?
 334. T: yes + call him + call her + ok + you please ((calling another group of Ss))

When one student makes a mistake, Terri uses *explicit correction* as a means of making him/her notice¹⁶ the error, and goes on with the other students' speech (lines 330-4). In this way, the teacher does not break the flow of the exercise, and encourages interaction.

¹⁵ Other episodes in which Terri dealt with *explicit correction* of grammar structures are: C2E1:32-5, C2E4:327-35, C2E4:338-46, C6E3:120-3, C7E4:205-11, C7E5:253-6, C8E1:88-92, C8E2:154-65, C9E1:117-20, C9E2:210-1, C10E1:28-30. All the episodes can be seen in Appendix IV.

¹⁶ According to Schmidt (1995, p. 29) *noticing* means "conscious registration of the occurrence of some event".

Secondly, Terri also made use of **elicitation** in order to correct the learners' errors. *Elicitation* was the most recurrent type of corrective feedback in Terri's practice, which demonstrates her disposition to facilitate the students' conscious reflections about the errors they have made. One of the most indicative examples of the moments in which Terri used *elicitation* can be seen in C4E2¹⁷. The example shows a moment in class in which the students had to agree or disagree with a classmate's statement using *neither*, *either*, and *so*:

200. Mil: I'm good at + solving problems
 201. T: Rod?
 202. Rod: ah + I don't like
 203. T: ok + can you + say it again + please? + can you repeat your (xxx)? ((T asks Mil to repeat her sentence))
 204. Mil: I am good at solving problems
 205. T: ok + she is good + at solving the problems + how can I say?
 206. Rod: (xxx) so do I? + (xxx)
 207. T: perfect + if I say + I am + ok + pay attention + I am good + I am good or I am not good? ((T asks the students))
 208. Ss: I'm good
 209. T: ok + I am good at solving the problems ++ how can I say?
 210. Rod: it is + am I
 211. T: I am good at solving problems + so + are you going to agree with me? ((T asking the students)) + yes? + ok + so?
 212. Rod: neither do I
 213. T: yes + but this is negative + with neither + I'm using an affirmative
 214. Rod: (xxx)
 215. T: ok + no problem + try it again
 216. Rod: I am too
 217. T: I am too? + or? + SO?
 218. Rod: am I
 219. T: very good! + so am I + ((...))

When one of the students makes a mistake, Terri helps the student to notice the mistake, by giving him/her some time to reflect on where the error might be (lines 207-

¹⁷ Other episodes in which Terri *elicited* from the learners the correct form of a certain structure are: C1E1:62-70, C2E2:48-51, C2E3:212-29, C3E2:195-200, C4E1:16-21, C4E2:200-19, C4E3:275-86, C4E4:353-66, C4E5:488-98, C5E1:26-30, C6E1:59-68, C6E2:95-100, C7E1:105, C7E2:25-31, C7E3:74, C7E4:201-12, C7E5:257-62, C8E1:79-83, C8E3:186-95, C8E4:299-304, C8E4:305-11, C8E5:498-522, C9E1:105-11, C9E5:339-43, C10E1:31-41, C10E2:245-54, C10E4:413-5. All the episodes can be seen in Appendix IV.

11, 215-7), and by engaging the other students during the correction (lines 207-8). Terri herself does not provide the answer, on the other hand, she encourages the student for self-repair (lines 215-7).

Besides using terminology as a communicative device (see Subsection 3.2.2.3.), Terri also made use of terminology while providing feedback to the students' errors. In this case, Terri used terminology as **metalinguistic clues**, in order to help her students notice the error and reformulate the utterance¹⁸.

The example below is from C2E2¹⁹, and it shows how Terri used metalinguistic clues with her students. Terri is asking her students about a dialogue in the book in which a woman and a man talk about smoking. During the conversation, a student makes a mistake and Terri tries to correct the student by means of *elicitation* only (lines 49-51):

48. S: it's because she + feel eh: bad + smoking
 49. T: ok + it's because she?
 50. S: have to
 51. T: she?
 52. S: have to
 53. T: ok + but it's SHE +the third person of singular + she?
 54. S: has
 55. T: good + she?
 56. S: has
 57. T: ahah + what you said before? ++ how does she feel? + she?

¹⁸ In a study about feedback to grammatical errors, Gil and Rauber (2002) observed two pre-intermediate groups of students taught by Terri in the second semester of 2001. They discovered that Terri made use of all the six categories proposed by Lyster and Ranta (1997, cited in Lyster, 1998), and that the most recurrent category in Terri's teaching was *elicitation*, while *metalinguistic clues* were rarely used by Terri. In comparison to the findings of the present study, it is possible to say that the present study corroborates Gil and Rauber's (2002) in that the most common strategy Terri used to correct students' errors was *elicitation*. However, the present study differs from Gil and Rauber's study in that my data showed that Terri used *metalinguistic clues* in classes with frequency. It could be argued that the difference of levels between the groups Gil and Rauber examined (levels 2 and 3) and the group I observed (level 4) may be the reason for such a difference. Terri may have used more *metalinguistic clues* in the classes I observed on the premise that the students were more used to grammar terminology after more time of study.

¹⁹ Other episodes in which Terri corrected her students by means of *metalinguistic clues* are: C1E5:199-201, C2E2:48-59, C2E3:221-9, C3E1:131-4, C6E1:52-8, C6E5:590-600, C7E3:65-75, C9E1:112-6, C9E2:204-10, C9E4:313-9, C10E4:416-9. All the episodes can be seen in Appendix IV.

58. S: feels

59. T: very good + ok + feels bad + ok + ah: ok ((...))

The student, however, can not perceive the error. When Terri perceives it, she then uses a *metalinguistic clue* in order to help the student reformulate the utterance (line 53).

Table 3.4. shows a summary of the behaviors in relation to grammar and grammar teaching identified in Terri's classes. Also, the characteristics of each behavior and the episodes in which the behavior was identified are shown.

Table 3.4.: Answering Research Question 4

QUESTION 5	BEHAVIOR	CHARACTERISTICS	CLASSROOM EPISODES	
Terri's behaviors	Using terminology	Participant uses terminology as a communicative device	C1E3, C1E4, C1E6, C3E1, C3E3, C3E4, C4E6, C5E2, C5E3, C5E4, C6E3, C6E4, C7E1, C7E2, C8E1, C8E2, C8E3, C9E3, C9E5, C10E2	
	Engaging the students	Participant engages students while explaining and/or revising grammar structures	C1E2, C1E3, C1E6, C5E4, C7E1, C8E3, C8E6, C9E3	
	Formulating rules of thumb to draw students' attention	Participant formulates rules of thumb to draw students' attention and to provide feedback	C1E2, C1E6, C3E1, C3E3, C4E6, C5E2, C5E3, C6E3, C6E4, C9E3, C9E5, C10E2, C10E3	
	Providing Corrective feedback		Participant uses <i>explicit correction</i>	C2E1, C2E4, C6E3, C7E4, C7E5, C8E1, C8E2, C9E1, C9E2, C10E1
			Participant uses <i>elicitation</i>	C1E1, C2E2, C2E3, C3E2, C4E1, C4E2, C4E3, C4E4, C4E5, C5E1, C6E1, C6E2, C7E1, C7E2, C7E3, C7E4, C7E5, C8E1, C8E3, C8E4, C8E5, C9E1, C9E5, C10E1, C10E2, C10E4
			Participant uses <i>metalinguistic clues</i>	C1E5, C2E2, C2E3, C3E1, C6E1, C6E5, C7E3, C9E1, C9E2, C9E4, C10E4

3.4. Conclusion to the chapter

This chapter has presented the analysis of the data. First, I have presented the analysis of the answers that the nine teachers gave to the questionnaire. Next, I have

presented the analysis of the classroom episodes. In the following chapter, I present a summary of the study, a discussion and a comparison of the findings, the limitations and implications of the study, and suggestions for further research.

FINAL REMARKS

This concluding section presents the summary of this study, a discussion and comparison of the findings, the pedagogical implications of the study, the limitations of the study and suggestions for further research.

. Summary

Grammar in L2 teaching has been extensively researched in the past 20 years (see Ellis, 1994; Borg 1999a, for a review). However, this large volume of research fails to give an account of the processes of grammar teaching as they are understood by teachers. In an attempt to bridge this gap, this study has investigated nine in-service EFL teachers' beliefs about grammar and grammar teaching and the behaviors of one of those teachers while teaching grammar.

In Chapter 1, I have shown that grammar, grammar teaching and teachers' beliefs are still underdeveloped areas of research, and that researchers have not reached a consensus yet. My intention in the review was not to give a final answer to any of these controversial issues. In fact, the review served as a means of understanding the theories that underlie teachers' beliefs about grammar and the teaching of grammar.

Then, departing from the gap identified in Chapter 1, I designed this study with the aim of understanding nine in-service EFL teachers' beliefs about grammar and grammar teaching, and how these beliefs can be contextualized with classroom data. In order to do so, I adopted some methodological procedures, which were described in Chapter 2. I have described the participants of the study, the context, and the procedures used in the data collection and analysis.

The analysis of the questionnaire data and of episodes from classes of one of the participants (P4) were presented in Chapter 3 of this study. Then, in the subsections that

follow I present, first, a discussion of the findings from the questionnaire and the classroom data. Next, I present a comparison between the findings obtained with both data.

a) Discussion of the findings: Questionnaire data

The analysis of the questionnaire data was carried out in light of three of the questions of this study. This subsection, thus, presents the discussion of the findings of the questionnaire data in relation to each of the questions. The first question of this study, *What are the EFL teachers' beliefs about grammar?*, was examined in Subsection 3.2.1. In relation to this question, it was possible to observe in the teachers' answers that they tend to view grammar in four main ways: as the **integration of form and function**, as **prescription**, as **language awareness**, and as **building/repairing**. From the four main views on grammar, grammar as language awareness and as the integration of form and function were both mentioned by four teachers, and grammar as prescription and as building/repairing were both mentioned by only two of the teachers. Thus, these findings suggest that these teachers tend to view grammar in a contextualized way, integrating form, meaning and function. These findings also seem to corroborate Williams' (1994, p. 107) assertion that the view of grammar as communication, in terms of what a certain structure means, has a long tradition in the EFL community. Moreover, these findings could be primarily explained by the fact that most of the teachers who participated in this study either are engaged in or have been engaged in a post-graduate program in Applied Linguistics, and, thus, might have been exposed to theoretical discussions about the role of grammar in the EFL classroom.

The second question of this study, *What functions do the EFL teachers attribute to grammar and grammar teaching in the EFL classroom?*, was addressed in Subsection

3.2.2. From the answers given by the teachers, it was possible to see that the teachers attributed seven functions to grammar and grammar teaching in the EFL classroom. Out of these seven functions, two of them, **grammar and grammar teaching facilitate learning** and **grammar practice facilitates teaching/learning**, were the most recurrent ones in the teachers' answers, followed by **grammar terminology facilitates communication with students** and **grammar and grammar teaching fosters or improves communication**. In general, all the functions attributed to grammar and its teaching by the nine teachers refer to a facilitative role that grammar and grammar teaching have. Moreover, all the teachers in this study mentioned that grammar teaching facilitates learning/teaching in some way. Therefore, these findings indicate that these participants tend to believe that grammar and grammar teaching can be used in the EFL classroom as facilitative devices in the learning/teaching processes. The findings also seem to corroborate Ellis' (1994) assertion that formal instruction does facilitate the process of learning an L2 in some way.

The third question of this study, *Which sources influence the EFL teachers' beliefs about grammar and grammar teaching?*, was discussed in Subsection 3.2.3. Within this subsection, it was possible to see that the nine teachers' beliefs about grammar and grammar teaching were influenced by the same type of sources presented by Borg (1999c). Among the three sources of influence, the **contextual sources**, mainly **the teachers' concern about their students**, appeared to be the source which most influenced the nine teachers' beliefs about grammar and grammar teaching. From their answers it could be observed that all the teachers seem to be concerned about their students, although the degree of this concern may vary.

In relation to the **cognitive sources** of influence, it was shown that the nine teachers' perceptions of their knowledge about grammar (KAG) varied from average to

above average. Moreover, five out of the nine teachers seemed to be aware of the sources which might have influenced their beliefs about grammar and grammar teaching. As previously mentioned, both the awareness of the sources of influence and the positive evaluation of the teachers' KAG may directly influence teachers' instructional decisions in grammar teaching (Borg, 2001; Ernest, 1989, cited in Malatér, 1998). It could also be argued that the teachers' awareness of their own beliefs and KAG facilitates their reflection about these beliefs and also about teaching practices, which in turn might trigger improvements in the teachers' approaches to grammar teaching.

In respect to the **experiential sources** of influence, the teachers who participated in this study mentioned being influenced more by their learning, rather than their teaching experiences. Therefore, this finding corroborates the assumption that *teachers' practical knowledge*, i.e., the knowledge they use when they are teaching, is largely shaped by their own learning experiences (Johnson, 1996; Almarza, 1996).

Finally, it must be emphasized that two main aspects were more recurrent in the discourse of the nine teachers, namely, the concern about the students and the facilitative role of grammar and grammar teaching. This could be seen in Subsections 3.2.2. and 3.2.3. In Subsection 3.2.2., all of the functions that the teachers attributed to grammar and grammar teaching were related to the facilitative role they have in the EFL classroom, thus, the teachers seem to use grammar and grammar teaching as a means of helping their students in some way. In Subsection 3.2.3, the contextual sources of influence also revealed the teachers' concerns about their students in deciding how to teach grammar. Thus, it could be argued that these teachers' decisions for teaching or not teaching grammar is mainly based on what is considered to be better for the students themselves.

In conclusion, by emphasizing the students' learning processes and the facilitative role of grammar and grammar teaching, these teachers have pointed out that grammar and grammar teaching should be used in the EFL classroom to help students. In other words, it could be said that the main theme which permeates these EFL teachers' beliefs about grammar and grammar teaching is that *grammar and grammar teaching should be used as facilitative devices in order to help students in their learning process.*

b) Discussion of the findings: Classroom data

The analysis of the classroom episodes was carried out in light of the remaining question of this study: *How can the EFL teachers' beliefs be contextualized with classroom data?* This subsection, thus, presents the discussion of the findings of the classroom episodes in relation to this question.

Due to the high frequency of grammar teaching in Terri's classes, it could be concluded that **Terri seems to consider formal instruction an important part of the L2 learning process.** Interestingly, Borg (forthcoming) also concluded that grammar teaching was a central aspect of the work of four out of the five teachers he observed.

Also, the analysis of the episodes revealed grammar teaching as being a "multi-functional tool" (Borg, forthcoming, p. 3) in Terri's classes, in that it served four different types of functions. **The functions of grammar teaching expressed in Terri's behaviors were: grammar terminology as a device to communicate with students, grammar teaching as a means of engaging the students in the classroom, grammar teaching as a means of formulating rules of thumb, grammar teaching as a means of providing feedback to the students' errors.**

Moreover, some of the behaviors identified in the classroom data are intimately linked. First, the behaviors presented in subsections *Providing corrective feedback* and

Formulating rules of thumb to draw students' attention are connected, since Terri generally formulated rules of thumb right after correcting students' errors, in an attempt to draw the students' attention to the error and to emphasize the appropriate form. Also, the behaviors found in subsections *Providing corrective feedback* and *Engaging the students* are related. This was observed in the manner in which Terri provided feedback to the students and tried to engage them in correcting their mistakes, thereby placing her learners in the center of the learning process. Finally, the behaviors described in subsections *Providing corrective feedback* and *Using terminology* are also connected, since besides using terminology as a communicative device, Terri also made use of terminology as a type of corrective feedback.

In general, all the episodes analyzed demonstrate that Terri's main concern when teaching grammar was to try to engage her students in all the tasks and activities she proposed. She constructed her classes in collaboration and negotiation with her students, and, through dialogue, involved the learners in searching for solutions of the problems that arose in their own FL learning. This dialogic relationship is defined by Donato & Adair-Hauk (1992) as *proleptic instruction*, a kind of formal instruction in which "individuals are challenged to re-create each others' perspective on the topic and task at hand" (Donato & Adair-Hauk, 1992, p. 83). Therefore, from the analysis of the classroom episodes, it could be concluded that the main theme upon which Terri's teaching of grammar is based is *grammar teaching is used as a means of engaging students in their learning process*.

c) Comparison of the findings

This subsection presents a comparison of the findings from the questionnaire data analysis with those obtained in the analysis of the classroom episodes. It is not my

intention to contrast Terri's beliefs and behaviors. On the contrary, my main intention is to try to find similarities and differences between the findings obtained with both data, on the premise that by doing so, I can obtain a more holistic view of the nine teachers' beliefs about grammar and grammar teaching.

It is proposed that the findings from the classroom data corroborate those obtained in the analysis of the questionnaire data in three ways. First, the analysis of the classroom episodes revealed that, in accordance with the nine teachers' views of the functions of grammar and grammar teaching, Terri made frequent use of grammar teaching in her classroom in order to draw her students' attention to some features or structures of the target language (see Subsection 3.2.2.5.). This could be mainly seen in subsections *Providing corrective feedback* and *Formulating rules of thumb*. Secondly, from the analysis of the episodes it was possible to see that, as suggested by the nine teachers (see Subsection 3.2.2.3.), grammar terminology was used as a means of communication between Terri and her students, as seen in subsection *Using terminology*. Thirdly, in all the episodes analyzed in this chapter, Terri used grammar teaching in order to help her students in some way, thus, validating the nine teachers' belief that grammar and grammar teaching can be used as facilitative devices in the EFL classroom (see Subsection a).

As was seen in the questionnaire data, the main finding from the classroom episodes also indicates that the students and their learning are important components of the teaching/learning process. Moreover, in the episodes analyzed, Terri's behavior corroborated the nine teachers' beliefs that grammar and its teaching can play a facilitative role in the EFL classroom. It can be concluded that when teaching grammar, the nine EFL teachers seem to prioritize their students' needs and base their decisions about the teaching of grammar on these needs. Therefore, the concern about the students

and their learning processes play a central role in these EFL teachers' beliefs about grammar and grammar teaching.

The main difference between the findings from questionnaire and classroom data is that in the questionnaire data there is no explicit reference to error correction. Such a difference could be mainly explained by the fact that no question about error correction was included in the questionnaire, which might have prevented the teachers from commenting on this topic. However, the fact that the teachers did not comment on error correction does not necessarily indicate that they do not promote error correction in classroom. In fact, in one of his studies, Borg (forthcoming) obtained data to show that EFL teachers do promote error correction, mainly by means of elicitation. Furthermore, as already mentioned, in Terri's classes, error correction was an expression of the belief that grammar teaching is a way of drawing students' attention to certain structures. The fact that Terri used corrective feedback, thus, indicates that the EFL classroom is a rich environment which is difficult to anticipate. Finally, it can be said that grammar teaching is, after all, a multi-faceted decision-making process in which teachers' decisions are "taken interactively, in real-time during the course of their work, and not simply predetermined" (Borg, 1999c, p. 121).

. Pedagogical implications

This study has presented findings on the types of beliefs about grammar and grammar teaching that EFL teachers hold, on the sources which influence these beliefs, and on the behaviors of one teacher. In this way, I would like to argue that this study can offer some contributions to the area of teacher education mainly by helping teachers and teacher educators to better understand language teaching. Moreover, as already suggested by Borg (1998), studies like this can be used in teacher education programs in

order to enable teachers to reflect about their own beliefs and to examine their own grammar practices.

Moreover, as shown in Chapter 1, an agreement on the role of grammar in the EFL classroom has not yet been achieved by researchers. Perhaps it is time to turn to the teachers, to listen to their voices, to see their practices, in order to have new insights about this complex area. I would like to argue that doing so is fundamental to a better understanding of the nature of formal instruction.

The study has also shown that teachers' beliefs are influenced by a range of interactive sources. Specifically in respect to the experiential sources of influence, the study has shown that teachers seem to be highly influenced by their learning experiences. Based on this finding, it seems reasonable to propose that teacher education programs could be carried out with the aim of giving teachers the opportunity to experience new forms of learning, and thus, be able to re-shape their beliefs¹.

Finally, the study can also offer contributions to FL teaching pedagogy since it has provided an understanding of the teaching of grammar in EFL classrooms as it is perceived by teachers. In this regard, the findings from this study indicate that grammar and grammar teaching can play a facilitative role in the EFL classroom. The findings also highlight the importance of taking into account the needs of the students and their learning processes while teaching grammar.

¹ An example of such programs is an in-service educational program called Projeto de Formação de Professores de Inglês do Estado de Santa Catarina, PECPISC, implemented in March of the year 2000, by UFSC with the assistance of Secretaria de Educação de Santa Catarina. Some of the activities carried out within the PECPISC program have been described by Biazzi (2002) and by Gil *et al* (2002).

. Limitations of the study and suggestions for further research

Taking into account that this study is a qualitative one, which aims at presenting an in-depth investigation of the beliefs about grammar and grammar teaching of nine EFL teachers, the findings from this study can not suggest final answers. In this respect, some limitations of this study should be pointed out mainly in relation to the limited number of participants I investigated. Although I initially intended to observe more teachers, due to time constraints, I could only observe the classes of one teacher.

The results of the study are also limited in that the study has presented the views of nine in-service EFL teachers working at the ECLC program. As previously mentioned, these teachers have been engaged in post-graduate courses in Applied Linguistics and, thus, are aware of theories about grammar and grammar teaching. However, these participants represent only part of the EFL teachers in the state of Santa Catarina. In fact, most EFL teachers in the state do not have the same type of educational background as the participants of this study. Thus, the findings of this study can not be generalized.

In spite of these limitations, this study may serve as a starting point for further research which integrates teachers' beliefs, grammar, and grammar teaching. In this regard, I would like to suggest first that an investigation could analyze whether a teacher who has not studied theories on grammar and grammar teaching would intuitively have the same types of beliefs as those presented in this study.

Second, a study could be carried out comparing the beliefs and practices of teachers from different contexts, in order to discover to what extent teachers' beliefs and behaviors are affected by their teaching context.

Third, it would be interesting to observe a teacher's classes, and have her/him talk about the reasons why s/he behaved in a certain way in the classroom. In this way, it

would be possible to verify if the teacher's inferred beliefs would be corroborated by her/himself.

Finally, further research could establish a relationship between a teacher's and her/his students' beliefs about grammar and grammar teaching in order to determine whether the students perceive the teacher's practices as positive or not.

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APPENDIXES

APPENDIX I THE QUESTIONNAIRE

UNIVERSIDADE FEDERAL DE SANTA CATARINA
CENTRO DE COMUNICAÇÃO E EXPRESSÃO
DEPARTAMENTO DE LÍNGUA E LITERATURA ESTRANGEIRAS
MESTRADO EM INGLÊS E LITERATURA CORRESPONDENTE
FORMULÁRIO DE CONSENTIMENTO LIVRE E ESCLARECIDO¹

Título do Projeto: A gramática e o ensino da gramática: um estudo qualitativo das crenças e práticas de professores de inglês como língua estrangeira.

Prezado(a) Professor(a),

Meu nome é Marcia R. P. Carazzai. Gostaria de lhe convidar a participar de um projeto de pesquisa sobre as crenças de professores de inglês como língua estrangeira sobre o ensino da gramática, supervisionado pela Prof.a. Dra. Gloria Gil. Como aluna do Mestrado em Língua Inglesa e Literatura correspondente, estou responsável por conduzir esta pesquisa. Segundo teóricos da área de lingüística aplicada, nossas crenças desempenham um papel importante no ensino/aprendizagem. Você está sendo convidado(a) a participar deste estudo por estar neste processo, como professor(a) de inglês. Se você aceitar participar, por favor leia este consentimento e, se concordar com a informação aqui apresentada, assine onde indicado.

Objetivo do estudo: O objetivo deste estudo é investigar as crenças de professores de inglês como língua estrangeira sobre o ensino da gramática.

Procedimentos: Se você aceitar participar deste estudo, será solicitado a responder por escrito a um questionário (em anexo). Você poderá levar o questionário e trazê-lo quando lhe for conveniente ou conforme combinado. Futuramente, você também poderá ser solicitado a dar uma rápida entrevista informal. Assim, para facilitar o contato peço que preencha, neste formulário, seu nome, endereço e telefone.

Riscos e benefícios: Não há riscos em participar deste estudo. Antes de levar o questionário você poderá tirar suas dúvidas comigo. Ao participar do estudo você poderá aprender mais sobre as questões do ensino de inglês relacionado à gramática. Ao final da pesquisa, os resultados deste estudo serão tornados públicos, mas sua identidade será mantida totalmente preservada e não será incluída nenhuma informação que possa identificá-lo (a). Seu nome e telefone são úteis apenas para uma possível necessidade de contato no futuro.

Natureza voluntária do estudo: Sua decisão de participar ou não do estudo não irá afetar você ou sua relação com seu estabelecimento de ensino de nenhuma forma. Se você decidir participar e depois desistir, não tem nenhum problema. Caso você desista peço apenas que notifique a mim e a Prof.a. Dra. Gloria Gil. Não é necessário justificarse.

¹ The introductory page of this questionnaire (“formulário de consentimento livre e esclarecido”) is based on Fortkmap & Massarollo (2002).

Contato: A pesquisadora responsável por este estudo é a Prof.a. Dra. Gloria Gil. Para contactá-la você pode telefonar (331-9288) ou, ainda, dirigir-se a sua sala, na UFSC, prédio B do CCE, sala 105.

Você também pode entrar em contato comigo enviando um e-mail (mccarazzai@aol.com ou mccarazzai@unicentro.br) ou telefonando (338-4852).

Declaração de consentimento:

Declaro que li a informação acima. Quando necessário, fiz perguntas e recebi esclarecimentos. Eu concordo em participar deste estudo.

Nome completo:

Endereço:

Telefone: E-mail:

Assinatura:

Assinatura do pesquisador:

Assinatura do professor supervisor:.....

Data:

12. Comente sobre sua experiência profissional e sua formação como professor(a)? Há quanto tempo você leciona inglês? Em que tipo de escola e para que tipo de alunos?

13. Comente sobre sua formação como aluno(a). Por que tipo de experiências você passou? Quando você aprendeu inglês a gramática era ensinada?

14. O fato de você ensinar, ou não, a gramática vem de sua formação como aluno(a) e/ou professor(a)?

15. Como você avaliaria seu conhecimento da gramática do inglês?

MUITO OBRIGADA!

APPENDIX II
PARTICIPANTS' ANSWERS TO THE QUESTIONNAIRE

PARTICIPANT 1

1. O que significa 'gramática' para você?

A estrutura da língua, as regras que a regem.

2. Qual sua opinião sobre o ensino da gramática na aula de inglês (LE)? É importante e/ou necessário ou não?

Deve ser ensinado juntamente com as funções, mas não deve ser a prioridade.

3. Você trabalha a gramática na sua aula de inglês? Porquê?

Sim. O livro sempre apresenta unidades gramaticais, e também como respondi anteriormente, acho que faz parte do aprendizado.

4. Que tipo de atividades você usa para trabalhar a gramática na aula de inglês? Dê exemplos.

Drills, as atividades que o livro apresenta.

5. Você usa a terminologia para ensinar a gramática (ex. 'sujeito', 'verbo', 'presente contínuo')? Por que o faz?

Como o livro apresenta eu também os uso. Também porque acho mais fácil para explicar. Acho difícil explicar dizendo: "isso aqui, essa parte ali", etc.

6. Quando você ensina a gramática, você ensina também o contexto e o sentido da estrutura gramatical?

Sim, claro. O contexto está sempre presente.

7. Se você fosse ensinar o 'can', como você faria?

Pediria primeiro para eles pensarem em coisas que sabem fazer em casa, na cozinha. Pediria para cada aluno dizer, anotaria no quadro já colocando o can na frente, perguntaria então, quando usamos can. Faria algum exercício em pares.

8. Quando você ensina a gramática você leva em consideração as características do aluno (os objetivos de seu aluno, sua faixa etária, seu nível de inglês)? De que maneira?

Se o objetivo é a comunicação a gramática é menos enfatizada. Já se o aluno quer fazer um exame no qual a ênfase é na gramática essa linha é seguida. Geralmente pessoas mais velhas preferem métodos mais gramaticais, mas não é por causa disso que eu ensino mais gramática. Eu sigo a mesma linha pois acho que só com a gramática o aluno vai se comunicar.

9. Sob o teu ponto de vista, você acha que trabalhar a gramática ajuda o aluno? De que formas?

O aluno não quer falar errado o resto da vida. Há momentos que há necessidade de parar e explicar. Eles perguntam muito o porquê das coisas.

10. Você ensina a gramática por ela mesma, ou relaciona com outras habilidades (speaking, listening, etc.)?

O ponto gramatical vem de contexto anterior mas a gramática de uma certa forma é ensinada por si só. Há o 'Grammar focus' no livro que não deixa de ser uma parada para iniciar um ponto gramatical. Depois isso é incorporado nas habilidades. Os alunos dialogam (speaking) usando aquilo que aprenderam, escrevem, etc...

11. Em qual habilidade você acha que os alunos precisam da gramática?

Writing, Reading, Speaking.

12. Comente sobre sua experiência profissional e sua formação como professor(a)? Há quanto tempo você leciona inglês? Em que tipo de escola e para que tipo de alunos?

Me formei aqui na Federal [UFSC] em 1994. Comecei o mestrado em inglês aqui em 1995 e comecei a lecionar no Yazigi por um semestre. Passei para o extra curricular onde estou até hoje (7 anos). Também lecionei por três anos numa faculdade de Letras em Jaraguá do Sul. Entrei no Doutorado (PGI) – 2000 - e leciono atualmente na faculdade ÚNICA para cursos de Marketing (Comércio Exterior, etc.)

13. Comente sobre sua formação como aluno(a). Por que tipo de experiências você passou? Quando você aprendeu inglês a gramática era ensinada?

A gramática sempre foi ensinada. No colégio era só gramática, por isso não aprendemos. O meu aprendizado foi muito consciente, realmente não me lembro do que me ajudou mais.

14. O fato de você ensinar, ou não, a gramática vem de sua formação como aluno(a) e/ou professor(a)?

Sim, ambos.

15. Como você avaliaria seu conhecimento da gramática do inglês?

Regular.

PARTICIPANT 2

1. O que significa 'gramática' para você?

Gramática é a estrutura da língua. Quanto mais eu aprendo mais eu gosto, tanto em português quanto em inglês. Conhecer as estruturas gramaticais me ajuda a me expressar melhor. O aprendizado da gramática é como jogar quebra-cabeça, a medida que as peças se encaixam o que você produz faz mais sentido.

2. Qual sua opinião sobre o ensino da gramática na aula de inglês (LE)? É importante e/ou necessário ou não?

Eu acredito que seja importante. Para mim o ensino da gramática ajuda o aluno a estruturar seus conhecimentos e estabelecer pontes, principalmente quando trabalhamos

com adultos. Mas nunca trabalho profundamente, pois este não é o objetivo do curso do New Interchange, trabalho com o conceito de “awareness”.

3. Você trabalha a gramática na sua aula de inglês? Porquê?

Sim. Porque compreendo que isto ajuda o aluno no processo de aprendizagem, principalmente alunos adultos.

4. Que tipo de atividades você usa para trabalhar a gramática na aula de inglês? Dê exemplos.

No método New Interchange começo a apontar os aspectos gramaticais a serem estudados desde os texto de apresentação. Então a partir deste contexto exploro os pontos gramaticais. De acordo com a dificuldade eu trabalho com inferência, mas às vezes não é possível. Também trabalho com exercícios gramaticais extras do livro “Grammar in Use”.

5. Você usa a terminologia para ensinar a gramática (ex. ‘sujeito’, ‘verbo’, ‘presente contínuo’)? Por que o faz?

Sim, principalmente a terminologia básica como: sujeito, verbo, substantivo, adjetivo, pronome e preposição. Isso ajuda o aluno a entender a estrutura que está sendo aprendida. Um exemplo é quando eles usam o sujeito depois do verbo, eu aponto este problema usando a terminologia.

6. Quando você ensina a gramática, você ensina também o contexto e o sentido da estrutura gramatical?

Com certeza. Um aspecto gramatical pode ter funções diferentes e sempre procuro localizar meu alunos.

7. Se você fosse ensinar o ‘can’, como você faria?

O ensino do can se dá sempre através de figuras e exemplos. A primeira função do “can” ensinada é de habilidade. Depois que isto está bem claro eu explico como é a estrutura na negativa e interrogativa. Isso é ensinado com muita prática e exemplo.

Num segundo momento trabalho a função de poder do “modal can.”

8. Quando você ensina a gramática você leva em consideração as características do aluno (os objetivos de seu aluno, sua faixa etária, seu nível de inglês)? De que maneira?

Sim. Com certeza. Por isso prefiro trabalhar jovens e adultos. Quando dou aulas particulares considero o objetivo do aluno, quando se trata do curso tenho em foco o objetivo do curso quando ensino gramática.

9. Sob o teu ponto de vista, você acha que trabalhar a gramática ajuda o aluno? De que formas?

Sim. Pelos mesmos motivos expostos na questão 1 e 2.

É uma ferramenta na construção da aprendizagem.

10. Você ensina a gramática por ela mesma, ou relaciona com outras habilidades (speaking, listening, etc.)?

O ensino da gramática está relacionado à uma habilidade. Nunca ensino gramática por ela mesma.

11. Em qual habilidade você acha que os alunos precisam da gramática? Poderíamos dizer que a gramática está presente em todas as habilidades com maior intensidade no 'writing' e menor intensidade no 'listening'.

12. Comente sobre sua experiência profissional e sua formação como professor(a)? Há quanto tempo você leciona inglês? Em que tipo de escola e para que tipo de alunos? Eu leciono inglês a 11 anos. Eu comecei depois de ter estudado por 6 anos e depois de ter morado um ano nos Estados Unidos. Dei minha primeira aula sem nenhum treinamento, foi um desastre. Trabalhei 2 unidades num dia só. Depois fui sendo treinada e aprendendo a lidar com a sala de aula. O melhor treinamento que recebi foi do Yazigi, é esse que treinamento que melhor me formou como professora. Basicamente só trabalhei com escolas de línguas, tive experiência com professora de inglês instrumental, mas somente em aulas particulares.

13. Comente sobre sua formação como aluno(a). Por que tipo de experiências você passou? Quando você aprendeu inglês a gramática era ensinada? Eu estudei seis anos no livro/método Streamline. A gramática era ensinada somente no quadro, mas não havia exercícios em que pudéssemos treinar aspectos gramaticais. Ao cabo de seis anos, falava muito mal. Depois morei um ano com exchange student nos EUA. Depois que comecei a dar aulas fiz o "First Certificate". Sou professora que nasceu e se constituiu na prática minha formação é de psicóloga para onde estou direcionando minha carreira com a pós-graduação.

14. O fato de você ensinar, ou não, a gramática vem de sua formação como aluno(a) e/ou professor(a)? O fato de ensinar gramática vem do fato e da minha formação como professora.

15. Como você avaliaria seu conhecimento da gramática do inglês? Estou em constante aprendizagem. O fato de não ser graduada em Inglês me faz sempre estudar mais. Considero que meu nível de conhecimento gramatical em inglês é mediano para uma professora.

PARTICIPANT 3

1. O que significa 'gramática' para você? Conjunto de regras que regem uma língua.

2. Qual sua opinião sobre o ensino da gramática na aula de inglês (LE)? É importante e/ou necessário ou não? Sim, é absolutamente necessária a exposição à gramática da língua que está sendo estudada. É preciso, contudo, não se deixar predominar pela excessiva abordagem gramatical e saber equilibrar outras atividades em sala de aula.

3. Você trabalha a gramática na sua aula de inglês? Porquê? Sim. Acredito ser necessária a explicação das regras que regem a língua para que o aluno adquira segurança ao expressar-se no idioma estudado e para que possa, também, estabelecer uma analogia entre esse idioma e sua língua materna.

4. Que tipo de atividades você usa para trabalhar a gramática na aula de inglês? Dê exemplos.

Geralmente inicio com a explicação gramatical do tópico abordado sob forma de ensino explícito. Posso, contudo, utilizar um storytelling/música como “presentation”. Em seqüência, eu aplico exercícios para checar compreensão e só então parto para jogos comunicativos dos mais diversos, como “matching the rule with the example” ou “jumble sentences”. (Os jogos em questão variam de acordo com o tópico gramatical abordado).

5. Você usa a terminologia para ensinar a gramática (ex. ‘sujeito’, ‘verbo’, ‘presente contínuo’)? Por que o faz?

Sim. Uso-os naturalmente e acredito que isso facilita referências eventuais que eu ou os meus alunos venhamos a fazer em sala. Também ajuda no tocante ao traçar um paralelo com o Português.

6. Quando você ensina a gramática, você ensina também o contexto e o sentido da estrutura gramatical?

Sim.

7. Se você fosse ensinar o ‘can’, como você faria?

Possivelmente iniciaria a aula utilizando ‘visual aids’ and ‘storytelling’ para só então partir para o ensino explícito e formal, utilizando o black/whiteboard.

8. Quando você ensina a gramática você leva em consideração as características do aluno (os objetivos de seu aluno, sua faixa etária, seu nível de inglês)? De que maneira?

Sim. Também levo em consideração o seu interesse, se ele/a se sente motivado/a ao ser exposto/a ao ensino da gramática, se gosta de fazer exercícios gramaticais, etc.

9. Sob o teu ponto de vista, você acha que trabalhar a gramática ajuda o aluno? De que formas?

Sim. Ajuda a formar a base que o/a auxiliará a formar estruturas que permitirão comunicar-se melhor na língua estrangeira. Através da gramática, do domínio da mesma, o aluno adquire segurança.

10. Você ensina a gramática por ela mesma, ou relaciona com outras habilidades (speaking, listening, etc.)?

Sim, faço a relação e enfatizo a utilidade real (no dia-a-dia, por exemplo) de se estar estudando a gramática.

11. Em qual habilidade você acha que os alunos precisam da gramática?

Todas, especialmente ‘speaking’.

12. Comente sobre sua experiência profissional e sua formação como professor(a)? Há quanto tempo você leciona inglês? Em que tipo de escola e para que tipo de alunos?

Leciono inglês há 7 anos. Iniciei minha carreira em uma escola de línguas (Cultura Inglesa) e á 2 anos trabalho como professora substituta na UFSC e como professora dos cursos extracurriculares em Inglês.

Sou formada em Letras – habilitação em Inglês, com graduação feita parte no Brasil (UFPB) e parte na Inglaterra (University of Leeds), e atualmente concluo meu curso de mestrado em Língua Inglesa, na área de Linguística Aplicada.

13. Comente sobre sua formação como aluno(a). Por que tipo de experiências você passou? Quando você aprendeu inglês a gramática era ensinada?

Fui ensinada da forma mais tradicional possível em meus primeiros anos como aluna de língua inglesa. Com o passar dos anos e a explosão de novas abordagens de ensino, fui exposta a métodos mais comunicativos.

14. fato de você ensinar, ou não, a gramática vem de sua formação como aluno(a) e/ou professor(a)?

Como aluno e professora. Gosto da exposição sistemática, formal, organizada, no quadro. Regras e exemplos criativos, divertidos, ajudam o aluno a visualizar e memorizar melhor. É preciso quebrar o mito de que estudar gramática é chato e tedioso.

15. Como você avaliaria seu conhecimento da gramática do inglês?

Natural. Acredito dominar bem as estruturas gramaticais do inglês, principalmente por gostar de estudar gramática. Só não acredito na abordagem que privilegia única e exclusivamente a gramática.

PARTICIPANT 4

1. O que significa 'gramática' para você?

Gramática, para mim, é a língua em si, ou seja, a estrutura da língua, como ela se forma e se contrói.

“Gramática é língua”, é impossível separar a gramática da língua.

2. Qual sua opinião sobre o ensino da gramática na aula de inglês (LE)? É importante e/ou necessário ou não?

Uma vez mencionado acima que gramática é a estrutura de uma língua, pode-se dizer que ela é fundamental no ensino de LE. O que pode ser diferenciado, neste caso, é se ela é ensinada implícita ou explicitamente. As duas formas podem ser intercaladas no ensino da língua, de acordo com a necessidade dos alunos, do grau de complexidade do conteúdo, e da ênfase que o professor quer dar.

3. Você trabalha a gramática na sua aula de inglês? Porquê?

Sim, porque é importante. Sem explicações gramaticais, na maioria das vezes, o aluno “pisa em ovos”.

A princípio, eu procuro ensinar a gramática de forma implícita. Quando percebo que o aluno tem dificuldade, eu enfoco na forma para eles perceberem conscientemente como funciona o processo de construção da língua.

4. Que tipo de atividades você usa para trabalhar a gramática na aula de inglês? Dê exemplos.

Atividades do livro, tais como: conversação, exercícios escritos e produção de textos.

5. Você usa a terminologia para ensinar a gramática (ex. 'sujeito', 'verbo', 'presente contínuo')? Por que o faz?

Às vezes sim, principalmente na explicação de estruturas gramaticais mais complexas, como, por exemplo, o presente perfeito.

Geralmente menciono a terminologia depois da explicação, e não a uso como ponto de partida.

6. Quando você ensina a gramática, você ensina também o contexto e o sentido da estrutura gramatical?

É claro. Tudo tem que ser contextualizado para facilitar a aprendizagem. A gramática também deve fazer sentido no mundo social do indivíduo.

7. Se você fosse ensinar o 'can', como você faria?

Começaria a partir de mim. Por exemplo, hoje vamos falar de coisas que sabemos fazer (porque temos habilidade para tal) e de outras que não temos. Bem, eu começo e depois cada um de vocês fala sobre si mesmo.

e.g. Eu sei falar Inglês, mas não sei japonês.

Sei nadar, dirigir, etc. ...

8. Quando você ensina a gramática você leva em consideração as características do aluno (os objetivos de seu aluno, sua faixa etária, seu nível de inglês)? De que maneira?

Lógico! Todas essas características, variáveis, juntamente com os objetivos dos alunos são muito relevantes. Partindo de tudo isso, é que vejo como, o que e por que vou (devo) ensinar a gramática, sempre respeitando o limite do aprendiz.

9. Sob o teu ponto de vista, você acha que trabalhar a gramática ajuda o aluno? De que formas?

Sim. Ajuda-o a desenvolver o seu conhecimento da língua, no momento que ele pensa, reflete e percebe como ela funciona.

10. Você ensina a gramática por ela mesma, ou relaciona com outras habilidades (speaking, listening, etc.)?

Depende muito da perplexidade do ponto gramatical que vou ensinar, mas geralmente a gramática está presente em todas as habilidades.

11. Em qual habilidade você acha que os alunos precisam da gramática?

Em todas. Precisamos de gramática para nos expressar de qualquer forma. Com a ausência dela, ou seja, com a desorganização do pensamento, a comunicação pode não existir, ou ser desentendida.

12. Comente sobre sua experiência profissional e sua formação como professor(a)? Há quanto tempo você leciona inglês? Em que tipo de escola e para que tipo de alunos?

Leciono há dez anos em escolas e mais tempo ainda com aulas particulares.

Já trabalhei em escolas de 1° e 2° graus, porém gosto e me identifico com adultos e com escolas de inglês. Adoro trabalhar com grupos pequenos, com qualquer tipo de curso: regular, business...

13. Comente sobre sua formação como aluno(a). Por que tipo de experiências você passou? Quando você aprendeu inglês a gramática era ensinada?

Era estruturalista, Chomskyana. Somente no final do curso, nas aulas de didática, que começamos a falar sobre abordagem comunicativa. Porém essa abordagem estava voltada ao ensino e não ao nosso aprendizado.

14. O fato de você ensinar, ou não, a gramática vem de sua formação como aluno(a) e/ou professor(a)?

Não sei. Acredito que tem um pouco de influência, até mesmo porque o ser humano é uma cópia de muitas pessoas que passam pela nossa vida. Penso assim, lembrando do início da minha carreira profissional. Por um tempo, fui “comunicativa” ao extremo, mudei radicalmente. Hoje fazendo mestrado, mudei meu conceito e talvez estou mais próxima do início da minha carreira profissional.

15. Como você avaliaria seu conhecimento da gramática do inglês?

Acho que domino bem, embora tenho ainda muito o que aprender e algumas coisas para consertar conscientemente.

PARTICIPANT 5

1. O que significa ‘gramática’ para você?

É o conjunto de regras práticas de falar e escrever uma língua/idioma.

2. Qual sua opinião sobre o ensino da gramática na aula de inglês (LE)? É importante e/ou necessário ou não?

O ensino da gramática em sala de aula de LE é necessário, porque fará com que o aluno perceba seus erros, compare o uso da TL (língua –alvo) com a língua materna, e fique mais consciente (a par) de regras que deve seguir, lhe dando confiança no momento que for produzir a língua estrangeira ou língua alvo.

3. Você trabalha a gramática na sua aula de inglês? Porquê?

Sim. Para trazer conhecimento estrutural ao aluno da língua estrangeira, fazendo com que ele a aplique de forma mais precisa e melhor estruturada (na utilização de artigos, verbos auxiliares, etc.).

4. Que tipo de atividades você usa para trabalhar a gramática na aula de inglês? Dê exemplos.

Fazer perguntas.

Diálogos.

Entrevistas.

Redações.

5. Você usa a terminologia para ensinar a gramática (ex. ‘sujeito’, ‘verbo’, ‘presente contínuo’)? Por que o faz?

Sim. Desta forma o aluno pode se localizar/comparar com a sua língua materna. É importante sondar o aluno para ver se ele a reconhece – de outra forma, será inútil, e, até mesmo, dificultará o seu aprendizado.

6. Quando você ensina a gramática, você ensina também o contexto e o sentido da estrutura gramatical?

Sim. Por exemplo, os verbos can e may.

7. Se você fosse ensinar o ‘can’, como você faria?

Ensinará quando utilizar, suas particularidades, e então introduzir uma atividade de conversation (situação) em que os alunos pudessem utilizar esta estrutura.

8. Quando você ensina a gramática você leva em consideração as características do aluno (os objetivos de seu aluno, sua faixa etária, seu nível de inglês)? De que maneira?

Sim. Dependendo da faixa etária e do nível de inglês muitas regras são generalizadas, ou até mesmo comparadas com a língua materna (Português).

9. Sob o teu ponto de vista, você acha que trabalhar a gramática ajuda o aluno? De que formas?

Sim, o aluno sistematiza seu aprendizado, estrutura sua comunicação e é mais consciente de suas construções de frase.

10. Você ensina a gramática por ela mesma, ou relaciona com outras habilidades (speaking, listening, etc.)?

Geralmente relaciono com speaking e writing logo após ter ensinado as regras gramaticais – esta é uma boa forma de aplicar o aprendizado, testá-lo e memorizá-lo.

11. Em qual habilidade você acha que os alunos precisam da gramática?

Principalmente no speaking e writing.

12. Comente sobre sua experiência profissional e sua formação como professor(a)? Há quanto tempo você leciona inglês? Em que tipo de escola e para que tipo de alunos?

Sou professora de Língua Inglesa desde 1990. A minha experiência na área de ensino é com cursos particulares de inglês e aulas particulares. A faixa etária é de 14 a 60 anos: isto varia o turno e o nível em que o aluno está.

13. Comente sobre sua formação como aluno(a). Por que tipo de experiências você passou? Quando você aprendeu inglês a gramática era ensinada?

Como aluna, estudei em escolas que a gramática era o ponto principal das lições. Mais tarde senti a necessidade de mais conversação, então entrei em uma escola que visava a comunicação. O que percebi em meus colegas é que eles falavam sem muita estrutura gramatical e muitas vezes não eram corrigidos – isto me fez ver a importância de uma boa base gramatical para estruturar sentenças de modo coerente e correto.

Mais tarde estudei para exames, como First Certificate, Advanced Examinations.

Então, estrutura, entre outras áreas, era bastante trabalhada em sala de aula.

14. fato de você ensinar, ou não, a gramática vem de sua formação como aluno(a) e/ou professor(a)?

Acredito que bem tanto como aluna, como de professor. Como aluna me comparei aos meus colegas, como expliquei no item anterior, e como professora, ao longo dos anos enquanto ensinava em escolas com diferentes visões de ensino.

15. Como você avaliaria seu conhecimento da gramática do inglês?

Importante. No entanto, é necessário o desenvolvimento das outras habilidades, como listening, speaking, reading, writing para colocar este aprendizado 'teórico' em prática.

PARTICIPANT 6

1. O que significa 'gramática' para você?

Um conjunto finito de regras explícitas e/ou implícitas com as quais os falantes de uma determinada comunidade articulam seus atos de comunicação.

2. Qual sua opinião sobre o ensino da gramática na aula de inglês (LE)? É importante e/ou necessário ou não?

Acho importante e necessário, pois num contexto onde o input resume-se basicamente a sala de aula, a gramática pode ser um instrumento de aceleração do processo de aquisição.

3. Você trabalha a gramática na sua aula de inglês? Porquê?

Sim, pelo(s) motivo(s) apontado(s) acima.

4. Que tipo de atividades você usa para trabalhar a gramática na aula de inglês? Dê exemplos.

Basicamente 'information gap' activities, 'filling the blanks', matching, e exposições explícitas no quadro negro.

5. Você usa a terminologia para ensinar a gramática (ex. 'sujeito', 'verbo', 'presente contínuo')? Por que o faz?

Sim. Creio que assim o aluno reflita sobre a língua e isso crie um 'linking' mais competente entre os dois.

6. Quando você ensina a gramática, você ensina também o contexto e o sentido da estrutura gramatical?

Sempre.

7. Se você fosse ensinar o 'can', como você faria?

Mostraria várias figuras com pessoas fazendo diferentes atividades e 'modeled'. S/He can/not ride a bike etc.

Depois daria a eles uma lista de 5 coisas para cada aluno responder sobre si mesmo: 'Can you play the guitar?' etc.

Depois pediria a eles para dizer o que can/not do. Em seguida pediria para cada um entrevistar o colega e depois reportar para a turma. Finalmente explicaria os aspectos formais e acrescentaria qualquer informação que julgasse necessária.

8. Quando você ensina a gramática você leva em consideração as características do aluno (os objetivos de seu aluno, sua faixa etária, seu nível de inglês)? De que maneira?

Evito me exceder com adolescentes quando ensino gramática. Evito também apontar tantas exceções. Com grupos assim prefiro ser homeopático (dar em doses bem pequenas). Já com adultos me sinto mais tranquilo para ensinar mais gramática. No entanto, se percebo muito 'chiado', procuro mudar a regra do jogo.

9. Sob o teu ponto de vista, você acha que trabalhar a gramática ajuda o aluno? De que formas?

Ver número 2 e número 5.

10. Você ensina a gramática por ela mesma, ou relaciona com outras habilidades (speaking, listening, etc.)?

Penso na gramática como no dinheiro. Se esse não puder me fazer mais feliz, não adianta muito. Se a gramática não servir para comunicar melhor, também não serve.

11. Em qual habilidade você acha que os alunos precisam da gramática?

Todas.

12. Comente sobre sua experiência profissional e sua formação como professor(a)? Há quanto tempo você leciona inglês? Em que tipo de escola e para que tipo de alunos?

Me formei em 1995, na UFC. Em final do mesmo ano comecei a ensinar num curso de inglês. Em 1994 já tinha começado no Yázigi. Em 1996 entrei na UFC como substituto. Em 1997 na ETFG aonde estou até hoje. A escola é de 2º grau com alunos adolescentes e de classe média e baixa. Hoje a escola também abriu um curso de nível superior.

13. Comente sobre sua formação como aluno(a). Por que tipo de experiências você passou? Quando você aprendeu inglês a gramática era ensinada?

Vi inglês pela primeira vez na 7ª série. Só gramática tradução e música. Em 1989 comecei na UFC um curso de inglês extra de 7 semestres. A gramática era ensinada explicitamente e rotineiramente. Em 1991 entrei no curso de Letras e meu maior interesse era falar. Mas comecei a ler bastante. Daí vem o meu interesse por leitura.

14. O fato de você ensinar, ou não, a gramática vem de sua formação como aluno(a) e/ou professor(a)?

Ambas as duas.

15. Como você avaliaria seu conhecimento da gramática do inglês?

Mediano.

PARTICIPANT 7

1. O que significa 'gramática' para você?

Estrutura linguística; certas regras de funcionamento relativas à linguagem que diferem e também se assemelham de língua para língua.

Gosto de contrastar, com os alunos, as gramáticas da L1 e L2.

2. Qual sua opinião sobre o ensino da gramática na aula de inglês (LE)? É importante e/ou necessário ou não?

O ensino da gramática é importante e necessário, lógico; não ensiná-la seria como privar os alunos de certos aspectos cruciais relativos a linguagem. Minha opinião sobre o ensino da gramática é que é um aspecto importante, entre vários outros, a ser ensinado.

3. Você trabalha a gramática na sua aula de inglês? Porquê?

Sim, trabalho; como mencionei acima, é um importante aspecto linguístico, entre outros. (Por que não ensiná-la?)

4. Que tipo de atividades você usa para trabalhar a gramática na aula de inglês? Dê exemplos.

Exercícios escritos do livro texto; trabalho em duplas e grupo para correção dos mesmos; atividades menos controladas, orais e escritas, para produção de textos que incluam estruturas novas; já usei muito os “rods” (“escala”), atualmente uso-os pouco, (são ótimos); também faço algo que chamo de “error analysis”, colocando no início da aula umas 6-8 sentenças das lições-de-casa dos alunos, para acharmos e discutirmos juntos os problemas.

5. Você usa a terminologia para ensinar a gramática (ex. ‘sujeito’, ‘verbo’, ‘presente contínuo’)? Por que o faz?

Sim e não; depende do aluno a quem me dirijo. Dou inicialmente uma explicação geral para o grupo, praticamente não usando terminologia alguma, e retomo com a terminologia para os que a entendem.

6. Quando você ensina a gramática, você ensina também o contexto e o sentido da estrutura gramatical?

Sim, às vezes, depende do momento da aula.

7. Se você fosse ensinar o ‘can’, como você faria?

Depende como o item linguístico aparece - se já num texto, se dito por um aluno - i.e., depende do contexto de sala-de-aula; especificamente no extra-curricular, trabalho com alunos de diferentes formas - dando exemplos de situações diversas, traduzindo se necessário, exercícios no livro, faço perguntas a eles, eles também elaboram perguntas, sentenças num contexto específico, etc.

(Essa pergunta é vaga demais, obviamente... 😊)

8. Quando você ensina a gramática você leva em consideração as características do aluno (os objetivos de seu aluno, sua faixa etária, seu nível de inglês)? De que maneira?

Sim, tenho que levar muitas coisas em consideração, não adianta ficar falando sozinha. Faço o possível para conferir se fui compreendida, se têm ainda alguma dúvida, etc.

9. Sob o teu ponto de vista, você acha que trabalhar a gramática ajuda o aluno? De que formas?

Em geral, sim, mesmo quando o aluno até possa achar o contrário. Explico que erros gramaticais (como a pronúncia, por exemplo), podem afetar a comunicação/expressão; para os alunos que gostam de gramática, sempre recomendo livros. (Azul, Larsen-Freeman, Murphy, por exemplo).

10. Você ensina a gramática por ela mesma, ou relaciona com outras habilidades (speaking, listening, etc.)?

Depende da situação, ensino por ela mesma; sempre que possível relaciono a outras habilidades - writing, speaking, especialmente.

11. Em qual habilidade você acha que os alunos precisam da gramática?

Em todas, mas é lógico que as “habilidades produtivas”, (writing /speaking), representam um desafio maior para o aluno, em comparação às “habilidades receptivas” (reading/listening).

12. Comente sobre sua experiência profissional e sua formação como professor(a)? Há quanto tempo você leciona inglês? Em que tipo de escola e para que tipo de alunos?

Leciono inglês desde 1985, ou seja, há 16 anos. Já lecionei em vários contextos – centros binacionais em Manaus, Belém, Santos, SP; numa fábrica perto de Boston; numa faculdade em Savannah; num curso para executivos, em Vermont (trabalhei 2 anos nos EUA). Também já dei muitas aulas particulares, e estou no extracurricular da UFSC há 5 anos; também fui professora substituta da UFSC.

13. Comente sobre sua formação como aluno(a). Por que tipo de experiências você passou? Quando você aprendeu inglês a gramática era ensinada?

Cresci bilíngue, cursei uma escola inglesa em SP por 10 anos (fui alfabetizada em inglês); nessa escola tive minha 1ª experiência com língua estrangeira com Francês, onde gramática era uma questão importante. Minha experiência mais importante como aluna de LE foi com Hebraico, na verdade, língua que realmente estudei e aprendi, entre os 19-23 anos. Foi uma experiência importantíssima para mim, quanto aluno e professora.

14. O fato de você ensinar, ou não, a gramática vem de sua formação como aluno(a) e/ou professor(a)?

Não saberia dizer, exatamente, mas creio que vem sim tanto da minha formação como aluna e professora; me vem à mente uma professora de Português que tive, como também outros de inglês e Hebraico; muito importante também foi ter sido aluna da Diane Larsen-Freeman, durante meu curso de mestrado, ou seja, durante minha formação como professora de LE. (Aliás, o livro-texto do curso era “The Grammar book”, de sua autoria).

15. Como você avaliaria seu conhecimento da gramática do inglês?
Muito bom.

PARTICIPANT 8

1. O que significa ‘gramática’ para você?

A lógica da língua.

2. Qual sua opinião sobre o ensino da gramática na aula de inglês (LE)? É importante e/ou necessário ou não?

É importante e necessário.

3. Você trabalha a gramática na sua aula de inglês? Porquê?

Um pouco, pois é importante para que os alunos entendam a lógica da língua.

4. Que tipo de atividades você usa para trabalhar a gramática na aula de inglês? Dê exemplos.

Exercícios, o livro do Murphy.

5. Você usa a terminologia para ensinar a gramática (ex. ‘sujeito’, ‘verbo’, ‘presente contínuo’)? Por que o faz?

Sim, pois faz parte da lógica da gramática. Como uma equação.

6. Quando você ensina a gramática, você ensina também o contexto e o sentido da estrutura gramatical?

Não.

7. Se você fosse ensinar o 'can', como você faria?

Explicaria as utilidades, quando e como usar este verbo.

8. Quando você ensina a gramática você leva em consideração as características do aluno (os objetivos de seu aluno, sua faixa etária, seu nível de inglês)? De que maneira?

Não.

9. Sob o teu ponto de vista, você acha que trabalhar a gramática ajuda o aluno? De que formas?

Sim, entender melhor a língua.

10. Você ensina a gramática por ela mesma, ou relaciona com outras habilidades (speaking, listening, etc.)?

Relaciono com outras habilidades, principalmente o speaking.

11. Em qual habilidade você acha que os alunos precisam da gramática?

Em todas.

12. Comente sobre sua experiência profissional e sua formação como professor(a)? Há quanto tempo você leciona inglês? Em que tipo de escola e para que tipo de alunos?

Leciono inglês há 13 anos. Não tenho formação como professor. Escolas particulares de inglês. Alunos de todos os tipos.

13. Comente sobre sua formação como aluno(a). Por que tipo de experiências você passou? Quando você aprendeu inglês a gramática era ensinada?

Aprendi inglês nos Estados Unidos. A gramática era ensinada como aqui.

14. O fato de você ensinar, ou não, a gramática vem de sua formação como aluno(a) e/ou professor(a)?

De aluno e professor.

15. Como você avaliaria seu conhecimento da gramática do inglês?

Médio.

PARTICIPANT 9

1. O que significa 'gramática' para você?

O estudo das estruturas da língua, das escolhas que podemos fazer dentro do que a língua oferece, e de suas funções sócio-culturais.

2. Qual sua opinião sobre o ensino da gramática na aula de inglês (LE)? É importante e/ou necessário ou não?

Embora não seja adepta de uma abordagem formalista ou instrumental, acho que o ensino da gramática nas aulas de LE é fundamental, combinada a outras habilidades. É

importante que a aluna tenha contato com as estruturas da língua que está estudando, de preferência chegando a elas através de um processo de inferência a partir de exemplos reais (orais e escritos).

3. Você trabalha a gramática na sua aula de inglês? Porquê?

Sim. Ultimamente tenho trabalhado bastante com a disciplina de 'Leitura em Inglês', e considero que a leitora competente precisa ter um conhecimento gramatical básico para lidar de forma eficaz com textos em LE (assim como na L1). Esse conhecimento, que muitas vezes não é verbalizado (não necessariamente envolve definições, nomenclaturas, regras explícitas) permite que a aluna identifique certas estruturas no texto, possa lidar melhor com seu vocabulário, por exemplo, podendo selecionar com mais eficiência que estratégias e técnicas de leitura irá utilizar.

4. Que tipo de atividades você usa para trabalhar a gramática na aula de inglês? Dê exemplos.

- Inferência de estruturas e 'normas' a partir de exemplos.
- Localização de exemplos de estruturas gramaticais nos textos lidos.
- Inferência de implicações sócio-ideológicas de certas estruturas através de exemplos de uso.
- Jogos.

5. Você usa a terminologia para ensinar a gramática (ex. 'sujeito', 'verbo', 'presente contínuo')? Por que o faz?

As vezes sim, embora o enfoque não seja necessariamente este. O que me parece mais importante do que a nomenclatura é o uso correto das estruturas, a capacidade de substituí-las por estruturas similares, e a capacidade de falar e pensar sobre elas (metalinguagem).

6. Quando você ensina a gramática, você ensina também o contexto e o sentido da estrutura gramatical?

Claro. Fora do contexto de exemplos e usos reais e cotidianos, as estruturas se esvaziam, e acabam em simples 'decoreba'.

7. Se você fosse ensinar o 'can', como você faria?

Trabalharia com o conceito mais amplo de modalidade, segundo a visão da gramática sistêmico-funcional de Halliday, levando os/as alunos/as a inferirem as implicações de uso dos marcadores modais (i.e. que relações com as proposições apresentadas, a escritora/falante expressa ao utilizar os marcadores de modalidade consigo mesmo e com a ouvinte/falante).

8. Quando você ensina a gramática você leva em consideração as características do aluno (os objetivos de seu aluno, sua faixa etária, seu nível de inglês)? De que maneira?

Sim. numa disciplina do curso de Letras, onde a aluna está sendo treinada para ser professora de LE, por exemplo, um conhecimento de terminologia/nomenclatura, um conhecimento mais formal, é importante (além, é claro, da capacidade de uso e contextualização). Já num curso de leitura em inglês para alunos de pós-graduação, por exemplo, localizar e ser capaz de interpretar o uso das estruturas gramaticais dentro do contexto dos textos lidos é o suficiente. As leitoras não necessitam ter um consciente (ou verbal) domínio da forma ou da nomenclatura.

9. Sob o teu ponto de vista, você acha que trabalhar a gramática ajuda o aluno? De que formas?

Sim. Dando-lhe familiaridade com as estruturas da língua, suas funções sócio-culturais e ideológicas em contextos de uso real, e permitindo-lhe fazer suas próprias inferências a partir daí, para que a linguagem e o discurso possam ser vistos como comportamento social, inclusive em seu aspecto gramatical.

10. Você ensina a gramática por ela mesma, ou relaciona com outras habilidades (speaking, listening, etc.)?

Numa classe de LE envolvendo o ensino e prática das quatro habilidades, de forma integral, em conjunto com as demais (precedida e sucedida por elas). Numa aula de inglês instrumental (e.g. leitura), ainda assim os itens gramaticais são ensinados/trabalhados sempre em conjunto com a leitura de textos autênticos, na medida do possível através de inferências a partir dos textos.

11. Em qual habilidade você acha que os alunos precisam da gramática?

Em todas elas, embora não possa cobrar a produção dos itens gramaticais nos momentos de produção oral. Entretanto, a capacidade de usar os itens gramaticais aprendidos, ou internalizados, é fundamental para todas as habilidades.

12. Comente sobre sua experiência profissional e sua formação como professor(a)? Há quanto tempo você leciona inglês? Em que tipo de escola e para que tipo de alunos?

Aprendi inglês na Inglaterra, onde estudei por 4 anos (cursos de inglês para estrangeiros). Depois disso, comecei a lecionar no início dos anos 90, quando também ingressei no mestrado em inglês da UFSC, onde concluí também o doutorado em 2000. Minha área de especialização e interesse é a análise do discurso, com ênfase na análise crítica do discurso. Já lecionei em escolas privadas de LE, nos cursos extracurriculares do DLLE, em faculdades de Hotelaria e Turismo, e em curso de Letras e Secretariado Bilingüe. Atualmente sou professora do DLLE da UFSC, ministrando aulas para os cursos de bacharelado e licenciatura em Letras e Secretariado.

13. Comente sobre sua formação como aluno(a). Por que tipo de experiências você passou? Quando você aprendeu inglês a gramática era ensinada?

Aprendi a princípio de forma algo estrutural, com muitos 'drills' e exercícios específicos e algo repetitivos. Entretanto, como o contexto era de imersão na língua, os resultados foram muito positivos, e neste primeiro momento eu apenas internalizei o uso contextualizado das estruturas, sem me preocupar com regras ou nomenclaturas. Mais tarde, já como professora e pesquisadora, comecei a me interessar pela parte mais formal da gramática, que até então não tinha me feito falta. A partir daí fui capaz de desenvolver/adquirir uma metalinguagem para falar e pensar sobre gramática.

14. O fato de você ensinar, ou não, a gramática vem de sua formação como aluno(a) e/ou professor(a)?

Ambos. Tanto como aluna quanto como professora vejo a necessidade de ensinar e aprender gramática, embora a partir de perspectivas algo distintas.

15. Como você avaliaria seu conhecimento da gramática do inglês?

Above average, but not encyclopedic (more empirical than formal).

APPENDIX III

TRANSCRIPTS CONVENTIONS OF CLASSROOM DATA

The following transcript conventions were adapted from Hatch (1992)

[overlappings
(())	analyst's comments
((...))	parts of the speech have been omitted
+	pause
++	long pause
(xxxxx)	inaudible
:	long sound
CAPITAL	stressed word
?	questioning intonation
!	exclamatory intonation
T	teacher
S1	unidentified student
Ss	students altogether
Ric	abbreviated name of identified student

APPENDIX IV
CLASSROOM EPISODES TRANSCRIPTIONS

CLASS 1 - EPISODE 1: past tense with *had to* and *used to* vs. simple present with *usually* (From cassette 1)

March 19th, 2002

((The teacher is correcting homework – p. 49, # 1. It's the beginning of the class.))

43. T: you + Ros
44. Ros: a fruit market used +
45. T: USED to sell ((emphasizing pronunciation))
46. Ros: used to sell
47. T: yes (xxxxx)
48. Ros: (xxxxx)
49. T: ah: + a fruit market used to sell fruit and vegetable + well + ah: + as we are talking about past + ok + this action was very common in the past + ok? ok + was very common + so this kind of place + fruit market and + a + a fruit market + for example + used to sell fruit and vegetables + in the past + It was a habitual action in the past + do you understand?
50. S: yes
51. T: oh? ++ when you talk about a habitual action in the present + what do you use? ++ For example + let's suppose that this sentence was in the present + right? a fruit market
52. S: [(xxxxx)]
53. T: in the past
54. S: (xxxxx)
55. T: ok + a fruit market
56. S: [(xxxxx)]
57. T: ah?
58. S: (xxxxx)
59. T: yes + but what is the + the word that we can + we can say to represent ah: habitual action?
60. S: usually?
61. T: very good + USUALLY+ A fruit market usually sells fruit and vegetables + NOWADAYS+ ok? And in the past + a fruit market USED to sell fruit and vegetables + ok? did you understand + the difference? good + + Ros + please
62. Ros: for dry + dry foods + like + rice + or beans + you used + to a grocery store
63. T: ah: + ok + so + ah + for dry foods + rice or beans + you
64. S: [had to go]
65. T: very good + you HAD TO GO
66. Ros: you had to go
67. T: yes? you HAD TO GO + to grocery stores + did you understand Ros?
68. Ros: yes
69. T: why + it is you had to + ok
70. Ros: ok
71. T: ok + Mil ((Mil reads the answer, and the T goes on until all the exercise is corrected))

CLASS 1 - EPISODE 2: simple present with *everyone* – (From cassette 1)

March 19th, 2002

((The teacher is correcting homework – p. 49, # 1. It's the beginning of the class.))

105. T: all right
 106. S: sometimes in the future + everyone
 107. T: sometime
 108. S: sometime
 109. T: yes
 110. S: everyone + will + will have + will have a computer at home
 111. T: ok + here + ah: did everybody put + ah + will?
 112. S: no I put are going to
 113. T: everyone?
 114. S: everyone are going to have + a computer at home
 115. T: ok + ah: if you use the verb to be with everyone + what is the best to use?
 everyone am + everyone is or everyone are? ++++ you ALWAYS have to use
 everyone is + ok? the meaning is about many people + everybody + everyone +
 anybody + ok? but you have to use is + in this situation with the verb to be you
 have to use is + ok? so + everyone +++ is
 116. S: [going to have a computer
 117. T: very good + ((...))

CLASS 1 - EPISODE 3: if clauses with *will* and *might* (From cassette 1)

March 19th, 2002

((The teacher is correcting homework – p. 49, # 1. It's the beginning of the class.))

125. T: ((...)) ah: ++ who stopped? + ok + go ahead Joh
 126. Joh: people will use them to purchase ((wrong pronunciation))
 127. T: [PURCHASE ((emphasizing pronunciation))
 128. Joh: [purchase everything + from food to furniture + from legal advise to
 medical health + in some places it's happening already
 129. T: ok + very good + ok + did you put ah: will everybody? ++ yes? + is there
 another modal + another word that you can use here in this situation?
 130. S: last sentence + ((asking to repeat))
 131. T: last sentence? will use + people will use +++ is there another possibility to
 complete? what do you think now?
 132. S: (xxxxxx)
 133. T: do you know?
 134. S: (xxxxxx) might
 135. T: very good + ok + but the opposite + Dio + the opposite
 136. Dio: ah + might +
 137. T: repeat + ah + read it again + people +
 138. Dio: people might (xxxxxx) +
 139. T: very good + might use + ok? + ok + no questions about number 1? number 2+
 ((reading from the book)) ((...))

CLASS 1 - EPISODE 4: simple past vs. simple present – to wear (From cassette 1)

((The teacher is correcting homework – p. 49, # 1. It's the beginning of the class.))

181. T: ((...)) number 4+ eh + Ros ++ you + number 4 + people + just a minute + we're correcting + homework ((some noise/students are talking among themselves))
182. Ros: about a hundred years ago + woman dressed a long dress + (xxxxxx)
183. T: woman? ++ ok + ah: + what you + ah: ok ++ just a minute + people + why are you talking so much today? ++ are you discussing the homework? ((students are talking among themselves/ noise)) ++ yes? ++ are you talking about the homework? ah: ok good + + ok + so let's see + Ros + is reading number 4+ pay attention ++ can you read again?
184. Ros: about a hundred years ago + woman dressed a long dress + +
185. T: ok + ah: did you put different?
186. S: yes +
187. T: ok + read yours
188. S: about a hundred years ago + woman eh + wore + é wore?
189. T: yes
190. S: long dress
191. T: yes + very good ++ pay attention + WORE + because about a hundred years ago is past + it is a specific time in the past + it's in the simple past + do you understand?
192. S: (xxxxxx)
193. T: yes + a specific time + so + about a hundred years ago + WOMEN wore long dresses + ok? ok + yes + no problem + and these days they + they? ++ people + these days + but these days they? ++ WEAR+ wear short dresses + ok Mar + number 5+

CLASS 1 - EPISODE 5: if clauses with *will* and *might* (From cassette 1)

March 19th, 2002

((The teacher is correcting homework – p. 49, # 1. It's the beginning of the class.))

194. Mar: nowadays it's common to find apartments with 20 floor + floors + +
195. T: nowadays it's common?
196. Mar: [it's common to find apartments with 20 floors +
197. T: ok + and in the past + ah + sorry in the future?
198. Mar: sometime in the future will be a lot of high-rise apartments with 200 floors +
199. T: ok + there will be + THERE will be + + because if you say will be + you need a subject here + ok + remember there is + there are? remember in the present + so + it is in the future + there WILL be
200. Mar: (xxxxxx)
201. T: yes + yes + you need a subject + there will be a lot of + ok? ok + yes? nowadays we can see apartment buildings + often have 20 floors + nowadays + and in the future they will or they might have + 200
202. S: oh!

203. T: it's too high + yes? I think so + ++ ok + yes + do you have any questions?

CLASS 1 - EPISODE 6: used to vs. present perfect (From cassette 1)

((After correcting homework, the teacher does the grammar focus on p.54 # 3))

251. T: ok + do you have any questions about this grammar focus? ++ is it clear for you? ++ really? + very clear? ++ So here we have (xxxxx) + so in this first one + they are talking about past + the second about past + and the third one about future + ok? so in the past + how can you use the verb in the past? +++ to talk about past + about events in the past + about time in the past? +++
252. S: were + were
253. T: was/were + if it the verb + is the verb to be + right?
254. S: right
255. S: ed?
256. T: ed? Or you put ed + with what kind of verb?
257. S: regular
258. T: REGULAR verbs + very good + + and irregular verbs? what about irregular verbs?
259. S: you use the form
260. T: you use the form + + what is the form in: + in the column + what + what is the column? ++ the first + the second or the third?
261. S: (xxxxx)
262. T: ah?
263. S1: present past
264. S2: past participle ((having difficulties to pronounce 'participle'))
265. T: past participle + do you + remember that list of irregular verbs?
266. S: (xxxxx)
267. T: ah?
268. S: (xxxxx)
269. T: I think + everybody has studied that list + yes?
270. S: yes
271. T: [or DID that list + yes did + ok + so the first column + remember + I think you have it here in your book + I'm not sure + yes?
272. S: yes
273. T: remember? which page? ((looking at the book)) oh yes + +++++ ((looking at the book)) oh yes + let's see + thank you Jul + + so here + do you remember + here you have irregular verbs + ok? in book one + you have too + in the end of the book you have + I think that you have a + a longer list + there in book + in book one + ok? and + so + remember the irregular verbs + ok? + you have in the first column the present + in the second the past + SIMPLE past + and in the third the participle + past participle + ok? so here + we are using the + simple past + the + second column + right? + ok + or + either you use simple past + or ++ or what + to talk about past + events in the past?
274. S1: past perfect?
275. S2: used to
276. T: used to + ok + ok + ok + not past perfect
277. S1: no?

278. T: no + + forget about names + right
279. S1: right
280. T: not here + + ok + eh: so here you have + two different ways to talk about the past + right? or you use + only the verb in the past + or you use used to + ok + remember that + well + it's a good question now + what is the difference between them? how do you know + when you have to use only the verb + or when you have to use used to? how do you know that? how do you use that?
281. S: it's a common action in the future
282. T: yes + ((unsure))
283. S: a situation (xxxxx)
284. T: very good + a HABITUAL situation + ok + or when the situation + the ACTION was frequent in the past + right? ok? + and the past? only the past + how do you know + when you have to use + + only the verb in the past? and we have lots of examples here in this exercise + +++ when do you use the simple past? +++++
285. S: (xxxxx)
286. T: ALL:: RIGHT+ and what about (xxxxx) can you talk that?
287. S: yes
288. T: yes + it's the first part + yes? ok + so when + do you use +
289. S: when the: action + is finished
290. T: ok + when the action is finished + what else? +++ what is another application of the past?
291. Aud: (xxxxx)
292. T: ah?
293. Aud: it's not happening now
294. T: ok + good ((smiling)) it's not happening now + ok + but + there is + ah: what Aud said + what Aud said is ok + + eh: the action is totally finished + but there is another important thing + ++++ (xxxxx)
295. S: in this context ago + eh: past + last + (xxxxx)
296. T: they are expressions + expressions of past + but + can you use only ago? + for example + I lived here + ago
297. S: (xxxxx)
298. T: ah?
299. S: (xxxxx)
300. T: what is missing here? ++ I went there ago + can you use this? ++
301. S: (xxxxx)
302. T: ah? ah?
303. Ss: time + time
304. T: a long time ago
305. Ss: no + no + the time
306. T: oh! the TIME+ ok + + give me an example
307. S: I stayed here five minutes ago
308. T: VERY GOOD+ Ok + when you use a specific time + you use simple past + five minutes ago + five hours ago + five days ago + five weeks ago + five YEARS ago + remember the exercise + people + a hundred thousand years ago + it's specific + isn't it? yes? + so you know that the action is totally finished + ok + and you know that there is an indication of TIME in the past + ok?
309. S: when you don't use the time + you (xxxxx)
310. T: ah?
311. S: when you:::

312. T: ok + don't say the time +
313. S: yes + when you don't have the time + you use used to?
314. T: not exactly + you use used to when it was a habitual action in the past + an action that repeated many + many times + it was usual for you to do that in the past + right? Just + ah: + for you to know + now + we are not going to talk + and to study now this + cause + when: + it's done in sometime + the time + and emphasize the action + ok? you use the + present perfect + for example + the simple past you + you say + I WENT to the United States in 1998 + ok? + ah: + I went + ah: ok + I went to the United States in 1998 + or you say I've BEEN to the United States + what's is the most important here? + ah:: + for example + if I say + I've been to United States twice + ok? do you understand?
315. Ss: yes
316. T: is it's important here to say the time? + for me + if I'd like to (xxxxx) I've there twice + is it important for you + to know the date? I think yes + uh?
317. S: I can't understand
318. T: ok + for example + if I say + I went + let me write ((teacher writes on the board)) ++ I went + to + the United States of America in 1997 + ok? + this is + simple past + this is the past of the verb?
319. S: to go
320. T: to go + very good + so I went to the United States in 1997 + and you have here the period + the specific time + I have to use the simple past + right? + is it clear?
321. S: yes
322. T: ok + and you can say + I've been + I have been to the United States twice + this is the abbreviation of have been ok? ((pointing to the board)) + and you can say + because Aud + you asked me before + ah: remember that you said what do I use if + if I don't have the time
323. Aud: ok (xxxxx)
324. T: no + you asked me + ah:: + you say + what + what do I use if I don't say the time + I think it was your question + right? + if I don't say the time + if you don't say the time + you say I've been + I have been + you are talking about past too + ok? but here the most important is the ACTION + that I've been there + and here the mot important is the TIME + that I'd like to tell you + this time is important in this sentence + I'd like to tell you that I WENT to the United States in 1997 + remember when the dollar was the same than + real + one one? In 1997 was a VERY good time to go to the United States ((smiling)) + ok? + and +
325. Aud: you use the: + eh: to talk about the: action that people + for example + I saw + I saw you five minutes ago + and I + I need to say + I: I've seen + no
326. T: complete your idea
327. Aud: eh you need + you need to say I saw you five minutes ago + I saw you
328. T: yes
329. Aud: and if you: ask for another person + eh: did you see?
330. T: did you see her
331. Aud: yes + did you see her + eh: I don't know how + when you need to + to use the + have you seen
332. T: ah! you can say + have you seen Terri + in the last days? + or have you seen Terri recently? + ok + if you ask Ros + Ros have you seen Terri? + it + it has been a long time that I haven't seen her
333. Aud: but you + you don't can use + did you see?
334. T: only if you say when + eh: last week + if you use an expression of time + did you see Terri yesterday? did you see Terri last weekend?

335. Aud: and ah: five minutes + ago? if you don't use five minutes? you can ask + eh: did you see Joa?
336. T: ok + in ah: + in an informal situation + ok + but + eh: grammatically speaking + it's better if you use + did you see Terri five minutes ago? + ok? + but you can + you can ask + Ros have you seen Joa? + ok? + or did you see Terri today? ++ (xxxxx) AND + only for you to be sure about this + for example + when I was a child + when I was a child + I USED to go to the United States with my family + ok? + it's not true + I'm lying ((T and Ss laugh)) + ok? + so + when I was a child ((writing on the board)) when I was + a child + I + USED to go + to the United states + with + my family + ok + and NOW we have this situation to use + right? + for example + can you understand it? + this is a habitual action + in the past + that happened in my life in the past + in my childhood + when I was a child + I used to go to the United States with my family + ok? + (xxxxx) verbs + tenses + verbal tenses + in the English language + and AFTER + you're going to + to practice + you have to practice + to practice + practice + and then + ok? + but it's + ALMOST impossible for you to practice + if you don't understand the language + ok? + ok + so + very good + (xxxxx) put it here again + now + we are going to do the: listening 5 ((...))

CLASS 2 - EPISODE 1: stay vs. get (From cassette 2)

March 21st, 2002

((At the beginning of the class, the teacher is asking students about smoking. It is a pre-listening activity))

29. T: yes + ok + so: eh: + but ah: Ita said it's not difficult ((to quit smoking)) + do you agree with her? + let's talk about + ah: many people in general + ok + it wasn't difficult TO HER + right? + but what about + to other people?
30. S: very difficult
31. T: VERY DIFFICULT + yes? + because it's a vicious + right? + really + really difficult to quit smoking + yes? + ok + and + what happened to people + when they quit smoking + when they stop smoking? ++ what happened + what happened?
32. S: people + ah: (xxxxx) stay ah: nervous + ah: anxied
33. T: anxious
34. S: anxious
35. T: people GET + people get anxious + ahah + get anxious + nervous and
36. S: how do you say + fat
37. T: yes! they get FATTER + they gain weight + yes + they gain weight + it's very common + yes? + ok + this is what usually happens + ok? + ok + ah: ok + so + open your books on page 57 ++++ ((Teacher starts talking about the picture in the book))

CLASS 2 - EPISODE 2: simple present - third person (From cassette 2)

March 21st, 2002

((After asking students about smoking, the teacher exploits a picture, in which two people are smoking.))

37. T: ((...)) open your books on page 57 +++++ don't read the conversation + just look at the pictures + right? + ok + what do you think they are talking about + imagine the situation + right + don't + don't read + what do you think they are talking? + here + these two people here + in the picture + what do you think?
38. S: about smoking
39. T: they are talking about smoking + about ah: start smoking or stop smoking?
40. S: stop smoking
41. T: ahah + ok + and ah: + do you think ah: + ah: what about ah: here + according to the picture ok + don't read + do they smoke? + both people? + or just the woman + just the man
42. Ss: just the woman
43. T: just the woman + right + ok + and + ah: do you think + she is ah: trying + trying to stop? ++
44. S: (xxxxx)
45. T: uh? do you think she smokes a lot? ++ or not very much?
46. S: if she + eh: said I really + eh: have to stop smoking (xxxxx)
47. T: oh! don't read + don't read + oh! here ((pointing to the picture on the book)) + ok + I really have to stop smoking ((reading from the book)) yes + if she said that +
48. S: it's because she + feel eh: bad + smoking
49. T: ok + it's because she?
50. S: have to
51. T: she?
52. S: have to
53. T: ok + but it's SHE +the third person of singular + she?
54. S: has
55. T: good + she?
56. S: has
57. T: ahah + what you said before? ++ how does she feel? + she?
58. S: feels
59. T: very good + ok + feels bad + ok + ah: ok ((...))

CLASS 2 - EPISODE 3: if clauses – don't vs. can't (From cassette 2)

March 21st, 2002

((The students have completed an exercise about if clauses -exercise 9b on p. 57. Then the teacher asks them to read their answers to the group))

207. T: ((...)) ok number two + ok + it's not necessary everybody + ah: to read ah: number one + because we are going to save a lot of time + number two
208. S: if you walk to work everyday + you will not (xxxxx) problems with your car
209. T: ok + Jul + two
210. Jul: you will spend less money with gas ((Ss and T laugh))
211. T: if you walk + less? + less money + yes! + for sure + you will save money + eh: Mar + number two
212. Mar: if you walk to work + everyday + you don't can stress
213. T: you?
214. Mar: don't can stress
215. T: don't?

216. Mar: can stress
 217. T: ok + but can + can you don't? +++
 218. Mar: what?
 219. T: yes + can you use don't here? +++++ what do you think Mar + can you?
 220. Mar: I don't know
 221. T: ok + so + in this kind of sentence + the conditional sentence + with if clauses + right? + here you have + a POSSIBLE situation + right + you have a possible situation + and here we have a complement + look + pay attention + this possible situation + is in the present + can you see? + yes? + so + consequently + the + the if clause + with a modal in the future + right?
 222. Mar: yes
 223. T: and don't is?
 224. Mar: possible
 225. T: ok + it is possible + but what is the tense of don't?
 226. Mar: present
 227. T: present + ok? + so here you have to use + a modal referring to future + right? + so + can you read the sentence again? Mar
 228. Mar: eh: if you walk to work everyday + you won't feel stress
 229. T: very good + very good + ok
 230. S: ((reading)) you will be + more active?
 231. T: you will be more?
 232. S: active
 233. T: uhuh + ok + number three + who would like to read + Joh ((John reads the answer, and the teacher goes on until the exercise is corrected))

CLASS 2 - EPISODE 4: if clauses - call vs. call to (From cassette 2)

March 21st, 2002

((Students have done an exercise about if clauses - # 11, p. 58. The teacher asks them to create similar sentences, based on the events presented in exercise 10, p.58))

318. T: ok + ok + so now + ah: make groups of three or four + people ++ three or four + right? + and I'm going + we are going to choose an event +++++ you choose an event + you can not choose the same event ++ and you can not talk about dogs anymore + right? + because we already said that ((Ss get organized in groups)) +++++ don't forget to use the if clauses + ok? + you have to use the if clauses + right? + the complete sentences ((Ss do the exercise and T walks around the room helping them)) who would like to start? you? ok? +++++ ok + ok + people + please + let's pay attention + ok? + this group is going to start + right? let's pay attention + they eh::: are going to talk about + fall in love + ok go ahead
 319. S: eh: + if you fall in love + you will feel jealous + sometimes
 320. S: if you feel jealous sometimes + you + you will have to buy clothes
 321. T: to buy?
 322. S: clothes
 323. T: uhuh
 324. S: if you have to buy clothes + you will need more + more money to spend
 325. S: if you need + more money to spend + you + YOU WILL need to work
 326. S: if you need to work + you will be stressed

327. S: if you be stresses + you will + you will call to your lover ((Ss and T laugh))
 328. T: you will call + your lover + ok?
 329. S: call?
 330. T: CALL your lover
 331. S: call + your lover?
 332. T: yes
 333. S: your lover?
 334. T: yes + call him + call her + ok + you please ((calling another group of Ss))
 335. S: if you go + on a diet + you will (xxxxx)
 336. S: if you (xxxxx) + you will (xxxxx) ((Ss and T laugh))
 337. S: if you (xxxxx) + you will feel sad
 338. S: if you feel sad + you might feel hungry a lot ((Ss and T laugh))
 339. S: if you feel hungry + a lot + you finish diet
 340. T: [ahhhhh!
 341. Ss:[ahhhhh!
 342. T: you'll + you'll Mil
 343. Mil: uh?
 344. T: you'll?
 345. Mil: YOU'LL finish the diet
 346. T: ok + the last group now + ((...))

CLASS 3 - EPISODE 1: modals (From cassette 3)

March 26th, 2002

((It's the beginning of the class. The teacher is correcting homework – p. 51, # 4. Each student reads a sentence))

126. T: Mau?
 127. Mau: (xxx)
 128. T: OK
 129. S: if I quit smoking + I might to breath better
 130. T: ok + I might?
 131. S: I might to breath better + (xxx)
 132. T: ah + breath (((emphasizing pronunciation)) + I might BREATH + this is might + might + might breath + ok + after might people + you have to use the verb + without to + ok ++ might + ok ++ yes
 133. Ss: (xxx)
 134. T: no + after modal + after + can + could + might + may ++ you never use the verb with to + only after ought
 135. S: ah
 136. T: this is an exception + right + ought to + right + only this one + ok? + ok + Mat?

CLASS 3 - EPISODE 2: modals (From cassette 3)

March 26th, 2002

((It's the beginning of the class. The teacher is correcting homework – p. 51, # 4. Each student reads a sentence))

192. T: ok + people + let's see Tai + number four

193. S: four?
 194. T: yes
 195. S: if I don't get good grades in school + I might to study a lot
 196. T: I might?
 197. S: to study a lot
 198. T: remember the explanation ((the teacher is referring to the explanation on C3E1: 132))
 199. S: ok + I might study a lot
 200. T: yes
 201. S: very good ((T and Ss laugh))

CLASS 3 - EPISODE 3: go to (From cassette 3)

March 26th, 2002

((It's the beginning of the class. The teacher is correcting homework – p. 51, # 4. Each student reads a sentence))

225. T: ok + sorry Nic + yes?
 226. S: I might get more sleep if I go a party
 227. T: yes + if I go to a party
 228. S: to
 229. T: people ++ ninety percent or ninety nine percent ++ ninety-nine + I think + if you GO TO + right? + I GO TO a party + I GO TO bed + I GO TO school + I GO TO the supermarket + right + in some cases + for example ++ go home + in this case + you don't use + right+ or go downtown + ok? + but in general + you have to use the preposition TO + with these verbs + right + go to + don't forget that + very important + ok

CLASS 3 - EPISODE 4: if clauses (From cassette 3)

March 26th, 2002

((The teacher has just finished unit 9 and tries to engage students in remembering what they have studied in this unit))

474. T: ok + so + people do you any questions about this unit + is it clear? + the use of past + present+ and future? + yes? + remember past with simple past and used to + ok + remember? + ok + and the present? present you (xxx) right + and future?
 475. S: (xxx)
 476. T: ah + desculpa (xxx)
 477. S: teacher + in the future + may I use I would + too?
 478. T: yes + ok + and what about the + if clauses + (xxx) page 57 + conditional sentences with if clauses
 479. S: in the future + use + will + may + might
 480. T: yes
 481. S: we ((S didn't conclude his/her sentence))
 482. T: might + will + with the IF clauses? ++ with conditional sentences?
 483. S: yes

484. T: yes + ok + but when you use might or will + ok + in the main clause + in the consequence + for example + where is the tense that you have to use in the conditional? + the verbal tense + remember? ++ where is the verbal tense that you have to use in the conditional sentence?
485. S: present
486. T: yes + present + if you use present in one sentence + you have to use future in the other + right ++ more questions about this unit? + (xxx) we're going to start unit 10 + ok + you?
487. S: but might is more formal + yes?
488. T: yes + ok ++ no questions? ++ ok + so + ((...))

CLASS 4 - EPISODE 1: simple present – third person (From cassette 4)

March 28th, 2002

((The teacher is asking students about their professions))

13. T: where do you work?
14. Mil: I work + I work at the (xxxxxxx)
15. T: uhuh
16. Mil: and (xxxxx) and yes + I + I like it + and people + is very + eh: (xxxxxx)
17. T: people?
18. Mil: people is very
19. T: people?
20. Mil: people ARE
21. T: ahah + people are very + friendly + very nice + that's good + and you Ros?

CLASS 4 - EPISODE 2: agreeing and disagreeing – neither (From cassette 4)

March 28th, 2002

((After doing an exercise using *neither*, *either*, and *so* - #3a, p.61, the students read their answers))

199. T: ok + so you are not very good ((T and S laugh)) + ok + so + Mil?
200. Mil: I'm good at + solving problems
201. T: Rod?
202. Rod: ah + I don't like
203. T: ok + can you + say it again + please? + can you repeat your (xxx)? ((T asking to Mil))
204. Mil: I am good at solving problems
205. T: ok + she is good + at solving the problems + how can I say?
206. Rod: (xxx) so do I? + (XXX)
207. T: perfect + if I say + I am + ok + pay attention + I am good + I am good or I am not good? ((T asking to the students))
208. Ss: I'm good
209. T: ok + I am good at solving the problems ++ how can I say?
210. Rod: it is + am I

211. T: I am good at solving problems + so + are you going to agree with me? ((T asking the students)) + yes? + ok + so?
 212. Rod: neither do I
 213. T: yes + but this is negative + with neither + I'm using an affirmative
 214. Rod: (xxx)
 215. T: ok + no problem + try it again
 216. Rod: I am too
 217. T: I am too? + or? + SO?
 218. Rod: am I
 219. T: very good! + so am I + because she uses the verb to be + and you have to use it too + remember in the beginning we used do + the verb DO?
 220. Rod: uhuh
 221. T: yes + you said + so do I + ok + but she uses the verb to be + right? + I am good + at solving problems + ok + so + if you would like to agree with her + you have to use the verb to be too + ok? + so am I + ok + very good + now you read the next

CLASS 4 - EPISODE 3: agreeing and disagreeing – neither (From cassette 4)

March 28th, 2002

((After doing an exercise using *neither*, *either*, and *so* - #3a, p.61, the students read their answers))

272. T: very good + ok + you (xxx) ((a student's name))
 273. S: one?
 274. T: uhuh
 275. S: I don't like making coffee for my boss ((everybody laughs))
 276. T: ok + Mau?
 277. Mau: I don't (xxx) ((Mau has not done the exercise))
 278. T: no problem + do it now ++ you have to agree or disagree + yes
 279. Mau: neither am I
 280. T: neither?
 281. Mau: am I
 282. T: can you repeat again + please?
 283. S: I don't like + making coffee for my boss
 284. T: neither?
 285. Mau: do I
 286. T: very good + ok + ((...))

CLASS 4 - EPISODE 4: simple present – third person (From cassette 4)

March 28th, 2002

((After playing a conversation - # 5, p.62, the teacher asks students to summarize the conversation))

352. T: ok + just ah: + just + try to say what you understood + the central idea + if you remember
 353. S: she like + ah: people + help people
 354. T: ok + she?
 355. S: he
 356. T: ok +but + say it again + say the sentence again ++ she?
 357. S: she + ah: like no?
 358. T: SHE?
 359. S: she LIKES
 360. T: good
 361. S: LIKES
 362. T: help people
 363. S: help people
 364. T: she likes
 365. S: to help people
 366. T: to help people + ok ++ and number three?

((T plays only the third part of the exercise again, p. 62. #5))

367. T: and this one?
 368. S: he don't care working ah: (xxx) much people + crowd + (xxx)
 369. T: HE?
 370. S: sorry
 371. T: HE?
 372. S: don't care working + eh: for crowded + (xxx)
 373. T: ok + I DON'T + HE?
 374. Ss: oh + ok + he don't like + he don't like
 375. T: I don't like + HE?
 376. Ss: DOESN'T
 377. T: good + ok + he DOESN'T like + ok what else?
 378. S: work in a gym
 379. T: uhuh ++ what else? ++ he works OUT + he works out
 380. S: he doesn't like a regular job
 381. T: uhuh + yes ++ he works out at a gym ++ ((...))

CLASS 4 - EPISODE 5: gerund with *ing* after prepositions (From cassette 4)

March 28th, 2002

((Students have written short dialogues about their skills and job preferences - #6, p.62. Then they read their conversations to the whole group. While the groups read their dialogues, the teacher makes comments and corrects students.))

60. T: uhu + ok + thank you ++ Rod? + (xxx) + Mar? ((one group has finished the presentation))
 461. S: help us ++ please + so ++ do you have any special skills? + skills?
 462. T: skills ((emphasizing pronunciation))
 463. Ss: skills
 464. T: skills + uhuh

465. S: I + graduated in administration + but I don't + eh: like administration + I do + biology + and I like + it's more interesting + ok + do you have any special skill? + or experience?
466. S: I graduated in (xxx)
467. T: you like what? + graduate?
468. S: I like (xxx)
469. T: oh + you like singing very much!
470. Ss: (xxx)
471. T: oh + ok + really? + yes + do you like singing?
472. S: (xxx)
473. T: what kind of song?
474. S: (xxx)
475. T: oh + really? + uau! + would you like to sing now + for us? ((everybody laughs)) + why not? + yes
476. Ss: karaoke
477. T: yes + please
478. Ss: (xxx)
479. S: no
480. T: why not?
481. Ss: (xxx)
482. S: no
483. T: no?
484. S: no
485. T: ok
486. Ss: ah: ((everybody complaining because she didn't want to sing))
487. T: ok + (xxx)? ((a student's name))
488. S: are you good in your work?
489. T: are you good?
490. S: in your work
491. T: are you good?
492. S: in your work
493. T: no + are you good? + the preposition + are you good?
494. S: AT
495. T: very good! + are you good AT?
496. S: your work
497. T: uhuh
498. S: (xxx) goodf at write + that's not a special + work ++ and you? + are you good + at ah: your work?
499. S: yes + I like + (xxx)
500. S: what are (xxx)
501. I (xxx)
502. S: are you good + eh: remembering (xxx)? + (xxx)
503. S: do you like traveling?
504. S: yes I like + a lot + and you? + (xxx)
505. S: (xxx) traveling
506. S: traveling
507. S: traveling?
508. S: yes + (xxx)
509. T: travel + foreign
510. S: foreign

511. T: foreign country
 512. S: foreign country
 513. S: foreign (xxx) ++ yes + Paraguay
 514. T: ok
 515. S: buy muambas ((everybody laughs))
 516. T: are you good + at this?
 517. S: (xxx)
 518. T: yes?
 519. S: (xxx)
 520. T: ok + (xxx) + thank you! + this group now

CLASS 4 - EPISODE 6: gerund with *ing* after prepositions (From cassette 4)

March 28th, 2002

((At the end of the class, the teacher is revising what students have learned.))

575. T: ((...)) what else? + eh: how can you say a + statement ++ eh: using gerund and the preposition AT?
 576. S: AT?
 577. T: yes ++ together
 578. S: (xxx)
 579. T: uh?
 580. S: I'm good at
 581. T: let's see the same + examples
 582. S: I'm good at cooking
 583. T: very good! ++ I'm good?
 584. S: at cooking
 585. T: at ++ cooking ++ ok? + yes? + don't forget! + you have to use the preposition AT + right? + and AFTER the preposition you have the verb with + ING + right? + yes? + I'm not good at cooking + or + I'm good at cooking + the negative + just-put not here + I'm not good at cooking + right?
 586. S: when use AT? + when use at?
 587. T: you ALWAYS use when you are going to say that you are good AT + or you are not good AT
 588. S: after good?
 589. T: uh?
 590. S: after good + and before + (xxx) the verb?
 591. S: always GOOD?
 592. T: no! + not necessarily ++ ok? + with this sense + ok? + this way + you have to use ++ you can say another word here ++ but in this meaning + in this context + it's better to use GOOD + are you GOOD + or are you not good? + yes? ++ what did you ask me before (xxx)?
 593. S: are you good?
 594. T: yes + no? + questions? + ok + Jul?
 595. Jul: the preposition is always AT?
 596. T: yes + in this sense
 597. Jul: and (xxx) verb is with ING?
 598. T: yes ++ in this situation + the preposition is ALWAYS AT + are you good AT + I'm not good AT + ok? + in this case + yes + ok?

599. Jul: the preposition can be + other preposition?
 600. T: in which situation? ++ don't think + about other situation + ok? + because + you are going to + make confusion + ok?
 601. S: (xxx) I like AT cooking + no?
 602. T: you (xxx) I like cooking + ok?
 603. S: (xxx)
 604. T: uh?
 605. S: (xxx)
 606. T: because LIKE is a verb ++ right?
 607. S: oh + yes
 608. T: I LIKE cooking + and after like + and after like + you use the other verb + with ING + ok?
 609. S: ok
 610. T: and good is not a verb
 611. S: it's a adjective!
 612. T: yes + ok?
 613. S: yes
 614. T: ok + and let's see + ((...))

CLASS 5 - EPISODE 1: gerund with *ing* after prepositions (From cassette 5)

April 02nd, 2002

((At the beginning of the class, the teacher is correcting homework. The exercise is about the use of prepositions and gerunds with the *ing*))

24. Ros: three?
 25. T: uhuh
 26. Ros: Gwen usually works alone all day + but she enjoys work with a team too
 27. T: but she enjoys?
 28. Ss: working
 29. Ros: no?
 30. T: working + with a team + ok? + because + in the first sentence + you have + he usually works alone all day + but + she enjoys working with a team + did you understand?
 31. Ros: yes
 32. T: yes? + ok? + four + Mar?

CLASS 5 - EPISODE 2: gerund with *ing* after *mind* (From cassette 5)

April 02nd, 2002

((At the beginning of the class, the teacher is correcting homework. The exercise is about the use of prepositions and gerunds with the *ing*))

83. T: ok + ok + I don't mind
 84. S: I don't mind + using a computer + but if is necessary (xxx)
 85. T: ok + I don't mind?
 86. S: using
 87. T: USING + uhuh
 88. S: but is necessary (xxx)
 89. T: moderator
 90. S: moderator
 91. T: yes + eh: + yes + but I + I didn't understand all the sentence + they don't mind using computer + ah! + ok
 92. S: ok?
 93. T: but it's necessary to + moderate + yes + it's a verb ++ ok? + eh: don't forget + that you have to use after MIND + you ALWAYS use the verb with ING + right? + yes? + Lid + ok? + ok + in my free time + Mil?

CLASS 5 - EPISODE 3: gerund with *ing* after prepositions (From cassette 5)

April 02nd, 2002

((At the beginning of the class, the teacher is correcting homework. The exercise is about the use of prepositions and gerunds with the *ing*))

124. Mar: participating + (xxx) + ing? + PARTICIPATING?
 125. T: participating + yes + with ING
 126. Mar: ING + eh: (xxx) + participating
 127. T: yes + but + after what ++ after what + for example ++ where?
 128. S: with these sentences
 129. T: I'm not very good AT + ok + you have to use ING here + because + after the preposition AT + ok? + after the verbs LIKE + ENJOY + you are going to use the other verb with ING + but here + you have to use ING + because the preposition AT + because of THIS preposition + right? + ok?
 130. S: ok + (xxx) + I'm not very good at (xxx)
 131. T: yes + ok?
 132. S: teacher + if I use + eh: I like drive + what happen? + if I use + I like drive
 133. T: uh + I like driving + ok
 134. S: se eu colocar ING + I like driving + eu vou ter que falar
 135. Ss: I like driving
 136. T: I like to drive
 137. S: ah + tá
 138. T: yes + I like to drive + or I like driving + ok? ++ but eh: usually after + this verb + eh: we haven't studied + (xxx) ++ after this verb + you use it with ING + use the verb in the gerund + ok? + here we have a note ++ ok? + look at page 61 + yes + here + ok? + other verbs and phrases + followed by gerund + love + enjoy + ok? + like + hate + ok? + yes? + + ok? + when you are going to talk about + eh: something that you like + you hate + you enjoy doing + right? + the other verb + you are going to use with ING + (xxx) + examples here + ok? + (xxx) + right? + ok? + ok + so + open your books on page 63 ++ ((...))

CLASS 5 - EPISODE 4: simple past vs. present perfect (From cassette 5)

April 02nd, 2002

((Two students have just read a conversation about jobs aloud. Then the teacher asks the group some questions about the conversation.))

248. S: e + (xxx) thought about + como que é aqui? + thought?
 249. T: have you thought? ((emphasizing pronunciation)) + thought
 250. Ss: thought
 251. S: qual é o sentido mesmo?
 252. T: is the past of + one thought + what's thought + have you thought?
 253. Ss: (xxx)
 254. T: the past of the verb?
 255. Ss: think
 256. T: to think
 257. Ss: (xxx)
 258. T: have you thought + about + ok + have you thought about it? ++ but here is past + but here is not the simple past + is the past? ++ participle
 259. S: participle
 260. T: and why is the past participle + do you know? ++ it is the same way + simple past + and past participle + you use THOUGHT + ok ? + but + eh: but here is the past participle
 261. S: have
 262. T: because of have + have you + thought? + ok + if it was simple past?
 263. S: was
 264. T: ok + but if it was simple past?
 265. S: did
 266. T: did + uhuh + you have to use DID + if it was simple past + DID you + think + right? + yes? + why + eh: why do we use + have you thought? + here + instead of + did you think + about it?
 267. S: what
 268. T: WHY + did you use + have you thought + instead of + did you think? + why is this question in this way?
 269. S: time + have you thought
 270. T: uh?
 271. S: the time
 272. T: the time? + what time?
 273. S: use past participle + and (xxx)
 274. T: oh + because you don't have the time + ok + you don't have the time + eh: if you have thought + ANY time + during all your life long + have you thought about it? + yes? + ok? + yes? + if you have thought + sometime in your life + ANY time + ok? ++ yes?
 275. S: and you + you (xxx) + simple past + when you know the time + yes?
 276. T: yes
 277. S: (xxx)
 278. T: if you say + did you think about it + eh: last month + last semester + ok? + did you think about it + last week? ++ they are looking for job (xxx)? + but the question is in another tense + it's different + have you THOUGHT about it? + any time + during all your life long + have you thought + have you thought about it? + do you understand the meaning? + yes? + yes? + ok + ok + so + ((...))

CLASS 6 - EPISODE 1: to be – third person – and the possessive pronouns (From cassette 6)

April 04th, 2002

((At the beginning of the class, the teacher is correcting homework. The students read their answers.))

49. T: uhuh + very good ++ ok + very good + and number four? + who did number four? + Mil + please
50. Mil: I'm really interested in meeting people + and I enjoy wearing different clothes every day + I'm not so good at organizing my time + and I can't stand computers + I might become a model + or a + an accountant ((reading from the book))
51. T: an accountant ((emphasizing pronunciation))
52. Mil: accountant + Maria would make a good model + she's interested in meeting people and she enjoys wearing different clothes every day + she could never an accountant because she doesn't so good at organizing your time and she can't stand computer
53. T: ok + she could never?
54. Mil: she + eh: could never an accountant
55. T: yes + but you need a verb + she could never? + before accountant?
56. S: be
57. Mil: she could never be
58. T: yes + very good + and continue the sentence again please + she could never be an accountant?
59. Mil: because she doesn't + so good at organizing you time and she can't stand computers
60. T: because she's not good
61. Mil: she's not good
62. T: at organizing MY time + Mil?
63. Mil: your time
64. T: my time?
65. Ss: her
66. T: yes + good + very good + ok + very good + she's not good + at organizing her time
67. Mil: uhuh + ok + what + eh: when do you (xxx)?
68. T: (xxx) + number three? ((students go on reading their answers))

CLASS 6 - EPISODE 2: simple present - third person (From cassette 6)

April 04th, 2002

((At the beginning of the class, the teacher is correcting homework. The students read their answers.))

90. T: yes + yes + uhuh + ok + eh: can you read the first + the first sentence + please
91. S: Larry could be + at + salesperson + salesperson? ((checking pronunciation))

92. T: a salesperson ((emphasizing pronunciation))
 93. S: salesperson
 94. T: salesperson + yes ++ ok
 95. S: he also love helping people
 96. T: he also?
 97. S: love + helping people
 98. T: ok + he also? + again + this verb + I love + HE?
 99. S: LOVES
 100. T: loves + he also loves ++ ok + very good ++ ((...))

CLASS 6 - EPISODE 3: a/an after professions (From cassette 6)

April 04th, 2002

((At the beginning of the class, the teacher is correcting homework. The students read their answers.))

117. T: so + he would make good?
 118. Mil: bookkeeper + or A + accountant
 119. T: he would make? + A good bookkeeper + or?
 120. Mil: a + accountant
 121. T: or + AN + AN accountant
 122. Mil: (xxx)
 123. T: yes + AN accountant
 124. S: poderia dizer + (xxx) + bom? + (xxx)
 125. T: (xxx)
 126. T: (xxx)
 127. S: (xxx) + or an accountant
 128. T: he would make? ++ make a good bookkeeper or + accountant
 129. S: ficaria + (xxx) diferente
 130. T: so + he would make + A bookkeeper + or AN accountant + no + it's better an accountant + yes ++ before occupations + we always use + the article ++ ok + number two? + Aud? + you did?

CLASS 6 - EPISODE 4: a/an (From cassette 6)

April 04th, 2002

((At the beginning of the class, the teacher is correcting homework. The students read their answers.))

175. T: creative + and funny + ok + so + here it's very easy + eh: the reason + for that + why do we use + remember why do we use + eh: why do we use A and AN?
 176. S: before + A + before consonant
 177. T: sounds of consonant + SOUNDS + and?
 178. S: and before + eh:
 179. T: vowel
 180. S: vowel + vogal?

181. T: yes + yes + but before sounds + ok? + yes + remember because + this is easy but it's + is good to + review + ok? + because if you say + H + is a consonant + right? + but you can say + a house + and an hour + ok? + so + this word starts with sound of vowel + not with sound of consonant + yes? ++ ok + so + let's see + eh: questions about this exercise? ++ and what about exercise nine + have you done it?

CLASS 6 - EPISODE 5: the passive voice (From cassette 6)

April 04th, 2002

((Students have done an exercise about the passive voice - #9a, p. 69. Then they read their answers aloud, and the teacher corrects them when necessary.))

590. T: no + eh: what's the past participle of wear?
 591. Ss: wore
 592. T: how do you spell it? + no + wore is in the simple past
 593. S: é worn
 594. T: how do you spell the past participle of this verb?
 595. Ss: (xxx)
 596. T: how do you spell the past participle of wear? + the verb to wear? + because you have to use in + number six
 597. S: W-O-R-N
 598. T: yes + worn ((emphasizing pronunciation))
 599. Ss: worn
 600. T: W-O-R-N
 601. Ss: (xxx)
 602. T: yes

CLASS 7 - EPISODE 1: active and passive voices (From cassette 7)

April 09th, 2002

((At the beginning of the class, the teacher asks students to remember what they studied in the previous class.))

7. T: ((...)) ok + so + before you open your book + let's remember what we saw last class + do you remember? ++ yes? + what did we study in last class? + active and passive voice + ok + what's the difference between them? + remember? ++ give me an example of + a sentence in the + active voice + for example + give me an example + any sentence ++
 8. Aud: Viv did her + homework +
 9. T: ok
 10. Aud: the homework was ++ no + eh::
 11. T: yes + was + her homework?
 12. Aud: do?
 12. Ss: done
 13. T: done + yes

14. S: was done + eh: by Viv
 15. T: good + very good + ok? + ((...))

CLASS 7 - EPISODE 2: active and passive voices (From cassette 7)

April 09th, 2002

((At the beginning of the class, the teacher is correcting homework. The students read their answers.))

23. T: Jul? + no problem + ok? + but remember in other sentence + eh: in other sentences + for example + eh: people use Real in Brazil + how can you pass this sentence in the passive voice?
 24. S: (xxx)
 25. T: people use + the Real + the Real in Brazil
 26. Ss: the Real was used in Brazil
 27. T: and it isn't anymore?
 28. S: by Brazil
 29. T: no + but you said was + why was? + it was in the past? + ok + you can say it again?
 30. S: the Real is used?
 31. T: used
 32. S: in Brazil

CLASS 7 - EPISODE 3: active and passive voices (From cassette 7)

April 09th, 2002

((After playing a conversation about famous places in the USA, the teachers asks students about the conversation.))

60. T: no + it isn't ((laughing)) + I've been there + but + five years ago + it wasn't dangerous + ok + so + and + what are they talking about the statue of liberty?
 61. S: (xxx)
 62. T: uh?
 63. S: huge
 64. T: it's very huge + very big
 65. Dio: who planned Bartholdi
 66. T: uhuh + and how can you say this sentence?
 67. Dio: who was planned
 68. T: no + try to use the passive voice
 69. Dio: passive voice?
 70. T: yes
 71. Dio: Bartholdi?
 72. T: yes
 73. Dio: Bartholdi was planned?
 74. T: eh: I'm going to (xxx) + can you help him?
 75. Dio: oh + yes + the statue was planned by Bartholdi

- 76. T: very good + the statue?
- 77. Dio: the statue
- 78. T: of liberty
- 79. Dio: of liberty
- 80. T: was planned
- 81. Dio: was planned by Bartholdi

CLASS 7 - EPISODE 4: subject verb agreement - he and they (From cassette 7)

April 09th , 2002

((After playing a conversation about famous places, the teachers asks students about the pyramids.))

- 193. Dio: to preserve the: + body of kings
- 194. T: ok + very good
- 195. S: and (xxx)
- 196. T: ok + to preserve the body of the kings
- 197. Dio: to preserve the body of the kings
- 198. T: uhuh + and + ah: ++ what + what did they use to do in this place?
- 199. S: (xxx)
- 200. T: what did they use + to do + in this place? + in the pyramids
- 201. Dio: put kings went he dies + (xxx)
- 202. T: uhuh
- 203. Dio: (xxx)?
- 204. T: uhuh + can you believe?
- 205. Dio: they put the kings inside there + when + eh: he dies
- 206. T: oh + ok + when?
- 207. Dio: dies + he dies
- 208. T: ++ when they?
- 209. Dio: they
- 210. T: they die
- 211. S: yes + oh + no one king + but the kings
- 212. T: yes + yes ++ ok + let's see the second

CLASS 7 - EPISODE 5: passive voice – simple present vs. simple past (From cassette 7)

April 09th , 2002

((After playing a conversation about famous places, the teachers asks students about the Great Wall of China.))

- 250. T: ok? + would you like to try now? +yes? + let's see? + why was it built?
- 251. S: exercise (xxx)
- 252. T: uhuh + ok + say the complete sentence

253. Dio: it is built to protect
 254. T: ok + again + it?
 255. Ss: it was built to protect (xxx)
 256. T: yeah + it WAS built + uhuh +
 257. S: to protect the + the China kingdom
 258. T: it was built to protect?
 259. S: the China
 260. T: China?
 261. S: Chinese
 262. T: Chinese + it was built to protect ONE of the Chinese kingdom + right? + one of them + it was built + right? + ok? + ok + and how long is it?

CLASS 8 - EPISODE 1: passive voice - singular vs. plural (From cassette 8)

April 11th, 2002

((At the beginning of the class, the teacher is correcting homework. Students read their answers.))

78. T: right + eh: Mar? + number three
 79. Mar: The Pyramids was built by the Egyptians (xxx) about 2500
 80. T: ok + did you put the same? + ok + let's do it again + ok + let's see + the pyramids
 81. Ss: the pyramids
 82. T: no + ok + was + was or were?
 83. Ss: were
 84. T: why?
 85. S: because the plural
 86. T: because it's plural + right? + ok + the pyramids WERE + built
 87. S: by the Egyptians + about
 88. T: IN about
 89. S: in about?
 90. T: yes + in about
 91. S: in about
 92. T: yes + in about + two thousand five hundred B.C. + yes + number four? + Mil

CLASS 8 - EPISODE 2: present perfect – singular vs. plural (From cassette 8)

April 11th, 2002

((At the beginning of the class, the teacher is correcting homework. Students read their answers.))

152. Jul: London and Mexico city were given names about their location ((reading from the book)) + false

153. T: why?
 154. Jul: because + London + have been the name of a group of people
 155. T: ok?
 156. S: uhuh
 157. S: (xxx) de novo?
 158. Jul: + the name of a group of people
 159. T: yes + because + it HAS been the name of a group of people + here we have HAS + because it's the verb (xxx) + right? +
 160. S: has ou have been? +
 161. T: no + it has
 162. S: has been + the name
 163. T: because it has + it has
 164. S: been? + the name of a group
 165. T: yes + yes + it has been the name of a group of people + ok?

CLASS 8 - EPISODE 3: word order (From cassette 8)

April 11th, 2002

((At the beginning of the class, the teacher is correcting homework. Students read their answers.))

180. Mar: Ecuador is situated on the equator in the Northwest of South America
 ((reading from the book))
 181. T: ok + continue
 182. Mar: it is (xxx)
 183. T: it IS + made up
 184. Mar: made up of a coastal plain in the west and a tropical rain forest in the east
 ((reading from the book))
 185. T: good + Pat + continue please
 186. Pat: these are two areas separated by the Andes mountains in the center of the country
 187. T: no
 188. Ss: no
 189. T: did you put different + May?
 190. May: these two are separated
 191. T: go ahead
 192. May: by the Andes mountains in the center of the country ((reading from the book))
 193. T: ok + these two areas
 194. Ss: are
 195. T: ARE + separated ++ do you know why + Pat?
 196. Pat: (xxx)
 197. T: it is + eh: these two areas + ARE + instead of these are two areas ++ do you know? + do you understand? + why? + tell me
 198. S: people (xxx)
 199. T: why people? + can you help Pat?

200. S: (xxx)
 201. T: only?
 202. S: (xxx)
 203. T: ok + it's plural + you have to know it's plural + only to use verb to be + is or are + only + but why + you have to use two areas ARE + instead of these are two areas?
 204. S: (xxx)
 205. T: uh?
 206. S: as duas áreas
 207. T: before the verb?
 208. S: (xxx)
 209. T: what's the name of the part before the verb (xxx)?
 210. S: subject
 211. T: the subject + because + yes + because ALL of this together + these two areas + the three words + together + are the subject of the sentence + so + this is the reason why you have to use + the verb to be + after area + you know? + ok + ok? + Dio

CLASS 8 - EPISODE 4: passive voice – present tense (From cassette 8)

April 11th, 2002

((At the beginning of the class, the teacher is correcting homework. Students read their answers.))

292. T: seven + Mar?
 293. Mar: every year + millions of tourists visit California + California is known for its beautiful scenery ((reading from the book))
 294. T: known ((emphasizing pronunciation))
 295. Mar: ((reading from the book)) is known for its beautiful scenery + warm climate
 296. T: climate ((correcting S's wrong pronunciation))
 297. Mar: climate and excellent food + there are twenty national parks in California ((reading from the book))
 298. T: ok + Pat
 299. Pat: they fill by over thirty million people every year
 300. T: they are?
 301. Ss: they are visited
 302. T: they are visited?
 303. Ss: by
 304. T: by + over thirty million people every year ((reading from the book)) ++ ok
 305. Pat: many world famous museums located there + including? ((reading from the book))
 306. S: are
 307. T: including ((emphasizing pronunciation))
 308. Pat: including the Getty museum in Malibu and the San Francisco museum of modern art
 309. T: ok + many world famous museums?
 310. Ss: are
 311. T: ARE located ++ May?

312. S: (xxx)

CLASS 8 - EPISODE 5: indirect questions (From cassette 8)

April 11th, 2002

((The teacher is correcting homework. Students read their answers.))

498. T: the Golden Gate Bridge was completed ++ number two + ((reading from the book)) Don Quixote was written by Miguel de Cervantes
499. Ss: can you tell me who wrote Don Quixote?
500. T: can you tell me?
501. Ss: who wrote Don Quixote
502. T: who?
503. Ss: wrote
504. T: no
505. S: no?
506. T: (xxx)
507. S: (xxx)
508. T: ok + who is (xxx) + Mar? + (xxx)
509. Mar: (xxx)
510. T: was?
511. S: Don Quixote
512. T: (xxx) + was written?
513. S: (xxx)
514. T: and another one?
515. S: wrote
516. T: no + no + written is ok
517. S: (xxx)
518. T: can you tell me? + (xxx)
519. Ss: (xxx)
520. T: yes
521. S: who
522. T: yes + can you tell me + can you tell who ++ who + Don Quixote was + written BY + this is the right sentence
523. S: (xxx)
524. T: can you tell who Don Quixote was written by? + yes
525. S: (xxx)
526. T: Don Quixote was written by + you have by in the answer + you have to use by in the answer
527. S: (xxx) can you tell me (xxx) Miguel de Cervantes + eh:
528. T: no + no because you have (xxx) + you have written by in the answer + you have to use by in the question
529. S: (xxx)
530. T: uh?
531. S: (xxx) + é difícil de perguntar + (xxx)
532. T: yes + it's not (xxx) né? + this is a kind of difficulty + because it's totally different (xxx)

533. Ss: yes

534. T: yes + yes + it's a complex (xxx) + yes + I agree + ok? + so + can you tell me who Don Quixote was written by? + you have to use + you have to use by in the question + because you have it in the answer + by + you know? + and you have Don Quixote + was written by Miguel de Cervantes ++ three + do you know?

((...))

558. T: yes ++ ok + number four?

559. Ss: could you tell me who + the tea bag (xxx)

560. T: very good! + (xxx) + ok + the tea bag was invented by Joseph Kreiger in 1920 ((reading from the book)) + could you tell me?

561. Ss: who the tea bag was invented by?

562. T: very good! + wonderful! + could you tell me who the tea bag was invented by

563. S: who the tea bag was?

564. T: invented by

CLASS 8 - EPISODE 6: direct vs. indirect questions (From cassette 8)

April 11th, 2002

((During homework correction a student raises a doubt about the difference between direct and indirect questions.))

630. T: no + no + what is direct and indirect questions?

631. Aud: (xxx) no + é (xxx) não tem + eu não consigo + visualizar a diferença + a não ser quando é + quando tem que colocar o verbo + antes

632. T: ok + you don't know the difference between direct and indirect + yes?

633. Aud: yes

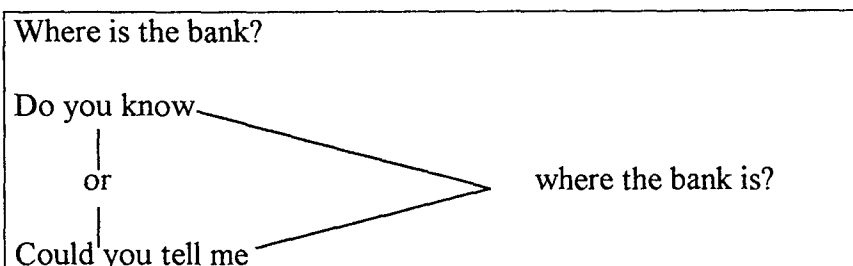
634. T: ok + what's the difference?

635. Ss: (xxx)

636. S: esse é indirect

637. Ss: (xxx)

638. T: what's the difference between them? ++ do you know? + uh? + for example + eh: if I ask you + where is the bank? ((T writes on the board))



639. T: ++ is this direct or indirect?
 640. Ss: direct
 641. T: how can I put this into indirect question?
 642. S: do you know where (xxx)
 643. S: where the bank is?
 644. T: ok +
 645. T: do?
 646. Ss: you know
 647. T: you know
 648. S: where the bank is?
 649. T: or?
 650. S: (xxx) put the sentence indirect?
 651. T: yes + can or could + you tell me + can you + ok + do you know (xxx) can or could you tell me?
 652. Ss: (xxx)
 653. T: uh?
 654. S: where the bank is?
 655. T: yes + where?
 656. S: the bank
 657. T: the bank is? ++ for example + Aud?

CLASS 9 - EPISODE 1: simple present, simple past and present perfect (From cassette 9)

April 16th, 2002

((The teacher engages students in a conversation about famous pelole and their accomplishments, book p. 72, # 1.))

102. T: ok + very good + and + Pelé?
 103. Ros: he plays soccer + ah: + desde?
 104. T: since
 105. Ros: since + he was a child
 106. T: uhuh + he has played soccer since he was a child + does he still play?
 107. Ss: no
 108. T: no + he has played
 109. Ros: he + becomes? + ah:
 110. T: he?
 111. Ros: becomes?
 112. T: in the past or in the present?
 113. Ros: I don't know
 114. T: past + he?
 115. Ros: became
 116. T: became + yes
 117. Ros: became + ah: the most + the most famous + ah: play soccer in the world
 118. T: soccer player
 119. Ros: soccer player?

120. T: yes + soccer player in the world
 121. S: [in the world
 122. T: uhuh + very good + ((...))

CLASS 9 - EPISODE 2: simple past (From cassette 9)

April 16th, 2002

((The teacher is checking the answers for a listening exercise, book p. 72, # 2.))

197. T: ok + yes? + so + ((reading from the book)) what did Richard do after he graduated?
 198. S1: he started to work in a library?
 199. T: no
 200. S2: he (xxx)
 201. T: literature + yes
 202. S2: English
 203. T: ok + people + what did you understand? + ((reading from the book)) what did Richard do after he graduated?
 204. Nic: writer
 205. T: uh?
 206. Nic: writer
 207. T: ok + he?
 208. Nic: write
 209. T: the past
 210. Nic: he was a writer of books
 211. T: ok + he WROTE books + yes?
 212. S2: a novel
 213. T: a novel + yes + and he tried to live as a writer + ok? + ((...))

CLASS 9 - EPISODE 3: simple past vs. past continuous (From cassette 9)

April 16th, 2002

((The teacher is explaining the grammar focus, book p. 73, # 3.))

259. T: simple past and past continuous + have you heard about this? + (xxx) + yes? + simple past yes + ok? + and past continuous? + have you studied this before? + yes? + everybody? + ok + so
 260. S: (xxx)
 261. T: uh?
 262. S1: the past continuous?
 263. T: yes
 264. S1: is the past of + ah: to be + more the + eng
 265. T: ing
 266. S1: ing
 267. T: the gerund of the verb + good + ok + is this clear for you? + yes? + so + when you have the past continuous here + in the other part of the sentence + in the other sentence + ok + you have to use? + the simple past + ok?

268. Ss: uhuh
269. T: in one part + you have to use the past continuous and in the other? +
270. S2: simple
271. T: the simple past + ok? + so + complete these sentences + now + ok? + using the past continuous and simple past +++ just a minute + before you do it + let me ask you another question + eh: what's the difference between these two actions? + it is important for you to have clear + what's the difference? + between these both actions + for example + eh: when do you use simple past? ++ because you have to know the difference for you to complete the exercise + right? + so + when do you use simple past?
272. S3: when the action is completed
273. Ss: [completed
274. T: uhuh + for a completed action + right + ok? + and it is finished + right? + ok + very good + and + when do you use the past continuous (xxx)?
275. Ros: (xxx)
276. T: uh?
277. Ros: when the action + acontecendo
278. T: it's happening + in progress + in + when? +
279. Ss: in the past
280. T: [in the past + ok?
281. Ss: (xxx)
282. T: ok + is it clear now? + ok + now you can do this exercise + student's book + page seventy three

CLASS 9 - EPISODE 4: simple past vs. simple present (From cassette 9)

April 16th, 2002

((After the students have completed an exercise on the simple past and the past continuous (book p.73, #3a), the teacher asks them to read their answers.))

312. T: rang + ok ++ Pat + number four
313. Pat: Tracy and Erik were working in a restaurant in Vancouver + when they meet?
314. Ss: met
315. T: yes + when they met + ok + meet is? +
316. Ss: present
317. T: and met is?
318. Ss: past
319. T: very good! + ok + Tracy and Erik + could you repeat again?
320. Pat: [were
321. Ss: [were
322. T: good + WERE + working + number five + Rod?

CLASS 9 - EPISODE 5: simple present, simple past and the past continuous (From cassette 9)

April 16th, 2002

((After the students have completed an exercise on the simple past and the past continuous (book p.73, #3a), the teacher asks them to read their answers.))

336. T: very good ++ seven + Ros?
 337. Ros: ((reading from the book)) my brother was ice-skate + when he broke his arm
 338. T: again + please + my brother?
 339. Ros: my brother was + ice-skated
 340. T: skated or skating?
 341. Ros: skating
 342. T: why it is skating?
 343. Ros: because it is past continuous
 344. T: ok + good + do you understand?
 345. Ros: yes
 346. T: because (xxx) in the past + in the simple past + and you have to use the second + in the past continuous + ok + continue
 347. Ros: when he broke + his arm
 348. T: ok + what's the pronunciation for this verb?
 349. Ss: broke
 350. T: broke + ok + repeat again
 351. Ss: broke
 352. T: broke + broke ((emphasizing pronunciation))
 353. Ss: broke
 354. T: it's not broke + right? + broke ((emphasizing pronunciation)) + ok? + eight + Ita?
 355. Ita: I was watching TV + when the power went out
 356. T: went out + uhuh + went out + ok? + now + yes?
 357. S: (xxx)
 358. T: no + only one + uh?
 359. S: (xxx)
 360. T: what?
 361. S: um T só?
 362. T: yes + just one ((Ss and T laugh)) + (xxx) ++ ok + now + you are going to complete
 363. Jul: why in the sentence + seven + eh: eight + it is not he brokes?
 364. T: because it's past
 365. Jul: without s
 366. T: yes! ++ do you understand it is the simple past here?
 367. Jul: yes
 368. T: ok + but ad the S in the verb + in the present only + in the past never + ok? ++ ok + let's see ((...))

CLASS 10 - EPISODE 1: (From cassette 10)

April 18th, 2002

((At the beginning of the class, the teachers is correcting homework.))

26. T: four?
27. Ss: Jenny was working + at computer
28. T: Jenny was + was using the computer
29. S1: working at computer?
30. T: her + using her computer + yes
31. S2: eu coloquei + was working in your computer
32. T: in MY computer?
33. S2: in your + Jenny was working in your computer
34. T: MY computer? + but I don't know Jenny + she wasn't in my house yesterday
35. S2: ah + tá + in + como é que eu falo dela + she?
36. T: can you help him? ((asking the class))
37. Ss: her
38. S2: her!
39. T: oh + right
40. S2: (xxx)
41. T: HER + in her + she was using her computer
42. S2: working at
43. T: her computer + her
44. S2: Jenny was working in computer her
45. T: in her computer + working (xxx) + yes
46. S2: (xxx)
47. T: using the computer + yes + or her computer ++ ok?
48. S2: uhuh

CLASS 10 - EPISODE 2: (From cassette 10)

April 18th, 2002

((At the beginning of the class, the teachers is correcting homework.))

200. T: ok + eh: you + where were you + what were you doing + at ten o'clock last night?
201. S: I was going to my house + (xxx)
202. T: uhuh
203. S: I was working in computer + in my house
204. T: I was working ON
205. S: on
206. S: I was with my husband and my brother + we were having dinner at (xxx)
207. T: uhuh
208. S: I was in my (xxx)
209. T: uhuh
210. S: I was watching TV (xxx)
211. T: yes ((laughing)) + ok
212. S: I was doing my homework (xxx)
213. T: where you watching "o clone" too? + or + that one (xxx) + "o clone"? + yes ((laughing)) + me too + and you + Mar?

214. Mar: I was (xxx) with my family
 215. T: (xxx)
 216. Mar: (xxx)
 217. T: “o clone” too ((laughing)) + everybody + I think + and you?
 218. S: I was at home + I was dining (xxx)
 219. T: everybody was watching “o clone” (xxx)
 220. S: was having dinner and watching TV ((T and Ss laugh))
 221. T: I was + dining + ok + you can say dining or having dinner + right + have dinner is American English + you having dinner + ok? + and British English uses to dinner
 222. Ss: (xxx)
 223. S: I was dining + something before sleeping?
 224. T: before + sleeping
 225. S: (xxx)
 226. T: sleeping + why + it’s because sleeping + why + before sleeping?
 227. Ss: (xxx)
 228. T: eh: he was dining + right? + you were having dinner + before?
 229. S: (xxx)
 230. T: sleeping + why? + sleeping + sleeping or sleep? ++ or sleep? + uh?
 231. S: (xxx)
 232. T: ok + sleeping + why?
 233. S: porque é continuação do dinning + (xxx)
 234. T: no + uma rima? + no
 235. S: (xxx)
 236. T: uh?
 237. S: tem uma parte só (xxx)
 238. S: (xxx)
 239. T: no + uh-uh + it is a verb + and it is a + what is it?
 240. S: (xxx)
 241. T: a preposition + very good ++ and now?
 242. S: (xxx) ((T and Ss laugh))
 243. T: very good + yes + (xxx) rule + if you have a verb here after a preposition + ok? + you have to use ING + very good + excellent + yes? + ok? + this (xxx) is infinitive + right? + and (xxx) + ok? + but + in English + you have to write with in the gerund + with ING + right?
 244. S: right
 245. T: ok? ++ ok + so + eh: Mil + what were you doing last night?
 246. Mil: eu não fiz (xxx)
 247. T: but you can
 248. Mil: I was sleeping because I’m tired
 249. T: are you tired?
 250. Mil: yes
 251. T: now?
 252. Mil: last night
 253. T: last night + you?
 254. Mil: I was sleeping
 255. T: because?
 256. Mil: because I + I was tired
 257. T: oh + good + I was tired + it was last night + it is past + right? + ok? + Rod?

CLASS 10 - EPISODE 3: (From cassette 10)

April 18th, 2002

((During homework correction, a student raises a doubt about prepositions.))

298. S: pode dar um lembrete para in, on at?

299. T: ok + I can + but it's a (xxx) + there isn't a rule for that + there are some cases + where you can use it + on + and at + ok? + in some cases + eh: you can use + eh: preposition on + in cases you can use in and at + but in some situations + you don't have a rule for it + ok? + what I can tell you + is that IN is very general ++ and ON + is little bit more specific ++ ON + and + AT is very + very specific + right? + for example if I ask you + where do you live? + and you say + I live + you can say + IN Brazil + IN Santa Catarina + IN Florianópolis + IN

300. S: downtown

301. T: uh?

302. S: downtown

303. S2: trindade

304. T: trindade + because downtown is a word + that doesn't accept IN + you say I live downtown + it's an exception + it's an exception + before the neighborhood + Trindade

305. S: carvoeira

306. T: carvoeira + you can use IN + right + so? + I live IN + for example + Brazil + Santa Catarina + Florianópolis + you can say + IN + you can use IN before countries + states + cities + neighborhood + right? + for example

307. S: menos centro

308. T: yes + you + you don't use in + before downtown ++ and before ++ eh: for example + I'm going home + ok? + ok + here is better for you to say + you don't use to + right? + I'm going downtown + I'm going home + ok? + and + you don't use preposition IN + before downtown + ok? + eh: ON + but + ok + (xxx) in Florianópolis + but where do you live? + I live ON

309. S: (xxx)

310. T: uh?

311. S: bocaiuva

312. T: yes + ok? + before streets + avenues + only + ok? + the name of + ON beira mar avenue + for example + ok? + and if you say + the complete address + with the number of the house + or the apartment building + ok? + if + yes + for complete ++ address

313. S: (xxx)

314. T: ok? + so + eh: but this is only one explanation + there are many + ok? + for example + for days + before in + you use before + eh: months + years + ok? + in 1995 + in April + ok? + and ON you use for + complete date + for example

315. S: a day

316. T: yes + always for the days of the week too + right? + and ON before + the days + the complete dates + for example + ON ++ today is?

317. S: eighteen

318. T: eighteen + yes + ON April eighteen + right? ++ but this explanation is very general + only for you to have an idea that + IN is more general + ON is more specific + and AT is very specific + ok? + but there are many situations + where you have to use the prepositions + ok? ++ ok? + yes?

319. S: yes

CLASS 10 - EPISODE 4: (From cassette I0)

April 18th, 2002

((The teachers is correcting homework.))

413. T: good + very good + how long have you been living here?

414. S: I have been living here (xxx)

415. T: ok + again

416. S: I have been here

417. T: you forgot the verb + I have been?

418. S: living here

419. T: very good

420. S: living here + (xxx)

421. T: for

422. S: for six years