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CORRESPONDENTE

ORAL PARTICIPATION STRATEGIES IN THE FOREIGN LANGUAGE
CLASSROOM:
AN ETHNOGRAPHIC ACCOUNT

por

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MESTRE EM LETRAS

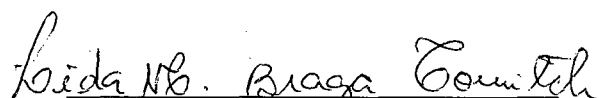
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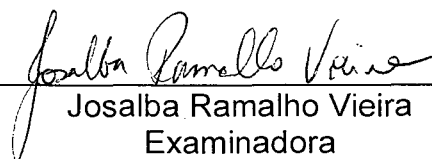
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In memory of my uncle Osmarino

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ABSTRACT**ORAL PARTICIPATION STRATEGIES IN THE FOREIGN LANGUAGE****CLASSROOM:****AN ETHNOGRAPHIC STUDY****FABIANA DE FÁTIMA CIPRIANI****UNIVERSIDADE FEDERAL DE SANTA CATARINA****2001****Supervising Professor: Gloria Gil**

This study illustrates and analyses some patterns of oral participation strategies identified in the speech of the teacher and the learners in a beginner-level class of English. The patterns of oral participation strategies were observed help the learners and the teacher to stimulate and to increase the amount of speaking in English in the classroom.

The present study followed an ethnographic approach of research. Therefore, the data were collected taking into consideration the context where the data were collected and the point of view of the participants of the research being observed. In total, fifteen classes were observed, audio-recorded, video-taped, and micro-analysed afterwards.

In Chapter 1, I review a number of studies in the area of interaction. In Chapter 2, I describe how I accomplished the research step by step, explaining the ethnographic perspective applied to this study. In Chapter 3, I describe and analyse the patterns of oral participation strategies identified and I finish the thesis by summarising the findings, offering some pedagogical implications and making suggestions for further research in the area.

RESUMO**ESTRATÉGIAS DE PARTICIPAÇÃO ORAL NA SALA DE AULA DE LÍNGUA****ESTRANGEIRA:****UM ESTUDO ETNOGRÁFICO****FABIANA DE FÁTIMA CIPRIANI****UNIVERSIDADE FEDERAL DE SANTA CATARINA****2001****Professora Orientadora: Gloria Gil**

Este estudo ilustra e analisa alguns padrões de estratégias de participação oral identificados no discurso da professora e dos alunos em uma classe de iniciantes em língua estrangeira. Os padrões de estratégias de participação oral foram observados a ajudar os alunos e o professor a iniciar e ampliar a conversação em Inglês na sala de aula.

O presente estudo seguiu o método etnográfico de pesquisa. Sendo assim, dados foram coletados tomando-se em consideração o contexto onde os dados foram coletados e o ponto de vista dos participantes da pesquisa em observação. No total, dezesseis aulas foram observadas, gravadas, filmadas e analisadas.

No capítulo 1, eu revisei um número de estudos na área de interação. No capítulo 2, eu descrevi como eu realizei a pesquisa passo a passo, explicando também a perspectiva metodológica etnográfica usada neste estudo. No capítulo 3, eu descrevi e analisei os padrões de estratégias de participação oral identificados e finalizei a dissertação fazendo um resumo dos achados, oferecendo algumas implicações pedagógicas e fazendo sugestões para futuras pesquisas na área.

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Introduction

A second/foreign language¹ classroom is a universe full of still not totally known and understood questions. The fact that there is still a lot to be studied about the complexities of this kind of classrooms makes this universe very interesting to explore.

According to Frank (1999), interaction and speech are closely linked in the language classroom, and they are of great importance to language teaching and the learning process. In other words, she suggests that it is interaction, i. e., communication in a broad sense, and speech, i.e., verbal communication, that make learning visible in the language classroom.

The present study examines interaction in a foreign language classroom from an ethnographic perspective. It illustrates and analyses examples of oral participation strategies identified in the speech of a teacher and a group of learners during a certain number of classes observed.

The thesis is divided into five parts: Introduction, Chapter 1, Chapter 2, Chapter 3 and Final remarks.

In Chapter 1, I review the literature related to classroom interaction and participation strategies.

Chapter 2 describes the ethnographic methodological approach used in this research. It also talks about my original interest in the issue, the research

¹ By *second language* it is understood a language usually learnt in the country where this language is spoken, and by *foreign language* it is understood the language learnt in a country where this language is not spoken. In the literature, the two terms are usually used together.

questions, the context of the data collection and the various steps taken to accomplish the research.

In Chapter 3, I define the concept of “oral participation strategies”, then illustrate and analyse some examples of teacher’s and learners’ oral participation strategies that were identified in the transcribed data.

In the Final remarks, I present a short summary of the thesis together with a description of the findings of the research. Afterwards, I offer possible pedagogical implications my work may have on second/foreign language classroom teaching and learning. Finally, I write about the limitations of this research and offer some suggestions for further research.

CHAPTER 1

Review of the literature: classroom interaction and participation strategies

1.1 Introduction

The aim of this chapter is to give an overview of some of the literature related to the topic of this thesis: oral participation strategies in the foreign language classroom. First, I will summarise two important theories for the study of speaking in the second/foreign language classroom: the theory of comprehensible input by Krashen (1982) and the theory of comprehensible output hypothesis by Swain (1985), respectively. Second, I will report some studies of classroom interaction focusing on participation strategies in the second/foreign language classroom.

1.2 Two theories underlying many studies of second/foreign language classroom interaction

Most studies of second/foreign language classrooms are informed by theories of how language development takes place. Two main theories that lie behind many studies of classroom talk, generally called studies of classroom interaction, are *the comprehensible input theory* and *the output hypothesis*.

1.2.1 Comprehensible Input hypothesis

The comprehensible input theory was developed by Krashen (1982) and it is based on the difference between language acquisition and language learning. Krashen (ibid.) defines language acquisition as occurring when the individual is exposed to comprehensible input, while language learning occurs when studying formal aspects of the language. Comprehensible input is understood as being the amount of "new" target language the individual is exposed to and is able to understand and internalise, known as $i + 1$.

Krashen's theory (ibid.) explains failure in language development, by suggesting that when the learner is exposed to comprehensible input and still does not acquire the language, aspects such as "... motives, needs, attitudes, and emotional states ..." (p. 39) may interfere in the acquisition process preventing understanding and internalization, thus a relaxed atmosphere in the language classroom is important to make learners "relaxed and motivated" for acquisition (p. 40).

1.2.2 Swain's Output hypothesis

Swain's output hypothesis (1985), on the other hand, emphasises the importance of not only comprehensible input but also output for language acquisition. According to Swain (1985), output assures that the learner acquires high levels of grammatical accuracy as the learner has the opportunity "... to try

out hypotheses to see if they work ” and are forced “to pay attention to the means of expression (Ellis, 1992, p. 117)” in order to produce a well formed message.

According to Swain (1985), “... acquisition of higher levels of grammatical, discourse and sociolinguistic competence is dependent on opportunities for “pushed output”, i. e. , production that is characterised by precision, coherence, and appropriateness (p. 252)”. By “pushed output”, Swain (1985) refers to the learner’s need for meaningful use of his/her utterances with increasing lexico-grammatical accuracy.

1.3 Some studies on classroom interaction focusing on oral participation

The study of oral participation strategies are considered to be one important aspect of the field of second/foreign language classroom interaction. Tsui (1995) stresses the importance of studying classroom interaction¹ by suggesting that “in the language classroom, be it first, second or foreign language, classroom language and interaction are even more important because language is at once the subject of studying as well as the medium for learning,... (pp. 11-12)”.

According to Tsui (ibid.), the most important component of classroom interaction is *teacher talk* which “ ... not only takes up the largest portion of talk but also determines the topic of talk and who talks. It is therefore a very important

¹ The study of classroom interaction has been one of the main concerns of Applied Linguistics in the last forty years. It is beyond the scope of this thesis to explore this subject in a comprehensive way.

component of classroom interaction (p. 13)", and teachers usually generate more oral participation in class through *modification of questions* which are not comprehensible to learners or when no response from them is received.

Tsui (ibid.) also suggests that learners answer the teacher's question depending on the type of question that is asked. She defines the two main types of questions as: *display* questions and *referential* questions. According to Long and Sato (1983), display question entice learners to give specific answers related to what has been studied in class, whereas in referential questions, learners have greater freedom in answering the question because the teacher does not require specific or factual answers.

Feedback on learners' responses and *error treatment* are two closely related aspects also considered very important for classroom interaction by Tsui (1995). Learners feel more secure of having understood the teacher or having answered correctly the questions if they are offered constant positive feedback from the teacher. In other words, the way the teacher provides feedback regarding errors may help learners to participate in class:

A teacher who constantly provides negative feedback is bound to create a sense of failure and frustration among students, and will inhibit student contribution. On the other hand, a teacher who values every contribution and provides encouraging feedback is much more likely to get students motivate to learn and to participate in class, and will help to create a warm social climate in the classroom. (Tsui, 1995, p.43)

Some other second/foreign language classroom interaction studies have already focused on different types of *oral participation*. Long (1983) for example,

studied how input is made comprehensible to the learners by looking at the strategies learners and native-speakers use in order to communicate or make themselves clear, called *modified interaction*. Long (ibid.) has identified different types of modified interaction such as *comprehension checks*, *clarification requests*, *self-repetition or paraphrase*. Comprehension checks are used by the teacher in order to ensure understanding by the learner; clarification requests are used by learners when understanding was not clear and self-repetition occurs when the sentence is repeated by the teacher.

Neves (1995) also centered her study on interaction, and tried to identify “the level of negotiation of meaning promoted by different tasks (p. 90)” in the foreign language classroom. *Negotiation of meaning (NM)*, refers to moments when speakers, due to the need and wish to understand each other, “modify and restructure their discourse (ibid, p. 02).”

Code-switching can be also considered a special type of participation strategy in Neves (1995). Code-switching in her study, was understood to mean the two types of codes used interchangeably in class: from Portuguese to English, and from English to Portuguese. The learners, in her study, made use of code-switching mainly to deal with the asymmetry of the classroom discursive event.

Braga (2000), in her studies of the EFL classroom, identified the *use of humour* in the foreign language classroom. The strategy was used by both the learners and the teacher and fosters participation by, for example, helping participants to avoid uncomfortable moments.

Following a similar perspective, Dalacorte (1999), identified turn-taking strategies in a Foreign language classroom. By making use of a quantitative, as

well as an ethnographic methodological approach, she identified the following oral participation strategies in the foreign language classroom studied:

- Turns asked by the teacher or a learner to answer any question.
- Self-initiated turns to answer questions.
- Self-initiated turns related to doubts or difficulties.
- Self-initiated turns to introduce a topic or a comment.
- Turns requested for corrections.
- Turns related to interruption and or overlapping.
- Turns requested to participate in the re-production of activities in pairs or in groups.²

Therefore, another aspect of great importance for participation is "...the turn-allocation behaviour of the teacher and turn-taking behaviour of the students (Ibid., p.19)." Some studies, such as Seliger (1977), have investigated why some learners are not naturally open to turn-taking behaviour in language classrooms. According to Seliger (ibid.) teachers may have two different types of learners in class: the 'high-input generators' (HIG) and the 'low-input generators' (LIG). The first type is characterised as being very active in class, interacting and causing others to practice the target language with them, therefore generating input from other people. The second type is not highly participating, and avoids speaking. This type of learner presents a difficulty in generating input from other people.

² [My own translation]

Seliger (ibid.) concludes that high input-generators are likely to be more competent in the target language than the low input-generators.

Although there is still no evidence that proves that language achievement is closely related to the amount of participation the learner has in class, these studies have shown that oral participation is believed to be very important for language improvement in the second/foreign language classroom. Furthermore, in spite of the many studies like the ones by Long (1983), Tsui (1995), Ellis (1992) which speculate and investigate, for instance, on the relationship between interaction and linguistic development in the second/foreign language classroom, the real connection between them has not been revealed yet (Ellis, 1992, p. 91).

These studies in the area of second/foreign classroom interaction have provided some basis to theoretically support my research. It is important to point out that all of them stress the importance of understanding how oral participation works in the second/foreign language classroom and its value for the learners' second/foreign language development.

CHAPTER 2

An ethnographic methodological approach

I will begin the present chapter by explaining why I decided to study participation strategies through an ethnographic approach. Then, I will explain the reason why I had to delimit the original research questions used to guide the research data collection. Third, I will define ethnography and provide an overview of the ethnographic approach used in this research. Fourth, I will present a view of the context of the classroom observed. Fifth, I will describe the ethnographic procedures used in this research with a descriptive account of the steps followed in order to accomplish the fieldwork. Finally, I will describe how I segmented the data and provide the transcription conventions.

2.1 Interest in conducting an ethnographic study on participation strategies

My interest in studying classroom participation strategies arose through reading one study by Tsui (1996) which was based on the observations of thirty-eight teachers of English of their own classes in Hong Kong. These teachers video-taped or audio-recorded their own classes for about four weeks in order to identify one specific problem. Over seventy percent of these teachers identified *getting learners to participate orally in class as one of their main difficulties*. Tsui (1996) reported on the teachers' perceptions of the probable causes for the learners' reticence to speak and their attempts to solve this problem.

One intriguing aspect of Tsui's work was that the learners presented a similar pattern of behaviour to one I sometimes have noticed in my own classes: the fact that some learners participate more and some learners participate less. At the time I read the article, I wondered whether I would find the same patterns of behaviour with learners and teachers in Brazil, too, and especially what strategies teachers in Brazil could use in order to achieve more participation in the classroom. Therefore, I decided to focus my research on participation strategies by following an ethnographic approach (Frank, 1999), more specifically, I wanted to find out whether it was possible to distinguish patterns of participation strategies related to the learners' and the teacher's behaviours within the context of a real English class in Brazil.

2.2 Research questions

This study aimed originally at describing participation strategies as the result of actual negotiation between the teacher and the learners in an English language classroom. Participation in this research is understood as "taking place when the teacher and the learner are engaged in a teaching-learning situation" (Gil, personal communication, January, 2000). Having begun the field work, I realised that it would not be possible to identify *all* the strategies used by both the teacher and the learners in class in such a short period of time. Therefore, due to time limitations, I have narrowed down the scope of my thesis, and decided to focus on the observed patterns of *oral* strategies that were used in the class by the teacher and learners to foster participation.

The two questions proposed to be answered in this work are the following:

1 What strategies does the teacher use to make learners participate orally in the EFL classroom?

2 Do all learners make use of oral participation strategies? And if so, what strategies do they use in order to help the teacher establish the socially constructed event?

2.3 An ethnographic approach

As mentioned before, the present study follows an ethnographic approach which means that data from observation and notetaking, video-taping and audio-recording, as well as data specifically collected for triangulation were obtained from a foreign language classroom and analysed in the light of the "culture"¹ built during the classes' everyday routine.

According to Carolyn Frank (1999), who considers classrooms as cultures, ethnography is "the study of culture", therefore, an ethnographic perspective given to a study of the classroom enables the ethnographer to have a better understanding of the culture built during the school time the teacher and learners spend together (p. 1). The ethnographer's aim is to try to understand and identify

¹ "Culture" is a term widely used by Frank (1999) who, quoting Michael Agar (1994), defined it as " ... something those people "have", but it's more than that.... It's also what *happens to you* when you encounter differences, become aware of something in yourself, and work to figure out why the differences appeared. Culture is an awareness, a consciousness, one that reveals the hidden self and opens paths to other ways of being. (20) (p. 2)".

the singular patterns created in the classroom, which are so ordinary that they usually become invisible.

Frank (ibid.) states also that the role of the ethnographic observer "... is to understand and reveal these implicit patterns and routines (p. 3)". Once inside the classroom, the observer is required to observe impartially without letting his/her own thoughts and views influence his/her understanding and identification of the phenomena. As a result, the ethnographic study could be defined as a descriptive reflection on the reality of the classroom observed ².

According to Tsui (1995), an ethnographic study:

Firstly, ... investigates an event or a situation from the participant's perception rather than from an outsider's interpretation of the event. Secondly, it is empirical and naturalistic. Both participant and non-participant observations are used to acquire first-hand accounts of the event in natural settings. Thirdly, the investigation is holistic. It tries to construct a description of the total event within its context in order to find out the complex interrelationships among the elements in the event. Fourthly, it is eclectic. A variety of data collection techniques is used so that data collected in one way can be cross-checked with data collected in another way (p. 107).

By describing the ethnographic approach in the form of steps, Tsui (ibid.) better clarifies its complexity. Similarly to Frank (1999), she also comments on the importance of taking into consideration the view participants have of the events in class.

² My own definition.

2.4 The context

The following sections of this chapter will provide descriptions of the context where the research was carried out, the different steps followed using different techniques of data collection, and the way in which the data was segmented and transcribed. Finally, Chapter 3 will provide an account of the results of the analysis in regard to the patterns of participation from an ethnographic perspective.

The collection of data was carried out at the Extracurricular English Course at UFSC. Every class at the Extracurricular Course lasted ninety minutes. I observed and audio-recorded a total of twenty-seven hours of classes of a particular group, during the months of March, April and May of the first semester of the year 2000.

The group English 1B was chosen, for several reasons. First of all, it was a beginners' group, an essential requirement for the kind of research I wanted to carry out. Since my focus of investigation was oral participation strategies, a group at an initial stage would allow me to observe not only what strategies they were using to participate orally in the activities but also how they were learning to use them. The other reasons were that the group presented certain positive characteristics: it was a group of a reasonable size, and it was conducted at a time which I could make the collection of data.

It is important to emphasise that learners at this level are not expected to speak fluent English. Their oral production in the language is limited, but they are

able to formulate some complete sentences and to communicate verbally in English.

When I began the collection of data there were seventeen learners, including adolescents and adults: 7 male and 10 female. During the time I was observing the group, there was a drop out rate of 11%.

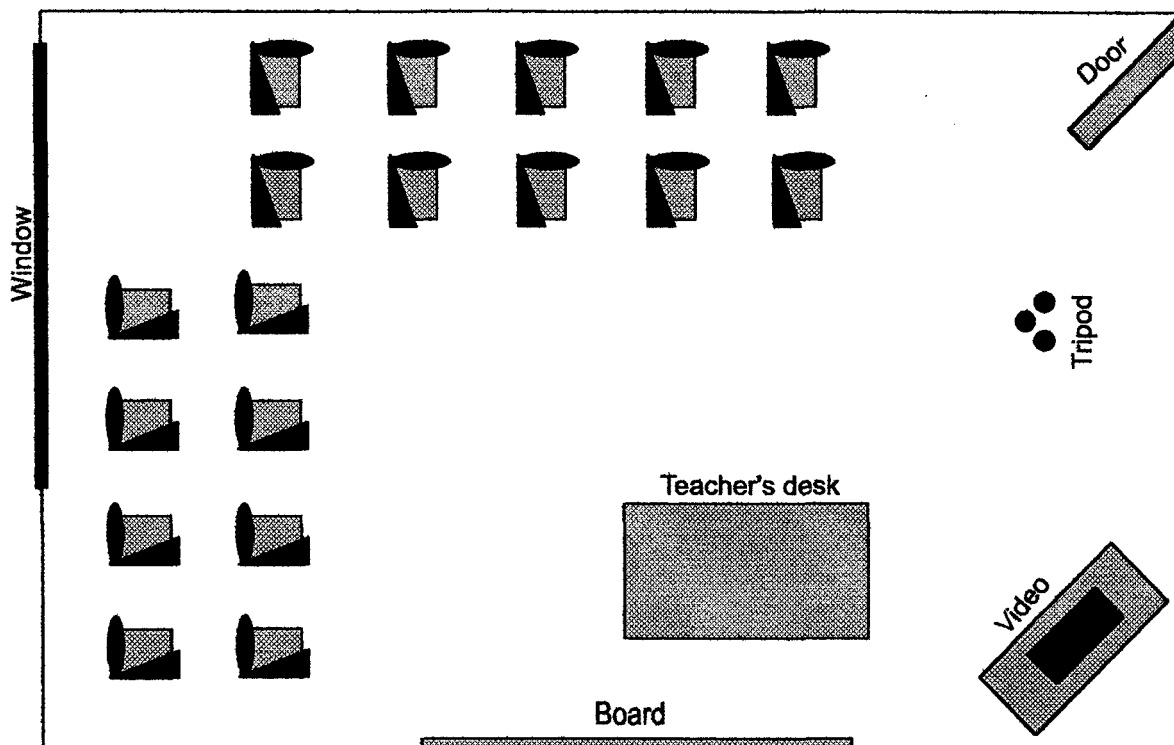
The textbook used at the Extracurricular Course at UFSC was *New Interchange - English for International Communication* by Jack C. Richards with Jonathan Hull and Susan Proctor. However, at this level, 1B, they studied half of the book only, from units 13 to 16, as the first nine ones had already been studied at 1A.

A TV, a VCR and a CD player were available in the classroom as didactic resources. The teacher's desk was positioned in front of the learners' desks, next to the TV and VCR, and at the opposite side of the window. The desks were positioned in the form of a semicircle. It was almost impossible to have the group sitting in a circle, due to the number of learners in class. This room also had a problem concerning the noise in the corridor of the building. The door had to be kept closed most of times.

The teacher also made use of the language laboratory once while I was observing the classes and taking notes.

I present below a picture of the class organisation that includes also the tripod.

Figure 1: Classroom organisation



The teacher I observed is an experienced teacher in the area of EFL teaching who has been a teacher for about six years. Also, she had recently obtained a Master's Degree at UFSC, which made me feel more confident of her understanding of my position as an ethnographic observer in her class.

2.5 Data collection: 3 steps of ethnographic techniques

The data collection was carried out in three steps. During each stage different ethnographic techniques were used.

During *Step 1*, observation and notetaking for six classes was carried out. This step lasted three weeks. During *Step 2*, the video-taping and audio-recording of nine classes was undertaken. *Step 3* was the triangulation part of the collection of data in which included interviews, reports and other written documents. Figure 2 illustrates these steps.

Figure 2: Steps of ethnographic techniques.

Step	Data Collection	Date
Step 1	Observation and Notetaking	27/03 - 12/04
Step 2	Video-taping and audio-recording	17/04 - 24/05
Step 3	Written reports	05/06
	Interview with the teacher	14/06
	E-mail sent by the teacher	25/06
	Conversation with learners	28/06

The following subsections will provide a descriptive account of how these steps were conducted.

2.5.1 Step 1 of data collection: observation and notetaking

Before initiating the observation of the classes, I contacted the teacher and the group on March 22nd and formally explained to them I had an interest in

collecting data for some time in their classes. The teacher agreed with no hesitation and there was no refusal from the part of any learner.

During the first three weeks I tried to get to know the learners and the teacher better and make them familiar with my presence in the class. The group accepted me at once, but at the beginning of the observation and notetaking phase, I felt that some learners were observing me as well. They seemed to be apprehensive at my presence there, so I tried to establish a friendly relationship by coming early to the classes in order to allow some extra time to chat with some of them or take part in some of the activities during the first classes. However, my position as an ethnographic observer was limited to just observe them. Taking part on activities in class would imply in my interfering in the current process of the class.

I observed the first class on March 27th, 2000. During the observation step I sat on the first chair next to the door and the wall. The first class observed started with a correction of an exercise on the board that the learners had done at home. During this activity I was amazed by the degree of participation of some learners who spoke spontaneously, answering the teacher's questions, thus really contributing to the activity. In that class, I could also notice three very quiet learners, who hardly gave any oral contribution.

On March 29th, I observed and took notes of the second class. I felt a little better as it was the second time I was there. I could, at this time, perceive much more than I had done in the first class. I noticed that the teacher, for example, used some special ways to help the students, but I was not sure, I could consider "these ways" strategies yet. The impression I had was that in many cases the

teacher was concerned with *saving the learners' faces*³ (Braga, 2000) whenever the learners did not know how to say something in English.

At that time, I could feel a friendly atmosphere in the class but I could not figure out how it was being developed, i.e., whether by the teacher's initiative or the learners' natural attachment to the teacher's sympathy towards them. Later on, when talking to the teacher, she told me that usually in the beginning of the semester she trained the group to be friendly, to give support to each other, to form a "learning community". She was very much concerned with keeping a good relationship with the learners in class, by keeping a good atmosphere in order to make them feel comfortable to speak. She had also promoted opportunities for them to know each other a little since the beginning of the semester.

There were often moments when a learner wanted to say something but did not know how. The *teacher would then ask the others to help him or her to speak in English or gave him/her encouragement to complete the utterance with her assistance. The learners also offered frequent support to each other, such as a little smile or a joke.*

The *use of Portuguese* seemed to be allowed at certain moments, and the learners seemed to know the boundaries of when they could/could not speak in Portuguese. However, whenever they crossed the limits, the teacher would have them return to speaking in English. Making an effort to speak in English always seemed to be part of the culture present in class, not only on the part of learners who displayed more difficulties in expressing themselves in English, but also from

³ I use "saving the learner's face" in the context of this text to explain the moments where the teacher seemed to be concerned with the learners' well being in front of the others, because she seemed to be trying to protect the learners from feeling ridiculed. (See, Braga (2000) for more information about face saving).

the ones that were highly participatory. Sentences such as “Como é que se diz, eu não sei dizer “xxx” em inglês” or “Como é que é “xxx” em inglês?”⁴ were frequently used by some learners to request help in order to continue speaking English.

During the third class observed, on April 3rd, I realised that the use of Portuguese in class could be considered one important strategic tool. For encouraging participation in the classroom. At that time, I was not sure of the kind of strategic categories I would take into consideration for my research, but *code-switching* came to my attention at that moment. The teacher was very strict concerning the use of Portuguese in class, which was allowed, but with limitations and at special times only.

Furthermore, the teacher used *gestures and facial expressions* to communicate with the group, sometimes rather severe, others supportive and kind. There was a moment, one learner made a comment about the teacher’s expressive way of looking when talking to her after the class. He said she had a very expressive way of looking at them in class and by the way she looked at them they knew whether they had accomplished the task successfully or not.

The *teacher* was constantly *praising* the learners, what was a very kind way to give them more encouragement and confidence. The learners needed a constant comment or evaluation from the teacher after their attempts to speak in English, and there were moments when she would relieve the class from the stress of a hard task by praising the class as a group.

⁴ The statements in Portuguese above could be translated into English like this: “How do you say, I don’t know how to say “xxx” in English” or “How do you say “xxx” in English?”

Many times she took advantage of opportunities that appeared in class to introduce a little *humour*. She was often playing jokes, for example, making a short comment such as, "you have to study", when they erred on something that was very easy. Learners laughed a lot and the atmosphere was very relaxed in class.

During the third class, the learners played a game and I could observe that the less participatory learners did not contribute much during that. As far as I could observe, the attitude of these particular learners during the game was that they did not seem to be very motivated to play. During this game, the learners who were more involved in turn-taking were the same ones who would normally take more turns during regular class activities.

After these three classes I felt that the learners were more accustomed to my presence so I decided to start bringing the video camera in order to make the learners used to this addition to the classes. During the following three classes the camera would be turned off and positioned next to the TV set, to the left side from the door and opposite the window (see Figure 1, p. 16)

On April the 5th, the class had a visitor: Ricky, an American who came to talk to them about exchanging private conversation classes. On this occasion, the learners in general were highly motivated to speak, and they had also a large amount of listening practise.

The teacher took advantage of Ricky's visit and started the next class, April 10th, by talking about him. She asked learners about their impression of Ricky, what they felt regarding his English and if they had understood his speech. Most learners participated orally in the talk giving their personal opinions on the

experience. I was surprised by her initiative and found that very interesting. I noticed that learners were very enthusiastic and seemed to be enjoying the experience.

On April 12th, the teacher explained the topic of “contrasting ideas” by collecting examples from the learners and writing them on the board. The learners seemed very secure of themselves and enthusiastic in contributing to the explanation in that way. This was a situation which was repeated later, and where I could observe high and spontaneous oral participation from the learners each time.

All in all, once I was sure the learners and the teacher were ready to be filmed, I talked to her and said I would like to start video taping. The filming and recording started on April 17th and finished on May 24th.

2.5.2 Step 2 of data collection: video - taping and audio-recording

The second step of the collection of data comprised the video taping and audio-recording of classes. It initiated on April 17th and finished on May 24th. On the whole, I recorded nine classes during five weeks. Although I had planned to observe and film about fifteen classes, I observed and filmed seventeen classes, including the two ones I replaced the teacher during one week when she was absent. This interval from the 24th to the 26th of April allowed me to get to know the class better, to get closer to them.

Once I started filming, I noticed the classroom was a little problematic for filming due to its reduced size. The position I had to leave the camera would many

times not provide a good filming due to the light coming from the window. The camera had to remain positioned at the left side of the door so as to be able to catch some of the teacher's and the learners' actions. I could not film everybody in the class at some moments. So I decided to lead the filming in two ways: one where I would film the class holding the camera and the other where I would use the tripod.

Thus, the second step of the collection of data was carried out by two means: first, by filming while holding the camera, and second, by filming while leaving the camera on the tripod. In the first way, I could point the camera to the direction I wanted and, as a result, had a better view of the events happening in the classes. In the second way, there was no command of the filming so I had a view of the classes from only one fixed perspective.

The audio-recording was done at the same time as the filming. During the audio-recording some learners showed a willingness to help change the tape for me when one stopped or needed changing. On the first day of filming, there was a technical problem with the tape recorder, so I do not have the first class recorded on cassette. I have all the other classes audio-recorded but they were not of much use during the transcriptions due to the bad sound quality.

There is no evidence from the classes recorded of any change of behaviour on the part of the learners or the teacher regarding my use of one technique or the other. The filming technique which proved to be most effective was when I was holding the camera and was able to capture a major register of the events taking place in the classes. In that way, I managed to acquire better data for my work.

2.5.2.1 Description of important points observed in the classes recorded

The first three classes recorded on the 17th and 19th of April and on the 3rd of May, were filmed while holding the camera. The following three classes were filmed with the camera on the tripod, on the 8th, 10th and 15th of May. The last three classes were filmed taking in consideration the categories of activities I had already thought to be of importance for my work. I filmed the most important sections of the classes for my work holding the camera while less important ones were filmed with the camera on the tripod.

On the 17th of April, I filmed and recorded the first class. After the observation, I still did not have a clear idea of what I was going to use for my research, so on this first day I tried to film both the teacher's and learners' actions simultaneously, and continued using this procedure for the following two classes.

The learners appeared to be a bit anxious during the first filming and recording of the class, so I talked to the teacher about the possibility of it being too soon to start filming. She felt that they had been somewhat anxious too, and suggested that I stand while filming as they seemed to be more at ease with this way of filming.

On the 19th of April, I heard a very interesting conversation that the learners had with the teacher at the beginning of the class. She initiated the class by asking them what they were going to do the following weekend. It is important to mention here that the following weekend was Easter, so the conversation the teacher had with the learners was contextualized and the learners were willing to

participate in speaking about their plans. I had already noticed that there were moments in the classes when the learners would speak more naturally, usually when they *were invited to speak about topics of real life*.

After the third class was filmed and audio-recorded on the 3rd of May, I realised that the learners and teacher seemed to speak more in class at moments when they could share experiences. Learners participated a lot in the beginning of the fourth class as it was a conversation where they could talk about health problems and medicine based on *personal experience*. In fact, I noticed the same occurrence on other days when the teacher would start the class by initiating a conversation with the learners about their personal experiences.

By analysing briefly the classes throughout the filmings and audio-recordings, I verified also that the teacher used some other ways to motivate the learners to speak more such as encouraging their understanding of English *by saying a few words in Portuguese* during explanations or at moments when something was not clear. This is a strategy that I had already noticed during Step 1 of the data collection. I could see that the use of Portuguese by the teacher was reserved for moments when it was really necessary, such as, to clarify words and meanings not easily understood by the learners. The learners, in general, also were noticed to *use Portuguese in class*, presenting some of them, a strong resistance against speaking in English. Such resistance or hesitation on the part of the learners required a particular ability on the part of the teacher to reinforce the use of the target language in class.

Although some learners resisted a lot in speaking English, the teacher, for the most part, could get them to speak their sentences. The procedure she used

seemed to vary from learner to learner. When relating to the more timid ones, she would *give them more encouragement*. At these moments, the other *learners in the class were always called upon to help the classmate* if it were needed.

On the 8th of May, I had the opportunity to observe carefully one pair-work and noticed that learners in this pair used some strategies in order to continue speaking in English. The strategies I observed seem *similar to the ones learners generally used when talking to the teacher*. They would ask their own classmates for words or sentences in English, or would negotiate a topic for conversation with which both would feel comfortable. In brief, these learners seemed to use, the same type of oral strategies while working in pairs as learners were observed to use when speaking with the teacher.

Having video-taped and audio-recorded five classes, I decided to work primarily with the teacher's and learners' oral participation strategies. Thus, from the sixth class on, I decided to focus the filming on the kind of talk that was most interesting for my research: the conversation which usually took place at the beginning of the classes, the explanations of grammar points, and the checking of activities by the teacher and the learners.

2.5.3. Step 3 of data collection: different techniques of data collection used for triangulation

Cançado (1994), defines triangulation as "... o uso de diferentes tipos de corpus, a partir da mesma situação-alvo de pesquisa, com diferentes métodos, e

uma variedade de instrumentos de pesquisa (p. 57)⁵. A great amount of data sources were collected to be used in the triangulation part of this research.

The triangulation in this data collection the following included:

1) some learners' written reports answering to the question: "How do you see yourself on the video tapes?" after having watched parts of the tapes filmed; here called "learners' self-analyses" (See Appendix A 1);

2) an interview recorded on tape with the teacher in which she was invited to answer the same question (See Summary on Appendix A 2);

3) an e-mail sent to me by the teacher that reports the teacher's writing reflexively about her teaching of her groups of foreign language learning. The extracts are part of a journal she was exchanging with another PGI student to whom she was temporarily sending her pieces of reflexive writing on her own teaching. (See Appendix A 3);

4) a conversation with the learners recorded on tape about the same question (See Summary in Appendix A 4).

I could see, throughout the data collection process, the improvement some learners had made regarding greater use of English and less reliance on Portuguese. Their confidence in using English was gradually growing and the use of Portuguese was used with less emphasis. Learners showed awareness of their own improvement and their willingness to learn seemed to affect their behaviour

⁵ Cançado's (1994) quotation could be translated to English as "... the use of different types of data, from the same research situation with different methods, and a variety of research instruments (p. 57)".

in class. I could understand by the learners self-analyses (See Appendix A 1), for example, which were used to triangulate the data, that the highly participatory learners in class were generally highly self-motivated and self-conscious of their own performances. But some of the self-analyses showed that there was an influence of affective factors on some learners' behaviour in class: the less participatory learners were also the ones who confessed to be less self-confident towards speaking English in class.

Another instance provided by the triangulation occurred on the eighth day of data collection, when I also had a talk with the teacher after the class and I mentioned that I felt learners a bit more excited that day, a bit more talkative, open and happy as well. They were all laughing, making jokes and participating orally. The teacher said she had noticed the same as I did and I enjoyed that class very much. According to her, this learners' behaviour was due to the Role Play or oral test they had presented in class. She said that her impression, based on her experience as a teacher, was that when the class starts with an oral activity, learners tend to participate more orally for the rest of the class.

The observations described here were only some of the results of the triangulation observations taken throughout this work. On section 2.5.1, I registered other observations regarding the constitution of the "learning community" and the teacher's expressive way of looking at the learners, respectively.

2.6 Transcription, segmentation and analysis of data

The next phase of the ethnographic work was the transcription and segmentation of data. This phase itself was divided into three major parts: first, the watching of the videos and listening to the tapes recorded; second, the description of the classes in tables in order to identify the activities that generated actual oral participation; and third, the transcription of the examples identified in which there was a great amount of oral participation.

While video-taping the classes, I had already begun to watch the previously recorded videos, and I noticed that some activities in the classes were able to generate more oral participation than others. For this reason, I decided to analyse and classify the types of activities of each class to identify the activities that generated more participation by means of tables (See Appendix B). An example of a table of this type from one class can be seen in Figure 2.

In the tables, I first classified each part of the class into Activity, Participation Pattern and Book Activity. An Activity part refers to the main function fulfilled by the participants and the topic of this talk. By Participation Pattern (Erickson, 1986), I mean the configuration in which the participants interact: either teacher-learners interaction or pair-work. And by book activity, I refer to a book-based activity or any other extra-activity carried out in class.

Figure 2: Activity Table 7 from 17/04/00

Activity	Participation Pattern	Book Activity	
Warm up - Review	teacher-learners	1 Talking about countries	X
Discuss tourist countries	teacher-learners	2 Snapshot - Talking about countries with the most tourists	X
Listen to Parts A and B	teacher-learners	3 Conversation - Giving suggestions Parts A	-
Discuss vocabulary	teacher-learners	4 Conversation	x
Practice the conversation	pair-work	5 Conversation	-
Explain "can and should"	teacher-learners	6 Grammar Focus: Modal Verbs	X
Do the written exercise letter A	teacher-learners	7 Grammar Focus	-
Check written exercise	teacher-learners	8 Grammar Focus	X
Write answer to the questions then compare	pair-work	9 Grammar Focus - Part B	-

Thus, the tables depict the activities of all the classes observed and video-taped. The activities are rated in the following way: with an (X) when they generate a great amount of oral participation, an (x) when they generate a little amount of oral participation and a (-) when they generate no participation among the teacher and the learners.

Once the tables were ready, I could have a more definite view of the activities and their impact on the learners' behaviour in class. Therefore, I could conclude that the three types of activities mentioned before which generated more oral participation were: *the beginnings of classes*, *the grammar explanations* and *the checking of activities*. The beginnings of classes were usually comprised of conversations which the teacher had with the learners about their weekends, holidays, or any particular event that was happening at that time. In the grammar explanations, I not only included the grammar points from the book but also the grammar explanations that the teacher gave from time to time when there were

learners' doubts. Finally, the checking of activities comprised the correction of homework or correction of general activities done in class.

Once I had identified the types of activity that generated more oral participation, I chose 11 samples to be transcribed: 5 samples of "checking of activities", 4 samples of "grammar explanation" and 2 from "beginning of classes". From those transcriptions I extracted the examples that were good representatives of the oral participation strategies to be used in the *discourse analysis* presented in *Chapter 3*. All in all, when segmenting the data, I was able to collect 13 Examples of oral participation strategies. However, 9 of these were selected for the analyses (See Appendix C).

In the transcription segments, the following aspects were taken into consideration: what was being said, together with major alterations of intonation, and relevant gestures and feelings being expressed at the moment. The transcription conventions are presented below:

Key to transcription conventions

[overlapping

(()) analyst's comments

, short pause

+ long pause

XXX inaudible

CAPITAL stressed word

? questioning intonation

: sustained sound

St1, 2, 3 ... identified learner

St - unidentified learner

Sts - learners in chorus

Finally, in order to analyse the data, some segments of talk from the various moments in the classes and from different speakers transcribed, were chosen and the analysis tried to take into consideration the perspective of the subjects observed. The discourse analysis carried out in order to better understand and identify the oral participation strategies in this study was based on Gil, 1999 and Tsui, 1995.

2.7 Summary of the chapter

I began this chapter by talking about how I became interested in the topic of participation strategies and the ethnographic approach. Second, I explained the changing of my original research questions into my actual ones due to the influence of the context of the data collected. Third, I wrote about the ethnographic approach defining ethnography and discussing its use in this research. Fourth, I presented a description of the classroom context studied. I presented also a description of the steps taken to carry out the ethnographic part of the research. Finally, I depicted the ways in which the data were segmented and provide the transcription conventions that were used. In each step, I summarised the main points observed and wrote down the impressions that I had.

In the next chapter, I will illustrate, analyse and discuss the main oral participation strategies identified in the teacher's and the learners' speech from the data collected.

CHAPTER 3

A discourse analysis of oral participation strategies in the foreign language classroom

3.1 Introduction

In Chapter 2, I described the field work I carried out, mainly the steps I followed to collect and segment the data and my observations from an impressionist point of view. The main objective of this chapter is to present the results of the discourse analysis of some segments of the data in order to answer the two following research questions:

1 What strategies does the teacher use to make learners participate orally in the EFL classroom?

2 Do all learners make use of oral participation strategies? And if so, what strategies do they use in order to help the teacher establish the socially constructed event?

While trying to identify the strategies that generated oral participation in English in the classes I observed, I took into account mainly what the teacher and the learners said, how and why they said what they did.

The discourse analysis revealed the following recurrent patterns of oral participation strategies within the teacher's and learners' speech: *questioning, requesting assistance, self-repetition, humour, code-switching and topic choice.*

The following sections will illustrate and describe the oral participation strategies that were identified.

3.2 Questioning

Questioning was the most used strategy to foster oral participation, and was observed to increase it to a great extent in the English classes studied when there was deliberate use of two different patterns of questioning: *direct and indirect questions*. Often, this was observed to be the main strategy used by the teacher to stimulate speaking in English in this class. Together with this strategy, two others were also utilised: self-repetition by the teacher, and requests for assistance by the teacher for a learner or by the learners themselves in the classes studied. These two last types of strategies will be described and analysed in section 3.3.

3.2.1 Teacher's and learners' use of questioning

I will discuss the teacher's and learners' use of questioning by illustrating it with two examples: Example 1 and Example 2. While Example 1 exemplifies the teacher's and learners' use of *indirect questioning*, Example 2 illustrates the teacher's and the learners' use of *direct questioning*.

In Example 1, the topic of the conversation was the Grammar Focus explanation proposed in the learner's textbook, thus the teacher's aim was to teach the learners the use of: *so, too, neither, either*. The teacher read the

examples and explained briefly how to make an agreement, and then asked an *indirect question* to all the learners (lines 5 to 9 below).

Indirect questioning in this study is understood to mean a statement which leaves the floor open for the information to be completed by any of the listeners who wish to volunteer an answer. The main identification marker for the learners or the teacher that an indirect question was open is the rising tone of the speaker's voice at the end of the statement.

The teacher asked the indirect question in line 9, by providing the word: "so" uttered in a rising tone, and one learner (St) answered it (line 10). Immediately afterwards, the teacher made a direct question to the learners in general in order to test their understanding of the grammar point being taught (line 11), and the learners' answers were quite unclear (line 12).

Example 1

- 05 T - so, lets take a look at the first, the first example, ok? so you have I like japanese
 06 food a lot, I like, japanese, food, a lot, so the person is saying something positive in
 07 the affirmative form yes this is in the affirmative form this is positive I like, japanese
 08 food a lot, if the other person is going to agree, what the person can say, ela quer
 09 agree, ok? I like japanese food a lot+ SO?
 10 St - do I
 11 T - if I say, can I say neither do I here?
 12 Sts - no, I do, XXX

(From Tape 7 - Activity 7: Grammar explanation - 17/05/00)

At this point in the class, one learner (St1) made a comment in Portuguese that sounded like an indirect question due to the questioning tone in which it was uttered (line 13). Apparently, the learner (St1) wanted a confirmation that he/she had understood well. The teacher then carried out her explanation using another example in the negative form for the learners to complete. At the end of her sentence, the teacher used a special type of intonation again in order to alert the learners that it was time to answer or finish her indirect question (lines 14 and 15). Most of the learners completed the sentence correctly in chorus (line 16). The teacher then asked another indirect question (line 17) and the learners answered in chorus again (line 18).

- 13 St1 - ah não a: frase tem que tá na NEGATIVA?
- 14 T - in the negative so, what is the the frase the sentence that I can have? if I say, I
- 15 DON'T, LIKE, JAPANESE FOOD, then I can answer+ NEITHER? , [DO I
- 16 Sts - [do I
- 17 T - the in the affirmative also so do I OR?
- 18 Sts - I do too
- 19 T - I do, too, and here I can say I don't LIKE?
- 20 Sts - I don't either

(From Example 1 - Tape 7 - Activity 7: Grammar explanation - 17/05/00)

By working the grammar explanation through direct and indirect questioning, I could perceive that the teacher was able to involve the learners in the explanation. She questioned them while explaining and writing the examples

on the board. They were motivated to participate orally in order to answer the teacher's direct and indirect questions all the time. The explanation was dynamic and the degree of interaction with the teacher was high. By questioning them from the beginning to the end of the explanation, she kept their attention, and therefore allowed for effective learning.

Example 2 illustrates the learners' and the teacher's *direct questions*. By *direct questioning*, it is understood in this study to mean the usual pattern of questioning where interrogative pronouns and auxiliary verbs are used. In addition, direct questions are generally directed to a singular person, although they were, in the data investigated, sometimes addressed to the entire class.

In Example 2, the learner (St1) completely out of the blue asked a *direct question* to the teacher about a grammar point with which he was in doubt (lines 63 - 65). The teacher answered in one word: "no", (line 66) and the learner (St1) showed signs of astonishment about her short and abrupt answer (line 67). The teacher then, tried to make the learner (St1) remember the grammar point he was supposed to know at that level, and asked him a *direct question* about how to formulate the question in the past (line 68). The learner (St1), however, kept quiet showing he was not certain what the teacher was asking, and the other learners answered the question for him (line 69).

Example 2

63 St1 - teacher? when you use did the verb ah+ não não tem que tá no passado? the verb
 64 não tem que tá no passado também a professora falou did you know não seria did you
 65 knew?

66 T - no

67 St1 - no?

68 T - no: + did you you remember this? did you KNOW or KNEW ?

69 Sts - know

(From Tape 2 - Activity 2: Checking of exercise - 19/04/00)

The teacher continued to ask more *direct questions* of the learner (St1), in order to get correct response from him or perhaps to see if he remembered the previous grammar point (line 70). However, the other learners answered the question for him again (line 71). From lines 72 to 75, the teacher gave a short explanation on how to work with the simple past, and asked him another *direct question* but again the other learners answered the question in line 76. In line 77, the teacher carried out the simple past explanation and questioned again, getting an answer from many learners in the class (line 78).

70 T - did you SEE or SAW?

71 Sts - see

72 T - see, no: + because you have the auxiliar, this indicates that your question is talk

73 you are talking about the past ok? but I ask you did you see ah the movie? , did you

74 see the movie, last weekend? yes, I did, I saw+, ok? here you have the declarative form

75 and if you want to say não eu não vi, como é que seria?

76 Sts - I didn't

77 T - no I didn't se eu quiser colocar o verbo?

78 Sts - bota see

79 T - see ok? , Felipe remember that? não não lembra disso?

80 St1 - [não não aprendi isso

81 St2 - [ele faltou na aula

82 St1 - [mas agora+ aprendi

(From Example 2 - Tape 2 - Activity 2: Checking of exercise - 19/04/00)

Finally, in line 79, the teacher asked the learner (St1) directly in Portuguese if he remembered the use of the Grammar in Focus, and he confessed he had never studied the simple past before (line 80). Then, he stated, in line 82, that he had learnt it after the explanation. This Example is an excellent illustration of how important the *direct questioning strategy* was in this class: how it contributed to make the learners more involved in the explanation, and how it made them increase their oral participation by contributing spontaneously with their answers, which creates as a result a more relaxed atmosphere.

3.3 Requests for assistance from the teacher and self-repetitions

There were moments when *the teacher asked the class to help the learner on the spot*. This help provided the learner the support he needed in terms of language and in terms of emotional confidence necessary to be able to carry on speaking in English. The learner then, would feel more confident in a warmer and more friendly atmosphere.

The *self-repetition of questions and statements by the teacher* was a way noticed to help the learners in class. Tsui (1995) defined the term self-repetition

“... to refer to all instances where the speaker repeats what he/she has said previously, whether it is an exact repetition or a repetition in which modifications are made (p. 68)”. In the Example below, while the teacher was explaining the grammar point, she kept repeating her own questions in an attempt to clarify and perhaps to keep the learners’ attention during the explanation (lines 87 - 90).

Example 3

87 T - ok the other example now, should I go to the palace of fine arts? should I go to the
 88 pala to the palace of fine arts? se a pessoa tá perguntando isso ela tá pedindo uma
 89 sugestão tua, olha só should I go to the city? should I visit the sea? should I visit
 90 beira mar shopping?

(From Tape 1 - Activity 6: Grammar explanation - 17/04/00)

In line 91, there was a “yes” response from one learner St to the teacher’s question, then the teacher tried to give another example but she had run out of ideas. At that moment, she made use of the *request strategy to ask for other learners’ help* (lines 92 and 93). This appeal for help from the learners sounded funny to them and made them laugh (line 94). From that moment on, the learners were motivated to help the teacher, offering more examples in order to help her clarify the grammar topic she was explaining. One learner (St1) suggested visiting Anhatomirim¹ and the teacher took advantage of the interesting suggestion to develop a long talk involving many learners (lines 99 - 122).

¹ “Anhatomirim” refers to a little island located north of Florianópolis.

- 91 St - yes
- 92 T - ok, should I visit ah how can I say should I visit ah help me a gente só pensa em
- 93 beaches quando pensa em florianópolis
- 94 Sts - ((laugh))
- 95 T - should I visit barra da lagoa?+ yes or no?
- 96 Sts - yes
- 97 T - should I visit ingleses?
- 98 St1 - [anhatomirim
- 99 T - [anhatomirim should I visit anhatomirim?
- 100 St2 - yes
- 101 T - yes? no you don't think so you don't like that
- 102 St3 - no
- 103 T - really?
- 104 St3 - really
- 105 T - have you visited [anhatomirim?
- 106 St3 - [ah?
- 107 T - have you gone to?
- 108 St3 - no I eh I don't ai tenho vontade
- 109 T - I wouldn't
- 110 St3 - like
- 111 T - to go
- 112 St3 - to go
- 113 T - to anhatomirim yeah?
- 114 St3 - yes

115 T - so you wouldn't, suggest, for a friend to go there, you wouldn't, you would?

116 St3 - ah o quê?

117 T - would you suggest, one friend for a friend, to go to anhatomirim? would you say

118 YOU SHOULD GO TO ANHATOMIRIM or no?

119 St3 - não porque tipo eu tenho que [gostar duma sugestão né?

120 T - [yes yes I agree with you, I I think that is very

121 interesting do you know anhatomirim? yes? Ro do you know?

122 St4 - no

(From Example 3 - Tape 1 - Activity 6: Grammar explanation - 17/04/00)

In conclusion, *request for help* was a strategy identified in the teacher's speech that offered veiled support to the learner(s) or herself and, thus, promoting major involvement and motivation among the learners. The *learners* were also noticed to often use *the request strategy* in order to get help from their classmates or the teacher at times when they did not know a word in English or did not feel confident enough to carry on speaking in English. Yet self-repetition was only identified in the data collected of the teacher's speech. Learners were observed to make use of repetition throughout the data, but only to improve or question about their pronunciation.

Questioning, requesting and self-repetition were considered the strategies most frequently used by the teacher and the learners in the data collected. Also they were considered the most efficient oral participation strategies as they were observed to generate the greatest amount of speaking from the learners in class. Another important point to be remembered here is that the speech generated by

these strategies was most often observed to be spontaneous. In short, these strategies contributed a lot in generating oral participation by the learners in the English learning classroom observed, which, in turn, could have contributed to improve their oral development.

3.4 Humour strategies

Humour was identified as an important participation strategy in the classes studied and arose through *laughter* and *jokes* generated by the teacher or by the learners. The teacher was observed to use jokes as a means for a more relaxed atmosphere in class, which, in turn, was noticed to bring about more learners' oral participation. The learners, on the other hand, were noticed to use humour strategies as a way of coping with uneasy situations, when they did not know how to express themselves in proper English or when they had understanding problems.

Braga (2000), in her studies about humour in FL classrooms, noted that the participation strategies identified in her research that triggered humorous or comic moments generally had "... as their main goal to amuse and to create involvement and/ or rapport among the participants (p. 50)". She also concluded that during the correction of activities, the use of humour-generating strategies have more specific goals such as to avoid or break uncomfortable moments. In the data collected in this research, I could identify similar patterns of strategies to Braga (2000) in the teacher's and the learners' speech, which I will discuss in the next section.

3.4.1 Teacher's and learners' humour strategies

In this section, I will analyse two examples of the *teacher's humour strategy* and one example of a *learner's humour strategy*. To begin with, I will discuss the two examples: Example 4 and Example 5, where the teacher used a humour strategy to create a more relaxed atmosphere in class in order to make learners more comfortable to speak in English.

The analysis of the humour strategy observed in the teacher's speech begins with the Example 4, where the teacher led a conversation on ethnic food. The class was talking about the type of food they liked when the teacher made use of information about herself to exemplify drinks that she liked and declared that she liked "chimarrão"² (line 276). The learner (St2) that, at that moment, took the turn to talk to the teacher was a lady from Rio Grande do Sul, who told the teacher right afterwards that she did not like chimarrão (line 277). The teacher, then, repeated what the learner (St2) said as a means to ask her, indirectly, to explain her point (line 278). However, the teacher was not successful as the learner (St2) repeated the same she had said before: that she didn't like "chimarrão" (line 279).

At this point, the conversation would have ended if the teacher had not come up with a joke. In line 280 she, the teacher, demonstrated her astonishment of the fact that although the learner (St2) was a "gaúcha"³, she did not like "chimarrão". The comment of amazement from the teacher gave rise to *laughter*

² "Chimarrão" is a drink made of some typical herbs widely drunk in the South of Brazil.

³ "Gaúcha" here refers to a woman born in the state of Rio Grande do Sul, Brazil.

and *humour* in the class (lines 280 and 281). The teacher's use of this comment became a humorous strategy as it is culturally understood that everybody that is "gaúcho" likes "chimarrão".

In line 282, the learner (St2) spoke in Portuguese, perhaps because she was suddenly put into an unexpected situation. She seemed confused and changed her mind admitting that she liked chimarrão. In line 283, the teacher encouraged the learner to explain in English why she did not like chimarrão. Finally, in line 284, the learner (St2) accomplished the task of explaining in English her preferences for "chimarrão", encouraged mainly by the pleasant effect the joke made on the class atmosphere.

In the situation presented above, the class' laughter contributed, eventually, to lowering the learner's anxiety,⁴ thus encouraging her to produce more oral participation in English. Her speech in Portuguese (line 282) showed that she was trying to cope with the pressure of having to speak in English by avoiding it. The teacher became aware of that and tried to help by offering her some encouragement (line 283).

Example 4

274 T - in english Joel do you like coffee? yeah me too

275 St1 - I like so do I I like tea

276 T - tea uhum juice juice hum chimarrão, yes I like that too yeah?

277 St2 - I am not I am not

278 T - you don't like?

⁴ "Anxiety" here refers to nervousness when speaking in English.

279 St2 - I don't like

280 T - but you are gaúcha how come?

281 Sts - ((laughs))

282 St2 - não eu gosto mas eu não gosto assim pra toma

283 T - in english how would you say that?

284 St2 - I don't I don't like to drink much

(From Tape 7 - Activity 1: Snapshot - 17/05/00)

In Example 5, the teacher was again talking to the learners about food when she asked the class for an example of German food and *made a little* joke (line 151). The joke was a reference to a typical German food very well known in the region that sounded funny for the class: “chucrute”⁵ (line 152). Besides sounding funny, the humorous comment led the learners to a more motivated conversation in which the teacher continued asking the others if they liked “chucrute” (line 153). All of them answered the question at the same time (line 154) and a learner (St2) also contributed an additional response by giving an example of a German food: “marreco assado”⁶, afterwards (line 155). All in all, the teacher carried on the conversation, asking more questions as the learners showed interest in the topic (line 156). Another learner (St3), eventually, gave another example: beer (line 157). In this sequence, the conversation flowed with learners giving examples of German food in English as the group was motivated and more interested in the topic of the conversation inspired by the teacher's joke.

⁵ “Chucrute” is a type of corned cabbage salad of German origin.

⁶ “Roasted teal”

Example 5

147 T - yes, grécia, yes, I don't know any kind of greek food any example greek food do

148 you know no you don't know [what about german?

149 St1 - [camelo assado camelo assado na grécia não tem? não

150 brincadeira

151 T - what about german food? do you know any example of german food? chucrute yes

152 Sts - ((laughs))

153 T - do you like that?

154 Sts - no

155 St2 - marreco assado

156 T - yes yes these are good yeah don't you think so?

157 St3 - beer

158 T - beer yes, do you know any restaurants, any ethnic restaurant around here?

159 St3 - bier plats

160 T - yeah?

(From Tape 7 - Activity 1: Snapshot - 17/05/00)

In the examples discussed above, the teacher made use of *jokes*, as a source to generate more oral participation in English from one learner (Example 4) and from the whole group (Example 5). The teacher's joke in Example 4 established a relaxed atmosphere in the class helping the learner (St2) to accomplish her conversation in English. Furthermore, the group in Example 5 also presented itself more involved in the conversation after the teacher's proposal of humour, which successfully fostered their higher oral participation in English.

The *teacher's humour strategy* identified throughout the data was oriented to avoid uncomfortable moments where speaking was about to break or was not being generated at all in the class. The teacher used humour as a tool that was successful in helping the learners to overcome the barriers of speaking in English.

The learners were also noticed to use *humour strategies* in order to be able to cope with situations where conversations were about to end. This strategy was also noticed to strengthen the learner's confidence as seen in (St1)'s response to continue speaking in English. In order to illustrate learners' humour strategies, I offer: Example 6.

In Example 6, the topic of the conversation was also "food" and, on that occasion, one learner, (St1), was highly motivated to speak about an advertisement he had seen in his class at University about "maracujá"⁷. The teacher challenged him to describe it in English (lines 1 and 2), but there was little reaction from him (line 3). The teacher then showed she was willing to listen to him (line 4), so he made an attempt to explain it in Portuguese (line 5). In line 6, the teacher gave him some encouragement to carry on speaking without making much pressure on him to speak in English, and his response remained in Portuguese (lines 7 and 8).

Finally, in line 9, the teacher was straightforward when she challenged the learner (St1) to speak in English. He reacted, but with a funny expression of refusal that made everybody laugh (lines 10 and 11). The learner (St1) was in an uncomfortable situation and, in order to avoid having to speak in English in front of the whole class, he just uttered a funny sound (line 10).

⁷ "Passionfruit"

The laughing reaction of the class towards the learner's funny sound was an element that helped to break the discomfort of the situation he was in at that moment because he did not feel comfortable enough to explain something in English. It also gave emotional support for the learner (St1) and the teacher to carry on the conversation. The teacher then took control of the situation again and asked the class to help the learner (St1) construct his speech in English (lines 12 - 15).

Example 6

- 01 T - so Joel is saying+, so Joel saw some people talking about that on tv yes? what did
 02 they say Joel tell us about this? what did they? they say that
 03 St1 - eh XXX
 04 T - yes?
 05 St1 - vi numa fita que o professor passou
 06 T - ok, and what did they say? que que falava? what DID they say? on the tape?
 07 St1 - ah falaram assim que, era era a propaganda do suco sabe, o maracujá que era, o
 08 maracujá era vindo direto do brasil
 09 T - ok now in english how can you say that?
 10 St1 - ahhhh
 11 Sts -((laughs))
 12 T - let's help him to say that? yeah? era propaganda de um suco o suco tinha
 13 maracujá e na propaganda dizia que o maracujá era vindo do brasil e eles falavam
 14 MARACUJÁ how can you say that in english? vamo lá o Joel vai vai vamo tenta
 15 ajudar o Joel

(From Tape 8 - Activity 11 - Checking of exercise - 22/05/00)

The rest of the conversation was led in the form of *scaffolding*. Scaffolding is a technique used by teachers to lead learners in the construction of their speech in the foreign language (Hatch, 1978; Poole, 1992). This technique can be used when a learner is not familiar with the vocabulary he/she needs to know in order to accomplish a certain task. So, the teacher supplies the support that the learner needs.

Although the learner (St1) finally admitted he could not give the information in English (line 16), and despite his complaints, the teacher challenged him again in Portuguese (line 17) to attempt to make the task clearer for him. At this point, the teacher began the sentence in English (line 18) and the learner (St1) finally started speaking his first sentence in English (line 19).

16 St1 - é eu não sei

17 T - ok, but you have to try Joel vamo lá como é que cê começaria a dizer isso pra XXX?

18 [I saw

19 St1 - [I saw ah ah propaganda não sei

(From Example 6 - Tape 8 - Activity 11: Checking of exercise - 22/05/00)

From this moment on, the conversation was driven in the form of scaffolding (lines 20 - 46), where the teacher and the learners were attentive to the requests of the learner on stage, therefore building together the statement in English. The situation turned out this way due to the learner's playful attitude,

which helped him to call the class' and the teacher's awareness to his language needs.

20 St2 - advertisement

21 T - alguém falou, não? ad, ad, advertisement remember that? ad the short word is ad

22 abreviação é essa aqui AD for ADVERTISEMENT ok? so I saw an ad

23 St1 - ad hum cassette ah that ah como é que é falava eh

24 Sts - [spoke

25 St1 - [spoke

26 T - no not in that case, excuse me nesse caso não, I speak english, but the ad, o ad fala

27 sobre, an AD: ?

28 Sts - talk speak about talk talk ((learners speak different things at the same time))

29 T - talk mas nem precisa né quer dizer an AD: ?

30 Sts - XXX

31 T - about,

32 Sts - about tá tá é é

33 T - so começa de novo Joel saw

34 St1 - I saw an

35 T - an ad

36 St1 - an ad

37 T - and

38 St1 - ah tá and an ad eh

39 St2 - [about

40 St1 - [about maracujá agora suco

- 41 Sts - [juice
- 42 St1 - [juice and speak maracujá
- 43 T - and they, the people in the, in the, ((pointing to the board))
- 44 St1 - ad ((in a low voice))
- 45 T - and the ad it was from another country?
- 46 St1 - eh do eu acho que era british eh britânico

(From Example 6 - Tape 8 - Activity 11 - Checking of exercise - 22/05/00)

The learner (St1), in this Example, made use of a *humour strategy*: the funny expression of refusal, in order to set himself free from the uneasy situation he was in that moment. Although the teacher showed signs of being willing to help, it still seemed difficult for him to speak in English in front of the class. But, by causing the group to laugh, the learner was able to cope with the pressure of having to speak in English. Therefore, he managed to get the teacher and the class' support which helped him to accomplish, up to a certain extent, the task in English.

Further speaking in English after the communication breakdown appeared to be due to the learner's use of the humour strategy to overcome the uncomfortable situation. Braga (2000) also comments about the same fact observed in her studies: "...the participants of the EFL group make successful use of humour-generating strategies with the aim of avoiding uncomfortable moments and creating involvement among them, particularly, when dealing with uncomfortable situations which may cause a disruption of the conversation during the development of an activity (p. 53)".

In the examples of *teacher's humour strategies* illustrated, the teacher made use of humour as a source to generate a good atmosphere in class, thus, generating considerably more involvement from the learner(s). The group usually presented itself as more interested in the conversation after the teacher's proposals of humour which successfully brought about their oral participation in the activity. In other words, the teacher observed used humour as a tool to help and encourage learners to speak more English in class.

The learners, on the other hand, were noticed to use *humour strategies* as a way to cope with uncomfortable situations, where the conversation was about to break due to many possible reasons such as proficiency limitations or comprehension problems. The use of humour by the learner(s) at those moments were observed to help them recover from the embarrassment and carry on trying to speak in English.

3.5 Code-switching strategies

Code-switching was observed to be a strategy that also fostered oral participation among the teacher and learners in the classroom observed. According to Neves (1995), code-switching "... refers to the moments when a participant changes the linguistic code from L1 to L2 or from L2 to L1 (p. 72)". The teacher's role in the class observed, when switching codes to Portuguese, was mainly that of a mediator through which she not only encouraged learners to speak in English but also facilitated their understanding of the language. The learners, on the other hand, used code-switching as a strategy which enabled

them to express themselves better in English. Neves (1995) found in her study that learners used Portuguese in the classes observed due to moments of "... non-understanding or during real communication, but instead of trying to understand each other through NM⁸ in L2, participants chose to use L1 to maintain the flow of the conversation (p. 69)".

According to the data collected in this study, *code-switching* produced either by the teacher or the learners in the class observed generated more speaking in the foreign language. Portuguese was mainly used, thus, as a beneficial strategy that provided the learner with the secure support he/she needed to start or carry on speaking in English.

Spratt (1985), in her article about code-switching, discusses the possible reasons why learners may use code-switching in the classroom which are when "students struggle to say or write things they do not know how to, students are less controlled to use L2 due to the number of pair and group tasks with the teacher out of earshot and many times the teacher focuses on the language required for an activity, but not on the language for class management (p. 72)".

According to Spratt (*ibid.*), the teacher seems to be the responsible for the learners' higher or lower degree of speaking in L1 in the class. In the class I observed, the teacher was very much concerned about keeping the flow of the conversations in English, calling the learners' attention to speak in English most of the time. However, high resistance towards speaking in English was noticed

⁸ NM means "Negotiation of Meaning" which according to Neves (1995) is "... a synonym for interaction". It "... refers to the moments when interlocutors are interacting to clarify meaning (p. 22)".

with some learners, and switching codes to Portuguese by both the teacher and the learners seemed to be beneficial.

3.5.1 Teacher's and learners' use of code-switching

As already suggested, the teacher's *code-switching in Portuguese* was observed to generate more oral participation in English in the class, by clarifying understanding problems or offering support to the learners' feelings of insecurity about speaking in English. In this section, I will discuss four examples where it is possible to distinguish teacher's and learners' code-switching strategies.

In Example 6, already discussed in section 3.4, the teacher's interest in making the learner (St1) accomplish the speaking task can be clearly seen because by *switching codes* she involved most of the learners in the task of cooperating with the speaker (St1). In this Example, everybody showed a real interest in trying to help the classmate, which made the atmosphere in class more relaxed.

As already mentioned, before the Example began, the learner (St1) had told the teacher in Portuguese, an Example of a situation where the word "maracuja"⁹ had been used by English speakers without being translated into English. The teacher then repeated in English part of what the learner (St1) had said to her before, and asked him enthusiastically to tell everybody what happened on that occasion (lines 1 and 2). As the learner (St1) did not say much (line 3), the teacher then showed her interest in listening to what he had to say

⁹ "Passionfruit".

(line 4), trying to give him some encouragement to speak. But, he reacted by speaking in Portuguese (line 5), so the teacher uttered a question in English. After this question she *switched codes to Portuguese*, perhaps in an attempt to clarify the question, going back to English right afterwards (line 6). In lines 7 and 8, the learner (St1) answered promptly the teacher's question but in Portuguese again. The teacher then was straightforward and challenged him to speak in English (line 9).

Example 6

[E] = English

[P] = Portuguese

- 01 T - so Joel is saying+, so Joel saw some people talking about that on[E]tv yes? what did
 02 they say Joel tell us about this? what did they? they say that [E]
 03 St1 - eh XXX
 04 T - yes?
 05 St1 - vi numa fita que o professor passou [Switches into Portuguese]
 06 T - ok, and what did they say? que que falava? what DID they say? on the tape?[E-P-E]
 07 St1 - ah falaram assim que, era era a propaganda do suco sabe, o maracujá que era, o
 08 maracujá era vindo direto do brasil [P].
 09 T - ok now in english how can you say that? [E]

(From Tape 8 - Activity 11 - Checking of exercise - 22/05/00)

In spite of the teacher's efforts, the learner (St1) avoided speaking in English, and his response to the teacher's challenge was only one expression of

concern (interjection) that sounded as if it were disbelief in his own competence to accomplish the task in English (line 10). He was in an uncomfortable situation, and, as already suggested, in order to avoid having to speak in English in front of the group, gave up speaking by just making a peculiar sound. His reaction, however, sounded funny to the class and initiated laughter (line 11). The teacher tried to help him reestablish the floor, summarising the learner's speech in Portuguese in an attempt to make it clearer in lines 12 to 15 and asking for the class to help him.

10 St1 - abhhh

11 Sts -((laughs))

12 T - let's help him to say that? yeah? era propaganda de um suco o suco tinha

13 maracujá e na propaganda dizia que o maracujá era vindo do brasil e eles falavam

14 MARACUJÁ how can you say that in english? vamo lá o Joel vai vai vamo tenta

15 ajudar o Joel

(From Example 6 - Tape 8 - Activity 11: Checking of exercise - 22/05/00)

In line 16, the learner (St1) complained that he was not able to give the information in English. Despite his complaint, the teacher challenged him again in a sentence made up mainly of Portuguese words (line 17), switching codes in an attempt to make the task clearer to him. At this point, she herself began to utter the sentence in English (line 18), which encouraged him, and he finally decided to repeat this start, even though he could not finish (line 19).

16 St1 - é eu não sei

17 T - ok, but you have to try Joel vamo lá como é que cê começaria a dizer isso pra XXX?

18 [I saw

19 St1 - [I saw ah ah propaganda não sei

(From Example 6 - Tape 8 - Activity 11: Checking of exercise - 22/05/00)

From the Example transcribed above, it can be noticed that the teacher made use of *code-switching* as a strategy to help the learner (St1) conclude his task. She explained to him the task and gave him some encouragement, thus helping him to gain some confidence and begin speaking in English. However, this particular task turned out to be a little beyond his English competence. In the last line of the Example, there were a few words that he did not know how to say in English, and for this reason, he might have hesitated to attempt to speak in English.

In the following Example, which was already discussed in section 3.3, the teacher switched codes in order to make the grammar explanation clearer for the learners. In that way, she called their attention to the point she was explaining, and also managed to elicit more oral participation from the class (lines 87 and 90).

Example 3

87 T - ok the other example now, should I go to the palace of fine arts? should I go to the

88 pala to the palace of fine arts? se a pessoa tá perguntando isso ela tá pedindo uma

89 sugestão tua, olha só should I go to the city? should I visit the sea? should I visit

90 beira mar shopping?

(From Tape 1 - Activity 6: Grammar explanation - 17/04/00)

In line 91, even though one learner (St) answered positively, the teacher tried to elicit more responses from the learners. She wanted to have more oral participation, more involvement from their part, and here she made use of all three strategies at the same time: a request, which was in Portuguese code switching and a humorous comment (lines 92 and 93). The learners' response, as can be seen in line 94, was laughter.

91 St - yes

92 T - ok, should I visit ah how can I say should I visit ah help me a gente só pensa em

93 beaches quando pensa em florianópolis

94 Sts - ((laugh))

(From Example 3 - Tape 1 - Activity 6: Grammar explanation - 17/04/00)

In both examples, whenever the teacher used a *code-switching strategy* she was encouraging more oral participation from the learners. The learners would not speak either because they did not understand the task or they did not know how to express themselves in English. Joel (St1) tried to accomplish the task of explaining himself in English to the group. The teacher, in the second Example, made an effort to make the explanation clearer for the learners. In both examples, code-switching was used to try to help the learners to speak in English. Even though the learners' responses were limited, the learners did so, such

teacher encouragement was likely to give them more confidence and likely improvement in the foreign language.

According to the data collected, the learners made use of code-switching in class as a tool to help them speak in English. Thus, Portuguese was mainly used as a beneficial strategy that provided the learners with the support they needed in order to start and carry on speaking in English.

In the Example below, I describe how one learner (St1) made use of Portuguese as a means of enabling himself to continue speaking in English. The dialogue with the teacher happened during an activity check when the learners had to present to the class something interesting they had talked about previously during group work.

The learner (St1) started telling the group a true life story and carried on narrating it until he reached a point at which he did not know how to express himself further in English. He then confessed he could not carry on due to language limitations (line 18). Part of what he said in Portuguese was inaudible on the tapes.

The teacher repeated the last word the learner chose to use in English in that circumstance, probably to give him assurance or feedback about the correct use of the word (line 19). The learner (St1) then carried on speaking in English but stopped again, this time making use of gestures and onomatopoeias to clarify what he meant (line 20). Learners found it funny and the teacher supplied him with the word he needed right afterwards (lines 21 and 22).

Example 7

18 St1 - and he felt felt eu não sei XXX essas coisas eu não sei XXX eh and he fainted faint

19 T - fainted

20 St1 - fainted, and, I tried pá pá pá ((making gestures as if slapping someone))

21 T - Sts - ((laugh))

22 T - to wake up

(From Tape 5 - Activity 4 - Checking of exercise - 10/05/00)

Following the teacher's contribution in line 22, the learner (St1) asked the teacher in Portuguese to provide the words (line 23), which indicated that he did not understand that the teacher had given him a synonym for "pá, pá, pá". The teacher then offered him another possibility "to get up," which was probably one the learner knew (line 24). In the next sentence, the learner (St1) carried on narrating his story half in Portuguese, half in English, however, trying hard to stick to the latter, yet he lacked sufficient vocabulary and therefore was reluctant to speak in English (line 25). The teacher offered him the corresponding word in English in line 26, and the learner (St1) said the sentence in English (line 27) but made use of gestures at the end.

23 St1 - acorda como que é

24 T - get up

25 St1 - get up, eu tava sozinho era aula particular and I carreguei

26 T - carried

27 St1 - I carried him in my ((patting his back))

(From Example 7 - Tape 5 - Activity 4: Checking of exercise - 10/05/00)

The teacher also made use of gestures in order to make the learner (St1) remember the word "back", which he was supposed to know by that time (line 28). The learner (St1) responded, saying something inaudible and showing signs of insecurity about saying it in English (line 29). The teacher kept quiet but challenged him by remaining silent, thus emphasising that she was still awaiting his attempt (line 30).

The learner (St1) tried to speak using the wrong word "hands" (line 31). Finally, the teacher said the word she expected him to say (line 32). The learner (St1) said something inaudible right afterwards (line 33). The teacher then reinforced the right word by repeating it (line 34), and this gave the learner (St1) some extra incentive to carry on speaking in English (line 35). He repeated the teacher's words in line 35, continuing his story but still code-switching into Portuguese at the end of the sentence.

28 T - on my ((miming patting on her back)) you know that

29 St1 - in my XXX

30 T - ((silence looking at him surprised))

31 St1 - in my hands

32 T - BACK YES?

33 St1 - XXX

34 T - YES back on my back here

35 St1 - on my back and + and I was eh into a car XXX than dum lugar lá

(From Example 7 - Tape 5 - Activity 4: Checking of exercise - 10/05/00)

From this Example it is possible to see that the learner (St1) managed to keep the flow of the conversation going by asking for assistance in Portuguese and also by using gestures and onomatopoeic sounds instead of the words he needed. In the next Example, the learner (St1) also made use of the code-switching strategy to make clear that she had not understood some words. The flow of the conversation would have been broken if the learner (St1) had not taken the initiative to ask in Portuguese a question about her difficulties.

The learner (St1) was asked by the teacher to say what she was in the mood for eating (line 82) and she answered, but not quite accurately (line 83). The teacher then made her repeat the mistaken part (lines 84 and 85), but it was in line 86 that she definitely understood what the learner (St1) wanted to say.

Example 8

82 T - pancakes ok uhum and you Marilda? what about you?

83 St1 - I am in the mood for food spice and greasy

84 T - food

85 St1 - food food spice

86 T - ah spice food spice food uhum

(From Tape 8 - Activity 3: Checking of exercise - 22/05/00)

In line 87, the learner (St1) said that she was in the mood for "greasy food". The teacher then asked her if she liked that (line 88). At this point the learner

(St1) showed signs of insecurity about what she herself was saying. She asked the teacher for confirmation, part of which is inaudible in the recording (line 89). The learner (St1) then demonstrated insecurity about her understanding of the expression being orally practised in English.

Therefore, the learner (St1) tried to resolve the situation eventually by code-switching to Portuguese to ask for confirmation on what she was not quite sure about. The way she questioned the teacher in line 89, with a low and unsure voice, sounded funny to the others so everybody laughed, which created a moment of relaxation (line 90). The teacher answered her question with another question (line 91), which the learner (St1) did not understand (line 92). The teacher then repeated the question (line 93). It was then that the learner (St1) showed that she finally had understood the meaning of "being in the mood for", by saying that she was not in the mood for greasy food (line 94). In lines 95 - 97, the teacher succeeded in making the learner correct her mistake accurately.

87 St1 - and gre greasy

88 T - greasy food yeah you like that?

89 St1 - pelo que eu entendi, você XXX não é?

90 Sts - ((laughs))

91 T - como que é então you are in the mood for or you are not in the mood for?

92 St1 - como professora?

93 T - you are in the mood for or you are not in the mood for greasy?

94 St1 - I am not

- 95 T - ah you are not in the mood for so you are not in the mood for [greasy and spicy
96 food
97 St1 - [spice food

(From Example 8 - Tape 8 - Activity 3 - Checking of exercise - 22/05/00)

In the last two examples, the use of *code-switching* promoted and facilitated speaking in the foreign language. Felipe (St1) in Example 7 managed to speak more in English by asking how to say the vocabulary items he lacked in his repertoire. In Example 8, Marilda (St1) managed to solve comprehension problems she had in the language task being carried out by asking clarification checks in Portuguese. So, learners in general were observed to speak in Portuguese in the class mainly for two reasons: lack of proficiency required to properly orally express themselves in the foreign language and lack of English oral comprehension skills.

Code-switching to Portuguese offered the learners the security they needed to be able to follow the class in English, a language which they were just beginning to learn. At beginner levels, learners may need constant help from the teacher in order to understand and communicate in English. The *code-switching* used by the teacher with the aim of clarifying or offering support for learner's speaking hesitations or understanding problems, helped to the oral participation development in the classroom.

The teacher's role was that of a mediator, promoting the use of English in class, encouraging learners to speak in English, but also making use of Portuguese as a means to facilitate understanding of grammar explanations and

vocabulary items whenever necessary. Therefore, the learners saw in code-switching a safe strategy to enable them to ask for support if necessary. Portuguese was perceived to be used by the teacher and the learners as a source to favour speaking in English.

3.6 Topic choice

The analysis of data showed that there were *topics of conversation* that made learners speak more than others. Topics related to the learners' personal interests or about their lives, where they had to talk about themselves, proved to be highly motivating for learners and generated more oral participation in English than some of the topics proposed in the textbook.

Kohonen (1993) states in this respect that: "It is important that the learner does something to the input so that the output has a personal meaning, no matter how modest such modifications or productions are in the beginning (p. 26)". That is, he also sees the importance of learners speaking about themselves or about other issues of their interest as a means to reach better language learning development.

Kohonen (ibid.) also discusses the theories of Rogers' and Kelly's where "Rogers argues, like Kelly, that one responds to events in accordance with how one perceives and interprets them (p. 15)". Based on their ideas, it can be suggested that learners may feel more motivated to participate orally when they can share their experiences from the real world, experiences that are or were meaningful for them.

In this section, I considered one more Example, Example 9, where the teacher was able to increase the learners oral participation in English by asking them about their personal lives. In the referred Example, the teacher took the opportunity of playing a joke on one learner (St1) who had moved from São Paulo to Florianópolis. The learner declared that she loved the city so much that she wished others would not stay there.

The teacher asked the learners in general if they had been to the Amazon Region (lines 27 and 28), but she did not get any response from them. So she changed the topic and started to ask about Florianópolis (lines 34 - 37), in an attempt to generate more oral participation and understanding from the learners.

The teacher succeeded in getting a “yes” from one learner (St1) whom she then questioned in order to get more feedback (lines 38 and 39). The learner (St1) explained in Portuguese why she decided to exclude Florianópolis during the activity (lines 40 and 41). The teacher did not show signs of reproving that. On the contrary, she changed codes too and addressed the learner (St1) with a joke (line 42) which made the group break into laughter (line 43).

Example 9

27 shouldn't miss amazônia, does anybody here know amazônia? , do you know

28 amazônia?, I don't

29 Sts - ((laugh))

30 T - so people shouldn't you shouldn't miss amazônia but we, we miss yes we miss that,

31 but that's a nice idea to talk about amazônia because maybe some of you can think

32 about going there some day that would be a very interesting treat yeah? ok what else

- 33 you shouldn't miss? what else you can ah you can do in brazil? what else? what about
 34 florianópolis nobody mentioned florianópolis? no? nobody? don't you think a person
 35 should come to florianópolis? yes do you think or no? a person who doesn't know
 36 brazil, oh would would you say for this person that she or he SHOULD COME to
 37 florianópolis? vocês acham que sim?
- 38 St1 - yes
- 39 T - yes?
- 40 St1 - eu só não pus porque eu não quero que ninguém fica visitando e querendo
 41 morar querendo morar aqui nesta cidade não né
- 42 T - não foi isso que você fez ?
- 43 Sts - ((laugh))

(From Tape 2 - Activity 2: Checking of exercise - 19/04/00)

The conversation proceeded and the learner (St1) contributed in Portuguese again (line 44). This particular learner avoided speaking in English, which was something she had done often in class. So, the teacher did not press the learner (St1) to speak in English at that moment (line 45). It was only when the learner (St1) showed signs of being willing to contribute in English that the teacher encouraged her to speak.

In spite of her resistance to speaking in English in front of the group, the learner (St1) answered the questions because of interest in the topic of the conversation. The topic motivated her to speak, to give her opinion about a fact that was of significance to her in her life, i.e., moving to Florianópolis. Thus, she started to talk about it to the group and the teacher (lines 46 and 47).

The teacher demonstrated interest in what the learner (St1) was saying by asking her more questions (line 48). From that moment on, the learner (St1) made a great effort to speak in English (line 49).

44 St1 - por isso mesmo que eu nem pus eu nem pensei

45 T - everybody is going to come to brazil to florianópolis

46 St1 - mas eu sabe eu vim pra cá sem conhecer florianópolis, eu não conhecia

47 florianópolis

48 T - when did you come to florianópolis the first time?

49 St1 - ai 96 eh the summer the summer

(From Example 9 - Tape 2 - Activity 2: Checking of exercise - 19/04/00)

Thus, the teacher managed to motivate her to try to speak in English by bringing about a topic of interest to her, and afterwards, by showing interest in what she was talking about. In spite of the difficulty the learner (St1) revealed in having to express herself in English, she demonstrated great motivation in trying to speak by constantly asking the teacher for help (lines 55 - 57). The teacher continued to assist her until she had accomplished the task (lines 58 - 61).

50 T - the summer in [1996+

51 St1 - [1996

52 T - so you came to visit then you

53 St1 - fiquei

54 T - stayed here

55 St1 - ah meus pais, my family my parents eh como é que fala vieram eh

56 T - they [came

57 St1 - [came eh here eh pra ver como é que fala

58 T - [to see

59 St1 - [to see to see eh eh but I I and my my sister a gente não conhecia

60 T - you didn't know

61 St1 - no no

(From Example 9 - Tape 2 - Activity 2: Checking of exercise - 19/04/00)

By discussing the Example above, I have illustrated how the teacher could make a learner participate more by talking about an issue with which the learner (St1) has personal experience. Talking about learners' lives and personal experiences is a way of bringing the class closer together and united, therefore allowing the learners to feel more at ease to speak. In retrospect, the moments when learners shared experiences from their real lives were the ones in which learners were more at ease and motivated to speak, thus presenting a higher level of oral participation in the English class.

In the extracts of data analysed in this section, the teacher seemed to play a special role concerning the direction that the interactions would take place. By showing interest in the learners, the teacher played the role of motivator, encouraging one learner or a group of learners to speak more about something of interest that would normally occur.

Besides showing a high willingness to speak, the learners had expectations of getting feedback and assistance from the teacher during their oral performance.

The assistance that the learners received and gave to each other always took place within a warm and friendly atmosphere that had been established in the class by the teacher since the beginning of the semester. This was possible because the teacher had created what she herself called, when interviewed, a "learning community", which means "... a nice and pleasant place, where we learn from each other" (Teacher's e-mail, Appendix A3). In other words, the teacher had managed to bring together a group of people who shared the same learning interests, and principles of trust and friendship, which were provided to them within a safe atmosphere to practise the language studied. Altogether, these elements contributed effectively in helping the learners to develop their English speaking ability in the classroom studied.

4 Summary of the chapter

In this chapter, I have illustrated and discussed the main strategies the teacher and learners used in the class studied to generate more oral participation in English, which were: *questioning, requesting and self-repetition, code-switching, the use of humour and topic choice*. Figure 3 shows a chart with a summary of the oral participation strategies identified.

Figure 3: Chart of oral participation strategies identified.

Oral participation strategies	Teacher's use	Learners' use
Questioning	<ul style="list-style-type: none"> - to stimulate speaking in English - to make learners more involved 	<ul style="list-style-type: none"> - to settle doubts - to participate
Requests for assistance from the teacher	<ul style="list-style-type: none"> - to offer support to the learner(s) or to the teacher herself 	<ul style="list-style-type: none"> - to get help from classmates or from the teacher
Self-repetitions	<ul style="list-style-type: none"> - to clarify explanations - to keep the learners attention 	<ul style="list-style-type: none"> - to improve or question about pronunciation
Humour strategies	<ul style="list-style-type: none"> - to generate a more relaxed atmosphere - to avoid uncomfortable moments 	<ul style="list-style-type: none"> - to cope with uneasy situations
Code-switching	<ul style="list-style-type: none"> - to clarify explanations - to encourage learners to speak in English 	<ul style="list-style-type: none"> - to express better in English - to start or carry on speaking in English
Topic choice	<ul style="list-style-type: none"> - to encourage learners to speak in English 	<ul style="list-style-type: none"> - to stimulate speaking in English

In the next chapter, Final remarks, I will round off the thesis by looking at the strategies that were implemented in the classes in light of the research questions.

Final remarks

Summary and findings, pedagogical implications, limitations and suggestions for further research

Summary and findings

The research presented here describes patterns of oral participation strategies that were found in the speech of a teacher and of a group of learners in a class of English. The reason for pursuing this research is that I believe that oral participation in English is fundamental for the second/foreign language learning process to take place.

This study has followed an ethnographic approach because I was interested in studying one real context of a foreign language classroom in Brazil, based on one study of Tsui (1996).

This thesis is divided into five parts: Introduction, Chapter 1, Chapter 2, Chapter 3 and Final remarks. In the first chapter, I reviewed the literature studied in order to have a better scope of the subject. In Chapter 2, I described the methodological approach used in order to collect and segment data for the analysis. In chapter 3, I illustrated and discussed the patterns of oral participation strategies identified in the data collected in light of the questions used to guide this research.

Answering the two research questions

The data collected were analysed and discussed mainly in light of the two following questions which are considered the most important ones for this research:

What strategies does the teacher use to make learners participate orally in the EFL classroom?

Do all learners make use of oral participation strategies? And if so, what strategies do they use in order to help the teacher establish the socially constructed event?

I will begin by answering the first question, mentioning the strategies identified in the teacher's speech, which were observed to have the principal objective of stimulating learners to start speaking in English and/ or to enable them to continue speaking in the foreign language classroom. These main strategies were: *questioning, requesting, self-repetition, code-switching, the use of humour and topic choice.*

Questioning was the strategy observed to be most used by the teacher in the classroom observed. By making use of two different types of questions, *direct* and *indirect questions*, the teacher was observed to initiate and sometimes increase the amount of speaking in English in class. Learners, in general, appeared to be highly motivated to speak in English when questioned by the

teacher during the grammar explanations when questions were directed to the entire group.

The teacher also made use of *requesting*, which was used in order to get help from other learners during the class, at moments when the teacher had run out of ideas, for example, or at moments when she sought for more learners' oral participation. She was observed to request help for one learner when this learner needed some assistance concerning vocabulary or other information.

Self-repetition, one strategy identified mainly in the teacher's speech, was often used during the classes as an aid to help clarify or call the learners' attention to the topic being discussed, therefore, also helping generating more oral participation from the part of the learners.

Code-switching, a teacher oral participation strategy that was identified, served to clarify for a learner or group of learners some unclear messages in the target language. This strategy is likely to lower their anxiety in regard to speaking in English.

Humour strategies were observed to be very often used by the teacher with the aim of gaining the learners' attention or to make the atmosphere of the class more relaxed.

Topic choice was a strategy used by the teacher in which she was observed to stimulate the learners to speak about topics of their own interests, such as some unusual events that had happened during daily activities in class with which the participants had all experienced together. Also, she took advantage of introducing out-of-class topics, which were still "common" topics, such as Easter Holidays.

The relation the teacher had with the group seemed to be very important for the development of oral participation. In the classroom studied, the relationship the teacher had with the group was one of trust, friendship and openness. The members of the group seemed to be very united, offering support to each other whenever it was requested or appeared to be needed. They felt comfortable speaking in class due to the friendly atmosphere that had been established since the beginning of the semester among themselves and with the teacher.

In the second question I have asked about the learners' oral participation strategies. According to the data analysed, the learners in general were observed to use some oral participation strategies, but some of them with less frequency; that is, some participated more and others less. Like the teacher, the learners were observed to use as oral participation strategies: *questioning, code-switching, humour, and topic choice*. The learners were constantly observed to make use of *direct and indirect questions*, especially the latter ones when there was a need to settle doubts. During grammar explanations, for example, the learners usually looked highly motivated to make questions related to the topic being taught. *Code-switching* was another oral participation strategy identified in the learners' speech in the data analysed, which was used as a support to enable them to carry on speaking in English. The *humour strategy* was also observed to be used by the learners in order to be able to cope with uncomfortable situations when they were not able to express themselves properly in English.

Topic choice was the last strategy used by the learners in which they were observed to be more willing to speak in English when talking about topics of their

personal lives or experiences. Learners showed more interest in cooperating when the teacher questioned them about their personal lives or about issues of real life. In other words, contextualized topics seemed to be highly motivating for learners to speak in English.

In conclusion, the learners' oral participation seemed to be highly connected to the teacher's oral performance in class. The teacher played the role of mediator in encouraging the learners' oral participation by always helping out with what was to be generated or carried on in class.

Pedagogical implications

One important oral participation strategy that was identified in the classes studied and was used by both the teacher and the learners is what has been termed *code-switching*. Throughout the analysis, I could realise that the use of code-switching from English to Portuguese could be beneficial for the foreign language learning process if well administrated by the teacher and the learners during the classes. The reason why it could be beneficial is that it was observed to help learners to express themselves in English and also to be able to speak more in English whenever its use was made. The teacher also made use of this strategy in order to clarify vocabulary or communicative tasks and to encourage learners to speak in the foreign language. This research, thus suggests that teachers consider the beneficial aspect of code-switching.

Another oral participation strategy identified, of equal importance, was *topic choice*. Issues of personal interest, or those related to the reality of the

participants, were highly motivating for the learners to speak in English in class. It is of singular relevance that teachers pay attention to the advantages of taking into consideration the learners' suggestions for topics. Also, textbook topics were observed not to be the only source for encouraging learners to speak in the target language in class. Therefore, exploring opportunities that may arise during the course are sometimes more meaningful for the learners.

According to the research conducted, oral participation strategies are of great importance in stimulating and helping learners to start and/ or carry on speaking in English in the foreign language classroom because they help to build an open relationship of friendship and trust with the learners with; a relaxed atmosphere.

Suggestions for further research

Two more research interests were originally planned for this research; however, after collecting the data, I decided to narrow the scope of the research. I concentrated my efforts to answer the most important questions, leaving aside the other two questions. Here, I will speculate on some possible answers for these questions based on my analysis of the data collected and leave them as suggestions for people that may have interest in researching these issues. The two questions are:

1. Do low oral participatory learners present lower oral production in class compared to the more participatory ones?

2. Does gender influence the participation process?

Regarding the first question, the results of the research are inconclusive in that it was not possible to determine whether learners' differences concerning the amount of oral participation in class affects speaking development. The data I had was not sufficient to evaluate that.

In regard to the second question, according to my observations and analyses, gender did not seem to have had much influence on the amount of oral participation undertaken by the learners in class. Yet in order to have more conclusive results regarding this issue, it would be necessary to conduct a study with a quantitative perspective so that a clearer picture of how many male and female learners participated orally in the classroom could be determined.

The objective of this work was to arouse teachers' awareness of the fact that oral participation in class is an essential tool for the teacher and for the learners in that it makes the classes more interesting, more involving, and may be a significant factor in determining what contributes to the improvement of learning in the EFL classroom.

Although the topic of participation and interaction is complex, a lot can be done in the area. Other ideas that occurred to me while doing the research which might be pursued in future studies are: the strategies that low participatory learners use in class to avoid oral participation, or studies on the effect of teacher intonation on learners' participation in class.

Furthermore, when collecting the triangulation data of the research, learners told me they had enjoyed watching the tapes of their oral presentations,

and they also said that it helped them to notice some mistakes they had made. Future studies on the effect of different didactic techniques such as video-taping as a strategy to foster oral participation in class would also be interesting and greatly helpful toward a better understanding of the foreign language classroom.

Afterword

This research has presented some of the oral participation strategies that teachers and learners use or may use in the classroom to achieve more effective language teaching and learning. By investigating the real context of a foreign language classroom through an ethnographic perspective, I was able to understand and recognise the importance of studying language or interpreting data through the perspective of its subjects.

According to Frank (1999), language and culture build together a community. Thus, she emphasises the importance of studying language taking into consideration the context where it is spoken in order to have a more effective understanding of the process involved. The ethnographic approach has provided me the tools to study oral participation strategies in the classroom context within this perspective.

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APPENDIXES

Appendix A

Triangulation of data

A1 Learners' written report - 05/06/00

Learners answering the question: **How do you see yourself on the tapes?**

Observation: The parts underlined are the most important ones concerning the interests of this research.

1 - Marcos ((learner abbreviated name))

Pelo que eu vi, na maioria das vezes eu estava mais quieto, mas com algumas participações, mas não falava muito. Acho que eu não ficava tão quieto, mas também não falava muito. As vezes que eu participava quase todas era quando a professora pedia para ler dialogos, responder algumas perguntas, compor uma frase, em geral perguntar sobre a lição.

Acho que estou legal.

2 - Aparecida

Vejo-me muito tímida, com pouca fluência e com pronuncia ruim. Falta "romper" a barreira para o diálogo. Alguns aspectos da gramática são difíceis de serem adotados (Ex. neither do I ... e outras expressões) na linguagem fluente. Meu vocabulário é pequeno e falta praticar conversação em casa. A compreensão da linguagem fluente (fitas), para mim é uma grande dificuldade que só a prática de ouvir-repetir diariamente pode ajudar. Devo insistir sempre em tentar me explicar em inglês, mesmo cometendo erros. E isso é que é difícil.

... What called my attention the most was a moment in which we practice the "Role-Play". It was a hight moment in our classroom. We need to practice this other times in the future. I need to break this obstacle. It is essential for me.

Thanks

3 - Shirley

Bom, eu acho que sou uma pessoa participativa, pois gosto muito de questionar, tirar minhas dúvidas. Acho que quanto mais eu dialogar mais vou aumentar meu vocabulário. Gosto muito das aulas de Inglês e procuro me esforçar para conseguir aprender tudo o que eu puder.

4 - Sara

Quando comecei o inglês 2, confesso que senti um pouco de medo, porque não conhecia ninguém. Portanto tinha um pouco de medo de falar na sala com a Juliana.

Mas com o passar das aulas fui conhecendo os colegas de sala e passei a participar mais da aula.

No começo eu me considerava quieta, mas vi que ficar quieto se aprende menos, do que se você estiver participando ativamente das aulas.

Fabiana adorei ter você entre nós, aprendi que não devemos ter medo de nada na vida da gente.

Thanks very much.

Kisses, Kisses...

5 - Luciana

Em certos momentos tenho um pouco de apreensão em falar. Sou um pouco quieta.

Acho um pouco difícil falar o inglês pensando em inglês. Quando consigo pensar em inglês sinto que é muito mais fácil para expressar o que se quer dizer.

What called my attention was the role play moment. We're translating what we think.

We need to think in English what we want to speak. What, I find, that is difficult for to start but it's necessary.

6 - Regina

Pelo vídeo, foi possível observar que sou muito quieta, falo baixinho e ã sei me expressar muito bem em inglês. Mas estou sempre participando de todos os momentos das aulas.

7 - Arnaldo

Vejo-me quieto, porém participativo quando abordado.

What called my attention the most was the way when I see me, because I can see my performance and see what is good and what (is necessary) needs to be improved.

8 - Marilda

Pelo que observei sou uma aluna insegura e participo pouco.

9 - Roberta

Acho que sou um aluna quieta, não participativa. Respondo só o necessário.

10 - Raquel

No começo das aulas era um pouco envergonhada, mas depois que conheci as pessoas, não tenho mais vergonha. Participo das aulas, mas às vezes converso um pouco demais! A aula da Juliana é legal porque ela nos envolve com a aula.

11 - Joel

I thought that I was much timid, but I saw in the videos (who) that I am relaxed.

I, Joel think that your presence didn't disturb in never, and everytimes up to helped, like was the case in that our teacher (Juliana) can't come.

Observation: Five learners did not hand out their written reports: Patrícia, Felipe, Elena, Caio, Vilmar and Clésio.

Main points discussed:

- learners' awareness of the role of the teacher as a motivator for them to take turns;
- learners' awareness of the importance of the friendly atmosphere created in class, of the importance of that for them to take risks;
- learners' awareness of their own behaviour in class.

A2 Teacher's tape - 14/06/00

Summary of the teacher's audio-recorded interview to answer the question: "How do you see yourself on the tapes?"

The teacher talked about a conversation she had that same day with her learners and she said they had said that there was much talking in Portuguese in class. They, after watching the tape, discussed about input and output and the majority in class thought they were in general participatory learners.

She said also that the learners raised the point that everyone is an individual and that differences in class are expected. The teacher said they had commented that the teacher herself is also an individual and each one is different.

After watching some tapes she said she got the impression that she was speaking too much in class. She was doing most of the talking. But she is conscious learners must be listened to so she tries to talk but not only the structural way but also in a more relevant way for them, for instance, taking opportunities from daily routines.

For her, the most important thing in a foreign language class is the relationship with learners in class. The atmosphere in class must be relaxed and

friendly. The group must get on well and they must know each other. All these are key elements for participation. She also said that she tries to establish a learning community.

A3 The teacher's e-mail - 25/06/00

Teacher's e-mail sent to me to be included in the triangulation part. The e-mail reports the teacher's writing reflexively about her teaching of her groups of foreign language learning. The extracts included here are part of a journal she was exchanging with another PGD student where she was temporarily sending her pieces of reflexive writing on her own teaching. The extract included here is the relevant part for this research.

The sentences underlined are the points that called my attention in her e-mail:

About my classes!!! They have been really motivating! In the beginning I was worried about the rhythm, remember? So I thought I was too slow ... Now I am really motivated, this is because of my students, but I know I have a part on that ... What I mean is that from the first class I do invest in constructing the learning community, a nice and pleasant place, where we learn from each other. I am talking about learning community because I took a look at the past entries in our journal (from the copies you gave me--by the way, thank you!!!) and that was the way I used to refer to what I still try to create in my class. And my groups are really great! I thought about giving up my English classes, because I am really working too much, and some classes were really hard because I was too tired. But then I get used to the rush and manage to have my time to prepare the classes and to think about my students and they did not let me give up. Of course they are not aware of that ... You know I am teaching at ... on Saturdays, don't you? So, today I was really happy because I have noticed my students are improving and enjoying the classes: at ... they say the same of my students at UFSC: the group is great. I am happy because of that! They are so interested that some of them

come from Palhoça to the class! We are using a book, however, that is not so good: New Cambridge, but I am bringing extra materials from Murphy's grammar and readings from the New Interchange. I gave them a kind of apostila with the grammar exercises and we agreed that I am going to give them an apostila of texts too. We also decided that we are not going to have tests anymore. After each two units I am going to bring one exercise for them to do at home and we are going to concentrating in producing dialogues and written texts, like paragraphs "about a person in your family" ... By the end of the semester they are going to role play one communicative situation.

About the extra at UFSC, we have also changed the evaluation ... We agreed that they would do the written test at home and perform a role-play for the class. We reviewed the communicative situations that we have already studied and each pair chose one of them. I think this will be recorded by Fabiana, the master student that is observing my classes. Talking about that, I haven't discussed my classes with Fabiana yet. What I know is that she is interested in the learners' improvement. And I haven't watched the videos yet... I will wait till she finishes recording and I am thinking of watching the videos together with the group. Another interesting thing: one student at UFSC came to talk with me about the way I look at them. He said this is really motivating. It was nice to know that. I also have noticed that I use to change my tone of voice during the classes (when I make some funny comment, for example) . And certainly the English classes are very dynamic and help me to put movement on the linguistic classes. As we have commented in past entries, pair work is the key. It seems as if the students knew everything and they just were not aware of that. I am there only to make that knowledge come to the surface. I stopped at this line to comment this with ... ((her husband)). I have noticed some innatist influence in my commentary, and ... ((her husband)) asked me so what do you teach, I told him I think I show students ways to develop their potentials, that is why some students that are not doing well in the linguistics classes are exactly those who almost never take a position ... All of them have names in my classes (and this impresses them from the very

beginning), they are individuals in a group, and I insist they have to take their turns (this applies both for English and Linguistic classes).

... , I am really satisfied to see that I did get more experienced: and this I know because I have been reflecting on that and much of that because of our journal. I would like to have more time to share our experiences I would like to know how your classes are. By the way, your student's poem was really a surprise, uh? Very nice! Tell me more about your classes! I forgot to tell you about the songs, we have been exploring music at UFSC, and this is partially due to Fabiana's suggestion and to the group's interest. We have been listening to songs that the students themselves bring. We explore mainly the theme of the songs, I always try to choose the songs that are related or that can be related in some way to the units we are studying.

A4 Recorded discussion on how the learners saw themselves on the tape - 28/06/00

Main points from an audio-recorded tape of a discussion with the learners, the teacher and I as mediators on the question "How do you see yourself on the tapes watched?".

The learners seemed to agree about the fact that the group was very important for them to participate orally in class as they knew each other and were friends. They even talked about things like friendship, trust and feeling more comfortable to speak.

Most of the learners also agreed on the fact that the role of the teacher seemed to be also important when talking about participating orally. Learners saw the strict attitude of the teacher not letting them speak at some moments which helped them to speak more in English.

The last point was that one learner said that filming was very helpful for him to notice some weak points in his oral performance.

Appendix B

Activity tables

BI - Activity tables of classes observed (from notetaking)

Table 1 - 27/03/00 - First day

Activity	Participation Pattern	Book Activity	
Check some sentences assigned to be corrected as homework	teacher-learners	1 Correction of homework	X
Answer questions about dressing up or dressing down.	teacher-learners	2 Reading: Hip -hop fashions	X
Read the text to do the exercise	teacher-learners	3 Reading	-
Check Part A	teacher-learners	4 Reading	X
Do Part B - talk about questions	pair-work	5 Reading	-
Talk about the questions	teacher-learners	6 Reading	X
Talk about unusual things one can do in his country	teacher-learners	7 Snapshot	X
Talk about the picture	teacher-learners	8 Conversation - Going out	X
Listen Part A and B	teacher-learners	9 Conversation - Part A/B	-
Repeat conversation	teacher-learners	10 Conversation	-
Check listening Part B	teacher-learners	11 Conversation - Part A/B	X
Explain vocabulary	teacher-learners	12 Conversation	X
Practice the conversation	pair-work	13 Conversation	-
Present	teacher-learners	14 Conversation	x

Table 2 - 29/03/00 - Second day

Activity	Participation Pattern	Book Activity	
Listen to and repeat sentences	teacher-learners	1 LAB - Pronunciation: Have-A	-
Talk about the questions	teacher-learners	2 Pronunciation	X
Ask and answer questions	pair-work	3 Pronunciation: Have-B	-
Present	pair-work	4 Pronunciation	x
Explain activity	teacher-learners	5 Listening	x
Listen and complete about things done recently	teacher-learners	6 Listening	-
Correct activity	teacher-learners	7 Listening	X
Explain task	teacher-learners	8 Word Power: Collocation	X
Complete a chart on exercise A	teacher-learners	9 Word Power	-
Correct activity	teacher-learners	10 Word Power	X
Write exercise B	pair-work	11 Word Power	-
Check	teacher-learners	12 Word Power	x

Table 3 - 03/04/00 - Third day

Activity	Participation Pattern	Book Activity
Listen to the tape	teacher-learners	1 Grammar Focus: Present perfect; already, yet -
Explain the grammar point	teacher-learners	2 Grammar Focus X
Read the sentences	teacher-learners	3 Grammar Focus x
Explain the activity	teacher-learners	4 Grammar Focus: A x
Write about things done in the past	pair-work	5 Grammar Focus -
Present	teacher-learners	6 Grammar Focus x
Explain the game	teacher-learners	7 Game Verbs: Tic-Tac-Toe x
Practise the present perfect	teacher-learners	8 Game X
Complete the conversation	pair-work	9 Grammar Focus: B -
Present	teacher-learners	10 Grammar Focus x
Ask questions from B	pair-work	11 Grammar Focus -
Ask and give personal answers	pair-work	12 Grammar Focus: C -
Present	pair-work	13 Grammar Focus -

Table 4 - 05/04/00 - Fourth day

Activity	Participation Pattern	Book Activity
Talk about the text	teacher-learners	1 Conversation: Describing events X
Listen to the tape	teacher-learners	2 Conversation - Listening -
Talk about vocabulary - underline questions and certain sentences	teacher-learners	3 Conversation - Vocabulary X
Repeat lines after the teacher	teacher-learners	4 Conversation - Reading -
Practise but rewrite some parts	pair-work	5 Conversation - Practice x
Present	teacher-learners	6 Conversation x
Listen to the Grammar Focus	teacher-learners	7 Grammar Focus: Present perfect and past tense -
Explain the use of the Present Perfect and the Past tense together	teacher-learners	8 Grammar Focus Explanation X
Complete the conversations	teacher-learners	9 Grammar Focus: Part A -
Practise the conversations	pair-work	10 Grammar Focus -
Present	pair-work	11 Grammar Focus x
Talk to Ricky	group-work	12 Ricky's visit X
Ask the questions from A	pair-work	13 Grammar Focus: Part B -
Present	pair-work	14 Grammar Focus x

Table 5 - 10/04/00 - Fifth day

Activity	Participation Pattern	Book Activity	
Warm up - talk about Ricky's visit	teacher-learners	1 Beginning of class	X
Talk about places	teacher-learners	2 Snapshot	X
Explain the task - match the opposites	teacher-learners	3 Word Power: Adjectives	X
Match the opposites	pair-work	4 Word Power: A	-
Correct the task	teacher-learners	5 Word Power	X
Describe own city	pair-work	6 Word Power: B - Adjectives	-
Present	teacher-learners	7 Word Power	x
Listen to the tape	teacher-learners	8 Conversation: Describing cities	-
Listen to Part B	teacher-learners	9 Conversation: Part B	-
Check	teacher-learners	10 Conversation	X
Practise the conversation	pair-work	11 Conversation	-
Present	pair-work	12 Conversation	x
Listen to the tape	teacher-learners	13 Grammar Focus	-
Explain Grammar Focus point	teacher-learners	14 Grammar Focus: Adverbs and adjectives; conjunctions	X
Match the questions with the answers	teacher-learners	15 Grammar Focus: A	-
Practise the conversations	pair-work	16 Grammar Focus	-
Present	pair-work	17 Grammar Focus	x

Table 6 - 12/04/00 - Sixth day

Activity	Participation Pattern	Book Activity	
Warm up	teacher-learners	1 Brainstorm - Guess what capital city.	X
Explain the differences between some adverbs and adjectives; conjunctions	teacher-learners	2 Grammar Focus	X
Review the conjunctions from last class	teacher-learners	3 Review: conjunctions	X
Explain the contrasting idea	teacher-learners	4 Explanation: Contrasting ideas	X
Describe the cities	pair-work	5 Grammar Focus: B	-
Present	pair-work	6 Grammar Focus	x
Listen to what people say about their hometowns	teacher-learners	7 Explanation	X
Listen	teacher-learners	8 Listening	-
Listen	teacher-learners	9 Listening - correction	X
Question about hometowns	teacher-learners	10 Explanation: Home sweet home	X
Talk about hometowns	group-work	11 Group Work	x
Present the group work	teacher-learners	12 Presentation	x
Read the example - homework	teacher-learners	13 Writing	x
Talk about the lyric	teacher-learners	14 Song	X
Listen	teacher-learners	15 Song	-

BII - Activity tables of classes video-taped and audio-recorded

Table 7 (from tape 1) - 17/04/00

Activity	Participation Pattern	Book Activity	
Warm up - Review	teacher-learners	1 Talking about countries	X
Discuss tourist countries	teacher-learners	2 Snapshot: Talking about countries with the most tourists	X
Listen to Parts A and B	teacher-learners	3 Conversation: Giving suggestions Parts A	-
Discuss vocabulary	teacher-learners	4 Conversation	x
Practice the conversation	pair-work	5 Conversation	-
Explain "can and should"	teacher-learners	6 Grammar focus: Modal verbs	X
Do the written exercise letter A	teacher-learners	7 Grammar focus	-
Check written exercise	teacher-learners	8 Grammar focus	X
Write answer to the questions then compare	pair-work	9 Grammar focus - Part B	-

Table 8 (from tape 2) - 19/04/00

Activity	Participation Pattern	Book Activity	
Warm up	teacher-learners	1 Talking about next weekend	X
Check activity	teacher-learners	2 Checking homework	X
Listen to the tape	teacher-learners	3 Pronunciation: Can't-shouldn't	-
Practice the pronunciation of can't and shouldn't	teacher-learners	4 Pronunciation	x
Talk about the vocabulary	teacher-learners	5 Talking about the vocabulary	x
Listen for detailed information about countries	teacher-learners	6 Listening and checking simultaneously	- X
Check activity			
Listen again to check properly	teacher-learners	7 Listening again	X
Plan and practice in pairs the dialogue	pair-work	8 On vacation	-
Present the conversation	teacher-learners	9 Presentation	X
Talk about a song	teacher-learners	10 Talking about a song	x
Listen to the song	teacher-learners	11 Listening	-
Talk about the moral of the song	teacher-learners	12 Talking about the song	X

Table 9 (from tape 3) - 03/05/00

Activity	Participation Pattern	Book Activity
Talk about common items	teacher-learners	1 Talking about common items you have in your medicine cabinet. X
Explain task	pair-work	2 Explanation: What did you do? x
Practise talking about health problems	pair-work	3 What did you do? -
Talk about health problems	teacher-learners	4 Presentation: What did you do? X
Talk about the picture	teacher-learners	5 Conversation: Giving suggestions x
Listen to the tape	teacher-learners	6 Conversation -
Talk about vocabulary	teacher-learners	7 Conversation x
Repeat the sentences	teacher-learners	8 Conversation -
Listen Part B	teacher-learners	9 Conversation -
Check listening Part B	teacher-learners	10 Conversation x
Practise the conversation	pair-work	11 Conversation -
Present the conversation	pair-work	12 Conversation -
Explain how to make requests and suggestions	teacher-learners	13 Grammar Focus: Modal Verbs x
Explain the written exercise	teacher-learners	14 Grammar Focus x
Complete the conversations	teacher-learners	15 Grammar Focus x
Check the written exercise	teacher-learners	16 Grammar Focus x
Read paragraph Part A	teacher-learners	17 Writing -
Talk about the paragraph	teacher-learners	18 Writing x
Talk about examples of home remedies	teacher-learners	19 Writing X

Table 10 (from tape 4) - 08/05/00

Activity	Participation Pattern	Book Activity
Explain the listening activity	teacher-learners	1 Explaining the Listening -
Listen for detailed information	teacher-learners	2 Listening: In a drugstore x
Listen again and check on the answers simultaneously	teacher-learners	3 Listening and checking on the answers simultaneously x
Explain the task	teacher-learners	4 Explaining the Role Play x
Plan and practice a dialogue set on a drugstore	pair-work	5 Role Play activity -
Present the Role Play	teacher-learners	6 Presentation -
Explain the tests' proposals	teacher-learners	7 Talking about oral and written tests x
Complete the chart with detailed information taken from the article	pair-work	8 Reading: Home remedies for common illnesses -
Check for answers according to the text	teacher-learners	9 Checking on the answers x
Talk about personal experiences	group-work	10 Reading Part B x
Explain the activity	teacher-learners	11 Talk Radio - Explanation x
Give advice for the problems	pair-work	12 Talk Radio -
Give feedback on answers	teacher-learners	13 Feedback on answers X

Table 11 (from tape 5) - 10/05/00

Activity	Participation Pattern	Book Activity	
Give some messages and talk about the test	teacher-learners	1 Messages	x
Model and explain the task and new vocabulary	teacher-learners	2 Review Units 9 -12: What was it like?	x
Make and answer questions using: Have you ever	group-work	3 Review: What was it like?	-
Feedback on the learners' performance	teacher-learners	4 Feedback	x
Explain and make vocabulary comments	teacher-learners	5 Explain Role Play task	-
Review on people's descriptions	pair-work	6 Role play task	-
General comments on descriptions' procedures	teacher-learners	7 Comments on descriptions procedures	x
Explain the task	teacher-learners	8 Explaining the task	-
Write sentences describing people using the forms: "the one" and "in"	pair-work	9 Written exercise: Which one is Bill?	-
Check on written exercise	teacher-learners	10 Checking written exercise	X
Organise things for the oral test	teacher-learners	11 Talking about the oral test	x

Table 12 (from tape 6) - 15/05/00

Activity	Participation Pattern	Book Activity	
Fill in the chart	teacher-learners	1 Review Units 9-12: Listening	x
Talk about what could be done in difficult situations	group-work	2 Review Units 9-12: Difficult situations	X
Warm up: Explain the task	teacher-learners	3 Talking about the song	x
Listen to the song	teacher-learners	4 Listening to the song	-
Talk about the theme and main words of the song.	teacher-learners	5 Talking about the song	x
Prepare the Role Play	pair-work	6 Time to prepare role play - oral test	-

Table 13 (from tape 7) - 17/05/00

Activity	Participation Pattern	Book Activity
Talk about favourite kinds of food	teacher-learners	1 Snapshot: Favourite kinds of ethnic foods in the U.S.A X
Warm up: talk about the text	teacher-learners	2 Listening to the conversation x
Listen to the tape and talk about vocabulary	teacher-learners	3 Conversation: Going out for dinner x
Repeat sentences	teacher-learners	4 Conversation: Part A -
Oral practice followed by presentation from some pairs	pair-work	5 Conversation: Part A -
Listen for detailed information	teacher-learners	6 Conversation: Part B -
Explain the difference in use of the words	teacher-learners	7 Grammar Focus: So, too, neither, either X
Explain the activity	teacher-learners	8 Grammar Focus: Part A x
Write answers agreeing	teacher-learners	9 Grammar Focus: Part A x
Correct activity	teacher-learners	10 Grammar Focus - correction X
Respond to statements giving personal opinion	pair-work	11 Grammar Focus: Part B -

Table 14 (from tape 8) - 22/05/00

Activity	Participation Pattern	Book Activity
Evaluate Units 9 -12	pair-work	1 Oral test -
Talk about performances	teacher-learners	2 Feedback on performances x
Review, oral practice of last topic lesson	teacher-learners	3 Correction of homework X
Explain pronunciation Part A	teacher-learners	4 Explanation of task -
Practice stress in responses	teacher-learners	5 Pronunciation practice A: Stress in responses -
Explain how to do Part B	teacher-learners	6 Explanation of Part B X
Practice stress in responses Part C, exercise 3	pair-work	7 Pronunciation practice B -
Talk about doubts	teacher-learners	8 Doubts' explanation x
Present	teacher-learners	9 Pronunciation practice B x
Complete the chart with food words	pair-work	10 Word Power A: Restaurant orders -
Correct activity	teacher-learners	11 Word Power X

Table 15 (from tape 9) - 24/05/00

Activity	Participation Pattern	Book Activity	
Evaluate Units 9-12	pair-work	1 Oral test	-
Comment on and correct some points	teacher-learners	2 Feedback on performances	x
Correct one dialogue	teacher-learners	3 Correction of one dialogue	x
Correct question about present perfect	teacher-learners	4 Correction of question D of the written test Units 9-12	x
Explain the examples by the teacher	teacher-learners	5 Discussion of xerox about present perfect	-
Correct question G	teacher-learners	6 Correction of question G	X
Comment on question 4	teacher-learners	7 Question number 4	x
Talk about crazy about/for	teacher-learners	8 Discussion of crazy about/for	X
Correct last question	teacher-learners	9 Correction of last exercise	X
Watch oral tests on tapes	teacher-learners	10 Watching of the oral tests on the tapes	-

Appendix C

Complete transcriptions of the examples analysed

Example 1

- 05 T - so, lets take a look at the first, the first example, ok? so you have I like japanese
 06 food a lot, I like, japanese, food, a lot, so the person is saying something positive in
 07 the affirmative form yes this is in the affirmative form this is positive I like, japanese
 08 food a lot, if the other person is going to agree, what the person can say, ela quer
 09 agree, ok? I like japanese food a lot+ SO?
- 10 St - do I
- 11 T - if I say, can I say neither do I here?
- 12 Sts - no, I do, XXX
- 13 St1 - ah não a: frase tem que tá na NEGATIVA?
- 14 T - in the negative so, what is the the frase the sentence that I can have? if I say, I
 15 DON'T, LIKE, JAPANESE FOOD, then I can answer+ NEITHER?, [DO I
- 16 Sts - [do I
- 17 T - the in the affirmative also so do I OR?
- 18 Sts - I do too
- 19 T - I do, too, and here I can say I don't LIKE?
- 20 Sts - I don't either

(From Tape 7 - Activity 7: Grammar explanation - 17/05/00)

Example 2

- 63 St1 - teacher? when you use did the verb ah+ não não tem que tá no passado? the verb
- 64 não tem que tá no passado também a professora falou did you know não seria did you
- 65 knew?
- 66 T - no
- 67 St1 - no?
- 68 T - no: + did you remember this? did you KNOW or KNEW ?
- 69 Sts - know
- 70 T - did you SEE or SAW?
- 71 Sts - see
- 72 T - see, no: + because you have the auxiliar, this indicates that your question is talk
- 73 you are talking about the past ok? but I ask you did you see ah the movie? , did you
- 74 see the movie, last weekend? yes, I did, I saw+, ok? here you have the declarative form
- 75 and if you want to say não eu não vi, como é que seria?
- 76 Sts - I didn't
- 77 T - no I didn't se eu quiser colocar o verbo?
- 78 Sts - bota see
- 79 T - see ok? , Felipe remember that? não não lembra disso?
- 80 St1 - [não não aprendi isso
- 81 St2 - [ele faltou na aula
- 82 St1 - [mas agora+ aprendi

(From Tape 2 - Activity 2: Checking of exercise - 19/04/00)

Example 3

- 87 T - ok the other example now, should I go to the palace of fine arts? should I go to the
- 88 pala to the palace of fine arts? se a pessoa tá perguntando isso ela tá pedindo uma
- 89 sugestão tua, olha só should I go to the city? should I visit the sea? should I visit
- 90 beira mar shopping?
- 91 St - yes
- 92 T - ok, should I visit ah how can I say should I visit ah help me a gente só pensa em
- 93 beaches quando pensa em florianópolis
- 94 Sts - ((laugh))
- 95 T - should I visit barra da lagoa?+ yes or no?
- 96 Sts - yes
- 97 T - should I visit ingleses?
- 98 St1 - [anhatomirim
- 99 T - [anhatomirim should I visit anhatomirim?
- 100 St2 - yes
- 101 T - yes? no you don't think so you don't like that
- 102 St3 - no
- 103 T - really?
- 104 St3 - really
- 105 T - have you visited [anhatomirim?
- 106 St3 - [ah?
- 107 T - have you gone to?
- 108 St3 - no I eh I don't ai tenho vontade
- 109 T - I wouldn't

110 St3 - like

111 T - to go

112 St3 - to go

113 T - to anhatomirim yeah?

114 St3 - yes

115 T - so you wouldn't, suggest, for a friend to go there, you wouldn't, you would?

116 St3 - ah o quê?

117 T - would you suggest, one friend for a friend, to go to anhatomirim? would you say

118 YOU SHOULD GO TO ANHATOMIRIM or no?

119 St3 - não porque tipo eu tenho que [gostar duma sugestão né?

120 T - [yes yes I agree with you, I I think that is very

121 interesting do you know anhatomirim? yes? Ro do you know?

122 St4 - no

(From Tape 1 - Activity 6: Grammar explanation - 17/04/00)

Example 4

274 T - in english Joel do you like coffee? yeah me too

275 St1 - I like so do I I like tea

276 T - tea uhum juice juice hum chimarrão, yes I like that too yeah?

277 St2 - I am not I am not

278 T - you don't like?

279 St2 - I don't like

280 T - but you are gaúcha how come?

281 Sts - ((laughs))

282 St2 - não eu gosto mas eu não gosto assim pra toma

283 T - in english how would you say that?

284 St2 - I don't I don't like to drink much

(From Tape 7 - Activity 1: Snapshot - 17/05/00)

Example 5

147 T - yes, grécia, yes, I don't know any kind of greek food any example greek food do

148 you know no you don't know [what about german?

149 St1 - [camelo assado camelo assado na grécia não tem? não

150 brincadeira

151 T - what about german food? do you know any example of german food? chucrute yes

152 Sts - ((laughs))

153 T - do you like that?

154 Sts - no

155 St2 - marreco assado

156 T - yes yes these are good yeah don't you think so?

157 St3 - beer

158 T - beer yes, do you know any restaurants, any ethnic restaurant around here?

159 St3 - bier plats

160 T - yeah?

(From Tape 7 - Activity 1: Snapshot - 17/05/00)

Example 6

- 01 T - so Joel is saying+, so Joel saw some people talking about that on tv yes? what did
 02 they say Joel tell us about this? what did they? they say that
 03 St1 - eh XXX
 04 T - yes?
 05 St1 - vi numa fita que o professor passou
 06 T - ok, and what did they say? que que falava? what DID they say? on the tape?
 07 St1 - ah falaram assim que, era era a propaganda do suco sabe, o maracujá que era, o
 08 maracujá era vindo direto do brasil
 09 T - ok now in english how can you say that?
 10 St1 - ahhhh
 11 Sts -((laughs))
 12 T - let's help him to say that? yeah? era propaganda de um suco o suco tinha
 13 maracujá e na propaganda dizia que o maracujá era vindo do brasil e eles falavam
 14 MARACUJÁ how can you say that in english? vamo lá o Joel vai vai vamo tenta
 15 ajudar o Joel
 16 St1 - é eu não sei
 17 T - ok, but you have to try Joel vamo lá como é que cê começaria a dizer isso pra XXX?
 18 [I saw
 19 St1 - [I saw ah ah propaganda não sei
 20 St2 - advertisement
 21 T - alguém falou, não? ad, ad, advertisement remember that? ad the short word is ad
 22 abreviação é essa aqui AD for ADVERTISEMENT ok? so I saw an ad
 23 St1 - ad hum cassete ah that ah como é que é falava eh

- 24 Sts - [spoke
- 25 St1 - [spoke
- 26 T - no not in that case, excuse me nesse caso não, I speak english, but the ad, o ad fala
- 27 sobre, an AD: ?
- 28 Sts - talk speak about talk talk ((learners speak different things at the same time))
- 29 T - talk mas nem precisa né quer dizer an AD: ?
- 30 Sts - XXX
- 31 T - about,
- 32 Sts - about tá tá é é
- 33 T - so começa de novo Joel saw
- 34 St1 - I saw an
- 35 T - an ad
- 36 St1 - an ad
- 37 T - and
- 38 St1 - ah tá and an ad eh
- 39 St2 - [about
- 40 St1 - [about maracujá agora suco
- 41 Sts - [juice
- 42 St1 - [juice and speak maracujá
- 43 T - and they, the people in the, in the, ((pointing to the board))
- 44 St1 - ad ((in a low voice))
- 45 T - and the ad it was from another country?
- 46 St1 - eh do eu acho que era british eh britânico

(From Tape 8 - Activity 11: Checking of exercise - 22/05/00)

Example 7

18 St1 - and he felt felt eu não sei XXX essas coisas eu não sei XXX eh and he fainted faint

19 T - fainted

20 St1 - fainted, and, I tried pá pá pá ((making gestures as if slapping someone))

21 T - Sts - ((laugh))

22 T - to wake up

23 St1 - acorda como que é

24 T - get up

25 St1 - get up, eu tava sozinho era aula particular and I carreguei

26 T - carried

27 St1 - I carried him in my ((patting his back))

28 T - on my ((miming patting on her back)) you know that

29 St1 - in my XXX

30 T - ((silence looking at him surprised))

31 St1 - in my hands

32 T - BACK YES?

33 St1 - XXX

34 T - YES back on my back here

35 St1 - on my back and + and I was eh into a car XXX than dum lugar lá

(From Tape 5 - Activity 4: Checking of exercise - 10/05/00)

Example 8

82 T - pancakes ok uhum and you Marilda? what about you?

83 St1 - I am in the mood for food spice and greasy

84 T - food

85 St1 - food food spice

86 T - ah spice food spice food uhum

87 St1 - and gre greasy

88 T - greasy food yeah you like that?

89 St1 - pelo que eu entendi, você XXX não é?

90 Sts - ((laughs))

91 T - como que é então you are in the mood for or you are not in the mood for?

92 St1 - como professora?

93 T - you are in the mood for or you are not in the mood for greasy?

94 St1 - I am not

95 T - ah you are not in the mood for so you are not in the mood for [greasy and spicy

96 food

97 St1 - [spice food

(From Tape 8 - Activity 3: Checking of exercise - 22/05/00)

Example 9

27 shouldn't miss amazônia, does anybody here know amazônia? , do you know

28 amazônia?, I don't

29 Sts - ((laugh))

30 T - so people shouldn't you shouldn't miss amazônia but we, we miss yes we miss that,

31 but that's a nice idea to talk about amazônia because maybe some of you can think

32 about going there some day that would be a very interesting treat yeah? ok what else

33 you shouldn't miss? what else you can ah you can do in brazil? what else? what about

- 34 florianópolis nobody mentioned florianópolis? no? nobody? don't you think a person
35 should come to florianópolis? yes do you think or no? a person who doesn't know
36 brazil, oh would you say for this person that she or he SHOULD COME to
37 florianópolis? vocês acham que sim?
- 38 St1 - yes
- 39 T - yes?
- 40 St1 - eu só não pus porque eu não quero que ninguém fica visitando e querendo
41 morar querendo morar aqui nesta cidade não né
- 42 T - não foi isso que você fez ?
- 43 Sts - ((laugh))
- 44 St1 - por isso mesmo que eu nem pus eu nem pensei
- 45 T - everybody is going to come to brazil to florianópolis
- 46 St1 - mas eu sabe eu vim pra cá sem conhecer florianópolis, eu não conhecia
47 florianópolis
- 48 T - when did you come to florianópolis the first time?
- 49 St1 - ai 96 eh the summer the summer
- 50 T - the summer in [1996+
- 51 St1 - [1996
- 52 T - so you came to visit then you
- 53 St1 - fiquei
- 54 T - stayed here
- 55 St1 - ah meus pais, my family my parents eh como é que fala vieram eh
- 56 T - they [came
- 57 St1 - [came eh here eh pra ver como é que fala

58 T - [to see

59 St1 - [to see to see eh eh but I I and my my sister a gente não conhecia

60 T - you didn't know

61 St1 - no no

(From Tape 2 - Activity 2: Checking of exercise - 19/04/00)