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**ONLINE ORAL NEGOTIATED INTERACTION:
A STUDY OF BEGINNERS USING *WHATSAPP***

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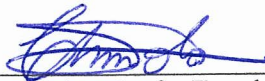
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“I cannot teach anybody anything. I can only make them think”
Socrates

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ABSTRACT

Technological resources may broaden the possibilities for language pedagogy and provide multiple opportunities for interaction. The chat application *WhatsApp*, for example, allows for oral interaction with the feature of voice audio-recorded messages. However, it may be a challenge for beginner learners of English to interact orally (speaking and listening) since most of them might have limited language resources to communicate (lexicon, syntax, morphology, pragmatics, pronunciation, etc.). Nonetheless, scholars had long stated that interaction is essential for language learning (e.g. HATCH, 1978; LONG, 1991; ELLIS, 1999) and research results confirmed this assertion thoroughly along years of research (e.g. BLAKE, 2000; PICA, 1994; TUDINI, 2003). Considering that, this study tried to embrace the challenge of analysing oral interaction amid beginners with the use of the technological resource *WhatsApp*. The application (app) allows the interaction to be online, which may lower learners' affective filter when trying to use the target language. In addition, it was a popular app among the participants of this study, potentially allocating their attention span to the language use, instead of the app management. This investigation can be described as a qualitative, interpretive, and exploratory case study. Its major objective was to analyze online oral negotiated interaction characteristics, using mainly *WhatsApp* audio-recorded messages, but also multimodal interaction. The central source of data collection consisted of an activity applied to a group of 33 high schoolers who interacted orally online by recording messages to each other, in a naturally-occurring classroom activity. The online interaction was transcribed and analyzed with the purpose of comprehending its main characteristics. The analysis considered the affordances of the app and the participants' perceptions on the process of interacting orally online and about the activity itself. Data derived from three instruments: (1) the online interaction on *WhatsApp*; (2) a questionnaire on the participants' perceptions about the app activity and the online interaction; and, finally, (3) an oral interview regarding the activity and the online interaction. The analysis revealed that negotiated interaction was the main component of interaction, although in a different sense if related to the theoretical framework held in Second Language Acquisition (SLA) ever since its first assumptions. Considering the most popular model followed in research that serves the purpose of analyzing interaction, this study adhered to the Varonis and Gass' (1985) Negotiation of Meaning Model as a point of departure to propose its own

argumentation. Despite presenting contextual differences to the proposition of this research, Varonis and Gass' (1985) model represented the grounds for the theoretical support of this research. This study also looked at revisions of the model added by other scholars (JUNGMI, 2003; SMITH, 2003) to then include and explain specificities based on the data collected in this investigation. Concluding, this study came up with a revised approach to look at interaction that considered the peculiarities of the online oral negotiated interaction among beginner learners of English using *WhatsApp*. The interpretive findings discussed in this research may enlighten pedagogical practices in SLA as well as broaden possibilities in terms of activities development to work on online oral interaction amongst beginners, with the aid of technological resources.

Keywords: Online oral negotiated interaction; *WhatsApp* as a technological resource for language learning; *WhatsApp* audio-recorded messages; Beginner learners of English.

RESUMO

Recursos tecnológicos podem aumentar possibilidades no âmbito do ensino e aprendizagem de línguas com a promoção de múltiplas oportunidades de interação. O aplicativo de chat *WhatsApp*, por exemplo, possibilita a interação oral através de mensagens de áudio. No entanto, interagir oralmente (fala e escuta) pode ser um desafio para aprendizes iniciantes de Inglês, pois a maioria pode ter recursos de linguagem limitados (léxico, sintaxe, morfologia, pragmática, pronúncia, etc.). Todavia, pesquisadores têm enfatizado que interação é essencial para a aprendizagem de línguas (e.g. HATCH, 1978; LONG, 1991; ELLIS, 1999) e diversos estudos vêm confirmando este argumento por anos de pesquisas desenvolvidas sobre o tópico (e.g. BLAKE, 2000; PICA, 1994; TUDINI, 2003). Considerando-se isso, esta pesquisa objetivou atender o desafio de promover interação dentre iniciantes com o uso do recurso tecnológico *WhatsApp*, através da caracterização da interação dentre os participantes deste estudo. O aplicativo permite que a interação seja online, fato que pode diminuir o filtro afetivo dos aprendizes enquanto tentando usar a língua estrangeira. Além disso, trata-se de um aplicativo popular dentre os participantes deste estudo, potencialmente alocando atenção para o uso da língua em si, ao invés do manuseio do recurso. Com relação aos aspectos metodológicos, esta pesquisa pode ser qualificada como um estudo de caso de cunho qualitativo, interpretativo e exploratório. O objetivo principal foi analisar características de interação negociada oral online, usando especialmente mensagens de áudio do *WhatsApp*, mas também interação multimodal. O instrumento central de coleta de dados consistiu numa atividade aplicada com um grupo de 33 estudantes de ensino médio que interagiram oralmente online através da gravação de áudio, numa situação recorrente natural de atividade de sala de aula. A interação oral online foi transcrita e analisada com o propósito de compreender suas principais características. A análise considerou os recursos do aplicativo *WhatsApp* e as percepções dos participantes sobre o processo de interagir oralmente online e sobre a atividade em si. Os dados derivaram de três instrumentos, sendo estes (1) a interação online no *WhatsApp*; (2) um questionário abordando a percepção dos participantes sobre a atividade no aplicativo e a interação online; e, finalmente, (3) uma entrevista oral acerca da atividade e da interação online. A análise revelou que interação negociada foi o principal componente das interações, entretanto ocorreu num sentido diferente do que havia sido proposto até então em teorizações da área de Aquisição de

Segunda Língua (ASL), desde as suas proposições iniciais. Tendo em vista o modelo mais popular, conforme citados por pesquisadores da área, utilizado para analisar interação, este estudo considerou o modelo de Negociação de Significados de Varonis e Gass (1985) como um ponto de partida para sugerir sua própria teorização e proposição acerca de interação. Apesar de apresentar diferenças contextuais a sua proposição, o modelo de Varonis e Gass (1985) é considerado como a base para o aporte teórico desta pesquisa. Este estudo também considerou revisões adicionadas ao modelo inicial (JUNGMI, 2003; SMITH, 2003) para, então, adicionar e explicar as especificidades baseadas nos dados coletados nesta investigação. Concluindo, este estudo elaborou uma abordagem revisada para se analisar interação, a qual considerou as peculiaridades da interação negociada oral online dentre aprendizes iniciantes de Inglês utilizando o *WhatsApp*. Os resultados interpretativos discutidos nesta pesquisa podem colaborar com práticas pedagógicas em ASL, no sentido de ampliar possibilidades de desenvolvimento de atividades que promovam habilidades de interação oral online dentre iniciantes, com o auxílio de recursos tecnológicos.

Palavras-chave: Interação negociada oral online; *WhatsApp* como um recurso tecnológico para aprendizagem de línguas; Mensagens de áudio do *WhatsApp*; Aprendizes iniciantes de Inglês.

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LIST OF ABBREVIATIONS

ASL	Aquisição de Segunda Língua
AC	Audioconferencing
CA	Conversation Analysis
CALL	Computer-Assisted Language Learning
EFL	English as a Foreign Language
ESL	English as a Second Language
F2F	Face-to-face
L2	Additional, Second and Foreign Language
NS	Native Speakers
NNS	Non-native Speakers
SLA	Second Language Acquisition
TOEIC	Test of English for International Communication
VC	Videoconferencing
ZPD	Zone of Proximal Development

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Chapter 1 - Introduction

The task of unveiling ways to foster language learning has been the focus of many teachers around the world. Concerning this, language researchers attempt to contribute to the development of the Second Language Acquisition (SLA) area by investigating specific fields, affordances¹, and resources that may contribute to language pedagogy (e.g. Leffa, 2006; Lima, 2009; Miccoli & Cunha, 2016; Paiva, 2010, 2013, 2016, 2018; Thomas, Reinders & Warschauer, 2014, among others). In this regard, what moves all of us, teachers and researchers, often teacher-researchers, is the willingness to figure out how we can help our learners in effective ways to have the most fruitful experiences when learning a language.

In line with that, this study adds its contributions to SLA and Computer-Assisted Language Learning (CALL). On one hand, in terms of CALL, researchers have been investigating technological resources that may provide language learners with diverse opportunities to interact in the target language, such as chatting, webconferecing, playing digital games, using mobile applications (henceforth app), participating in telecollaboration initiatives, among other topics of research² (e.g. Menezes, 2010; Tumolo, 2014; Thomas, Reinders & Warschauer, 2014). On the other hand, regarding SLA, interaction plays a key role among the multiple aspects of language learning (Compernelle, 2015; Ellis, 1991, 1999; Hatch, 1978; Long, 1981, 1996). Therefore, SLA long-held theories may concur with the approaches fostered by CALL.

With that in mind, this study selected a technological resource that allows for online interaction, the application called *WhatsApp*, to investigate specifically online interaction characteristics among beginner

¹ By affordances, we meant the characteristics and resources of an object, in this case technological resources such as apps, which defines its possible uses or makes clear how it can be used (definition based on Merriam-Webster Dictionary).

² We have emphasized CALL research that is related to the topic of our study. However, the area is broad and includes a plurality of aspects concerning language learning. For that reason, we recommend Dos Reis (2010; 2012) and for an analysis of studies in the area, both internationally and in the Brazilian context. We also recommend Thomas; Reinders; & Warschauer (2014) for a thorough analysis and description of the area.

learners of English. To address the central aspects of this investigation, the next sections in this introductory chapter touch briefly upon (a) the background of the study; (b) the general and specific objectives; (c) the research questions investigated; (d) the significance of the study; and, finally, (e) the theoretical framework that supports the data interpretation in the analysis. Concluding this chapter, we present some lines summarizing the organization of this Ph.D. dissertation into six chapters.

1.1 Background of the Study

Interaction through technological resources represents a way of supporting learners with broader opportunities to practice the target language, especially in an English as a foreign language³ context, such as Brazil (Thomas; Reinders; Warschauer, 2014). However, interacting online may differ from the traditional face-to-face encounter (e.g. Hampel & Stickler, 2012; Jones; Murphy; Holland, 2015; Verjano, 2013; Yanguas, 2010). In addition to that, it is also essential to consider that the affordances of each technological resource (e.g. *Skype*, *WhatsApp*, *Facebook*, *Google Hangouts*) may affect directly the interaction characteristics. On account of that, this study concentrates on pointing out elements that describe and elucidate characteristics of online oral interaction among beginner learners of English, specifically using the app *WhatsApp*.

A number of studies have tried to comprehend how different types of technological resources may have an effect on interaction for language learning (e.g. Fernández-García & Martínez-Arbelaiz, 2002; Guichon & Wigham, 2016; Hampel, 2012; Kern, 1995; Smith, 2003; Stickler, 2016; Verjano, 2013; Warschauer, 1996; Yanguas, 2010). Considering a time lapse of about 20 years, we can notice the evolution of topics analyzed: researchers have investigated written chat interaction (e.g. Kern, 1995; Warschauer, 1996), which dates back to the beginning of computer interaction, to recently having focused on eye-tracking technologies (e.g. Guichon & Wigham, 2016), which consists of a more modern topic.

³ Despite our preference for the term additional language, we purposefully selected the term English as a foreign language to emphasize that it is not commonly spoken outside language educational contexts in Brazil. For definitions and a discussion on the terms additional, second and foreign language, we recommend Jordão (2014).

Despite the evolution of the topics analyzed, we noticed that, with constant technological updates and development, this area of inquiry may represent a never-ending field of research. That is because any new application from technological advancements may bring different affordances with a variety of results on how learners might make use of technological resources to interact and learn a language. Even so, we decided that it was worth to analyze characteristics of online interaction as a way of contributing to the development of both areas, SLA and CALL, mainly because it may influence future research on the topic.

For this study, the app *WhatsApp* was selected due to many reasons. In a nutshell, we can mention that one of them was its popularity among language learners and researchers in the Brazilian context and worldwide (e.g. Amry, 2014; Bouhnik & Deshen, 2014; Castrillo, Martín-Monje, Bárcena, 2014; 2015; Kaieski, Grings & Fetter, 2015; Leite & Silva, 2015; Plana, Gimeno, Appel & Figueras, 2013; Rambe & Bere, 2013; Souza, 2015). Added to that, the easy and free access make this app a ubiquitous resource in learners' lives, overall regarding the participants of this study. Most especially, it was selected for this study because it can be used by learners to practice the target language orally by voice chat⁴, in the form of audio-recorded messages. Indeed, the voice chat was the main source of data collection in this investigation and, in respect to this subject, more reasons for the app selection are discussed in Chapter 3, section 3.4.1, entitled *WhatsApp: Rationale and Theoretical Background*.

As for the methodological procedures of this study, it followed a qualitative approach and it had an exploratory nature since the area of investigation involving digital resources for language learning is constantly changing along with its technological advances and updates. In addition, the specific context of research, which is a federal public technical institution in Brazil, to the best of our knowledge, has not yet been investigated in terms of technological resources for oral interaction in language learning among beginner learners of English in the terms established for this research.

In regard to that, this investigation can be described as a case study (Cohen, Manion & Morrison, 2011; Dörnyei, 2011; Griffée, 2012; Nunan, 2008) in which its results characterize the particularities of a specific group of participants in their language learning context. Notwithstanding, it may have implications for similar contexts and

⁴ See Wilden (2007) for a full explanation on voice chat.

circumstances of language learning since its results might shed light upon a broader context of language pedagogy and theoretical fields.

In view of the results found, it is possible to state that they may enlighten pedagogical practices that aim to work with technological resources typically used by students in their daily lives. Furthermore, it may allow a sense of connection between the outside world and the classroom by integrating technological resources into pedagogical activities. However, most of all, this research may contribute to the comprehension of ways to provide oral interaction opportunities for learners who have limited chances to interact orally on a regular basis in the target language, which is the case of many learners of English in the Brazilian context (Cunha, 2016; Lima, 2009, 2014; Miccoli & Cunha, 2016; Oliveira, 2014).

Taking into consideration the background of the study just introduced, this research had one general objective and three specific ones, besides four research questions, which are presented next.

1.2 General and Specific Objectives

The general objective of this study was to analyze characteristics of online oral audio-recorded negotiated interaction among beginner learners of English, considering the affordances of the smartphone application *WhatsApp*.

As for the specific objectives, this study aimed to:

- 1) Analyze the role played by the affordances of the app *WhatsApp* in the negotiated interaction characteristics of beginner learners of English considering existing negotiation of meaning models.
- 2) Unveil which communication resources – multimodal (textual, visual, aural) – were used by the participants to assist their oral interaction online on *WhatsApp* and how such resources may have interplayed with the online oral audio-recorded negotiated interaction.
- 3) Describe and interpret learners' perceptions of the online oral audio-recorded negotiated interaction considering the activity proposed on *WhatsApp*.

1.3 Research Questions

There were four research questions in this study:

(RQ1)

What were the characteristics of online oral audio-recorded negotiated interaction among beginner learners of English considering the affordances of the smartphone application *WhatsApp*?

(RQ2)

What role did the affordances of the app play in the negotiated interaction characteristics of beginner learners of English considering existing negotiation of meaning models?

(RQ3)

What communication resources – multimodal (textual, visual, aural) – were used by the participants to assist their oral interaction online on *WhatsApp* and how did they interplay with the online oral audio-recorded negotiated interaction?

(RQ4)

What were the participants' perceptions of their online oral audio-recorded negotiated interaction using *WhatsApp*?

1.4 Theoretical Framework

The theoretical framework that grounded this study was mainly based on Second Language Acquisition (SLA) theories about interaction (e.g. Compernelle, 2015; Ellis, 1991, 1999; Long, 1991, 1996; among others), particularly concerning negotiation of meaning (Jungmi, 2003; Smith, 2003; Varonis & Gass, 1985). In addition, this study looked at interaction characteristics from a socio-interactionist perspective point of view (e.g. Chappelle, 2003; Compernelle, 2015; Ellis, 1999), in which a holistic perspective of the interactional context was taken into account for the interpretation and analysis of the data collected. Who the participants were, the relations among them, the teacher, and the institution where data were collected, the type of activity applied in the study, among other aspects, were presented and regarded as key-factors playing a role in the design of the study, which is described in Chapter 3 - Method.

Considerations from Computer-Assisted Language Learning (CALL) studies carried out worldwide were also essential for the understanding of technological resources role for language learning, especially regarding online interaction (e.g. Blake, 2008; Bower & Kawaguchi, 2011; Fernández-García & Martínez-Arbelaz, 2002; Hampel, 2012; Kern, 1995; Kenning, 2010; Smith, 2003; Stickler, 2016; Verjano, 2013; Warschauer, 1996; Yanguas, 2010, among others). In the Brazilian context, studies were also insightful for this research although

they concentrated on a more general use of *WhatsApp* for learning, instead of online interaction. As examples, we found studies related to the use of *WhatsApp* for general pedagogical purposes (Oliveira *et al.*, 2014; Rodrigues, 2016), for language learning purposes (Castrillo *et al.*, 2014; Castrillo *et al.*, 2015; Severo, 2017) and the analysis of *WhatsApp* chat as a genre also related to language learning (Crystal, 2006; Dos Reis, 2006; Leite & Silva, 2015).

Along with the SLA assumptions considered for this investigation, CALL research enlightened its objective and study design, as well as its analysis and results interpretation. As seen in this study, the combination of both areas guides us to the significance of this investigation, which is discussed next.

1.5 Significance of the Study

Communication through oral interaction is inherent to social relations. In this sense, people learn languages to interact with others and the world itself, which would make oral interaction, again through language, a special key to live in this world.

In agreement with the need for oral interaction, this study added a technological resource to go hand in hand with that, consequently having online oral interaction as its paramount focus of analysis. Additionally, the current situation of English language teaching and learning in most contexts of the Brazilian educational scenario is in need of having more oral interaction development among our learners. As opposed to that, we took into consideration that SLA has long stated that oral interaction is essential for language learning. Therefore, this study aimed at addressing that need by analyzing ways possible to promote more oral interaction opportunities for learners.

Furthermore, some Brazilian scholars, such as Cunha (2016), Lima (2009; 2014), Miccoli and Cunha (2016), and Oliveira (2014), held that the prevailing characteristics of English language teaching in Brazilian regular schools⁵ have long been: (a) teacher-centered classes held in Portuguese; (b) grammar rules memorization as the major

⁵ The term ‘regular schools’ refers to the public and private school systems as opposed to language specialized schools (e.g. Wizard, Yáziqi, Fisk, CCAA, Skill, just to mention a few). The term includes both elementary and high school levels.

approach; (c) learners allowed few or, most of all, no opportunities for speaking or interacting orally in English; and (d) the speaking and listening skills are mostly left aside. Because of that, the results of this study may contribute to reflections in the sense of promoting oral interaction for our learners with the aid of technological resources, such as the app *WhatsApp*.

In consideration of the above mentioned, this study aimed to point to a perspective into English pedagogy through the unveiling of online oral interaction characteristics, using the app *WhatsApp* among beginner learners of English. By working with an app that is already typical among learners in Brazil, teachers may foster students' abilities with online interaction, granting opportunities for the target language development⁶.

1.6 Summary and Organization of the Chapters

Chapter 1 presents the contextualization of the study, highlighting its main purpose, background and significance of the problem investigated. In addition, it introduces the general and specific objectives along with the research questions of the study. Moreover, it addresses a concise view on the theoretical framework that grounds our analysis.

Chapter 2, in turn, develops the theoretical background by presenting discussions on the interaction hypothesis, weak and strong versions of the hypothesis, negotiation of meaning, studies on online interaction and comments on research that involves the app *WhatsApp*.

In the sequence, Chapter 3 presents the method applied for the research, with a detailed description of the data collection procedures and the instruments used. It also justifies, theoretically grounded, the selection of the app *WhatsApp* as the main instrument of data collection. Furthermore, it elaborates on the study design and its participants, procedures for data collection and data analysis.

Following that, Chapter 4 presents the analysis of the data collected for the study. It focuses on the presentations of excerpts from

⁶ In this study, we rejected dichotomies such as Krashen's (1987) acquisition/learning distinction, so 'learning' is not meant to contrast with 'acquisition'. Based on discussions proposed by Foster and Ohta (2005) the terms acquisition, learning and development were interchangeably used in this study to refer to the learner's progress with the target language.

participants' interaction on *WhatsApp* to illustrate the main characteristics of online interaction found. Besides that, this chapter analyzes the participants' answers on the questionnaires and interviews concerning the online oral interaction and the activity proposed in the app.

Chapter 5 addresses a discussion on the analysis proposed by answering the research questions and providing reflections on the interpretations of the data collected in this investigation. Furthermore, it presents a section, 5.2 Rationale on the Findings of the Study, which reasons on possible interpretations and explanations of the results identified in this study.

Finally, Chapter 6, named Conclusion and Final Remarks, provides a summary of the findings, addresses the research question responses main highlights, comments on possible limitations of the study, and offers suggestions for further research. Likewise, it refers back to the main thesis claimed in this study, regarding negotiated interaction.

That said, in what follows we begin the adventure of reflecting systematically on characteristics of online oral interaction amongst beginner learners of English, supported by a digital technological resource: the app *WhatsApp*. To begin with, we turn now to the theoretical groundings of our study.

Chapter 2 - Theoretical Background

When talking about language learning (L2)⁷, oral interaction may facilitate the development of all skills, be they listening, reading, speaking, or writing (Menezes, 2013; 2018). As long-stated in SLA, oral interaction entails negotiating of meaning, which may affect language learning holistically in a positive manner (e.g., Ellis, 1991, 1999; Leffa, 2006; Long, 1981, 1996; Menezes, 2013; Pica, 1987; Tsui, 1995). Indeed, research results have demonstrated these arguments, at the same time as they have emphasized how important oral interaction can be for SLA (e.g. Hampel & Stickler, 2012; Jones, Murphy & Holland, 2015; Kenning, 2010; Kern 1995; Menezes, 2010; Stickler, Smith & Shi, 2016; Verjano, 2013; Yanguas, 2010).

In regard to that, this chapter concentrates on explaining the Interaction Hypothesis (Long, 1981; 1996) and negotiation of meaning as a key element for interaction. Additionally, it focuses on a discussion about the weak and strong versions of the Interaction Hypothesis, as proposed by Compernelle (2015). It also concentrates on presenting studies related to online interaction, thus connecting the initial proposed meaning of interaction in SLA to technological resources that may support language learning. More specifically, it addresses studies with the app *WhatsApp*, which was the technological resource used as the main instrument to collect data in this research.

The discussion over interaction has been changing along the years. It was seen as the exchange of meanings with others when face-to-face. Later, chat made possible distance written communication, and afterward videoconferencing showed the possibility of using a camera to see and hear the other person or people on the screen (Cruz & Barcia, 2000; Thomas *et al*, 2014). In this sense, technological advances may change the ways interaction happens and, consequently, provide more opportunities for the learning of a language. Considering that, this study

⁷ In this study, we used L2 when referring to all terms that address language learning, be they additional, foreign, or second language. As previously explained, at some specific moments we opted for the term foreign language to emphasize the necessity of considering that English in Brazil is mostly used in educational settings, instead of in the daily lives of the general community. For a full discussion on the terms L2, additional, foreign, or second language, see Jordão (2014).

analyzes online oral interaction through a specific technological resource: the app *WhatsApp*.

Interaction through digital resources may extend the work of teachers, increasing learning possibilities (Leffa, 2006; Paiva, 2010, 2013). Learning is not limited to the four walls of the classroom because students may step out of it and interact with others on their electronic devices. In line with that, research has shown positive results of online interaction for language learning, in particular regarding the quantity and quality of language production by the students (e.g. Blake, 2005; Bower & Kawaguchi, 2011; Hampel & Stickler, 2012; Jones, Murphy & Holland, 2015; Kenning, 2010; Kern 1995; Menezes, 2010, 2018; Smith, 2003; Stickler, Batstone, Duensing, Heins, 2007; Stickler, Smith & Shi, 2016; Tsukamoto, Nuspliger, Senzaki, 2009; Verjano, 2013; Yanguas, 2010). For this reason, these studies are later on presented in this chapter to ground the research agenda of this investigation.

Furthermore, research has also indicated that interacting online may lower students' affective filter (Hampel & Stickler, 2012; Jones, Murphy & Holland, 2015; Kenning, 2010; Kern 1995; Menezes, 2010; Warschauer, 1996). Likewise, according to Leffa (2006), the use of a computer⁸ for interacting may change the pattern that is common in the classroom: teacher presentation, practice, and evaluation, as in a teacher-centered classroom. Likewise, as stated by Menezes (2010; 2018), online interaction may as well contribute to the make of a more student-centered context of learning, transforming the learning process into a more suitable circumstance to the learners' needs and interests.

Taking into consideration the focus of this research on online interaction, in the next section of this chapter, entitled Interaction, we present the grounds of the Interaction Hypothesis (Long, 1981; 1996). Following that, we address an updated view on its original proposal, claiming for the weak and strong versions of the hypotheses, mainly based on Compernelle (2015). Next, we focus on one of the main aspects of the

⁸ In this study, computer refers to any device that computes, including smart phones, laptops, desktop computers, tablets, among others. Following a dictionary definition, computer is "a device that computes, especially a programmable electronic machine that performs high-speed mathematical or logical operations or that assembles, stores, correlates, or otherwise processes information" (The Free Dictionary, n.d.).

Interaction Hypothesis: negotiation of meaning, which corresponds to a key element investigated and discussed in this study. Then, studies about online synchronous and asynchronous⁹ interaction are presented to set the discussion grounds for the purpose and objective of this investigation. To conclude, this chapter presents studies that specifically investigated learning with the app *WhatsApp*.

2.1 Interaction

In SLA, interaction has been regarded as fundamental for L2 learning (Hatch, 1978; Long, 1981). In fact, as we will see in the discussions proposed for this section, research has demonstrated that language development may result from interaction. With a view on that, we start by debating initial premises about interaction in the area of SLA, in the subsections 2.1.1 The Interaction Hypothesis, 2.1.2 The Interaction Hypothesis: weak and strong versions, and 2.1.3 Interaction through Negotiation of Meaning. Then, we connect those to more recent discussions that have analyzed interaction with the aid of technological

⁹ According to Razagifard (2013), Computer-mediated Communication (CMC) can be categorized into two broad categories: asynchronous and synchronous CMC. The first occurs in real time, in a manner similar to face-to-face conversation, in which interlocutors can expect immediate responses from one another. According to the author, in such contexts, internet chat rooms and other online chat systems can be included. This is contrasted with asynchronous CMC, in which participants are not required to be online at the same time, and there might be a longer delay between the time the message is sent and when it is received and replied by the addressee. E-mails would exemplify the asynchronous category. However, we consider this a limited categorization for the reason that interactants in chat, for example, may choose whether they want their interaction to be synchronous or asynchronous. That is, interaction in chat may be classified as both synchronous and asynchronous, since it depends on the time that the interactant decided to answer the messages received. It may be synchronous if the interactants decide to communicate at the same time or it may be asynchronous if they decide to take some time to respond to messages received. Avrahami, Fussell and Hudson (2008) refer to chat interaction as semi-synchronous, stating that interactants may take some time to read and reply their messages, but not as long as in asynchronous interaction. Notwithstanding, we emphasize that synchronous and semi-synchronous describe well the CMC interactions, relying on the interactants' time of response for the determination of what type of communication occurred.

resources, which we refer to as online interaction, in section 2.1.4. At last, in section 2.2, we present studies that have analyzed the use of the app *WhatsApp* as a technological resource for educational purposes.

2.1.1 The Interaction Hypothesis

The Interaction Hypothesis is attributed to Long (1981), who analyzed native-speakers (henceforth NS) interacting orally with native and non-native speakers (henceforth NNS) of multiple languages in his doctoral dissertation. The author investigated how oral interaction happened and how it could benefit language learning. Although the author was the most referred to in SLA when it comes to studies on the topic interaction, Long (1996) recognized that Hatch (1978) was the pioneer investigating how language is learned through interaction.

Bearing that in mind, this subsection addresses both Hatch's (1978) and Long's (1981) theoretical assumptions, although focus is given to the latter since his studies are the most cited ones in SLA. Additionally, Long's claims are the most used ones to ground research in SLA specifically about interaction. Therefore, in this subsection we present the initial assumptions proposed by Hatch (1978) to then explain Long's proposition in more details.

Hatch (1978) holds that interaction may lead to development in language learning. To support that, the author investigated first language learning amidst children and confirmed her claim. For her, interaction was used as a synonym for conversation, meaning verbal oral interaction, that is, people talking to each other. In addition, a language learner uses resources similar to the ones children use when interacting orally. For instance, repetition, repair, rephrasing, clarification, comprehension requests, and confirmation checks are among them. These resources can be named 'interactional adjustments', according to the discussion proposed by Long (1981, p. 451), when presenting the Interaction Hypothesis. Hatch (1978) concluded that more research in the area was necessary for further understanding how interaction happens in language learning in particular. Based on Hatch's assertions, Long (1981) developed the idea specifically related to L2 learning.

Long (1981) further investigated Hatch's (1978) proposal. In his doctoral dissertation, as explained by Mitchell and Myles (2004), the author pointed out that negotiation of meaning was a key element that interaction entails. Long (1996) defined that:

[N]egotiation for meaning, especially negotiation work that triggers interactional adjustments by the NS or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways. (p. 451-452)

To state the assumptions of the Interaction Hypothesis, Long investigated two different dyads interacting: NSs x NSs and NSs x NNSs. As a result, the author identified that the pairs NSs x NNSs negotiated more meanings through interactional adjustments, such as repetitions, confirmation checks, repairs, comprehension requests, and clarifying requests. In this sense, interactional adjustments refer to resources used to indicate that interactants are trying to communicate and understand each other by negotiating meanings.

As interpreted for this study, the proposal of the Interaction Hypothesis may be seen as integrating assumptions stated for the Input Hypothesis (Krashen, 1978; 1981; 1985) and later on for the Output Hypothesis (Swain, 1985; 1995) to say that learners need to interact with other speakers in order to achieve language development. Regarding the Input Hypothesis, learners may need the input from their interlocutors along with their feedback to develop the target language. When it comes to the Output Hypothesis, we understand that learners need to produce output to have a chance to practice what they know as well as what they are learning. In the same sense, concerning the Noticing Hypothesis thereafter stated by Schmidt (1990), by interacting learners may have a chance to try out or test what they think they already know. Hence, it is possible to connect Long's hypothesis to others that seem to complement each other, besides broadening the discussions concerning language learning in the area of SLA.

In fact, in a later publication, Long (1996) developed his rationale on his initial proposal and stated that negotiation of meaning happens through interaction in a way that interactants may notice problems in their communication, making possible an allusion to the Noticing Hypothesis by Schmidt (1990). Long (1996) claimed that noticing may help learners to enhance learning or correct what they already know. In addition, the author emphasized that, in a language classroom context, interaction should be fostered through designed activities that stimulate interaction through negotiation of meaning.

In this empirical investigation, Long (1996) identified that there

are more modifications in the language produced as output than in the input of NSs. In other words, just by receiving input learners may develop their skills, but trying to produce language through interaction may be more beneficial. For the author, input is necessary, but it is interaction that makes the use of input paramount for language learning. This assumption allows a link to the Output Hypothesis (Swain, 1985; 1995) and, in this sense, negotiation of meaning represents the core of interactional adjustments¹⁰.

Considering the discussion on the Interaction Hypothesis presented so far, interaction is regarded as a key element for language learning. It actually represents a possibility for learners to try out orally the language that they might have been experiencing in reading, listening and writing. However, this study does not intend to state that interaction is the only essential factor for language learning since it is possible that some learners may learn without orally interacting with others. In fact, some authors have criticized the hypothesis along the years (Ellis, 1999; Menezes, 2013; Sato, 1986). Some of their arguments refer directly to the lack of details explaining the circumstances of the hypothesis proposed.

In an attempt to further the discussion on the grounds of the Interaction Hypothesis initially asserted, Ellis (1991) restated the assumptions claimed by Long (1981). However, in the article *The Interaction Hypothesis: A critical evaluation*, the author held that Long (1981) lacked reasoning in relation to when and how input modifications through interaction would foster language learning.

Likewise, in the chapter *Conversation and interlanguage development: Rethinking the connection*, from the book *Talking to Learn: Conversation in Second Language Acquisition*, Sato (1986) expressed that not all modified input resulting from negotiation of meaning during interaction may result in language learning. To illustrate, the author exemplified a case in which learners manage to communicate by using wrong structures or words; consequently, they may not have learned correctly specific structures or vocabulary during interaction. The same logic may apply to when learners use body language or other resources of communication (sounds, images, contextual clues, etc.).

¹⁰ Interactional adjustments refer to clarification requests, confirmation checks, repetition, rephrasing, among other interactional resources used to indicate that interactants are trying to communicate and understand each other by negotiating meanings. As previously presented in this section, while Hatch (1978) named them language resources, Long (1981) denominated them interactional adjustments.

In the same line, while discussing an ecological perspective on interaction and language acquisition, Menezes (2013) claimed that interaction might not be enough for language learning, even though many times it may foster language development. The author illustrated the concept of the term and delineated its importance for language learning in the light of an ecological perspective. In addition, Menezes (2013) gave emphasis to other aspects of language development in the sense that interaction may even represent a drawback, for example, when learners use wrong words or structures, as held by Sato (1986) as well. To conclude the elucidation of her assumptions, Menezes (2013) asserted that interaction may benefit learners better when engaged in authentic social practices instead of simulated classroom interactions.

In reference to the arguments presented by Ellis (1999), Sato (1986), and Menezes (2013), this study regarded them as ideas to reflect upon when deciding on directions to the data analysis proposed for our research. Actually, we contended the importance of interaction even when learners are in the classroom and while running the risk of making language mistakes, especially bearing in mind that the closest possible to a naturalistic context that is familiar to them. In the case of Brazil, the classroom represents many times the one and only possibility of learners interacting orally in the L2 (Cunha, 2016; Lima, 2009; Lima, 2014; Miccoli & Cunha, 2016; Oliveira, 2014).

Even if taking into consideration the when and how interaction would foster language learning, for example in authentic social practices, as claimed by Menezes (2013), it would be unfeasible to control all variables for the purpose of a research. When it comes to language learning through interaction, especially if one intends to develop a study that focuses on maintaining the closest as possible to a naturally occurring classroom situation. Furthermore, concerning the assumptions that do not favor the Interaction Hypothesis, such as the ones presented by Ellis (1999), Sato (1986), and Menezes (2013), there seems to have been more studies that highlight assertions in favor than against the promotion of interaction for language learning. Hence, this was addressed more specifically in the next sections of this chapter.

In summary, this section addressed the Interaction Hypothesis, especially by defining its essential component: negotiation of meaning. Due to its importance, section 2.1.3 in this chapter focuses solely on interaction through negotiation of meaning, which is a key element in this theoretical background and it may assist the understanding of the characteristics of the online oral interaction analyzed in this study. In

addition, the discussion in this section mentioned the Input, Output, and Noticing Hypotheses to explain the importance of interaction for language learning. Considering that, next section concentrates on elaborating on two versions of the Interaction Hypothesis and section 2.1.3 brings to light the nuances of interaction through negotiation of meaning in SLA.

2.1.2 The Interaction Hypothesis: weak and strong versions

Compernelle (2015) states that there are two versions of the Interaction Hypothesis: the weak and the strong versions. The weak version relies heavily on interaction as a cognitive process, whereas the strong version considers interaction as a social construct that involves more than what happens in the brain, including social factors, local and situated meanings of the context and time when and where the interaction is happening. As stated by the author, “L2 development, within the strong socio-interactionist perspective, is therefore inextricably linked to the situated, distributed, and embodied nature of cognition that emerges in social interaction” (p. 6). Therefore, a thorough interaction analysis takes into consideration who the learners are, what is involved in their personal relations and the context of learning that may influence or affect how they negotiate meaning during interaction.

In the same line as Compernelle (2015), Ellis (1999) had already claimed that interaction cannot be seen just as a “device that facilitates learners movement along the interlanguage continuum, but a social event which helps learners participate in their own development, including shaping the path it follows” (p. 20). Furthermore, other scholars have also pointed out that bridging the gap between the two views, cognitive and socio-interactionist, could be more beneficial for SLA (e.g. Chapelle, 2003; Foster & Ohta, 2005).

Foster and Ohta (2005) explain differences between the two approaches and how they may enlighten a reflection if used together. The main characteristics of each approach are highlighted in Table 1:

Table 1. Two different approaches to language learning	
<p>Cognitivist Approach Second language acquisition is essentially the mental process of acquiring systems of knowledge (morphosyntactic, phonological, lexical), which make up the target language.</p> <p>The main focus is on the cognitive abilities of the learner and the way these interact with the task of processing and, hopefully, acquiring a second language.</p> <p>Progress in acquiring the second language system is seen as manifested by increased fluency and accuracy, and a wider range of syntactic structures, as these reflect expanding knowledge that the learner can draw on automatically.</p>	<p>Socio-interactionist Approach Language development is essentially a social process. This means that individuals and environments mutually constitute one another and persons are not considered to be separable from the environments and interactions through which language development occurs.</p> <p>Knowledge is not owned solely by the learner, but is also a property of social settings and the interface between person and social context.</p> <p>Language development can be studied by examining distributed cognition - how a learner makes use of the L2 in interaction with other people and artifacts.</p> <p>Development is visible through microgenetic analyses of episodes of interaction, as the learner demonstrates increased independence.</p>
<p><i>Note.</i> Table 1 presents key aspects that describe how two different approaches to language learning see language development and interaction. The excerpts were adapted from Foster and Ohta (2005, p. 402-403).</p>	

Table 1 shows different aspects regarding the two approaches, cognitive and socio-interactionist, to analyze language learning. While a cognitivist approach sees language especially as a mental process, the socio-interactionist view sees it as embedded in the contextual environment where it is being used. In fact, both approaches complement each other because one focuses more on the learning of a language as a

structure, while the other considers the environment, circumstances and social aspects of when and how the learning is happening.

Foster and Ohta's (2005) explanation on both approaches helped us to understand the weak and strong versions of the Interaction Hypothesis proposed by Compernelle (2015). With a view on the aspects and differences pointed out, this study was led towards a socio-interactionist approach since it aimed to deepen the understanding of how interaction contributes to language development considering the relation among the participants, the teacher-researcher and the educational context where data were collected.

In fact, taking into consideration the main objective of this study, which was to analyze characteristics of interaction, we focused on analyzing how learners used the foreign language to interact with others. Most especially, we analyzed episodes of interaction as participants demonstrated increased independence through the negotiation of meaning during interaction. Aspects from the cognitivist approach such as fluency, accuracy, and development of syntactic structures are definitely considered relevant to measure learning, but this was a divergent focus of analysis for the purposes of this investigation.

Chapelle (2003) also proposed a discussion that helps the understanding of the weak and strong versions of the Interaction Hypothesis held by Compernelle (2015). Chapelle (2003) presented benefits of three types of interaction in the light of three SLA theoretical perspectives: Interaction Hypothesis, Sociocultural Theory and Depth of Processing Theory. The first and the latter, Interaction Hypothesis and Depth of Processing Theory, would correspond to the Cognitivist Approach, while the Sociocultural Theory could be connected to the Socio-interactionist Approach in Table 1, based on Foster and Ohta (2005).

Interestingly, Chapelle (2003) adds a computer to the discussion about interaction, which goes hand in hand with the objective on this study of analyzing online interaction. She focuses on the value that each type of interaction may have for language learning, concerning interaction between people, person and computer and internally, that is, in the person's mind. Table 2 shows Chapelle's premises:

Table 2. Benefits of three types of interaction				
Basic types of interaction		Interaction Hypothesis	Sociocultural Theory	Depth of Processing Theory
Inter-	between people	Negotiation of meaning	Co-constructing meaning	Prompting attention to language
	<i>between person and computer</i>	<i>Obtaining enhanced input</i>	<i>Obtaining help for using language</i>	<i>Prompting attention to language</i>
Intra-	within the person's mind	Attending to linguistic form	Stimulating internal mental voice	Cognitive processing input

Note. Table 2 shows benefits of three types of interaction from three perspectives. Based on Chapelle (2003, p.56).

By analyzing Table 2, it is evident that there may be benefits for L2 learning based on the three approaches. It would be ideal to encompass all three in all research proposed about interaction. However, any of them alone would present challenges when it comes to tackling a research agenda. That is why, firstly, we connected Chapelle's (2003) assertions to Compernelle's (2015) proposition of the weak and strong versions of the Interaction Hypothesis, to then explain and add our arguments to the ideas presented in Table 2.

According to Compernelle's (2015) arguments, the Interaction Hypothesis and Depth of Processing Theory could be interpreted as representing the weak version of the hypothesis since they emphasize the focus on language itself, without any reference to contextual aspects around the interactional event. Oppositely, the Socio-interactionist view could be connected to the strong version of the Interaction Hypothesis due to the consideration of meanings being co-constructed, which necessarily includes that language development is a social process (Compernelle, 2015).

For this study, a new category would be added to Chapelle's

proposition on Table 2, which would show interaction between people through a technological device. Besides that, regarding the objective of this study, it would be necessary to take into consideration the interpersonal interaction by means of the Interaction Hypothesis in combination with the Socio-interactionist Approach since it conceives that one complements the perspective of the other towards having a thorough interpretation of the interactional situation characteristics.

Therefore, we would add a line to Table 2 to describe a category named *interaction between people through a computer*, in which there would be a combination of the Interaction Hypothesis and Sociocultural Theory, as shown in italics in Table 3. This category would eliminate the line that separates the description between the Interaction Hypothesis and the Socio-interactionist perspectives in the sense of explaining this specific investigation:

Table 3. A view on interaction based on Chapelle (2003)			
Types of Interaction		Interaction Hypothesis	Sociocultural Theory
Inter-	between people	Negotiation of meaning	Co-constructing meaning
	between person and computer	Obtaining enhanced input	Obtaining help for using language
<i>between people through a computer</i>		<i>Negotiation of meaning, co-constructing meaning, obtaining enhanced input, obtaining help for using language, attending to linguistic form, stimulating internal mental voice.</i>	
Intra-	within the person's mind	Attending to linguistic form	Stimulating internal mental voice

Table 3 shows the combination of the Interaction Hypothesis and the Socio-interactionist perspectives in what regards the approaches of the values of interaction. The focus of this study lies on the interpersonal

interaction using a computer device, under the light of the Interaction Hypothesis and Socio-interactionist Theory, with mingled benefits derived from their value for interaction.

As for the original Table 2 presented by Chapelle (2003), the author explains that:

The cells in the table suggest the hypothesized benefits to be attained through interaction from each of the theoretical perspectives. For example, from the perspective of the interaction hypothesis, interaction between people is expected to promote negotiation of meaning, and if it does so, this should be beneficial for language acquisition. Since the three theories do not specifically address learner-computer interactions, I have filled in the logical predictions in italics. (p.56)

About Table 2 previously presented, Chapelle (2003) proposed her own category in her original table to update the thoughts in the area of SLA by reflecting on learner-computer interactions. However, the author did not think of interpersonal interaction between people through the use of a technological device. Since this study focuses on that, we added this category in Table 3. In fact, this category was created based on Chapelle's (2003) theoretical assumptions with the intention of describing ways that were more effective to tackle the proposal of interaction in this study.

Moreover, other benefits of interaction could be added to the table, such as identity construction, motivation, sense of belonging, among others, mainly if we consider interaction among peers through a technological resource (e.g. Murray, 2009; Paiva, 2008; Thomas *et al*). For now, this study tried to complement Chapelle's (2003) table proposition to meet its objectives. It did not consider, however, the Depth of Processing Theory because it entails more appropriately a quantitative approach to analysis since it takes into account language learning more as a formal and structural system by looking at fluency, accuracy, and development of syntactic structures.

The discussions about the approaches to look at interaction asserted by Chapelle (2003) and Compernelle (2015) indicated the importance of comprehending different views on the topic. Additionally, it enlightened the understanding of what these approaches have included as their basic assumptions. Grounded on that, this study had an informed decision in concentrating its efforts at analyzing interaction based on assumptions from the Interaction Hypothesis in combination with aspects of the Socio-interactionist Theory, which characterizes that as the strong

version of the hypothesis, according to Compernelle (2015).

Through the presentation of Compernelle's (2015) strong and weak versions of the Interaction Hypothesis, this section touched on how Socio-interactionist approaches conceived of the interactional situation as including more holistic aspects than only language as a structure. In addition, it showed that the Interaction Hypothesis embodies social factors, local and situated meanings of the context of the interaction that takes place, which we tried to embrace in our research.

Concluding, the next section deals with the key aspect of interaction: negotiation of meaning, which is usually considered the most beneficial factor derived from interaction for language learning (Long, 1981; 1996). In effect, it was a central aspect analyzed in the data collected for this study.

2.1.3 Interaction through Negotiation of Meaning

As claimed by Long (1981), interaction can be beneficial for language learning since it entails negotiation of meaning. Considering that, in this section, we focus on explaining negotiation of meaning and the processes that it involves, bearing in mind that it is a key component of this study. Thus, to present the topic in further details, we start by pointing out aspects of its conceptualization and then we illustrate models elaborated to describe the processes of negotiation of meaning. Firstly, we present what we found to be the first model that was elaborated by Varonis and Gass (1985), to then approach updates and more recent discussions as proposed by other scholars (e.g. Jungmi, 2003; Smith, 2003).

As the first to start the discussions on this topic in the SLA area, Long (1981) supported that negotiation of meaning is the aspect of interaction that has the potential to foster language learning. However, the author did not elaborate further details on the topic in his initial debate. Nonetheless, in a later publication, Long (1996) defined it more specifically. For the author, negotiation of meaning refers to:

[T]he process in which, in an effort to communicate, learners and competent speakers provide and interpret signals of their own and their interlocutor's perceived comprehension, thus provoking adjustments to linguistic form, conversational structure, message content, or all three, until an acceptable level of understanding is achieved. (p. 448)

For Long (1996), negotiation of meaning includes adjustments by the interactants to understand each other and to make themselves comprehended by their interlocutors during interaction. These adjustments could be in terms of linguistic form, conversational structure, message content, or all three together. We could also connect them to the processes of feedback, recasts, output, confirmation and clarification requests, and repetition for confirmation, as proposed by Mackey (2007). For example, to negotiate meaning through interaction, learners may resort to recasts or they may produce output as a form of feedback to provide a clarification for their interlocutors. Hence, while interaction is the main concept, negotiation of meaning is the core aspect of interaction, following Long's (1981) arguments.

As interpreted for this study, negotiation of meaning may result in negotiated interaction (Long, 1981), which means that the interactants made adjustments to linguistic form, conversational structure, message content, or all three, in order to understand their interlocutors or to be understood. As research on the topic developed, scholars explained that these adjustments resulted from language breakdowns, referring to language non-understandings that need to be solved for the interaction to continue (e.g. Bower & Kawaguchi, 2011; Ellis, 1999; Foster & Ohta, 2005; Gass & Selinker, 1994; Long, 1996; Mackey *et al*, 2000; Mackey, 2007).

For Long (1996, p. 425), negotiation of meaning is triggered when a breakdown in communication occurs in conversation, leading to a modified utterance either from the L2 learner or their interlocutor. The author describes negotiation of meaning as “communicative trouble” that “can lead learners to recognize that a linguistic problem exists, switch their attentional focus from message to form, identify the problem and notice the needed item in the input”. According to the author, in these negotiations, problem utterances are checked, repeated, clarified, or modified in some way (lexically, phonologically, morphosyntactically). The importance of these negotiations relies on providing learners with negative evidence about their own output, and push them to modify it to make it more comprehensible and more target-like (Swain, 1985).

Ellis (1991, p. 37) stated that learner production resulting from the “attempt to negotiate meaning can facilitate the process of integrating new features into interlanguage”. The author talks about the importance of noticing and comparisons in negotiated interactions for acquisition. Ellis (1991) claimed that learners compare what they know or do not know while receiving modified input resulted from negotiated interaction.

As defined for this study, negotiation of meaning may also be referred to as meaning negotiation, negotiated interaction, negotiation for meaning and exchange of meanings. In effect, a series of negotiated interaction during a conversation was addressed as negotiation routines, according to terms used in research on the topic (e.g. Bower & Kawaguchi, 2011; Ellis, 1999; Foster & Ohta, 2005; Gass & Selinker, 1994; Long, 1996; Mackey *et al*, 2000; Mackey, 2007).

Most negotiation routines identified in research are lexical (e.g. Bower & Kawaguchi, 2011; Shekary & Tahirian, 2006; Yanguas, 2010), that is, usually an unknown term appears and the flow of interaction is paused to resolve it as a language breakdown. In this sense, negotiation of meaning may be so important that the researchers Shekary and Tahirian (2006) consider it a skill to master when learning a language. Moreover, Jungmi (2003) claims that in NNS x NNS interaction, a participant who has an ability to control, initiate, and end negotiation of meaning is more involved in the conversation by trying to make it move smoothly and in a mutually comprehensible way.

Considering the importance of negotiated interaction for SLA, and specifically for this research, we turn now to the understanding of models proposed on the topic. To the best of our knowledge, Varonis and Gass (1985) were the first to develop a model to describe negotiation of meaning in interaction, which is represented after Bower and Kawaguchi (2011) in Diagram 1:

Diagram 1. Negotiation of Meaning Model based on Varonis and Gass (1985)

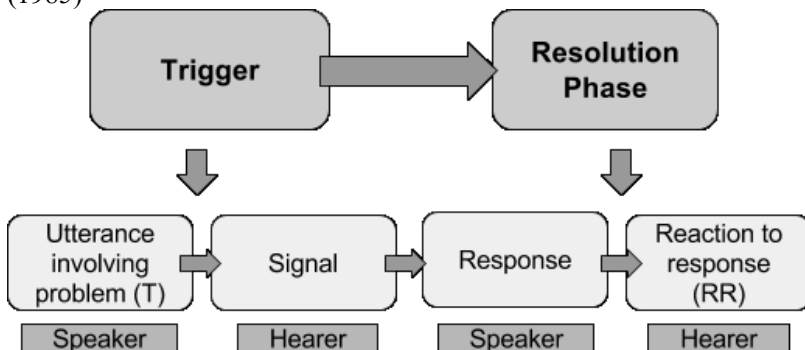


Diagram 1. A model of negotiation of meaning based on Varonis and Gass (1985), adapted from Bower and Kawaguchi (2011)¹¹.

The two main phases in Varonis and Gass' (1985) model are the Trigger and the Resolution. In the Trigger phase, there is the presentation of the problem and after a signal by the hearer, in which it is possible to identify the need for negotiation of meaning being indicated by one of the interactants. That explains why the authors also name this phase as Indicator. Then, the Resolution phase conveys that the communication problem is resolved with the Response by the speaker and the Reaction by the hearer, the latter being optional, according to the model's proposers.

Smith (2003) expanded Varonis and Gass' (1985) model by adding two other phases: the Split negotiation routine and the Reconfirmation phase. Diagram 2 represents the phases of original model with the additional ones by Smith (2003).

¹¹ We had access to the original diagram proposed for the model developed by Varonis and Gass (1985). However, the quality of the image was poor and we consider that it did not represent the phases as clear as possible. Then, we decided to resort to Bower and Kawaguchi (2011), which was richer in details and clearer in the specificities of the phases included. Even so, the design of the diagrams presented in this study are our own.

Diagram 2. Negotiation of Meaning Model Updated after Smith (2003)

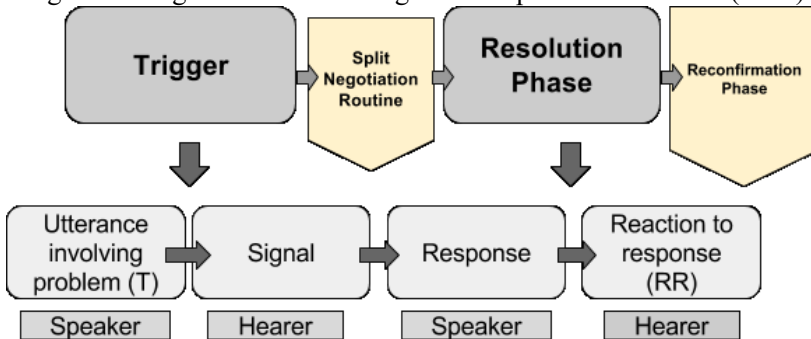


Diagram 2. A model of negotiation of meaning based on Varonis and Gass (1985), in which we added the phases proposed by Smith (2003).

In the Split negotiation routines, learners continue the conversation without providing clues or even resolving the communication non-understandings¹² that require meaning negotiation. However, they may come back to that later on during the interaction. This would characterize a Split negotiation routine, which is ‘split’ because it happens in parts, instead of in an uninterrupted continuum, as suggested by Smith (2003). Additionally, the Reconfirmation phase happens when a response by the speaker is reconfirmed to assure understanding.

Following the same rationale of Smith (2003), Jungmi (2003) carried out a study on online interaction based on Varonis and Gass’ (1985) model for negotiation of meaning. The author proposed two main additional phases: the Pushdown and Pop phases. The Pushdown phase refers to when negotiation of meaning starts happening, that is, the horizontal flow of the conversation is pushed down, explained in Jungmi’s words. The other addition to the model, namely the Pop phase, describes the situation when the interaction returns to a normal state, that is, a state without interruptions, in the author’s words. That happens when interactants continue discussing the topic that they were talking about before the pushdown came to the fore. Diagram 3 shows Jungmi’s main proposals added to Varonis and Gass’ model suggestion.

¹² Communication non-understandings refer to language breakdowns, such as unknown vocabulary or pronunciation, which may prevent the interaction to flow.

Diagram 3. Negotiation of Meaning Model Updated after Jungmi (2003)

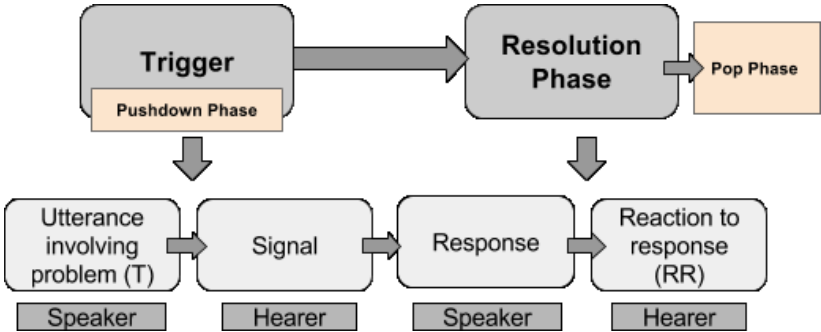


Diagram 3. A model of negotiation of meaning based on Bower and Kawaguchi (2011), after Varonis and Gass (1985), to which the phases proposed by Jungmi (2003) were added.

Jungmi (2003) explains that, while the Varonis and Gass’ (1985) Negotiation of Meaning Model has two main phases, the Trigger and the Resolution, the model proposed has five phases: Pushdown, Feedback, Reaction, Reinforcement, and Pop. Some of these phases can be compared to Varonis and Gass’ (1985) model, however Jungmi renamed them to address the specificities attributed to the terms used. Table 4 compares the denominations proposed.

Table 4. Terms used by Varonis and Gass (1985) and Jungmi (2003)	
Varonis and Gass (1985)	Jungmi (2003)
Trigger / Indicator	Pushdown
Signal	
Response	Feedback
Reaction to Response	Reaction
-	Reinforcement
-	Pop

Notes. Table 4 shows possible correspondences between the terms used by Varonis and Gass’ (1985) and Jungmi’s (2003) models to describe negotiation of meaning, as interpreted and understood for this study.

On Table 4 we can notice that Varonis and Gass’ (1985) model brings two main phases, Trigger and Resolution, whilst Jungmi’s (2003) proposes five distinctions. In Varonis and Gass’, the Trigger, also called Indicator, includes the utterance involving a non-understanding and the

Signal by the hearer. In the Resolution phase, there is the Response and the Reaction to the response, which is optional, in the authors' words. Differently, Jungmi (2003) names the Trigger phase as Pushdown and it includes the Signal phase proposed by Varonis and Gass (1985). In turn, the Feedback phase in Jungmi's (2003) is equivalent to the Response phase in the other model. Interestingly, the Reaction phase is the same in both models. Finally, Jungmi (2003) proposes the Reinforcement and the Pop phases, which were phases derived from characteristics analyzed in her study data.

It is interesting to highlight that Jungmi (2003) incorporated the additions to the Varonis and Gass' (1985) model while investigating a group of Japanese and Koreans interacting online to learn English. The author found that Reinforcement of the Response was a common characteristic. In the same way, the author observed that after the negotiation routine, the interaction returned to a "horizontal flow", in the author's words, and it led to the creation of the Pop phase. In our view, Jungmi's (2003) results could have been further explained by adopting a Socio-interactionist approach to the analysis of data. There might have been contextual reasons for the findings, such as cultural aspects.

Besides renaming and adding phases, Jungmi (2003) considers specific features of online interaction that are absent in face-to-face interaction, such as emoticons¹³, punctuation, onomatopoeic words. Such features may characterize online oral interaction, for example, an emoticon may represent the pushdown that will prompt negotiation of meaning. The author used these paralinguistic features in the scripts and analyzed them in the context of each negotiation routine reported in the study.

As for this study, a combination of the models presented is used for the analysis of the data collected in order to have a thorough analysis of the online oral interaction characteristics among beginners, with the use of the *WhatsApp*. Besides that, we conceived that a combination of models may fit more appropriately this study characteristics because the phases firstly proposed by Varonis and Gass (1985) may not be able to account for the holistic characteristics of online interaction. Definitely, Smith's and Jungmi's complemented the model by Varonis and Gass.

Diagram 4 presents a model with the addition of the phases

¹³ In this study, emoticons refer to symbols used to show emotions and feelings in an online conversation (definition based on Collins Dictionary).

proposed by Smith (2003) and Jungmi (2003) to Varonis and Gass' model (1985).

Diagram 4. Combination of Negotiation of Meaning Models for this Study

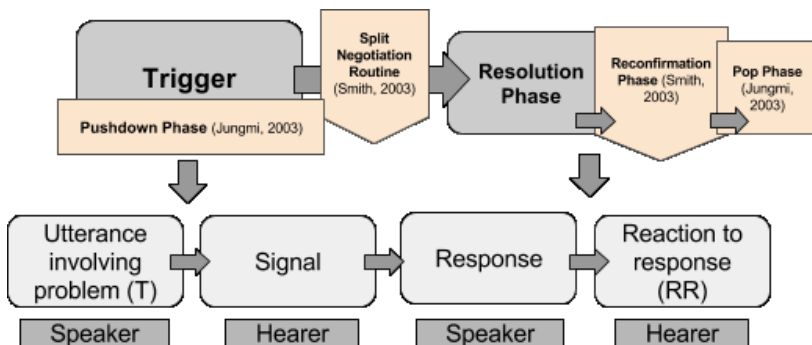


Diagram 4. Combination of meaning negotiation models adapted for this study. Based on Bower and Kawaguchi (2011), after Varonis and Gass (1985), in which we added the phases proposed by Smith (2003) and Jungmi (2003).

As we can see in Diagram 4, the phases proposed by the different authors describe fully the many possible characteristics that we can find in interactional events composed by negotiation of meaning routines. Specifically related to this study, the Split negotiation phase added by Smith (2003) described one of the main characteristics of interaction amid beginners on *WhatsApp*. As for the ones proposed by Jungmi (2003), the Pushdown phase is well represented as well as described in the original phases by Varonis and Gass (1985). Besides that, the Pop phase also proposed by Jungmi (2003) described characteristics of beginners' interactional patterns in this study.

Finally, based on the arguments presented by Varonis and Gass (1985), Smith (2003) and Jungmi (2003), as discussed in this section, the necessity of adding or reconsidering phases to our study was evident, according to the characteristics of interaction from the data collected. Chapter 4 explains the main characteristics found compared to the previous phases put forth in the models described in the present section. For now, the next section presents a discussion about studies that investigated online interaction.

2.1.4 Studies on Online Interaction

The concept of interaction in this investigation entails meanings negotiated online through audio-recorded messages among beginner learners of English. The focus was placed on oral verbal interaction to the extent of responding to this study research questions, although multimodal interaction¹⁴ was also considered as essential due to the affordances of the app. For this reason, we checked for text, images, GIFs¹⁵, emoticons, among other multimodal resources that were used by our participants. Therefore, it was indeed relevant to look at other studies who have investigated online interaction.

Interaction that is carried through technological resources, such as chat interaction, was found to lower learners' affective filter in previous studies (e.g. Kern, 1995; Kenning, 2010; Warschauer, 1996), in addition to having promoted social interaction (Menezes, 2010; 2013; Thomas *et al*, 2014) and the development of the target language (Leffa, 2006; Paiva, 2013, 2018). In this sense, the application *WhatsApp* may represent a positive ally to language learning by making possible oral interaction. With a view on that, we presented several studies whose focuses were placed on analyzing online interaction.

There have been a variety of studies that investigated online interaction for language learning. Initially, researchers studied only written interaction in chat (e.g. Blake, 2005; Kern, 1995; Kotter, 2001; Lee, 2001; O'Rourke, 2005; Warschauer, 1996), but as technology developed, studies looked at oral interaction with the use of a built-in microphone (e.g. Hampel & Stickler, 2012; Kenning, 2010; Verjano, 2013). Beyond that, researchers have investigated how the use of the digital camera on web conferencing interaction could possibly affect

¹⁴ For this study, we used the term multimodal interaction to refer to the use of multiple semiotic modes (textual, visual, aural) used to exchange meanings (Guichon & Cohen, 2016). In the case of the application *WhatsApp*, for example, it is possible to resort to written text, images, sounds, videos, GIFs, audio, emoticons, voice and video calls, among other resources. For a discussion on the definition of multimodal interaction as understood in this study, see Guichon and Cohen (2016).

¹⁵ The use of the term GIF in this study refers to the abbreviation for 'Graphic Interchange Format'. It consists of a computer file containing images, especially moving ones (definition based on Collins Dictionary).

language learning (e.g. Guichon & Cohen, 2015; Guichon & Wigham, 2016). Regarding the trends in online interaction in SLA, this section concentrated on the discussion of the main aspects of studies on online interaction by pointing out relevant arguments and findings that enlighten our research objectives.

In terms of chat, Bower and Kawaguchi (2011) carried out a study in which they analyzed learners from Japan and Australia learning each other's language, Japanese and English, respectively, through written chat in tandem sessions. They focused on studying the types and amounts of feedback provided by each group of learners. Interestingly, the authors mentioned in their literature review that the most relevant research results in the area of online interaction were pointed out as: (1) chat written communication can result in varying amounts of negotiation of meaning both between NNS x NNS and NS x NNS pairs, similarly to what happens in oral face-to-face (henceforth F2F) communication; (2) lexical negotiations are more common than grammatical ones; (3) negotiation of meaning focuses more on meaning than on structure; and, finally, (4) learners perceive communication via chat as a hybrid form (mixing text, images, videos, GIFs, audio, etc.). This compilation of main findings may help researchers on rationalizing their inquiries and research objectives, as it did with ours.

Bower and Kawaguchi (2011) also emphasized that the language level of the learners directly affects negotiated interaction in a way that the more advanced the learners, the less negotiation of meaning may be carried out. Indeed, this assertion might be interesting to be investigated since our study dealt with beginner learners. Hence, following the authors, there would be plenty of meaning negotiation in the online interaction proposed in our study.

Similarly to Bower and Kawaguchi (2011), Satar and Ozdener (2008) suggested that the more proficient the learners, the less they negotiate meaning. The authors also emphasized that the more proficient the learners, the less anxious they may feel in relation to using the target language in voice chat, when speaking to NNSs, interacting with unfamiliar partners, and in groups. Satar and Ozdener's (2008) study investigated speaking proficiency and anxiety levels comparing online interaction in text and voice chat. The participants were 30 novice-level secondary school learners of English as a foreign language in Turkey. Their results showed that the speaking proficiency increased in both text and voice chats, however the level of anxiety was higher in the voice chat group.

Figure 1 shows Satar and Ozdener's (2008) considerations regarding speaking proficiency and anxiety levels:

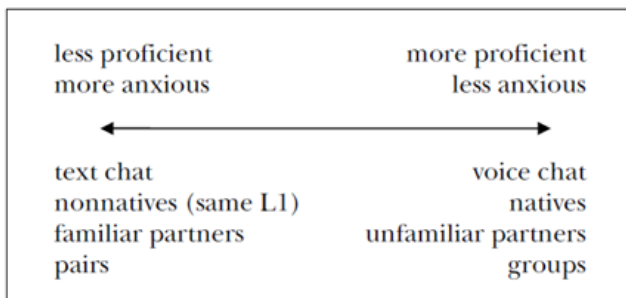


Figure 1. Considerations on speaking proficiency and anxiety levels in CMC interaction. From: Satar, H. M.; Ozdener, N. (2008). The effects of synchronous CMC on speaking proficiency and anxiety: text versus voice chat. *The Modern Language Journal*, 92, IV, p. 601.

Satar and Ozdener's (2008) claimed that challenges might be more difficult for beginners to interact and negotiate meaning. The less proficient the learners, the more anxious they might feel. Following the authors, Figure 1 conveys that text chat is more indicated for learners with less proficiency, in addition to NNS x NNS interactions. Additionally, the authors highlighted that interaction might also be more beneficial if the NNSs interactants share the same L1, are familiar to each other and are able to interact in pairs, instead of groups with more people.

Similar to Satar and Ozdener's (2008), Bower and Kawaguchi (2011) claimed that NNS x NNS present more negotiation of meaning than NNS x NSs interactions. Furthermore, another factor highlighted by Bower and Kawaguchi (2011) was that structured tasks may cause more meaning negotiation than free conversation discussions around random topics, which had already been pointed out by Smith (2003) and Yanguas (2010), whose studies are explained in our research as well.

Studies between NNS x NNS learners interacting in structured tasks have resulted in a higher number of meaning negotiation cases (negotiation rates). Smith's (2003) study, which had learners engage in jigsaw and decision-making tasks, resulted in around 30% of turns devoted to negotiation of meaning. The author analyzed synchronous online interaction, specifically with intermediate-level learners of English

who had multiple languages background (Chinese, Japanese, Korean, Arabic) to verify whether they negotiated meaning over lexical items, whether the task type had an impact on meaning negotiation, and how the online interaction compares to the F2F literature. Based on his findings, Smith (2003) proposed what he called a new model of meaning negotiation, which had already been presented in the section 2.1.3, in this chapter.

Yanguas (2010) conducted a study to compare how language learners negotiated meaning during task-based interaction via audioconferencing (AC), video conferencing (VC), and face-to-face (F2F). Learner-to-learner dyads were randomly assigned to (a) an AC group, (b) a VC group, or (c) a F2F control group to complete a jigsaw task that included unknown lexical items. The author concluded that in the AC condition, learners had to use linguistic resources that they would not have used in the two conditions that provided visual cues (F2F and VC). However, the linguistic resources used in the AC modality presented a higher percentage of partially understood lexical items. In the VC and F2F groups, participants could mimic instead of speaking, while in the AC group, participants resorted to elaborating verbally on the lexical items, although sometimes participants did not fully understand each other. As the author pointed out, both AC and VC can affect language teaching and learning positively; while AC may push learners to more production, VC can foster complete understanding due to the visual resources (Yanguas, 2010). Outstandingly, the author registered that learners produced more sentences while interacting online in the AC condition.

Concerning chat interaction, Tudini's study (2003) examined Italian language learner interactions with Italian native speakers. In her investigation, students were asked to chat about any topic with NSs with the objective of evaluating the live chat as a possible teaching and learning resource. Thus, in her study, there were no defined tasks as in Smith's (2003) and Yanguas' (2010) investigations. Noteworthy, the results showed an overall negotiation rate of just 9%. Therefore, Tudini (2003) concluded that structured tasks might definitely increase the overall rates of negotiation of meaning, as already found by Smith (2003).

The context of the interaction is also a factor that plays a role. As stated by Bower and Kawaguchi (2011), "a comparison with other studies indicates that age, educational background, and social relationship between participants may be important factors mediating the type and amount of corrective feedback provided" (p. 61). In their study, the

authors focused on investigating the types and amounts of feedback provided by each group of learners. As part of their results, they concluded that Japanese learners provided less feedback in their online interaction due to cultural reasons. In effect, participants felt that they might have sounded impolite to stop their interactants to solve language breakdowns.

In this sense, we could relate Bower and Kawaguchi's (2011) findings to assumptions claimed by Compernelle's (2015), previously referred to in section 2.1.2 in this chapter. Compernelle's (2015) perspective on interaction encompasses the Socio-interactionist perspectives that may play a role in interaction. In concern to that, the authors held that social aspects might define the relations among the interactants and, consequently, play a role in the way they negotiate meaning with each other.

Studies about online interaction have shown positive results for teaching and learning languages. Heins *et al* (2007), while investigating the nature and level of interpersonal interaction in both online and the face-to-face language tutorials used at the Open University, UK, found a higher ratio of L2 input/output by students; a prevalence of highly structured L2 input and output; greater emphasis on classroom management; and fewer student-student exchanges outside allocated tasks. Likewise, Stickler *et al* (2007) investigated patterns of verbal interaction in online and telephone tutorials, in which gaps and silences between interaction turns were analyzed. The authors found that online interaction requires more classroom management, and, as a result, more positive language development can arise.

Following the same line, Blake (2005) reported on the benefits of using an application that combines voice and text chat for negotiating meaning. As a result, the author highlighted the socio-affective benefits for distance learning contexts. In similar lines, Kenning (2010) investigated the different outcomes of using voice and text chat. In the findings, the author identified a number of positive factors in online classes, such as increasing learner participation; lessening teacher dominance; and more production of output by learners. In the same way, Jepson (2005) analyzed repair moves in oral chat interaction among NNS learners of English. Jepson (2005) identified that the moves were pronunciation related. In agreement with Blake (2005) and Kenning (2010), Jepson (2005) also pointed out that oral chat interaction fosters language development.

Also on online interaction, Hampel and Stickler (2012)

investigated (a) how an online web conferencing environment can be used in language teaching; (b) how teachers and students adapt to the online environment; and (c) how new patterns of communication emerge in the process. Outcomes showed categories of language use to interact in class, for oral and written interaction, such as social conversations, management of technology, negotiation of meaning related to the task, off-task conversations and teacher feedback. According to the authors, these categories can be found in face-to-face interaction as well, however differing in some aspects as presented in the study. For example, some participants used the chat box to parallel conversations regarding assigned activities in the interest of having a consensus on their answers.

Research has demonstrated the benefits of having online group sessions with students as a way of integrating technology into the regular course plan of face-to-face classrooms (Guo, 2013; Verjano, 2013). Guo (2013) investigated the pedagogical value of three different web conferencing tools among first-year Chinese learners of English. Amidst other findings, the author claimed that the development of activities through a web conferencing resource creates real communicative needs for students to speak in the target language. On similar lines, Verjano's (2013) described the implementation of an online interaction activity with *Skype* chat, in which Spanish speakers were interacting with a native speaker to practice English. Verjano (2013) concluded that a higher number of students interacted in the online synchronous resource, in comparison to the face-to-face classroom. In agreement, both Guo's (2013) and Verjano's (2013) studies emphasized that digital resources for foreign language learning hold great potential for increased motivation and enhanced interaction.

Jones, Murphy, and Holland (2015) investigated French learners interacting through chat in three different settings – face-to-face (F2F), lab-setting chat room interactions (Lab), and Any Place/Any Device (APAD) chat room interactions. The study was a replication of Kern's (1995) and presented similar results: on average, students produced more language, more sentences, and more sophisticated discourse functions when interacting online than when F2F in the classroom. In addition, in Jones, Murphy and Holland's (2015) study, participants made significantly more sentences in both chat room settings – Lab and APAD – than in the F2F environment. Noteworthy, they also pointed out that studies regarding online interaction through chat date back to Bump (1990), who initiated the trend of CMC studies when examining the use of *Daedalus InterChange* in an English literature course and found that

students were more engaged in conversation online and more readily participated than they normally would in a F2F setting.

Kozar's (2016) study approached the use of text chat during online interaction through audio or video conferencing language classes between teachers and students. The author emphasized that results indicated benefits of using written text during online oral interactions. Among them, the author hypothesized that the use of dual modalities (voice and text) may potentially increase the perceived salience of input, which has been recognized as critical by SLA theories (e.g. Gass, 2005; 2008; VanPatten, 2007). In turn, our study focused specifically on that through the analysis of online oral characteristics in combination with multimodal interaction, which could include resources such as text, images, emoticons, GIFs, videos, etc.

What called our attention in Kozar's (2016) study was that based on previous research, the author pointed out that there are four different uses of text chat during audio/video lessons, specifically: pedagogical, remedial, strategic, and competing. The pedagogical use may refer to the introduction of new vocabulary, among other uses, in the sense of being a pedagogical resource to complement the oral communication. The remedial use "refers to using text chat to compensate for communication difficulties, such as the failure of the audio channel or the significant time lag due to bandwidth" (p. 233). The strategic use represents a means to gain access to the production of the discourse, such as taking a turn that another interactant held for long. Finally, the competing use refers to parallel conversations. It was definitely an interesting view that helped us reflect on our own research data.

Golonka, Tare, and Bonilla (2017) also analyzed online interaction through text chat. They explored characteristics of chat between intermediate learners of Russian. Specifically, they looked for typical features hypothesized to be present in spoken interaction, such as negotiation of meaning and instances of linguistic feedback, as well as examples of collaboration and encouragement while participants performed assigned tasks. Overall, the qualitative coding analysis through the software ATLAS.ti¹⁶ highlighted three main types of characteristics: providing language-related assistance, using partners as a resource, and providing encouragement. The results pointed out that text chat might

¹⁶ Software for qualitative data analysis. More information on the website <http://atlasti.com/>. Accessed on July 6th, 2018.

foster linguistic gains and development, both through learners engaging in linguistic assistance and through incorporating a cooperative, supportive approach to a task.

Kim (2017) investigated online oral interaction among Korean learners of English of all levels: low, medium and high. The author analyzed participants' perceptions on online voice interaction through voice chat and chatterbot voice chat. The results revealed that most participants preferred student-chatterbot to student-student voice-based chat. Regarding students' proficiency levels, medium- or high-level students reacted more positively towards voice-based chat than lower-level learners. As a final remark, Kim emphasized that more research is needed to provide low-level students with opportunities that may lead them to perceive learning a foreign language during online interaction more positively. Notwithstanding, as already claimed in the discussion proposed in this section, sociocultural factors may have played a role in Kim's (2017) study, as pointed out by Compernelle (2015) and Bower and Kawaguchi (2011). For that reason, his results could have indicated different directions.

Taking into consideration the plurality of studies reviewed for this section about online interaction, it is noticeable that their results have raised essential knowledge for studies on the same topic as ours. Investigations on online interaction, especially the ones considering negotiated interaction through technological resources, shall concern that negotiation of meaning may rely on lexical items instead of language structure (Bower & Kawaguchi, 2011). Additionally, it is possible that beginners would negotiate meaning less frequently if compared to intermediate or advanced learners (Bower & Kawaguchi, 2011; Kim, 2017; Satar & Ozdener, 2008).

Another factor that may pile up to the amount of meaning negotiation during interaction are structured tasks as opposed to open topics for discussion (Smith, 2003; Tudini, 2003; Yanguas, 2010). In a like manner, the consideration of sociocultural aspects may explain the amounts and manners of negotiated interaction (Bower & Kawaguchi, 2011; Kim, 2017). Last but not least, all studies reviewed indicated benefits of online interaction, be they in terms of more language produced (Golonka, Tare & Bonilla, 2017; Guo, 2013; Jones, Murphy & Holland, 2015; Kozar, 2016; Verjano, 2013), more interaction (Blake, 2005; Jepson, 2005; Kenning, 2010), or more students participation rather than teacher-centered classes (Hampel & Stickler, 2012; Heins *et al*, 2007; Stickler *et al*, 2007).

Concluding, the theoretical debate presented in this section brought a discussion on research evidence related to online interaction. Overall, it showed that learners might benefit from having opportunities for interacting through technological resources. Although most of the investigations presented in this section analyzed written chat interaction, the results may be extended to the analysis of oral interaction. As a matter of fact, this study design and method were delineated considering the characteristics and results of each study reviewed, with the objective of bringing new insights to the area of online interaction for language learning. With the same intent, the next section focuses on describing results of investigation that specifically made use of the app *WhatsApp* in educational contexts, some of them in the area of language learning and others in general terms. In either way, the discussions enlighten the roads taken by our investigation.

2.2 Studies with the app *WhatsApp*

While some research has focused specifically on online interaction to use as a technological resource the app *WhatsApp*, others have analyzed it for educational purposes in ways that are more general. Studies with both focuses are presented in this section with the intention of understanding how the use of *WhatsApp* has been seen and investigated in research.

Starting with research that involved *WhatsApp* for general educational perspectives, a bibliographical study by Rodrigues (2016) presents a review from 2013 to 2016 concerning topics that have been studied using the application *WhatsApp* for pedagogical purposes in different areas of knowledge, specifically in the Brazilian context. The author presents article titles and a brief comment on each one of them. The results point to both negative and positive aspects in relation to the use of *WhatsApp* for pedagogical reasons.

Concisely, according to Rodrigues (2016), the results of the investigation generally indicated that the informal language used might have led to problems in writing in formal contexts. However, according to the author, teachers may avoid that by guiding the students in the online interaction, emphasizing the kind of language (formal or informal) that should be used for each activity. On the other hand, as a general positive aspect pointed out in the studies analyzed by Rodrigues (2016) was that the easy access to communicate may have facilitated exchanging messages regarding educational issues and pedagogical activities.

Oliveira, Oliveira, Medeiros, Leite, and dos Anjos (2014) presented positive results from a study that aimed to analyze the use of *WhatsApp* as a formal environment for language learning. The authors highlighted the development of learner autonomy since the participants could decide when, where and how to act in the learning environment, not necessarily being at the educational context at the time. Additionally, other advantages found in the study were related to portability and mobility since the participants had easy access to the *WhatsApp* group to carry out the proposed activities or participate in the group discussions.

Oliveira's *et al* (2014) study was composed of a *WhatsApp* group that could be used after class, which differs from the purpose of having in-class online activities. In any way, Oliveira's *et al* study also offered the possibility of learners having access to the online oral interactions after the class time, which may be positive for language learning. The *WhatsApp* groups were open to their participants and their content could be easily accessed by their participants.

Concerning the more specific objectives related to online interaction to language learning, Castrillo *et al* (2014) analyzed online written interaction through *WhatsApp*. More specifically, the authors investigated negotiation of meaning among beginner learners of German who were Spanish native speakers. Based on Hampel and Stickler (2012) and Sotillo (2000), the authors identified three main discourse functions that were: a) social interaction (greetings and farewells); b) on-task negotiating meaning; and c) off-task conversations. In each type of discourse functions, the authors analyzed negotiation of meaning, emphasizing error correction and feedback (clarification requests, confirmation, and repetition). Among the main findings, the authors showed that students improved their meaning negotiation skills and reduced the number of mistakes (lexical, morphological, and syntactic). Castrillo *et al* (2014) described the activity as suitable for beginners and they indicated that it represented a way of substituting the usual error correction and feedback provided by the teacher to more subtle forms of eliciting students' awareness. Interestingly, the examples of meaning negotiation in this study helped to clarify what was worth of attention in terms of characterizing oral negotiated interaction among beginners.

Also referring to language learning, Severo (2017) analyzed how the process of learning was mediated as students chatted on the app *WhatsApp* as part of their class activities. The author analyzed students' production on the chat application, focusing on how they scaffolded each other, noticed gaps (Swain, 1985; 1995), and negotiated meaning (Long,

1981), while interacting online for learning English. The author found that the app *WhatsApp* could be an effective resource to engage students in producing language since students tested hypothesis, noticed gaps in their knowledge and resorted to metatalk to interact.

In Severo's (2017) study, the participants did not have a structured task to accomplish through *WhatsApp* because the data collection resulted from a simple group created for general talk among components of a specific class. The teacher acted as a moderator to keep the interactions running in the group. As a suggestion for further research, the author indicated the necessity of having an analysis of beginners interacting orally online to understand how language learning may benefit from that interaction, especially when they have a specific task to accomplish. As previously discussed in this section, Smith (2003) and Yanguas (2010) had already pointed out this indication.

Still regarding language learning, there have been other studies dedicated to the understanding of potential uses of *WhatsApp* for pedagogical purposes (Aragão, 2017; Aragón & Lemos, 2017; Fonte & Caiado, 2014; Susilo, 2014). Aragón (2017) and Aragón and Lemos (2017) studied teachers' perceptions on the use of *WhatsApp* for oral interaction in English. The results pointed to the fact that participants were more willing to interact through the app than F2F, except when they had to record their voices for feeling more insecure.

Fonte and Caiado (2014) and Susilo (2014) analyzed communication on the app seen as discourse. They looked at aspects such as visual and textual elements, added to how the use of *WhatsApp* may benefit language learning. While Fonte and Caiado (2015) centered their study specifically on multimodal discursive practices used in *WhatsApp* communication, Susilo (2016) focused on students' discursive participation through virtual ethnography. Results from both studies pointed out the positive impact of multiple semiotic resources available for constructing meaning in the online interaction through *WhatsApp*.

Furthermore, there have been authors who elucidated proposals of pedagogical activities using the app *WhatsApp* (Salbego & Tumolo, 2018; Senefonte & Talavera, 2018). Salbego & Tumolo (2018) described the activity used in this Ph.D. study. They emphasized the importance and need of working on oral skills through interaction in the context of the Brazilian educational system. For the authors, the app *WhatsApp* allows for easy access besides supporting online oral interaction. Senefonte and Talavera (2018) proposed a series of activities regarding the four skills: listening, speaking, reading, and writing. The authors (Salbego &

Tumolo, 2018; Senefonte & Talavera, 2018) also described ideas on how to use *WhatsApp* for developing visual literacy and working on text messaging skills. Both articles can be relevant to have more hands-on ideas concerning the use of an app for teaching and learning languages.

Another perspective to look at the use of *WhatsApp* for learning languages was analyzing it as a genre. Leite and Silva (2015) found that the overlap of written text, images, videos, and audio messages represent the main characteristic used to build meaning and get the messages across. In a like manner, in a descriptive study, Crystal (2006) addresses *WhatsApp* chat as a genre as well, pointing to the relevant characteristic of fragmentation.

Crystal (2006) defines two types of fragmentation in chat interactions: the ones that focus on one theme and the ones that present multiple themes. They happen when interactants are discussing a topic and they type it in fragmented messages, sometimes even including a second or third topic to the conversation. In respect to that, it is suitable to highlight that the app *WhatsApp* has a quoting tool that allows users to select the specific message that they want to respond. The topic appears with the response right below it, as shown in Figure 2. Thus, interactants may see exactly what topics of the conversation are being referred to.



Figure 2. How to quote messages on WhatsApp. From: How to quote messages in WhatsApp. (2010, August 22nd). Retrieved from: <http://iphone-tricks.com/tutorial/4771-how-to-quote-messages-in-whatsapp>. Accessed on January 28th, 2019.

Considering Crystal's proposition regarding quoted messages, it was relevant to understand the *WhatsApp* fragmented messages since they were an important finding in the characteristics of interaction analyzed in this study. Moreover, a systematized description of what embodies the genre could allow for further interpretation of what constitutes online interaction among beginners with the use of the app. However, studies have not been able to limit specific definitions of *WhatsApp* chat as a genre (Crystal, 2006; Leite & Silva, 2015), possibly because every different context may present a diversified set of features that depend on the topic and purpose of the interaction, contextualization of the interactants, social and personal relations between interactants, among other aspects.

In this sense, while discussing chat as an educational genre, Dos Reis (2006) stressed that:

It is necessary to emphasize that the importance of the context to make this genre is fundamental to its making. The context helps to define the educational chat (EC), because this genre is made from the participants' interaction in the electronic context, which is mediated by a resource or chat software, allowing the engagement of many participants in the context of production of the EC, besides giving support to the making of the genre from a language use standpoint.¹⁷ (Does Reis, 2006, p.7)

Dos Reis (2006) claims that there are multiple levels of facts from the context of interaction to be considered as to describe educational chat as a genre. In effect, the author argues for the possibility of determining chat as a genre. However, this study holds that defining chat as a genre, specifically on the app *WhatsApp*, in the context of this study, would be a challenge for the very same reasons described above. Correspondingly, another factor that explains the possible unfeasibility of describing *WhatsApp* chat as a genre in its totality is the constant updates that technological resources keep adding, affecting directly the characteristics of chat online interaction. Bearing that in mind, new

¹⁷ Own translation to: "É preciso enfatizar que a importância do contexto para a realização desse gênero é fundamental para que ele se realize. O contexto ajuda definir o gênero BPE, pois esse gênero configura-se a partir da interação dos participantes no contexto eletrônico, que mediado por uma ferramenta ou um programa de bate-papo, permite o engajamento de vários participantes no contexto de produção do gênero BPE e dá suporte para que o gênero se realize a partir do uso da linguagem."

research would be necessary along with technological advances and updates by the app developers.

Finally, the studies presented in this section analyzed the use of *WhatsApp* for general pedagogical purposes (Oliveira *et al*, 2014; Rodrigues, 2016), for language learning purposes (Castrillo *et al*, 2014; Castrillo *et al*, 2015; Severo, 2017) and the analysis of *WhatsApp* chat as a genre also related to language learning (Crystal, 2006; Dos Reis, 2006; Leite & Silva, 2015). The theoretical discussions promoted by the authors, the study designs, and the results presented in this section guided and elucidated paths in this investigation. It helped to look at the data collected with broadened views in what regards the use of the app for learning, mainly language learning.

2.3 Summary of the Chapter

Firstly, Chapter 2 discussed the concept of interaction in SLA. It described the Interaction Hypothesis proposed by Long (1981) in the SLA area. Then, it approached its weak and strong versions mainly as proposed by Compernelle (2015). After that, it explained one of its key components, negotiation of meaning, focusing on models delineated by Varonis and Gass (1985) and afterwards, its updates as suggested by Jungmi (2003) and Smith (2003).

To go hand in hand with the hypothesis explained, this chapter also presented research studies that investigated online interaction to focus on the specificities of our study, which addresses interaction with the app *WhatsApp*. In effect, studies involving the application *WhatsApp* were also presented to approach and enlighten the particularities of this investigation.

Next chapter, Chapter 3 - Method, focuses on describing the characteristics of this study design, its participants, research context, instruments, resources and procedures for data collection and analysis. It also brings a discussion on the app chosen as instrument for this research to explain its selection among so many options available.

Finally, we stress that aspects presented in the next chapter have been defined according to the theoretical background and research results presented in Chapter 2.

Chapter 3 - Method

This chapter presents the methodological procedures of the study. It explains the study design and describes its objectives, research questions, the participants, context of investigation, resources and instruments used, along with the detailed procedures for data collection and for data analysis.

3.1 Research Design

This study is exploratory since it consisted in examining an issue that has not been thoroughly investigated yet (Dörnyei, 2011). Instead of determining its nature or offering a final and conclusive answer as a result, it sought to provide a deeper understanding of the problem, since issues related to online oral interaction need to be further investigated continuously.

Furthermore, research in this area tends to always be exploratory due to constant evolving characteristics of technological resources and devices. Considering online interaction, for example, any new feature added to an app may affect how people interact with it. It thus may change not only the affordances provided for online interaction but also the way teaching and learning might adapt its patterns of using technological aids to support language learning.

Besides that, this study was exploratory because it took into consideration online interaction among beginner learners of English, whilst most studies found so far analyzed intermediate and advanced learners (e.g. Hampel & Stickler, 2012; Jepson, 2005; Kenning, 2010). Additionally, another aspect that made it an exploratory study is the fact that it included non-native speakers learning English as a foreign language¹⁸. Differently, the majority of the studies identified so far have investigated non-native speakers interacting in English as a second

¹⁸ Although we favor the term additional language (for a detailed definition and discussion, see Jordão, 2014), foreign language is used in this study to contrast to second language and to emphasize that English in Brazil is not commonly spoken outside language educational contexts.

language¹⁹ (e.g. Hampel & Stickler, 2012; Heins *et al*, 2007; Jones, Murphy & Holland, 2015; Stickler *et al*, 2007; Yanguas, 2010). Likewise, studies have analyzed speakers of English as their native language interacting with speakers of other languages (e.g. German, Spanish) (e.g. Guo, 2013; Tudini, 2003; Verjano, 2013) and interaction among speakers of English as a second language (e.g. Amry, 2014; Bouhnik & Deshen, 2014; Kaieski, Grings & Fetter, 2015; Rambe & Bere, 2013). To the best of our knowledge, none of the research studies found has analyzed interaction among non-native speakers who have English as a foreign language.

Data were examined qualitatively (Cohen, Manion, Morrison, 2011; Dörnyei, 2011; Griffee, 2012; Nunan, 2008). In this respect, we understand that qualitative methods are used to obtain the intricate details about a phenomenon that might be more challenging to extract or learn through quantitative research methods (Strauss & Corbin, 1998). In like manner, qualitative research has value for including enough detail to make the researchers' conclusions reasonable (Firestone, 1987).

Additionally, it was an inductive research²⁰ (Griffee, 2012; Nunan, 2008) in which the criteria and categories for data analysis emerged from the data collected. In this case, this study analyzed characteristics of online oral interaction and, thus, the categories of analysis were determined by the characteristics identified. In turn, Chapter 4 - Analysis, presents the categories emerged from the data collected.

Data derived from three instruments, namely (a) the online oral interaction audio files recorded and transcribed, along with the multimodal interaction in the form of text used by the participants in each of their interactional conversations; (b) the participants' perceptions as collected from a questionnaire about the *WhatsApp* activity, online interaction, and personal relations among themselves, their pairs or trios, the teacher and the institution; and, finally, (c) participants' perceptions as collected from oral interviews. Moreover, data collected from the profiles questionnaires were also used to describe the participants as a group and to help understand holistically the data collected from the other instruments designed for this study.

¹⁹ In this study, second language refers to a language that is commonly spoken outside the school context, as explained by Jordão (2014).

²⁰ Also known as open coding (Strauss & Corbin, 1998, p. 101).

This investigation addressed the need for research in classroom naturalistic events. Indeed, it emphasizes the importance of understanding close to typical real-life situations, primarily contextualized ones, in which technological resources are used to possibly promote language development (Hegelheimer & Chapelle, 2000). In this way, the classroom naturally occurring circumstance applied to this study in the sense that we collected data during the development of a regular classroom lesson plan (Appendix 6).

That is to say, the activity proposed for data collection could be applied in a typical class day, without any special preparation or arrangements for learners to interact as if in a controlled environment designed for research purposes. In line with that, this study praises the ecological validity in its design. The term refers to the applicability of its results, as derived from research procedures, to real world situations. Hence, this research method, materials, and setting approximated the real world that was examined.

According to Cohen, Manion and Morrison (2000, p.110), ecological validity refers to providing “accurate portrayals of the realities of social situations in their own terms, in their natural or conventional settings”. In addition, studies demonstrating high ecological validity present setting features that are more familiar to the participants in the sense of masking part or all of their perceptions that an experiment is taking place. In keeping with that, this study stands to the argument that qualitative research that focuses on the whole process in a more naturalistic and holistic way can provide results that may have a positive impact on the advancements of the SLA area (for a full discussion on the topic, see Hulstijn, 1997), especially regarding language pedagogy.

Still concerning the method of analysis and study design, this research can also be characterized as a case study (Cohen, Manion & Morrison, 2011; Dörnyei, 2011; Griffée, 2012; Nunan, 2008) in which a specific group of people was analyzed, considering their sociocultural context of interaction (Compernelle, 2015). It was a systematic analysis that examined the phenomena of online oral interaction in its natural setting, according to the *WhatsApp* activity proposed. Following Griffée’s (2012) discussion on the delineation of what composes a case study, this research sought to create a deep explanation of the data based on the analysis carried out. In effect, it aimed to increase the understanding of interaction specifically online interaction among beginners on *WhatsApp*. According to Nunan (2008), it was a study of an instance in action, considering its context. Yet, each context has its own characteristics,

bounded by time, and that explains why this study can also be classified as a case study (Dörnyei, 2011; Nunan, 2008).

Considering naturally occurring settings for data collection, this study aspired to contribute to the area of English language teaching and learning by bringing into light results that may benefit real contexts of language learning, as the public schools in Brazil. With a view on that, this section explained the reasons why this research was an exploratory case study and took a qualitative approach to data collection and analysis.

3.2 Objectives and Research Questions

This section retakes the general and specific objectives of this study as well as its research questions, as presented in Chapter 1.

3.2.1 General Objective

The general objective of this study was to analyze characteristics of online oral audio-recorded negotiated interaction among beginner learners of English, considering the affordances of the smartphone application *WhatsApp*.

3.2.2 Specific Objectives

As for the specific objectives, this study aimed to:

- 1) Analyze the role played by the affordances of the app *WhatsApp* in the negotiated interaction characteristics of beginner learners of English considering existent proposed negotiation of meaning models.
- 2) Unveil which communication resources – multimodal (textual, visual, aural) – were used by the participants to assist their oral interaction online on *WhatsApp* and how such resources may have interplayed with the online oral audio-recorded negotiated interaction.
- 3) Describe and interpret learners' perceptions of the online oral audio-recorded negotiated interaction considering the activity proposed on *WhatsApp*.

3.2.3 Research Questions

There are four research questions in this study:

(RQ1)

What were the characteristics of online oral audio-recorded negotiated interaction among beginner learners of English considering the affordances of the smartphone application *WhatsApp*?

(RQ2)

What role did the affordances of the app play in the negotiated interaction characteristics of beginner learners of English considering existent negotiation of meaning models?

(RQ3)

What communication resources – multimodal (textual, visual, aural) – were used by the participants to assist their oral interaction online on *WhatsApp* and how did they interplay with the online oral audio-recorded negotiated interaction?

(RQ4)

What were the participants' perceptions of their online oral audio-recorded negotiated interaction using *WhatsApp*?

3.3 Participants and Setting

The participants of the study were 33 first-year high schoolers from a public technical school, located in the south of Brazil. Their ages ranged from 14 to 17 years old. Their English learning experience happened in the mandatory curriculum of basic education, in the Brazilian educational system. As their statements in the profile questionnaire, their English learning was mainly based on grammar topics memorization, which is a characteristic of the subject English as a Foreign Language in most regular²¹ schools in Brazil (Cunha, 2016; Lima, 2009; Lima, 2014; Miccoli & Cunha, 2016; Oliveira, 2014). According to the participants' views, they had had mostly grammar, vocabulary and reading instruction. Table 5 shows the participants' perceptions regarding what they have most learned from their English as a Foreign Language classes:

²¹ The term regular schools was used as opposed to language specialized schools (e.g. Wizard, Yázigi, Fisk, CCAA, Skill, just to mention a few).

Table 5. Topics studied in English as a Foreign Language	
Grammar	73.7%
Vocabulary	71.1%
Reading	60.5%
Writing	50%
Speaking	26.3%
Listening	26.3%

Note. Table 5 shows the participants' perceptions regarding contents of the mandatory discipline English as a Foreign Language as they experienced it in the regular school system by the participants of this study.

The categories on Table 5 derived from the participants' answers to the profile questionnaire (see Appendix 3 and 9). The results shown on Table 5 corroborate that the speaking skill is underdeveloped in the regular school system and the development of the listening skill is limited as well (Cunha, 2016; Lima, 2009; Lima, 2014; Miccoli & Cunha, 2016; Oliveira, 2014). Emphasis was placed on grammar, vocabulary and the reading skill. Concerning that, even the legal documents that regulate and instruct language teaching in Brazil put reading as a priority if compared to the other skills (see PCNs, 2000; Rocha, 2017).

This group of participants were selected because they presented similar characteristics concerning their prior English learning and the context of interaction experiences. They mandatorily had 80 hours of English instruction along the first year of high school, plus 80 hours in the second year, besides the other courses that are part of a technical graduation program. The current ruling program of the English as a Foreign Language course consists of a list of grammar topics, among them: verb to be, pronouns, simple present, simple past, passive voice, conditionals, among others (see Appendix 12). These topics were

proposed as part of the Pedagogical Project (IFSC, 2012)²² of the course, which was implemented in 2012 by the institution. These legal documents reinforce the contents that are usually emphasized in regular schools, as presented by the participants in the profile questionnaire and critically discussed by scholars such as Cunha (2016), Lima (2009, 2014), Miccoli and Cunha (2016), and Oliveira (2014).

Considering all the 33 participants of this study, 76.3% of them mentioned that they studied all their school lives in public schools. 47.4% had had 2 to 4 years of English instruction in the public school system. The others had had 4 to 10 years or more of English instruction, either in the public or private school system, but still in the mandatory regular school levels/grades, as opposed to language specialized schools²³. Taking into account the 33 participants, 89.5% never studied English in specialized language schools or had private classes. All of them were Brazilian native speakers of Portuguese who had had most of their experience learning English in the public school system in Brazil. This contextualization can explain why this group of participants was considered beginner learners of English, which is detailed in the sequence.

In order to determine the participants as beginners in English, a proficiency test called TOEIC Bridge (Test of English for International Communication) was applied. The Ministry of Education in Brazil offered the test for free in 2017 for technical degrees and higher education students, as long as they were regularly enrolled in the participant institutions (public federal institutions). Not only did the participants of this study take the test, but also other students in the same school had the opportunity to do it²⁴. Participants of this study were invited to take advantage of this opportunity. Most of them did; the ones who did not were not considered for this investigation.

All the participants in this study were invited to take the above-mentioned test on a set day and time other than the regular class schedule. Afterwards, the participants of this study provided the teacher-researcher with their TOEIC scores. Thus, it was possible to keep a record and calculate the average score of the group as a whole. Still, the results were

²² Own translation to: Projeto Político Pedagógico (PPC).

²³ Some examples of well known specialized language schools in Brazil are Wizard, Yázigi, Fisk, CCAA, Skill, just to mention a few.

²⁴ A total of 149 tests were applied.

confidential and their identities were protected, which means that only the teacher-researcher could see and take notes of their results on a *Google Forms* spreadsheet.

According to the proficiency test TOEIC Bridge score results, the participants' average score of 49 in each skill, be they reading and listening, can be classified between the A1 and A2 levels, following The Common European Framework of Reference (2001) and Tannenbaum and Wylie (2015). In the case of this research, the results indicated that they were basic users of English. Although the test did not check for writing and speaking skills, the results represented a possible interpretation of the participants' levels of English knowledge that was helpful to describe them as beginners for the analysis in this specific investigation.

Still about the participants' levels of English and considering their own perceptions, most of them reported that they had an intermediate level of English in relation to reading, writing and vocabulary skills. However, they considered that they had beginner levels of speaking and listening. As a teacher-researcher, it was feasible to observe that all the participants were beginners, some of them with more stepping-stones than others, while some carried out the English classroom activities effortlessly. There was only one participant who randomly mentioned, in his own words, that he 'loved' English and that he had learned from games and from his parents. As a teacher-researcher, I would say that he had a high-intermediate level. The TOEIC Bridge proficiency test also reinforces this perception about the participant. He got 172 while most of the group scored below 100. For the analysis, this study placed special attention on the data from this participant, although his interaction characteristics did not differ much from the group as a whole.

The participants of this research were selected because they had been studying in the same group since the beginning of the year of 2017, when data were collected. This meant about 10 months from the start of the school year until the time when they participated in the activity, which actually provided the data for this study. All of them had been used to working in groups for the 14 mandatory courses that they had to take in the first year of high school. They stated in the profile questionnaire that they felt comfortable with each other, especially the peers selected for the online activity. Indeed, they showed respect for the group members, to the teacher-researcher, and to all the school workers. Also, they reported that they felt comfortable in the institution where they studied.

To participate in this study, students were free to select their peers to develop the activity on *WhatsApp*. This was a way of assuring possible higher chances of comfort for the oral interaction and, potentially, reducing participants' affective filter (Krashen, 1978). Additionally, following Satar and Ozdener's (2008), beginner learners may benefit from interaction in case they share the same L1, are familiar to each other, and are able to interact in pairs, instead of bigger groups with more people. This study tried to attend to that with the intent of maintaining the most favorable and natural environment for oral interaction.

The institution where data were collected for this study graduates its high school students with a technician diploma. That is why we referred to that as a technical school. To conclude the high school program, students must complete the mandatory technical courses to graduate. In that regard, English is essential to them because there is a vast intellectual production related to their technical areas published in English. An example is machine manuals that most times have to be translated to be understood. In addition, the machinery in the laboratories used by the technical disciplines presents buttons and written instructions in English. Hence, learning English is relevant to their technical areas.

Besides that, in the institutional Pedagogical Project (IFSC, 2012), English is presented as fundamental in other courses. Likewise, the institution offers exchange programs, which require a foreign language, being English the most popular one. On top of that, 86,8% of the participants declared that they liked studying English and 94,7% reported that they considered English important for their personal, academic and professional lives.

As the researcher of this study, I introduce myself as a participant as well: a teacher-researcher²⁵. I elaborated on the design of this study based on my readings during undergraduate and graduate school and identified the need for such an investigation. Along the way, I wondered if I should do it with other teachers or if I should be part of the study and collect data from my own students. On the basis of theoretical discussions

²⁵ The term teacher-researcher refers to the fact that I was the English teacher of this group of participants and, at the same time, I was a researcher investigating issues pertaining to their context. In relation to that, we acknowledge that 'teacher-researcher' may be a loaded term that requires literature grounded delineation. Yet, a discussion on its theoretical basis was not considered essential at the time being. Anyhow, for a full discussion on the term, we recommend Fagundes (2016).

in language learning studies, there are advantages and disadvantages regarding both situations. On one hand, a disadvantage would be the possibility of biasing the study. On the other hand, an advantage could be having a close rapport with the context being investigated (González-Lloret, 2012a, 2012b, 2013, 2014). Ultimately, I opted for being a teacher-researcher with knowledge of the context of investigation.

3.4 Resources and Instruments

The data collection in this study required a mobile device in which participants had previously installed the app *WhatsApp*. In addition, it was also possible to open the application on a web browser on a computer (e.g. *Google Chrome*, *Internet Explorer*, *Mozilla*, *Safari*), as long as participants had already installed it on a mobile device. Concerning that, participants were questioned in advance and stated preferring to use their own devices, dismissing the necessity of using the school computers. Since the app *WhatsApp* is free to download and all participants had already installed it on their phones, accessing this technological resource was simple and easy. All the participants accessed the app from their phones and developed the activity according to the teacher-researcher instructions described in the Procedures for Data Collection section, in this chapter.

Besides the app installed on the participant's smartphones, the research also required a few visits to the computer laboratory of the school. From the three instruments of the data collection, that is, (a) the profile and perception questionnaires, (b) the online interaction on the app, and (c) the oral interviews, two of them were attended to in the computer laboratory of the school where the research was carried out. In effect, the profile and perception questionnaires were made available on *Google Forms* because of the easy sharing and handling. Thus, the teacher-researcher took the participants to the laboratory to answer them under supervision. Another reason was that participants could ask questions or solve doubts in case they had any.

For the questionnaires, *Google Forms* were used because participants were familiar to working with the multiple resources on *Google Drive*, which facilitated the data collection for the questionnaires. The interviews were also carried out in the computer laboratory because of the location of the room, which provided a calm and silent environment in the school context, creating a convenient context for this instrument application. To continue the understanding of the steps organized for data

collection, the descriptions of all the instruments were presented in this section, following the order of their application.

Firstly, participants had responded to a personal information questionnaire that helped the teacher-researcher understand characteristics of the group. It was considered an instrument of data collection because it elucidated aspects related to who the participants were, the sort of experience they had had with English prior to this research, and their perceptions regarding their levels of English considering different skills – reading, writing, listening, speaking, grammar, vocabulary. As aforementioned, it was applied to the group on a regular class day, in the computer laboratory, in a *Google Forms* platform. The information from this questionnaire was presented in the description of the participants in the previous section. The personal information questionnaire as well as the participants' answers can be seen, respectively, in Appendix 3 and Appendix 9.

Secondly, participants did the activity on *WhatsApp*. The main instruction was for them to interact orally by recording messages to each other, but they were also encouraged to write messages or use emoticons, images, short videos, GIFs, or anything that might help them to negotiate meaning with one another in terms of multimodal communication.

The participants' online oral interaction resulted from the application of this specific activity, which was described in more details in the section 3.5.3 *WhatsApp* Activity for Online Oral Interaction, in this chapter. After its application, the teacher-researcher transcribed all the interactions for the analysis of their main characteristics. All the transcripts were made available in Appendix 8, along with the Transcription Conventions in Appendix 7. In turn, the specific activity used for data collection is available in Appendix 6.

Thirdly, participants responded to a questionnaire with closed- and open-ended questions, concerning their views on the activity proposed on *WhatsApp* for online oral interaction. The questionnaire asked participants to explain their perceptions about the design of the activity proposed, its main purpose, and how they felt throughout its development. The main focus of this instrument was to allow space for participants to expose their views on how interaction happened in the online activity and how the affordances of the application might have impacted on the performance of the activity proposed (see Appendix 4 for the Perception questionnaire and Appendix 10 for the same questionnaire with the participants' answers). Certainly, their perceptions enlightened the analysis of the online oral interaction scripts (Appendix 10).

The final instrument of data collection was an oral interview, with the purpose of further developing and understanding the participants' perceptions about the interactions on *WhatsApp*. This instrument helped to elucidate the analysis of the online oral interactions, but most especially it brought insights from participants on the development of the activity proposed as a whole (see Appendix 5 for the interview questions and Appendix 11 for the participants' interview transcripts).

The next section justifies the use of the app *WhatsApp* as the technological resource supporting the main instrument of data collection used in this study. Indeed, it elaborates on theoretical groundings to endorse its selection.

3.4.1 *WhatsApp*: Rationale and Theoretical Background

WhatsApp is an instant messaging application for smartphones and computers. In addition to text messaging, users can send emoticons, images, videos, files, contacts, offline and online GPS²⁶ locations, audio messages, among other features such as creating specific interest groups for exchanging messages and information, and making *WhatsApp* calls with or without video (*WhatsApp*, n.d.).

The app has been very popular, with user base crossing the 250-million mark (see Dassanayake, 2018; Mogg, 2013; Statista, n.d.). A special reason for the popularity of the app is the possibility of sending messages without paying fees for the resource itself (Winkler, 2013). The app is so popular in Brazil that some phone companies have even provided free access to the application without consuming users' data (e.g. if a user pays for 4GB of internet access per month, some carriers may allow the use of *WhatsApp* without consuming from the 4GB data available)²⁷.

In addition to its general popularity, the main reason that we chose the app *WhatsApp* for this research was that all its participants already used it prior to the research data collection. Nowadays, it is typical to see students exchanging messages through *WhatsApp*. As a matter of

²⁶ Global Positioning System (definition based on Collins Dictionary).

²⁷ This information derived from advertisement and may change from time to time according to carriers' promotions and sales.

fact, in the institution where this study took place, each class creates a *WhatsApp* group for exchanging information related to the classes and school activities²⁸, besides being also used for entertainment. That may be explained by the possibility of exchanging videos, pictures, audio, GIFs, GPS location, files, among other resources, with the aim of communication, experience sharing and entertainment. Considering these details, participants were asked prior to the research if they were familiar with the app and if they had a smartphone to bring to the English classes. This was not only for the research specific activity, but for all the classes, since we used multiple online resources for the English activities (e.g. online dictionaries, *Kahoot!*, *Google Forms*, *Facebook*, *YouTube*, *Google Documents*, among others).

Although *WhatsApp* is a common communication resource used by students, it is still little explored in research, as stated by Leite and Silva (2015). The app characteristics facilitate its use for pedagogical reasons and may enhance learning by motivating them. As claimed by Barr, Leakey, and Ranchoux (2005), an important factor when employing technologies in the classroom is that learners feel comfortable using it, so that their oral performance may be less or not at all affected. Furthermore, attention can be allocated fully to the activity itself, since learners already master the use of the *WhatsApp* affordances.

Castrillo *et al* (2014) and Castrillo, Martín-Monje, and Bárcena (2015) used *WhatsApp* for a study that aimed at drawing on digital resources learners already used and redirected them for an educational purpose. The authors pointed out that the use of *WhatsApp* provided more interaction opportunities for learners. The authors identified that learners were more motivated to develop the activities proposed online improving the regular classroom routines.

Another reason to opt for *WhatsApp* was that it works on all major smartphone models, regardless of their operating systems – *iOS*, *Android*, *Windows*, *Ubuntu* (Castrillo *et al*, 2014; Statista, n.d.; *WhatsApp*, n.d.). It also works on tablets and personal computer screens,

²⁸ Although there is a law in Santa Catarina state that prohibits the use of cell phones in state school classrooms, the institution where this study took place assumes a different position. After discussions with the whole school community, the institution decided that each teacher is allowed to determine on the use of cell phones as a pedagogical resource. Most especially, if its use is for didactic purposes, it is even encouraged rather than banned. The referred law is the Lei n.º. 14.363, from January 25th, 2008.

making access easy in any computer laboratory, educational context or personal devices.

Since the objective of this research was to characterize online oral negotiated interaction to promote language learning among beginners, *WhatsApp* presented all the resources needed for data collection. Additionally, the use of a usual resource in students' lives may facilitate the management of the oral production activity, allocating efforts to the target language itself.

However, some studies pointed out that most of the *WhatsApp* use applies to purposes other than educational, such as chatting, entertainment, general information, which may cause procrastination, distraction and lack of concentration (e.g. Boyd, 2007; Kuppuswamy & Narayan, 2010; Yeboah & Ewur, 2014). Nonetheless, the purpose of this research involved using *WhatsApp* for a specific activity, mainly regarding oral production in English, with a limited amount of time. Hence, it successfully directed its participants to accomplish an activity and present an outcome as a conclusion.

Another downside that has been claimed related to the use of *WhatsApp* is a negative effect on students' spelling and grammar construction of sentences (Yeboah & Ewur, 2014), since it is used for informal communication. Despite that, this study entails the understanding of interaction among beginners in terms of negotiation of meaning and interactional moves to get a message across with basic language knowledge. Therefore, spelling, grammar, and vocabulary mistakes were not accounted for in this research, unless they were affecting interaction, which was not the case, according to the data collected and analyzed. On top of that, any chat app or website presents the same characteristic. Indeed, we strongly believe that it is the informality of the interactional situation in its context that may promote it, instead of the app itself.

Although research has shown negative results related to the use of chat application such as *WhatsApp*, students' perceptions can differ from that. Researchers have found that the use of mobile technologies in language classes opens new venues for interaction and learning (e.g. Kim *et al.*, 2013). In some cases, students perceived that they became more willing to carry out activities when using any social media, as the app *WhatsApp* (e.g. Bouhnik & Deshen, 2014; Plana, 2013; Salem, 2013). Moreover, increased participation in a community of practice promoted by digital resources can result in greater proficiency in language (Norton, 2000) and other content areas.

Salbego and Tumolo (2015) found that students perceived digital resources use as beneficial for language learning. Investigating the case of *Skype*, research participants perceived more development of listening and speaking skills since the resource allows for synchronous communication online (Salbego & Tumolo, 2015). Participants also claimed to feel more comfortable producing the target language and interacting through *Skype* compared to face-to-face contexts.

By the same token, Poza (2005) investigated the influence of a computer voice conferencing environment (*Wimba*) on learners' anxiety when speaking in a foreign language and identified less anxiety in participants' perceptions when interacting orally through digital resources compared to face-to-face.

Among a variety of technological resources options, *WhatsApp* has the general positive aspects of easy access and familiarity. In addition, it may influence positively language learning (e.g. Amry, 2014; Aragão, 2017; Aragão & Lemos, 2017; Bouhnik & Deshen, 2014; Castrillo *et al.*, 2014; Castrillo *et al.*, 2015; Fonte & Caiado, 2014; Kaieski *et al.*, 2015; Leite & Silva, 2015; Plana *et al.*, 2013; Rambe & Bere, 2013; Salem, 2013; Souza, 2015; Susilo, 2014). Considering that, this research tried to aggregate an educational purpose to the app that was already known and used by its participants. In effect, it proposed a speaking activity for them to interact orally online, allying the use of technologies in educational contexts, specifically for language learning.

In conclusion, this section presented arguments about the selection of the *WhatsApp* app as a research instrument by putting together a rationale derived from research that has analyzed the use of the app for educational purposes. We pointed out a few negative aspects, and stated that we found the positive ones more relevant for the particularities of our study. We claimed that the use of *WhatsApp* for online interaction in language classes may be beneficial for learners as long as it is guided and clearly instructed. With that in mind, the pedagogical activity for this study is one of the topics presented in the next section on the procedures for the data collection.

3.5 Procedures for Data Collection

This section describes the procedures for the data collection. For the organization of the multiple steps to be described, they were grouped in separated subsections with detailed explanation.

3.5.1 Initial Explanations and Consent Terms

Three weeks before the data collection, 38 students from a classroom group were invited to participate in the study. The researcher explained the main objective and handed out the consent terms (Appendix 1) to be read and signed. Since all participants were underage, their parents or legal guardians had to sign consent terms. Additionally, the participants themselves signed a document required by UFSC Ethics Committee, named *Termo de Assentimento* (Appendix 1). The institution of data collection also signed a term stating the consent and the awareness about the research to be carried out. All the documents were signed and received by the researcher before the data collection.

The teacher-researcher informed the participants before the signing phase that initially they could not be told which classroom activity specifically was going to be used for analysis. They would only know it by the end of the school year, on the last day of class. This is because of the validity of the results found in this investigation. According to Shekary and Tahririan (2006, p. 570), when “learners are not aware of the focus of the research, the observations generally reflect their natural behavior and interactional patterns”. Thus, in our study, we considered that because the participants did not know the specific activity to be used for data collection, it could increase the chances for having a more naturalistic occurring class activity. In doing so, ecological validity may have been increased as well (Cohen, Manion & Morrinson, 2000).

On the day of the collection for the study, 35 students were in class. The teacher-researcher provided instructions in Portuguese, explaining the activity proposed. It was emphasized that instructions and guidance were allowed during the activity, not only if asked to the teacher, but also to their peers who had the same image. That is, they could talk to each other in case they were physically close, but exceptionally with the ones holding a different image. This would help to guarantee the physical distance between the components of the groups, thus creating the necessity of online communication.

In addition, the possibility of asking questions and interacting in person as well might have helped to maintain more similarity to a natural context situation, possibly keeping participants’ affective filter low by promoting a comfortable environment for the proposed activity.

3.5.2 *WhatsApp* Groups: Pairing and Trio Formation

After the initial instructions, the 35 participants formed pairs or trios to interact on *WhatsApp*. The instructions were in Portuguese, although the teacher-researcher spoke some sentences in English and explained them in Portuguese to make sure that everyone understood the instructions.

Although the proposal was to create pairs, there were some students asking to form trios, bearing in mind that one participant had cell phone limitations and the others claimed to feel more comfortable working in such disposition with the peers that they selected. The teacher-researcher agreed to try to maintain the positive disposition and the willingness to develop the activity as they wished. Additionally, since this study aimed at being as close as possible to a natural-occurring classroom activity, this situation resembled classroom activities as they usually occur, especially working with the age group of these participants: adolescents.

Each pair or trio selected their peers and created a *WhatsApp* group on the app. Then, they added the teacher-researcher, so that access to the audio files, written messages, and other multimodal communication was facilitated. Initially there were 35 participants, making 16 pairs/trios working in 16 *WhatsApp* groups. During the analysis, it was considered that one pair needed to be excluded, because the participants' messages had no time lapse between them. Another reason was that some of the messages sent were recorded at the same second by different participants of the pair. Consequently, the data from this pair was not included in the analysis. Therefore, there were 33 participants organized in 15 pairs and trios to interact online: 12 pairs and 3 trios, to be specific.

Before they started interacting, the groups were separated into two rooms. After initial instructions, the pairs and trios could choose other places to go, on the campus, to be physically separated or away from one another. As a matter of illustration, Student A and B formed a pair, so Student A went to Room 1 and Student B went to Room 2. In the case of the three trios, two students used one cell phone and described the same image, for example, Image A, and the other student used another cell phone in a separate environment to describe Image B. In the sequence, the teacher-researcher made sure that the activity was running smoothly. After about 5 minutes of the beginning of the activity, participants were free to wander on campus, where the teacher-researcher could see them, as long as they did not stand close to their pair or trio partners. The

objective was to maintain students belonging to the same pair or trio in different physical spaces.

For the participants who decided to stay in two pre-allocated rooms, the correspondent images were displayed on the board with a projector. This emphasized that they could communicate and exchange ideas with one another beyond the *WhatsApp* group, as long as they were in contact with participants who were describing exactly the same image. They were asked not to communicate with the members of their pairs or trios out of the app for any reason during the 30 minutes allocated to the activity.

The teacher-researcher was alternating from one place to the other to make sure the activity was running as planned. In fact, most students decided to remain in the rooms that were pre-selected for the activity. Consequently, that facilitated the check-ups and the assistance provided by the teacher-researcher and the peers holding the same image.

3.5.3 *WhatsApp* Activity for Online Oral Interaction

Regarding the organization and the instructions about the activity, the teacher-researcher provided an example by naming the participants as Student A and Student B. It was explained that Student A would receive Picture 1, while Student B would receive Picture 2. The pictures were similar, but they presented at least 8 differences, which required some attention to identify.

This type of activity is popularly called ‘spot-the-differences’. The objective was to promote oral interaction in English by using *WhatsApp* with their pairs or trios, by recording audio messages, to describe and find at least 8 differences, although the images had about 12 differences. More details and further explanation about the activity were provided in the analysis section, Chapter 4, due to the fact that it was more suitable to make details involving the activity clearer along with the data analysis and excerpts from the interaction among participants.

The time to carry out the activity was limited to 30 minutes; this time was set based on Yanguas (2010)²⁹ and on the pilot study carried out

²⁹ As presented in Chapter 2, Yanguas (2010) analyzed online oral interaction. The author set 20 minutes based on the previous piloting of the activity where most dyads finished within this period. Concerning that, we decided to add 10 minutes to the suggested time since our learners were beginners, while

for the qualification exam of this investigation. The picture used for the activity can be seen in Appendix 6, in which we added the lesson plan, as well as in chapter 4, as part of the initial explanation preceding the analysis of data.

The activity could be described as an information-gap and/or jigsaw task³⁰. In the former, each of the interactants had part of the answers and they needed to share information and negotiate meanings to accomplish the outcome. In the latter, each interactant held a different piece of information and supplied or requested this information as needed to complete the task. Each person was also asked to request and supply information because, without such an exchange, there would not have been a reasonable expectation that they could identify the minimum of eight differences between Images A and B. In addition, the jigsaw activity allowed participants to seek, hold and exchange information as they saw fit.

The activity proposed for this study could be seen as a task, pertaining to a Task-based Approach (Ellis, 2009). However, it did not follow strictly the steps that the concept of a task may include in SLA (Ellis, 2003; Nunan, 2004; Willis, 1996). In fact, we believe that a combination of different approaches to SLA may attend to a plurality of learning styles in different moments and learning contexts and that explains why we decided not to approach the activity proposed necessarily as a task.

Three similar activities were developed throughout 3 months of data collection, although with different images. The intention was to hide from the participants which activity would be analyzed in the study. Data from the first activity was used because we understood that it would be more reliable in terms of naturally occurring classroom events. For the second and third similar activities, students were more trained on how to proceed and interact. Participants were told about the actual activity to be used when the data collection was over, that is, by the end of the school year of 2017.

For interacting orally on *WhatsApp*, the pairs and trios were instructed to communicate by recording audio messages in English,

Yanguas' (2010) were intermediate learners. In addition, our study included the logistics of the activity that required moving from place to place.

³⁰ For further and detailed information, we suggest Golonka, Tara and Bonilla (2017) for examples and definitions of information-gap and jigsaw tasks. We also recommend Ellis (2003), Nunan (2004), and Willis (1996) as ground readings about the Task-based Approach in SLA.

describing what they could see in their images, and finally defining a minimum of 8 differences identified as a consensus. As formerly explained, they were allowed 30 minutes for this activity (Yanguas, 2010). Participants were also instructed that they could resort to multimodal communication as they wished. They could use different modes of multimodal semiotic means (textual, visual, aural), such as written messages, images, emoticons, GIFs, videos, etc., or any other communicational resources that they found suitable to help negotiate meanings.

The *WhatsApp* activity was not intended to be a competition, but naturally the participants demonstrated willingness in finding the minimum of 8 differences faster than the others, as noticed by the teacher-researcher. In spite of that, identifying the differences was not the main concern of the proposed activity; it truly aimed at promoting online oral negotiated interaction. In fact, the real intent was to make participants have a reason for interacting orally online.

3.5.4 Expected Outcome for the Online Oral Interaction on *WhatsApp*

By the end of the activity, participants were expected to make sure that all the differences found in the pictures were registered in the interactions, in each of their *WhatsApp* groups. If possible, a consensus about the differences should be reached through the online interaction, most especially the audio-recorded messages. In the same line, participants were encouraged to describe the images in full details to their peers, thus facilitating the identification of the distinctions.

3.6 Procedures for Data Analysis

The teacher-researcher transcribed the oral interaction from the app *WhatsApp*, separating them per dyads or triads, and then saving them into computer audio files. Each pair or trio had created a *WhatsApp* group and added the teacher-researcher as a participant. This facilitated access to the files from her own smartphone. Afterwards, the teacher-researcher accessed all the participants' interaction, saved it and transcribed the interaction for later analysis. The transcription was done by listening to

the audio files in the *VLC Media Player*³¹ and copying message per message on a separate *Word* file for each pair or trio (see the transcriptions on Appendix 8).

The teacher-researcher decided to use the computer app *VLC Media Player* because it plays most types of files, differing from other regular software that are already installed in any computer. *VLC Media Player* was free and easy to download. Sentence by sentence was heard, repeated two or more times when necessary, and transcribed in the form of text in *Word* files.

A print screen of each *WhatsApp* group interaction was registered, showing each recorded audio, its time and duration, as well as the multimodal interaction (textual, visual, aural). The print screen images were saved as JPEG³² images. Along with the audio files, the research had to check all the print screen images in order to check which messages were quoted and, mainly, to check if multimodal means of communication (textual, visual, aural) were used during the interactions. The print screen images were not displayed in the appendices to protect participants' identities. Considering the purpose of this research, the print screen images would not add new or essential information.

Concerned with the identity protection, we addressed fictional names to the participants and respected their utterances when transcribing their audio-recorded messages. In relation to naming the participants, careful attention was dedicated when assigning fictional names to them to protect their identities. Besides that, the researcher sought to transcribe their sentences exactly as they uttered them, in a way that nothing was added or subtracted. A convention was created based on Ostermann (2012) for the transcriptions since no previous coding system adapted perfectly well to the specificities of this study (see Appendix 7).

The data analysis was interpretive and descriptive (Matos, 2011). The teacher-researcher selected excerpts based on how they illustrated the

³¹ The *VLC Media Player* is a free software downloadable online. We were not able to identify what the acronym VLC stands for.

³² The term JPEG used in this study refers to a file format for images. It is the abbreviation for 'Joint Photographic Experts Group' (definition based on Collins Dictionary).

main characteristics found in all the dyads and triads *WhatsApp* interaction. Effectively, the excerpts were described and then interpreted, following the characteristics identified, which were determined based on the frequency and relevance of their occurrences among all the dyads and triads. Data were analyzed based on the theoretical review discussed in Chapter 2. Emphatically, the grounds of the Interaction Hypothesis (Long, 1981; 1996), its weak and strong versions (Compernelle, 2015), and the negotiation of meaning models (Jungmi, 2003 ; Smith, 2003; Varonis & Gass, 1985) were the topics that informed every aspect of the analysis. In addition to that, the studies on online interaction and the ones that included the app *WhatsApp* also gave insight into how we looked at the data.

Data could have been analyzed from different perspectives, such as Discourse Analysis, Mobile Learning, Task-based Approach, Cognitive Approaches, Conversation Analysis, among others, but the intent of this study was to carry out the analysis from an interactionist perspective, as reflected in the objective and research questions of this study. The main intent was to interpret and describe characteristics of online oral interaction, although there are many possible views, theoretical backgrounds and research to support different analysis of the same data collected.

The main characteristics of the online oral negotiated interaction through voice-recorded messages on *WhatsApp*, among beginners, were noted and then analyzed. Additionally, other means of multimodal communication were examined in combination with the main aspect target in this research: the oral interaction. After that, common characteristics were identified by comparing the transcripts.

As a result, the most recurring characteristics were selected based on their frequent occurrence or meaningfulness in the online oral interaction among participants. To illustrate, examples from the transcripts were selected to be included in the analysis section as excerpts from each interaction, according to the characteristics identified. Primarily, overall characteristics were presented. Then, each relevant aspect was reported in its own section in the analysis, Chapter 4.

Negotiated interaction was a central aspect in this study, as it will be shown in Chapter 4 - Analysis. This led to the accountability of turn-taking and its characteristics in the interaction proposed. Hence, a ratio of turns was calculated in order to make the data from all dyads and triads comparable. The number of total turns, number of turns per interactant, number of oral turns, written turns, long turns, short turns, activity-related

and non-activity related turns were all calculated. In concern to that, the comparison aimed at looking at characteristics of turn taking in terms of number and types in the interactions to see if they played a role in the characteristics being described.

According to Smith (2003), the number of negotiated turns may be sensitive to the quantity of discourse produced per dyad. Because of that, this study presented the raw numbers of turns, negotiated turns, and numbers of turns negotiated relative to total turns for all dyads and triads across all interaction. In this way, it was possible to determine the relative amount of negotiation that occurred while the interactants were engaged in interaction.

The researcher also noted and analyzed how the affordances of the technological resource played a role in the interaction by considering the app features and how the participants made use of them to negotiate meaning while interacting online.

In what concerns the profile and the perception questionnaires, the teacher-researcher copied each participant's answer to every question in a way that all their answers to the same question were placed together. That facilitated the analysis in terms of checking which aspects were recurrent and, consequently, stood out to characterize their answers. In the questions that had limited options, *Google Forms* itself provided graphs with the percentages (Appendix 9 and 10).

Concluding, the teacher-researcher transcribed the oral interviews. Along with the participants' answers on the questionnaires, the teacher-researcher grouped their answers per question to facilitate the analysis. This way, the researcher could compare the participants' perceptions and decide which major topics were recurrent and meaningful to bring to the fore as examples in the analysis chapter.

3.7 Summary of the Chapter

Chapter 3 presented an overview of the study design, participants, setting, instruments, and procedures for data collection and analysis. Additionally, it gave a special attention to explaining the selection of the app *WhatsApp* as part of the instruments. Most importantly, it described the specific details regarding the data collection system and data analysis procedures.

In turn, Chapter 4 continues the elaboration of what the study of online oral negotiated interaction among beginner learners of English on *WhatsApp* was. Essentially, it explains the main characteristics identified

with the support of excerpts of interaction from the participants. Therefore, Chapter 4 - Analysis represents the hands-on part of the theoretical and methodological reasoning provided so far in the present chapter.

Chapter 4 - Analysis

This chapter presents the analysis of the online audio-recorded negotiated interaction collected during the *WhatsApp* activity. Along with that, it presents the analysis of multimodal interaction, specifically in written format, which was the major communication resource used besides the online audio-recorded messages.

As evidence, the chapter brings examples of participants' excerpts of interaction to illustrate the characteristics and categories of analysis identified as the most relevant in this study. The analysis of the interactional extracts refers back to long-held theoretical groundings in SLA about interaction, discussed in Chapter 2 - Theoretical Background, in order to point out how the findings of this study may add to the understanding and interpretation of interaction among beginner learners of English as a foreign language with the aid of a technological resource: the app *WhatsApp*.

As mentioned in Chapters 1 - Introduction and Chapter 3 - Method, the general objective of this study was to analyze characteristics of online oral audio-recorded negotiated interaction among beginner learners of English, considering the affordances of the smartphone application *WhatsApp*. In turn, the specific aims were to (1) analyze the role played by the affordances of the app *WhatsApp* in the negotiated interaction characteristics of beginner learners of English considering the existent negotiation of meaning models; (2) unveil which communication resources – multimodal (textual, visual, aural) – were used by the participants to assist their oral interaction online on *WhatsApp* and how such resources may have interplayed with the online oral audio-recorded negotiated interaction; and (3) describe and interpret learners' perceptions of the online oral audio-recorded negotiated interaction considering the activity proposed on *WhatsApp*.

Bearing in mind the objectives of this study, firstly Chapter 4 - Analysis addresses general and prevailing characteristics identified in the online interaction. Then, it focuses on detailing specific aspects related to negotiation of meaning routines interpreted from the data collected for this study. After that, it explains episodes of Split negotiation routines, which were a major aspect of the interactions found in this study. It also attends to Quoted and Written turns that were interpreted as a way of negotiating meaning, taking into account the affordances of the application *WhatsApp*.

Indeed, for the analysis of the main characteristics of online interaction in the terms of this study, 18 excerpts were selected as cases to illustrate the discussion proposed. These excerpts were considered as examples because they met the research objectives of this study and represented clearly the main characteristics identified.

As a final part of the analysis chapter, through the analysis of the questionnaires and interviews, this chapter presented the participants' perceptions of online oral interaction in the activity proposed, regarding the affordances of the app used as well. In fact, it brought excerpts of the participants' answers on the questionnaire and comments on the interviews. These exemplified the interpretation proposed on their perceptions of how they did and felt during the development of the online activity on the app.

To conclude, along with the analysis and discussion of excerpts, we reinforced the arguments supporting the main thesis claimed in this study: negotiated interaction may happen throughout the interactional moves, instead of solely during language breakdowns. This may elucidate ideas presented in Chapter 5 - Discussion, in which we elaborated on possible interpretations for the data analysis in this study to justify its main thesis in all respects of the categories and characteristics identified, under the light of SLA long-stated claims.

4.1 General Analysis and Prevailing Characteristics

Throughout the online oral audio-recorded interaction, participants were able to accomplish the main objective of the activity proposed, which was to identify differences in two similar images by describing them orally to a partner or partners. The class content was 'Describing a picture orally online to review present simple tense there is/there are', according to the lesson plan available in Appendix 6. As an outcome, participants described details of what they saw in each image; they found an average of 5 out of 8 differences³³ among their images; they

³³ According to the original activity proposed in the textbook from which the activity was taken (Cunningham & Moor, 2014), it was possible to find eight differences between Picture A and B (Appendix 6 or section 4.2 in this chapter). However, we identified 12 differences. Considering the limited time of 30 minutes allocated during the regular class for the online oral activity on *WhatsApp*, we decided to instruct participants to try to find as many as possible, aiming at a minimum number of eight, as instructed in the original activity from

interacted mostly orally by recording audio messages to their partners; they reached agreement in relation to possible differences that they had identified.

For the purpose of this study, the interaction aimed with the proposed activity met the objective of the data collection, which was to gather the closest possible to naturally occurring samples of a regular class online oral interaction. The main objective of the study was to identify and interpret its main characteristics, especially concerning negotiated interaction, addressed mostly as negotiation of meaning in the SLA literature. As for terminology, this study used both negotiated interaction, meaning negotiation, and negotiation of meaning interchangeably, considering them synonyms.

Overall, the interaction was mostly descriptive since the objective of the activity was to present to each other what they saw in the images to then identify dissimilarities. The items available in the images brought up vocabulary that the participants had previously studied in the English classes, in the same group and school year of the data collection. As part of the course English as a Foreign Language I (IFSC, 2012), participants studied a unit named 'The place where I live', in which they studied how to label and characterize aspects such as places, people, animals, vehicles, objects when describing an area for identification purposes. This unit was elaborated by the teacher-researcher grounded on the contents proposed in the original course plan of the institution for the subject English as a Foreign Language I (IFSC, 2012) (see Appendix 12 for more details).

In addition, the participants of this investigation studied grammar topics like the present tense, the verb 'there is/are', articles, countable and uncountable nouns, determiners, among other topics, which could help them with the description of places. Therefore, supposedly, they were familiar with the vocabulary they needed to describe the images to each other. By any means, this study did not aim to account for vocabulary learning since its focus was on characterizing online interaction.

The activity on *WhatsApp* was planned as part of the first module of the mandatory course English as a Foreign Language I (IFSC, 2012), specifically the one in which participants have to study present tense to be able to cope with the activities that demand the use of this verbal tense.

Specifically, they focused on the study of the verb *there is/there are* in the present tense to give them tools to understand that descriptions of places in English are mostly done with that verb instead of 'have', which they typically confuse because of the Portuguese influence on their language learning abilities. Before the activity on *WhatsApp*, this group of students had done three activities describing where they live, study, a place they like, and famous places around the world. In this sense, the spot-the-differences activity proposed for data collection in this study required the ability of describing a place along with its components, such as buildings, houses, vehicles, people, animals, plants, landscape, and so on.

Considering the activity proposed and as it fits the program of the course English as a Foreign Language I (IFSC, 2012), the analysis described in this section concentrated on general characteristics of all the participants' interactions. In effect, we now present the total number of turns per dyad or triad; the number of turns per participant in each pair/trio; if the turns were oral, written or with other multimodal resources (images, emoticons, sounds, videos, GIFs, memes, etc.); if they were short or long turns; if they were content or non-content related. Essentially, these aspects shed light on the objective of this study analyzed, later on, intertwined with the characteristics of online oral audio-recorded interaction, especially pertaining to aspects of negotiation of meaning.

The definition of turn for this study was based on the theoretical groundings of Conversation Analysis (CA), since it is indeed a construct well established and discussed in this area. Although we did not proceed to carry out an analysis on the basis of CA, we found that some concepts, such as the one for turn, to have solid basis and for that reason, to help us to describe what we meant for in this study. In this line of thought, Freitas and Machado (2008) define a turn in accordance with Schegloff (1992, as cited in Freitas & Machado, 2008), explaining that it consists of a segment of speech uttered by a conversation participant, and it can consist of a phrase, a clause, a sentence, isolated words, or prosodic resources.

As for the turns in this study, we counted as a turn each time participants made a statement during the activity in the app *WhatsApp*. The turns consisted of a phrase, a clause, a sentence, or isolated words; these could be separated or in combination. Therefore, each time that a participant posted a message in the terms just described, we considered it a turn. This allowed us to have an accountability of the number of turns per dyad or triad, besides allowing us to look at these numbers per participant and in general terms. Although this accountability was not a

central focus of the study, it certainly helped us in the interpretation and in the delineation of the bigger picture of our data.

The results from this initial approach to the data showed that the average number of turns was 15 per participant, being that the total number of turns was 479. Out of this, 422 oral and 57 written, not counting greetings at the beginning and the end of each interaction. The data also showed that participants had a similar number of turns in their pair/trio work, being 15 turns the average per pair or trio. The majority of the participants (31 out of 33) had mostly oral turns; the two pairs who had more written than oral turns seemed to have decided to register in a written format all the differences they found between the images. They interacted orally on *WhatsApp*, but they wrote about the differences identified as if to make sure or to emphasize them. That may explain why these two pairs had more written than oral turns.

Most of the Written turns (43 out of 57) involved the confirmation of differences found between the two images and a few were used for other purposes, such as (a) to check new vocabulary (n=4); (b) make self-correction (n=4); (c) greet partners (n=2); (d) report technical problems (n=2); (e) ask for repetition (n=1); and (f) announce the conclusion of the activity (n=1). Table 6 illustrates the numbers described:

Written Messages	Number of Times Used
Confirmation of differences found	43
Vocabulary checking	4
Self-correction	4
Greetings	2
Technical problems	2
Asking for repetition	1
Concluding the activity	1
Total number of written turns	57

Note. Table 6 presents the distribution of Written turns, according to use in this study by its participants.

Considering multimodal interaction, the paralinguistic aspects (Jungmi, 2003) - emoticons, onomatopoeic words, and punctuation – were irrelevant in this study; there was only one situation in which one participant used a sad or puzzled face (._.) because he was having internet problems and he wanted to expose the situation and his feeling to his peers.

As concerning sounds (onomatopoeic words), they were transcribed in the scripts of interactional analysis as eh hh, ah hh, hum mm (See Appendix 7 - Transcription Conventions). They were more likely hesitations and possibly represented the time while participants were thinking about what to say. Based on the data collected, we understood that they were showing the time while participants were looking for words to say, such as trying to recall a specific word or its pronunciation before actually pronouncing it. However, the onomatopoeic words were not a major characteristic playing a role in the interaction characteristics found in this study.

It is important to emphasize that our participants were beginners and all the sentences that they managed to make were syntactically less complex if compared to ones with embedded clauses or further elaboration, for example. Nonetheless, they were able to interact orally and find differences between their images in the activity proposed.

Despite the lack of complexity in terms of syntax, the results showed that it is still possible to promote oral interaction among beginners. They pointed to the fact that, in case the lesson plan is in consonance with other activities in the curriculum planning or in the program of the course to which they belong to, as it did in this study, learners may have at their disposal the vocabulary and skills needed to be able to interact. Considering the participants of this research, they had previously worked on the verb ‘there is/are’ and with descriptions of places. For that reason, it was estimated that they were language-wise prepared to do the *WhatsApp* activity in terms of vocabulary and description phrases using there is/are in the present simple, as well as other grammar topics already studied in class, along with the vocabulary preparation that they had in previous activities and classes.

After highlighting prevailing aspects observed in the online oral audio-recorded interaction regarding general characteristics of the online interaction in the activity proposed for the study, the next topic brings a description and interpretive analysis of particular characteristics found in this research in terms of negotiation of meaning.

4.2 Characteristics of Online Oral Interaction among Beginners on *WhatsApp*

This section presents the analysis of excerpts transcribed from the data collected for the study. The characteristics of the interaction are detailed and illustrated in agreement with the already existent meaning of negotiation models presented in Chapter 2 (Jungmi, 2003; Smith, 2003; Varonis & Gass, 1985). Firstly, we reviewed the models and their phases (Jungmi, 2003; Smith, 2003; Varonis & Gass, 1985). After that, we presented excerpts from the participants' interaction online on *WhatsApp*, along with their analysis following the well-established models. Additionally, we emphasize other characteristics found that not necessarily fit strictly the existent propositions identified in the SLA area.

4.2.1 Negotiated Interaction

All the participants negotiated meaning mostly in all their turns during the online interactions (see Appendix 8 transcriptions). However, their interaction presented different aspects if compared to existent proposed SLA theories and models. To try to explain this argument in a clear way, we approached interaction in the way long-claimed in the SLA field with the presentation of excerpts from the participants' interaction. Along with that, we inserted discussions and examples that ground the main argument of this study.

The discussion proposed in this section presents a debate to say that interaction may happen not exclusively during language misunderstandings or breakdowns but also during all interaction moves in which interactants are able to communicate their ideas. To start with, we reviewed the existing models to then explain and exemplify the concept of negotiated interaction for this study along with examples that justify it.

To recapitulate, Varonis and Gass' (1985) proposed a model whose phases are directly recognized in conversational interaction experiences that speakers from any language might have. Two other scholars in the area suggested alterations to this model, adding the Split negotiation routines (Smith, 2003), the Pushdown and Pop phases (Jungmi, 2003), as explained in Chapter 2. Since the initial model and its alterations have been vastly used in the SLA area to characterize interaction among language learners, this study incorporates the original and the alterations (new phases proposed) to the model in order to

understand thoroughly the online oral interaction among participants of this study.

Varonis and Gass' (1985) phases of negotiation described in the model appear in different moments of the online oral interaction in this study. A diagram representing it was built upon research investigating conversational interactions between NS (native speakers) and NNS (non-native speakers) and interactions among NNSs. It refers to face-to-face interaction and it does not specify if the NNS were in an ESL (English as a Second Language) or EFL (English as a Foreign Language) context. All in all, its categories apply to the findings in this study and were used to help characterizing interaction among participants in this research. Diagram 5 is repeated from Chapter 2 to remind the reader of its phases.

Diagram 5. Combination of Negotiation of Meaning Models for this Study

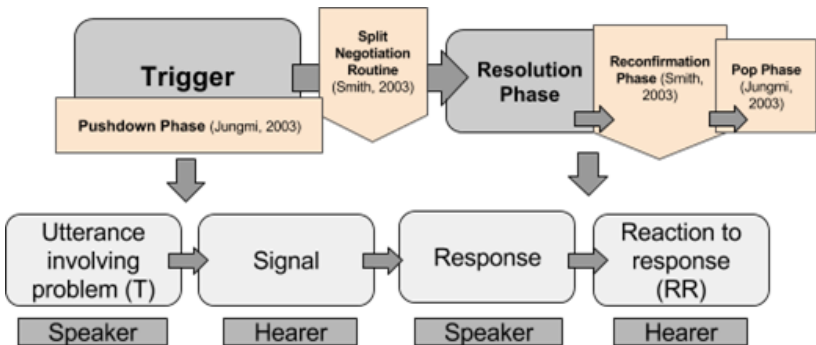


Diagram 5. Combination of models of meaning negotiation adapted for this study. Based on Bower (2011), after Varonis and Gass (1985), added the phases proposed by Smith (2003) and Jungmi (2003).

For this study, extracts representing the main characteristics found in the online oral interaction were selected for the analysis. The central features were defined according to their occurrences among different pairs or trios of participants. The characteristics found, according to the models studied, were also presented and commented along with the excerpts analyzed.

The excerpts in this chapter bring examples of negotiation of meaning that partially represent aspects of the models considered in this study (Jungmi, 2003; Smith, 2003; Varonis & Gass, 1985). Some of them

explicitly present the Trigger and the Resolution phase, which are the two main phases of the Varonis and Gass' model. However, some do not present a Reaction to the response. According to Varonis and Gass (1985), even in the initial model, this phase was optional. Further explanations were provided along with the excerpts analyzed. For the deviation of the phases proposed in the existent models, we explain and argue for our assumptions along this chapter.

Before initiating the analysis, it is worth examining the images used in the spot-the-difference activity. This way might facilitate the understanding of the excerpts provided as examples.



Figure 3. Images used in the spot-the-differences WhatsApp activity. From: Cunningham, S.; Moor, P. (2014). *New Cutting Edge. Starter. Module 4*. London: Pearson, pages 33 and 111.

For the data collection activity, participants were asked to describe one of the images to their peer(s) with the objective of spotting at least eight differences in a time period of 30 minutes. Participants formed pairs or trios in which the members were spatial and physically separated to interact through the app *WhatsApp*.

The activity was originally proposed in the textbook *New Cutting Edge*, level Starter. However, it was not aimed at being carried out with

the aid of a technological device. The main objective was to make students interact orally face-to-face; it was considered as a speaking task in the textbook (Cunningham; Moor, 2014). Nonetheless, this study adapted it to its objectives based on theoretical groundings that identified benefits in terms of language learning when uniting learning and technologies (e.g. Thomas *et al*, 2014).

To illustrate the characteristics of online interaction as found in this investigation, we used excerpts of the transcriptions from the *WhatsApp* activity. It is possible to have access to the full transcriptions in Appendix 8. To delineate specific aspects of the interaction features, we presented the excerpts in tables which show the number of the line that corresponds to each turn taken by the participants in their pairs or trios. In addition, we added the fictional names of whom was taking the turn. We also indicated the turn time and duration. The most important part in the transcriptions, the turn talk, shows the utterances in each turn of the participants. Finally, we pointed out if the content of each turn was characterized as negotiated interaction or not.

As in our first example for analysis, *Excerpt 1*, participants were talking about the location of flowers in each of their images; they were negotiating meaning about the word ‘bottom’. One of the participants provided another word, ‘down’, with the intent of helping his interactant. This group was a trio, being that Anthony and Henry were together, using the same mobile phone, while Cesar, who has a turn in *Excerpt 2*, was spatially away.

Excerpt 1 - Anthony, Cesar, and Henry

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
2	Henry	8:47	11s	((Lines 2 - 9 were recorded in the same audio file)) there are flowers (...) in (...),	Yes
3	Anthony	-	-	there are flowers in the bottom (.)	Yes
4	Henry	-	-	= bottom ? =	Yes
5	Anthony	-	-	= in the bottom . =	Yes
6	Henry	-	-	= bottom , yeah . =	Yes
7	Henry	-	-	is the right , bottom .	Yes
8	Anthony	-	-	in the right bottom (.) bottom is down .	Yes

9	Henry	-	-	down . you know , Cesar.	Yes
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In this excerpt, Henry and Anthony were recording their turns using the same mobile phone. That is why there is only one turn time on the table, at 8:47, with a long duration of 11 seconds. The participants were recording their initial messages to Cesar, their partner who was in another location. At first, they chose to talk about the existence of flowers and their respective location in the image.

Excerpt 1 also shows that this was the beginning of the interaction, since we provided here lines 2 to 9, which represent each of their turns. Additionally, *Excerpt 1* shows that all their turns were considered as negotiated interaction, because all the topics mentioned in each turn were addressed or attended to by the interactants. Nonetheless, negotiated interaction in these terms differ from assumptions held in SLA, which we continue to concentrate on in this chapter.

Regarding *Excerpt 1*, in Varonis and Gass' model (1985), the word 'bottom' could be considered the Trigger and the word 'down' was part of the Resolution phase. 'Down' was the Response to the Trigger. Although there was no Reaction to the response by Cesar in the Resolution phase, it seemed that participants understood each other regarding the position of the flowers in their images: they were not at the top; they were at the bottom of the images. Cesar assured the number of differences identified by considering the flowers comments by his peers. Later, Anthony added comments on the flowers that he could see in his image and Cesar acknowledges that by referring to the total number of differences identified so far:

Excerpt 2 - Anthony, Cesar, and Henry

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
39	Anthony	-	-	= there is orange flowers . the flowers are orange , blue and pink with a little of white . =	Yes
41	Cesar	9:06	2s	there are five differences .	Yes

Although it took a long time, from lines 2-9 until lines 39 and 41, the participants' utterances allow for the interpretation that they were in agreement and understood each other concerning the flowers displayed in each image. Cesar seemed to agree with that by stating the number of differences that they had identified so far, in *Excerpt 2*, line 41. The

participants continued talking about other topics to try reaching agreement in the differences identified.

Besides presenting aspects of the model by Varonis and Gass (1985), *Excerpts 1* and *2* can also be seen as a co-construction language event in the sense that participants helped one another to construct the sense of the message they wanted to portray. In *Excerpt 1*, Anthony decided to explain that the flowers were at the bottom and Henry complemented by positioning the flowers with the word 'right'. Assuming that 'bottom' could be a new or difficult word for Cesar, Henry provided another alternative word, 'down', and decided to use a message that could be interpreted as a Comprehension or Confirmation check (Foster & Ohta, 2005), 'You know, Cesar.' or as an assertion depicting that Henry was sure that Cesar already knew this word.

It is very possible that some participants were aware of some knowledge of their peers since they knew each other, chose their own interactants and had performed other academic activities together not only for the English classes but for other school subjects as well. In *Excerpt 2*, Cesar demonstrated that he was following the ideas exchanged during the interaction by stating the number of differences possibly identified so far.

Excerpt 3 also presented negotiation of meaning in the sense stated by traditional discussions in SLA, as Varonis and Gass' model (1985). In this excerpt, participants were trying to reach a consensus also about the flowers in the images. The word 'types' seemed to be a Trigger and it was possible to say that the Resolution phase was composed by the contextualization of the message as a whole, differing from the initial proposition in the model (Varonis & Gass, 1985). Nevertheless, the message that participants were trying to convey was certainly delivered.

Excerpt 3 - Daniel and Vivian

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
1	Vivian	8:47	6s	there is three types of flowers (.) three colors .	Yes
2	Daniel	8:48	2s	repeat , please .	Yes
3	Vivian	8:48	4s	> there is three types of flowers . <	Yes
4	Daniel	8:48	5s	in my image is (.) a garden .	Yes
5	Daniel	8:49	1s	there are three dogs .	Yes
6	Vivian	8:49	4s	> of flowers (.) three colors of flowers . <	Yes
10	Daniel	8:49	2s	what colors?	Yes

11	Vivian	8:49	6s	there are pink flowers , purple flowers and orange flowers . Q: what colors? ((Line 10))	Yes
12	Daniel	8:50	9s	> in my image , four flowers , color orange purple and pink . <	Yes
14	Daniel	8:52	2s	is a equal . Q: there are pink flowers, purple flowers, and orange flowers . ((Line 11))	Yes

In *Excerpt 3*, the word ‘types’ that Daniel may not have understood since he asked for repetition, represented the Trigger. Yet, the Resolution may have started when Vivian described the color of the flowers to show that they could represent well the word ‘types’. Therefore, the intent of communicating with Daniel to tell him that there were different colors of flowers was achieved even without solving the Trigger ‘types’ directly. The Reaction to the response was stated when Daniel responded to Vivian’s comment, by referring to the color of the flowers that he saw in his image and, in the sequence, he stated ‘is a equal’, meaning that the flowers were possibly the same in both images.

Excerpt 3 may well have represented phases of negotiation of meaning through interaction that was not exactly a non-understanding. There was not a Pushdown (Jungmi, 2003) to the flow of the conversation because Daniel and Vivian continued the flow of the conversation. These participants found their way around to understand each other and continued interacting. This may be better illustrated by the use of quotes, a feature of the app *WhatsApp*, explained in Chapter 2, that may induce Split negotiation routines (Smith, 2003), but most certainly helps in the sense of connecting messages to others.

In *Excerpt 3*, participants used a quote, represented by the letter **Q**, which is a feature that allows to address precisely the exact message that you are referring to. This feature was fully explained and illustrated in Chapter 2, Section 2.2 - Studies with the app *WhatsApp*. As a prevailing characteristic of online interaction, we dedicated a section specifically to Quoted turns in this chapter (section 4.2.3), in which we explain it fully and provide excerpts as examples. However, we briefly addressed Quoted turns in *Excerpt 3* because it is relevant to the moment of analysis described.

Hence, it was possible to interpret that both Vivian and Daniel chose to specifically refer to the particular messages that they wanted to

respond during the interaction. Although *WhatsApp* affordances allow for multiple messages being posted at the same time, it can be assumed that for better interacting and negotiating meaning, Vivian and Daniel elected and quoted the definite questions or messages that they wanted to respond at that moment.

Another common characteristic that can be seen in *Excerpt 4*, from the same pair (Daniel and Vivian), was that, in case participants did not know one word and explicitly stated it to their partners, as a clarification request (Foster & Ohta, 2005), their interactant simply repeated the sentence which contained the Trigger. In *Excerpt 4*, Vivian declared that she did not understand something, possibly referring to the word ‘building’.

Excerpt 4 - Daniel and Vivian

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
19	Vivian	8:54	1s	I don't understand . Q: there is a yellow <i>building</i> . ((Line 17))	Yes
23	Daniel	8:56	4s	there is a yellow building in my image . Q: I don't understand . ((Line 19))	Yes
25	Vivian	8:58	2s	in my image too . Q: there is a yellow building in my image . ((Line 23))	Yes

Although the participant stated a clarification request, it was possible to notice that there was no elaboration on the term that caused the Trigger, that is, ‘building’. Participants did not provide synonyms for the word ‘building’; Vivian simply incorporated the term in another sentence later on. It was possible that she did some research on the term, either with peers who were close to her or on the internet. There was no textual or voice evidence that participants solved the non-understanding in the chat. Nonetheless, it seemed that the communicational issue was solved by the agreement provided in line 25. Another possibility would be that Vivian suddenly remembered the word ‘building’, even by the color mentioned or by her interactant’s utterance. Perhaps, another interpretation was that it took time for her to recall the term that perhaps she already knew.

In *Excerpt 5*, one participant stated a clarification request by asking for repetition, which also characterizes an attempt to negotiate

meaning in the interactional situation. They were talking about a possible backpack in their images, but as the terms used did not match, ‘bag’, ‘schoolbag’ and ‘backpack’, Ramon decided to say that he did not understand and then he asked for repetition.

Excerpt 5 - Erick, Louis, and Ramon

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
16	Ramon	9:04	2s	there is a schoolbag ?	Yes
17	Erick	9:05	2s	there are two purple bags .	Yes
18	Louis	9:05	4s	there are two purple <i>backpack</i> .	Yes
21	Ramon	9:07	2s	I don't/don't understand and repeat please . Q: there are two purple bags . ((Line 17))	Yes
33	Ramon	9:13	5s	there are a schoolbag in your image ?	Yes
34	Ramon	9:14	2s	one difference is the <i>backpack</i> .	Yes

Actually, there is one backpack in Picture A and two in Picture B. Another difference is the color: in Picture A, it is black and in Picture B they are purple. *Excerpt 5* showed that participants were able to identify one difference referring to the backpacks. Ramon possibly associated the message ‘There are two purple bags’ with the fact that he identified one in the picture that he was holding and he defined it as a difference in the activity proposed.

Ramon also used the quotation feature on *WhatsApp*, line 21, thus it was possible to associate his repetition request directly to the part of the conversation that he did not get it clearly, ‘There are two purple bags’. This allowed the interpretation that Ramon was trying to negotiate meaning with his peers. Perhaps it was his intent to make sure that he got his messages across as well as understood his interactants’ attempts to describe the image they had in hands.

In *Excerpt 5*, it was interesting to notice that, even though they were beginners in English, they resorted to three different alternative words to refer to the bag: ‘bag’, ‘backpack’, and ‘schoolbag’. Additionally, based on the statement that Ramon asked to be repeated, it is possible that it was the word ‘purple’ that triggered it. In case it was, the Trigger was also solved because Ramon stated his conclusion: ‘one difference is backpack’.

As in most excerpts selected as illustrative for the analysis, the Resolution phase often happened after Split negotiation routines, which means that the flow of the interaction continued, but the aspect being negotiated, as the ‘backpack’ in *Excerpt 5*, came back after a few other turns about different subjects. As a prevalent characteristic identified in this study, Split negotiation routines are specifically addressed and fully explained in section 4.2.2, in this chapter.

Split negotiation routines can be interpreted as if the interactants were making an effort to maintain the flow of the interaction. In this sense, the Pushdown phase (Jungmi, 2003) was not a characteristic commonly found among the interactants of this study. Oppositely, they seemed to thrive to maintain the flow of the interaction even while they did not get the message completely. Moreover, this shows that the Pop phase, also claimed by Jungmi (2003), was present throughout the interaction, instead of only in the end of negotiation routine, when the flow of the interaction goes back to normal. Therefore, the characteristics of interaction held by Jungmi (2003) differentiated from the ones identified in our study.

In turn, the Split negotiation routines (Smith, 2003), as referred briefly so far, may be related to the affordances of the app, which enabled the posting of messages in a semi-synchronous manner, without having to receive one message to record the other, that is, sending multiple messages at a time is possible on *WhatsApp*. This way, it is possible that participants kept interacting by talking about the items and facts that they identified in each image. When their interactants decided or had time, they responded or quoted a message corresponding to certain descriptions, questions or comments. In either way, this procedure led to the identification of differences between Picture A and B.

Considering that negotiated interaction was described as a language breakdown in the flow of the regular conversation in SLA long-lasting claims, the characteristics presented so far may elucidate the idea that negotiation may not work strictly and solely that way. In this study, participants continued the course of the interaction independently of facing some possible non-understandings. In their own way, be they through Quoted turns or Split negotiation routines, participants returned to parts of their interaction for comprehending better their interactants, or possibly with the intent of negotiating meaning for a thorough understanding and identification of the differences between the images provided. Participants also worked together in the co-construction of meanings by providing synonyms and examples of what they were trying

to communicate, this way they could help their peers to comprehend them.

As part of interactional movements, *Excerpt 6* presents a self-correction turn that may promote negotiation of meaning. Ryan was saying that there was a lake on the right of the image while it was actually on the left.

Excerpt 6 - Ryan and Elisa

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
7	Ryan	8:56	2s	< in the right there is a lake . >	Yes
8	Ryan	8:58	WRITTEN	Sorry, are wrong Q: in the right there is a lake . ((Line 8))	Yes
9	Ryan	8:58	WRITTEN	It's wrong* Q: in the right there is a lake . ((Line 8))	Yes
10	Ryan	8:58	1s	< left there is a lake . >	Yes
11	Ryan	8:58	6s	in my image , there are (..) in the back (..) some (.) trees .	Yes
12	Elisa	8:59	5s	> in the right , there are a some trees . <	Yes
13	Elisa	8:59	3s	in the right , there is a lake .	Yes

Ryan decided to resort to written messages to self-correct himself. He not only corrected the phrase 'Sorry, are wrong', but also the statement about the position of the lake in the image that he had in hands. In this excerpt, Ryan was clarifying what he had just said and it evolved to meaning negotiation when Elisa stated that in her image the lake was on the right. It showed that Elisa understood Ryan's messages and was ready to confirm his self-correction by talking about where the lake was on her own image.

Self-correction represented another way of negotiated interaction in *Excerpt 6*. Although it was part of the models created to describe negotiation of meaning in interaction in SLA, this study proposes to look at it as a move to make sure that the conversation had potential to continue to develop. Ryan realized that he opted for the wrong word, 'right', which did not describe correctly the position of the lake that he could see in his

image. Then, he corrected himself by saying that the information was wrong. In the sequence, Ryan stated a more appropriate utterance, 'left there is a lake', expressing the position of the lake in his image. Elisa acknowledged it by saying that, in her image, the lake was on the right.

The self-correction event did not represent a common characteristic in the data collected for this study since it was identified only in one oral turn and in one written turn. Despite that, it helped to reinforce the idea presented in this Ph.D. dissertation that by looking at excerpts in which there are no communication problems, we might still be observing negotiated interaction, in which learners exchange meanings through not only language breakdowns or non-understandings. This way, we might be able to examine SLA opportunities that may emerge, with a particular interest in how learners support one another through interaction. In other words, we may enlighten the ways that success in communicating with and assisting a partner may facilitate SLA.

Excerpt 7 illustrates a set of turns in which there are no breakdowns, but still negotiated interaction as proposed in this research.

Excerpt 7 - Allan and Gabriel

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
74	Gabriel	9:07	6s	> one boy have a red shirt < .	Yes
77	Allan	9:07	4s	one of the boys (.) is wearing a white shirt .	Yes
79	Allan	9:07	7s	and other boy is wearing a black with grey shirt .	Yes
82	Allan	9:08	WRITTEN	Fourth difference Q: > one boy have a red shirt < . ((Line 74))	Yes
83	Allan	9:09	7s	here isn't a boy wearing a (.) red shirt .	Yes
84	Allan	9:09	8s	one of the girls sitting in a desk is wearing a orange shirt and the other one is wearing a white shirt .	Yes
85	Gabriel	9:09	5s	the girl (.) have a white shirt .	Yes
86	Allan	9:10	7s	the girl on the left of the desk is wearing a white shirt and the girl in the	Yes

				right is wearing a orange shirt .	
87	Gabriel	9:10	5s	the girl on the right have a white shirt .	Yes
88	Gabriel	9:10	5s	the boy on the left have a green shirt .	Yes
89	Gabriel	9:10	WRITTEN	shirt*	Yes

Excerpt 7 depicted examples of turns in which participants checked the color of the shirts that people were wearing in Pictures A and B. They were right; it is definitely a difference comparing the images, in addition to the number of men and women, which they also commented later on in their interaction: ‘ahhh have ahhh five peoples’ and ‘four people/four people sitting on a desk white desk’ (check Appendix 8 for full transcription).

Excerpt 7 illustrates that the non-troublesome exchange of information can be interpreted as negotiated interaction, in which Gabriel started pointing out to possible differences related to the color of the shirts worn by people in the image he held and Allan described what he saw in his image concerning the same terms. Participants were able to exchange meanings by negotiating ideas according to what they were able to explain with the English they knew. There were no language breakdowns, but both participants were able to get their messages across and made themselves understood. This study sees that as negotiated interaction as well, expanding SLA propositions prevalent in a plurality of studies conveyed so far.

In *Excerpt 7*, Allan was one of the only participants who had a higher score in the TOEIC Bridge Test, showing that he might have a high-intermediate level of English knowledge by the time of data collection. It is possible to notice in his utterances that his sentences were more complex if compared to Gabriel’s. Even so, the interaction between them was possible and allowed them to carry on the activity accordingly. It was not even possible to establish a debate on ZPD (Zone of Proximal Development) because, despite presenting problems in verb agreement, for example, ‘the girl (.) have a white shirt’, Gabriel interacted purposefully with Allan towards the accomplishment of the given activity.

The seven excerpts analyzed in this section exemplified negotiation of meaning episodes in the online interaction that resembles the long-claimed propositions stated in the SLA area. The excerpts also

initiated the discussion on negotiated interaction proposed in this study, which represents a widening of SLA views on the topic. It adds the claim that interaction may take place through meaning exchange without necessarily involving language breakdowns.

This section also brought examples of co-construction of meaning, in which participants tried to support their interactants in the understanding of the information, building upon the ideas that they were trying to convey by providing synonyms. In addition, other characteristics that appeared in this section were Split negotiation routines (Smith, 2003), Quoted turns and self-correction. All of them may indicate movements towards maintaining the flow of the conversation besides facing possible non-understandings, comprehension breakdowns or limitations in terms of language resources. In fact, Split negotiation routines and Quoted turns have a section dedicated to them because they were major characteristics that describe the interaction in the *WhatsApp* activity.

Concluding the section, this study holds throughout the analysis that negotiation of meaning during interaction may not only happen with communication breakdowns. It points to the direction that learners may interact and experience negotiated interaction without necessarily stopping and solving Triggers with all the phases proposed in SLA models. Indeed, learners demonstrated that they found resources to interact online that guaranteed their communication. They supported each other by continuing the flow of the interaction despite facing non-understandings, they co-constructed meanings by trying to support one another when portraying their messages, they self-corrected themselves in the sense of assisting their peers, and they resorted to Split negotiation routines and Quoted turns. For these reasons, their actions while interacting may certainly be beneficial for language learning, as long as it shows that learners are potentially making an effort to negotiate meaning in the L2.

The next section addresses Split negotiation routines as a major characteristic that shows how participants in this study found their own manners to interact online in a way to benefit language learning, particularly having the *WhatsApp* app affordances playing a role on their interactional moves.

4.2.2 Split Negotiation Routines

In Smith's (2003) terms, Split negotiation routines consist in delay, sometimes a long delay, between the initial Trigger and the

Indicator. Based on that, this study considers that Split negotiation routines are events of negotiation of meaning in which interactants continue the flow of conversation, even when they identify a Trigger and then return to that when they find convenient or at their own pace.

In our study, sometimes participants did not identify any Triggers; our data showed that they simply decided to go back and comment on certain aspects or items mentioned during the online interaction. Consequently, we took the initial proposition by Smith (2003) and broadened it to state that negotiated interaction may take place not following predetermined phases presented in the model by Varonis and Gass (1985) and updates added by Smith (2003).

Split negotiation routines were the most common characteristic found in this study, possibly either due to the affordances of the app *WhatsApp* and/or because participants found it appropriate to return to certain parts of the interaction at their own time and comfort. Thus, this section examines instances of Split negotiation routines, besides showing their possible reason for often occurrence.

All the 15 dyads and triads in this study had Split negotiation routines during their interactions. Participants presenting a Trigger, continuing talking about other subjects, and later on responding or commenting on certain facts that their peers had mentioned earlier in the online oral interaction was a recurrent characteristic. To illustrate that, first we exemplified with commented excerpts the Split negotiation routines in the data of this study; secondly, we focused on possible explanations for the frequency of Split negotiation routines.

In the first excerpt selected to illustrate Split negotiation routines, *Excerpt 8*, Bill presented the fact about the number of dogs that he saw in his image. He went on describing other factors, such as information about some flowers and a lake. After Bill took four turns in a row, Josh responded to Bill about the dogs.

Excerpt 8 - Bill and Josh

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
8	Bill	9:11	3s	there is a three dogs in image .	Yes
9	Bill	9:11	5s	there is a purple flowers on the a left pink flowers .	Yes
10	Bill	9:12	3s	there is a lake on the right image/image .	Yes
11	Bill	9:12	5s	orange flowers on purple flowers .	Yes

12	Josh	9:14	5s	there are two dogs in front (.) the house .	Yes
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According to Smith (2003), this example fits the negotiated interaction phase proposed to describe an event that had not been presented in Varonis and Gass' model (1985). Many times, interactants continue the flow of the conversation and maybe just after a while or after other subjects came up is that they find the time or the opportunity to give or get a response to what they had said. For Smith, the Triggers are eventually addressed with an Indicator later on in the Split negotiation routines. However, in this study we found that some Triggers were never attended to, thus naming them as a Broken negotiation routines, explained in section 4.2.5, in this chapter.

The affordances of the application *WhatsApp* also allow for Split negotiation routines. Actually, they may even encourage that because the interaction promoted can be considered semi-synchronous, that is, interactants may take some time to answer all or some of the messages. Thus, participants recorded their phrases containing descriptions of the images and waited as long as they needed or wanted to respond to particular utterances, or even to have feedback on the aspects described to their peers.

The following excerpt, for example, presented 19 turns before the response happened:

Excerpt 9 - Anthony, Cesar, and Henry

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
15	Anthony	8:48	3s	there is a lake in the left of the picture .	Yes
34	Cesar	8:59	4s	there is a lake in the right of my picture .	Yes
35	Henry	9:00	3s	ok . two differences .	Yes
36	Cesar	9:02	7s	there is a lake in the right and a: yellow building ahhh in the left of the picture .	Yes
37	Henry and Anthony	9:03	3s	ok . four differences . ((they speak at the same time))	Yes

Anthony mentioned that there was a lake on the left of his image. After 19 turns (from line 15 to 34), Cesar stated an utterance related to a

lake in his image and Henry confirmed that it was another difference identified by the trio, in this case. The subject of the other 19 turns can be seen in Appendix 8. Even after a long delay, participants were interacting and negotiating meaning throughout their interaction, however in the terms of the interactional contextualization. Since the app or the activity allowed for later Response, participants decided, perhaps even involuntarily, to describe as much as they could and after attending to certain parts of the interaction at their preferred pace and time.

Nonetheless, in all the scripts among the different pairs and trios, there were turns in sequence, that is, turns in which the Responses were provided right after Triggers, in an uninterrupted manner. In addition, there were turns in which the Split negotiation routines were separated by only one utterance. In *Excerpt 10*, Daniel and Vivian comment on the number of people that they saw in each image.

Excerpt 10 - Daniel and Vivian

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
22	Vivian	8:55	6s	there are four mens (.) in a table .	Yes
23	Daniel	8:56	4s	there is a yellow building in my image .	Yes
				Q: I don't understand . ((Line 19))	
24	Daniel	8:56	3s	there aren't mens in my image .	Yes
				Q: there are four mens (.) in a table . ((Line 22))	

In *Excerpt 10*, there was only one turn taken before the Response was provided to Vivian. The turn was referring to a building in the image, which was a Response connected to a previous fact mentioned by Daniel. This was another characteristic commonly found in this study, that is, Quoted turns, that are described, illustrated and commented in the following section, entitled Quoted Turns.

The Split negotiation routines were a strong characteristic in the online oral interaction on *WhatsApp*. It might be a fact that online chat presents this characteristic because interactants may maintain a train of thought by continuing talking about other topics even if they identified a Trigger. Moreover, chat presents the semi-synchronous characteristic that you can take some time to take your turns, meaning that you do not have to stop to listen to the other person at exactly the same moment that they are talking. You may read or listen to the messages received and direct your responses to each one of them whenever you find suitable.

The turn-taking system is called Turn Adjacency in Conversation Analysis (CA), which means that when one speaker takes one turn and then the other takes his/hers in sequence (Freitas; Machado, 2008). In chat, since you are not facing the other interactant in person, you do not actually need to wait, listen and respond. You may take your turns in a non-adjacent manner, as if overlapping the other interactant's turns (Freitas; Machado, 2008).

Considering that, we can say that there is a system in online interaction, although it brings a different organization: Split negotiation routines. In this sense, the online oral interaction proposed on *WhatsApp* was more similar to written chat. The difference identified was that the speaking was recorded instead of written. In any case, even though there was a high frequency of Split negotiation routines, the interactants tried to attend to all the descriptions presented by their peers. *Excerpt 11* exemplifies that:

Excerpt 11 - Jay and Vincent

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
5	Jay	8:55	10s	and there is a (..) house , a white house (.) near (.) the: lake .	Yes
6	Jay	8:55	9s	and there are a (..) two dogs (.) near the: lake .	Yes
7	Jay	8:55	13s	one is brown and (...) and one is brown , two is yellow .	Yes
11	Vincent	8:59	25s	look ahhh the dogs (.) one white , one (.) brown and one yellow . ahhh two bus (.) one purple and ahhh (...) one (...) don't look/don't look a color .	Yes
12	Vincent	9:00	8s	yeah . the door of (..) the house is green and the house is white .	Yes
13	Vincent	9:00	9s	what color in the bag ? have a two bags ? ahhh what colors is the two bags ?	Yes
14	Vincent	9:00	9s	the bus (.) one is purple and: (..) the other is orange .	Yes
15	Jay	9:01	19s	in my image (.) there is a (.) bus , the bus is white and: (..) there are two cars , one is purple and: (..) and: two is (.) grey .	Yes

In *Excerpt 11*, Vincent responded to Jay exactly three turns later. Yet, Vincent tried to talk about all the facts raised by his peer, skipping lines 7 to 11. There was the house, its color, the dogs, their colors, and a lake. Vincent addressed all of them, except the lake. The information about the lake was never responded to in the interaction between this pair. This was characterized as a Broken negotiation routine, which was further explained and exemplified in section 4.2.5, in this chapter. Despite the fact that Vincent never concentrated on one of Jay's comments, he added to his utterance some new information about two buses that he identified in his image.

Excerpt 12 - Jay and Vincent

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
13	Vincent	9:00	9s	what color in the bag ? have a two bags ? ahhh what colors is the two bags ?	Yes
14	Vincent	9:00	9s	the bus (.) one is purple and: (..) the other is orange .	Yes
15	Jay	9:01	19s	in my image (.) there is a (.) bus , the bus is white and: (..) there are two cars , one is purple and: (..) and: two is (.) grey .	Yes
16	Jay	9:02	6s	there is ahhh one bag and is a grey .	Yes
17	Vincent	9:02	5s	in my image there are two bags (..) purple .	Yes

In *Excerpt 12*, Jay seemed to understand the information and approached that after Vincent added one more piece of information related to possible bags in their respective images. That shows the engagement of the participants in interacting with one another. Additionally, it explains why this study considered that most of their turns were negotiated in the sense that participants addressed the descriptions stated by the other, despite delays in the form of Split negotiation routines.

After studying five excerpts that exemplified Split negotiation routines, we turn now to potential interpretations reasoning on that. We identified five possibilities, according to the data analysis carried out in this study. First, a possible reason might be that the app itself has a

specific feature allowing interaction different from F2F interaction: it is possible that interactants keep taking turns and recording messages without waiting specifically to respond to certain questions or Triggers at the time or right after they were sent and received. This way, we would have the affordances of the app playing a role in the interaction performed.

In what concerns the interpretation of Split negotiation routines, a second possible interpretation was that participants decided on their own to continue with their descriptions and opted for addressing previous issues, questions or comments, in a different moment, at their own time. As a third reason, it was also suitable to attribute the Split negotiation routines to the 30-minute limited time that participants had to conclude the activity or, as a fourth one, to a possible slow internet connection at some moments or places where they were located to interact.

Finally, a fifth and last interpretation would be the nature of the activity proposed. As participants had to describe what they could see in the images that each one had, they might have worried about describing all the aspects identified as soon as possible, so that it would be easier to identify the differences later on. After talking about a series of items that they visualized in their images, they could simply look at what their interactants were talking about as well and then address specific items that they found relevant to comment or that they thought could represent differences.

Split negotiation routines were a typical characteristic of online oral interaction identified in this study. Although they may seem disruptive, it is also feasible that they might even accelerate the continuation of the interaction since participants have access to all the messages received at a continuous pace. Additionally, they might be seen as positive for beginners in the sense that they may provide the feeling of fluidness that is common in interactions in F2F or among fluent and/or NSs. The conversation is continued, meaning that the participants went on talking about other topics instead of just waiting for the other to respond to something specific he/she said. In fact, they were continuing with their descriptions of the images that they had in hands. When they found fit, they picked the information that they wanted to respond to at that time.

Concluding this section, we described and analyzed Split negotiation routines, which were a prevalent characteristic of the online oral interaction in this study. They were present in all the interactions among the pairs and triads of participants. Even though they might sound

disorderly for communication, considering the fact that they present interrupted and multiple thoughts at a time, they definitely characterized the online oral interaction performed in this study. Therefore, acknowledging that may influence language pedagogy in terms of activities design and lesson planning.

The next section addresses Quoted turns that were also a major characteristic identified in the data analysis. Similar to the Split negotiation routines presented in this section, the Quoted turns also represent a way used by the participants to organize their online interaction.

4.2.3 Quoted Turns

Quoted turns were also a prevailing characteristic in this study. They consisted of turns connected to each other, as exemplified in Chapter 2, section 2.2, Figure 2. For example, if there is a message that was sent some time ago and I want to respond to specifically that, I can select that message and after select the respond button. It is also possible to select the desired message to address and after start typing your own; it automatically responds to pre-selected messages. It is possible to do that for one message at a time, instead of multiple messages concomitantly.

Quoted turns are a feature of the app *WhatsApp* that may be used to respond and turn to specific messages when you record or write your response. It is also possible to quote messages connected to different modes of multimodal communication (textual, visual, aural). This feature reinforces the argument that the chat interaction on *WhatsApp* allows for, or even leads to, Split negotiation routines. Users may keep sending all the messages about multiple subjects that they want to concentrate on and their interactants can select and respond to each one of them whenever suitable or preferable. Consequently, in a way, Quoted turns may be directly linked to Split negotiation routines.

In our investigation, many Quoted turns consisted of Written turns (n=29 out of 54) and others were responded with audio (n=25 out of 54). Another fact noticed was that most of their uses referred to confirmation of differences identified in their peers' descriptions. *Excerpt 13* exemplifies that:

Excerpt 13 - Sam and Bernard

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
1	Sam	8:52	2s	there are people sittings .	Yes

2	Sam	8:52	4s	> there are trees . <	No
3	Bernard	8:58	3s	four persons sitting in a white table .	Yes
4	Sam	8:59	3s	there is one people <u>standing</u> .	Yes
5	Bernard	8:59	2s	there are three dogs .	Yes
6	Sam	9:02	WRITTEN	OK! Q: four persons sitting in a white table . ((Line 3))	Yes
7	Sam	9:04	2s	there are no three dogs .	Yes
8	Sam	9:04	2s	there are two dogs .	Yes
9	Bernard	9:05	2s	there are three dogs .	Yes
10	Sam	9:07	WRITTEN	There aren't three dogs Q: there are three dogs . ((Line 9))	Yes

The Quoted turns were represented with a **Q**, from Quoted, in boldface (See Appendix - Transcription Conventions). To illustrate, in *Excerpt 13*, Sam was trying to convey a message about the people and the dogs in his image. In relation to the people, Bernard responded and specified it by adding the exact number of people and the fact that there was a table. Concerning the dogs, Sam stated and quoted Bernard's message to claim that in his image there were two dogs only, different from Bernard's in which there were 3 dogs. Sam selected the specific messages that he wanted to respond to and quoted them, possibly to make sure that Bernard would get the information right. It was possible to notice that the Quoted turns helped the flow of the conversation by making clearer what message exactly Sam wanted to respond to.

Excerpt 14 shows that Ryan potentially decided to go back to a series of information to organize the differences that they had found and to respond to some other information that was possibly left behind.

Excerpt 14 - Ryan and Elisa

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
14	Ryan	8:59	WRITTEN	3 woman and 1 men Q: in my image , there are three womans and one man in the left . ((Line 4))	Yes
15	Ryan	9:00	WRITTEN	First difference	Yes

16	Ryan	9:00	WRITTEN	Q: in my image , there are three womans and one man in the left . ((Line 4)) Three dogs Q: in the background there are three dogs and a woman with a baby . ((Line 5))	Yes
17	Ryan	9:00	WRITTEN	Second difference Q: in the background there are three dogs and a woman with a baby . ((Line 5))	Yes
18	Ryan	9:01	WRITTEN	In the right there are some tree Q: in the right , there are a some trees . ((Line 12))	Yes
19	Ryan	9:01	WRITTEN	Third difference Q: in the right , there are a some trees . ((Line 12))	Yes
20	Ryan	9:01	WRITTEN	In the right there is a lake Q: in the right , there is a lake . ((Line 13))	Yes

Ryan resorted to written messages to respond to and comment on some items that Elisa had previously mentioned. Ryan numbered the differences identified and described details from his picture. The combination of quotations and written messages was an option for Ryan to organize all the information he wanted to direct to at that moment.

Not all Quoted turns were written; there were oral recorded-quoted turns as well (n=25 out of 54). They were similar to the Quoted turns in *Excerpts 13* and *14*, despite the fact that they were recorded orally as a voice message. In *Excerpt 15*, Ramon was commenting on the number of people in his image.

Excerpt 15 - Erick, Louis, and Ramon

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
6	Ramon	8:55	18s	yeah , yeah . in my image there are four person around a one	Yes

<p>desk, but in the other desk there isn't a peoples . Q: there are four people around one desk . ((Line 1))</p>

Ramon also added the fact that there was an extra table in his image, in which there were no people around it. This participant selected the message that he wanted to quote and recorded his response connected to that; he also included additional information in relation to some other desk that he saw in his image. Actually, they were tables, but the participants resorted to the word 'desk', which also makes possible to understand what they meant. The tables were actually one of the differences between the images, but these participants only managed to identify the difference related to the number of people who were around them.

In this section, we gave attention to Quoted turns, which were another strong characteristic identified in the scripts of the interactions in this study. They were present in many of the interactional groups (9 out of 15). Therefore, this study interpreted them as facilitating the interactional moves. Indeed, they may also have demonstrated an effort to interact by representing part of the negotiated interaction proposed in this study. By selecting specific messages to quote, participants were deciding on certain information to respond to. Therefore, this meant that they were able to understand, or at least they were trying to understand, the messages that they were responding, besides devoting time to comprehend the aspects that they selected to talk about. This may certainly have helped the negotiation of meaning in the interactions.

In sum, Quoted turns were a useful resource that allowed participants with organizational turns to respond to specific messages that they wanted to focus on at each moment. By considering that, specific online oral interaction activities may be designed for language learning and teaching more purposefully, which will be approached in section 6.3, Pedagogical Implications, in Chapter 6.

4.2.4 Written Turns

Most participants resorted to written messages in their interaction; from the total of 15 pairs or trios engaged in the *WhatsApp* activity, only one trio and two pairs did not write any messages; these preferred to use only the audio-recorded interaction. When participants

received the instructions for the activity, they were encouraged to communicate with each other by speaking. However, they were also instructed that they could resort to multimodal communication (textual, visual, aural) in the form of emoticons, images, GIFs, etc., as they wished. They were free to choose, as long as they interacted orally for the most part since they were taking part in a speaking activity.

As a consequence, most of the interaction in each dyad or triad was orally through audio-recorded messages, although in most of the groups there was also written messages (n=57) in a fewer number if compared to the audio-recorded ones (n=422). Table 7 shows the topics identified in the written messages:

Table 7. Topics addressed through Written Turns during online oral interaction	
Written Messages	Number of times used
Differences Found Confirmation	43
Technical Problems	2
Vocabulary Checking	4
Self-correction	4
Greetings	2
Asking for Repetition	2
Concluding the activity	1

Table 7 shows that most of the Written turns concentrated on the identification of the differences found correlating the images. Participants were directly addressing the distinctions as in the following excerpt:

Excerpt 16 - Daniel and Vivian

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
42	Daniel	9:06	WRITTEN	5 differences?	Yes
43	Vivian	9:06	WRITTEN	I think is 4.	Yes

Participants cared for the accountability of the divergences that they were identifying in their images. Since it was explained for them that this was the main objective of the activity itself, they focused on pointing them out explicitly in the interactional groups on *WhatsApp*. In addition, as shown in Table 7, they might have cared for the use of Written turns mostly for the accountability of the dissimilarities identified in their

images because they intended to keep the interactional moves organized to achieve the aim of the activity.

The written messages were the only resource used other than the audio-recorded messages. In some moments, they were responding to audio-recorded messages and other times to written ones, most often as Quoted turns, as described in the previous section. There was only one participant who used what seemed to be a puzzled emoticon³⁴ when reporting technical problems to his peers, the other participants did not implement any other asset of multimodal communication, even being explicitly told, during the instructions of the *WhatsApp* activity, that it was a possibility.

The Written turns represented another type of resource used by the participants to negotiate meaning in the sense proposed in this study. By writing some of their messages, participants demonstrated that they were making an effort to organize their findings in terms of differences identified in the images. The Written turns were most used by the participants for counting and registering the results of their oral interaction to reach agreement about the dissimilarities identified. These turns may have helped the participants' exchange of meaning by allowing time and language resources to other aspects of the interaction, while the written messages were directing their answers to the aim of the *WhatsApp* activity.

Concisely, this section approached written messages through three excerpts from the participants' interaction. Table 7 showed that most Written turns were used to report or organize the number of differences that had been identified. Written turns were interpreted as a way that participants found to keep the flow of their online interaction and meet the activity objective by organizing the differences identified in the images. Participants may have reinforced the participants' efforts and actions taken to negotiate their interaction online. In effect, they certainly helped the oral audio-recorded interaction by pointing out and organizing the dissimilarities identified between the two images compared.

In line with that, the next section touches upon Broken negotiation routines to explain another characteristic that was relevant in the online oral interaction as data collected showed in this study.

³⁴ The emoticon used is here provided in parenthesis (._.).

4.2.5 Broken Negotiation Routines

The Broken negotiation routines add up to the Split negotiation ones, the Quoted, and the Written messages to compose the whole aspects identified as major features of online oral interaction among beginner learners of English in this specific study.

The Broken negotiation routines were a category of analysis developed for this study since they represented one of the main aspects identified. Many times participants initiated a negotiation with their peers, but they never got an answer or comment on what they said. That defines a Broken negotiation routine, which is a turn that has not been answered or addressed to by the interactants.

As for illustrating a Broken negotiation routine, we can picture a situation in which one participant says something and the other(s) interactant(s) never answers to or comments on that throughout the end of the interactional event. Therefore, the negotiation is broken in the sense of being interrupted. For interactions in which participants got a kind of answer later in the conversation, we used the concept by Smith (2003), Split negotiation routines, which were also a typical characteristic in this study, already approached in section 4.2.2, in this chapter.

Broken negotiation routines were a significant characteristic in this study since it was found in many of the interactional groups (n=10 out of 15). For this section, we brought as examples two excerpts from the participants' interaction to illustrate Broken negotiation routines. We considered that two examples were enough to explain what is meant by Broken negotiation routines. In the excerpts provided from the transcripts, we considered the Broken negotiation routines as non-negotiated interaction, signaling them with the word 'No' in the Negotiated interaction column in the tables. *Excerpt 17* brings an example of a Broken negotiation routine:

Excerpt 17 - Luke and Marian

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
13	Marian	8:58	5s	there is one building (..) on the left .	No
14	Marian	8:59	7s	in my image (..) ahhh there are three dogs .	Yes
15	Marian	8:59	5s	there is a lake (.) on the right in image .	Yes
16	Luke	9:00	2s	in my image there are two dogs .	Yes

17	Luke	9:00	8s	in my image ahhh there is a lake on the left , no on the right .	Yes
18	Marian	9:01	9s	there is a yellow building on the left @@@ on the left .	No

In *Excerpt 17*, Marian referred to a building on the left of her image. She went on and included information about some dogs and a lake. When Luke responded, he concentrated on part of the facts provided by Marian, leaving behind the building on the left. He never actually referred to that throughout the whole interaction with Marian.

In the second example, *Excerpt 18*, Josh mentioned a backpack. Bill signaled that he did not know about that, possibly referring to the word ‘backpack’ or to the whole utterance. In turn, Josh did not explain or repeat the information for the rest of the conversation and that characterizes a Broken negotiation routine in this study. Unlike Josh, Luke in *Excerpt 17* did not even state that he did not understand and it is possible that he did not know the word ‘building’. In this Broken negotiation routine, Marian’s statement was not attended to in any form.

Excerpt 18 - Bill and Josh

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
15	Josh	9:15	4s	there is backpack near the four peoples ,	Yes
16	Bill	9:16	1s	I don’t know .	Yes
17	Bill	9:16	8s	there is a mother and baby on the front a house and a baby (.) cart .	Yes

Throughout their interaction, Bill and Josh did not address the backpack again. Therefore, the turn in which the topic was brought to the fore was considered a Broken negotiation routine. However, the utterance in line 15 was seen as negotiated interaction in this study since Bill exposed that he did not understand it. It was a form of referring to the utterance that maybe he did not know how to answer or possibly he did not know the word ‘backpack’, for example.

Indeed, Bill addressed Josh’s turn in line 16, although it was to state a non-understanding situation. Thus, we identified that there was an attempt to solve the language breakdown, in which Josh’s turn in line 15 could be identified as a Trigger and the next turn by Bill seems to be addressing that to show that there was a gap that needed to be fulfilled.

However, Josh did not address specifically what Bill did not understand. In our analysis, that characterizes a Broken negotiation routine.

Among the possible interpretations about Broken negotiation routines, there could be that the time limit of 30 minutes affected it. In this way, participants could possibly be rushing to attend to most information, accidentally leaving behind some of their interactants comments. Another potential reason could be that the participants did not know the vocabulary being used and, thus, decided to ignore it. Additionally, it is also possible to say that participants did not find that those utterances represented relevant aspects to be commented. Hence, there would be many potential explanations to justify Broken negotiation routines, such as time limit, irrelevance, non-visualization, forgetfulness, disregard, etc.

Broken negotiation routines were also, in a way, described in other studies, however not under this name. Smith (2003) and Jungmi (2003) identified in their research a lack of continuity or interactants ignoring some messages uttered, yet they simply elaborated that the interaction did not present all the phases proposed in the model by Varonis and Gass (1985). The authors observed that the interaction could simply not have all the phases initially proposed. Notwithstanding, if it is a recurrent characteristic, as in our study, it is definitely necessary to address that with a proper name, assigning it to a different category. Moreover, it is essential to describe and understand all the characteristics that stood out from online interaction to be able to assemble features that may influence positively on language pedagogy.

In sum, this section concerned Broken negotiation routines. It described its consistency and frequent presence in the data analyzed in this study. It brought only two excerpts for exemplification, considering that Broken negotiation routines are the same throughout the other interactional groups. Finally, the section elaborated on possible interpretations for the presence of Broken negotiation routines in this study, claiming that there are many reasons, such as time limit, irrelevance, non-visualization, forgetfulness, disregard, etc. This study did not view the Broken negotiation routines influencing in any manner the negotiated interaction, either positively or negatively.

After analyzing prevailing characteristics of the online oral interaction on the *WhatsApp* activity carried out among beginner learners of English, this study tried to comprehend the participants' perceptions as well. In the next section, this chapter turns to the questionnaire and interview answers, concerning participants' views on the online oral

audio-recorded negotiated interaction, considering the activity proposed on *WhatsApp*.

4.3 Participants' Perceptions

This section analyzes the participants' perceptions as interpreted from their answers to the questionnaire and interviews. The aim of having these instruments was to describe and interpret learners' perceptions of the online interaction, considering the activity proposed on *WhatsApp*.

The questionnaire was made available in Appendix 4 and participants' answers in Appendix 10. The interview questions were displayed in Appendix 5 and the transcripts with the participants' answers in Appendix 11.

This section starts with the answers to the questionnaires, in the section named *WhatsApp* Activity Questionnaire, which was organized into two major parts: general perceptions and personal relations perceptions. Then, the final part of this section, called Interviews, approaches participants' perceptions as interpreted from the oral interviews.

4.3.1 *WhatsApp* Activity Questionnaire

The questionnaire about the *WhatsApp* activity was applied to the participants after the online oral interaction was performed. It intended to understand their perceptions of what they thought about the online oral interaction in English. The questionnaire was organized into two parts: initially, it presented questions on the activity itself in terms of online oral interaction and, secondly, it referred to how participants felt about personal relations in their class and institution as a whole, but most especially with the interactants with whom they carried out the *WhatsApp* activity.

This combination of questions on the *WhatsApp* activity and on their personal relations was considered relevant to guarantee that this study took into consideration the sociocultural context in which the data collection happened. Since this investigation tried to encompass a socio-interactionist view on aspects of interaction, it understood that not only analyzing the online interaction characteristics were relevant in the sense of negotiated interaction, but also considering the way participants felt

during the interaction activity regarding their social relations and the context of interaction.

It is important to make clear that only one *WhatsApp* activity was used for analysis in this study, but the questionnaires and interviews referred to all three of them in general terms, especially because participants did not know at the time which one specifically was going to be used as data for the specific analysis of interactions. Again, having three similar activities was intentional to have participants acting more naturally during their interactions without knowing which one was being analyzed. All three of them were the same, except for the images that were different, as explained in Chapter 3, about the Method.

In terms of organization, firstly this section focuses on the general participants' perceptions about the *WhatsApp* activity and after it centers on what they commented on their personal relations and how they felt while interacting online.

4.3.1.1 General Perceptions on the *WhatsApp* Activity

Most of the participants (81.1%) answered that they enjoyed the online oral activity on *WhatsApp* and 78.4% perceived their participation as successful. In addition, the majority (89.2%) perceived the activity proposed as a beneficial way of working on their oral skills. All the participants mentioned that they thought the activity on the app might have helped to improve their English. Thus, in general, the activity was considered positive by the participants. As a teacher-researcher, I could see that participants were engaged and willing to do their best to accomplish the primary objective instructed to them.

In terms of interaction, 70.3% claimed that they were able to interact with their peers throughout the activities proposed. Among the resources used when participants did not understand each other, they mentioned that they resorted to writing and repetition of words and utterances that were not comprehended. Data showed that, although they were beginner learners, they managed to communicate and negotiate meaning. In fact, they also achieved the aim of identifying some differences between Picture A and B. To be precise, the average of differences found was 5 out of the 8 minimum suggested.

On the question that inquired participants about how they felt on recording their messages on *WhatsApp*, most of them mentioned that it was not an issue. Only three participants pointed out that they did not know English well. Because of that, they stated that they had difficulties

in the pronunciation of some words. Two participants commented that they did not like the sound of their voices when recording the messages.

The questionnaire also asked participants' perceptions about the positive and negative facets of the activity proposed. On one hand, participants pointed out positive points of view such as pronunciation practice, development of speaking and listening skills, vocabulary learning, communication skills, making phrases/sentences in English, besides general English learning. On the other hand, in what concerned negative aspects of the activity, participants mentioned that technical problems such as low volume of audio recorded by their peers made it more challenging.

Finally, as a way of providing an open space for the participants to state their contributions on their own terms, they were asked if they had any questions, comments, suggestions about the activity proposed that they would like to register. More specifically, the questionnaire asked participants' suggestions on other digital resources that could potentially be used towards the development of their speaking skills in English to work on interaction as well. They mentioned *Skype*, *Snapchat*, and *Facebook*. Some emphasized that the app *WhatsApp* itself was a good resource. Many asked for and suggested more similar activities using the app *WhatsApp*. For this reason, we could be sure that the activity developed for the purpose of this study had a positive impact on the ways that the participants perceived online interaction.

Summing up, this first part of the questionnaire that addressed general participants' views of the online oral activities on *WhatsApp* referred to the participants' views on the possibility of developing their skills in English by interacting online. As a result, we pointed out that the participants' perceptions indicated the potential of online interaction on *WhatsApp* for language learning.

In the sequence, the next section regards the participants' perceptions on their personal relations. This may enlighten our knowledge of this group and especially about how they relate among themselves. Additionally, their perceptions on their personal relations helped to elucidate the interpretation of the data on the characteristics of the online oral interaction.

4.3.1.2 Participants' Perceptions on Personal Relations

Part of the questionnaire on the *WhatsApp* activity inquired participants about their personal relations. The objective was to identify

how they felt in relation to each other, to their class group, the peers that they selected for the activity proposed, the teacher, the institution itself, and the activity proposed. Their perceptions on the subject were considered important for this study since we followed scholars and researchers in the SLA area (e.g. Compernelle, 2015; Ellis, 1999; Kern, 1995; Krashen, 1981; Long, 1981; Warschauer, 1996;) who claimed that interaction may be affected by social factors.

This study intended to assure that participants knew and interacted with each other prior to the data collection in a sense of feeling more comfortable with each other and in the context of the *WhatsApp* activity. In addition, this part of the questionnaire tried to attend to the socio-interactionist view on language learning (Compernelle, 2015; Ellis, 1999), as discussed section 2.1.2, in Chapter 2 - Theoretical Background.

Regarding personal relations among the participants, most of them knew each other since they started high school, that is, about ten months before the data collection. Only one participant knew his peer for 10 years. This helped the teacher-researcher to trust that it was fine to apply an activity in which participants had to go through face-threatening³⁵ (Foster & Ohta, 2005) for interacting orally with each other.

As a teacher of the group, I noticed that many of them felt shy when they had to try to speak English during class. Especially concerning their group age, teenagers, they presented some resistance in speaking activities. Consequently, speaking on the app may have lowered their affective filter (Krashen, 1981) and reduced the face-threatening sensation for not being face-to-face or in front of the whole class. Earlier research on computer chat (e.g. Kern, 1995; Warschauer, 1996) presented the same argument, referring to Krashen's low affective filter proposition (Krashen, 1981). More recent studies also emphasized that interacting online may make interactants more comfortable to try out the L2 (e.g.

³⁵ According to Foster and Ohta (2005), the term refers to a challenging situation that may not be comfortable for people due to the lack of experience facing it on a regular basis. It refers to the feeling of facing an atypical situation. In our study, we considered that the participants did not face this challenge because they already knew and interacted with each other prior to our data collection. Perhaps we experienced some level of face-threatening, however not enough to say that it impacted negatively the way that our participants interacted online. This could be verified throughout their perceptions as portrayed in the questionnaires and interviews analyzed in this chapter.

Hampel & Stickler, 2012; Jones *et al.*, 2015; Kenning, 2010; Salbego & Tumolo, 2015; Yanguas, 2010).

Another factor that may have helped in this sense was that the app *WhatsApp* was popular among this group of participants. Consequently, it may have been that, because they already knew how to use the app, they could allocate their attention to the language used and the development of the activity itself.

The participants' answers in the questionnaire showed that 81% of them affirmed feeling comfortable interacting with their peers in school activities. More than half of them (61.1%) even interacted with their peers outside of the school context. Besides that, 81.1% felt totally comfortable with the person who they selected to carry out the *WhatsApp* activity for the English class. 73% felt totally comfortable in the English classes and with the English teacher. Finally, 81.1% claimed to feel totally comfortable in the institution where they studied and where data were collected.

The aforementioned data were relevant to the understanding that participants were comfortable with the activity proposed, considering that this study aimed at conducting the research in a way to acknowledge that:

Language development is essentially a social process. This means that individuals and environments mutually constitute one another and persons are not considered to be separable from the environments and interactions through which language development occurs. (Foster & Ohta, 2005, p. 402-403)

This study tried to consider and emphasize the importance of language learning as a social process. Its design aimed to provide an environment that was the most similar as possible to a natural or typical context in which the participants were used to for their regular classes. That is why participants were free to find peers of their choice to work with; to wander around the campus finding a spot to carry on the task; to stay in pre-allocated rooms if desired; and to use an app that participants already knew. This was also why our study proposed specific questions regarding social relations in the questionnaire. The main objective was to understand if participants, according to their perceptions, were comfortable with the situation proposed: online oral interaction.

Concluding, this study was able to ponder that the participants may have felt as in a naturally occurring classroom activity. In fact, the activity was designed, planned and implemented in a way that participants

may have sensed that they were interacting with their peers as in a typical class situation. Therefore, their presence was not a factor that could affect negatively on their online oral interaction performance. To corroborate with this interpretation of the questionnaire answers, we present the participants' perceptions stated in the interviews in the following section.

4.3.2 Interviews

As a final instrument of data collection, this study conducted interviews with 19 out of 33 of its participants. It aimed to collect further details on the participants' perceptions of the *WhatsApp* activity, specifically concerning the online interaction. The interview referred to the three similar activities proposed, considering that they were the same, except for the images that were changed. By the time that participants did the activities, they were aware that they were part of a Ph.D. study, although they were not informed exactly which one would be analyzed as the data for this study. Therefore, the interviews treated all three activities on the app as one, that is, all the interview questions inquired about the participants' experience in all of the three.

The interviews were semi-structured, with pre-prepared open questions that were slightly adapted according to the development of the interview with each of the 19 participants. The pre-prepared questions were planned as a way to have ideas and focus on some specific topics when approaching the participants, avoiding forgetting subjects to be asked to them. The 19 participants who answered the interview were not pre-selected; the intention was to interview all the participants, but we depended on their availability and willingness to participate.

During the interviews, even though the pre-planned questions could change or be adapted according to the flow of the interview, it seemed that the participants were not willing to develop further on any of the topics proposed. It is possible that, because of their age group – teenagers – they did not want to elaborate much on their thoughts. They would provide a short and direct answer as if not willing to talk much.

Due to that, the teacher-researcher did not feel that it was appropriate to change or extend on the questions and keep participants for a longer period in the interview situation. Consequently, the teacher-researcher decided to repeat the entire pre-prepared questions to all 19 respondents (see the transcripts in Appendix 11) with some slight modifications in case they had responded some questions in previous answers. Notwithstanding, the interviews made possible to comprehend

deeper their perceptions of the activity proposed, as described and interpreted in this section.

For the first question, ‘What did you think of the activity on *WhatsApp?*’, participants highlighted that they enjoyed it. They saw it as beneficial for learning since it encouraged them to speak. They also pointed out that it was different in a good sense because it took them out of the classroom, which is not typical in a school context. Some of the words that they used to characterize the activity were fun, dynamic, interesting, different, modern, cool, diversified, creative, good, and free.

The following fragment represents an example of a participant’s talk:

“The activity was cool of having the freedom we did. Like it did not keep us in the classroom only. We could have the freedom to be able to go out, to think more. Like it or not, in the classroom, we have our thoughts limited, everything is only just there. When outside, you can see everything that is around you and you can flow more with the words. We feel that we have more freedom.”³⁶ (Vincent, oral interview, November 9th, 2017)

Vincent’s perception of the *WhatsApp* activity represented the others’ opinions as well because it characterized the activity as ‘cool’. It is possible to connect the participant’s perception about the design of the activity proposed to freedom for the fact that they could go outside the classroom. According to him, this may be beneficial for a more fluid conversation in terms of resorting to vocabulary in the L2. In effect, this excerpt from Vincent’s interview allows the interpretation that participants were potentially at ease for carrying out the activity proposed. According to previous studies on online interaction, the positive feeling in relation to the activity may benefit their performance in the L2 as well as language development (e.g. Hampel & Stickler, 2012; Jones *et al.* 2015; Salbego & Tumolo, 2015; Yanguas, 2010). It is possible that they had their affective filter lowered (Krashen, 1978), allowing them to

³⁶ Own translation to: “A atividade foi legal de ter a liberdade que a gente teve. Tipo não ficou só na classe. A gente pode ter uma liberdade para poder sair, poder pensar mais. Querendo ou não, na sala, a gente fica com o pensamento muito preso, que daí tu fica só ali. Quando tu tá fora, na minha opinião, tu consegue ver tudo que tá ao teu redor e tu consegue fluir mais as palavras. A gente se sente com mais liberdade.”

concentrate efforts on the interaction itself than on the distress of trying to talk in the L2.

For the second question that asked participants if they were able to do the activity successfully, most of them (15 out of 19) answered affirmatively. The other 4 participants did not answer exactly this question (see Appendix 11), otherwise we could say that all of them (19 out of 19) answered affirmatively. The 4 participants did not answer exactly this question because they commented related topics in other questions, so the researcher decided that it could get repetitive to ask them about a similar topic again. Some of them mentioned challenges, which were limited to difficulties in understanding and pronouncing some words and the internet connection in some moments. For this question, one participant gave a description of what a negotiation of meaning situation would be in this activity:

“When I had some difficulty I would ask him ((his partner)): Ah, Allan, how do I do or say that? Then he would say ahhh do it like that.”³⁷ (Gabriel, oral interview, November 9th, 2017)

Perhaps these participants communicated privately because this type of action did not appear in their interaction. This participant did not ask his peer directly about how to do or to say anything. At some point, participants mentioned in the interviews that some of them sent the image to each other through private contact on *WhatsApp*. They were trying to play smart by identifying all the distinctions.

This was expected considering their age and their objective of finding the differences in the 30 minute allocated time. Besides that, it did not affect the data analysis in this study because the objective was to put the participants in the interactional movement, that is, to make them interact by talking to each other through a technological resource. We actually previewed that this could happen, but purposely continued with the activity because we understood that the main objective for them was to identify the differences found and we only counted them if it was explicit in the interaction on *WhatsApp*. Thus, even if they communicated privately, they had to find a way of interacting online in the group where the teacher-researcher had access to all the interactions.

³⁷ Own translation to: “Quando eu tinha alguma dificuldade, daí eu ia perguntar para ele: Ah, Allan, como é que eu faço isso ou falo isso? Daí ele ahhh faz assim e tal.”

Question 3 asked participants about having three similar activities. Three activities on *WhatsApp* were proposed for the regular English classes. The objective was to have participants acting as natural as possible by not knowing which one exactly was going to be used for data analysis. The activities were the same; the only detail that was changed was the images given to each pair or group. Almost all participants (16 out of 19) found it beneficial because they became more familiar with the main objective of the activity proposed. They claimed to feel more comfortable after knowing the structure of the activity; they saw an evolution from one to the other. Vivian's talk illustrated that:

“I thought it was good because then I was able to speak better. Some words were common in all activities. So, I could use them. It was easier.”³⁸ (Vivian, oral interview, November 9th, 2017)

As other participants, Vivian stated that having three similar activities may have made it easier when it got to the last one. This fragment also emphasized the importance of having three different activities to avoid telling the students about each one would be used in the data analysis. Additionally, it demonstrated that selecting the first one was important in the sense that participants may have acted more naturally concerning classroom events.

From the 12 participants who answered question 4, ‘Did you like to record and listen to the audio-recorded messages? Do you think it is possible to learn from that?’, 11 of them stated that they liked to record; 12 liked to listen to the online oral audio-recorded interaction. Only one participant stated not liking his voice on the audio messages, which was also evidenced in the questionnaire. Nonetheless, it did not seem to influence the interaction in the app since all the dyads and triads recorded audio messages.

Question 5 asked the participants if they understood each other during all the moments while interacting. If not, ‘what would they do?’. Most of their answers (14 out of 19) showed that repetition was the solution that they found when they did not understand each other. The others understood one another all the time and one participant added that

³⁸ Own translation to: “Eu achei que foi bom, porque daí eu consegui falar melhor. Tinham palavras que eram comuns em todas as atividades. Daí eu consegui falar elas. Era mais fácil.”

writing was a solution found as well as repetition. These were evidenced in the questionnaire and *WhatsApp* oral activity transcriptions. Repetition was certainly a common resource used by the participants, yet not as much as to refer to that as a determining characteristic of the online oral interaction.

Question 6 asked if the participants felt uncomfortable or bothered during the activity on *WhatsApp*. All of them stated that they felt comfortable, except one who claimed that he felt frustrated when he said something wrong. However, this statement was not directly related to the interactional circumstance itself. In fact, it was more connected to lack of vocabulary knowledge, according to the participant himself.

The last question of the interview asked the participants if they would like to add a final comment, suggestion, perception, opinion, or if they had any questions. Indeed, it was provided as a final question in order to allow space for the participants to add any comment that they would like to register as participants of this study and, most especially, related to the English class activities. They pointed out that they liked the activity and that they would like to have more of the same kind. Some of them mentioned that *Skype* and *Snapchat* would be nice if added to the class activities. Others simply preferred not to add anything. Therefore, this question evidenced that the activity proposed for this study was well accepted by the participants, which helped to interpret the negotiated interaction in the activity developed in the sense of considering the possible comfortable interactional context.

In this sense, Vivian's testimonial added a final comment for question seven and, in a way, it translated her peers' responses as a whole:

“I think that it ((the activity)) was worth it, it also increases our vocabulary, because we are more used to writing, memorizing how to write. I think the best would be if we learned how to speak.”³⁹ (Vivian, oral interview, November 9th, 2017)

This fragment from Vivian's interview shows that she feels the necessity of developing the speaking skills. It is an area that lacks attention in the context of teaching and learning English as a foreign

³⁹ Own translation to: “Eu acho que vale a pena, aumenta o vocabulário também, porque a gente tá mais acostumado a escrever; mais decorar como se escreve. Acho que o melhor seria a gente realmente aprender a falar.”

language in Brazil (see Cunha, 2016; Lima, 2009; Lima, 2014; Miccoli & Cunha, 2016; Oliveira, 2014; Paiva, 2018). Vivian's peers also presented that fact when they stated that they learned more grammar and vocabulary in their previous language classes.

To conclude the section about the interviews, it was noticed that they helped to further understand the participants' perceptions already exposed in the questionnaires. In the same way, the participants' perceptions allowed us to interpret deeper the characteristics of the online interaction by assuring that they were enjoying and feeling comfortable in the situation that they were placed to perform the activity. Despite the fact that they were very introverted during the interviews, they provided information that helped the researcher to answer the research questions related to their perceptions of the activity proposed.

Among the relevant facts mentioned by the participants were: (a) their enjoyment of the activity; (b) how comfortable they felt while doing the activity; (c) their understanding of the others, as for listening skills; and, finally, (d) their actions when they did not understand one another.

After analyzing participants' perceptions through their answers during the interview, the next chapter, Chapter 6 - Discussion, concentrates on responding to the research questions proposed for this study, addressing the possible interpretation of its findings.

4.4 Summary of the Chapter

The Analysis chapter concentrated on the analysis of the data through the exemplification of characteristics found persistent in the results of the study.

Firstly, we recapitulated the main aspects of the models for negotiation of meaning proposed in SLA (Varonis & Gass, 1985; Jungmi, 2003; Smith, 2003). Along with that, we briefly explained the *WhatsApp* activity again to situate the reader in the upcoming analysis of the online oral interaction characteristics.

Following that, we illustrated the main characteristics found in this study with excerpts from the participants' interaction. The organized subsections corresponded to the main characteristics identified in the online oral interaction on the *WhatsApp* activity. We highlighted the characteristics of Negotiated interaction, Split negotiation routines, Quoted turns, Written turns and Broken negotiation routines.

Finally, this chapter also described, interpreted and commented on the participants' perceptions from the questionnaires and interviews,

which corroborated with the analysis of the transcripts. Specifically, from the questionnaires and interviews we concluded that the participants felt comfortable during the online interaction, which may be positive for language learning. In addition to that, they enjoyed the activity itself, which also may benefit L2 development.

Chapter 5 - Discussion

This chapter discusses the responses to the four research questions of this study. It highlighted aspects of the analysis to support the main argument defended as the thesis of this dissertation. Moreover, it presents further elaboration on possible interpretation of the findings analyzed from the data collected.

5.1 Research Questions Responded and Commented

The primary research questions of this study are answered in this section, supported by the results discussed in the analysis, in order to assert the main thesis proposed as resulting from this study. Considering that, the thesis consisted in the argument that negotiated interaction may happen throughout interactional moves that are not necessarily represented by language breakdowns. In fact, this study claimed that online oral interaction among beginners might not follow strictly the patterns presented in existent models (Jungmi, 2003; Smith, 2003; Varonis & Gass, 1985) that describe negotiation of meaning for language learning in SLA.

In order to explain the thesis claimed in this study, the four research questions are answered. They are identified as (RQ1), (RQ2), (RQ3) and (RQ4) for textual organization purposes, but it does not mean that their answers have clear-cut boundaries. Effectively, their responses may be interrelated according to the findings that apply to more than one research question. For that reason, we present them separately and explain how they are connected to one another.

Firstly, this study investigated (RQ1) ‘What were the characteristics of online oral audio-recorded negotiated interaction among beginner learners of English considering the affordances of the smartphone application *WhatsApp*?’. In this respect, Triggers, Signals to Triggers, and Responses were found, as described by Varonis and Gass (1985), Jungmi (2003), and Smith (2003). However, they did not represent major characteristics in the data collected.

In effect, there were interactions that presented some of the phases proposed by the authors (Jungmi, 2003; Smith, 2003; Varonis & Gass, 1985), but there were other more relevant and recurrent characteristics that were identified in the data collected and analyzed. To illustrate, Split negotiation routines (Smith, 2003) was one of the main characteristics found, possibly due to the affordances of the technological

resource used, as explained next in (RQ2), in the answer to the second research question. Quoted and Written turns were also analyzed in Chapter 4 as main characteristics, added to Broken negotiation routines, as denominated for this study specifically. Table 8 recapitulates the main characteristics found, as analyzed in Chapter 4.

Table 8. Online interaction main characteristics	
Characteristics	Meaning
Split negotiation routines	Topics addressed with some delay
Broken negotiation routines	Topics never attended to
Quoted turns	Messages linked to others
Written turns	Text messages

Note. Table 8 presents the main characteristics identified in the data collected in this study.

Table 8 shows the main characteristics identified along with a brief explanation on their meanings in the context of this specific study. In the same respect, during the analysis in Chapter 4, we explained the significance of each characteristic and the way they may have happened to, or even assisted, the participants in the negotiation of meaning. Indeed, we showed that each aspect played a role on the co-construction of meaning developed by the participants in each of their pairs or trios.

Although some characteristics of online oral interaction related to intermediate and advanced learners may have already been described in previous studies (e.g. Guo, 2013; Hampel & Stickler, 2012; Verjano, 2013; Yanguas, 2010), results found may lead to different assumptions and conclusions. In terms of characterizing and describing how beginners carried on their oral interactions online through *WhatsApp*, such as in the context of this study, the results pointed out different conclusions.

What the results specifically of this research differ from the descriptions models and existing phases proposed was that negotiation of meaning might also have happened when learners understood each other. That is to say, in SLA negotiation of meaning relies on language problems, such as non-understandings, lack of knowledge, mispronunciation, and/or language breakdowns (Bower & Kawaguchi,

2011; Ellis, 1999; Foster & Ohta, 1995; Gass & Selinker, 1994; Long, 1996; Mackey *et al*, 2000).

However, in this study we claimed that negotiation of meaning happens throughout the interaction in which there are not necessarily language breakdowns. Essentially, this research pointed to the possibility that beginners might have negotiated meaning when they were able to get their messages across and make sense in the context of their interaction, without following strictly the phases proposed in the models by Varonis and Gass (1985), Jungmi (2003), and Smith (2003).

Additionally, based on the TOEIC Bridge scores and the teacher-researcher's understanding of the participants, their knowledge of the language can be defined as A1 (Council of Europe, 2001; Tannenbaum & Wylie, 2015). This allowed the interpretation that any phrase or sentence that made sense in the context of the interaction that they were participating in and that was understood by their interlocutors possibly meant that they were already negotiating meaning. This evidence was found during the online activity on *WhatsApp*, but it may also apply to face-to-face or other types of interaction with different technological resources. However, more research would be necessary to confirm that in a plurality of research contexts, as further suggested in Chapter 6 - Conclusion and Final Remarks, more specifically in section 6.5 - Suggestions for Further Research.

This study also aimed to answer (RQ2) 'What role did the affordances of the app play in the negotiated interaction characteristics of beginner learners of English considering existent negotiation of meaning models?'. As a matter of fact, all the main characteristics explained as an answer in RQ1 may have been influenced by the affordances of the application. As follows, we explain each one of them in the sequence: Split negotiation routines, Broken negotiation routines, Quoted turns, and Written turns.

Firstly, our results showed that Split negotiation routines (Smith, 2003) may have resulted from the affordances of *WhatsApp*. Since the app allows to record multiple messages, users may not record the whole message at once. They may record it in parts, especially if they are trying to interact synchronously with their interlocutors, which was the case in this study. Thus, hearers may decide to record all their messages at once and end up responding to Triggers when they take time to listen to their interlocutors' recorded messages, at one's own pace and time. In addition, this may happen because *WhatsApp* recorded messages allow for interaction that can be characterized as semi-synchronous since speakers

and hearers can decide to record and listen consecutively or sometime later.

Secondly, the Broken negotiation routines may have resulted from the same reason as the Split negotiation routines. The affordances of the app *WhatsApp* allow for its users to write or record multiple messages at a time. Hence, for this study, it is possible that some topics addressed by the participants got lost among other messages. Moreover, as addressed in Chapter 4 - Analysis, we also explained the possible interpretation that some participants decided that it was not relevant to address some topics commented by their interactants.

Thirdly, the Quoted turns were another aspect that may have resulted from the affordances of the app. Since *WhatsApp* has a feature that enables its users to select specific messages and respond to them directly by showing them as a quotation, it is feasible that our participants decided to quote some of their turns. In our analysis, we emphasized that the Quoted turns meant an organizational resource for our participants to state their comments of the aspects that they were identifying in the images that they were holding.

By selecting specific messages to address, participants were deciding on certain information to respond to or comment. This means that they were able to understand, or at least they were trying to understand, the messages that they were responding to. Besides that, they were devoting time to comprehend the aspects that they selected to talk about. Certainly, this may have affected positively the negotiation of meaning in the online interactions, in the sense of keeping the flow of the conversation.

Finally, the Written turns can also be interpreted in the light of the affordances of the app. In fact, they can be linked and explained along with the Quoted turns, since it is possible to select a message and to quote it with an audio or written response. In this study, many Quoted turns consisted of Written turns (n=29 out of 54) and others were responded to with audio (n=25 out of 54).

Additionally, it was noticed that most of the Written turns were used to refer to the confirmation of differences identified by the participants in their descriptions. Similarly to the Quoted turns, the use of the Written turns were interpreted as an effort from the participants to negotiate meaning. Since they were mostly used to confirm the number of differences found in their spot-the-difference online activity, it is possible that participants were trying to make sure that they registered

their answers and checked them up with their peers in the *WhatsApp* group, not only by speaking but also in writing.

Bearing in mind the aforementioned, another reason that may have played a role on the Split negotiation routines, Broken negotiation routines, Quoted turns, and Written turns was the design of the *WhatsApp* activity itself in combination with the participants' level of English. The activity was mainly descriptive, in which participants concentrated on presenting aspects that they were visualizing on the environment of what seemed to be a park in a residential area. There were people, dogs, flowers, trees, cars, tables, chairs, houses, etc. Therefore, participants were mostly practicing simple short sentences, as in accordance with their level of English for a speaking activity. Consequently, the design of the activity and the proficiency of the participants may also explain the characteristics found in relation to the use of Split negotiation routines, Broken negotiation routines, Quoted turns, and Written turns.

The following research question was (RQ3) 'What communication resources – multimodal (textual, visual, aural) – were used by the participants to assist their oral interaction online on *WhatsApp* and how did they interplay with the online oral audio-recorded negotiated interaction?'. RQ3 had the objective of tackling multimodal resources for interaction to look at how they could have interplayed with the oral one, in case learners made use of it.

In fact, most of the participants only resorted to Written turns, instead of other modes of multimodal interaction, such as the use of images, emoticons, web links, videos, pictures, GIFs, among others. As showed in Table 6 in Chapter 4 - Analysis, section, 4.1, General Analysis and Prevailing Characteristics, learners resorted to written interaction most of the time to account for the differences found between Picture A and B. Many times, the Written turns were quoting others as a response. However, it was not defining the interactional characteristics in the study. Instead, it was interpreted as a way of organizing the negotiation of meaning and making clear the counting of the differences found in each image.

In what concerns other modes of multimodal interaction (textual, visual, aural), such as images, emoticons, web links, videos, pictures, GIFs, among others, its use was not expressive at all. Actually, only one participant used what seemed to be a puzzled emoticon when reporting technical problems to his peers. This singular use may have portrayed the disappointment of the participant in relation to a technical problem being reported. The other participants did not implement any other type of

multimodal communication resources in response, even though all of them were explicitly told, during the instructions of the *WhatsApp* activity, that it was an encouraged possibility. Because of that, we interpreted that the limit of 30 minutes as the allowed time for the activity may have led participants to concentrated on carrying on the task with the specific focus of describing orally what they were seeing and spotting the differences.

Finally, (RQ4) was ‘What were the participants’ perceptions of their online oral audio-recorded negotiated interaction using *WhatsApp*?’. In the questionnaire and interview, participants highlighted that they enjoyed the activity on *WhatsApp*, especially because they felt that they were successful in terms of being able to interact orally online.

Likewise, we emphasize that they did well considering their level of English, which was characterized as beginner. Additionally, this result was relevant to compare with previous studies, which have mostly focused on intermediate and advanced learners interacting online (e.g. Golonka, Tare, & Bonilla, 2017; Hampel & Stickler, 2012; Heins *et al.*, 2007). Based on that, we reinforce the importance of beginners having a chance to work on the four skills – listening, reading, speaking, and writing – despite their levels of English (Cunha, 2016; Lima, 2009, 2014; Miccoli & Cunha, 2016; Oliveira, 2014).

Participants also claimed that they felt comfortable with their peers; above all, they particularly praised the ones that they selected to work with. In addition, participants pointed out positive aspects of the online oral *WhatsApp* activity, such as pronunciation practice, development of speaking and listening skills, vocabulary learning, development of communication skills, making phrases/sentences in English, and general English learning. Besides that, the answers to the questionnaire and interview also highlighted the enjoyment of the participants in relation to the activity, the comfort while doing it as well as in relation to others, and their understanding of their peers while speaking, as for developing listening skills.

Through the four research questions, it was interesting to notice how one answer led to the other in the complementation of the whole analysis proposed. In (RQ1), we focused on analyzing the prevailing characteristics of online interaction, and afterward we turned to the evaluation of how the affordances of the app *WhatsApp* played a role in the characteristics identified in (RQ2). For (RQ3), we concentrated on the multimodal communication resources (textual, visual, aural) used during the online interaction to, then, consider the participants’ perceptions on

the activity itself and on the how it was planned and implemented (RQ4). Therefore, the four research questions seemed to be intertwined in the sense of providing reflection on thorough aspects of what could have been investigated to provide a deep analysis of the online interaction among beginners on *WhatsApp* in the specific context of this study.

In brief, this section responded to the four research questions of the study. Firstly, it showed the main aspects identified in our study as central characteristics of online interaction: Split negotiation routines, Broken negotiation routines, Quoted turns, and Written turns. Then, it highlighted that such characteristics could have been explained on behalf of the app affordances, as to respond to the second research question. In addition, we pointed out that the design of the activity and the participants' English level might also have played a role. After that, we referred to the third research question, which inquired about the use of multimodal resources for interaction, pointing out that Written turns were the feature most typically resorted to by the participants. Finally, we addressed the perceptions of the participants as delineated from the questionnaires and interviews.

There is still the main characteristic identified in this study as describing the online interaction by beginner learners of English on *WhatsApp*: the negotiated interaction in the terms proposed in our research. Then, to continue the argumentation on issues that are related to the research questions, the next section regards a discussion of six possible reasons to support the findings and main thesis presented as a result of our study.

5.2 Rationale on the Findings of the Study

Concerning the discussion presented so far, this final section points out possible reasons that explain the analysis of this study. There might be six reasons why the participants negotiated meaning often times in a different way as presented in the model proposed by Varonis and Gass (1985), and its updates suggested by Jungmi (2003) and Smith (2003), and as claimed by Long (1981, 1996) and Ellis (1991, 1999), in which language breakdowns were the rule for negotiated interaction to happen. This final section presents and discusses the reasons in the sense that they may reinforce the idea presented as the main thesis of this research.

For the first reason, all participants were beginners and, thus, it might be that there was no more expert peer or more knowledgeable peer

to promote the Zone of Proximal Development, known as ZPD (Vygotsky, 1978). This implies that learners may have similar knowledge to their peers, which might not lead to scaffolding and, consequently, negotiation of meaning through Triggers and Response to Triggers (e.g. clarification requests, confirmation checks, repetition, recasting, and so on), as proposed in the models by Varonis and Gass (1985), Jungmi (2003), and Smith (2003). However, if we consider the Output Hypothesis (Swain, 1985, 1995) in which learners try out language, we could state that even their own phrases and sentences could be considered scaffolding under the light of the ZPD theory.

Therefore, more research would benefit from the verification of this argument. In this study, there was one pair in which one participant had a higher score in the TOEIC Bridge exam. In spite of that, their interaction presented similar characteristics as the others in which the group components had similar levels of English, except for the fact that they were the group with more turns, if compared to the others. As for the other pairs and trios, the participants seemed to have very similar levels of English knowledge, according to the results from the TOEIC Bridge test applied prior to the data collection.

For the second reason, it is possible to hypothesize that instruction on how to negotiate meaning could lead to more recurrences of it. In case participants had been instructed on how to use resources of meaning negotiation, exactly in the terms proposed in the models by Varonis and Gass (1985), Jungmi (2003), and Smith (2003), it is possible that they could have used it more often or in a more similar manner to the phases proposed in them. If participants had received instruction on how to stop the interaction to solve language problems, for example, by using recasts, rephrasing, confirmation checks, or asking for clarification, they might have relied on that. Consequently, the characteristics of meaning negotiation might have been different from the evidence found in this study and more inclined towards the proposals of the existent models.

Thirdly, in a study by Bower and Kawaguchi (2011), the authors pointed out that the limited time of 30 minutes of chat was not long enough to provide corrective feedback when a particular topic was given to the participants to converse, as participants needed to focus primarily on communication. Moreover, the authors pointed out the possibility that the participants felt that error correction would disturb the conversation flow. In fact, in the interview answers of the same study, participants stated that they were able to communicate and understand each other. Thus, it might be that they simply did not find a purpose to stop the flow

of the interaction for negotiating meaning in the terms proposed in the existing models. Taking that into consideration, the findings by Bower and Kawaguchi (2011) may elucidate reasons for our research to explain why participants did not have negotiation of meaning in the terms of Long (1981, 1996), Ellis (1991, 1999), Varonis and Gass (1985), Jungmi (2003), and Smith (2003).

It is also possible that, in our data, negotiation of meaning to overcome communication difficulties was much more frequent than the ones related to language breakdowns or non-understandings. Most participants resorted to Quoted and Written messages to overcome some parts of the interaction in which they had difficulties understanding each other and in which they wanted to make sure that they were understood. Potentially, this occurrence emerged from participants' reluctance to take on a didactic role, as the one who corrects or calls attention of others.

Furthermore, participants may have felt more comfortable asking for help in the L2 when they were the ones who did not understand or knew something, as occurred with some participants in this study. There were times when participants stated that they did not understand something and other times when they asked for repetition. These were referring to their own lack of understanding, instead of pointing out that their interactants mispronounced or said something that was incorrect. Yet, perhaps participants did not want to appear more knowledgeable or more proficient than their peers interacting in this context. Hence, they might have felt embarrassed or not comfortable enough to address their partner's L2 language problems or difficulties, although all of them mentioned in the interviews that they did not have negative feelings (frustration, boredom, intimidation, discomfort) in relation to the online interaction, the *WhatsApp* activity and their peers.

As a fourth reason, it is possible as well that all the phases in the Varonis and Gass' (1985) model, along with the phases added by Jungmi (2003) and Smith (2003), did not often happen among this specific group of beginners because they focused on getting their messages across by using the most understandable intonation and pronunciation. Another reason could be that they did not worry about repeating sentences or making sure that they understood exactly everything of what was said; perhaps they did not focus on demonstrating fluency and accuracy. They concentrated their efforts on communicating their messages and, thus, they did not allocate attention to their interlocutor's signals, responses, and confirmation to responses, as appeared in the negotiation of meaning excerpts analyzed in this study. Considering that, it is interesting to point

out that there were no occurrences of code switching, in which participants resorted to their L1 to solve non- or misunderstandings (Ellis, 1997). Even though they were beginners, they concentrated on keeping the communication in English.

The fifth reason could be that participants are part of an EFL context instead of an ESL one. This means that they had none or few experiences with oral interaction. In addition, it is possible that the only oral interaction that they might have been exposed to so far was in a school context. This was also a possible interpretation derived from the perception questionnaire applied in this study. Actually, in the profile questionnaire as well they highlighted that they had better reading and writing skills than the speaking and listening ones and that they worked more on grammar, reading and writing skills, instead of speaking and listening.

According to the participants of this study, as stated in the questionnaires, this was their reality; they were not used to interacting in the language that they were learning. Added to that, they had little work on the speaking and listening skills, as already claimed by scholars who analyzed the context of English as a Foreign Language in the Brazilian school system (Cunha, 2016; Lima, 2009; 2014; Miccoli & Cunha, 2016; Oliveira, 2014). The participants' perceptions on this study corroborates with the arguments portrayed by the authors.

A sixth and final possible reason might have some connection with Ellis' understanding that:

When teachers control the discourse, learners may be reluctant to signal their lack of comprehension and to negotiate understanding, preferring instead to either wait and see if they can work things out later or, alternatively, to abandon any attempt to comprehend. (Ellis, 1999, p. 223)

Considering Ellis' proposition, it might be the case that the participants were afraid or might have felt intimidated to negotiate meaning in the sense described by strong claims in SLA, as in Long (1981, 1996) and in Varonis and Gass' (1985) model. It might have been the case because the teacher-researcher was part of the *WhatsApp* group where participants were interacting online. This corroborates with the fact that all their interaction was merely descriptive with few occasions of clarification requests, confirmation checks, repetition, recasting, and so on.

Long's Interaction Hypothesis describes interactions among NS and NNS in an ESL context. However, it differs from EFL learners who do not have as many chances as ESL learners to try to negotiate their meanings outside the classroom. Naturally, it means a lot for beginner EFL learners to be able to express one phrase or sentence and be understood in the context of a language classroom. Opposed to that, when analyzing an ESL context, it is more likely that learners interact in the language that they are learning more often since outside-school opportunities are more common and usually available.

Regarding the argumentation on possible issues that explain or support the findings of this study, our research helped to maintain that the models which were vastly used in SLA research (Jungmi, 2003; Smith, 2003; Varonis & Gass, 1985) may not attend to characteristics of online interaction in the context of the activity proposed for our study. Indeed, we consider that no model would do because technological affordances keep changing and that may affect directly the way that people use them to interact, especially when learning a L2. Therefore, based on our evidences, we claim that negotiation of meaning happens throughout interactional moves that represent an attempt to keep the flow of the interaction. As long as learners are exchanging ideas and being able to communicate, they are already negotiating meaning within the context in which they are interacting.

This may lead to the proposition of a broader view on the definition of what negotiation of meaning entails in SLA, with negotiated interaction permeating each movement or effort by the interactants in the direction of reaching understanding and moving on with the flow of the interaction. With a view on that, this study took a different approach on how to look at the concept of negotiation of meaning, detaching the allusion to language breakdown, non-understandings and language or communication problems. That was based on the evidences of this study, which showed that there could be negotiation of meaning simply by the fact that meanings are being exchanged, as entitled in the concept name itself.

To conclude, this section sought to explain possible interpretations of the analysis proposed in this study. It emphasized that, although interaction has long been analyzed under assumptions that negotiated meaning takes place only when there are non-understanding or language breakdowns, this study has provided some evidence that interaction may be negotiated all the time while there is exchange of meanings, especially considering beginner learners whose language

resources may be scarce. Thus, in this section, we explained possible reasons on how this study interpreted that participants were interacting and negotiating meaning in most of the turns that they took to utter their sentences.

5.3 Summary of the Chapter

Chapter 5, the Discussion, answered the research questions of this study, highlighting as its main thesis the proposition on the conceptualization of negotiated interaction in SLA when it comes to beginners interacting online on the app *WhatsApp*.

In addition, Chapter 5 concluded with extended comments on possible interpretations for the findings of this study, which corroborate with the construction and explanation of its main thesis.

The next chapter, the Conclusion and Final Remarks, addresses final comments on the study as a whole. It elaborates on the negotiated interaction as the main thesis found in this research, besides indicating its limitations and suggesting ideas for further research on the same topic.

Chapter 6 - Conclusion and Final Remarks

This chapter presents the conclusion and the final remarks of this study. Firstly, in section 6.1, it starts with the summary of the study to recapitulate its main ideas, reinforcing its theoretical background and main findings. Then, in section 6.2, it turns to a discussion on negotiated interaction, explaining the main thesis stated as a result of the analysis developed for this study. In section 6.3, this chapter presents some pedagogical implications related to the investigation carried out for this study. In section 6.4, some limitations of the study are indicated. Finally, in section 6.5, suggestions for further research in the area of online interaction for SLA are provided.

The content in this final chapter, as well as throughout this dissertation, is based on years of reading, rereading, thinking, reflecting, studying, and analyzing theories, hypotheses, models, discussions, assumptions, and research results, related to what constitutes the area of language learning and teaching, namely SLA. In addition, this study brings the hope that its main objective, methodological procedures and interpreted results may bring light to language pedagogy, particularly in what concerns online oral interaction among beginner learners of English.

6.1 Summary of the Study

This study analyzed characteristics of online oral interaction among beginner learners of English with the app *WhatsApp*. For that reason, the analysis considered previous theories (e.g. Long, 1991; Ellis, 1999; Compernelle, 2015) and models for interaction in language learning (Jungmi, 2003; Smith, 2003; Varonis & Gass, 1985). Results pointed to similarities and differences from what has been proposed in terms of the Interaction Hypothesis (Long, 1981) and models for Negotiation of Meaning (Jungmi, 2003; Smith, 2003; Varonis & Gass, 1985).

Simply put, the Interaction Hypothesis and the model for Negotiation of Meaning (Varonis & Gass, 1985), along with its updates (Jungmi, 2003; Smith, 2003), state that learners profit from negotiation of meaning during interaction, which entails language problems, such as language breakdowns and non-understandings (Bower & Kawaguchi, 2001; Gass & Selinker, 1994; Ellis, 1991, 1999; Long, 1981, 1996; Mackey *et al*, 2000). Interactants may profit from that during interaction

in order to build up on the language problems, by correcting them and learning or noticing new facts about the target language.

In fact, this study adds to that, even sustaining the arguments for negotiation of meaning during interaction. As proposed by Varonis and Gass (1985), we identified Triggers and Resolution phases in our data as well as Split negotiation routines and the Pop phases, as presented by Smith (2003) and Jungmi (2003), respectively. Therefore, we understood that our data brought similarities to the models reviewed in Chapter 2 - Theoretical Background.

However, our data also showed that there might be more to that than what was described so far in the SLA area, according to theories and research published so far, to the best of our knowledge. Taking into consideration that in SLA negotiation of meaning entails language breakdowns, we hold that learners may profit as well from interaction when there is no language non-understandings. In fact, we argue in favor of the fact that regular fluid interaction may also be negotiated and might be effective for language development just as much as the negotiated interaction described by Long (1981, 1996), Varonis and Gass (1985), Jungmi (2003), and Smith (2003). Particularly, our proposition also relies on the fact that our participants were beginner learners, who usually have limited language resources to interact orally (e.g. vocabulary, syntax, pronunciation, intonation, fluency, accuracy).

In line with that, based on our research we found grounds to hold that technological resources, as the app *WhatsApp*, go hand in hand with the possibility of offering beginners with the opportunity of expressing themselves and, consequently, working on their speaking skills. Considering that beginners usually do not have opportunities for oral language production, the results may affect directly what has been reported as typical in the regular school systems in terms of language learning and teaching (Cunha, 2016; Lima, 2009; Lima, 2014; Miccoli & Cunha, 2016; Oliveira, 2014). In effect, this study points to the feasibility of working on oral interactional skills with learners who have beginner English level.

Regarding the outcomes of this study, the context of interaction among the participants, their English level, along with the affordances of the application selected, we argue for the conclusion that beginners may be able to interact and negotiate meaning in English, even though they may have limited assets in terms of language knowledge (e.g. vocabulary, syntax, pronunciation, intonation, fluency, accuracy). Beyond that, and

most especially, we stated the main thesis from this study, which is the topic of the next section.

6.2 Negotiated Interaction

This study allowed us to argue that negotiated interaction consists in exchanging meanings and getting messages across, without necessarily facing and dealing with language breakdowns from time to time. Based on our findings, the models analyzed in this study (Jungmi, 2003; Smith, 2003; Varonis & Gass, 1985) still well represent phases of negotiation of meaning, however the study points to a much need extension of the concept of the term, which was centrally grounded on language non-understandings.

We acknowledge that researchers and experts in SLA claim that interaction and negotiation of meaning are essential for language learning (Long, 1996; Ellis, 1999). In the same line, this study endorses this argument, although it questions the fact that interaction may have a different meaning, especially among beginners who are learners of English as a foreign language.

The context of the models proposed may have been different if we consider its initial theories in SLA to the context that we have in current times. In the beginning, when the proposition about interaction emerged in the area, researchers were mostly concentrated on understanding second language learning (e.g. Amry, 2014; Bouhnik & Dshen, 2014; Kaieski, Grings & Fetter, 2015; Rambe & Bere, 2013). Notwithstanding, there has always been multiple contexts and some of them present the learning of foreign languages, as the situational fact in this study. Additionally, interaction also entails learners of an additional language exchanging meaning, in a context where the target language is mostly used just in educational settings.

In many SLA long-held theories, hypotheses, and studies analyzed for the development of our research, interaction meant communicating face-to-face, mainly having native speakers with learners of a second, sometimes a foreign language. With the technological affordances that we have available now, there are different aspects in the sense of interaction, such as web conferencing resources and audio-recorded messages on *WhatsApp*, which were part of the data analyzed in this study. Hence, all the different scenarios and resources may play a role in how we describe, understand, and interpret negotiated interaction.

Therefore, the analysis demonstrated that the participants of this study interacted and negotiated meaning throughout the whole time that they managed to get their messages across and communicate with others, not only when they face language challenges. In effect, negotiated interaction in SLA referred to language breakdowns, non-understandings, solving language problems. However, by the analysis of online interaction among beginner learners of English, this study showed that negotiated interaction may happen while interactants are exchanging meanings without interruptions to solve what they did not understand. There are other ways that interactants can solve non-understandings nowadays, while interacting online. They no longer have to push down the flow of the interaction to get to know a word and its meaning, for example. They can maintain the interaction, look up a word online on a dictionary, and keep exchanging meanings.

In this line of thought, our study may add to the understanding of negotiated interaction for language learning by showing that there are specificities that need acknowledgment according to the context in which interaction takes place. In the case of our research, taking into consideration the characteristics of online oral interaction identified in the data and the contextual aspects of the study, negotiation of meaning encompassed more than language breakdowns.

6.3 Pedagogical Implications

This study suggests an application of its findings in language pedagogy towards the encouragement of oral interaction activities in the regular school system, especially for the development of oral production skills among beginner learners. Scholars have shown that the teaching of English in Brazil has not been successful for different reasons (e.g. Cunha, 2016; Lima, 2009; Lima, 2014; Miccoli & Cunha, 2016; Oliveira, 2014).

Some teachers may say that classrooms are crowded, or even that they do not have time to plan and develop speaking activities. These might indeed be reasonable facts and this study does not intend to neglect that. However, making use of a technological resource that learners are already familiar with, such as the app *Whats.App*, may be a useful aid for more opportunities for language learning for our students. Notwithstanding, we need to address the fact that technology may be helpful for learning purposes, but it is meaningless without careful planning.

Furthermore, the pedagogical contribution of this piece of research could be seen to question long-standing premises related to interaction for language learning. SLA beholds that interaction and negotiation of meaning are essential for language learning. The term negotiation is defined as “the modification or restructuring of interaction that occurs when learners and interlocutors anticipate, perceive, or experience difficulties in message comprehensibility” (Pica, 1994, p. 494). In this sense, negotiated interaction is regarded as beneficial only when it implies language problems that are worked on throughout conversations. Opposing to that, this study claims that there is also negotiated interaction when meanings are being exchanged without breakdowns in the horizontal flow of the conversation. Thus, the main aim is to argue that learners may benefit from interaction even when the conversation presents stability, mainly if the interactants are beginners, as the participants of this study.

Considering the aforementioned about negotiation of meaning, the findings of this study related to the Split negotiation routines, Broken negotiation routines, Quoted turns, and Written turns may entail a new view on the topic. In possession of that, teachers and researchers may reflect on activities that promote oral interaction with technological resources being aware of the characteristics that may influence the way that learners engage or develop the instructions proposed. That is to say, by knowing that Split negotiation routines, Broken negotiation routines, Quoted turns, and Written turns may be a typical characteristic of online oral interaction among beginners on *WhatsApp*, language pedagogy is better informed for activities development and planning.

In conclusion, we would like to state that, by analyzing online interaction, this study added current discussions related to the use of technology in the classroom to a long-established theorized topic in SLA: interaction. This may affect positively the investment of activities that promote oral interaction to provide opportunities for our learners to practice speaking skills and learn English thoroughly.

6.4 Limitations of the Study

There are a few limitations already recognized in this study. First, this study was designed to observe how interaction took place on the app *WhatsApp* with the purpose of promoting oral language practice. Hence, its findings may not be generalized to assessing depths of online interaction in any learning context or with the help of any similar app due

to the specific affordances that each app may present. As shown in the analysis chapter, the features of the app *WhatsApp* did play a role in the characteristics identified as relevant in the results interpretation.

Another limitation identified may be that digital technological resources that allow for online interaction are always evolving; each one of them present different and specific features that may have an effect on language learning in different ways, especially regarding how learners interact. Besides that, depending on the group of participants and their social relations, results may differ from the ones found in this specific case study.

Added to the limitations already mentioned, 2 participants of this study pointed out in the questionnaire and interview that sometimes they faced technical problems. Slow or interrupted internet connection happened during the activity on *WhatsApp*. That may have affected Split or Broken negotiation routines: the former refers to messages that got a late reply and the latter concerns the ones that never were responded.

Along with the arguments explained in the data analysis, internet problems may explain why these were typical characteristics that appeared in most pairs or trios who interacted online to do the proposed activity. However, we considered that technical problems were not a major constraint since only 2 participants mentioned them in the questionnaire and interview.

The logistics of the online oral interaction may also be seen as a limitation identified in this study. Participants could send messages to each other through private *WhatsApp* contacts. This way, they could communicate about the images each one was holding. Even so, this study understood that it was a natural-occurring event, thus being part of the online interaction proposed.

In addition, participants who might have used private messages also had to find a way to communicate and continue the interaction on the group that the teacher-researcher had access. Consequently, this study considered that these participants had to work twice as hard to interact both privately and in the activity group created for the online interaction. Anyhow, the purpose of the activity was to make participants interact orally online; for that, we considered that the activity planned worked appropriately for the purpose of our study.

6.5 Suggestions for Further Research

There is a need for investigating different types of technological resources that may facilitate interaction for language learning, most of all regarding the development of oral productive skills, with a focus on negotiated interaction in the sense proposed in this study. Overall, it was possible to identify that studies that concern beginners in foreign language circumstances are definitely in need of further understanding.

Typically, research has been concentrating efforts on analyzing intermediate and advanced learners (e.g. Golonka, Tare, & Bonilla, 2017; Hampel & Stickler, 2012; Heins *et al.*, 2007). Another fact is that most research focuses on interaction for second language learning (e.g. Amry, 2014; Bouhnik & Deshen, 2014; Kaieski, Grings & Fetter, 2015; Rambe & Bere, 2013), while few studies have investigated foreign languages (e.g. Guo, 2013; Tudini, 2003; Verjano, 2013). Certainly, either second or foreign language contexts need further understanding in terms of online oral interaction, but the latter has been less investigated when in comparison to the former.

One interesting strand for further research is to investigate research methods of data collection that may better accomplish the possibilities of digital technological affordances available at hand. Regarding online interaction, be it oral or written, research should profit from recording participants with a video camera apart from the computer built-in camera. This should allow analyzing their reactions, body language, behavior, or even details such as message formulation before posting it to their interactants on chat apps, for example. This would help to comprehend the interactional situation more holistically. The challenge, though, would be the disruption of intrusiveness that this kind of study may cause on its participants.

Additionally, it would be interesting to consider for further studies an analysis that had participants interacting through video calls on the app *WhatsApp* and in other apps as well. There has been research that investigated web conferencing for language learning (e.g. Hampel & Stickler, 2012; Stickler, Smith & Shi, 2016; Verjano, 2013; Yanguas, 2010), however those studies focus on intermediate and advanced learners, with multiple first language background. In our context in Brazil, we could not find a study that aimed to examine beginners interacting orally online with the aid of synchronous video calls.

In what concerns methodological procedures, this study helped to realize that we have still been applying questionnaires with regular

written or typed-in questions, without the use of any resources or multimodal motivational factors for our participants. Why not having a more interactive questionnaire type or even considering participants elaborating their own questions, instead of answers, when stating their perceptions on a certain topic? This would be another suggestion for further studies.

Finally, the use of the app *WhatsApp* for the interactional data collection led the teacher-researcher of this study to come to terms about the need of innovating when it refers to data collection methodological procedures. On this wise, research on the implementation of digital technologies with multimodal ways of instigating participants in engaging in inquiries could be beneficial. Even for a simple interview, an infographic showing a path of topics aimed to be covered might work fine.

6.6 Summary of the Chapter

Chapter 6 presented conclusions and final remarks, pointing out the main thesis claimed in this study, along with the findings that help to reinforce the reasoning in their explanations.

In addition, Chapter 6 highlighted pedagogical implications concerning the findings of this study, related to SLA assumptions in terms of interaction for language learning among beginners. For that, it considered the characteristics of the teaching of English as a Foreign Language in Brazil, as conveyed by Cunha (2016), Lima (2009; 2014), Miccoli and Cunha (2016) and Oliveira (2014).

Finally, it explained limitations of this study and appointed on some suggestions for further research on the topic to be considered.

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Appendices

Appendix 1 - Consent Terms



Universidade Federal de Santa Catarina
Centro de Comunicação e Expressão
Programa de Pós-Graduação em Inglês
Aluna: Nayara Salbego Nível: Doutorado
Professor Orientador: Celso Tumolo

Termo de Assentimento para Participantes Menores de Idade

Você está sendo convidado(a) a participar de uma pesquisa sobre interação online para aprendizagem de línguas. Esta pesquisa está associada ao projeto de doutorado da professora de Inglês, Nayara Nunes Salbego, vinculada ao programa de Pós-Graduação em Inglês (PPGI), da Universidade Federal de Santa Catarina (UFSC).

Durante a pesquisa, os participantes farão atividades didáticas de Inglês, nas quais vão interagir online com seus colegas em sala de aula, no horário regular da disciplina de Língua Estrangeira Inglês. Os participantes também responderão dois questionários: o primeiro trata de informações pessoais, enquanto que o segundo diz respeito à interação online. Finalmente, alguns participantes serão entrevistados pela professora-pesquisadora. Todos os dados serão registrados para análise de como os participantes interagem online para aprendizagem de Inglês.

Para os procedimentos de coleta de dados, os participantes estarão sempre acompanhados pela professora-pesquisadora, responsável pelo estudo, que lhes prestará toda a assistência necessária ou acionará pessoal competente para isso. Todos os dados da pesquisa são sigilosos e serão usados apenas para fins científicos, como publicação da tese de doutorado e de artigos em periódicos.

Caso tenha alguma dúvida sobre os procedimentos, os participantes poderão entrar em contato com a pesquisadora a qualquer momento pelo telefone 48 996692335 ou através do e-mail nayara.salbego@yahoo.com.br.

A pesquisadora responsável, Nayara Nunes Salbego, que também assina esse documento, compromete-se a conduzir a pesquisa de acordo com o que preconiza a Resolução 466/12 de 12/06/2012, que trata dos preceitos éticos e da proteção aos participantes da pesquisa.

Campo para assinatura do participante menor de idade:

Eu, _____,
RG/CPF _____, no dia ____ de _____, de 2017, li este documento (ou tive este documento lido para mim por uma pessoa de confiança) e obtive da pesquisadora todas as informações que julguei necessárias para me sentir esclarecido(a) e optar por livre e espontânea vontade participar da pesquisa.

Araranguá, ____ de _____ de 2017.

_____ (assinatura)

Campo para assinatura da professora-pesquisadora:

Eu, Nayara Nunes Salbego, RG/CPF 9069390939/008243900-16, no dia ____ de _____, de 2017, comprometo-me a conduzir a pesquisa de acordo com o que preconiza a Resolução 466/12 de 12/06/2012, que trata dos preceitos éticos e da proteção aos participantes da pesquisa. Dato e assino abaixo.

Araranguá, ____ de _____ de 2017.

Nayara Salbego



Universidade Federal de Santa Catarina
Centro de Comunicação e Expressão
Programa de Pós-Graduação em Inglês
Aluna: Nayara Salbego Nível: Doutorado
Professor Orientador: Celso Tumolo

**Termo de Consentimento Livre e Esclarecido
para Responsáveis Legais de Participantes Menores de Idade**

O(a) aluno(a) _____
(nome completo), RG/CPF _____,

sob sua responsabilidade, está sendo convidado(a) a participar de uma pesquisa sobre interação online para aprendizagem de línguas. Esta pesquisa está associada ao projeto de doutorado da professora de Inglês, Nayara Nunes Salbego, estudante do programa de Pós-Graduação em Inglês (PPGI), da Universidade Federal de Santa Catarina (UFSC).

Durante a pesquisa, os participantes farão atividades didáticas de Inglês, nas quais vão interagir online com seus colegas de sala de aula, no horário regular da disciplina de Língua Estrangeira Inglês. Os participantes também responderão dois questionários: o primeiro trata de informações pessoais e o segundo diz respeito à interação online. Finalmente, alguns participantes serão entrevistados pela professora-pesquisadora. Todos os dados serão registrados para análise de como os participantes fazem uso de recursos tecnológicos para interagir online para aprendizagem de Inglês.

Para os procedimentos de coleta de dados, os participantes estarão sempre acompanhados pela professora-pesquisadora, responsável pelo estudo, que lhes prestará toda assistência necessária ou acionará pessoal competente, se necessário. Durante a pesquisa, aspectos desagradáveis como cansaço, constrangimento, falha na conexão de rede de internet, problemas de relacionamento com outros participantes, dentre outros, podem ser comuns, mas serão mediados pela professora-pesquisadora com o fim de resolvê-los e proporcionar as condições necessárias de conforto na participação da pesquisa.

Caso tenha alguma dúvida sobre os procedimentos ou sobre o projeto, você poderá entrar em contato com a professora-pesquisadora a qualquer momento pelo telefone 48 99669 2335, através do e-mail nayara.salbego@yahoo.com.br, ou no endereço profissional Avenida XV de Novembro, 61, Bairro Aeroporto, CEP 88905-112, IFSC Araranguá. O professor orientador da professora-pesquisadora na UFSC, Celso Henrique Soufen Tumolo, também poderá ajudar com esclarecimentos sobre o objetivo e a validade do estudo. O contato deve ser feito pelo telefone 48 99924 1948 ou e-mail celsotumolo@yahoo.com.br, ou no endereço profissional na UFSC, Campus Reitor João David Ferreira Lima, s/n - Trindade, Florianópolis, SC.

Qualquer participante pode se sentir absolutamente à vontade para deixar de participar da pesquisa a qualquer momento, sem ter que apresentar qualquer justificativa. Ao decidir deixar de participar da pesquisa, o participante não terá qualquer prejuízo no restante das atividades, basta avisar a professora-pesquisadora sobre sua decisão.

Os pesquisadores, ou seja, a professora-pesquisadora e seu orientador na UFSC, serão os únicos a ter acesso aos dados. Todas as providências necessárias serão tomadas para manter o sigilo, mas sempre existe a remota possibilidade da quebra do sigilo, mesmo que involuntário e não intencional, cujas consequências serão tratadas nos termos da lei.

Os resultados deste trabalho poderão ser apresentados em encontros (congressos, seminários, simpósios, etc.) ou revistas científicas. Estes mostrarão apenas os resultados obtidos como um todo, sem revelar nome, instituição ou qualquer informação relacionada à privacidade dos participantes.

Dois vias deste documento estão sendo rubricadas e assinadas por você e pela professora-pesquisadora. Guarde cuidadosamente a sua via, pois é um documento que traz importantes informações de contato e garante os direitos dos participantes da pesquisa.

A legislação brasileira não permite que participantes de pesquisa tenham qualquer compensação financeira. Como a coleta de dados deste estudo acontecerá no horário regular de aula, com materiais já previstos e comumente utilizados pelos alunos, não haverá ressarcimento de gastos. Para participar da pesquisa, os participantes terão despesas usuais de transporte que serão integralmente ressarcidas pelos pesquisadores nos termos da lei. Os participantes não terão nenhuma despesa advinda particularmente da sua participação na pesquisa. Caso alguma despesa extraordinária associada à pesquisa venha a ocorrer, os participantes serão ressarcidos nos termos da lei. Caso os participantes tenham algum prejuízo material ou imaterial em decorrência da pesquisa, poderão solicitar indenização, de acordo com a legislação vigente e amplamente consubstanciada.

A pesquisadora responsável, que também assina esse documento, compromete-se a conduzir a pesquisa de acordo com o que preconiza a Resolução 466/12 de 12/06/2012, que trata dos preceitos éticos e da proteção aos participantes da pesquisa.

O endereço profissional da pesquisadora é Avenida XV de Novembro, 61, Bairro Aeroporto, CEP 88905-112, Araranguá, SC. O telefone do endereço profissional é 48 3311 5000. Você também poderá entrar em contato com o Comitê de Ética em Pesquisa com Seres Humanos da UFSC pelo telefone 48 3721 6094, e-mail cep.propesq@contato.ufsc.br ou pessoalmente no endereço Rua Desembargador Vitor Lima, 222, sala 401, Trindade, Florianópolis, SC.

Campo para assinatura do pai/mãe/responsável legal:

Eu, _____,
RG/CPF _____, no dia ____ de
_____, de 2017, li este documento (ou tive este documento lido
para mim por uma pessoa de confiança) e obtive dos pesquisadores todas
as informações que julguei necessárias para me sentir esclarecido e optar
por livre e espontânea vontade permitir o(a) menor sob minha
responsabilidade participar da pesquisa.

Araranguá, _____ de _____ de 2017.

_____ (assinatura)

Campo para assinatura da professora-pesquisadora:

Eu, Nayara Nunes Salbego, RG/CPF 9069390939/008243900-16, no dia
____ de _____ de 2017, comprometo-me a conduzir a pesquisa de
acordo com o que preconiza a Resolução 466/12 de 12/06/2012, que trata
dos preceitos éticos e da proteção aos participantes da pesquisa. Dato e
assino abaixo.

Araranguá, _____ de _____ de 2017.

Nayara Salbego

Appendix 2 - Ethics Committee Permission for the Study

UNIVERSIDADE FEDERAL DE
SANTA CATARINA - UFSC



PARECER CONSUBSTANCIADO DO CEP

DADOS DO PROJETO DE PESQUISA

Título da Pesquisa: Interação Online no Ensino e Aprendizagem de Língua Estrangeira

Pesquisador: Celso Henrique Soufen Tumolo

Área Temática:

Versão: 2

CAAE: 59705516.3.0000.0121

Instituição Proponente: UNIVERSIDADE FEDERAL DE SANTA CATARINA

Patrocinador Principal: Financiamento Próprio

DADOS DO PARECER

Número do Parecer: 1.789.880

Situação do Parecer:

Aprovado

Necessita Apreciação da CONEP:

Não

Endereço: Universidade Federal de Santa Catarina, Prédio Reitoria II, R: Desembargador Vitor Lima, nº 222, sala 401
Bairro: Trindade **CEP:** 88.040-400
UF: SC **Município:** FLORIANOPOLIS
Telefone: (48)3721-6094 **E-mail:** cep.propesq@contato.ufsc.br

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UNIVERSIDADE FEDERAL DE
SANTA CATARINA - UFSC



Continuação do Parecer: 1.789.880

FLORIANOPOLIS, 24 de Outubro de 2016

Assinado por:
Luiz Eduardo Toledo
(Coordenador)

Appendix 3 - Profile Questionnaire



Universidade Federal de Santa Catarina
Centro de Comunicação e Expressão
Programa de Pós-Graduação em Inglês
Aluna: Nayara Salbego Nível: Doutorado
Professor Orientador: Celso Tumolo

Perfil dos Alunos Participantes da Pesquisa

Este questionário tem o intuito de coletar informações pessoais para traçar o perfil dos participantes da pesquisa. Apenas a pesquisadora terá acesso aos dados dos participantes. Os nomes serão mantidos em sigilo.

Seção A – Identificação

1. Nome:
2. E-mail:
3. Idade:

Seção B – Você gosta de estudar Inglês?

4. Você gosta de estudar Inglês? () Sim () Não () Outro: _____
5. Você considera que estudar é Inglês importante na sua vida pessoal, escolar e/ou profissional? () Sim () Não () Outro: _____

Seção C – Nível de Inglês

6. Como você classifica o seu nível de Inglês de forma geral (speaking, listening, reading, writing, vocabulary)? () Básico () Intermediário () Avançado () Outro: _____
7. Qual é seu nível de Inglês na habilidade SPEAKING (produção oral)? () Básico () Intermediário () Avançado () Outro: _____
8. Qual é seu nível de Inglês na habilidade LISTENING (escuta e compreensão oral)? () Básico () Intermediário () Avançado () Outro: _____

9. Qual é seu nível de Inglês na habilidade READING (leitura)?

Básico Intermediário Avançado Outro: _____

10. Qual é seu nível de Inglês na habilidade WRITING (escrita e produção textual)?

Básico Intermediário Avançado Outro: _____

11. Qual é seu nível de Inglês em termos de VOCABULÁRIO?

Básico Intermediário Avançado Outro: _____

Seção D - Inglês na Escola Regular (Ensino Fundamental)

12. No Ensino Fundamental, você estudou em escola pública ou particular?

Pública Particular Outro: _____

13. Por quanto tempo você estudou Inglês no Ensino Fundamental? _____

14. O que você mais teve nas aulas de Inglês no Ensino Fundamental?

Marque todas as alternativas que se aplicam. Grammar Vocabulary Reading Writing Speaking Listening Outro: _____

Seção D – Inglês em Cursos Particulares

15. Você estuda ou já estudou Inglês em cursos particulares (Exemplos: Yázigi, Skill, Wizard, SESC, SENAC, Fisk, dentre outros, ou professor particular)?

Sim – questionário direciona para Seção D1.

Não - questionário direciona para Seção E.

Seção D1 – Cursos Particulares de Inglês

16. Qual o nome do seu curso particular de Inglês?

17. Qual nível de Inglês você está no seu curso particular? Básico

Intermediário Avançado Outro: _____

18. Por quanto tempo você estuda ou estudou no seu curso particular?

Seção E – Aprender Inglês fora da Sala de Aula

19. Você tem oportunidades fora da sala de aula para FALAR em Inglês?

Sim Não Outro: _____

20. Você tem oportunidades fora da sala de aula para ESCREVER em Inglês? Sim

Não Outro: _____

21. Você tem oportunidades fora da sala de aula para LER em Inglês?

Sim Não Outro: _____

22. Você tem oportunidades fora da sala de aula para OUVIR/PRATICAR A ESCUTA em Inglês?

Sim Não Outro: _____

23. De que formas você aprende ou tem contato com a língua Inglesa fora de sala de aula?

24. Você gostaria de registrar aqui algum comentário ou deixar algum questionamento? Fique à vontade 😊

Appendix 4 - Perception Questionnaire



Universidade Federal de Santa Catarina
Centro de Comunicação e Expressão
Programa de Pós-Graduação em Inglês
Aluna: Nayara Salbego Nível: Doutorado
Professor Orientador: Celso Tumolo

Questionário sobre a atividade no *WhatsApp* e Relações Pessoais

Caro(a) Participante,

Você está participando do projeto de pesquisa ‘Interação Online no Ensino e Aprendizagem de Língua Estrangeira’. Por favor, responda as perguntas abaixo considerando o desenvolvimento da atividade ‘Describing a Picture’, realizada em sala de aula, com o uso do aplicativo *WhatsApp*. Sua identidade será sempre mantida em sigilo. Qualquer dúvida, estou à disposição para esclarecer possíveis dúvidas e explicar a pesquisa.

Seção A – *WhatsApp* Activity

1. Marque a alternativa que melhor descreve sua opinião:

a. Eu gostei da atividade de interagir online no *WhatsApp*.

Concordo totalmente.

Concordo em partes.

Não sei opinar.

Discordo em partes.

Discordo totalmente.

b. Minha participação na interação online pelo *WhatsApp* foi efetiva.

Concordo totalmente.

Concordo em partes.

Não sei opinar.

Discordo em partes.

Discordo totalmente.

c. Eu consegui realizar a atividade proposta com sucesso.

Concordo totalmente.

- () Concordo em partes.
 - () Não sei opinar.
 - () Discordo em partes.
 - () Discordo totalmente.
- d. Eu gostei de escutar os áudios da(o) minha (meu) colega.
- () Concordo totalmente.
 - () Concordo em partes.
 - () Não sei opinar.
 - () Discordo em partes.
 - () Discordo totalmente.
- e. Essa atividade pode ajudar o desenvolvimento da fala em Inglês.
- () Concordo totalmente.
 - () Concordo em partes.
 - () Não sei opinar.
 - () Discordo em partes.
 - () Discordo totalmente.

2. Você poderia apontar aspectos POSITIVOS da atividade no *WhatsApp*?

3. Você poderia apontar aspectos NEGATIVOS da atividade no *WhatsApp*?

4. Você conseguiu entender sua/seu colega em todos os momentos da atividade no *WhatsApp*? () Sim () Não () Outro: _____

5. Explique o que você fez quando uma/um de vocês não entendeu a(o) outra(o) durante a atividade no *WhatsApp*.

6. Como você se sente gravando sua voz nas atividades de produção oral (speaking) em Inglês? Por favor, explique sua resposta.

7. Você considera que o uso de *WhatsApp* pode auxiliar no desenvolvimento da fala em Inglês?

8. Quais outros recursos tecnológicos poderiam ajudar no desenvolvimento da fala em Inglês (*Facebook, Skype, Instagram, Snapchat, etc.*)?

Seção B – Relações Pessoais

1. Há quanto tempo você conhece a sua/o seu colega com quem realizou a atividade no *WhatsApp*?
2. Você interage com a sua/o seu colega em atividades fora do contexto escolar? Se sim, em quais situações?
3. Você se sente confortável com a sua/o seu colega para realização das atividades de Inglês?
4. Como você se sente usando o *WhatsApp* nas tarefas de Inglês com a sua/o seu colega?
5. Qual alternativa melhor descreve sua opinião?
 - a. Eu me sinto confortável com meus colegas de turma.
 - () Concordo totalmente.
 - () Concordo em partes.
 - () Não sei opinar.
 - () Discordo em partes.
 - () Discordo totalmente.
 - b. Eu me sinto confortável com o(a) colega com quem realizei a atividade oral no *WhatsApp*.
 - () Concordo totalmente.
 - () Concordo em partes.
 - () Não sei opinar.
 - () Discordo em partes.
 - () Discordo totalmente.
 - c. Eu me sinto confortável nas aulas de Inglês com a professora e as(os) colegas.
 - () Concordo totalmente.
 - () Concordo em partes.
 - () Não sei opinar.
 - () Discordo em partes.
 - () Discordo totalmente.
 - d. Eu me sinto confortável na instituição onde estudo.
 - () Concordo totalmente.
 - () Concordo em partes.
 - () Não sei opinar.
 - () Discordo em partes.

() Discordo totalmente.

e. Minhas/meus colegas me observam quando falo Inglês. Isso me causa desconforto.

() Concordo totalmente.

() Concordo em partes.

() Não sei opinar.

() Discordo em partes.

() Discordo totalmente.

f. Eu me sinto confortável quando colegas ficam me observando quando falo Inglês.

() Concordo totalmente.

() Concordo em partes.

() Não sei opinar.

() Discordo em partes.

() Discordo totalmente.

g. No geral, eu me sinto integrada(o) nas relações sociais da minha turma.

() Concordo totalmente.

() Concordo em partes.

() Não sei opinar.

() Discordo em partes.

() Discordo totalmente.

h. No geral, sinto-me integrado(a) com a turma nas atividades didáticas de Inglês.

() Concordo totalmente.

() Concordo em partes.

() Não sei opinar.

() Discordo em partes.

() Discordo totalmente.

i. No geral, me sinto integrado(a) com a turma nas atividades propostas no IFSC.

() Concordo totalmente.

() Concordo em partes.

() Não sei opinar.

() Discordo em partes.

() Discordo totalmente.

6. Você gostaria de registrar aqui algum comentário ou deixar algum questionamento? Fique à vontade 😊

Appendix 5 - Interview Questions



Universidade Federal de Santa Catarina
Centro de Comunicação e Expressão
Programa de Pós-Graduação em Inglês
Aluna: Nayara Salbego **Nível:** Doutorado
Professor Orientador: Celso Tumolo

Perfil dos Alunos Participantes da Pesquisa

Perguntas para as Entrevistas

- 1) O que você achou da atividade no *WhatsApp*?
- 2) Você acha que conseguiu realizar a atividade com sucesso? Conseguiu entender e realizar a proposta da atividade?
- 3) Você acha que fazer atividades similares 3 vezes facilitou o entendimento da atividade? O que mudou da primeira para a terceira atividade?
- 4) Você gostou de gravar e escutar os áudios do colega? Você acha que é possível aprender escutando e gravando os áudios?
- 5) Vocês se entendiam todo o tempo da atividade? O que faziam quando não se entendiam?
- 6) Você se sente incomodado ou desconfortável fazendo atividades de falar em Inglês? Se sim, poderia explicar?
- 7) Você gostaria de acrescentar algum comentário/sugestão/percepção/opinião/ pergunta/etc.?

Appendix 6 - *WhatsApp* Activity Lesson Plan

Lesson Plan Speaking Activity – Describing a Picture

Teacher: Nayara Nunes Salbego	E-mail: nayara.salbego@yahoo.com.br
Group: High School - First Graders	Course: Língua Estrangeira - Inglês I
Level: Beginner	Class Length: 55min
Rooms: Outdoors or D203 and E206	Number of Students: 38
Objective: Describing a picture orally online on <i>WhatsApp</i> to review present simple tense there is/there are.	
Class Content: Picture description to review present simple tense there is/there are.	
Procedures: <ol style="list-style-type: none"> 1) Explain the objective and instructions of the activity to the students; 2) Guide students while forming pairs or trios; 3) Ask the pair or the trios to create a <i>WhatsApp</i> group for the activity; 4) Ask students to add the teacher to the <i>WhatsApp</i> group created; 5) Separate the pairs or trios into two different rooms or allocate them outdoors in the campus; 6) Give the images to each student; 7) Ask them to start communicating with their peers on <i>WhatsApp</i>; 8) End the activity by making sure all <i>WhatsApp</i> groups have the task completed. 	
Resources: <ol style="list-style-type: none"> 1) Worksheet with instructions and steps for the task; 	

- 2) Printed images Picture A and Picture B;
 3) *WhatsApp* application on students and teacher's smart phones.

Assessment:

Audio recorded voice messages produced by the students and sent on the *WhatsApp* group.

Reference:

Images and activity adapted from: Cunningham, S.; Moor, P. (2014). *New Cutting Edge*. Starter. Module 4. London: Pearson, pages 33 and 111.

Describing a Picture – Activity on *WhatsApp*

Instructions: You and another classmate will work together, making up a pair. Each one in the pair will receive a picture. The pictures are similar, but they have eight (8) differences. You will find the differences individually and then communicate orally with your classmate, using *WhatsApp* to talk about the pictures. Follow the steps to do the task.

Step 1) Look at your picture and analyze what you see in it.

Step 2) Think of about ten (10) sentences to describe your picture.

e.g. There are two cars in my picture.

e.g. There is a computer inside the bag in my picture.

Step 3) Create a group on *WhatsApp*, including you, your classmate(s) and your teacher. You will talk about your picture orally online to your classmate.

Step 4) Record your sentences and describe your picture to your classmate.

Step 5) Listen to your classmate's description of his/her picture.

Step 6) Check if you understood all the descriptions presented by your classmate. If not, ask questions to find out.

e.g. I did not understand. Can you repeat, please ?

e.g. What is the meaning of _____ ?

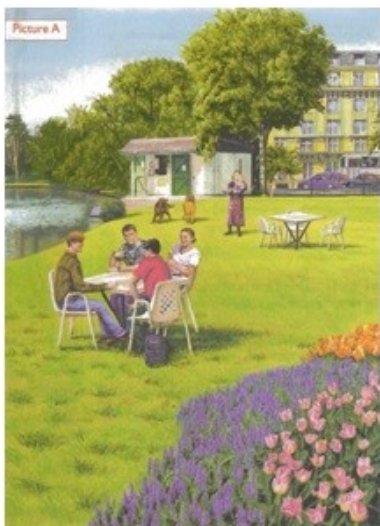
Step 7) Ask if your classmate understood your description of the picture. Ask questions to confirm and to check vocabulary.

Step 8) Decide orally online with your classmate what are eight (8) possible differences between the pictures. Remember that they are similar, but not exactly the same.

Step 9) Interact orally online in the *WhatsApp* group through audio messages to communicate all the differences that you found.

Step 10) Make sure that you interacted orally online to communicate with your partner about the differences that you identified.

Images distributed to students: Picture A and Picture B



Reference:

Images and activity adapted from: Cunningham, S.; Moor, P. (2014). *New Cutting Edge*. Starter. Module 4. London: Pearson, pages 33 and 111.

Appendix 7 - Transcription Conventions

TRANSCRIPTION CONVENTIONS⁴⁰

CONVENTION	MEANING	EXPLANATION
[talk]	Overlapping	Participants talked at the same time.
=	Uttered right after the previous talk	Participants talked one right after the other, with no pauses or breaks.
(...)	Long pause	Pause of 3 or more seconds.
(..)	Medium pause	Pause from 2 to 3 seconds.
(.)	Short pause	Pause from 1 to 2 seconds.
,	Continuous intonation	It sounded like the participant would have used a comma if writing the message or their intonation indicates the use of a comma presenting a probable continuation of their utterance/idea.
.	Full stop intonation	It sound like the idea uttered was concluded.
?	Question intonation	It sounded like the participant would have

⁴⁰ Although we do not hold an expertise in Conversation Analysis (CA), we decided to use some conventions adapted from Ostermann (2012). New conventions were created and added to the original proposal, as well as some were deleted, according to the necessities and main characteristics of the data analyzed in this study. There are not clear standards of transcription for SCMC L2 data; CA is not a language learning theory since it was not conceived for the study of language acquisition, but for the study of ordinary conversation (Gonzalez-Lloret, 2011). Nonetheless, several authors defend the possibility of using CA and its interactional practices for SLA (e.g. Ishida, 2006; Markee, 2008; Thorne, 2000, as cited in Gonzalez-Lloret, 2011).

		used a question mark if writing the message.
:	Sound stretching	It was used to show when the pronunciation of a word was stretched longer than usual, if compared to other words pronounced by the same participant.
> slow talk <	Slow talk	Participants talked slowly or slower than usual, if compared to other utterances pronounced by the same participant.
< fast talk >	Fast talk	Participant talked fast or faster than usual, if compared to other utterances pronounced by the same participant.
<u>talk</u>	Stressed syllable, word or sound	Participants emphasized a syllable, word, or sound in a way different than the usual talk, if compared to other utterances pronounced by the same participant.
((talk))	Researcher's comments	The researcher added comments.
@@@	Laugh	Participants laughed out loud.
- portuguese - word/word	Portuguese utterance	Portuguese was used.
	Alternation or repetition	Participants mentioned two options of a word/phrase/sentence, as if alternating, or repeating the word to pronounce it again.
ahhh / ehhh / hummm	Hesitation	They represent onomatopoeic sounds used by the participants.

Q	Quoted message	Participants referred exactly to a specific message to address this utterance, be they their own or others'.
<i>italics</i>	Misstatement	Participants were trying to use a specific word already studied in class, but seemed not to recall that at the moment. It was frequent with the words 'lake' and 'backpack', for example.

Appendix 8 - Oral Interactions on *WhatsApp*

Allan and Gabriel

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
1	Gabriel	8:45	11s	oh my god man , oh my god man , have a picture in (..) the projector .	Yes
2	Gabriel	8:45	7s	man , there are some peoples in the picture .	Yes
3	Gabriel	8:46	5s	man , have two dogs in the picture .	Yes
4	Gabriel	8:46	2s	there are some flowers .	Yes
5	Gabriel	8:47	4s	ehhh have two tables in the picture .	Yes
6	Gabriel	8:47	5s	hey man , talk with me , man , talk with me man .	Yes
7	Allan	8:47	8s	there are (.) purple and orange and pink flowers in the right of the image .	Yes
8	Allan	8:48	3s	there is a lake in/on right of the image .	Yes
9	Allan	8:49	7s	there is a white house (.) white with green house ,	Yes
10	Gabriel	8:49	11s	ehhh (.) there are <i>somen</i> flowers (.) ehhh (.) orange , pink and (...),	Yes
11	Gabriel	8:49	3s	there are some flowers purples .	Yes
12	Allan	8:49	WRITTEN	And green* Q: there is a white house (.) white with green house , ((Line 9))	Yes
13	Gabriel	8:50	5s	have a lake in the left .	Yes
14	Allan	8:50	6s	some people sitting on a (.) desk in left/on the left of the image .	Yes
15	Gabriel	8:50	5s	there is a woman with baby .	Yes
16	Allan	8:51	4s	there's a yellow building behind a tree .	Yes
17	Gabriel	8:51	WRITTEN	here have too Q: some people sitting on a (.) desk in left/on the left of the image . ((Line 14))	Yes

18	Allan	8:51	4s	three dogs in front of the white house .	Yes
19	Gabriel	8:51	WRITTEN	here have too Q: three dogs in front of a white house . ((Line 18))	Yes
20	Gabriel	8:51	9s	ahhh (..) have two dogs in front ahhh white house .	Yes
21	Allan	8:52	WRITTEN	First difference Q: three dogs in front of a white house . ((Line 18))	Yes
22	Allan	8:52	WRITTEN	First difference Q: ahhh (..) have two dogs in front ahhh white house . ((Line 20))	Yes
23	Allan	8:52	3s	a woman with the baby is wearing a purple dress .	Yes
24	Gabriel	8:52	6s	> there are (.) some peoples seated . <	Yes
25	Allan	8:53	6s	there are four people (.) sitting (.) on chairs .	Yes
26	Gabriel	8:54	WRITTEN	here have too Q: there are four people (.) sitting (.) on chairs . ((Line 25))	Yes
27	Gabriel	8:54	12s	> ahhh there are some cars in behind of the picture . <	Yes
28	Gabriel	8:54	6s	have (.) one backpack in the floor 6 .	Yes
29	Allan	8:55	9s	there is a purple backpack in the floor behind the woman (.) who is dressed with a orange shirt .	Yes
30	Allan	8:55	2s	in the white house is green .	Yes
31	Gabriel	8:56	9s	in behind have a yellow > building/building/building < .	Yes
32	Allan	8:56	2s	door in the white house is green . Q: in the white house is green . ((Line 31))	Yes

33	Allan	8:56	2s	the door in the white house is green . Q: door in the white house is green . ((Line 31))	Yes
34	Gabriel	8:56	3s	in behind have a white bus .	Yes
35	Gabriel	8:56	WRITTEN	here have too Q: the door in the white house is green . ((Line 33))	Yes
36	Gabriel	8:58	2s	have a two dogs .	Yes
37	Gabriel	8:58	8s	> have a one white house < .	Yes
38	Gabriel	8:58	4s	ahhh with a door green .	Yes
39	Allan	8:58	3s	woman with a baby is wearing a purple dress .	Yes
40	Gabriel	8:58	3s	and one baby .	Yes
41	Gabriel	8:58	3s	ahhh have ahhh five peoples .	Yes
42	Gabriel	8:58	3s	there are some white tables .	Yes
43	Gabriel	8:58	WRITTEN	here have too Q: woman with a baby is wearing a purple dress . ((Line 39))	Yes
44	Allan	8:59	8s	four people/four people sitting on a desk white desk .	Yes
45	Allan	8:59	WRITTEN	Second difference	Yes
46	Allan	8:59	WRITTEN	não não	Yes
47	Allan	8:59	WRITTEN	@/@/@	Yes
48	Gabriel	8:59	WRITTEN	@/@/@	Yes
49	Allan	8:59	2s	there is one white desk .	Yes
50	Gabriel	9:00	8s	in picture have a flowers orange , flowers pink , and flowers purple .	Yes
51	Gabriel	9:00	5s	in the picture , have a lake in the left .	Yes
52	Gabriel	9:00	7s	in the desk have a three boys and one girl .	Yes
53	Allan	9:00	WRITTEN	In the left? Q: in the picture , have a lake in the left . ((Line 51))	Yes

54	Gabriel	9:01	WRITTEN	Yeah	Yes
55	Allan	9:01	WRITTEN	On the left or on the right?	Yes
56	Allan	9:01	4s	in the desk have two boys and two girls .	Yes
57	Allan	9:01	WRITTEN	Second and third differences	Yes
58	Gabriel	9:02	WRITTEN	Yeah	Yes
59	Gabriel	9:02	WRITTEN	Difference in the desk	Yes
60	Allan	9:03	7s	there is a woman (..) wearing a orange shirt in the desk .	Yes
61	Gabriel	9:03	WRITTEN	3 difference	Yes
62	Gabriel	9:03	13s	> ahhh (...) there are some trees in behind of the picture < .	Yes
63	Allan	9:03	WRITTEN	there are 3 already	Yes
64	Gabriel	9:03	6s	there is a white bus (.) behind .	Yes
65	Gabriel	9:03	5s	there is a purple car in behind .	Yes
66	Gabriel	9:04	5s	there is a black car in the/in behind .	Yes
67	Gabriel	9:04	8s	ahhh the picture have a clear sky .	Yes
68	Gabriel	9:04	WRITTEN	Here too Q: there is a white bus (.) behind . ((Line 64))	Yes
69	Gabriel	9:04	WRITTEN	Here too Q: there is a purple car in behind . ((Line 65))	Yes
70	Gabriel	9:05	WRITTEN	Here too Q: ahhh the picture have a clear sky . ((Line 67))	Yes
71	Allan	9:05	WRITTEN	Listen to this again and tell me if your image look like this too Q: there is a woman (..) wearing a orange shirt in the desk . ((Line 60))	Yes
72	Gabriel	9:06	3s	have a much trees in the picture .	Yes
73	Allan	9:06	WRITTEN	Here too Q: have a much trees in the picture . ((Line 72))	Yes
74	Gabriel	9:07	6s	> one boy have a red shirt < .	Yes

75	Allan	9:07	WRITTEN	Here is just a purple one Q: there is a purple car in behind . ((Line 65))	Yes
76	Gabriel	9:07	2s	ahhh I have a problem here .	Yes
77	Allan	9:07	4s	one of the boys (.) is wearing a white shirt .	Yes
78	Gabriel	9:07	WRITTEN	O projetor desligou	Yes
79	Allan	9:07	7s	and other boy is wearing a black with grey shirt .	Yes
80	Allan	9:08	WRITTEN	Toca no mouse Q: O projetor desligou ((Line 78))	Yes
81	Gabriel	9:08	WRITTEN	O projetor em si desligou	Yes
82	Allan	9:08	WRITTEN	Fourth difference Q: > one boy have a red shirt < . ((Line 74))	Yes
83	Allan	9:09	7s	here isn't a boy wearing a (.) red shirt .	Yes
84	Allan	9:09	8s	one of the girls sitting in a desk is wearing a orange shirt and the other one is wearing a white shirt .	Yes
85	Gabriel	9:09	5s	the girl (.) have a white shirt .	Yes
86	Allan	9:10	7s	the girl on the left of the desk is wearing a white shirt and the girl in the right is wearing a orange shirt .	Yes
87	Gabriel	9:10	5s	the girl on the right have a white shirt .	Yes
88	Gabriel	9:10	5s	the boy on the left have a green shirt .	Yes
89	Gabriel	9:10	WRITTEN	shirt*	Yes
90	Gabriel	9:11	WRITTEN	Fifth difference Q: Here is just a purple one . ((Line 75))	Yes
91	Gabriel	9:11	WRITTEN	Fifth difference Q: there is a purple car in behind . ((Line 65))	Yes
92	Gabriel	9:11	WRITTEN	- Temos quantas diferencias? -	Yes
93	Gabriel	9:11	WRITTEN	- Opa -	Yes
94	Allan	9:11	WRITTEN	5	Yes

95	Allan	9:11	WRITTEN	- Right = direita -	Yes
96	Allan	9:11	WRITTEN	- Left = esquerda -	Yes
97	Allan	9:12	WRITTEN	- Vamos terminar? -	Yes
98	Gabriel	9:12	WRITTEN	- Acho que já dá para parar já -	Yes
99	Allan	9:12	WRITTEN	Ok	Yes
100	Allan	9:12	WRITTEN	First difference: 2 dogs in one image and 3 in the other	Yes
101	Allan	9:13	WRITTEN	Second difference: the lake in one picture is on the left and in the other is on the right	Yes
102	Allan	9:13	WRITTEN	Third difference: in one image there are 3 boys and in the other there are just 2	Yes
103	Gabriel	9:15	7s	there are some tables white (.) white tables .	Yes
104	Allan	9:16	WRITTEN	Fourth difference: one boy in one image is wearing a red shirt and in the other image there isn't any boy with red shirt	Yes
105	Allan	9:17	WRITTEN	Fifth difference: in one image there is a black car and in the other image there isn't a black car	Yes

Ann and Vicky

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
1	Vicky	8:49	8s	in my image (.) there three mens and one woman in the table .	Yes
2	Ann	8:50	10s	ok . in my image there aren't three men . there are three women . one difference .	Yes
3	Vicky	8:53	7s	ok . in my image (.) there are two dogs .	Yes
4	Ann	8:56	4s	ok . other difference . in my image there are three dogs .	Yes
5	Vicky	8:58	6s	in my image there is one tree (.) on the side of the house .	Yes
6	Ann	9:01	5s	ok . my tree is on the left side .	Yes
7	Vicky	9:02	3s	mine is on the right side .	Yes
8	Ann	9:02	2s	ok . one difference .	Yes

9	Vicky	9:03	4s	in my image there is a lake on the left side .	Yes
10	Ann	9:04	4s	ok . in my image it's on the right side .	Yes
11	Vicky	9:05	2s	one difference .	Yes
12	Vicky	9:06	8s	in my image (.) there are three colors of flowers on the right side .	Yes
13	Ann	9:08	2s	ok . in my image there are .	Yes

Anthony, Cesar and Henry

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
1	Henry	8:47	9s	there are four guys (.) in a (.) white desk (..) in the middle of the: picture .	Yes
2	Henry	8:47	11s	((Lines 2 - 9 were recorded in the same audio file)) there are flowers (...) in: (...),	Yes
3	Anthony	-	-	there are flowers in the bottom (.)	Yes
4	Henry	-	-	= bottom ? =	Yes
5	Anthony	-	-	= in the bottom . =	Yes
6	Henry	-	-	= bottom , yeah . =	Yes
7	Henry	-	-	is the right , bottom .	Yes
8	Anthony	-	-	in the right bottom (.) bottom is down .	Yes
9	Henry	-	-	down . you know , Cesar.	Yes
10	Henry	8:47	11s	((Lines 10 - 14 were recorded in the same audio file)) there is a white house ahhh ,	Yes
11	Anthony	-	-	= back in the picture , =	Yes
12	Henry	-	-	= back in the picture , =	Yes
13	Anthony	-	-	= right in the middle , =	Yes
14	Henry	-	-	= in the middle . =	Yes
15	Anthony	8:48	3s	there is a lake in the left of the picture .	Yes
16	Henry	8:49	5s	there are two dogs in the middle of the image , in front of the house .	Yes
17	Henry	8:50	3s	there is a woman in the right of the dogs .	Yes
18	Henry	8:53	7s	((Lines 18 - 21 were recorded in the same audio file)) there is a <u>building</u> : ,	Yes
19	Anthony	-	-	a yellow building .	Yes

20	Henry	-	-	= a yellow building . =	Yes
21	Anthony	-	-	ahhh (..) in the right of the white house .	Yes
22	Henry	8:53	7s	((Lines 22 - 24 were recorded in the same audio file)) there is a :	Yes
23	Anthony	-	-	= green door in the white house , =	No
24	Henry	-	-	and there is a white desk in the right of the: (.) woman .	Yes
25	Henry	8:53	3s	say something , Cesar .	Yes
26	Cesar	8:53	WRITTEN	- não pega internet aqui . _ . -	Yes
27	Cesar	8:53	3s	hello .	Yes
28	Cesar	8:53	3s	- a internet não funcionava lá dentro daí eu vim aqui fora e recebi um monte de áudio . -	Yes
29	Henry	8:54	11s	((Lines 29 and 30 were recorded in the same audio file)) > say only in English , Cesar . we are in the English class . <	Yes
30	Anthony	-	-	= > speak only English . < =	Yes
31	Cesar	8:56	5s	there is not a yellow building in the right of the house in my picture .	Yes
32	Henry and Anthony	8:58	3s	((they speak at the same time)) there is in our picture too @@@	Yes
33	Cesar	8:58	5s	< there is not a white desk in the right of the woman in my picture . >	Yes
34	Cesar	8:59	4s	there is a lake in the right of my picture .	Yes
35	Henry	9:00	3s	ok . two differences .	Yes
36	Cesar	9:02	7s	there is a lake in the right and a: yellow building ahhh in the left of the picture .	Yes
37	Henry and Anthony	9:03	3s	ok . four differences . ((they speak at the same time))	Yes
38	Henry	9:04	10s	((Lines 38 and 39 were recorded in the same audio file))	Yes

				yes , Anthony . say , Anthony .	
39	Anthony	-	-	= there is orange flowers . the flowers are orange , blue and pink with a little of white . =	Yes
40	Cesar	9:04	3s	there are two peoples near the dogs .	Yes
41	Cesar	9:06	2s	there are five differences .	Yes
42	Henry	9:06	3s	> five differences . <	Yes
43	Henry	9:06	3s	I don't understand . repeat , please .	Yes
44	Cesar	9:07	3s	> ahhh ignore . <	Yes
45	Cesar	9:07	1s	> five differences . <	Yes
46	Cesar	9:08	4s	there are a white car in front of the yellow building .	Yes
47	Cesar	9:08	2s	there is a white car .	Yes
48	Henry	9:08	10s	((Lines 48 - 52 were recorded in the same audio file)) there is a (...) blue car ,	Yes
49	Anthony	-	-	[< - é azul ? - >]	Yes
50	Henry	-	-	[in front the yellow ,]	Yes
51	Anthony	-	-	[< purple , >]	Yes
52	Henry	-	-	[(..) whatever .]	Yes
53	Cesar	9:12	9s	there are two bags ehheh near the peoples (...) in the white desk .	Yes
54	Henry	9:12	3s	seven differences .	Yes
55	Cesar	9:12	3s	there are three dogs in my image .	Yes
56	Henry	9:13	3s	@@@ eight differences . complete .	Yes

Sam and Bernard

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
1	Sam	8:52	2s	there are people sittings .	Yes
2	Sam	8:52	4s	> there are trees . <	No
3	Bernard	8:58	3s	four persons sitting in a white table .	Yes
4	Sam	8:59	3s	there is one people standing .	Yes
5	Bernard	8:59	2s	there are three dogs .	Yes
6	Sam	9:02	WRITTEN	OK! Q: four persons sitting in a white table . ((Line 3))	Yes
7	Sam	9:04	2s	there are no three dogs .	Yes
8	Sam	9:04	2s	there are two dogs .	Yes
9	Bernard	9:05	2s	there are three dogs .	Yes

10	Sam	9:07	WRITTEN	There aren't three dogs Q: there are three dogs . ((Line 9))	Yes
11	Sam	9:08	3s	> there is one - lago - . <	Yes
12	Sam	9:10	4s	> there are three dogs in the image a . <	Yes
13	Bernard	9:11	3s	there are flowers (.) on the right .	Yes
14	Sam	9:12	WRITTEN	Ok! Q: there are flowers (.) on the right . ((Line 13))	Yes
15	Bernard	9:12	WRITTEN	Ok Q: > , there is one - lago - . < ((Line 11))	Yes
16	Sam	9:12	5s	> there are two (.) cars and one bus . <	Yes
17	Bernard	9:12	4s	> in table (.) there is one man . <	Yes
18	Bernard	9:14	WRITTEN	- Diferente - Q: > there are two (.) cars and one bus . < ((Line 16))	Yes
19	Bernard	9:14	2s	there is one bus .	Yes

Bill and Josh

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
1	Bill	9:01	3s	there is a pink flowers on the right .	Yes
2	Josh	9:01	2s	there is six people .	Yes
3	Josh	9:06	5s	there is (..) one house right .	Yes
4	Bill	9:07	3s	there is four people sitting on the table .	Yes
5	Josh	9:07	4s	there is four people sitting on the table .	Yes
6	Josh	9:07	6s	there are one girl right sit in the table .	Yes
7	Bill	9:09	4s	there is a tree on the left a house .	Yes
8	Bill	9:11	3s	there is a three dogs in image .	Yes
9	Bill	9:11	5s	there is a purple flowers on the a left pink flowers .	Yes
10	Bill	9:12	3s	there is a lake on the right image/image .	Yes
11	Bill	9:12	5s	orange flowers on purple flowers .	Yes
12	Josh	9:14	5s	there are two dogs in front (.) the house .	Yes
13	Bill	9:14	3s	there is a (.) yellow building .	Yes

14	Josh	9:14	7s	there are is flowers (.) yellow , white and pink .	Yes
15	Josh	9:15	4s	there is backpack near the four peoples ,	Yes
16	Bill	9:16	1s	I don't know .	Yes
17	Bill	9:16	8s	there is a mother and baby on the front a house and a baby (.) cart .	Yes
18	Bill	9:16	5s	there is a three dogs in front (.) a house .	Yes
19	Bill	9:21	3s	how many mens sitting on the table ?	Yes
20	Josh	9:23	6s	there are two men with cap sitting .	Yes
21	Josh	9:23	3s	there is in the house one door brown .	Yes
22	Josh	9:24	5s	there are two car and one bus .	No
23	Bill	9:26	3s	there is a five peoples .	Yes
24	Bill	9:26	4s	how many babies in image ?	No
25	Bill	9:26	6s	what's a color of flowers ?	Yes
26	Bill	9:28	2s	there is a two tables .	Yes
27	Josh	9:29	WRITTEN	Yes Q: there is a five peoples . ((Line 23))	Yes

Daniel and Vivian

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
1	Vivian	8:47	6s	there is three types of flowers (.) three colors .	Yes
2	Daniel	8:48	2s	repeat , please .	Yes
3	Vivian	8:48	4s	> there is three types of flowers . <	Yes
4	Daniel	8:48	5s	in my image is (.) a garden .	Yes
5	Daniel	8:49	1s	there are three dogs .	Yes
6	Vivian	8:49	4s	> of flowers (.) three colors of flowers . <	Yes
7	Daniel	8:49	2s	there is a <i>lague</i> .	Yes
8	Daniel	8:49	2s	there are three dogs . Q: there are three dogs . ((Line 5))	Yes
9	Vivian	8:49	7s	> there are five peoples (.) four sit . <	Yes
10	Daniel	8:49	2s	what colors?	Yes
11	Vivian	8:49	6s	there are pink flowers , purple flowers and orange flowers . Q: what colors? ((Line 10))	Yes

12	Daniel	8:50	9s	> in my image , four flowers , color orange purple and pink . <	Yes
13	Vivian	8:51	2s	there is a lake in my image .	Yes
14	Daniel	8:52	2s	is a equal . Q: there are pink flowers, purple flowers, and orange flowers . ((Line 11))	Yes
15	Vivian	8:52	4s	in my image there is a (.) empty table .	Yes
16	Vivian	8:53	3s	there are some trees in my image .	Yes
17	Daniel	8:53	4s	there is a yellow <i>building</i> .	Yes
18	Vivian	8:54	5s	there are two cars in my image and one bus .	Yes
19	Vivian	8:54	1s	I don't understand . Q: there is a yellow <i>building</i> . ((Line 17))	Yes
20	Daniel	8:55	2s	there isn't a car in my image .	Yes
21	Vivian	8:55	5s	there is a woman with (.) a children .	Yes
22	Vivian	8:55	6s	there are four mens (.) in a table .	Yes
23	Daniel	8:56	4s	there is a yellow building in my image . Q: I don't understand . ((Line 19))	Yes
24	Daniel	8:56	3s	there aren't mens in my image . Q: there are four mens (.) in a table . ((Line 22))	Yes
25	Vivian	8:58	2s	in my image too . Q: there is a yellow building in my image . ((Line 23))	Yes
26	Daniel	8:58	WRITTEN	- 3 diferenças já? -	Yes
27	Daniel	8:58	1s	repeat , please .	Yes
28	Vivian	8:59	WRITTEN	Yes. Q: - 3 diferenças já? - ((Line26))	Yes
29	Vivian	8:59	6s	in the empty (.) table there is/are only three chairs .	Yes
30	Daniel	8:59	3s	there are three dogs in my image .	Yes
31	Vivian	8:59	5s	> there is a schoolbag in the side of table . < Q: repeat , please . ((Line 27))	Yes
32	Vivian	9:00	5s	in my image there are only two dogs .	Yes

				Q: there are three dogs in my image . ((Line 30))	
33	Vivian	9:01	8s	> in my image there is a little house or (.) one closed bar . <	Yes
34	Daniel	9:01	7s	> there is a house green and white . <	Yes
35	Vivian	9:01	7s	yes , there is a house green and white in my image too . Q: > there is a house green and white . < ((Line 34))	Yes
36	Daniel	9:03	5s	there are ahhh two bags in the table .	Yes
37	Daniel	9:04	6s	next table , there are two bags next table . Q: there are ahhh two bags in the table . ((Line 36))	Yes
38	Daniel	9:04	4s	there is a one bus in my image .	Yes
39	Daniel	9:05	5s	one bus ahhh orange white .	Yes
40	Vivian	9:05	4s	in my image there is only one bags . Q: next table (.) there are two bags next table . ((Line 37))	Yes
41	Vivian	9:06	2s	I don't understand this . Q: one bus ahhh orange white . ((Line 39))	Yes
42	Daniel	9:06	WRITTEN	5 differences?	Yes
43	Vivian	9:06	WRITTEN	I think is 4.	Yes
44	Vivian	9:07	2s	there is technical problems @@@	No
45	Daniel	9:08	6s	there is a woman and children in the right .	Yes
46	Daniel	9:08	2s	next lake .	Yes
47	Vivian	9:08	2s	yes in my image too Q: there is a woman and children in the right . ((Line 45))	Yes
48	Daniel	9:10	7s	in my image , in my image ahhh (.) building yellow .	Yes
49	Vivian	9:10	5s	> in my image , the tables are white . <	Yes
50	Daniel	9:10	5s	> in my image a leg on the right . <	Yes
51	Daniel	9:11	5s	in my image a leg ((they meant 'lake')) on the right .	Yes
52	Vivian	9:11	WRITTEN	Leg?	Yes

				Q: in my image a <i>leg</i> ((they meant 'lake')) on the right . ((Line 51))	
53	Daniel	9:12	2s	is a table on the left .	Yes
54	Daniel	9:12	WRITTEN	Yes. Q: <i>Leg?</i> ((Line 52))	Yes
55	Vivian	9:12	WRITTEN	In my image too. Q: is a table on the left . ((Line 53))	Yes
56	Vivian	9:12	3s	there is a <i>leg</i> ((they meant 'lake')) in my image too on the right .	Yes

Erick, Louis and Ramon

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
1	Louis	8:47	4s	there are four people around one desk .	Yes
2	Ramon	8:49	14s	> there are five person and two dogs and there are three mens and two womans . <	Yes
3	Ramon	8:51	14s	> there is a one house and the house is white and the right the house there is a lake . <	Yes
4	Louis	8:51	8s	there are one woman student with a baby and three woman sit a man .	Yes
5	Erick	8:52	12s	> the house is white and the door is green and have three dogs (.) one white , one brown and one yellow . <	Yes
6	Ramon	8:55	18s	yeah , yeah . in my image there are four person around a one desk, but in the other desk there isn't a peoples . Q: there are four people around one desk . ((Line 1))	Yes
7	Louis	8:56	9s	Ok . and there four people on the desk (.) three are woman and one man .	Yes
8	Ramon	8:57	16s	> behind the park there are two cars and a one bus . in the park someone trees . <	Yes
9	Louis	8:58	6s	great . are there four people on the desk ? three are woman and one man .	Yes
10	Ramon	8:58	14s	> yeah , yeah . there are a four person in the desk , in a one desk . but three is men and one	Yes

				woman . do you understand me ? <	
11	Erick	8:59	23s	> ok . here is three woman and one man . and have one woman behind the desk next to the dogs and he was with a baby and a car baby with other baby under this . <	Yes
12	Louis	9:04	5s	the woman with baby is on the left of the lake .	Yes
13	Erick	9:04	4s	what's the color of the house behind the dogs ?	Yes
14	Louis	9:04	4s	behind the park there is a bus and one car .	Yes
15	Erick	9:04	7s	we have two differences . the dogs and the people around the desk .	Yes
16	Ramon	9:04	2s	there is a schoolbag ?	Yes
17	Erick	9:05	2s	there are two purple bags .	Yes
18	Louis	9:05	4s	there are two purple <i>backpack</i> .	Yes
19	Ramon	9:05	16s	> in my image there is a car baby and other baby and the flower is orange , pink and , Q: > ok . here is three woman and one man . and have one woman behind the desk next to the dogs and he was with a baby and a car baby with other baby under this . < ((Line 2))	Yes
20	Erick	9:06	6s	here the flower is pink , orange and blue .	Yes
21	Ramon	9:07	2s	I don't/don't understand and repeat please . Q: there are two purple bags . ((Line 17))	Yes
22	Erick	9:07	5s	in my image is pink , orange and purple .	Yes
23	Erick	9:08	7s	there are a woman in the left of the lake .	Yes
24	Ramon	9:09	21s	yes . there are a one woman in the left the lake , but ahhh this woman there isn't a car in your arms just baby in your lap .	Yes
25	Erick	9:10	8s	ok . we have three differences now (.) the woman next to the lake , the people around the desk and the dogs .	Yes

26	Louis	9:11	5s	there are one <i>grade</i> ((he is referring to the fence)) behind the park and before the streets .	Yes
27	Ramon	9:11	10s	> in your image there are two cars and a one bus behind the house ? <	Yes
28	Ramon	9:11	7s	in your image the house is white ?	Yes
29	Erick	9:11	5s	in my image is pink , orange and purple . Q: here the flower is pink , orange and blue . ((Line 21))	Yes
30	Louis	9:11	3s	there are one <i>grade</i> ((he is referring to the fence)) behind the park and before the streets .	Yes
31	Erick	9:12	11s	> ok . we have four differences now (.) the cars on the street , the woman next to the lake , the person out the desk and the dogs . <	Yes
32	Erick	9:13	2s	it's only it . bye , Ramon .	Yes
33	Ramon	9:13	5s	there are a schoolbag in your image ?	Yes
34	Ramon	9:14	2s	one difference is the <i>backpack</i> .	Yes

Ivy and Lana

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
1	Ivy	8:42	4s	in my image , there are a two dogs .	Yes
2	Lana	8:42	7s	ok . one difference because in my image there are (.) three dogs .	Yes
3	Ivy	8:43	5s	in my image there are a three boys sitting .	Yes
4	Lana	8:45	8s	two differences . because in my image there are a three girls (.) sitting/sitting .	Yes
5	Ivy	8:46	5s	in my image there is a right table .	Yes
6	Ivy	8:47	7s	correcting (.) in my image there is a table on the right .	Yes
7	Lana	8:47	5s	three differences . in my image there isn't a table on the right .	Yes
8	Ivy	8:51	6s	in my image there is a lake on the left .	Yes
9	Lana	8:57	6s	four differences . in my image there is a lake on the right .	Yes

10	Ivy	9:00	3s	in my image there are two backpacks .	No
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Jay and Vincent

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
1	Vincent	8:50	11s	> in the picture (..) there are three dogs (.) and (...) two children . <	Yes
2	Jay	8:54	24s	> there are a (..) two tables in the/in the park and (...) there are a four peoples sit in the chairs and (...) there is a bag (..) near the chair . <	Yes
3	Jay	8:54	3s	near of the chair .	Yes
4	Jay	8:54	4s	go , man .	Yes
5	Jay	8:55	10s	and there is a (..) house , a white house (.) near (.) the: lake .	Yes
6	Jay	8:55	9s	and there are a (..) two dogs (.) near the: lake .	Yes
7	Jay	8:55	13s	one is brown and (...) and one is brown , two is yellow .	Yes
8	Jay	8:56	43s	in my image ehhe (.) there are two cars in the (..) near the: (..) hummm (...) the: apartment (..) ehhe is the apartment is yellow (...) @@@ and ehhe there are a (...) a trees near the: apartment and (..) ahhe near a house .	Partially
9	Jay	8:56	5s	= excuse-me . near of the house . =	Yes
10	Jay	8:56	6s	= the door (.) of the house is green . =	Yes
11	Vincent	8:59	25s	look ahhe the dogs (.) one white , one (.) brown and one yellow . ahhe two bus (.) one purple and ahhe (...) one (...) don't look/don't look a color .	Yes
12	Vincent	9:00	8s	yeah . the door of (..) the house is green and the house is white .	Yes
13	Vincent	9:00	9s	what color in the bag ? have a two bags ? ahhe what colors is the two bags ?	Yes
14	Vincent	9:00	9s	the bus (.) one is purple and: (..) the other is orange .	Yes

15	Jay	9:01	19s	in my image (.) there is a (.) bus , the bus is white and: (..) there are two cars , one is purple and: (..) and: two is (.) grey .	Yes
16	Jay	9:02	6s	there is ahhh one bag and is a grey .	Yes
17	Vincent	9:02	5s	in my image there are two bags (..) purple .	Yes
18	Jay	9:02	9s	ok . other/other is the correct - palavra - - tanto faz , é a palavra certa - other .	Yes
19	Vincent	9:03	11s	in my image there are flowers . ahhh (..) flowers purple , orange and (.) pink .	Yes
20	Jay	9:03	15s	there are flowers (...) flowers and eh (.) is orange and others is purple , others is (.) pink .	Yes
21	Vincent	9:03	6s	how many tables (..) in your picture ?	Yes
22	Jay	9:05	3s	two tables .	Yes
23	Vincent	9:07	4s	ok . in my picture have a one table .	Yes
24	Vincent	9:07	4s	we have ahhhh six errors .	Yes
25	Jay	9:08	7s	and (.) there is a woman with a baby .	Yes
26	Vincent	9:08	9s	have a two babies . one ahhh (..) in a car of baby and the other in the mom .	Yes
27	Vincent	9:09	1s	<i>colon</i> ((they meant 'in the mother's arms')) in the mom .	Yes
28	Vincent	9:10	3s	how your flowers in the picture ?	Yes
29	Jay	9:10	17s	> in my image (.) < there are (.) ahhhh four people sit in the (.) table and three men and one woman .	Yes
30	Vincent	9:10	7s	in my picture (..) there are (..) three woman and one man .	Yes
31	Vincent	9:11	9s	ok , guy (...) it's a completed activity and I go ahhh on where you stay .	No
32	Vincent	9:11	2s	> on you stay . <	No

Luke and Marian

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
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1	Luke	8:46	15s	have ehhh my image have some peoples . it's a ahhh peoples (..) and two dogs .	Yes
2	Luke	8:46	10s	ehhh there are two tables (..) and one table in the right of the image have a four peoples .	Yes
3	Luke	8:48	8s	the last image has a four peoples in the table ,	Yes
4	Luke	8:49	4s	near to water .	Yes
5	Marian	8:52	5s	there is a pink flowers on the right .	Yes
6	Luke	8:53	9s	yeah . and have a purple and orange flowers too .	Yes
7	Luke	8:53	6s	in the (.) right image have a (.) some flowers orange , purple and pink .	Yes
8	Marian	8:55	4s	there isn't two dogs in image/image .	Yes
9	Marian	8:56	7s	there are (..) three dogs in image .	Yes
10	Luke	8:56	7s	yeah . the dogs is (.) one black and (.) brown .	Yes
11	Luke	8:56	4s	in my image (.) have two dogs .	Yes
12	Marian	8:58	11s	there are pink , purple and orange flowers (...) on the (..) right , on the right ahhh too .	Yes
13	Marian	8:58	5s	there is one building (..) on the left .	No
14	Marian	8:59	7s	in my image (..) ahhh there are three dogs .	Yes
15	Marian	8:59	5s	there is a lake (.) on the right in image .	Yes
16	Luke	9:00	2s	in my image there are two dogs .	Yes
17	Luke	9:00	8s	in my image ahhh there is a lake on the left , no on the right .	Yes
18	Marian	9:01	9s	there is a yellow building on the left @@@ on the left .	No
19	Marian	9:02	4s	there isn't (.) a two dogs in my image .	Yes
20	Marian	9:02	7s	there is a (.) bus (..) on the left .	Yes
21	Marian	9:03	7s	there is a lake too (..) on the left . no , on the right . Q: in my image there is a lake on the left , no on the right . ((Line 17))	Yes

22	Luke	9:04	3s	there is a white bus on the right .	Yes
23	Marian	9:04	3s	there is a house on the middle in image .	Yes
24	Marian	9:04	6s	there is a one baby (...) with woman .	Yes
25	Marian	9:05	3s	there is a one man in image .	Yes
26	Marian	9:07	3s	there is a mini tree in image .	Yes
27	Luke	9:07	2s	problem here @@@	Yes
28	Marian	9:07	3s	there are two backpack on image .	No
29	Luke	9:07	6s	ahhh there are (..) four mens in my image .	Yes
30	Luke	9:08	13s	no no no no (...) there are three mens and two womans (..) and one baby (..) and two dogs .	Yes
31	Marian	9:08	3s	how many men sit on the table ?	Yes
32	Marian	9:08	4s	there is a one table in the image .	Yes
33	Luke	9:08	4s	three boys and one girl . Q: how many men sit on the table ? ((Line 31))	Yes
34	Luke	9:10	6s	in my image (..) there are (..) two tables. Q: there is a one table in the image . ((Line 32))	Yes
35	Luke	9:10	2s	how many peoples have in your image ?	Yes
36	Marian	9:12	7s	there are/there are four womans , one men and two babies .	Yes
37	Luke	9:12	7s	you say (.) one woman and a one man . speak correct , please .	Yes
38	Marian	9:13	7s	one man (...) there is , no , there is one man in image .	Yes

Paul and Mike

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
1	Mike	8:50	3s	< two dogs > .	Yes
2	Mike	8:51	4s	> the two dogs in the picture . <	Yes
3	Mike	8:51	3s	the people talking .	Yes
4	Mike	8:53	2s	cars on the street .	Yes
5	Mike	8:57	4s	ahhh a bank in the picture .	Yes
6	Paul	8:58	WRITTEN	Repeat	Yes

				Q: ahhh a bank in the picture . ((Line 5))	
7	Paul	8:59	3s	my image (.) three dogs .	Yes
8	Paul	9:00	3s	my image ehhh (.) three dogs . Q: > the two dogs in the picture . < ((Line 2))	Yes
9	Paul	9:00	5s	there is a building (..) in the right .	Yes
10	Paul	9:01	5s	there are three woman (.) sitting at the table .	Yes
11	Mike	9:03	3s	there is a woman and a baby .	Yes
12	Mike	9:04	4s	> two white (.) house . <	Yes
13	Mike	9:04	2s	two trees .	No
14	Paul	9:05	2s	repeat , please . Q: > two white (.) house . < ((Line 12))	Yes
15	Mike	9:06	4s	two a property in the (...) picture .	Yes
16	Mike	9:06	WRITTEN	Finish	Yes
17	Paul	9:06	WRITTEN	Ok	Yes
18	Paul	9:09	6s	> there is a (...) one (.) house . <	Yes
19	Mike	9:12	3s	> two mens sitting . <	Yes
20	Paul	9:13	4s	there is a two bus (.) in the left .	Yes

Pauline, Alice and Jackie

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
1	Pauline	8:46	3s	in my image there are two tables .	Yes
2	Alice	8:48	3s	ok . in my image there is just one table .	Yes
3	Jackie	8:49	4s	ok . one difference . in my image there are two dogs .	Yes
4	Pauline	8:50	4s	in my image there are three dogs . two differences .	Yes
5	Alice	8:53	4s	in image a the lake is on the left side .	Yes
6	Jackie	8:55	4s	three differences . the lake is on the right side in my image .	Yes
7	Pauline	8:56	3s	in my image there are three men .	Yes
8	Jackie	8:57	4s	in my image there are just one man .	Yes
9	Alice	8:58	7s	four differences . on my image the trees are on the left side .	Yes
10	Jackie	9:03	6s	five differences . in my image the trees are on the right side .	Yes

11	Jackie	9:04	3s	in my image there is a baby car too .	Yes
12	Alice	9:06	4s	six differences . in my image , there isn't a baby car .	Yes

Rebeca and Patricia

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
1	Patricia	8:43	6s	in my image there are three woman and one man .	Yes
2	Rebeca	8:44	3s	in my image there is a lake in the left .	No
3	Rebeca	8:47	7s	it's a difference . in my image there are three mans and two womans . Q: in my image there are three woman and one man . ((Line 1))	Yes
4	Rebeca	8:48	5s	in my image there are flowers in the right .	No
5	Rebeca	8:50	4s	in my image there are two dogs .	Yes
6	Rebeca	8:51	4s	in my image there is a bus in the right .	No
7	Patricia	9:00	3s	in my image has a baby car .	No
8	Patricia	9:01	4s	in my image have three dogs .	Yes
9	Patricia	9:03	4s	in my image there is only one table .	No

Ryan and Elisa

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
1	Ryan	8:48	7s	in my image , there are three mens and one woman sit (.) in a table .	Yes
2	Ryan	8:48	1s	in the left .	Yes
3	Ryan	8:50	6s	in the back , there are two dogs and one woman (.) with a baby in your arms .	Yes
4	Elisa	8:51	8s	in my image , there are three womans and one man (..) in the left .	Yes
5	Elisa	8:52	9s	in the background there are three dogs and: (..) a woman with a baby .	Yes
6	Ryan	8:56	6s	> in the right corner inferior , there are some flowers . <	Yes
7	Ryan	8:56	2s	< in the right there is a lake . >	Yes
8	Ryan	8:58	WRITTEN	Sorry, are wrong	Yes

				Q: in the right there is a lake . ((Line 8))	
9	Ryan	8:58	WRITTEN	It's wrong* Q: in the right there is a lake . ((Line 8))	Yes
10	Ryan	8:58	1s	< left there is a lake . >	Yes
11	Ryan	8:58	6s	in my image , there are (..) in the back (..) some (.) trees .	Yes
12	Elisa	8:59	5s	> in the right , there are a some trees . <	Yes
13	Elisa	8:59	3s	in the right , there is a lake .	Yes
14	Ryan	8:59	WRITTEN	3 woman and 1 men Q: in my image , there are three womans and one man in the left . ((Line 4))	Yes
15	Ryan	9:00	WRITTEN	First difference Q: in my image , there are three womans and one man in the left . ((Line 4))	Yes
16	Ryan	9:00	WRITTEN	Three dogs Q: in the background there are three dogs and a woman with a baby . ((Line 5))	Yes
17	Ryan	9:00	WRITTEN	Second difference Q: in the background there are three dogs and a woman with a baby . ((Line 5))	Yes
18	Ryan	9:01	WRITTEN	In the right there are some tree Q: in the right , there are a some trees . ((Line 12))	Yes
19	Ryan	9:01	WRITTEN	Third difference Q: in the right , there are a some trees . ((Line 12))	Yes
20	Ryan	9:01	WRITTEN	In the right there is a lake Q: in the right , there is a lake . ((Line 13))	Yes
21	Elisa	9:03	5s	there is a building and cars in the left .	Yes
22	Ryan	9:03	6s	in my image , in the back , there is a one car and (..) one bus .	Yes
23	Ryan	9:03	WRITTEN	In my image, it's in the right Q: there is a building and cars in the left . ((Line 21))	Yes
24	Ryan	9:04	WRITTEN	Fourth difference Q: there is a building and cars in the left . ((Line 21))	Yes
25	Ryan	9:05	2s	in my image , there are two tables .	Yes

26	Ryan	9:05	3s	but only one of them is occupied .	Yes
27	Ryan	9:06	WRITTEN	But only one of them is occupied Q: but only one of them is occupied . ((Line 26))	Yes
28	Elisa	9:07	2s	there are flowers on the right .	Yes
29	Ryan	9:09	4s	in my image there is one (..) schoolbag .	No
30	Ryan	9:09	WRITTEN	in my image there's one school back Q: in my image there is one schoolbag . ((Line 29))	No
31	Ryan	9:09	WRITTEN	Schoolbag* Q: in my image there is one schoolbag . ((Line 29))	No
32	Ryan	9:10	WRITTEN	Schoolbag* Q: in my image there is one schoolbag . ((Line 29))	No
33	Elisa	9:10	4s	in my image , there is only one table .	Yes
34	Ryan	9:10	WRITTEN	Fifth difference, because in my image, there are two Q: in my image , there is only one table . ((Line 33))	Yes
35	Ryan	9:11	7s	in my image the flower is (..) pink , (..) purple and (..) orange .	Yes
36	Ryan	9:12	7s	in my image (..) in the back (..) there is a one home (...) white and green .	No

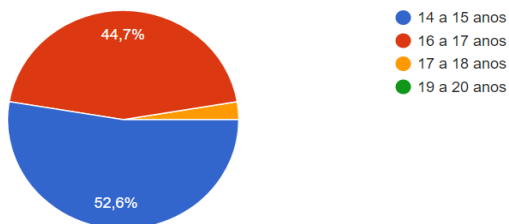
Sasha and Giulia

Line	Name	Turn Time	Turn Duration	Turn Talk	Negotiated Interaction
1	Giulia	8:42	4s	in my image there are three dogs .	Yes
2	Sasha	8:42	3s	ok . in my image there are two dogs .	Yes
3	Giulia	8:43	4s	in my image there is one baby car .	Yes
4	Sasha	8:45	4s	ok . in my image there is not a baby car .	Yes
5	Sasha	8:46	3s	in my image there are two tables .	Yes
6	Giulia	8:47	4s	in my image there is one table .	Yes
7	Giulia	8:47	5s	hey . in my image there are four friends speaking on the table .	Yes
8	Sasha	8:51	2s	yeah . in my too .	Yes

Appendix 9 - Profile Questionnaire Answers

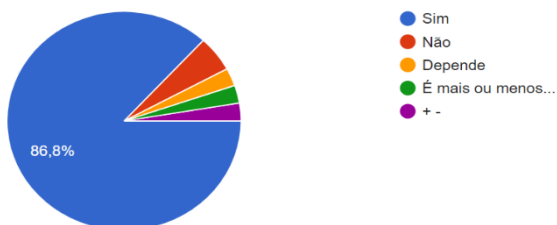
Seção A – Identificação

1. Nome:
2. E-mail:
3. Idade:

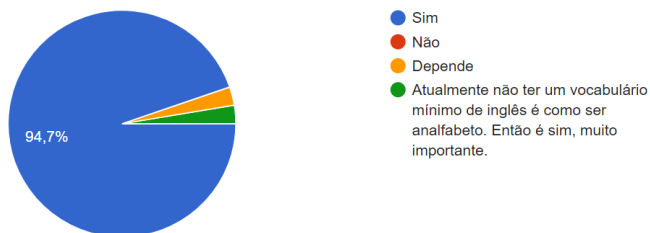


Seção B – Você gosta de estudar Inglês?

4. Você gosta de estudar Inglês?

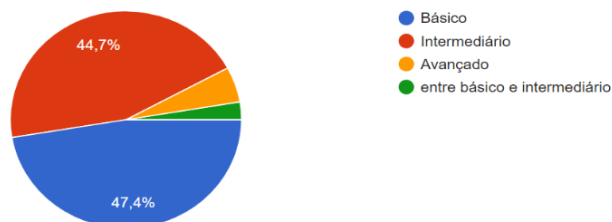


5. Você considera que estudar é Inglês importante na sua vida pessoal, escolar e/ou profissional?

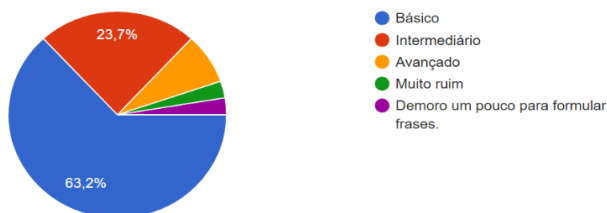


Seção C – Nível de Inglês

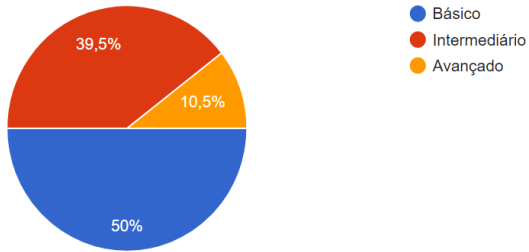
6. Como você classifica seu nível de Inglês de forma geral (speaking, listening, reading, writing, vocabulary)?



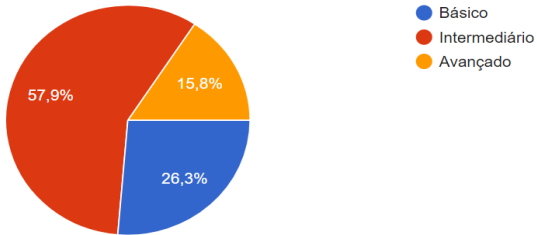
7. Qual é seu nível de Inglês na habilidade SPEAKING (produção oral)?



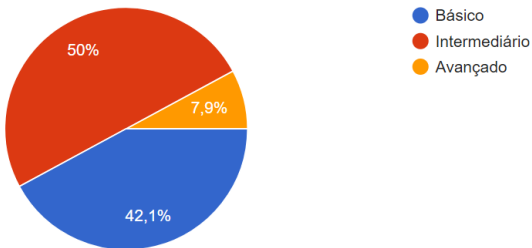
8. Qual é seu nível de Inglês na habilidade LISTENING (escuta e compreensão oral)?



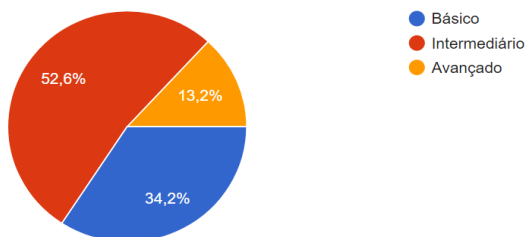
9. Qual é seu nível de Inglês na habilidade READING (leitura)?



10. Qual é seu nível de Inglês na habilidade WRITING (escrita e produção textual)?

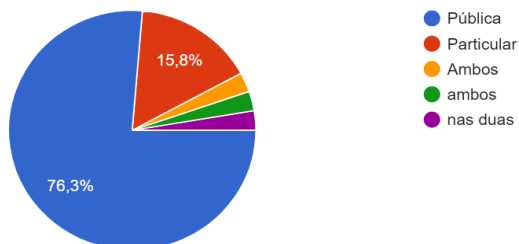


11. Qual é seu nível de Inglês em termos de vocabulário?

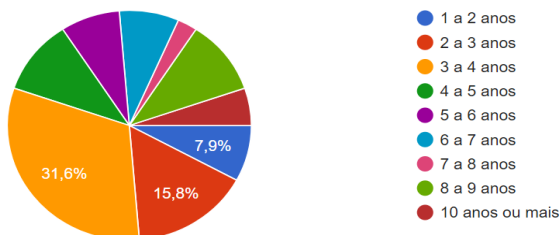


Seção D - Inglês na Escola Regular (Ensino Fundamental)

12. No Ensino Fundamental, você estudou em escola pública ou particular?



13. Por quanto tempo você estudou Inglês no Ensino Fundamental?



14. O que você mais teve nas aulas de Inglês no Ensino Fundamental? Marque todas as alternativas que se aplicam.

Gramática	73,7%
Vocabulário	71,1%
Reading	60,5%
Writing	50%
Speaking	26,3%
Listening	26,3%
Verb 'to be'	2,6%

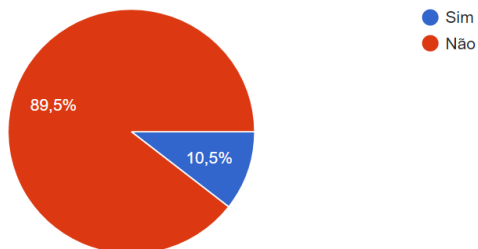
Seção D – Inglês em Cursos Particulares

15. Você estuda ou já estudou Inglês em cursos particulares (Exemplos: Yázigi, Skill, Wizard, SESC, SENAC, Fisk, dentre outros, ou professor particular)?

() Sim – questionário direciona para Seção D1.

para Seção D1.

() Não - questionário direciona para Seção E.



Seção D1 – Cursos Particulares de Inglês

16. Qual o nome do seu curso particular de Inglês?

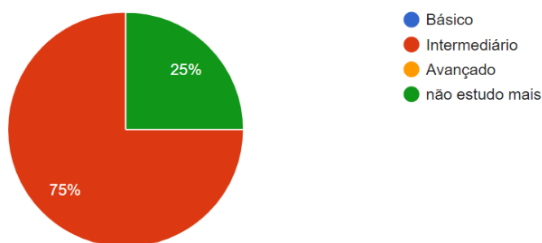
Fisk

SESC e Professor Particular

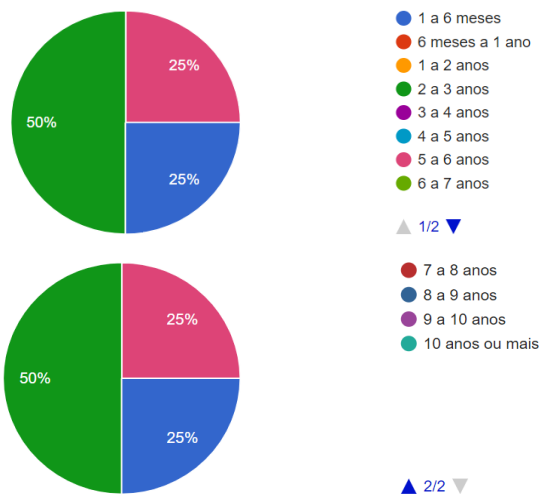
Não tenho mas era yazigi

SESC

17. Qual nível de Inglês você está no seu curso particular?

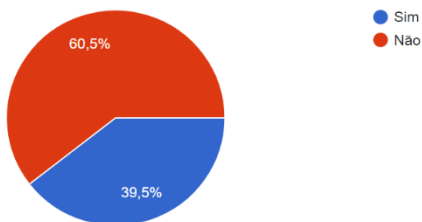


18. Por quanto tempo você estuda ou estudou no seu curso particular?

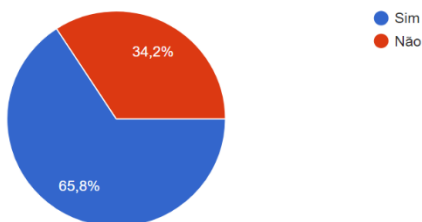


Seção E – Aprender Inglês fora da Sala de Aula

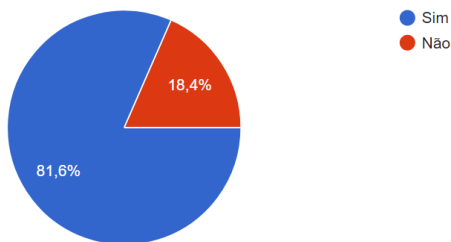
19. Você tem oportunidades fora da sala de aula para FALAR em Inglês?



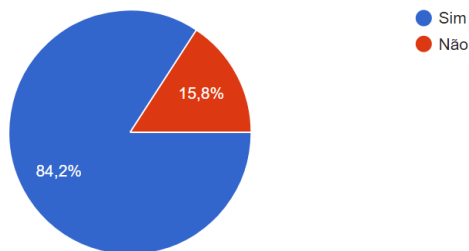
20. Você tem oportunidades fora da sala de aula para ESCREVER em Inglês?



21. Você tem oportunidades fora da sala de aula para LER em Inglês?



22. Você tem oportunidades fora da sala de aula para OUVIR/PRATICAR A ESCUTA em Inglês?



23. De que formas você aprende ou tem contato com a língua inglesa fora de sala de aula?

Músicas, filmes, séries

Jogando alguns jogos em inglês

Músicas, filmes, e simples conversas.

Filmes e séries

Tv series

Filmes, jogos e etc...

Em casa, nas tarefas do Moodle etc...

ver series e escutar musicas

Apenas pela Internet.

Em redes sociais, em livros e em filmes

speaky

Jogos Online, Vídeos e Séries

Filmes e Musicas

Jogos e alguns app de ensino (ex.: memrise)

Atraves de musicas e filmes

Estudando em casa

Videogames, redes sociais, livros e filmes

Assistindo streams americanas, vendo series....

Através de jogos e Séries.

Jogando

Ouvindo músicas em inglês, jogando jogos em inglês e lendo artigos em inglês.

no meu quarto

Com jogos de computador e video game, musicas, série, filmes e aplicativos.

Músicas e filmes

Pelo videogame e pela internet

Aplicativos, mas somente mensagens e geralmente uso o google tradutor para traduzir as frases pois não entendo-as

Através de jogos e livros, gosto de jogar textos interativos em inglês, é basicamente um hobby.

Videos na internet e jogando jogos

Leitura de artigos e pesquisas em inglês

Músicas

Não

Filmes, séries e jogos

Músicas normalmente

Em músicas, séries e documentários

Internet

Jogos e músicas

Filmes, Livros, Redes Sociais, Jogos, etc.

Amigos estrangeiros.

24. Você gostaria de registrar aqui algum comentário ou deixar algum questionamento? Fique à vontade 😊

Professora explica bem e tira as duvidas

O.o

inglês é top demaissss :)

gostaria que tivesse mais atividades para poder falar em ingles

Questionario TOP

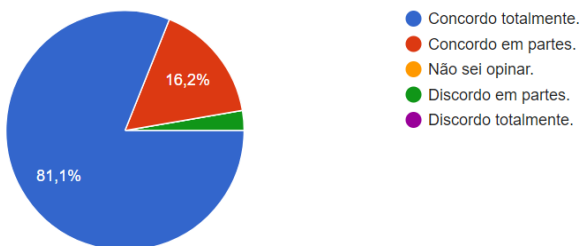
Appendix 10 - Perception Questionnaire Answers

Nome completo:

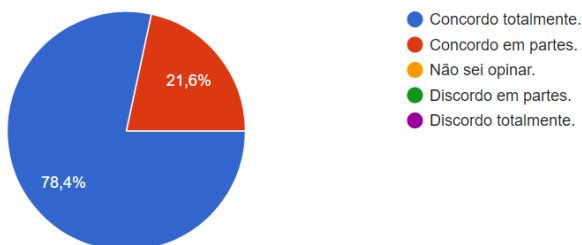
Seção A – *WhatsApp* Activity

1. Marque a alternativa que melhor descreve sua opinião:

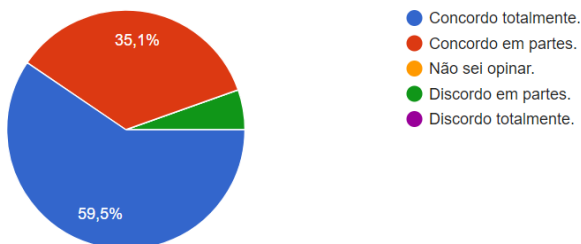
a. Eu gostei da atividade de interagir online no *WhatsApp*.



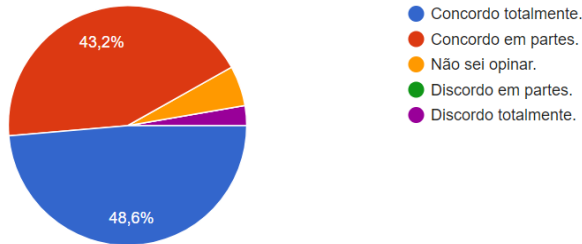
b. Minha participação na interação online pelo *WhatsApp* foi efetiva.



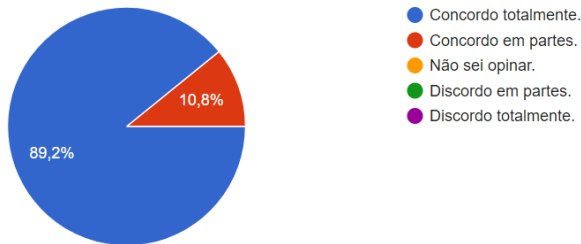
c. Eu consegui realizar a atividade proposta com sucesso.



d. Eu gostei de escutar os áudios da(o) minha(meu) colega.



e. Essa atividade pode ajudar o desenvolvimento da fala em Inglês.



2. Você poderia apontar aspectos POSITIVOS da atividade no WhatsApp?

Ele ajuda tanto na pronúncia do inglês quanto na elaboração de frases em inglês

A melhora da fala

Ajuda a desenvolver as habilidades de comunicação na língua, de forma atual e com interação virtual, associando tecnologia

Ajuda a dialogar em Inglês

Ajuda treinar a pronúncia

Ajuda treinar a pronúncia das palavras

Ajuda treinar a pronúncia de novas palavras

Ajuda no aprendizado

Ajuda no aprendizado de Inglês

Ajuda na parte da fala

Ajuda no entendimento do Inglês

Ajuda muito na parte de ouvir e falar em Inglês

Aprendemos novas palavras e a pronúncia correta delas

Auxilia na pronúncia das palavras em Inglês

Bom para aprender pronúncias e falas do Inglês
Desenvolve a fala em Inglês
Dinâmica da utilização de tecnologia atual para fins didáticos
Ele ajuda na fala em Inglês pois seu colega tem q entender o q vc fala
Essa atividade treina a fala
Eu consegui aprender novas palavras e a escutar elas
Interação com os colegas e melhora da fala em Inglês
Maior oportunidade de falar ingles
Me senti a vontade e sem medo de errar
Melhora a pronúncia e no entendimento do inglês
Melhorou na pronúncia de palavras inglês
O dialogo entre duas pessoas para praticar o inglês
O incentivo a fala em inglês
Outra boa forma de aprendizado
Treinar a prática na fala, e o ouvido também para se acostumar com o Inglês
Um ponto positivo é a prática da pronúncia
A forma que foi dada a liberdade para nós mesmo aprendermos foi boa
A pronuncia melhora
Ela ajuda a prática da fala e da interpretação de objetos
Utilizar a internet como forma de comunicação

3. Você poderia apontar aspectos NEGATIVOS da atividade no WhatsApp?

Nenhum (4 participantes)
As vezes o áudio fica baixo (3 participantes)
A internet de péssima qualidade, é um ponto negativo deste tipo de atividade.
Os colegas podem colar no chat privado 😊😊
Os áudios dos colégios podem estar errados e a gente se confundir
Se n tiver uma boa internet a atividade pode ser frustrante.
A internet foi um problema
A Internet
Eu não achei nenhum aspecto negativo
Alguns celulares por algum motivo não se conectam na internet do câmpus, e isso acaba prejudicando alguns alunos.
As vezez não da de escutar direito
Necessidade da internet estar boa e do áudio do colega ser compreensível
Prejudicou quando não funcionou a Internet
O fraco sinal de Wi-Fi em alguns pontos do campus

depende da internet

Alguns alunos não possuem celular com whatsapp, o que dificulta sua participação.

às vezes não pega a internet

Alguns não conseguem mandar áudio

Não

nem todos têm internet

Não vi nenhum aspecto negativo

Apenas problemas externos, como má conexão de internet.

acredito que o fato de a internet não colaborar

Falta de conexão com a internet

Em alguns momentos a internet não funcionava muito bem

Não

Não tenho

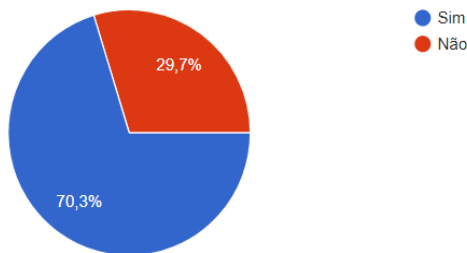
Algum problema na conexão apenas

se fosse em um lugar que pegasse meu a internet ninguém teria problema com isso eu acho

Na minha opinião não vejo nenhum

Por depender da rede de internet, acaba não sendo tão eficiente graças à conexão WI-fi de baixa qualidade oferecida pela instituição, além disso o fato de ser um arquivo gravado dificulta o entendimento e identificação das palavras, que seriam mais facilmente compreendidas caso ouvidas ao natural (sem ser em um arquivo de áudio).

4. Você conseguiu entender sua/seu colega em todos os momentos da atividade no WhatsApp?



5. Explique o que você fez quando uma/um de vocês não entendeu a(o) outra(o) durante a atividade no WhastApp.

Pedi pra falar novamente em inglês

Pedi para ele repetir

Pedi pra falar de novo

Continuamos normalmente ignorando o áudio não compreendido

pedi para ele repetir

Pedimos para repetir

pedi para repetir

pedi para repetir

Pedir para que repita a frase

Eu escrevi a palavra

Pedi para repetir

6. Como você se sente gravando sua voz nas atividades de produção oral (speaking) em Inglês? Por favor, explique sua resposta.

Normal. Estou acostumado a mandar áudios (3 participantes)

Normal (2 participantes)

Eu sou muito travado para falar em inglês, mas fora isto foi uma experiência bem legal.

Me sinto normal

Não acho muito legal porque minha fala em inglês é muito ruim

Gravando minha voz eu posso ver as palavras que tenho problema em pronunciar, assim posso tentar pronunciar corretamente

Indiferente, não é como eu tivesse vergonha ou algo do tipo.

Bem pois a cada atividade melhora o meu inglês

Bem legal

Me sinto meio desconfortável, não gosto muito da minha voz

Eu até que gosto, apenas me sinto incomodado em alguns momentos, pois tenho dificuldade na pronúncia de algumas palavras.

Bem, pois me ajuda a pronunciar da melhor forma possível

Me sinto bem, pois ajuda no aprendizado de inglês

Normal, pois já havia feito atividades com áudios

Me sinto normal.

Normal, sem nenhum problema de gravar a minha voz.

Nao sei dizer

me sinto bem

Bem tranquilo

melhora em ingles

Tenho dificuldade algumas vezes em palavras que não conheço

*Mais ou menos, estou errando algumas pronuncias
 Não me senti incômodo, pois considero a minha pronúncia boa
 n sei bem mas achei legal poder falar em ingles
 É indiferente para mim
 Estou indo bem nessas atividades e acho bem útil
 Normal, não me incomodo
 Me sinto bem, pois me ajuda aprender a pronúncia correta das palavras
 Uma pessoa mais participativa em atividades
 Eu fico surpresa por que consigo falar poucas palavras
 Me sinto mais a vontade, fico um pouco nervoso na frente da professora
 bem
 Normal, mas gosto desse tipo de atividade por treinar a fala e o ouvido
 Por mim não há problema, é normal que as pessoas não gostem de sua
 voz gravada, eu também não gosto, mas essa atividade foi uma maneira
 criativa e com bom potencial para auxiliar no processo de ensino em
 todas as línguas.*

7. Você considera que o uso de *WhatsApp* podem auxiliar no desenvolvimento da fala em Inglês?

Sim (24 participantes)

Sim, especificamente o uso da fala, é o principal ponto para aprender uma nova língua.

Claro!

Sim pois é uma forma de praticar o inglês

Sim, ajuda muito, por ser algo que está presente no dia a dia.

Claro

sim pode ajudar no aprendizado da lingua inglesa

Sim bastante

Acho q sim pra alguns

Com certeza

Acho que sim

Sim, pois em alguma dúvida podem pesquisar na internet

sim, auxilia bastante

*Sim, hoje o mundo vive conectado e a internet e o *WhatsApp* fazem parte da vida de muita gente, principalmente desta nova geração que vive conectada, a utilização da internet e de aplicativos de uso comum cria uma plataforma de aprendizagem interativa e atraente para os alunos.*

8. Quais outros recursos tecnológicos poderiam ajudar no desenvolvimento da fala em Inglês (*Facebook, Skype, Instagram, Snapchat, etc.*)?

Skype (9 participantes)

Facebook (5 participantes)

Skype é o mais propício.

Todos!

Snapchat

O skype poderia ser interessantes graças a conversa em tempo real. porem seria de dificil acesso a todos.

Skype seria uma opção

Acho que fazer uma chamada via Skype e troca de snapchats poderiam ser um bom recurso

Algo como o Skype ou até mesmo o Discord.

Todos

Redes sociais, jogos online, filmes e séries

O Skype ajudaria também

Snapchat iria ser mais divertido, por que ai poderia ver a pessoa falando

youtube

Acho q o skype poderia ser uma ferramenta util

skype

Aplicativos de conversa, como Skype ou Discord

Steam

todas as redes

Facebook

Snapchat

Skype seria legal

em questão de atividades em grupo não tenho ideia mais aumentei bastante meu nivel de ingles vendo videos no youtube e livestream na twich de gringos

Acho que o Skype, que pode ser falado por chat de vídeo em inglês, assim sendo mais fácil ter um diálogo. Acho que também o Speaky que ajuda muito pois tu conversa com pessoas nativa da língua que quer aprender.

Existem vários sites e programas que podem ajudar no desenvolvimento da proficiência em língua inglesa nos alunos; redes sociais podem ser utilizadas em atividades adaptadas para a comunicação, conversas em grupo, jogos pela rede em que haja a interação entre os estudantes, enfim, várias plataformas podem ser usadas.

Seção B – Relações Pessoais

1. Há quanto tempo você conhece a sua/o seu colega com quem realizou a atividade no *WhatsApp*?

Todos se conheceram no início do ano letivo de 2017. Apenas um participante conhece o seu colega há cerca de 15 anos.

2. Você interage com a sua/o seu colega em atividades fora do contexto escolar? Se sim, em quais situações?

Sim (16 participantes)

Não, apenas em atividades escolares (10 participantes)

Às vezes ou raramente (3 participantes)

Às vezes online por *WhatsApp* ou videogame (4 participantes)

3. Você se sente confortável com a sua/o seu colega para realização das atividades de Inglês?

Sim (30 participantes)

Não (1 participante)

Em partes/não muito/mais ou menos/um pouco (2 participantes)

4. Como você se sente usando o *WhatsApp* nas tarefas de Inglês com a sua/o seu colega?

Eu me sinto bem e até gosto

Acho interessante

Bem

Bem di boas

Bem, é uma atividade legal

Como sei que é uma simples atividade, num meio comum a mim, não tenho problemas em realizar tal operação

Confortável

Divertido, confortável

Indiferente?

Me sinto bem

Me sinto bem, sem vergonha de dialogar, pois todos estamos aprendendo

Me sinto confortável

Me sinto confortável, por ser normal a gente se falar por lá

Me sinto muito bem, pois muitos ficam o tempo todo no celular aí a atividade é no celular

Me sinto normal

Me sinto normal, não sinto nenhuma vergonha disso

Não sei dizer

Normal

Normalmente

Satisfeito

Sim

Tranquilo

Tranquilo, ele é responsável

Uma boa forma de dialogo e pronúncias

Diferente

Mais confortável, pois estamos msm nível então n fico com medo de errar

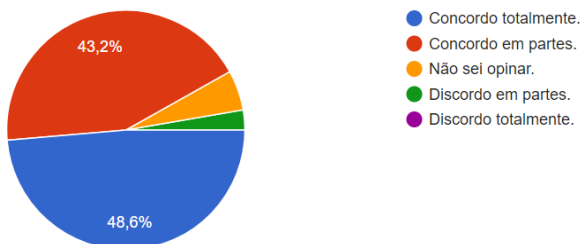
Muito bom

Ok

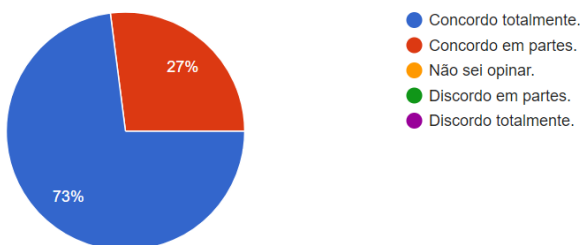
É uma experiência nova

5. Qual alternativa melhor descreve sua opinião?

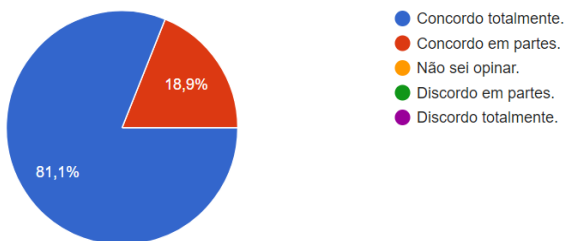
a. Eu me sinto confortável com meus colegas de turma.



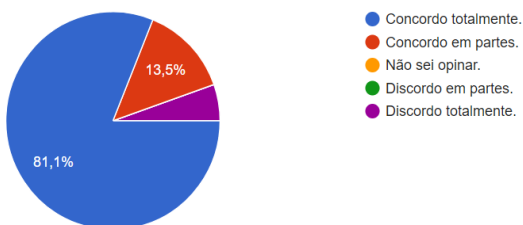
b. Eu me sinto confortável com o(a) colega com quem realizei a atividade oral no *WhatsApp*.



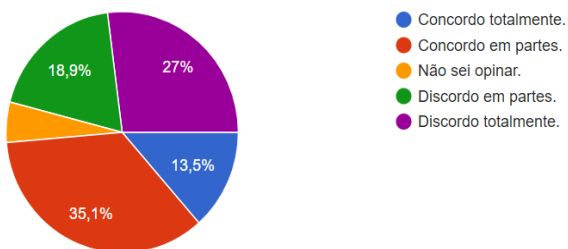
c. Eu me sinto confortável nas aulas de Inglês com a professora e as(os) colegas.



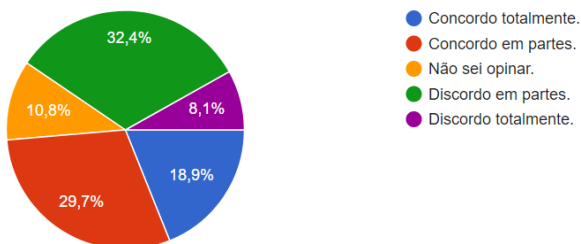
d. Eu me sinto confortável na instituição onde estudo.



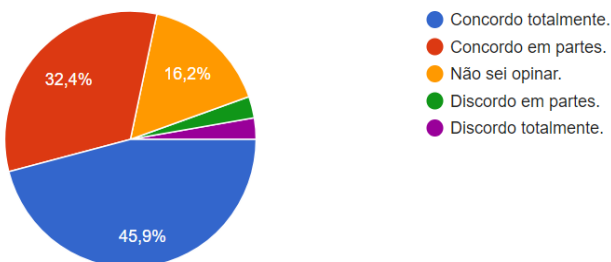
e. Minhas/meus colegas me observam quando falo Inglês. Isso me causa desconforto.



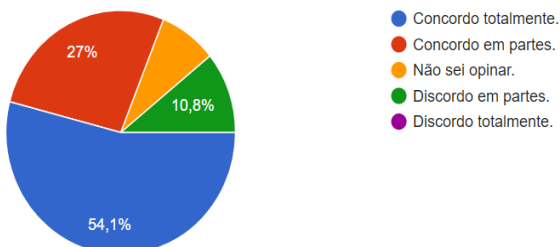
f. Eu me sinto confortável quando colegas ficam me observando quando falo Inglês.



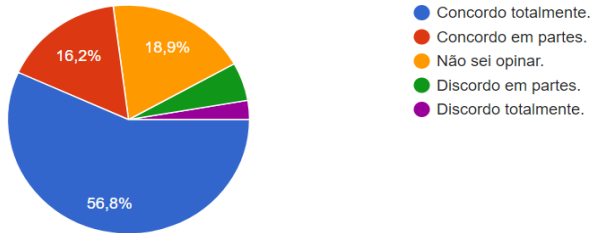
g. No geral, eu me sinto integrada(o) nas relações sociais da minha turma.



h. No geral, sinto-me integrado(a) com a turma nas atividades didáticas de Inglês.



i. No geral, me sinto integrado(a) com a turma nas atividades propostas no IFSC.



6. Você gostaria de registrar aqui algum comentário ou deixar algum questionamento? Fique à vontade 😊

Tenho só agradecer pela bela professora que tira todas as nossas dúvidas.

Não!

English is tooooper

Melhor aula é a de inglês :)

Poderia ter mais atividades pelo whatsapp, porque influencia bastante no conhecimento de palavras em inglês

Ótima professora, parabéns

Appendix 11 - Interview Answers

Vincent

1) O que tu achou no geral da atividade?

(Vincent) - A atividade foi legal de ter a liberdade que a gente teve. Tipo não ficou só na classe, assim. A gente pode ter uma liberdade para poder sair, poder pensar mais. Querendo ou não na sala a gente fica com o pensamento muito preso, que daí tu fica só ali. Quando tu tá fora, na minha opinião, tu consegue ver tudo que tá ao teu redor e tu consegue, consegue fluir mais as palavras. A gente se sente com mais liberdade.

2) Tu acha que conseguiu realizar a atividade com sucesso? Teve algum empecilho no meio ou foi tranquilo?

(Vincent) - Eu acho que o fato de eu não estar muito bom com vocabulário, devo ter dado uma travada. E a internet também que ficou caindo direto.

3) Tu acha que fazer 3 iguais, o que tu achou sobre ter que fazer 3 atividades iguais? Tu acha que uma ajuda na outra ou que poderiam ser diferentes?

(Vincent) - Eu acho que poderia ser diferente para dar mais uma diversificada.

4) Tu se sentia confortável gravando sua voz?

(Vincent) - Assim, gravar não é o problema. O problema é escutar de novo. Sei lá, porque é meio estranho quando tu fala uma coisa só que daí tipo tu escuta de novo a mesma coisa que falou. Muitas vezes eu tive que escutar minha voz para entender o que eu tinha falado.

5) E escutar o colega? Tu aprendia alguma coisa assim com as frases do colega?

Sim. É tipo...eu acho que eu....na verdade eu não sei qual nível que eu tô porque eu consegui entender muito bem o que ele falava e eu consegui fala bem, então...foi tranquilo, fácil.

6) Houve algum momento que vocês não se entendiam na interação?

(Vincent) - Teve só um momento que ele falou palavras erradas...tipo ele falava as palavras certas só que com a intensidade...não sei explicar direito...mas ele falou de um jeito que a entonação dele eu não conseguia entender...daí eu pedia para ele repetir.

7) Em algum momento tu se sentiu desconfortável com a atividade ou era tranquilo?

(Vincent) - Era tranquilo. Era até engraçado porque tava eu o XXX na mesa. Daí a gente ficava trocando ideias. Daí na hora de gravar a gente tinha que ficar quieto. Sei lá, era estranho.

8) Quer acrescentar alguma coisa? Alguma sugestão quem sabe?

(Vincent) - Fazer mais no ano que vem.

9) Alguma pergunta? Alguma coisa a mais?

Não.

Allan**1) O que que tu achou das atividades no WhatsApp? Qual é o objetivo delas? Tu acha que valeu a pena? O que teve de bom e ruim?**

(Allan) - Bom, eu acho que me ajudou um pouco na parte de entender o que meu colega tava falando e também de identificar coisas que tu tô enxergando, assim, de saber falar o que que eu tô vendo. Eu tinha um pouco de dificuldade. Ainda tenho, né, mas...me ajudou bastante.

2) Tu conseguiu fazer todas com tranquilidade? Deu tudo certo? Não teve nenhum problema ao longo das atividades?

(Allan) - Sim. O único problema, assim, é coisa básica, tipo de não entender o que o outro quer falar e....

3) O que vocês fazem quando um não entende o outro?

(Allan) – Daí a gente tenta conversar mais um pouco até descobrir o que ele tá tentando passar ali. Repete.

4) E o fato de ter 3 parecidas? Tu acha que foi chato? Tu acha que dava para encarar?

(Allan) - Não foi chato, assim. Até foi bom para ajudar mais na parte aí de falar o que tá vendo tudo. Acho que até é bom.

5) Em algum momento tu te sentiu desconfortável ou incomodado fazendo atividades de falar em Inglês? Poderia explicar?

(Allan) - Não. Pior que foi bem tranquilo, assim. A gente já tava bem acostumado, então...

6) Tu gostaria de deixar alguma sugestão, por favor? Algum outro recurso, quem sabeo WhatsApp, mas com alguma outra coisa? Já pensou em algo?

(Allan) - Eu não sou muito criativo para essas coisas.

Anthony**1) O que que tu achou das atividades no WhatsApp?**

(Anthony) - Foi legal. Foi interessante. Foi diferente.

2) O que que tu acha que dá para aprender assim, com atividades assim que tu fala e escuta o colega?

(Anthony) - Dá para aprender falar melhor, a corrigir os erros de fala.

3) Tu procurava alguma palavra, alguma pronúncia quando tu não sabia bem o que tu ia falar?

(Anthony) - Aham.

4) Tu conseguiu realizar as 3 atividades com tranquilidade?

(Anthony) - Aham. A primeira foi a pior por causa da internet. Mas as outras duas foram de boa.

5) E o fato de ter 3 meio que igual assim, tu achou chato? Tu achou que uma ajuda a outra?

(Anthony) - Indiferente ter 3 igual.

6) Vocês se entendiam sempre quando estavam gravando os áudios? Não teve nenhum momento que não se entendiam e teve que usar algum outro recurso?

(Anthony) - Não. Não teve.

7) Você se sentiu incomodado ou desconfortável em algum momento?

(Anthony) - Não.

8) Quer deixar alguma sugestão?

(Anthony) - Não.

9) Nada, assim? Tu acha que dá para seguir fazendo atividades assim usando uma tecnologia para vocês gravarem voz?

Sim, sim. Skype ia ser manero.

Bernard

1) No geral, o que tu achou da atividade no WhatsApp?

(Bernard) - Achei ela bem legal, mas eu tive dificuldade na hora da pronúncia.

2) Tu acha que tu conseguiu realizar a atividade tranquilamente, com sucesso? Tu acha que tu conseguiu entender a proposta da atividade?

(Bernard) - Sim, apesar de ter que conferir as palavras, deu de responder certinho.

3) E tu aprendia palavras? Quando tu conferia na internet, por exemplo? Tu aprendeu algumas palavras nessa atividade?

(Bernard) - Em partes. Algumas sim, outras não.

4) Outras tu já sabia?

(Bernard) - É sim. Tem outras eu já sabia.

5) Tu acha que fazer 3 atividades similares no WhatsApp, tu acha que facilitou? Tu já conhecia a rotina da atividade, daí tu já conseguia te sentir melhor, mais confortável? Facilitou o

entendimento da atividade? O que mudou da primeira para a terceira atividade?

(Bernard) - Nesse ponto sim, porque sei lá, é uma coisa bem exótica, que não é feito em outros lugares e que a gente treina bastante. Foi legal.

6) Tu gostou, tu achou que foi legal tu gravar e escutar os áudios dos colegas, para tu aprender algumas frases ou mais palavras em Inglês? Para interagir em Inglês?

(Bernard) - Eu não gostei da parte de gravar o áudio, porque eu não gosto da minha voz gravada. Não fica muito bem. Mas quanto, assim, a ouvir e poder treinar, isso foi bom.

7) Vocês se entendiam todo o tempo da atividade? Ou às vezes tinha partes em que não dava para entender o colega?

(Bernard) - A gente repetiu algumas vezes a frase, mas na maioria das vezes se entendia.

8) O que vocês faziam quando não se entendiam?

Eu mandava outro áudio dizendo que não entendia, às vezes com erro de Inglês, mas...

9) Tu sente algum tipo de desconforto se tu tem que fazer atividade de falar em aula? Ou é tranquilo?

(Bernard) - Depende do tanto de erro que eu vou cometer, daí eu fico constrangido.

10) Tem alguma coisa que tu gostaria de acrescentar, falar, sobre essas atividades especificamente?

(Bernard) - Não.

Bill

1) O que que tu achou das atividades no WhatsApp?

(Bill) - Achei bem legal. A gente treinou o diálogo, né. Diálogo em Inglês. Fala a pronúncia das palavras, assim.

2) Tu conseguiu realizar elas com tranquilidade, assim? Usa o celular? Conversar, montar dupla? Fazer as frases?

(Bill) - (1o momento) Sim, para fazer, assim, eu consegui.

3) O fato de ter 3 foi chato ou ajudou de alguma forma?

(Bill) - Não. Ajudou até. Ajudou porque a gente dialogava e a gente falava sobre as diferenças nas imagens, ficava curioso. A gente, daí, tentava perguntar mais, saber mais.

4) Vocês se entendiam o tempo todo ou às vezes não dava para entender o que o colega falou ou o que tu falou?

(Bill) - Às vezes não, mas daí a gente perguntava. Pedia para repetir. Era bem legal, assim.

5) Em algum momento tu se sentiu desconfortável ou incomodado?

(Bill) - Não, acho que não. Foi tranquilo. Porque como era privado, assim, né, era só a gente no grupo, não teve problema nenhum.

6) Tu gostaria de deixar alguma sugestão?

(Bill) - Olha, eu acho que não. Tá bom assim. O WhatsApp foi bem legal a atividade.

Cesar**1) O que você achou assim no geral desse tipo de atividade?**

(Cesar) - Eu gostei bastante porque é bem diferente. É uma atividade que a gente faz não necessariamente dentro da sala de aula. É bem legal também porque envolve tecnologia e esses meios de comunicação mais modernos e isso é bem legal.

2) Tu conseguiu realizar todas com tranquilidade? Tu entendeu o objetivo da atividade?

(Cesar) - Sim. Eu consegui realizar todas.

3) O fato de ter 3 iguais te incomodou de alguma forma? Ou foi até melhor? O que que tu acha? Porque foram 3 bem similares, né.

(Cesar) - Não. Foi bom até, porque deixava mais simples, eu acho, era mais fácil de entender, sabe. Acho que dessa forma ficou melhor.

4) E vocês quando estavam gravando os áudios, um entendia o outro? Era fácil todo o tempo?

(Cesar) - Sim, era fácil de entender o áudio. Nenhum de nós teve dificuldade em entender os áudios.

5) Se vocês não se entendiam, o que vocês faziam?

(Cesar) - Como assim?

6) Po exemplo, o XXX falou uma frase e tu não entendeu?

(Cesar) - Não, não aconteceu nenhuma vez isso.

7) Em algum momento tu se sentiu desconfortável ou incomodado realizando esta atividade?

(Cesar) - Não.

8) Quer deixar algum sugestão para atividades no futuro ou atividades desse tipo?

(Cesar) - Não sei. Só acho que poderia continuar assim. É legal. Dá para fazer mais. Bem legal.

Erick**1) Sobe as atividades no WhatsApp, o que que tu achou?**

(Erick) - Foi bom, assim, para aprender melhor a pronunciar as palavras e se comunicar com outras pessoas.

2) O que que tu acha assim que ea o objetivo principal para aula de Inglês?

(Erick) - Aprender a pronunciar as palavras.

3) Tu conseguiu fazer todas com tranquilidade?

(Erick) - Nem sempre.

4) O que que teve que atrapalhou?

(Erick) - Era meio que difícil achar os erros e também meu grupo, assim, meio que demorava para responder. Talvez era por causa da internet que estava caindo.

5) E o fato de ter 3 bem similares, porque foram 3 vezes, né, 3 atividades diferentes usando o WhatsApp. Tu acha que ficou chato, cansativo, ou tu que uma ajudou a outra?

(Erick) - Foi legal até.

6) Foi tranquilo?

(Erick) - Sim.

7) Você gostou de gravar e escutar os áudios do colega? Você acha que é possível aprender escutando e gravando os áudios?

(Erick) - Sim.

8) Tu se sente confortável gravando os teus áudios? A tua voz?

(Erick) - Não. Normal.

9) Escutando o colega ou a colega, dava para entender quando eles falavam?

(Erick) - Sim. Dava.

10) E se não se entendiam, faziam o que?

(Erick) - Pedia para repetir, daí, mandando áudio.

11) Em algum momento tu se sentiu incomodado, frustrado ou com raiva da atividade?

(Erick) - Não. Normal.

12) Tu pode deixar alguma sugestão ou algum comentário, alguma pergunta?

(Erick) - Não sei. Eu vi lá naquela entrevista que tu pediu para escrever, sabe, acho que por Skype ficaria legal.

Gabriel

1) O que que tu achou das atividades no WhatsApp?

(Gabriel) - Bom, sobre as atividades, eu gostei, porque foi algo que deu para interagir bastante com os colegas. Foi eu e o XXXX que fizemos. Aí, como a gente já tem uma intimidade, daí deu para gente se comunicar melhor.

2) Tu conseguiu fazer as 3 com tranquilidade?

(Gabriel) - Sim. Quando eu tinha alguma dificuldade, daí eu ia perguntar para ele: Ah, Allan, como é que eu faço isso ou falo isso? Daí ele faz assim e tal.

3) O fato de ter 3 não ficou chato, cansativo?

(Gabriel) - Não. Eu achei interessante. Ajudou bastante em algumas partes que eu tinha dificuldade.

4) Quando vocês não se entendiam, assim, vocês tinham algum jeito para entender o que o outro estava falando?

(Gabriel) - Sim. Quando eu falava algo que ele não entendia, ele pedia para mim repetir ou eu perguntava para ele: Oh Allan tá certo isso? Tem como repetir?

5) Em algum momento tu se sentiu desconfortável ou incomodado?

(Gabriel) - Não. Foi tranquilo.

6) Tu tem alguma sugestão para deixar, algum comentário?

(Gabriel) - Não. Eu gostei. Foi bom. Não foi nada complicado de se fazer.

Daniel

1) O que que tu achou das atividades no WhatsApp?

(Daniel) - Bem legal. Melhor do que atividades em sala, eu acho. Porque é mais dinâmico, eu acho. Mais dinâmico, assim, mais divertido.

2) Porque tu sai sala, assim?

(Daniel) - É. Mais dinâmico, assim, mais divertido.

3) Tu conseguiu realizar todas com tranquilidade? Entendeu o objetivo?

(Daniel) - Mais ou menos. Sim.

4) O que que teve de empecilho, assim, que tu disse ‘mais ou menos’?

(Daniel) - A pronúncia, eu acho, eu tenho bastante dificuldade.

5) Mas não foi bom assim tu tenta falar e escutar o colega? Escutar para tentar aprender mais dos áudios também?

(Daniel) - Foi.

6) O fato de q ue foram 3 atividades, assim, quase que iguais? O que que tu achou? Foi chato? Foi ok?

(Daniel) - Não. Foi muito legal até. Não achei que foi chato.

7) Tu te sente confortável gravando tua voz falando com o colega?

(Daniel) - Sim. Na minha sala tinha bastante barulho ali, mas acho que sim, deu para entender.

8) O colega te entendia com facilidade?

(Daniel) - Na minha sala tinha bastante barulho ali, mas acho que sim, deu para entender.

9) Tu entendia bem o colega ou a colega, não lembro bem quem era tua dupla? Se não se entendiam, o que vocês faziam?

(Daniel) - A gente pedia para repetir ali no WhatsApp, no grupo, daí.

10) Em algum momento tu te sentiu incomodado ou desconfortável?

(Daniel) - Não. Bem legal.

11) Tu gostaria de deixar alguma sugestão, comentário para esse tipo de atividade de falar em aula?

(Daniel) - Acho que é só fazer mais silêncio, eu acho. Porque é difícil quando a sala tá muito...só isso.

Henry

1) O que que tu achou das atividades no WhatsApp?

(Henry) - Achei boas, legais.

2) Qual o objetivo delas?

(Henry) - O objetivo delas? Ahhh é acho que é ajudar melhor se comunicar, né. A pessoa se, aii me esqueci a palavra agora, se, é, interagir.

3) Tu realizou as 3 com tranquilidade? Deu tudo certo?

(Henry) - Aham.

4) Vocês se entendiam o tempo inteiro? Ou às vezes tinha partes que não se entendiam?

(Henry) - É, a gente se entendia na maioria das partes. Tinha vez que a gente pedia para repetir. Mas na maioria das vezes foi certinho.

5) Escutar os colegas também era tranquilo, os áudios que eles iam gravando?

(Henry) - Aham.

6) Em algum momento tu se sentiu incomodado ou desconfortável com essa atividade?

(Henry) - Não. Bem legal a atividade.

7) E de sugestão para o futuro, tem alguma coisa que tu pensou que dava para fazer para tentar fazer vocês falarem, fazer frases?

(Henry) - Pela internet?

8) Usando algum recurso.

(Henry) -? Ahh não sei. Acho que, sei lá, alguns podem fazer vídeos, pode ser.

Jay

1) Minhas perguntas são sobre as atividades no WhatsApp. O que que tu achou?

(Jay) - Até que eu achei legal. É bom para gente desenvolver mais a fala e também no entendimento do Inglês em si. A gente às vezes tem que pesquisar palavra nova para conseguir pronunciar. É. Eu gostei bastante.

2) Foi tranquilo?

(Jay) – Sim. De vez em quando é bom descontrair um pouco. Sair da sala. Sala, sala, sala a gente cansa. A gente saiu para conversar, então, eu gostei.

3) Foi tudo tranquilo nas atividades, ocorreu tudo bem? Ou teve partes que foi dificultoso, assim?

(Jay) – Sim. Não, em partes, até que foi bem. Às vezes, assim, fica meio baixo o áudio, daí assim, aí a gente acaba se atrapalhando um pouco, mas, isso acontece.

4) E aconteceu de vocês não se entenderem algumas vezes?

(Jay) - Algumas palavras, assim, às vezes ele sabia uma palavra que eu não sabia, ou eu falava uma palavra que ele não entendia. Acontecia. Isso é normal até de acontecer.

5) Daí vocês fizeram o quê?

(Jay) - Daí eu pesquisava.

6) Daí tu já aproveitava para aprender o que era a palavra?

(Jay) – É. Eu aproveitava.

7) E o fato de ter 3 atividades quase iguais. O que tu achou? Foi chato?

(Jay) - Até que foi tranquilo. Depois que a gente fez a primeira, a segunda e a terceira já foi fluindo mais.

8) Em algum momento tu se sentiu incomodado ou desconfortável com a atividade?

(Jay) - Não. Bem tranquilo.

9) E tu pode deixar alguma sugestão para esse tipo de atividade? O que que dá ára usa? O que dá para fazer que é legal também?

(Jay) - No momento, não tenho ideia. Usando assim o WhatsApp?

10) Ou outro recurso que seja para vocês falarem. Tentar fazer as frases e falar. Pronunciar aquelas frases.

(Jay) - No momento agora eu não consegui lembrar.

Josh

1) O que que tu achou das atividades no WhatsApp?

(Josh) - Eu achei bom porque dá para praticar bem a falar, assim, em Inglês, sabe, falar as coisas, as frases, as palavras tudo certinho.

2) Tu conseguiu realizar todas elas com tranquilidade, com sucesso? Entendeu bem a atividade?

(Josh) - Consegui, é. Daí eu olhei como é que se pronunciava, para saber como é que era certinho, né. Mas eu consegui tudo, certinho.

3) O fato de ter 3 atividades meio parecidas ou quase iguais? Tu achou chato? Foi tranquilo? Foi positivo?

(Josh) - Foi bom, eu achei bom, né. Achei bom, daí ficou mais fácil, pratiquei mais também. Melhor.

4) Quando chegava na terceira já sabia mais?

(Josh) - Isso.

5) E tu e teu companheiro no WhatsApp, vocês se entendiam bem? Ou era mais difícil?

(Josh) - É. mais ou menos. É. mais ou menos. Que daí o outro pronuncia diferente às vezes.

6) Daí o que vocês faziam?

(Josh) - Daí a gente mandava no privado lá para certinho as coisas, né. Mas eu consegui entender sim. Escutei algumas vezes a mais daí eu entendi o que ele queria falar.

7) Conseguiu aprender alguma palavra ou alguma frase enquanto vocês estavam falando?

(Josh) - Consegui. Deu para entender, aprender certinho.

8) Em algum momento tu se sentiu incomodado ou desconfortável com essas atividades?

(Josh) - Não.

9) Tu quer deixar alguma sugestão, algum comentário?

(Josh) - E agora? É eu acho que se continuar fazendo essas coisa assim, tipo, fala oral assim, tipo fala as coisas, é melhor. Dá para aprender as palavras mais e tu consegue pronuncia as palavras também.

Luke

1) O que que tu achou das atividades do WhatsApp?

(Luke) - Eu achei bem diversificado, tipo, nunca tinha feito em aula de Inglês. Eu gostei bastante.

2) E qual que era o propósito na aula de Inglês? O que que tu viu que dá para aprender, trabalhar numa atividade assim?

(Luke) - Tanto quanto a parte escrita, quanto a oral, a fala.

3) E tu conseguiu realizar as 3 atividades com tranquilidade? Tudo deu certo?

(Luke) - Teve umas palavras que eu fui aprendendo enquanto eu falava, mas tranquilo.

4) E tu procurava as palavras que tu não sabia?

(Luke) – Sim. Tanto que tem vezes que com a XXXX eu não falava there is a there are; eu falava o ‘have’, que até depois eu fui ver que não é assim que fala.

5) E o fato de ter 3 atividades iguais não era chato?

(Luke) - Não. É que o WhatsApp é para, tipo, manda em áudios, assim, essas coisas. Não é chato.

6) Algum momento tu te sentiu incomodado ou desconfortável de gravar os áudios e tal?

(Luke) - Não. Nenhum pouco.

7) De escutar e gravar os áudios era tranquilo também?

(Luke) - Bem tranquilo. Às vezes tinha que pedir para repetir, mas normal, tranquilo.

8) Tu tem alguma sugestão para deixar?

(Luke) - Também acho engraçado com Snapchat que daí é vídeo, né.

Louis

1) Sobre as atividades no WhatsApp, o que tu achou?

(Louis) - Achei bom.

2) Mas, assim, bom o quê? Falar? Escutar o colega?

(Louis) - É melhor porque a gente não fica com tanto medo de errar na frente da professora. Qualquer coisa a gente pode cancelar o áudio.

3) Pode cancelar o áudio, pode corrigir, pode escrever alguma palavrinha.

(Louis) - Isso. Também.

4) Tu conseguiu realizar tranquilo, com sucesso?

(Louis) - Sim. Foi tranquilo.

5) E o fato de fazer 3 atividades meio que iguais, assim, similares?

(Louis) - Para mim cada atividade, por exemplo, a última foi bem mais fácil que a primeira.

6) É tranquilo tu gravar tua voz no WhatsApp ou tu tem vergonha ou se sente à vontade?

(Louis) - Tranquilo. Não tenho vergonha.

7) E escutar o colega foi tranquilo também?

(Louis) – Foi também.

8) Tinha partes que vocês não se entendiam?

(Louis) - É daí a gente mandava outro ou pedia para repetir.

9) Em alguma parte tu se sentiu desconfortável ou incomodado?

(Louis) - Não.

10) E tu quer deixar alguma sugestão para estas atividades, no futuro, de falar? Alguma pergunta?

(Louis) - Não. Tá bem legal as atividades no WhatsApp.

Mike

1) O que que tu achou das atividades, assim, no geral?

(Mike) - Achei bem legal, bem criativo.

2) Qual era o objetivo das atividades para aula de Inglês? Por que tu acha que eu fiz estas atividades?

(Mike) - Para melhorar a pronúncia no Inglês mesmo.

3) E tu conseguiu realizar todas com tranquilidade?

(Mike) - Uhum.

4) Foram 3 né?

(Mike) - Foi.

5) Todas deram certo?

(Mike) - Sim.

6) Tu achou que em algum momento foi chato repetir 3 atividades?

(Mike) - Não. Foi bem legal mesmo, que cada vez ia aprimorando mais ainda.

7) Não teve problema, assim, repetir?

(Mike) - Não.

8) E gravar teu áudio é tranquilo para ti?

(Mike) - Sim. Normal.

9) E escutar os áudios do colega/da colega foi tranquilo para ti?

(Mike) - Foi.

10) Vocês se entendiam o tempo inteiro?

(Mike) - Uhum.

11) E quando não se entendiam, o que vocês faziam?

(Mike) - Aí a gente conversava para ver como é que falava a palavra certinho.

12) Em algum momento você se sentiu desconfortável?

(Mike) - Não.

13) Tu quer deixar algum comentário, alguma sugestão? Uma sugestão. O que que tu acha que dava para fazer, assim, para ajudar vocês a aprenderem?

(Mike) - Quanto mais atividade dessa, melhor. Que daí vai melhorando.

Paul

1) O que que tu achou das atividades no WhatsApp? Qual era o objetivo delas pelo que tu percebeu?

(Paul) - É estimular a fala, tipo, entre os alunos e também a pronúncia.

2) E tu conseguiu realizar todas com tranquilidade?

(Paul) - Realizar, realizei, só não sei se está certo, né.

3) E o fato de ter 3 atividades, tu acha que foi cansativo ou foi de boa?

(Paul) - Não. Foi bem de boa. Cansativo é 5 prova na semana. Bem de boa.

4) E para tu gravar os áudios? Se sentiu tranquilo, assim? Teve algum problema?

(Paul) - Sim. Normal.

5) E escutar os áudios dos colegas?

(Paul) - É, escutar é meio difícil, que daí, tipo, a gente não sabe falar muito bem, daí fica meio complicado.

6) O que vocês faziam assim quando não se entendiam?

(Paul) - Pedia para repetir no privado para não repetir no grupo.

7) Entendi. Pegava o recurso do áudio para depois gravar certinho ali?

(Paul) - É, isso.

8) E em algum momento tu se sentiu incomodado ou desconfortável fazendo atividade assim?

(Paul) - Não.

9) E tu tem algum comentário ou sugestão?

(Paul) - Da atividade do WhatsApp?

10) É.

(Paul) - Não. Acho que não.

11) É. Tu acha que é legal fazer mais?

(Paul) - É legal. É uma atividade que não é difícil e também tem um certo tempo para fazer. Não precisa fazer rápido.

Ramon

1) O que que tu achou das atividades no WhatsApp? Qual tua opinião sobre elas?

(Ramon) - Eu achei bem interessante pelo fato de tu treinar bastante a tua fala e também treinar o ouvido, né, que é bastante importante na hora de praticar o Inglês.

2) E qual que é o objetivo principal dessas atividades? O que tu acha? Na aula de Inglês.

(Ramon) - Eu acho que é treinar esses dois quesitos que eu acabei de falar. Também se soltar um pouco para falar Inglês, né, porque às vezes muitos colegas têm vergonha de falar Inglês, né. Então, acho que isso acaba soltando um pouco.

3) Tu conseguiu fazer todas as atividades com tranquilidade? Tudo deu certo?

(Ramon) - Tudo tranquilo.

4) E o fato de ser 3 não foi um pouco chato? Ou foi positivo por um lado? O que tu acha?

(Ramon) - Não. Foi porque, achei que deu, teve uma evolução também, né. Faz três. Primeiro tu começa mais ou menos e daí vai evoluindo. Eu acho que as três foram evolutivas, então...

5) E tu entendia teu, teu colega o tempo inteiro? Ou à vezes dava umas partes que vocês não se entendiam?

(Ramon) - Algumas partes não dava para entender, mas a gente acaba sempre tendo que achar uma forma de conseguir se entender mais.

6) Como que vocês arrumavam daí?

(Ramon) - A gente repetia a frase. A gente tentava repetir a frase mesmo. Mais falha do arranjo do WhatsApp mesmo que às vezes fica ruim de ouvir, de entender. Mas nada de não entender o colega, né. Isso aí é bem tranquilo.

7) Em algum momento tu te sentiu incomodado ou desconfortável com esse tipo de atividade? Com colega? Com a turma?

(Ramon) - Não. Não me senti não. Tranquilo.

8) Tu tem alguma sugestão para deixar algum comentário, pergunta?

(Ramon) - Não. Acho que não.

Sam

1) O que que tu achou das atividades no WhatsApp?

(Sam) - Eu achei bom para gente aprender a pronunciar as palavras, né. Também aprender como se escreve, como se fala. Achei bom.

2) Qual era o objetivo dela dentro da aula de Inglês? O que tu acha? Para que servia, dentro da aula de Inglês, fazer atividades assim?

(Sam) - Ajudar na pronúncia e também se comunicar com os colegas.

3) Você conseguiu realizar todas as 3 com tranquilidade, com sucesso?

(Sam) - Consegui, só que algumas pronúnciação eu errava, umas palavra também.

4) E daí, o que tu fazia?

(Sam) - Aí eu ia ver como é que se pronunciava direito, né. Perguntava para repetir de novo.

5) E daí tu gravava de novo?

(Sam) - Uhum.

6) E o fato de ter 3, uma parecida com a outra tu acha que foi chato ou foi tranquilo?

(Sam) - Não. Foi bom.

7) Uma ajudou na outra ou atrapalhou?

(Sam) - Não. Foi bom que daí a gente aprendia mais, né.

8) Quando tu não entendia tua colega/teu colega, o que vocês faziam? Por exemplo, escutou o áudio e não entendeu. O que tu fazia?

(Sam) – Aí perguntava para repetir de novo.

9) Em algum momento tu te sentiu desconfortável ou incomodado?

(Sam) - Não.

10) Tu tem alguma sugestão para deixar, para eu pensar, para eu analisar?

(Sam) - Não.

Vivian

1) O que que tu entendeu que era o objetivo das atividades no WhatsApp?

(Vivian) – Eu acho que era para a gente aprender falar. Acho que seria isso.

2) E tu conseguiu realizar todas com tranquilidade?

(Vivian) - Tinha algumas palavras que eu não sabia. Daí o que eu não sabia falar, eu tinha que escrever daí.

3) E tu fez as 3 atividades?

(Vivian) - Fiz.

4) Foi tranquilo de fazer?

(Vivian) – Foi.

5) O que que tu achou de ter 3, uma atrás da outra?

(Vivian) - Eu achei que foi bom, porque tipo daí eu consegui falar melhor. Tinha palavras que eram comuns em todas as atividades. Daí eu consegui falar elas. Era mais fácil.

6) Vocês se entendiam o tempo inteiro? O que faziam quando não se entendiam?

(Vivian) – Não. Tinha palavras que eu não conseguia entender. Daí tipo eu pedia para ele escrever para mim.

7) Daí vocês pediam para repetir?

(Vivian) – Sim. Escrever a palavra.

8) Em algum momento tu te sentiu desconfortável? Não gostava de gravar o áudio?

(Vivian) - Não, não me senti desconfortável.

9) E para tu escutar o colega que fez contigo, era tranquilo?

(Vivian) – Era um pouco complicado. Eu não sei se é porque ele tava falando muito rápido ou porque eu não sabia as palavras direito. Mas era alguma coisa assim. Daí eu pedia para ele repetir de novo ou eu ficava escutando.

10) Uma última pergunta é: tu gostaria de acrescentar algum comentário ou me dar uma sugestão sobre essas atividades? Tu acha que essas atividades valem a pena ou mais atrapalham?

(Vivian) – Não, eu acho que vale a pena, acho que aumenta o vocabulário também, porque a gente tá mais acostumado a escrever, mais decorar como se escreve. Acho que o melhor seria a gente realmente aprender a falar.

Appendix 12 - Class Content - English as a Foreign Language I

From: Instituto Federal de Santa Catarina - IFSC. (2012). *Projeto Pedagógico de Curso* (PPC) - Técnico Integrado em Eletromecânica. Eixo Tecnológico: Controle e Processos Industriais. Araranguá, SC, Brazil.

Unidade Curricular	Língua Estrangeira - Inglês I		
Período Letivo:	1º Ano	Carga Horária:	80 horas
Competência			
2. Compreender as linguagens corporais, orais, sonoras, escritas e visuais, seus códigos e tecnologias, como processo de comunicação e construção do conhecimento para o pleno exercício da cidadania.			
Habilidades			
2.18 - Ouvir, ler, compreender e escrever textos de gêneros diversos na língua estrangeira estudada; 2.19 - Comunicar-se oralmente, em língua estrangeira, em situações do cotidiano; 2.20 - Identificar as principais manifestações culturais do (s) país (es) de origem da língua em questão; 2.21 - Distinguir as principais diferenças estruturais com relação ao idioma materno; 2.22 - Identificar os diferentes valores sociais, culturais, políticos e ideológicos do país de origem da língua estrangeira; 2.23 - Realizar interações sociais por meio da linguagem; 2.24 - Reconhecer semelhanças histórico-culturais entre o idioma estrangeiro e o materno.			
Bases Tecnológicas			
A - Grammar 1) Diagnose Review; 1.1) To be (affirmative, interrogative, negative forms – Presente Tense); 1.2) Indefinite Articles; 1.3) There to be; 1.4) Indefinite Pronouns;			

- 1.5) Present Continuous Tense (affirmative form);
- 1.6) Simple Present Tense (affirmative, interrogative, negative forms);
- 1.7) Interrogative Pronouns;
- 2) Simple Present Tense (Complete + affirmative, interrogative, negative forms);
 - 2.1) To have (affirmative, interrogative, negative forms – as auxiliary verb/irregular verb – present/past tenses);
- 3) Present Continuous Tense (all rules + affirmative, interrogative, negative forms);
- 4) Plural of Nouns;
- 5) Imperative Sentences;
- 7) To be (referring to age);
- 8) Have to (obligation);
- 9) Too/Very/So (meanings, differences and use);
- 10) Prepositions *In, On, At* (meanings and uses);
- 11) Genitive Case (basic);
- 12) Too/Either (position, meaning and use);
- 13) Word order (ordem das palavras nas frases);
- 14) Can/Cannot (ability/capacity);
- 15) Masculine – Feminine;
- 16) Who (as interrogative/relative pronoun)

B – Complementary Texts

- I. Cow threat (From “Graded English” – Vol. Único – Prescher; Paqualin; Amos)
- II. The green-house effect (From “Graded English” – Vol. Único – Prescher; Paqualin; Amos)
- III. Stem cells (From “Graded English” – Vol. Único – Prescher; Paqualin; Amos)
- IV. The water we drink (from Book Graded English 2 – E. Amos/E. Prescher/E. Pasqualin)
- V. Moon craters (From “Graded English” – Vol. Único – Prescher; Paqualin; Amos)
- VI. Women (From “Graded English” – Vol. Único – Prescher; Paqualin; Amos)
- VII. Automobiles (From “Graded English” – Vol. Único – Prescher; Paqualin; Amos)

D – Communication Activities

C) Text Comprehension:

- Reading;

<p>1) Fonética: estudo da pronúncia das vogais e das consoantes;</p> <p>2) Repetição e leitura dos textos propostos e diálogos apresentados;</p> <p>3) Conversação entre professor-aluno/aluno-aluno;</p> <p>4) Apresentação de vídeos com atividades e falas do dia a dia;</p> <p>5) Revisão e fixação oral dos principais assuntos do Ensino Fundamental (greetings, numbers, hours, colors, clothes, food and meals, nations and nationalities, entre outros);</p> <p>6) Clipes e canções com as letras das músicas (song and lyrics).</p>	<ul style="list-style-type: none"> • Word study; • Translation; • Comprehension questions; • Right or wrong.
Bibliografia	
Básica	<p>LIBERATO, Wilson. English Information. São Paulo: FTD, 2005, p. 83.</p> <p>PRESCHER, Elisabeth; PASQUALIN, Ernesto; AMOS, Eduardo. Inglês: Graded english. Vol. Único. São Paulo: Moderna, 2003.</p>
Complementar	<p>KELLER, Victoria. Caderno do futuro: inglês. Ensino Fundamental, Book 4. São Paulo: IBEP, 2008.</p> <p>LONGMAN: DICTONARY OF CONTEMPORARY ENGLISH. Longman Group: England, 2000.</p> <p>M. L. Seragini Assessoria Educativa Ltda. Menthal English: book one, p. 9.</p>