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TBLT and Portuguese as a Host language: analyzing learners' oral performance in terms of Outcome Achievement and investigating the task implementation process through the learners' and the teacher's perspectives

Florianópolis

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O presente trabalho em nível de mestrado foi avaliado e aprovado por banca examinadora composta pelos seguintes membros:

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Certificamos que esta é a **versão original e final** do trabalho de conclusão que foi julgado adequado para obtenção do título de mestre em Letras.

_____

Coordenação do Programa de Pós-Graduação

_____

Prof.(a) Raquel Carolina de Souza Ferraz D'Ely, Dr.(a)
Orientadora

Florianópolis, 2020.

Este trabalho é dedicado ao meu eu de dezoito anos, que teve coragem de largar um emprego e uma rede emocional estável no interior do estado, para descobrir possibilidades que eu nem sabia que existiam.

Ah, e claro, à educação pública brasileira, que apesar de todos os seus defeitos, ainda me dá esperança de que a revolução é possível.

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No meu entender, o que há de pesquisador no professor não é uma qualidade ou uma forma de ser ou de atuar que se acrescente à de ensinar. Faz parte da natureza da prática docente a indagação, a busca, a pesquisa. O de que se precisa, é que em sua formação permanente, o professor se perceba e se assuma, porque professor, como pesquisador. (FREIRE, 1996)

RESUMO

Assunto muito discutido na área do Ensino de Línguas Baseado em Tarefas (em inglês TBLT) é a repercussão dos resultados de pesquisa para outras línguas além do inglês e com falantes iniciantes. Foi pensando a partir, principalmente, desses aspectos que este estudo teve por finalidade entender como a implementação de ciclos de tarefas impacta a performance oral de uma população adulta de imigrantes falantes iniciantes em Português no contexto da Língua de Acolhimento em termos de *Outcome Achievement* (o sucesso do resultado comunicativo da tarefa). Além disso, este estudo objetivou investigar como estes estudantes e sua professora avaliaram os processos de ensino e aprendizagem. A escolha dos temas e tarefas para os ciclos foi baseada em uma Análise de Necessidades, conduzida com estudantes, professora e assistentes anteriormente à coleta de dados. Quatro ciclos de tarefas foram criados com base no quadro de Skehan (1996, 1998) e implementados em 4 aulas de 3 horas cada, uma vez por semana, que tiveram a participação desta pesquisadora como observadora e assistente de sala, o que resultou em diários descritivos de cada aula. Dois destes ciclos (segundo e terceiro) foram concluídos com a gravação das respostas dos estudantes para duas tarefas alvo (15 e 12 estudantes completaram as tarefas, respectivamente), que foram analisadas por nove avaliadores para a medida de *Outcome Achievement*. As respostas dos estudantes para os questionários pós-tarefa de cada uma das implementações, assim como as respostas da professora para as entrevistas pós-tarefas foram submetidas a uma Análise Temática. Em relação à performance oral dos estudantes nas duas tarefas-alvo, resultados mostraram que os estudantes foram relativamente bem-sucedidos, uma vez que seus resultados foram avaliados majoritariamente acima da média do grupo nas duas tarefas,e as notas mínimas estavam distribuídas entre apenas 3 e 2 estudantes na segunda e terceira tarefas, respectivamente. Houve uma pequena diminuição nas médias do grupo na terceira tarefa, podendo indicar que as diferentes características das tarefas impactaram na performance oral dos estudantes. Discutiu-se como a interpretação dos avaliadores, das medidas e das performances, podem apontar para uma necessidade de refinar o uso da medida de *Outcome Achievement* que envolve, em última análise, construtos um tanto subjetivos. As respostas dos estudantes e da professora aos questionários pós-tarefa confirmaram uma avaliação positiva das aulas e dos procedimentos pedagógicos adotados, assim como a relevância dos tópicos escolhidos para cada ciclo e ainda destacaram a importância de possibilitar participação ativa dos estudantes nos procedimentos. Para a professora pesaram as limitações que podem ter sido apresentadas pelos ciclos considerando estudantes com diferentes níveis de proficiência. Foi discutido o papel ativo da professora em adaptar os ciclos de tarefas aos contextos e desafios do momento da implementação. Finalmente, constata-se que as tarefas e o papel ativo de professores na análise e adaptação de ciclos têm grande impacto na performance dos estudantes e nos processos de ensino e aprendizagem, e que ambos, merecem mais atenção do que diz respeito a salas de aula de diferentes contextos de ensino.

Palavras-chave: Ensino de Línguas Baseado em Tarefas. Português como Língua de Acolhimento. Performance Oral. Processos de Ensino e Aprendizagem.

ABSTRACT

In the field of Task-Based Language Teaching (TBLT) much has been discussed about the resonance of research findings with languages other than English and with beginner speakers. Based on these aspects, this study aimed at understanding how the implementation of cycles of tasks impacts on the oral language performance of an immigrant adult population of beginner speakers of Portuguese in the context of a Host Language in terms of Outcome Achievement. Furthermore, it aimed at investigating how these students and their teacher appraised the processes of learning and teaching. In order to choose the topics for the cycles of tasks, a Needs Analysis was conducted with students, teacher and teacher assistants, prior to tasks design. After that, four task cycles were designed based on Skehan's (1996, 1998) framework, and implemented in four 3-hour classes once a week, which counted with the active participation of this researcher as a teacher assistant and observer resulting in diary notes for each of these implementations. Two of those cycles (the second and the third ones) were concluded and led to two target tasks with audio recorded answers (of 15 and 12 students, respectively) that were analyzed by nine raters in terms of Outcome Achievement. Also, the students' answers to post-task questionnaires after each implementation, as well as the teacher's answers to a post-task interview were investigated through Thematic Analyses. Concerning the students' oral performances in the two target tasks, results showed that students were relatively successful in their performances, since most were rated above the groups mean for both tasks, and the minimum grades were distributed among only 3 and 2 students in the second and third tasks, respectively. There was a slight decrease in the groups mean score in the third task which, arguably, indicates that tasks characteristics played a role in the oral performance. Discussion is raised in terms of how raters' different interpretations of the measure, and of students' performances may point to a need for refinement of the Outcome Achievement measure, which involves, ultimately, subjective constructs. Students' and teacher's answers to post-task questionnaires confirmed a positive appraisal of the classes and teaching procedures adopted, as well as the relevance of the topics chosen for each cycle, and moreover, highlighted the importance of students agency in the classes, by providing them with the opportunity to actively engage in the learning process. The teacher's appraisal sheds light on the limitations that might have been presented by the cycles for some students with varied proficiency levels. Discussion is raised concerning teachers' active role in adapting the cycles of tasks to the contexts specificities and challenges at the moment of implementation. Ultimately, it was seen that the tasks, as well as the teachers' agency in reading and adapting the cycles have great impacts on students' performances and on the processes of teaching and learning, and that both deserve increasing attention as concerns the different contexts of learning.

Keywords: Task-based Language Teaching. Portuguese as a Host Language. Oral Performance. Learning and Teaching Processes.

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LIST OF ACRONYMS, ABBREVIATIONS, AND SYMBOLS

AdL – Additional Languages

ACNUR: Alto Comissariado das Nações Unidas para Refugiados

CPLP – Comunidade de Países Falantes da Língua Portuguesa

EAP – English for Academic Purposes

EOP – English for Occupational Purposes

ESP – English for Specific Purposes

FL – Foreign Language

I - Interpreter

IBGE – Instituto Brasileiro de Geografia e Estatística

L2/SL – Second Language

LGG - Language

PFOL – Português para Falantes de Outras línguas

PHL – Portuguese as a Host Language

PLAM – Português como Língua de Acolhimento para Imigrantes

RS – Researcher

SLA – Second Language Acquisition

TA – Teacher Assistant

TESOL – Teaching English to Speakers of Other Languages

TBLT – Task-Based Language Teaching

UFSC – Universidade Federal de Santa Catarina

UNHCR – United Nation High Commissionaire for Refugees

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1 INTRODUCTION

In the field of Second Language Acquisition (SLA), much research has been done on teaching approaches and methodologies. For the past decades, Task-Based Language Teaching (TBLT) as a teaching approach has attracted the attention of many researchers, as well as practitioners, involved in the processes of language education (BRANDEN, 2006; COOK, 2010; EAST, 2012; VAN DEN BRANDEN; BYGATE; NORRIS, 2009). This may be due to the approach's argument in defense of teaching and learning of Second/Foreign Languages (L2/FL)[1] based on the use of language in real life situations of communication with a primary focus on meaning, instead of structural language aspects (ROBINSON, 2011), a view of teaching and learning that diverged considerably from the traditional "teacher-dominated, form-oriented second language classroom" (BRANDEN, 2006, p. 1).

Assumptions about the effectiveness of TBLT are made based on the results of research conducted mainly in laboratory conditions (BRANDEN, 2006; EAST, 2017; ROBINSON, 2011), which demonstrates that the area has signaled an urgent need for more studies in intact classroom situations, also referred to as instructional settings, although it has become more common in recent years. This scenario limits the possibilities of generalizations of the implications drawn from laboratory or controlled experimental settings to actual classroom language performance (ROBINSON, 2011).

Additionally, inside the broader area of SLA research, the growth in number of studies that focus on the teaching and learning of English as an Additional Language (AdL) is probably a result of the status the English language has acquired over the years, with speakers of different first languages using English as the means of communication, as a Lingua Franca (HUA, 2014; JENKINS; COGO; DEWEY, 2011); or as an International Language (JENKINS; COGO; DEWEY, 2011). Although these studies are important, it is also paramount to the entire field to develop the understanding of the TBLT approach in relation to other less investigated target languages, which is the case of Portuguese, in an attempt to broaden the scope of the effectiveness of TBLT. According to Gottheim (2007), the number of articles, thesis and dissertations on the topic of teaching Portuguese as an AdL is still limited.

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[1]Although the tradition in the field of TBLT is to use the terms "Second" and "Foreign" language, in this study, the term Additional Language (AdL) will be used throughout the text as an umbrella term, to refer to any language learned other than the mother tongue.

Furthermore, the concept of language learning as a right (BAKER, 2001) and a key factor to the inclusion and social empowerment of marginalized groups in the society (OLIVEIRA; SILVA, 2017) has grown in recognition since the massive migration waves of the last decade. Thus, for these reasons, the context of investigation in which this study will be carried out comprises the teaching and learning of Brazilian Portuguese as a Host Language (PHL)[2] based on the principles of TBLT inside real classroom conditions. My experience as a volunteer teacher of Portuguese to immigrants and refugees [3] since the beginning of 2016 has played a major role in the choice for this context of investigation.

In such contexts of immigration, the population is composed mainly of what Long (2015) calls *in*voluntary language learners. Different from the traditional student populations, composed by children or college students who are required by school curricula to master an AdL, or adults who intend to visit foreign countries, *in*voluntary language learners are people in a situation of forced migration (led by wars, despotic regimes, natural catastrophes, religious persecution, etc). These people did not have another choice besides crossing linguistic barriers and, consequently, having to leave their home country and learn the language of the hosting countries. These circumstances result in teaching contexts composed by learners who are usually considered to be absolute beginner speakers of the target language, who "are thought to lack the basic speaking skills needed" (BRANDEN, 2006, p.47) to communicate, once leaving their countries abruptly, did not allow for them to prepare to arrive at a country speaking a different language.

Bearing this in mind, this study also considers the fact that this specific population when arrived at the new country has immediate communication necessities that would not be provided by regular language classes, which are commonly aimed at the typical AdL language learners (e.g., tourists, college students, professionals) (DEUSDARÁ; ARANTES; BRENNER, 2018). Therefore, the implementation of a *Needs Analysis* survey is taken as a fundamental phase of this research, which would contribute to the creation of a teaching and learning context that is more relevant to the learners and considerate of their needs.

Thus, the objective of this study is to investigate the impacts of cycles of tasks in the speaking performance of the learners, and its implications in the teaching and learning processes in this context. The cycles of tasks, accordingly, were designed based on TBLT,

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[2] The term is defined and discussed further in the next section.
[3] Both the terms "immigrant and refugee" are defined and discussed further in the next section, once they are key to understanding the population who participated in this study.

taking special attention to the students' needs, in a classroom of Portuguese as a Host Language to adult immigrants in Brazil.

Henceforth, the present work is composed by the Introduction chapter, in which the objectives of the research and the research questions are stated; the Review of Literature chapter, which presents a review of the fundamental concepts in the field of TBLT approach and its main research findings, as well as an appraisal of the key notions related to the context of teaching and learning of Portuguese as an Additional Language, and more specifically in the context of the Host Language. The following is the Method chapter, where the context and methods of the research data collection and analyses are described. After that, the quantitative and qualitative results are presented, as well as the discussion of these findings and data triangulation, in the Results and Discussion chapter; followed by the chapter on the Final Remarks, which will bring the limitations of this study along with indications for further investigations and a summary of the contributions of the present work to the field.

1.1 *OBJECTIVES*

The previous section has introduced a panorama signaling the need for conducting TBLT research inside real classrooms, focusing not only on the product of interaction but also on the processes derived from it (SKEHAN, 2003).Therefore, this section aims at stating the objectives of this study alongside with the research questions it seeks to answer.

There are two major research questions motivating this investigation, which are expected to comprise the teaching and learning processes involved in implementing the cycles of tasks, and its impact upon learners oral performance in terms of Outcome Achievement, and, provide, as well, space to reflect upon the students' appraisal of the classes, and of their own performance. Thus, the two research questions are:

- Can cycles of tasks promote adequate oral language performance in terms of Outcome achievement? If yes, to what extent?
- How do adult learners of PHL, and their teacher, perceive and appraise the process of learning after completing the task?

This investigation, then, poses as its main objectives:

1. To investigate how cycles of tasks implemented in a real classroom setting of adult learners of PHL may impact students' speaking language performance.

2. To shed light on understanding the process of learning after the task implementation according to the perception and appraisal of adult learners of PHL, and their teacher.

These questions and objectives were raised based on what previous studies discussed in the fields of TBLT and Additional Languages Teaching and Learning. The next chapter therefore, introduces these discussions and guides the process to attaining the objectives here established.

2 REVIEW OF LITERATURE

This chapter is divided in two main parts and intends to discuss the key concepts related to the research area of Task-Based Language Teaching, and to the field of teaching and learning Portuguese as an Additional Language.

2.1 *TASK BASED LANGUAGE TEACHING*

Task Based Language Teaching (TBLT) has become one of the approaches in line with Communicative Language Teaching (CLT) that has attracted great attention in the past years (BRANDEN, 2006; COOK, 2010; EAST, 2012; FARIAS; D'ELY, 2017; VAN DEN BRANDEN; BYGATE; NORRIS, 2009). According to East (2017) recent "[theorization] and empirical findings have been generally in favor of TBLT" (p. 415) when it comes to the promotion of language acquisition[4]. Moreover, according to Long (2013), one of the many advantages of TBLT is its "psycholinguist plausibility and consistency with research findings on SLA" (p. 26).

In TBLT, the idea that people use language to plan, perform and recall the activities done in the "real-world" (LONG, 2015) – meaning the world outside the classroom walls – is elementary. The language classroom, therefore, assumes this functional perspective for the use of language with a *purpose* in mind, and more specifically, with a *communicative purpose*. However, the communicative purpose a learner may have is usually determined by its communicative needs, in other words, the tasks the learner needs to perform in the *real world* that entail the use of language. In accordance, Long (2015) states that TBLT "require[s] an investment of resources in a needs analysis" (p. 7) to establish the learners communicative needs, in order to, afterwards, result in the production "of materials appropriate for a particular population of learners" (LONG, 2015, p.7).

This study, accordingly, prior to the data collection phase, attended to the establishment of the communicative needs of the group of learners in focus, in order to produce pertinent materials that meet the learners needs concerning the language that might

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[4] In this study no distinction is made between the terms "acquisition" and "learning", and both of them are used interchangeably. However, in this context, its use is consistent with the indication that research findings in the field of TBLT have supported its effectiveness in producing internalized language, as stated by Long (2013).

be necessary for adequate communication, and, therefore, section 2.1.2 is dedicated to discuss the rationale behind the needs analysis.

Bearing in mind what was previously said regarding the tasks the learner needs to perform, in the field of TBLT, there have been different understandings of what constitutes a task. A number of researchers who work in the area define tasks in slightly different ways[5], which indicates the different focuses researchers have when looking at tasks for research and/or pedagogical purposes. For this study the precept of task is assumed to be in accordance with Ellis's (2003, 2009) criteria:

> The primary focus should be on 'meaning' (by which is meant that learners should be mainly concerned with processing the semantic and pragmatic meaning of utterances). 2. There should be some kind of 'gap' (i.e., a need to convey information, to express an opinion or to infer meaning). 3. Learners should largely have to rely on their own resources (linguistic and non-linguistic) in order to complete the activity. 4. There is a clearly defined outcome other than the use of language (i.e. the language serves as the means for achieving the outcome, not as an end in its own right). (2009, p. 223).

The tasks are the units of "analysis throughout the design, implementation, and evaluation" (LONG, 2015, p. 6); and the use of tasks to organize the language class appears to provoke a more holistic use of language, where the task may allow situational and/or interactional authenticity, meaning, respectively, the use of language in contextualized conditions, engaging the students in solving every-day issues (XAVIER, 2011); and the students engagement in "natural language processing found in communication in the world outside the classroom" (ELLIS, 2017, p. 508).

Although TBLT advocates for a primary focus on meaning, the approach also claims for possibilities for a Focus on Form (FonF), a term coined by Long (1996, 2000), which made reference to the action of "briefly drawing student's attention to linguistic elements […] in context, as they arise incidentally in lessons whose overriding focus is on meaning, or communication" (2000, p. 185). According to East (2017), TBLT is then proposed as "an attempt to harness the benefits of a focus on meaning [. . .] while simultaneously, through use of focus on form (not forms), to deal with its known shortcomings, particularly rate of development and incompleteness where grammatical accuracy is concerned" (LONG; NORRIS, 2000, p. 599). It is, therefore, the responsibility of the task designers, and consequently of the teachers (SAMUDA, 2015)

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[5]For a review see Bygate, Skehan, & Swain (2001); Caroll (1993); Crookes (1986); Long (1985).

> to manipulate tasks in such a way as to enhance the probability that language learners will pay attention to particular aspects of the language code in the context of a meaningful activity, because this is believed to strongly promote second language acquisition (BRANDEN, 2006, p. 9).

Therefore, it is considered essential to keep in mind these two aspects advocated by TBLT (primary focus on meaning and occasional/when needed Focus on Form), which were many times seen as opposites to one another but can be seen as complimentary in TBLT; and find possibilities to combine them allowing the students to focus on meaning, as well as on form, in contextualized situations.

Correspondingly, this study aims at assessing the linguistic performance of the students derived from their responses to the cycles of tasks. To attain this objective, Skehan's (1996, 2009, 2015) framework for task implementation is taken into consideration which, according to him, is consistent with research findings from the disciplines underlying second language acquisition; therefore, it "tries to provide an organizational framework which can guide pedagogic decisions, and which can structure the ways in which task-based instruction is implemented" (SKEHAN, 2009, p. 96).

Skehan's three-staged framework proposal (composed of pre-task, during-task and post-task) was originated from his stance on the fact that learners have a limited cognitive capacity to focus attention on different aspects of the messages they try to convey (1996, 2009, 2015). Consequently, he states that the tasks the learners will perform in class have to be sequenced in order to cater for the optimal conditions for learners to perform, aiming at balancing the cognitive load of the task itself.

Therefore, in Skehan's (1996) rationale for pre-tasks, it is understood that the pre-task or preemptive activities give the opportunity for learners to restructure their language system in some way, thus the pre-tasks activities "can aim to teach, or mobilize, or make salient language which will be relevant to task performance" (p. 99) or it can aim at "eas[ing] the processing load that learners will encounter when actually doing a task" (SKEHAN, 2009, p. 100). It should be highlighted however, that depending on the proficiency level of the learners more than one pre-task phase might be needed, since the target task, which means the ultimate communicative goal of language use, can involve many and different layers of attention, such as understanding and/or learning new vocabulary and understanding/learning about a new context of language use, for instance.

In the during task phase, Skehan's (1996) framework aims at producing the learners' mediation between accuracy and complexity by being careful about the task choice, in a way that the selected tasks are not too difficult neither too easy for learners to perform. This should be the moment in which the learner had already mobilized the language "items" that will be needed to communicate adequately.

Many works have tried to synthesize scales of task complexity in order to help syllabus designers, teachers and researchers in choosing tasks that are more appropriate to students' characteristics in terms of proficiency levels. Duran and Ramaut (2006), for instance, who worked with newly arrived teenage immigrants enrolled in regular schools in Belgium, designed a scale based on three parameters: a) parameters concerning the world represented in the task, b) parameters with regard to processing demands required for task performance, and c) parameters with regard to linguistic input features.

The first parameter concerns the world presented in terms of the level of abstraction (here-and-now, there-and-then, abstract situations), degree of visual support and linguistic context available to support performance. The second parameter, which concerns the processing demands, is related to the description or evaluation (decision-making) of information for instance, and modality (verbal or non-verbal reactions). In turn, the third parameter describes text input: frequency of vocabulary, syntax complexity, text structure and length. Therefore, it is believed that here-and-now tasks, with visual support, very frequent vocabulary and simple syntax are easier to be performed and advised in context where the population is composed of beginner speakers. While there-and-then tasks, requiring verbal reactions, with infrequent vocabulary should be more difficult, and might require manipulation in order to meet students' possibilities of performance, such as including specific pre-tasks, once it should be designed to prepare students for performance.

Skehan (1996) also proposes in his framework two post-task phases, which would aim at "encourage[ing] accuracy and restructuring" and "discourag[ing] excessive fluency" in the first post-task phase, and aim at producing a "cycle of synthesis and analysis" (SKEHAN, 2009, p. 99) in the second post-task phases.

Despite giving great attention to design effects, research has also shown that task characteristics is not enough to predict how learners will respond to tasks, once it is known that language performance and, consequently, learning is permeated by a number of complex aspects that might not be all controllable. To cite one example, D'Ely (2006) has listed a

number of variables that impacted students performances in her study, which dealt with different planning and repetition conditions, such as the "nature of the task, learners' focus of attention while performing, learners' effectiveness in implementing and retrieving pre-planned ideas, the role of L2 knowledge, and the role of monitoring" (p. 222).

As regards other metacognitive processes involved in learning, Efklides (2006) has advocated against the mild attention given to Metacognitive Experience (ME) that comprise feelings, judgments or estimates, and online task-specific knowledge. Her study emphasizes feelings, judgments/estimates because these are nonconscious and nonanalytic inferential processes to which she presents evidence "regarding the relations of ME with affect and cognition and the implications of the lack of accuracy of ME for the self-regulation of learning" (p.3). This means that many times, learners have shown a mismatch between their performances and how they feel about their performances, in terms of judgment of learning, feeling of difficulty, confidence and familiarity. It is out of the scope of this study to dive into these psychological phenomena, but I believe it is my role as a researcher and teacher to bring insights from other fields to understand students' learning processes and in order to calibrate instruction, taking also into consideration personality factors as well as social factors. This walks hand in hand with TBLT, once the guiding step into designing and implementing task-based lessons is to, first of all, investigate students' communicative needs and goals.

To conclude, since all steps of design and implementation are considered in light of the tasks, the framework also suggests that tasks should be the units of evaluation (Long, 2015). Thus, it is thinking about this that the next section aims at bringing a brief presentation on how task performance can be assessed.

2.1.1 Measuring performance in tasks

The traditional literature in the field of TBLT has worked with specific measures for analyzing language performance in tasks, known as the CAF (Complexity, Accuracy and Fluency) measures (FOSTER; SKEHAN, 1996; PALLOTTI, 2009; SKEHAN, 1996, 1998, 2003), and more specifically for analyzing speaking. However, when pedagogical contexts are focused and learners' immediate communication needs are considered, it should be highlighted that to attain a complex, accurate or fluent speech might not be the most immediate objective of these learners, but to communicate adequately in each given context

(REVESZ; EKIERT; TORGERSEN, 2016). Pallotti (2009), as well as Robinson (2001), have called attention to the fact that communicative success and adequacy have been little investigated in the field.

Consequently, suggestions of other measures have appeared, such as *adequacy* and *outcome achievement*. According to Farias (2018), "both measures are very similar and may overlap, depending on the nature of the task" (p. 70). Pallotti (2009) states that *adequacy* "represent the degree to which a learners' performance is more or less successful in achieving the task's goals efficiently " (p. 596). However, Farias (2018) explains that "differently from adequacy, that puts attention on examining if *language* was used adequately for communicative purposes, outcome achievement is focused on investigating if the expected outcome of a task was accomplished" (p. 69, *my emphasis*). Both constructs look at the result of the tasks through a holistic perspective, taking into account the genre of communication the tasks require and the contexts in which they are inserted, for instance. And, because this might entail different aspects of language production, descriptive scales should be used by raters to evaluate performance.

As explained by Pallotti (2009), examples of measure scales to rate language production could be the well-known Common European Framework of Reference, and, in the Brazilian context, the Exam for the Certification of Proficiency in Portuguese (CELPE-BRAS). While scales like these present a comprehensive description on how to analyze performance, on the other hand, they might be too general for specific tasks and the demands of performance they require. Different studies have designed their own descriptive scales for either writing or speaking tasks, in order to meet their assessment perspectives of what is a successful performance for each task type targeted (see in the Brazilian context of English FL teaching: FARIAS, 2014, 2018; ZACCARON, 2017; SPECHT, 2017). More detail on the measure constructed to analyze oral performance is presented in the Method chapter.

Thus, considering that different teaching contexts entail different learning objectives, and the fact that tasks can be tailored for each situation, their corresponding evaluation should follow the same rationale. In order to identify the specificities of the context investigated here and pinpoint the learning objectives, a Needs Analyses is crucial, and this is the topic of the following section.

2.1.2   Needs Analysis

As aforementioned, one of the core pillars of TBLT is the idea that all language learners learn a language with a purpose in mind, to accomplish a specific need. However, many times, according to Long (2013) it is common to see regular language courses "using generic programs and materials, not designed with particular groups in mind, [which] will be inefficient, at the very least, and in all probability, grossly inadequate." (p. 4).

In this sense, Long (2013) reinforces which is, in his point of view, TBLT's greatest strength, "its *relevance to the needs of specific groups of learners*" (his emphasis, p. 26). According to West (1994) the idea of understanding and stating students' needs for language prior to the beginning of classes, although initiated in the field of study concerned with teaching English for Specific Purposes (ESP), English for Occupational Purposes (EOP) and English for Academic Purposes (EAP) in the 70's, has suffered "a broadening of the scope of needs analysis to encompass the full educational process" (WEST, 1994, p. 12). Moreover, it has left the centrality of English teaching to enrich the processes of teaching and learning of other languages as well, which is the case of this study.

In relation to the methods employed to conduct a needs analysis, Long (2013) emphasizes "the importance of using *multiple sources* of information and *multiple methods* to obtain that information to increase the quality of data gathered" (his emphasis, p. 29). Additionally, Jasso-Aguilar (1999) discusses in her case study with Waikiki hotel maids, the value of listening to multiple sources of information, and mainly the importance of bringing the voices of those inside the context in which the teaching-learning is expected to take place (meaning teachers, students and other possible actors), in order to better define the communicative needs of those learners.

In the Brazilian context, and "in a task-based needs analysis, Amorim and Xavier (2011) used three sources and three methods to identify target tasks and sub-tasks for hotel receptionists and restaurant waiters in a hotel in Brazil" (LONG, 2013, p. 29). Amorim and Xavier (2011) made use of a semi-structured interview, observations and questionnaires, in order to perform their needs analysis and decide later on the most adequate target-tasks to teach English to Brazilian hotel receptionists' and restaurant waiters. In this sense, then, Long (2013) explains that "the more precisely defined the communicative needs of adult learners [...], the better suited TBLT becomes" (LONG, 2013, p. 25).

Since Needs Analyses should be the primary step to be considered when designing syllabuses and, consequently cycles of task, it is also a crucial step for *research* investigating the language classrooms. A great number of studies gathering data from a TBLT perspective make use of Needs Analyses as it is the case of most studies investigating real language classrooms presented in the next section.

2.1.3 Review of empirical studies

Having presented the main topics underlining the theory locating this study, it is paramount, thus, to present a few recent empirical studies on cycles of tasks in real classrooms, which resemble in different aspects the dynamics of the present investigation.

The first study, which was conducted in the Brazilian context with intermediate level speakers of English as a Foreign Language was Specht's (2017) which aimed at investigating students' oral performance in a there-and-then narrative task after isolated and integrated strategic planning. Measures used to analyze performance were complexity, accuracy, fluency and adequacy, which allowed for investigating whether adequacy – a measure that bares enormous resemblance with outcome achievement – could be an alternative or complementing measure to understand speech performance. As concerns the results for the planning treatment, two groups of students who received integrated and isolated instruction about planning improved their results in terms of adequacy, and adequacy and accuracy, respectively, while another group who received no treatment, did not improve performance in any aspect. Very interestingly, Specht (2017) showed that specific aspects of speech performance such as the text structure, clarity, and appeal were only accessed by the measure of adequacy, indicating therefore its potential for an independent measure, once it comprised the evaluation of characteristics that are inherent to the type of task employed.

Also in the Brazilian context, but working with a teenage group of English FL learners, Farias (2018) investigated language and critical literacy development through the implementation of cycles of tasks. The teacher/researcher's and learners' perceptions of development were analyzed through diary notes, and post-task questionnaires and interviews, respectively. And learners' written performance was investigated through means of pre and post-tests in which measures concerned language accuracy, outcome achievement and critical perspective. As concerns this study, a parallel can be made in terms of task performance once

Farias (2018) results showed that "after the implementation of the cycle of tasks, participants were considered more successful in achieving the expected outcome of the task" (p. 290), as well as students perceptions demonstrated a positive perspective of their language learning development.

Focusing on elderly learners, Pereira (2014) also investigated the design and implementation of cycles of tasks through learners' perceptions. Results from the qualitative analyses of post-task questionnaires and interviews showed that some of the TBLT central constructs – primary focus on meaning and tasks resemblance to real world activities – resonated with students by "promot[ing] participants' reflection on their beliefs and perceptions of themselves" (p. 114) as learners.

Another important study on the field of TBLT that informs this investigation, and which has worked with an immigrant population very similar to the one in focus here is Calvert and Sheen's (2015) action-research study. Working with adult refugees English learners, the second author who was also the teacher, created, implemented, critically reflected and modified a cycle of tasks based on students' first response to the task. The modifications of the task lead to improvement in students' responses after the second implementation, and the successful implementation changed how the teacher/researcher viewed TBLT. This study however, presented a task with a closed outcome which allowed the teacher to access students' performance immediately after implementation. Many were the aspects concerning the specificities of the population in focus that were not previously considered by the teacher/researcher in designing the tasks, which only corroborates the importance of a thorough Needs Analyses and constant "on-line" reflection from the teacher about the adaptations that have to be made in order to aim at presenting students with the best learning conditions possible.

The first part of this chapter has dealt with the main literature informing TBLT research and pedagogy, which has throughout the years given great attention to the learning and teaching of English. Therefore, the second part of this chapter will focus on presenting and discussing the main aspects related to the context of teaching and learning of Portuguese as Additional Language.

2.2 *PORTUGUESE AS AN ADDITIONAL LANGUAGE*

The field of teaching Portuguese as an Additional Language is more commonly addressed in Portuguese by the acronym *PFOL* (*Português para Falantes de Outras línguas*), following the acronym attributed to English (TESOL - Teaching English to Speakers of Other Languages) (FURTOSO, 2001). Although Furtoso (2001) had also indicated that there are disagreements in relation to the terms used to refer to the area, due to the incipient research on the field, Silveira and Xhafaj (2017) highlight that different terminology may be a consequence of emphasis given to singular contexts of teaching.

Almeida Filho (2006) and Lopes (2009) suggest that the field of teaching Portuguese as an Additional Language has received increasing attention in the last 50 to 20 years, due to a more significant role Brazil has had in the global picture.

Brazil's economic development attracted to the country not only tourists, but immigrants seeking to establish permanent residence, as well as exchange students, attracted by the development of Brazilian undergraduate and graduate university programs (ALMEIDAFILHO, 2006; FURTOSO, 2001; HUBACK, 2010). Nevertheless, the growth in the number of speakers of Portuguese in the last years, mainly represented by Brazil's population number of over 211 million people (IBGE, [s.d.] n.d.), and also by the presence of the language in other 8 countries that compose the CPLP (Community of Portuguese-speaking Countries[6]) make Portuguese the 6th most spoken language in the world nowadays[7], which also puts Portuguese in a position of interest in the international picture.

Therefore, in regard to the teaching of Portuguese as an AdL, the first course books to teach Portuguese, produced with a commercial interest, only appeared in the 80's, with a focus on the foreigner population: tourists, students, professionals and other temporary residents (FURTOSO, 2001), which means that, as concerns the context of teaching, the perspective was mostly directed to the context of Portuguese as a Foreign Language. Furthermore, research suggests that there are few alternatives of course books in the Brazilian publishing market that are not arranged according to the "traditional language use" (JENSEN,

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[6] In Portuguese: *Comunidade de Países Falantes de Língua Portuguesa.* Namely: Angola, Brazil, Cape Verde, Guinea-Bissau, Mozambique, Portugal, Sao Tome and Principe, Timor-Leste.
[7] In the number of native speakers, and 9th in the total number of speakers (EBERHARD; SIMONS; FENNIG, 2020).

2002, p. 9), "grammar structures" (LOPES, 2009, p. 129), or focus on reading strategies and exercises (DEUSDARÁ; ARANTES; BRENNER, 2018).

Few studies have challenged this traditional way of adopting preconceived materials to teach the immigrant population, such is the case of Silveira and Xhafaj's study (2020), which accompanied the process of designing, implementing and adapting one cycle of tasks to one pre-intermediate classroom of adult immigrants. The authors found TBLT to be a "good proposal to expand and improve the Communicative Approach to language teaching" (p. 473, 2020) in this context, although it still presents challenges to the teachers designing the cycles, such as to help these teachers understand and apply the concept of Communicative Outcome, and to maintain a common focus for the activities throughout the cycle.

Bearing in mind the recent changes in the population in need to learn Portuguese, as is the case of forcibly displaced immigrants, research considering this specific population has just started to make moves towards the understanding of teaching practices that may fit this population best, once it was noticed that the current materials available "d[o] not correspond to the basic needs resulted from the first moments of welcoming" (DEUSDARÁ; ARANTES; BRENNER, 2018, p. 3228, *my translation*) [8] of such population.

Therefore, the next section describes the specific context of language teaching directed to the hosting/welcoming of immigrants, refugees (and/or asylum seekers) who were forcibly displaced from their home countries, and are searching in Brazil the opportunity to start over. This constitutes, consequently, a new group of learners of Portuguese who differs from the typical foreign language learner population.

2.2.1   Portuguese as a Host Language

Keeping the previous discussion in mind, it is important to understand the context of teaching AdLs as *Host Languages*, which is the context of this study, as well as the relationship of the aforementioned approach, TBLT, to this context.

The concept has been recently addressed by some researchers when discussing the context of the recent migration movements all around the world (GROSSO, 2010; LOPEZ, 2018; OLIVEIRA; SILVA, 2017). People have always moved from country to country in the

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[8] Original quote: "[os] textos de leitura e exercícios propostos no material não correspondia às necessidades básicas dos primeiros momentos do acolhimento."

history of humanity; however, according to Deusdará et al. (2018) it is "unquestionable that the data provided by the official institutions have already subscribed the last years as the biggest migration crisis of all times, exceeding the numbers of the Second World War" (p. 3228, *my translation*)[9].

Numerous people are having to leave their countries as a consequence of wars, religious persecutions, natural disasters, poverty, and therefore are forcibly displaced to other countries. According to the United Nation High Commissionaire for Refugees (UNHCR, [s.d.]) web data from June of 2018:

> We are now witnessing the highest levels of displacement on record.
> An unprecedented **68.5 million** people around the world have been forced from home. […] .
> **There are also an estimated 10 million stateless people** who have been denied a nationality and access to basic rights such as education, healthcare, employment and freedom of movement. (n.d., para. 1, *their emphasis*)[10].

Also according to UNHCR, about 85% of the world's displaced people are in developing countries, and one of them is Brazil. Itamaraty's foreign affairs web page, accessed in October, 2018[11] stated that "The country is currently home to 8,863 refugees from 79 different nationalities"[12], of which the five largest communities originate, in descending order, from Syria, Angola, Colombia, the Democratic Republic of Congo and Palestine and, more recently, a large population from Brazil's neighbor, Venezuela. Therefore, there is a need to develop emergent initiatives to assist these groups in the societies they move to.

In the situation of forcibly displaced people, language is one of the key aspects that may help or hinder the adaptation of these people to the "new" society. In this context, according to Grosso (2010), the teaching of a language may extrapolate its initial objectives of preparing someone to be proficient or interact with native speakers of the target language. I believe, based on my three year-experience as a Portuguese teacher in this context, that the Host Language classroom has to be a place through which the learners will be comfortably introduced to the ways in which they can act linguistically in that new society and while "learning the new culture", learning to make it interact with their own culture as well.

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[9] Original quote: "sem dúvida, os dados fornecidos pelos órgãos oficiais já inscrevem o contemporâneo na maior crise migratória, ultrapassando os contornos da 2ª grande guerra."

[10] 2019's number of forcibly displaced people worldwide has been updated in June 2020 to 79.5 million by the most recent Global Trends report organized by the UNHCR.

[11] Unfortunately, this information cannot be found in the government official webpage anymore, but it is maintained here as a matter of record. However, other sources point to a similar number of nationalities, such as the UNHCR report on the economic profile of refugees in Brazil (2019).

[12] Original quote: "Atualmente o País abriga 8.863 refugiados de 79 nacionalidades."

Grosso (2010) provides a discussion of what to understand by Host Language:

> It is a concept that is usually linked to the host context, an expression that is associated with the migratory context, but by being generally composed by an adult audience, [this audience] learns Portuguese not as a language of instruction of other disciplines, but due to different contextual needs, often linked to the resolution of urgent survival issues, in which the host language has to be the link of affective (bidirectional) interaction as the first form of integration (in linguistic immersion) to a full democratic citizenship. (p. 74, *my translation*)[13]

Arantes, Brenner and Deusdará (2016) also reinforce that the "teaching of a host language to refugee youths and adults presents specificities that are not the same as those of foreign language teaching" (p. 1202 *apud* DEUSDARÁ et al., 2018, p. 3229, my translation)[14]. The classroom of Portuguese as a Host Language (henceforward PHL) is, fundamentally, a multicultural context, hosting people from diverse cultures who have to coexist, transforming it in an example of an intercultural society in a micro scale. Therefore, this context of language learning is inserted in a view of education that "aims at reconstructing a society that is more equitable, humane and intercultural" [my translation][15] (GROSSO, 2010, p. 69).

Taking into account the discussion presented, it could be considered of extreme relevance to direct more research to this specific context of study, in order to offer research support not only for the teachers' pedagogical actions and choices, but for the learning of this specific population whose needs extrapolate solemnly the language needs. And it is in an attempt to contribute to that, that the next section describes the method followed in this piece of research.

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[13] Original quote: "É um conceito que geralmente está ligado ao contexto de acolhimento, expressão que se associa ao contexto migratório, mas que, sendo geralmente um público adulto, aprende o português não como língua veicular de outras disciplinas, mas por diferentes necessidades contextuais, ligadas muitas vezes à resolução de questões de sobrevivência urgentes, em que a língua de acolhimento tem de ser o elo de interação afetivo (bidirecional) como primeira forma de integração (na imersão linguística) para uma plena cidadania democrática".

[14] Original quote: "O ensino de uma língua de acolhimento a jovens e adultos refugiados ou solicitantes de refúgio apresenta especificidades que não são as mesmas do ensino de língua estrangeira".

[15] Original quote: "o ensino das línguas insere-se atualmente num modelo de educação [...] que tem como finalidade a reconstrução de uma sociedade mais justa, humana e intercultural."

3 METHOD

Taking into consideration the complexities of using Skehan's (1996) framework to conceive tasks, and the process of informed decision-making regarding task implementation, in this section, the characteristics of this research will be described in detail. In order to do so, the following sections will present: the context and participants, the ethical procedures involved in conducting this research, the procedures and instruments applied for data collection, and the procedures for analyzing data.

In order *i)* to investigate how cycles of tasks implemented in a real classroom setting of adult learners of PHL may impact students' oral language performance in terms of Outcome Achievement, and *ii)* to shed light on understanding the process of learning after the task implementation according to the perception and appraisal of adult learners of PHL, and their teacher, this investigation is characterized, methodologically speaking, as a predominantly qualitative research, as it makes use of procedures such as observation and semi-structured interviews. However, this study also has a quantitative analysis phase, regarding the analysis of the students' oral language performance in the tasks proposed. Therefore, this study can be classified as a representative of the Mixed Methods approach. Dörnyei (2007) states that "a straightforward way to describe mixed methods approach is to define it as some sort of a combination of qualitative and quantitative methods within a single research project" (p. 44); and that one of the biggest strengths of this approach to research methodology is that it allows for a multilevel analyses of complex phenomena. In this sense, the triangulation of quantitative and qualitative data could, potentially, improve research validity (Dörnyei, 2007), and try to present a comprehensive understanding of the questions this study seeks to answer.

In this study, I, the researcher assumed different roles throughout the phases of data collection, such as interviewer, task designer, observer and teacher assistant. Even though I was not the actual teacher of the classroom in focus here, I was responsible for the preparation of all the task cycles, which involved the elaboration and design of tasks and classroom material. I also participated as an observer, and teacher assistant in the classes in which the

tasks were implemented, and although I did so *as a researcher*, I believe these roles have juxtaposed each other while I was in class[16].

This arrangement will be explained in depth in the following sections.

3.1 *CONTEXT OF THE STUDY*

This study took place in a classroom of Portuguese as a Host Language, which is open and free of charge to any newly arrived immigrant in Brazil who has requested a humanitarian visa or holds refugee status.

The classes take place in a federal university in the south of Brazil and are part of an extension project entitled PLAM (*Português como Língua de Acolhimento*) initiated in 2016 under the supervision of two professors from the field of Applied Linguistics of the university (Silveira; Xhafaj, 2017).

The project aims at providing "free Portuguese classes to the immigrant population in vulnerable situation"[17] (Silveira; Xhafaj, 2017, p. 389) living in the vicinity of the university. It has counted since 2016 with 2 groups each semester, with an average of 20 to 30 students in each class. Due to the profile of the students, who are usually adult immigrants working at regular business hours (7 a.m. to 6 p.m., on average); classes take place only on Saturday mornings from 9 a.m. to 12 a.m., having a break at about 10:30, which can take from 15 to 30 minutes. The course follows the university's regular class schedule, which goes, generally, from March to July and from mid-August to December. One semester workload corresponds to 60 hours of classes.

As mentioned previously, the project is composed of two main groups of Portuguese as a Host Language, one group (Group A) is composed of newly arrived immigrants to Brazil who can be considered beginners in Portuguese; and the second group of immigrants (Group B) is considered by the teachers to be able to work with more complex uses of the language, or have previously attended one or two semesters of classes in the group of beginners (the groups will henceforth be referred to as Group A and B).

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[16]Although I believe it should be the intent to declare that there was no conflict of interests by having the same person acting out in such roles, I am aware that my years of experience as a teacher myself may have presented a challenge for looking at the classroom through the lenses of a "neutral" researcher. Once in class, as a teacher assistant, I believe I may have suggested to the teacher to act in ways that I thought more appropriate.

[17] Original: "A primeira [de duas metas principais] é a oferta de cursos gratuitos de português para imigrantes estrangeiros em situação de vulnerabilidade". The second goal, according to the authors, is related to the education of teachers of Portuguese to work as volunteers in the project.

In addition to these two groups, the need for a third group has been detected, due to the fact that new students often arrive at any time during the semester, as there is no deadline for students to begin taking the courses. Prior to the creation of this third group, designated as the "Welcoming Class", students who had recently arrived from their countries of origin - or even from other countries to which they had been before seeking to establish in Brazil - were placed immediately in Group A. However, it was noticed that this strategy did not seem to bring benefits to the newcomer apprentices, since they presented greater difficulty to follow the group that was, to some extent, more consolidated and had already passed through the basic initial contents of the course (for example: how to introduce yourself, greet someone, identify public transportation schedules, inform the hours, talk about routine, etc.). Thus, the Welcoming Group was created as a temporary solution to welcome the newcomers and present them to the basic contents for an initial communication in Portuguese before being placed in Group A. Once familiarized with such content, which can happen in one, two, or even three classes in the Welcoming Class, apprentices can be relocated to Group A or even to Group B if the teacher of the Welcoming Class understands that some students already have a slightly more developed proficiency, allowing them to interact efficiently in Group B. With all the students relocated to Classes A or B, the Welcoming Group is discontinued and will only restart if in the following week new incoming learners arrive to take part in the project.

As far as proficiency levels are concerned, the courses do not apply proficiency tests to decide the group in which each student should be allocated. The allocation of students, therefore, is conducted informally on the first day of each semester, when both groups' lesson is usually held together for all students. In this first class, the teachers along with the teacher assistants[18], through classroom interaction, try to assess students' ability to understand and communicate, especially orally, in everyday situations that involve both simpler language and more complex constructions. Students who find difficulties to express themselves and/or to understand communication with teachers and assistants, even in more ordinary situations, such as presenting themselves, for example, are directed to Group A. And, consequently, those who present greater autonomy in communication are directed to Group B.

The PLAM courses do not include any evaluative test or exam for approval. This is so because the project does not aim at the student reaching a specific predetermined level of

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[18] The role of the teacher assistants is detailed in section 3.2, which discusses the research participants.

proficiency, due to the characteristic that the project is usually the first *hosting* environment in the country in which the students will arrive at. In this aspect, PLAM courses differ considerably from other regular language courses, since its main objective is to introduce the immigrant into the Portuguese-speaking linguistic community, so that they can meet their basic and immediate communication needs. Thus, in the future, once inserted linguistically in society, the learners can choose, if they so desire, to seek more advanced levels of language proficiency and, consequently, courses that meet their specific needs, no longer as a newly arrived immigrant but as a citizen participant of, and agent in that society. Although the project does not provide a proficiency certificate, it provides a certificate of participation when the student reaches, each semester, a minimum of 75% attendance in the course, which is composed by a workload of 60 hours of class in total.

Still regarding the organization of the courses of the PLAM project, the courses do not adopt a fixed material or textbook. Although in previous years there was an attempt to adopt a textbook, its use was discontinued once it was identified that it did not meet the specific objectives of this teaching context. As a result, teachers began to create their own teaching materials and also to compile materials found and adapted, mainly from digital media, selecting the activities they considered appropriate to meet the purpose of each lesson.

However, there is a common basic course plan for the two classes, Groups A and B, determining the contents that should be addressed in each class. This document, prepared by the teachers of the classes, passes through the approval of the coordinators of the project, who revise and give their approval to the communicative, structural, and sociolinguistic contents, and textual genres to be explored. It is based on these guidelines that each teacher composes its own lesson, adapting it to each specific group, with simpler or more challenging texts and activities.

The content of each class is designed to be developed in a single 3-hour meeting, which implies that the communicative and functional objective of the activities should be achieved in one single class, because many students do not attend the classes regularly, and because there is a flux of new students each week, who join the classes already formed as they arrive in the city. Thematic and linguistic issues can be revisited once in a while, as the linguistic needs of the group are raised, though each lesson has its own communicative goal to be achieved.

The teachers of Groups A and B usually split one scholarship provided by the university's Foreign Languages Department as payment for their work on the project, while the teachers' assistants are all volunteers. Teachers are usually enrolled in undergraduate or graduate programs in the field of Language Teaching; however, this is not a requirement to be a volunteer in the project. Volunteers are also not required to speak a specific additional language, since classrooms are usually very diverse in terms of mother tongue and additional languages spoken by the students themselves.

Each group has two or three volunteer teacher assistants who are responsible for assisting learners in completing activities. It is believed that this strategy helps learners who may not receive teacher's attention - due to the considerable number of students in each of the classes -, and it helps newcomers each week become familiar with the classroom dynamics and the content being presented.

3.2 *PARTICIPANTS*

For the purposes of this study, I chose to work with the beginners group (Group A) only, since the number of learners attending Group A's classes tends to be higher than the number of learners in Group B, and also because the work with absolute beginners[19] has been perceived to be a challenge for the TBLT area (BRANDEN, 2006). Hence, this study attempts to aid in filling this gap.

Therefore, the participants involved in this study are only those who participated in Group A, including the students, the teacher and the teacher assistants (henceforth referred to as TAs).

Regarding the profile of the teacher, she was a 30 year-old woman, who had a Teaching and a Bachelor's Degree in English Language - Linguistics and Literary Studies from the same university where she works as the teacher of the PLAM project. She has been teaching Portuguese as a Host Language since 2016, when the project was launched. In addition, she has also been working for three years in the extracurricular courses of Portuguese for Foreigners, which are offered each semester by the same university, and are aimed mainly at exchange students and foreign residents.

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[19] Absolute beginners are "thought to lack the basic speaking skills needed to exchange information, negotiate meaning or scaffold each others' language output." (BRANDEN, 2006, p. 47).

In her profile interview, the teacher also had to answer questions about her use of teaching materials and how it could be related to TBLT. She stated that she had had experience with the approach throughout her undergraduate program and that she had already created teaching material based on the approach. However, she acknowledged that activities she had created before to teach Portuguese at PLAM have made her frustrated once they followed a more traditional form focused exercise characteristics (See teacher's interview transcription, Appendix 14).Though, on the other hand, she showed to have a clear understanding that TBLT was a good fit for PLAM classes, once students' immediate communicative needs should be taken into consideration when developing the lessons. Moreover, she stated that she used to think about what – she called – the "communicative function" to be developed when preparing a lesson, though it was indeed a challenge for her. Here, she was clearly thinking about the Communicative Outcome of the tasks, which was a major concern while designing the tasks for this group of participants.

Regarding the participation of the teacher during the implementation, her role was to teach the lesson, with the only difference that the material used in those classes was prepared in cooperation, between me (the researcher), the teacher herself, and my advisor.

In addition to the teacher, Group A's teacher assistants, who were responsible for supporting the students during the lessons, were also involved in the stage of surveying the language needs of the learners. Furthermore, as the TAs are usually present in classes, they may be referred to as the classes are described in the Lessons' diary notes kept by the researcher. Group A often had 3 TAs, and all of them were students at the same university where the project takes place. One of the TAs is an undergraduate student in the last year of the French Language major, she has had experience with teaching French to Brazilians for about one year and a half, and teaching Italian for a few months. The second teaching assistant is a Historian PhD student, also at the same university, who has experience in teaching history in Brazilian public schools. And, finally, the third assistant is also the researcher conducting this study. I have a teaching degree in English as a Foreign Language from the very same university; I have experience in teaching Portuguese as host language as a former teacher of the PLAM Project, more specifically in the years of 2016 and 2017. I also have taught Portuguese for foreigners for 3 years in the context of the extracurricular courses for exchange students and nonnative speakers of Portuguese living in Florianopolis. Table 1

summarizes the teachers' profiles and information that may be important to understand their background and roles in the classroom.

Table 1 – Summary of the teacher and the teacher assistants' profile.

Name[20]:	Catarina	Beatriz	Bruna	Ana Flávia
Role in the project:	Teacher	Teacher assistant	Teacher assistant	Teacher assistant and researcher
Schooling:	teaching and B.A. degree in English; undergraduate student in the *Letras* -Portuguese program	undergraduate student in the *Letras*– French program	teaching and B.A. degree in History; PhD student of History	Teaching degree in English; M.A. student in the field of Language Teaching
Time participating in the project:	about 4 years	about 1 year and a half	about 6 months	about 3 years
Experience in teaching Portuguese to speakers of other languages:	PLAM, Extracurricular courses, private schools, private classes	None	None	PLAM, Extracurricular courses.
Time teaching Portuguese to speakers of other languages:	Since August 2016	No experience as a Portuguese teacher	No experience as a Portuguese teacher	Since September 2016
Other teaching experiences:	English as a Foreign Language	French and Italian as a Foreign Language	None	English as a Foreign Language

Source: elaborated by the author.

Finally, as far as the profile of the students in the class is concerned, it is noted that although the project initially intends to be open to immigrants of any nationality, it has been observed since the creation of the project in 2016 that there are groups of students from specific origins which are more frequent in the classes. These groups in recent years have been mainly Haitian and Syrian immigrants, with the varying presence of Venezuelan,

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[20] All the participants, teachers and students, were given the possibility to choose fictitious names to which they could be referred in this study, with the exception of this researcher, who uses her own name when described as a teacher assistant in the table.

Senegalese, sometimes Congolese and Palestinian immigrants. The students are usually all adults[21], men and women, with an age range of 18 to 75.

Each semester the profile of the groups can change, since there is no system of previous enrollment that anticipates the nationality of the students who will attend classes. However, it is also relevant to mention that a high dropout rate is expected as the semester takes place, since it was found that the main objective of this population is to obtain an immediate job, so when one of the apprentices reaches this goal, it is common that their priority becomes their job and not the language course anymore.

In the first semester of 2019, Group A had 47 different students (Viana, 2019)[22], with an average of 25 to 28 students attending each class. As far as the students officially participating in this study are concerned, there were a total of 25 students, whose main nationality were Haitian (accounting for 21 learners out of the 25), Venezuelan (2 learners), Jordanian (1 student), and Iranian (1 student). This group of learners is far from being considered homogenous, once they vary in sex, nationality, and mainly in age range, schooling and language backgrounds.

From the 25 students who had accepted to take part in the study, only 18 have participated in the interview section to compose their detailed profiles. In this group of 18, the two Venezuelan women were 58 and 76 years old, and were the oldest participants. Both of them had an undergraduate degree. The first, Paola, who had just arrived in Brazil 3 days prior to data collection, had never studied any other language in school, and the second, Ariana, who had been living in Brazil for about 9 months, speaks fluent English and had studied French as a child.

From the other 14 Haitian learners who took part in the interviews, 6 were women and 8 were men, who had an age range varying from 18 to 52. The Haitian group is the most heterogeneous once it is possible to find people who have had the most different experiences. Six of them had arrived in Brazil on February that same year, five arrived in 2018, and other

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[21] There has been a constant presence of children in the project, who come to class with their parents. In the semester in which data collection took place, Group A has counted with the sporadic presence of 2 kids aged 10 years old and one baby. Moreover, there is also one teenager attending the classes regularly, but his age is unknown to this researcher. In the early years of the project, when it was noticed that many mothers were being prevented from attending to classes, one PhD student who was also a volunteer, launched an independent branch of the project directed exclusively to mothers that were welcomed to bring their children. This project was discontinued for a few months in the past, but has resumed some time ago, however its status is unknown by this researcher at the present moment.

[22] Viana, (2019), communication in the Thematic Symposium "*Ensino de Português para Falantes de Outras Línguas*" in the *XIII Semana Acadêmica de Letras* from 5th June, 2019.

four arrived in Brazil earlier than that, in the years of 2017, and 2016.In terms of basic school education, thirteen finished their studies as young adults in Haiti (at ages 17 to 28), however five out of this thirteen did not conclude high school, but reported to have stopped attending classes. Also, among the thirteen students who had finished high school education, three of them attended university, on different fields, while only two have concluded their degree. The one exception in the group is Stanley who had attended school for several years – having stopped and going back several times throughout life, until the age of 40, but had not achieved the high school degree. The group of Haitian students is also heterogeneous in terms of languages spoken, while most of them speak Haitian Creole as their mother language, all of them also consider French as their second language and had studied French in regular school[23]. Spanish and English also appeared as Additional Languages for 7 and 5 of the students interviewed, respectively, three of these students have had contact with both languages.

The Arab students being only two were interviewed post data collection in order to complete their profiles. They were a 42-year-old Iranian man, and a 30-year-old Jordanian man, who had arrived in Brazil around 2018. Amir, from Iran, speaks Persian as mother language, but also speaks fluent Arabic, and had studied English and Spanish in school; while Zayn's mother language is Arabic and he only speaks English at an intermediate level.

Considering the involvement of such participants, the next two sections deal with the ethical procedures that were followed, and explain how each phase of data collection was organized.

3.3 *ETHICAL PROCEDURES*

In accordance with the Federal University of Santa Catarina's (UFSC) Resolutions CNS 466/12 and 510/16, which discuss the ethical procedures of research with human beings, the proposal of this study was analyzed and approved by the Ethics Committee of the university (CEP - UFSC) under the CAAE number: 07060919.2.0000.0121, and under the Report number: 3166979.

The *Termo de Consentimento Livre e Esclarecido* - TCLE was submitted to the appreciation of all participants involved in the research data collection, including the teacher,

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[23]With the exception of one student who said her first language was French, and Creole was the second.

teacher assistants, and students, with the purpose of clarifying the objectives and procedures involved in the study and making sure that their participation would be totally voluntary. Participants were ensured that their participation in the research was not mandatory in any aspect, and that they could give up on participating at any time without being penalized in any way.

As many of the newcomer students would not be able to understand the language and nomenclatures related to the study, as well as the text in Portuguese of the *TCLE*, this document was translated into the languages believed to be better understood by the students, which are: French[24], Spanish and Arabic. Likewise, the presence of a Haitian Creole-Portuguese interpreter was required at the time of the invitation to participate in this study, in order to ensure that students' doubts would be answered as clearly as possible in the case of the Haitian students. For the Arab students, English was used as a means to solve their questions and for the Spanish-speaking students communication in Portuguese was enough to solve the questions they had.

3.4   *DATA COLLECTION PROCEDURES*

Once the research ethics criteria were guaranteed, and in order to unveil the processes involved in the implementation of cycles of tasks in the aforementioned context of study, the data collected in this research is derived from four research procedures: observation and diary notes, semi-structured interviews, the analysis of the students answers to the post-task questionnaires, and the analysis of the oral performance of the learners in the tasks. Table 2 aims at systematizing a timetable that describes when each step occurred.

Each of these procedures will be explained individually and in more detail in the following subsections.

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[24] Although it was stated, based on the students' profile, that most Haitian students speak the Haitian Creole as their mother language, in discussing with the translator, who was a former student at the PLAM Project, it was decided that because it was an official document, it should be translated to French and not to Creole, once, according to the translator, Creole is a language of a more oral tradition and French is the bureaucratic language widely adopted in Haiti.

Table 2 – Timetable of data collection phases in 2019.

Period	Research phase
From February (beginning of the classes) to April	Getting familiar with the group (beginning of observation)
From 23rd April to 16th May[25]	Needs Analysis interviews with teacher and assistants
From 11th May to 29th June	Needs Analysis and profile setting[26] interviews with students
From 25th May to 29th June	Task Implementation, observation and diary note taking
From 25th May to 6th July	Post-task interviews with the teacher

Source: elaborated by the author.

3.4.1 Interviews

The interview procedure served three purposes in this study.

Firstly, I conducted semi-structured interviews (Dörnyei, 2007) with the teacher, teacher assistants, and students of Group A in order to have access to a detailed profile of the participants; and, in order to achieve one of the fundamental principles of TBLT: Needs Analysis (Long, 2015). This process helped to unveil the objectives of language use of this population, that is: "what do they need the language for?" and "which are the specific communication situations most immediate in their contexts of life?" This goal, according to Long (2015), can be achieved through interviews. These interviews were conducted after a few months of classes had passed, once teachers and assistants were more familiar with the group of students in the new semester, and students were also more familiar with the dynamics of the classes.

The second purpose to be fulfilled with the interview procedure was directed only to the teacher of the group, whose interview, besides aimed at having her profile and adding to the Needs Analyses, also focused on understanding how this teacher comprehends the teaching and learning of Portuguese to immigrants and refugees, and how the specificities of this context would welcome the Task-based approach to language teaching.

Finally, brief interviews with the teacher were conducted through recorded audio messages after the end of each class in which the cycles of tasks were implemented, seeking

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[25]One of the TAs was interviewed afterwards, once she participated for the first time after the task implementation started.

[26]Because some students did not attend the classes in which the needs analyses and profile interviews were conducted, in the beginning of the data collection, two interview sections were held in the last day of task implementation; and two others, after task implementation was completed.

to unfold teacher's general perceptions regarding: a) the implementation of each cycle, b) the dynamics of the lessons, and c) the learners' performance in the classes. Since the teacher plays a fundamental role in these processes, her perceptions should be taken into consideration for the qualitative analysis of data and results triangulation.

All interviews were recorded in audio only, for future reference in accordance with the objectives stated for this study (See Appendixes 14 and 15).

3.4.2 Observation

The classes' observation phase began as soon as the Research Project received its appreciation from the Ethics Committee. According to Dörnyei (2007), observation allows the understanding of the processes that take place within the classroom and also contributes significantly in the attempt to build a holistic understanding of one specific group, and the interactions and ways of acting that take place in that context. However, the main focus of the observation phase was the classes in which the cycles of tasks were implemented. The observation of the task implementation took place by the end of the first half of 2019, starting in May 25th and ending on June 29th, as established in Table 2 presented previously. A total of 5 classes were observed, resulting in 5 diary notes, one for each class, which are accessible in Appendix 13.

3.4.3 Implementation of the Task cycles

The task cycles implemented in this study were designed by this researcher, in partnership with the teacher responsible for the class after surveying the language needs of the learners. Moreover, the advisor of this investigation also aided in this phase by commenting and revising the tasks' design.

Each task cycle was independent, and corresponded to the activities performed in the time span of one lesson, that is, in a 3-hour-class each week. A total of 4 independent cycles were performed, thought to result in a total of 12 hours of activities, or 4 subsequent lessons. However, one of the cycles was implemented for two subsequent classes, resulting in a total of 5 three-hour lessons of task implementation.

The following table is an attempt to synthesize the sequence of data collection procedures performed in this study.

Table 3 – Schedule for the four task cycles implementation.

May 25th	- Implementation of Cycle 1 (1st part), and - Interview with teacher about Cycle 1 (1st part).
June 1st	- Implementation of the remaining part of Cycle 1 (2nd part), and - Interview with teacher about the remaining part of Cycle 1 (2nd part).
June 8th	- Implementation of Cycle 2, and - Interview with teacher about Cycle 2.
June 15th	- Implementation of Cycle 3 and - Interview with teacher about Cycle 3.
June 29th	- Implementation of Cycle 4 and - Interview with teacher about Cycle 4.

Source: elaborated by the author.

3.5 *INSTRUMENTS*

The first instrument used in this study, presented in the following section 3.6.1., were employed to conduct the semi-structured interviews and consisted of **two sets of questions**, one directed to the teacher and teacher assistants, and another employed to interview the students. It is important to highlight that once these interviews were the main source for the Needs Analyses, the results from this step are presented right after it is explained, in subsection 3.6.1.1., since these results were the primary source for designing the task cycles described subsequently.

The second instrument is the **cycles of tasks**, described in section 3.6.2., which aimed at promoting the students' oral performance in the specific target-tasks. Finally, the third set of instruments comprised the **post-task questionnaire, post-task interview, and diary notes**. The first was administered to the students after each class in which the cycles were implemented; the second, addressed the teacher's perception of each lesson; and the third is consisted of the researcher's personal notes of the procedures and events that took place in each lesson with a cycle implementation, all these instruments are described in section 3.6.4.

3.5.1   Interview questions

The set of questions addressed to the teachers can be understood, in agreement with Richards (2009), as an "interview guide that identifies key topics that need to be covered" (p.186). Richards (2009) advises that when preparing the questions of an interview, in this case to the teacher and assistants, it should begin with a general open ended question, in order to set the mood for the interview and allow the interviewee to feel free to lead the conversation. Therefore, the first questions addressed to the teacher and assistants asked them to "talk a little bit about them" in general terms, talk about their university education and teaching experiences in general, while the following questions conducted them to talk about their perception in relation to the classes at PLAM, and the students' needs in relation to language use (see the complete interview guide in Appendix 3A).

Differently from the approach taken for the teacher and assistants' interviews, the students' interviews, started with very specific questions, such as "Where are you from?, How old are you?, What is your mother language?", once these interviews should also fulfill the role of a profile questionnaire. I understand that beginning the interview with such questions may have, as advised by Richards (2009), conditioned the students to provide short answers to the following questions in which more developed answers were expected; however, I believe that the fact that the Haitian students, for instance, were able to answer in their mother language and could count with an interpreter, would allow for them to develop their answers, as it indeed happened[27].

The following set of questions addressed to the students were related to their relationship with the Portuguese language, and it aimed at establishing what were the exact situations in which they thought they should be able to communicate using Portuguese. Therefore, this set comprised questions such as: "Do you speak Portuguese in your daily life or are you exposed to native speakers of Portuguese? What is the importance of Portuguese in your life nowadays? Can you exemplify situations in which you (need to) speak Portuguese?" along with questions aimed at understanding their perception of the PLAM project itself, such as: "What do you think of the classes? What do you think of the teacher? How is your

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[27]The interpreter who worked in the interviews was a former student of the courses at PLAM and was somewhat close to the students being interviewed. This was the only way found to allow students to understand the questions and reply honestly to them. However, it is important to highlight that due to this researcher's lack of proficiency in Haitian Creole, the only option was to trust on the interpretation. Due to financial and time constraints the audio recordings of the interviews could not be sent to another interpreter to proof read them.

relationship with your colleagues?" and a few others (the students' interview guide can be found in Appendix3A).

The following section is intended to present the results of the Needs Analysis phase, in which the previous questions were addressed during semi-structured interviews.

3.5.1.1 *Needs analysis results*

The previous section presented the main questions that composed the semi-structured interviews which, as discussed previously, are key in conducting a Needs Analysis survey to establish students' communicative needs, aiming at determining the contexts outside the classroom in which they need to use Portuguese to communicate.

Other researchers have already briefly discussed some of the situations in which these immigrants are mainly affected when relocated to other countries. Grosso (2010) has stated that the main area of life affected is the working life, once there is no match between the working experiences of the target and the home country.

Furthermore, Long (2015) has also discussed that the specific population of the so called *involuntary* language learners are many times "marginalized and living in a linguistic ghetto" (p. 4) which means that "they frequently have little or no access to target language speakers, interaction with whom could serve as the basis for naturalistic second language acquisition (SLA)." (p. 4).

Throughout my experience as a teacher and a teacher assistant in this context, there has always been a special attention to the working necessity of the students, who seemed to be in a never-ending cycle of not getting a job because of the lack of proficiency in the language, and therefore, not being able to create new situations of communication in the target language once they would be exposed only to their own linguistic community, speakers of their mother language.

This situation was many times confirmed by the participants' interviews during the Needs Analysis phase of this research. Twelve out of fifteen students reported that they do not speak Portuguese on a regular basis beyond the Saturday classes, or that the only moments in which they interact with Portuguese speakers are in class, or in sporadic situations in the supermarket or in the streets. Only a third of the students who are already employed reported

to be exposed to Portuguese regularly, and other five mentioned that going to the church was also a moment of exposure to Portuguese speakers.

In relation to the target situations of use of the Portuguese language, during the interviews ten main contexts of communication were mentioned by the students, and most of them were mentioned more than once. Table 4 summarizes it:

Table 4 – Summary of the target situations of communication identified in the Needs Analysis interviews with the students.

Target situations	Number of times students mentioned these activities
Finding work or being at work	14
Giving and understanding directions/locations	8
Buying objects in general or being at the supermarket	6
Being at school (meaning the Portuguese course)	4
Being at home	2
Being with Brazilian relatives or friends	2
Entering other training or occupational courses	2
Facing bureaucratic situation	1
Being at the church	1
Being at the doctor	1

Source: elaborated by the author.

Throughout the interviews conducted with the teacher and assistants, most of the topics already mentioned by the students were raised, with special emphasis to the world of work, giving and understanding directions, being able to deal with bureaucratic situations, health and commercial transactions.

To conclude, the results of the interviews and observations reinforce some of the situations that were already expected to be found, considering the context of a population that is forced to change their lives and move to different countries in which a different language is spoken. Many of the situations of communication that are vital to a proper inclusion of these immigrants in the society are usually underestimated by the native speakers of the language, while they may be of extreme importance for their survival.

The present section had the objective of eliciting the situations of need of communication for the population of this study, once these situations determined the target tasks that could be established and, therefore, the cycles of tasks designed. The next section, describes the cycles of tasks implemented in this study.

3.5.2   Task cycles

The task cycles are the leading instruments of this investigation, once they are central in trying to unveil how they impact oral language performance when thinking about the Outcome Achievement of each task. Thus, this study is composed of four independent cycles of tasks that were implemented in five subsequent classes. The choice for designing independent cycles is due to the fact that it is well established that this context of investigation profits the most from having lessons that complete a full cycle in one class, meaning that each class has to have a beginning and an end in itself. The activities proposed in the following class should not rely on the continuation of the same topics from the previous class to take place, for instance, once many of the students may not attend classes subsequently. Nevertheless the lessons do follow a basic curriculum that bounds all topics together by addressing the communicative needs of newly arrived immigrants.

Therefore, the creation of the task cycles was only possible after the Needs Analysis phase was finished, in order to raise the main target situations of need of language use to the students, as discussed before. The target situations of communication chosen for the task cycles are: searching for a job, shopping for house furniture and appliances, communicating health problems and giving and understanding instructions to location.

It should be highlighted that the topics were thought, also, taking into consideration the course plan already established for the semester; therefore, once some of the subjects raised in the Needs Analysis as very important had already been explored in the course previously to the beginning of task implementation, they were left out of the possible topics for the tasks once it was not intended to exhaust students by repeating any topics (although repetition is important for language development).

The first cycle to be implemented relates to situations of need to communicate about the act of shopping for house furniture and appliances. The target task established was to have

students search for the best prices of specific house items using different stores' folders and decide on which object each student would buy and from which of the stores.

Table 5 – Rationale of the first task cycle.

Task cycle 1 – Shopping for house furniture and appliances	
Pre-task 1	The Pre-task 1 was actually a mini-cycle in itself which aimed at constructing vocabulary to perform the rest of the task cycle. It was constituted by activity **1A**: an association activity (images and names of house parts); activity **1B**: Naming the house objects students had knowledge about; activity **1C**: categorizing objects as furniture or appliances; and activity **2A**: drawing a colleagues' house to present it to the class.
Pre-task 2	The Pre-task 2 was composed by the activities that would lead to the concepts of what is to browse for the best prices. It was composed of activity **3A**: watching a video for the first time to identify the house objects mentioned; activity **3B**: to watch the video again[28] to answer specific comprehension questions about it; and activity **4A** included the organization of the class in groups, who would have to browse for the prices of some of the objects that appeared in the video from the previous activity, compare the prices in different stores and share with the big group which were the cheapest and the most expensive objects found.
During task	The target task, then, activity **4B** asked students to choose to buy one of the objects found in the previous activities, explain the reason for their choice and say from which store was the object.
Post-task	In the post task, activity **4C** students are asked to compare their findings with two people from other groups.

Source: elaborated by the author.

The second cycle to be implemented related to the communication of health problems, which appeared in the Needs Analysis although it was mentioned by a few students. However, I chose to work with this topic once it was also previously planned in the Project's course syllabus, and considering its urgent and vital characteristic to any person's life. Therefore, the target task of this cycle was to communicate the pain and symptoms of a disease to a health professional.

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[28] Although it was not explicit in the instruction of the activity that the students were going to watch the video again, it was expected by both the researcher and the teacher herself when designing this activity that there would be a necessity to play the video once or twice more.

Table 6 – Rationale of the second task cycle.

Task cycle 2 – Communicating health problems	
Pre-task 1	In the Pre-task, activity **1A**, students are asked for their previous knowledge about any symptoms, health problems and its treatments in order to raise what knowledge they might have about the topic; in activity **1B** they are asked to share whether they have had experienced with any of the aforementioned problems, in Brazil or in their home countries.
Pre-task 2	In the Pre-task 2, in activity **2A** students are presented to a matching activity with pictures and names of the symptoms of the Flu in Portuguese; then, in activity **3A** students are presented to a short story about what happened to the people in the pictures and name the problems they have; and finally, inactivity **3B** the students should look at the pictures and describe the problems based only on the pictures.
During task	In the target task, activity **4A**, students are asked to communicate to a health professional the symptoms of flu that a given character is experiencing, according to the images of the symptoms each student received. Each student received a different set of symptoms distributed randomly.
Post-task	The post-task activities are concerned with the resolution of the situation presented in the target task. Activity **5A**: students are asked to select possible treatments for the flu; then in activity **5B** students are asked to answer how the disease is treated in their home country, and finally, activity **6A**: they should interview three colleagues to find out if they had had the flu since they arrived in Brazil and how each of them treated it.

Source: elaborated by the author.

The third task cycle designed concerns the situation of searching for a job vacancy. The target task established aims at offering one's services for a chosen occupation.

Table 7 – Rationale of the third task cycle.

Task cycle 3 – Offering one's services for a chosen occupation	
Pre-task 1	In the Pre-task 1, activity **1A**, students are asked to observe different images and choose which are the places they use to look for a job vacancy; in activity **1B** students are asked to share the places in which they search for a job in their home countries; then, in activity **2A** students have to connect different job ads to the type of information that can be found in each of them; and activity **2B** students have to choose one of the ads and one colleague of the group that would make a good candidate for the vacancy.
Pre-task 2	In the pre-task 2, activity **3A**, students are asked to listen to a dialogue of a job interview and complete the blank spaces with the missing information; then inactivity **3B,** in groups, they have to select the part of the dialog in which the character describes her working-related experiences and list them.
During task	The target task, activity **4A**, aims at students communicating their search for a job vacancy on an occupation of their choice and emphasizing their previous experience in that area.
Post task	In the post-task, students should listen to their recordings, write down what they said and compare the occupation and working experience they reported in the target-task with a colleague.

Source: elaborated by the author.

Finally, the fourth cycle focused on giving and understanding directions, which was the second most cited situation of use of Portuguese by the population participating in this investigation. The target-task in this cycle was to give instructions to a friend on how to leave a specific location and arrive at another given spot.

Table 8 – Rationale of the fourth task cycle.

Task cycle 4 – Giving and understanding directions	
Pre-task 1	In the Pre-task 1, activity **1A**, students are asked to observe a map highlighted with a specific path supposedly taken by one of the teachers in class, and list the places she passes by when walking to the university; in activity**2A** students are asked to draw on the given map the path they take to arrive at the university; then, in activity **2B** students have to list the places they pass by throughout their path; and, finally, in activity **2C** students have to answer two specific questions on what transportation they take to arrive at the university and how much time the path takes.
Pre-task 2	In the pre-task 2, activity **3A**, students are asked to associate the two paths highlighted in a map with their corresponding written description of the instructions of each of them; then inactivity **3B,** they have to reread the instruction from the previous activity and fill in a table with the corresponding expressions that refer to directions or locations (e.g.: Directions: "*vire à esquerda*". Location: "*pizzaria Veritas*").
During task	This target task was a mini-cycle in itself because it involved the students getting familiar with the source map, which described downtown of Florianópolis. Therefore, activity **4A**, aims at students communicating what places from the map they had already visited; activity **4B** asked the student to choose one of the places they had already been to and write down the direction to get there from a given point; and, finally, activity **5A** demanded that students recorded a message to a fictitious friend who was lost at downtown and need to go from *Praça XV de Novembro* to *Mercado Público*.
Post task	In the post-task, activity **5B** students should compare with a colleague the instructions they provided to a colleague's and choose which one they agreed to be the fastest route. The final and **Extra** activity, designed to work as a game, aimed at helping the students to remember the vocabulary items related to giving directions. Using a "live" fictitious map, the students separated in groups should guide their blinded colleagues to specific locations to win the game.

Source: elaborated by the author.

Once the task cycles have been presented, it is vital to reinforce that the task cycles are a work plan that is dependent upon its implementation, in the sense that changes may take place as a result of students' reaction to and understanding of the task. It is expected that the tasks may be reshaped or resignified during its implementation; however, as this study is dealing with a real world classroom, the "results" that arise from it (meaning the resignified cycles) are also crucial to understand the role of tasks in the real classroom and consequently of the TBLT, in general.

As a means for recalling the objectives of each cycle, Table 9 summarizes the intended communicative outcome of the four task cycles and the general topic of use of language to which they are associated[29].

Table 9 – Summary of the task cycles main themes and its intended communicative outcomes.

Task cycle	Lesson Topic	Communicative Outcome
Task cycle 1	Buying and purchasing house objects.	To choose an object to purchase and state the reasons for the purchase.
Task cycle 2	Identifying and communicating health problems.	To communicate the symptoms of the flu to a health professional.
Task cycle 3	Offering services and describing working experiences.	To choose an occupation to offer to a colleague/friend, and associate and state the previous working experience related to the occupation wanted.
Task cycle 4	Giving and understanding directions.	To give instructions to a friend describing the directions from one place to another.

Source: elaborated by the author.

3.5.3 Post-task questionnaires, post-task interview and diary notes

After the implementation of the cycles were finished, three other instruments were used to collect data regarding the students', the teacher's and the researcher's perception and appraisal of each class, which are the post-task questionnaire, the post-task interview and the diary notes, respectively.

It is of major importance to consider how the students have perceived the classes in which cycles of tasks were taken as the guiding unit for learning, once metacognition is at the heart of TBLT (ELLIS, 2005). Therefore, this study also includes a post-task questionnaire administered after each cycle of tasks. This questionnaire (see Appendix 6) was adapted from Farias' (2018) post-task questionnaire and it aims at unveiling how students perceive (or not) their language development in the classes, as well as the relevance of each lesson according to their contexts of need of communication. Students were given the choice to answer in any language they wanted, in order to ensure that the language would not be a barrier for communicating their truthful opinion.

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[29]This table is completed in Appendix 5, where besides the Lesson topic and the Communicative Outcome of the cycles, are listed the Salient Language Structures and Mobilized Vocabulary.

The post-task interview administered to the teacher aimed at understand the teacher's evaluation and perception of that cycle for the students' performance in general, considering not only the final target-task but all the pre-tasks that were intended to lead the students to an adequate oral language performance in the target-tasks. The questions addressed (Appendix 3B) also tried to encourage the teacher to think about what could have been done differently or whether there could be something missing from the cycles and/or the material used.

Lastly, the dairy used by the researcher to take notes about the classes was not completed in one sitting. While in class, I would take notes of the main procedures and events that called my attention and, after each class was finished, these notes were enhanced by watching the video-recording of the classes. The system employed to take the field notes on the classes is based on Cowie's (2009) key dimensions of observation[30], which suggests 9 different dimensions (Space, Actors, Activities, Objects, Acts, Events, Time, Goals and Feelings) to be considered while taking field notes. However, I chose to work with only Space, Actors, Goals and Objects as the initial description – of what I called Diary notes[31] – as a way to "set the scene". Then, the following and longest part that composed the Diary notes assumed a narrative tone and mixed the dimensions of Time, Activities, Events, and sometimes Feelings[32]. I chose not to work with the Acts dimension once its definition might be blurred with Activities, and because I understood that for the purposes of my study Activities and Events would be sufficient to describe, respectively, the lesson-related actions (such as giving the tasks instructions, asking for students' participation, correcting activities, organizing groups), and actions not related to the lesson itself (like going to the break and taking attendance)[33]. However, these last four dimensions did not appear separately in the notes, instead, they were used as a tool to keep in mind what aspects should be included in the notes. All Diary notes can be accessed in Appendix 13).

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[30]According to the author, these dimensions had already been adapted from Spradley (1980).

[31]I decided to use the term diary notes instead of field notes because most of the writing did not take place while I was in class, but afterwards. Once I was also a teaching assistant, I had to help the teacher and students in the activities, therefore I had little time to take notes there. Nonetheless, having all classes video-recorded helped me making a more accurate recollection of the events and how they took place.

[32]Although Feelings is included, this is a difficult dimension to grasp, and therefore might appear very mildly in the narratives, once it relies entirely on my perception of other participants feelings.

[33]I understand that these definitions, Events and Activities, differ from how Cowie (2009) describes them, but considering the objectives of this research and the narrative tone of my Diary notes, this is how I chose to conceive them.

3.6   *DATA ANALYSIS PROCEDURES*

To achieve the objectives of this study which involve *i)* to investigate how cycles of tasks implemented in a real classroom setting of adult learners of PHL may impact students' oral language performance in terms of Outcome Achievement, and *ii)* to shed light on understanding the process of learning after the task implementation according to the perception and appraisal of adult learners of PHL, and their teacher, different analyses procedures were implemented, taking into consideration the different nature of each objective.

3.6.1   RQ 1 – Quantitative analysis

Question one in this study, aimed at investigating if cycles of tasks implemented in an intact classroom setting of adult learners of PHL can impact on students' oral language performance in terms of Outcome Achievement (see Review of Literature, page 27). Therefore, to answer this question, students were requested to record their answers to the target tasks, and after that, their answers of cycles 2 and 3[34] were evaluated by nine raters.

This evaluation was based on qualitative ratings using a predefined descriptive scale. Each scale considered the specificities of each target task, but it also comprehended a few general topics that can be considered to be necessary in any situation of language use, such as clarity and coherence, to mention a few. Each topic of evaluation was rated through means of a Likert scale with values that went from 0 to 5 (being 0 the lowest score and 5 the highest).

The descriptive scales were initially drafted by this researcher and, then, submitted to two teachers of Portuguese as Additional Language, one of them was the teacher participant of this study, who had the knowledge of the students and context of data collection. Then, the final draft was reviewed by this researcher's advisor and finally implemented. The two descriptive scales along with the instructions guiding the raters' evaluation were adapted from Zaccaron's 2018 Masters' thesis, and inspired by Farias' 2018 PhD Dissertation, which also investigated oral task performances (in the first case), and dealt with the Outcome achievement measure (in the second). Both descriptive scales used to evaluate the students oral language performance in task cycles 2 and 3 can be found in Appendixes 8B and 8C.

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[34] As explained in the Data Collection Procedures, only cycles 2 and 3 were completed until the target tasks performance. Consequently, only these two descriptive scales were created.

This study comprised seven measures implemented to analyze students' oral performance in the tasks: i) the measure concerning, in general terms, the Communicative objective aimed at giving an overall score for the performance, by keeping in mind a question similar to: "Did the student achieve the task's communicative objective?" taking into consideration that the Communicative Outcome is a multifaceted construct, that does not rely solemnly on vocabulary use, or grammatical accuracy, for instance, but instead have a strong concern with meaning and contextual elements, that may dictate the adequacy of the vocabulary or grammar used. The correctedness of the answer (ii) dealt with whether the student response was correct according to the images they should describe (in Task cycle 2), and if a student alleged professional experience as a cook, for instance, could be justified by him/her seeking a position as a librarian (in Task cycle 3), which would not be case. The communicative context (iii) aimed at evaluating if the students took into consideration the situation of interaction, the place where it happened and who were the people involved for example, aspects that are important to define the genre of this communication. Coherence (iv) dealt with the connection of the ideas conveyed by the students, whether they followed a well structured sequence of events in their speech, for instance, by first introducing Daniel (the fictitious character in Task 2) and then stating his health problem and not the other way around. Clarity (v), in turn, evaluated whether raters were able to understand the meanings being produced by the students without having to put considerable effort into it. Prosody (vi) was the short name chosen to stand for a few suprasegmental features of speech: intonation, rhythm, and speech rate. It aimed at rating how adequate were these features, to the objective and context of communication. And, lastly, Vocabulary (vii) intended to analyze if the words chosen by the students were sufficient and adequate to achieve the Communicative Outcome. For example, if the words chosen to describe his/her experience as a nurse were related to the health care world of a nurse and not of a personal trainer.

In addition to giving a score from 0 to 5, raters should also justify their choice, explaining the reason for evaluating Prosody with a 4 rather than a 5, and were encouraged to say what was missing from a student's performance that did not allow him/her to receive the highest score.

As mentioned previously, nine raters evaluated all students' performances and all of them were native speakers of Portuguese. Five raters were experienced Portuguese as Additional Language teachers with an average teaching experience of 6.8 years. These five

had also had experience teaching other languages such as English, German and Japanese. The other four raters had an average teaching experience of 9.5 years, teaching English as a Foreign Language (FL). Most of the nine raters had a Teaching and/or Bachelor's degree in Letras (English as FL and or Portuguese as a Mother Language (ML)[35]. Table 10 summarizes raters teaching experience and the most recent educational program they were attending or had attended.

Table 10 – Summary of raters profile information: teaching experience and educational backgrounds.

Rater	Teaching experience	Educational background
Rater 1	Portuguese AdL – 2 years English FL – 3 years	Last-year student in an English FL teaching undergraduate program.
Rater 2	Portuguese AdL – 7 years English FL – 11 years	Ph.D student in an English Linguistic Studies program.
Rater 3	Portuguese AdL – 18 years German AdL – 10 years	Masters student in a Multidisciplinary Program: Education, Design and History.
Rater 4	Portuguese AdL – 2 years Portuguese ML – 3 years	Last-year student in a Portuguese ML teaching program.
Rater 5	Portuguese AdL – 5 years Japonese AdL – 5 years	English FL teaching degree; Ph.D in Translation Studies.
Rater 6	English FL – 7 years	Masters student in an English Linguistic and Literary Studies.
Rater 7	English FL – 12 years	Ph.D student in an English Linguistic Studies program.
Rater 8	English FL – 14 years	Ph.D student in an English Linguistic Studies program.
Rater 9	English FL – 5 years	Masters degree in English Linguistic and Literary Studies.

Source: elaborated by the author.

Raters were selected according to their experience in teaching languages and their availability to participate. Most raters met the researcher in person for about 3 hours in order to evaluate the students' audio recordings[36]. The raters read the overall instructions to complete the evaluation. These instructions briefly explained the objective of this study concerning the students' oral performance, and they also explained the construct of Communicative Outcome. After reading the instructions, they would be presented to the descriptive scales of the first evaluation (which referred to Task Cycle 2, see Appendix 8B); after that, they read the entire Cycle (Appendix 4B) to be aware of what activities were performed previously to the target task; and then re-read the descriptive scales they would use

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[35]With the exception of raters 1, 3, 4 and 9 who were students in the final years of their undergraduate programs.
[36] Only three raters, one Portuguese teacher and two English teachers were not able to finish the entire session of evaluation at the meeting with the researcher, due to its need for long time availability. Two of them did the first evaluation in person and the second online and one did both evaluations online.

to evaluate the Communicative Outcome. Before starting the evaluation, raters should solve all questions they had about the instructions and/or the scales and tasks, and the researcher made sure that they all had a common understanding of the measures. Finally, raters listened to each student audio twice (transcribed in Appendix 7A)[37] and completed the evaluation. The same procedures were repeated with Cycle 3 evaluation. The descriptive scales of Cycle 3 had a one distinction from Cycle 2 in the measure ii) Correctedness, due to the different nature of the task (see Appendix 8C).

After evaluations were completed, a Cronbach's alpha test was run on SPSS (23.0) software to check for interrater reliability, which aimed at measuring the extent to which the data from the raters correlate (LARSON-HALL, 2016). Reliability tests demonstrate "the extent to which an instrument can be expected to give the same measured outcome when measurements are repeated" (TABER, 2018, p. 1274). According to Taber (2018), many studies in science education have long adopted the Cronbach's alpha value as an indication that instruments (usually scales and tests) are fit for their purpose. Therefore, it is possible to say that the tests ran with raters data of Cycles 2 and 3, indicate a robust result, since Cronbach's alpha value for Cycle 2 was .802 and for Cycle 3 was .822, assuming that the Cronbach's alpha benchmark traditionally used in the field are .70 - .80 (LARSON-HALL, 2010). These results showed a strong correlation between raters' answers.

3.6.2 RQ 2 – Qualitative analyses

In order to answer question number two, which intended to show how adult learners of PHL and the teacher appraise the learning process after the implementation of lessons based on cycles of tasks, two steps were followed. First, the students' answers to the post-task questionnaires were computed for the closed questions, and the open ended-questions were translated to Portuguese by Haitian, Spanish and Arabic speakers, and after that were printed and submitted to a thorough thematic analysis (BRAUN; CLARKE, 2006). Second, the post-task interviews with the teacher were transcribed, printed and also submitted to a thematic analysis (BRAUN; CLARKE, 2006), trying to identify and highlight important contributions the teacher could present on the topic.

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[37]Raters did not have access to the transcribed audios prior to or during the rating process.

In the students' post-task questionnaire, there were two closed questions. The answers to these questions were counted and generated a graph with all students' answers for those 2 questions. The other four questions were open ended and therefore their answers were submitted to a thematic analysis based on Braun and Clarke's (2006) guide for conducting thematic analyses. In this guide, they suggest six steps that comprise: 1) Familiarizing yourself with your data; 2) Generating initial codes; 3) Searching for themes; 4) Reviewing themes; 5) Defining and naming; and 6) Producing the report.

The analysis provided in the results section can be classified, following Braun and Clarke's (2006) constructs for thematic analysis as a detailed description of the data set through an inductive analysis, meaning that the codes and themes were not based on pre-defined categories, but were created based on its agreement with the questions asked in the questionnaire. Moreover, the analysis conducted was primarily semantic, which means that students' and teacher's words were coded based on their explicit or surface meanings. In this approach to thematic analysis,

> […] the analyst is not looking for anything *beyond* what a participant has said or what has been written. Ideally, the analytic process involves a progression from *description*, where the data have simply been organized to show patterns in semantic content, and summarized, to *interpretation*, where there is an attempt to theorize the significance of the patterns […] (p.84 authors' emphases)

It was only in a few specific situations in which there were some problems to understand what the students meant that a latent or interpretive approach to the data was employed.

Thus, the set of data generated from the students' responses to the post-task questionnaires were separated in 3 different sets of codes. Questions 2 and 4, which dealt with what students believed to have learnt in the class and how they evaluated their dedication in the class, generated the first set of codes which were seven:

- **LWL:** Listing what was learned (subject of the class, new words, new language functions);
- **ESLed:** Emphasizing "something" was learned but not specifying what;
- **DLEC:** Mentioning something different is learnt in each class;
- **CNL:** Commenting about negative aspects of learning;
- **PEF:** Expressing positive emotions or feelings related to the classes/project;
- **DFintro:** Mentioning development in the function of "introducing oneself";

- **GDin/out:** Mentioning general development in understanding and producing language in class and/or outside class;
- **PLT:** Praising the lesson and/or the teacher's way of teaching.

Question 5 of the post-task questionnaire aimed at understanding what the students liked the most in the classes in which the task cycles were implemented, the data for this question generated seven other codes:

- **INT**: Interaction: teacher-student/student-student;
- **CON**: Content;
- **DTM**: Didactics, teaching 'method';
- **PRC**: Opportunity to present/read to the class;
- **CRO**: Personal (caring) relationship with others;
- **TRU**: Technological resources;
- **PFS**: Pronunciation Focus;
- **ACG**: Appraisal of the class or all classes, in general[38].

And lastly, Question 6 aimed at understanding if the topics chosen to be developed in the task-cycles were relevant for these students, agreeing with what the Needs Analysis had shown. Here other five codes were created:

- **AGDRT:** Agrees Generically but Does not Refer to the Topic;
- **RC-I:** Relevant Content due to its Intelligibility;
- **RC-AL:** Relevant Content due to the fact it Allowed for some Learning;
- **RC-DL:** Relevant Content due to connection with students' Daily Life outside school;
- **NR:** Content was Not Relevant.

To conclude, the thematic analyses to which the teacher's post-task interview were submitted followed a slightly different approach, while students' answers analyses were a detailed description of the data set, the teacher's was focused on more general aspects and six themes were highlighted:

- Positive students' engagement with the activities;
- Students interaction;
- Implementation/cycle issues;

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[38]However, the student does not explain the reason for liking it.

- Need for explicit focus on form;
- Overall positive evaluation;
- Students did not perform as well as they could;
- Missing content;
- Use of technological tools.

All Themes and Codes created for each data set were submitted to a Coder to confirm the relevance of the Codes created to answer each question, and to ensure that students' and teacher's words were adequate to the Codes they were classified. However, due to time constraints only the answers from Post-task questionnaire and interview from Cycle 1B were presented to the Coder as a sample (see Appendix 12), since this cycle was the one with the most answers. In summary, most of the Coder's suggestions of changes in sample's labeling were accepted and when they were not, it was possible to achieve an agreement on what the samples meant and their adequacy to the Codes. The Coder did not suggest the creation of any further Theme or Code, once he explained that the ones presented were already sufficiently detailed to comprise the topics most relevant to the research questions this study seeks to answer.

3.6.3 Data Triangulation

According to Jasso-Aguilar (1999), triangulation

> involves (with many variants), the systematic comparison of interim findings from two or more sources, methods or combinations thereof, and an attempt to validate the researcher's […] interim findings by presenting them to the informants, and/or by seeking confirmation or disconfirmation of the current analysis in the data arrived at from the methods and sources (p. 28)

Therefore, to proceed with the final step of data analysis in this study, data from the performance of the students in the speaking tasks were compared and contrasted to the students' and teacher's appraisal of those task-cycles along with the researchers diary notes.

Finally, having presented the description of the context of this study, the participants involved, the procedures and instruments for data collection, and the procedures for data analysis, the next chapter presents the results and analysis to which these procedures led.

4 RESULTS AND DISCUSSION

In this chapter the results of the two research questions are presented and discussed. The chapter is organized in two sections, one for each research question raised accordingly to this study's objectives, which are *i)* to investigate how cycles of tasks implemented in a real classroom setting of adult learners of PHL may impact students' oral language performance in terms of Outcome Achievement, and *ii)* to shed light on understanding the process of learning after the task implementation according to the perception and appraisal of adult learners of PHL, and their teacher. Furthermore, a final section presents and discusses data triangulation.

4.1   *RQ1: CAN CYCLES OF TASKS PROMOTE ADEQUATE ORAL LANGUAGE PERFORMANCE IN TERMS OF OUTCOME ACHIEVEMENT? IF YES, TO WHAT EXTENT?*

To investigate how the cycles of tasks implemented in an intact classroom setting of adult learners of Portuguese as Host Language have impacted students' oral language performance in terms of Outcome achievement, students were requested to record their answers to the final target task of four cycles of tasks which were designed and implemented according to Skehan's (1996, 1998, see Literature Review, page 25) framework. As explained previously, although four cycles were implemented, only two were concluded (Cycles 2 and 3)[39] and therefore, only the recorded answers to these two target tasks were analyzed here.

The two tasks had different characteristics and required different types of answers, as described in more detail in the Task Cycle rationales in Tables 6 and 7 in the Method chapter (page 54). Task Cycle 2 aimed at aiding the student to be able to communicate the three flu symptoms to a health professional (see Figure 1).

Meanwhile, Task Cycle 3 intended to aid the students to be able to offer their services to a colleague or a friend, and state the previous working experience they had, which were associated with the occupation chosen (see Figure 2).

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[39] The first and fourth cycles were not concluded due to the lack of time available in class for students to perform the target tasks.

Figure 1 – Target-task of Cycle 2.

Source: elaborated by the author (see Appendix 4B).

Figure 2 – Target-task of Cycle 3.

Source: elaborated by the author (see Appendix 4C).

Since the two task cycles required different types of answers, the students' performances in each of them were analyzed separately. However, the same nine raters analyzed the set of recordings for both Task Cycle 2 and Task Cycle 3.

The measure of Outcome Achievement, described in chapters 2 and 3 (pages 27 and 59), evaluates language performance in terms of how the performance agrees with the social and contextual elements necessary to achieve a communicative outcome. Therefore, the measures for Outcome Achievement involve different aspects of language use and are most commonly subjective, relying on raters' interpretations of the measures and of the answers given[40]. Raters were experienced language teachers, five of them were Portuguese as Additional Language teachers and the other four were English as Foreign Language teachers;

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[40]The students' answers were transcribed and inserted further in this section when individual performance was analyzed more closely. However, the raters did not have access to the transcribed answers while rating. They could only access the audio recordings, which explains why sometimes it seems possible to understand the transcribed answer, while most raters evaluated it as unintelligible.

all of them have been inserted in the field of research in language matters: Linguistics, Literature, Technology applied to language learning and related areas.

The scales designed for the evaluation of the tasks in this study comprehended a Likert scale ranging from 0 to 5, which assessed in general terms; i) the communicative objective; ii) the correctedness of the answer; iii) the communicative context; iv) coherence; v) clarity; vi) prosody; vii) vocabulary (see measures' descriptions on page 59); and allowed raters to suggest a further topic of evaluation in case they thought appropriate.

For Cycle 2, only one rater suggested a further topic of evaluation: Interaction (according to him, this would include clearly using language to reproduce real conversation between the two interlocutors), however it was not necessarily expected that participants would "perform" a second interlocutor in the conversation, but instead, that they would engage in producing real instances of communication expected in a conversation, such as greeting, introducing the situation, and then presenting the problem[41].

4.1.1 Results of oral performances to Target Task 2

In the first recording task (target task from Cycle 2), there were 23 students present in class, from which 19 were participants in the study, but only 15 of them recorded their answers. Each of the fifteen students' recordings was evaluated by nine raters. The nine scores given to each measure were added and divided by nine. After that, the mean scores of the fifteen participants were added and divided by fifteen, to achieve the group's mean values.

Considering a six point scale, from 0 to 5, where 0 was the lowest and 5 the highest score that could be attributed by each rater to the students' answers, the group obtained a Mean score higher than 3 in all seven measures, as presented in Table 11. The Standard Deviation values show the dispersion of the scores in relation to the Mean which indicates that students' scores fluctuated around the medium and are spread around diverse values (LARSON-HALL, 2016), mainly because the score range is small. The Standard Error of the Mean (SEM), also presented in the table, stands for the standard deviation of the sample mean and indicates that the Mean estimate is highly precise, since according to Larson-Hall (2016) "the smaller the SE is, the more precise the estimate" (p. 84). In Cycle 2 the measure with the

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[41] The rater understood, therefore, that the measure of *Context* was meant to cover for this aspect.

highest mean score (3,79) was Prosody and the lowest mean score (3,33) was Context, as shown in Table 11.

Table 11 – Descriptive Statistics of group scores for task performance in Cycle 2.

Variables	N	M	Min	Max	SD	SEM
Communicative Objective	15	3,41	1,56	5,00	1,03	0,27
Correctedness	15	3,62	0,67	5,00	1,46	0,38
Context	15	3,33	1,78	5,00	0,93	0,24
Coherence	15	3,42	1,67	4,89	1,00	0,26
Clarity	15	3,67	0,78	5,00	1,13	0,29
Prosody	15	3,79	1,44	4,67	0,85	0,22
Vocabulary	15	3,34	1,56	4,67	0,92	0,24

N: Number of participants; **M**: medium scores of all 15 participants attributed by the nine raters medium score for each participant; **Min**: Minimum scores among the 15 participants; **Max**: Maximum scores among the 15 participants; **SD**: Standard Deviation of the dispersion of scores in relation to the Mean scores; **SEM:** Standard Error of the Mean

Source: elaborated by the author.

It might be important to point out that when analyzing the minimum and maximum scores of the participants for Cycle 2, the number of participants to which the maximum scores were attributed is higher than the number of participants with the minimum scores. While five of the fifteen participants (namely, P1, P5, P6, P7 and P11 in the Figure 3 below) received maximum scores for some of the measures, only two out of fifteen (P9 and P15) shared the minimum scores.

Figure 3 – Students' individual scores distribution for task performance in Cycle 2.
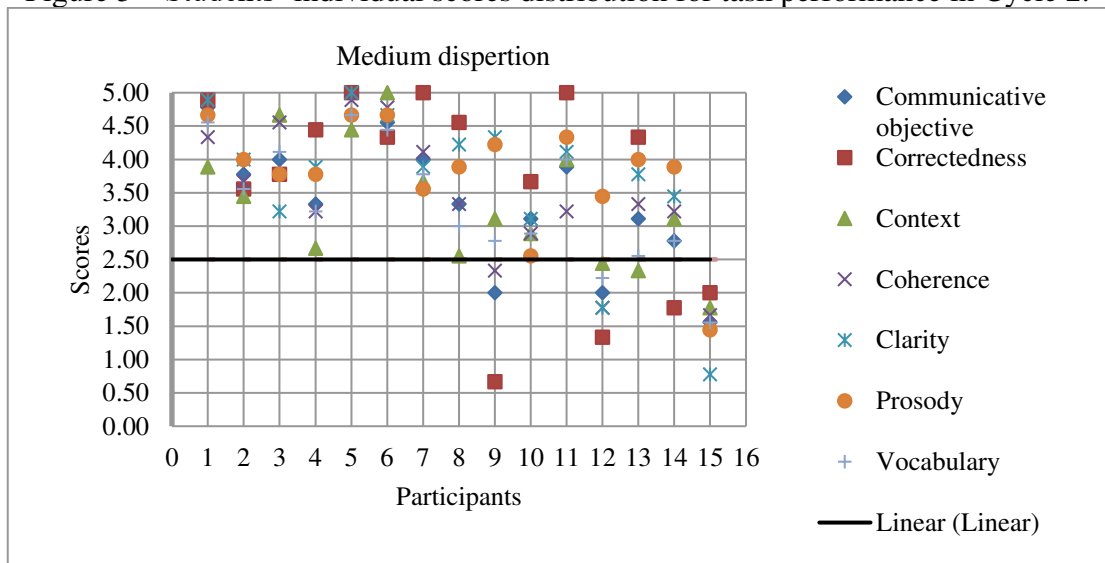
Source: elaborated by the author

Figure 3 also shows the distribution of the scores among the 6 point scale (0 to 5). The line placed at score 2,5 helps visualizing the predominance of scores obtained that are in the higher half of the scale, showing that students results were generally good when compared to the Mean scores in Table 11. Moreover, it shows that the two students who scored mainly below the line, in general, also obtained scores very close to it.

When analyzing the students' answers more closely and how raters justified their grades to each of them, Participant 5's answer is an example of an adequate communicative outcome: "*Daniel has fever, headache, sore throat*"[42]. Even thought raters agreed that he could have given more indication of the context - which appears in Table 11, as being the measure with the lowest mean score for the entire group, this aspect was a minor drawback when compared to the other aspects of the answer, which according to most raters was clear, coherent and correct in relation to the symptoms he had to communicate. To add an example that also received the highest scores, we could look at P6's answer: "*Good morning! I'm here because my son, Daniel, has health problems. He has a sore throat, a bad run-ruing nose and is feeling very tired. I'm very much concerned.*"[43]. This student's performance received the highest score for Context from all raters, but was penalized for her trouble in pronouncing the last symptom.

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[42]P5 answer to Target Task 2: "O Daniel tem febre, dor de cabeça, dor de garganta." (See all students' transcribed recordings in Appendixes 7A and 7B)

[43]P6 answer to Target Task 2: "Bom dia! Eu e-eu estou aqui porque meu filho Daniel está sentindo problemas de saúde. Ele tem dor de garganta, muita segreçã-segregação nasal e se siente muito cansado. Eu estoy muito assustada."

When looking at the answers closer to the Mean, two examples are provided to illustrate (see individual scores for each measure on Appendix 9A). While P12 scored lower grades, P10 scored higher. In P12's answer: "*Hi, Daniel, I have a fever, stomachache, pregnant, vominst, ok?*"[44], raters agreed being able to understand only one symptom correctly, according to the images P12 had available, and to identify that it seemed the student was greeting Daniel, the character given for the context, and not communicating in his name. Although, this example may have presented a good score for Prosody, it scored poorly in most of the other measures, such as Correctedness, Clarity and the more general measure of Communicative Objective, which contributed to a not very successful performance. P10, in turn, also could not communicate the three symptoms but does mention two of them correctly: "*Good afternoon, good afternoon. Hello, yes-yes-yes. First is fever, sec-fever. Second, is-headache. Third: breath-breathing.* Dacord*? All right*"[45]. Although the student did include traces of a real communication, by greeting the interlocutor, which gave him relatively good scores for Correctedness, Communicative Objective and Context; raters disagreed mostly in relation to the extent Clarity interfered in the comprehension of the performance. Three of the nine raters understood that although there were incomprehensible words and/or sentences, the student was able to communicate. On the other hand, the other 6 raters agreed that these incomprehensible words/sentences hampered communication, and therefore did not consider the performance adequate to achieve the Communicative Objective successfully.

Participant 15 received the lowest mean scores for most measures: "*Daniel [inaudible] doctor, fever, sore throat and ru… ok …is, hum, …runn-ing nose*"[46]. Beyond the fact that the student did not mention the correct symptoms, raters agreed to have great difficulty in understanding the words pronounced, there were many pauses between sentences and in the middle of words, and therefore, the comprehension of the entire message was hampered, resulting in a message that did not achieve an adequate communicative outcome for the task.

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[44]P12 answer to Target Task 2: "Oi, Daniel. Tô com febre, dor de barriga, gravida, vominsto, tá?"

[45]P10 answer to Target Task 2: "Boa tarde, boa tarde. Olá, sim-sim-sim. Primeira ser febre, sec-febre. Sec-segunda: se-dor de cabeça. Terceira: espiracio-espiramação + dacord? Ta bem."

[46]P15 answer to Target Task 2: "Daniel [inaudible] doctora. Febre, dor de garanta e se tá + é, ahm, + é segre-ção nasal."

4.1.2   Results of oral performances to Target Task 3

In the second recording task (Task Cycle 3), there were 21 students present in class, from which 14 were participants in this study, but only 12 recorded their answers to the target task. The method for calculating the descriptive statistics is the same of Cycle 2, the only difference here is that correctedness was a two component question once the nature of the task involved two parts, to which, for instance, one part could be said correctly and not necessarily agree with the second; however both were expected to be connected to result in a satisfactory outcome achievement[47].

One more time, Mean scores of the entire group were higher than 3,0 for most measures; however scores were lower if compared to Cycle 2 (Table 12). Standard Deviation values were low, with the exception of Correctedness A, indicating a low variance of scores throughout the scale. The lowest Mean was Correctedness A (2,97) and Prosody the highest (3,44), as shown in Table 12.

Table 12 – Descriptive Statistics of group scores for task performance in Cycle 3.

Variables	N	M	Min	Max	SD	SEM
Communicative Objective	12	3,30	1,67	4,56	0,83	0,24
Correctedness A	12	2,97	0,67	4,67	1,10	0,32
Correctedness B	12	3,26	1,44	4,56	0,95	0,27
Context	12	3,09	1,67	3,78	0,61	0,18
Coherence	12	3,27	1,56	4,11	0,85	0,25
Clarity	12	3,06	1,33	4,33	1,08	0,31
Prosody	12	3,44	2,11	4,22	0,78	0,23
Vocabulary	12	3,09	1,33	4,11	0,92	0,26

N: Number of participants; **M**: medium scores of all 13participants attributed by the nine raters medium score for each participant; **Min**: Minimum scores among the 13 participants; **Max**: Maximum scores among the 13 participants; **SD**: Standard Deviation of the dispersion of scores in relation to the Mean scores; **SEM**: Standard Error of the Mean.

Source: elaborated by the author.

Just as in Cycle 2, Cycle 3 also presented more participants sharing the maximum scores (P4, P5, P8, P9 and P12) and few participants concentrating the minimum scores (P7 and P10) as shown in Figure 2. With the exception of participants P5, P7 and P9, the students

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[47] Target Task 3 was: To be able to **a)** choose an occupation to offer one's services to a colleague/friend, and **b)** associate and state the previous working experience to the occupation wanted.

who scored the maximum and minimum values in Cycle 2 differ from the students from Cycle 3.

In Cycle 3, the performance to be highlighted is P8's answer. Raters agreed that in his answer: "*Me good for position seller because my experiences with selling is of three years. And, I, hum, studied Language and Business as well. I like this job too*"[48], the student succeeded in presenting an occupation clearly, and connected it adequately to the previous working experience mentioned. Although the raters said there needed to be some effort to understand his message, 8 of the 9 raters agreed that the message was adequately delivered. On the opposite end is P10 who received the lowest scores for many of the measures. According to the raters, although he did start the answer well, which gave him a good score for Context: "*Hi, hum, how you, hum, how are you? Is everything good? My-prof..., my profession is cook. I have experience of four years.*"[49], once it was considered adequate to the genre proposed by the task, he hasn't achieved a clear communication of the occupation neither of the experience related to it, which resulted in low scores for Clarity, Correctedness A and B, Coherence and Communicative Objective. The closest answer to the means is P3's answer: "*Hum, I am, I am secretary of cu[inaudible] experience cust-customs. Experience in the health area.* [inaudible] *health center already... hum, two, experience of two years*"[50]. Different from P8 and P10, P3 did not include a satisfactory context for the message according to most raters. However, raters diverged in their comprehension of the profession and experience, 3 raters only understood her previous experience as a customs secretary, and the other 6 stated to have trouble understanding the job she was seeking and how the experience in the health area was connected to it, therefore, resulting in low scores mainly for Clarity, Coherence and the second component of Correctness, which corresponded to the working experience; generally speaking, therefore, when we look at the Communicative Objective measure, her score (2,5) was indeed not very successful, once it was almost 1,0 away from the group's mean (3,30).

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[48]P8 answer to Task Cycle 3*: "Eu bom para vaga comércio porque minha experiências com comércio de três anos. É, eu, é, estudei Universidade em Língua e, e Comercial também. Eu gosto também desse trabalho."

[49]P10 answer to Task Cycle 3: "Oi, ahm, como você, a, como você está? Tudo bem? Mi profi-mi profissão é cozinheiro. Eu tenho experiência de quatro anos."

[50]P3 answer to Task Cycle 3: "É, eu sou, eu sou secretária al-e-[inaudible] alfânde-alfândega. Experiência em saúde, [inaudible] enfemela, hum de posto de saúde já. Ahm, dois, experiência em dois anos."

Figure 4 – Students' individual scores distribution for task performance in Cycle 3.
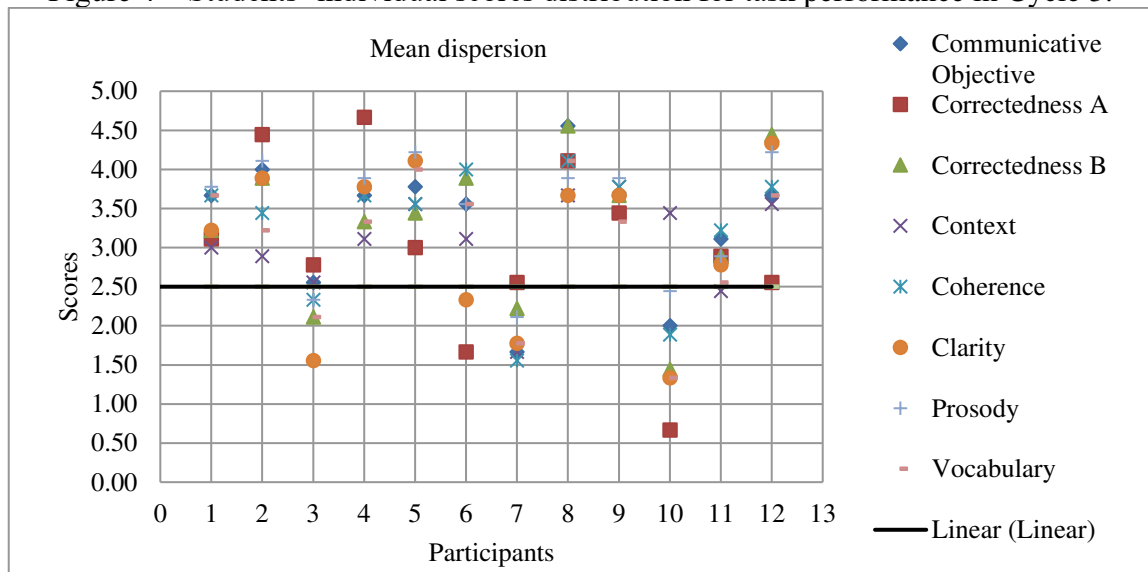
Source: elaborated by the author.

4.1.3 Comparing performances on Target Task 2 and 3

In order to compare the students' performance in the Cycles, the scores for all nine variables were added to arrive at a final maximum grade for the measure of Outcome Achievement, once this measure is understood as a multifactor construct. If the maximum scores for all 7 measures were added, the final total score could reach up to 35 points. Table 13 demonstrates it could be argued that students did slightly better in Cycle 2 than in Cycle 3 when comparing the Means of the entire group.

Even so, this small difference in performance in the two Cycles might be explained by the nature of the two target task which involved different characteristics. The first task allowed for a straightforward answer, while the second asked for a more elaborate response. Long (2016) helps understanding it once he explains that here-and-now tasks with visual support, such is the case of Task 1 here analyzed, are usually less complex than there-and-then tasks like Task 2, which have been more common in studies reporting the use of tasks and call for more abstract thinking (DURAN; RAMAUT, 2006).

Table 13 – Descriptive Statistics for group performances in Task Cycles 2 and 3.

Variables	N	M	Min	Max	SD	SEM
Out. Achiev. Cycle 2	15	24,60	10,78	33,67	6,42	1,66
Out. Achiev. Cycle 3	12	22,38	12,94	28,33	8,12	2,34

N: Number of participants; **M**: medium scores of all 13participants attributed by the nine raters medium score for each participant; **Min**: Minimum scores among the 13 participants; **Max**: Maximum scores among the 13 participants; **SD**: Standard Deviation.

Source: elaborated by the author.

In general terms and analyzing both results from Cycles 2 and 3, it might be possible to say that students performed the speaking tasks relatively well, once the majority of scores are rated above the Means (see Figures 3 and 4). However, it cannot be stated that the cycles of tasks have a direct impact on the students' performance, since there was no control group to compare results (which indicates an important limitation of this study). On the other hand, since this was the only learning experience these students were being exposed to, it seems that the cycle of tasks did prepared them to perform, and perform accordingly. Considering the nature of the task-based approach, which is intended to present students, in class, in a semi-controlled context, to situations that they would possibly face in their "real lives" outside school, it is a positive outcome to see the students' performances as minimally adequate, once classroom activities are playing the role of a rehearsal for the real world situation, in which there will be possibilities for rephrasing, asking for clarification and other communicative strategies that will allow them to achieve their goal.

Concerning the students' performances in each measure, it is possible to raise a fruitful discussion about the fact that in Cycle 2, the measure with the lowest Mean is Context (3,33). This measure aimed at evaluating if the students took into consideration the situation of interaction, the place where it happened and who were the people involved. An unsuccessful performance considering this measure might indicate that students were not made aware of the importance of context due to the lack of prior examples given in the pre-task activities for instance, which was an issue raised by the teacher in the post task-interviews, and which will be discussed in the next section. And in Cycle 3, the measure with the lowest Mean was Correctedness A (2,79), and interestingly, it was not accompanied by Correctedness B (3,26), once the two were expected to be connected. It appears that students had a tendency to describe their experiences, which led raters to judge the correspondence with the job based on the experiences described. Most of the times, when the experience did

not match the job, or students only described their experience it was Correctedness A that was penalized.

Interestingly, on the opposite end of the scale is Prosody, the measure that received the highest Mean scores in Cycles 2 and 3 (3,79 and 3,50, respectively). It is important to remember that Prosody was the given name for three suprasegmental features considering speech: intonation, rhythm, and speech rate. It could be argued that this measure presented highest scores due to the fact that both tasks did not require long answers and were designed with a focus on beginner speakers, and therefore, allowed students to perform adequately by using short sentences or even isolated words, such is the case of the first task in which students could, for instance, only name the symptoms and, in a real-world situation, that could be considered an adequate language performance. On the other hand, it is possible to trace a parallel between these scores for Prosody and Specht's (2017) discussion about the correlation between the Adequacy fluency feature he employed in his descriptive scales for analyzing oral performance and the measure of Fluency, which was also employed. According to him, raters' evaluation of aspects of fluency inside the scale for Adequacy presented a moderate correlation to the Fluency results (from the CAF triad, Complexity, Accuracy and Fluency), which according to him, "may indicate, even if speculatively, that raters' fluency perception is coherent with how speech rate measures are assessed" (p. 88). It would be suitable, for further analyses, to investigate whether this correlation would show as well for the responses analyzed here.

Nonetheless, to conclude, it is key to recall that the nine raters, even being all from the same field, native speakers of Portuguese, and being language teachers, diverged in their evaluations, as was the case of some of the students performances presented in this section. This fact might yield two possible drawings: a) the role of raters' analyses to establishing research objectives, which says more about the tools applied to prepare for performance – in this case the tasks would be more under scrutiny than the performances themselves; and also the role of raters' analyses when the focus is pedagogical, when the students process of learning is focused, process of which the performance is only one part. And b) the still subjective components of such a complex measure, that is Outcome Achievement. Since measures such as this have been a recent addition to the field of performance analyses (Pallotti, 2009), there is a growing number of studies that have chosen to take Outcome Achievement, or Adequacy, as a measure in contrast to other well established measures such

as CAF. However, it could be argued that these approaches to analyzing language performance should be complementary and not exclusive of each other.

I believe that one could see CAF as part of the Outcome Achievement, once, for example, Context is relevant for determining the adequate level of accuracy expected of a message. It was seen that raters' differences in analyzing the same performances was based, mainly, on their perception of how the number of pauses, false starts, inaccurate grammar and other aspects that are usually measured by CAF, influenced their comprehension of the messages. Although they equally understood the measures, they presented different understandings of what was an adequate performance for each of them and this might indicate the importance of, as Skehan (2003) suggested, having dual-task research designs that comprise a cognitive approach and outcome fulfillment.

4.1.4   Answer to research question 1 summarized

To conclude, this section aimed at understanding if cycles of tasks can promote adequate oral language performance in terms of Outcome achievement and the analyses of the students' oral performances to these two target tasks concerning the multifaceted measure of Outcome Achievement was, generally, successful, once students' scores for both performances were all above or very close to 3,0 and the majority of the students individual scores are spread around the higher half of the dispersion scale, that is above the line at 2,5 in a 6 point-scale.

Although the objective was not to compare these students to a control group or to sequential performances, this comparison creates a picture of their performances after the implementation of different cycles of tasks, which allowed us to see that there was not a crescendo, that is, the grades did not get better as they performed. This might confirm that differences in the nature of the tasks play a significant role in the performance, as well as the language functions the tasks targeted. Nevertheless, at the end we could say that students did learn, or at least gained experience on how to perform in the real world according to the situations to which they were exposed in class.

4.2   *RQ2: HOW DO ADULT LEARNERS OF PORTUGUESE AS A HOST LANGUAGE, AND THE TEACHER PERCEIVE AND APPRAISE THE PROCESS OF LEARNING AFTER THE TASK CYCLE IMPLEMENTATION?*

In order to answer this question, the students answered post-task questionnaires after the implementation of each task cycle. However, as it was explained in the Data Collection Procedures section, the first cycle was not finished in one class and had to be extended to two classes. Both these classes were analyzed as individual task cycle implementations once both the students and the teacher responded individually to them. Therefore, in this section, the students' responses of five post-task questionnaires, 74 responses, and the teacher's responses to five post-task interviews were analyzed, leading to a total of 79 responses.

4.2.1   Learners' perception and appraisal of their learning process

In the post-task questionnaire administered to the students, there were a total of six questions. The first part of the questionnaire had two close-ended questions, to which they could explain their answers. The first question asked if students thought that they had "learnt something" on that day, to which there were two possible answers: "yes, my Portuguese got better" and "No, I did not learn anything". Question number two asked them to explain their answer. The third question asked if they "were satisfied with what they had learnt", to which they could answer with four different options: "satisfied", "unsatisfied", "I am not sure", and "I could have been more dedicated", and, consequently, question number four asked them to explain their choice. Question five wanted to know if students had liked any moment of the class better and asked them to explain it, and the last question, number six, asked the students if they considered the topic of the class important and why.

The close-ended questions (1 and 3) were quantitatively analyzed, and the open-ended questions (2 and 4) were submitted to a thematic analysis (Braun and Clarke, 2006). Questions 5 and 6 were each of them analyzed for themes that were more present in the students' responses and each generated different codes, once both aimed at different aspects of the classes. To do that, all the students' responses were translated, printed, and after close readings of all responses they were coded. Codes were grouped into themes that could be used

to support or not the close ended responses of Questions 1 and 3, for instance (more details on the Thematic Analysis, see Procedures for Data Analysis section on page 57). All the students' answers to the post-task questionnaires can be found in Appendix 12.

4.2.1.1   Post-task questionnaire answers to questions 1 and 2

Questions number 1 and 2 asked students whether they had learned something in the class and, later, to justify their answer. The number of respondents varied along each class. In the first implementation (1A[51]) there were 14 respondents among whom all answered that their Portuguese was better. In the second implementation (1B) there were 20 respondents and all of them agreed that their Portuguese was better. In task implementation 2, 3 and 4, there were fewer respondents (18, 9 and 13, respectively), and in implementations 2 and 3 a few respondents did not answer question 1. Therefore, in implementations 2 and 3, respectively, there were 16 and 8positive answers to the first question. In none of the classes there were answers to option B, meaning that none of the students thought they had not learnt anything. Figure 5 summarizes the responses for question 1 of the post-task questionnaires.

Figure 5 – Number of responses for question 1 by task implementation.
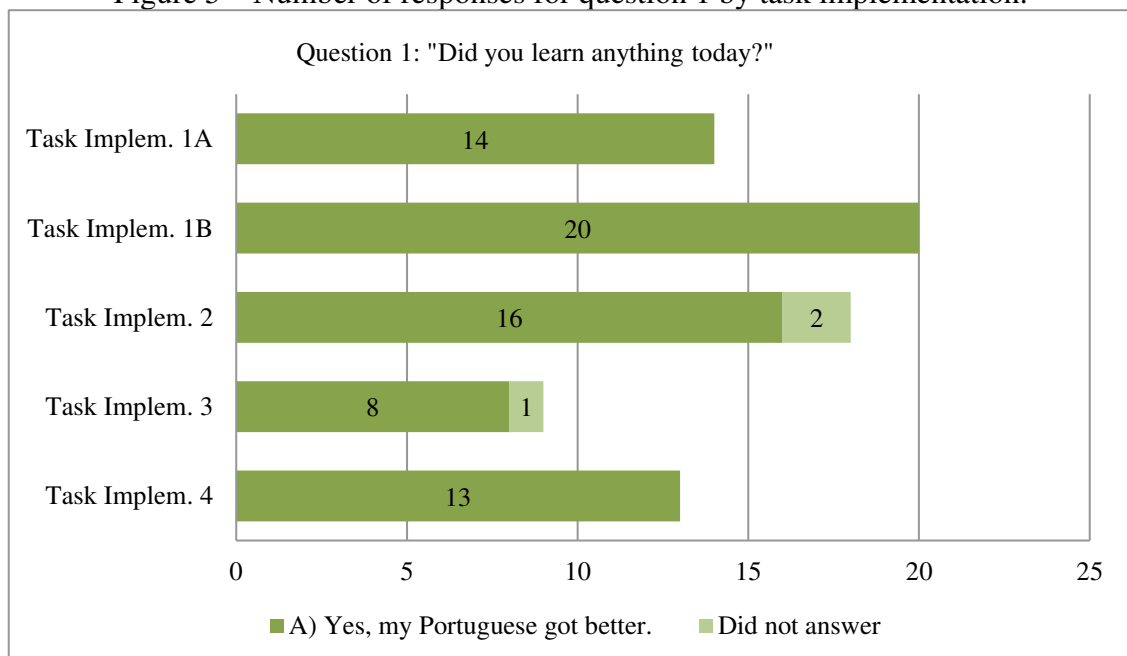
Source: elaborated by the author.

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[51]From now on, the task implementations will be referred to as Task Implementation 1A, 1B, 2, 3 and 4.

When analyzing these results solemnly, it is possible to say that task implementation did have a good appraisal by the students, since all answers indicate a positive understanding of their evolution in the language by choosing to say that their Portuguese got better. However, it is interesting to see that there were students who chose not to answer this specific question.

When comparing the numbers of responses between the classes in which the task cycles were completed, including the target-task (Task Cycles 2 and 3), with the classes in which the target-tasks were not performed (Task Cycles 1 and 4), it is possible to see a slight decrease in the number of responses and a few responses that were not given, as is summarized in the following Figure 4.

Although there were no negative responses, there was a decrease of responses. This difference could be explained by two aspects. The first one, which is related to the context of implementation itself and is a common phenomenon in the PLAM program, is the continuous decrease in students' attendance as the semester and classes advance. As it was discussed in the Literature Review and in the Participants sections, this context of study addresses mainly immigrants whose outmost goal is to find a job in the new country and rebuild their lives, therefore, it is expected that these students may start language courses as a means to be firstly introduced to the language and culture of the new country and afterwards once this primary goal is achieved, for many reasons, they might drop out of school or language courses.

Figure 6 – Number of responses for Question 1 grouped by Task Cycle completion.
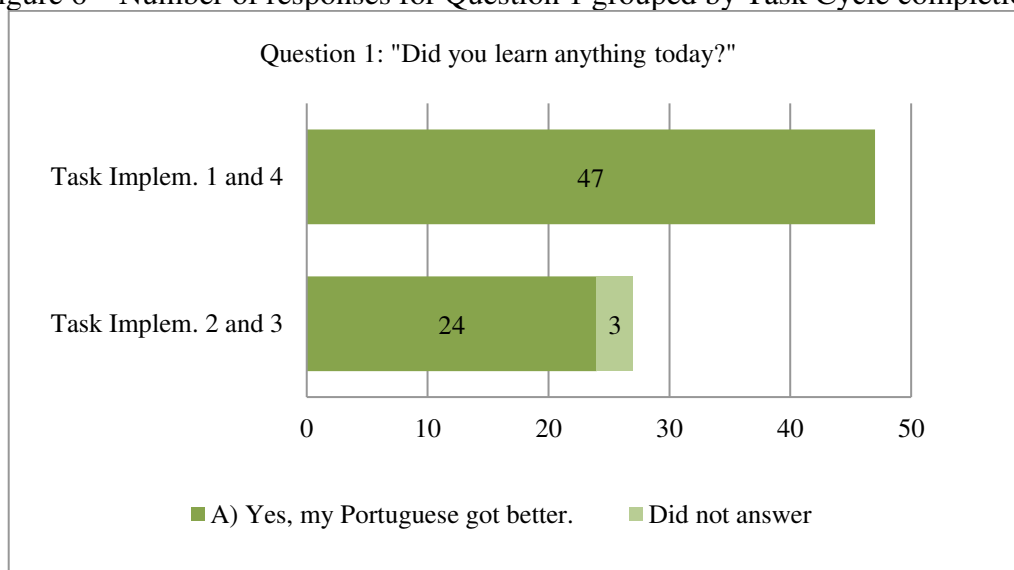
Source: elaborated by the author.

The second aspect explaining an almost 50% decrease in the response number (from 47 to 24) can be related to the methodology for grouping the number of responses. There was indeed an "extra" class dedicated to Task Cycle 1, which response numbers were only added, and not added and then divided to achieve a mean. This choice was made, however, considering that both parts A and B of Task Cycle 1, although presenting the same topic and communicative goal, were implemented as independent cycles, meaning that students who were not present in the first cycle would not necessarily perform differently from the students present in both classes, in the intended target task of Cycle 1.

Moreover, it is important to take a look at the 3 blank responses. Choosing not to answer a question can also be interpreted as an indirect answer, since these 3 participants did answer the following questions. The absence of an answer for question 1 may be related to its close-ended nature, allowing for only two options, and not providing the opportunity for an intermediate answer such as "I am not sure". Looking at the close-ended question in isolation may be, indeed, misleading. This is why it is crucial to look at the students explanations for their answers in question number 2, once it appears that some answers could be contradicting one another when compared to question 1.

There were two types of contradictory answers. First, there were students who checked positively for their improvement in Portuguese in question 1, but when justifying it, wrote: "*I don't know anything of Portuguese*"[52] which is the case of Cassandra in responding to Task Implementation 1A. And there were students who, for instance, did not answer question 1, but completed question 2 by saying "*I learned a lot of things in class*"[53], which is Ada's case in Task Implementation 2. Looking at Cassandra's answer, it is possible to see a behavior that is repeated, mainly, throughout her answers, but has also appeared in other students responses. There seems to be a difficulty to accept or for being aware of their learning, in the beginning of the classes. Cassandra, for instance, is a Haitian woman who has been participating in the courses for almost 3 months and in her first responses to the post-task questionnaires she is very direct in stating she does not know anything in Portuguese. However, at her very last response to the questionnaire, after Cycle Implementation 4, she finally states that she improved in the language.

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[52]Original: "Eu não sei nada de Português." see all students' original reponses in Appendix 12.
[53]Original: "Eu aprendi muita coisa na aula."

It could be synthesized that, by far, the great majority of the students analyzed that their Portuguese improved in some degree after the classes. And the decrease in the number of answers may be due to the context of a high dropout rate, or by students simply forgetting to check a box. However what is important is that the thematic analysis of the students' answers call attention to a variety of different aspects related to "improving in the language".

The thematic analysis of answers to question 2 and 4 provided a very rich description of the data, with eight codes identifying different topics in the students' answers:

- **LWL:** Listing What was Learned (the subject of the class, new words, new language functions);
- **ESLed:** Emphasizing "Something" was Learned but not specifying what;
- **DLEC:** Mentioning something Different is Learnt in Each Class;
- **CNL:** Commenting about Negative aspects of Learning;
- **PEF:** Expressing Positive Emotions or Feelings related to the classes and/or PLAM project;
- **DFintro:** Mentioning Development in the Function of "introducing oneself";
- **GDin/out:** Mentioning general development in understanding and producing language in class and/or outside class;
- **PLT:** Praising the lesson, the teacher's way of teaching.

All the instances classified as one of the codes provided above were counted, added and compared to the students' responses for the close-ended questions[54]. It showed that in the responses to question 2, the students justified their choice for "Yes, my Portuguese got better" many times by emphasizing **what** they had learnt, meaning that they listed the content of the classes or words they have learnt, (represented by code LWL)in 23out of the 74 answer entries. Students also stated they had learnt something[55] (code ESLed) 20 times, and mentioned improvement in listening and speaking skills in general terms, in class and/or outside class[56] by being able to communicate with people in specific situations, (code GDin/out) 12 times. Thus, when grouping these three categories, in 55 out of the74 discursive responses to question number 2, students stated that there was language progression of some

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[54] Answers that did not have a coherent connection to what was asked or that explained the close-ended questions only by repeating the alternatives were not computed, once it did not contribute to understand the reason for choosing one of the alternatives.

[55] The students' answers categorized into code ESLed could include pronouns like: "something", "a lot of things", "many things", but the answer did not specify any of these "things" they stated to have learned.

[56] However, the justification was not necessarily related to that class' topic.

level[57]. On the other hand, there were very few negative evaluations of their own learning (code CNL: 3 mentions), such as Zayn's report on having learnt "*few new words*"[58] in Task Implementation 1B. However, this could be understood not as a "no progress" but as a slow progress, which might indeed still be a positive result.

4.2.1.2 Post-task questionnaire answers to Questions 3 and 4

Questions 3 and 4 wanted to unveil how the students felt about their learning on each given class and asked them to justify their answer. In regards to the number of respondents for question 3 and 4, it is equal to question 1: 74. However, as it is seen in Figure 7, question 3 presented more options of responses, although the majority of answer still confirms that most students were satisfied with what they had learnt, 54 in total, there are some responses indicating that students were not confident about their development, 6 responses; or that they could have been more dedicated, 9 responses. Only two of them reported to be unsatisfied with what they had learnt, and this time, there were more cases of blank answers, 7 in total.

Figure 7 – Number of responses for Question 3 grouped by Task Implementation.
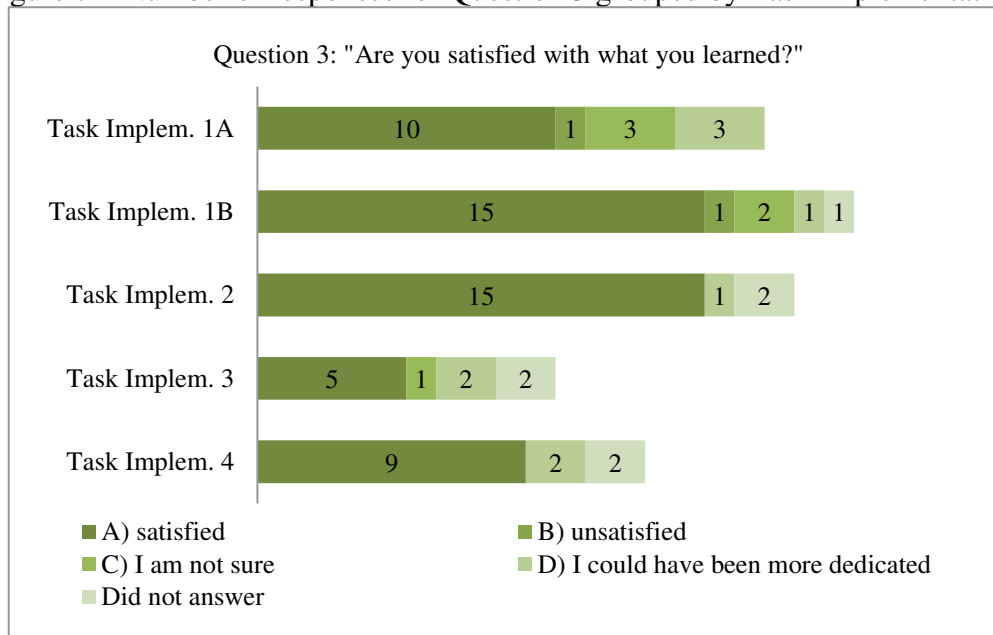
Source: elaborated by the author.

Most interesting in this question, is that once students had more options of responses some of them decided to check more than one answer.

In Task Implementation 1A, one student checked alternatives B and C, and another students checked alternatives A, B and C. And in Task Implementation 3, one student checked answers A and D. All these double or even triple answers might be interpreted according to each student's individual understanding of their development in class.

Concerning the open-ended question 4, similarly to what happened in question 2, the thematic analysis of the students' discursive answers show positive results in relation to confirming the answers given for question 3, in which the great majority of the students affirm to have learned in the class. This confirmation is reinforced by the strong presence of codes that classified responses in which students Listed What they Learned (LWL), Emphasized Something that was Learned (ESLed) and mentioned General Development in class or outside class (GDin/out) which account for 4, 17 and 5 mentions, respectively, a total of 26 mentions in question 4. However, it is interesting to point out that there were 5 entries that were not included in the counting because they just repeated the wording of the previous question. Although they are confirming positive answers they do not justify any choice and only repeat "*I am satisfied*"[59] (Paola, Task Implementation 3) or "*yes, I am very satisfied*[60]" (Ariana, Task Implementation 4).

Question 4 had a few more negative evaluations of the students' individual satisfaction to what they had learned, a total of 6 mentions were classified as Commenting about Negative aspects of Learning (CNL). However, half of this "negative" comments could be interpreted not entirely as negative, since three of them are directed to the students specific dissatisfaction with their performance in that given class, such is the case of Gregory, who states that although he believed he learned about the "*directions of places*" in Task Implementation 4, he thought he "*could have been more dedicated, he could have done more*".[61]

Gregory's example is distinguished from Francesca's, who mentions being unsatisfied because "*[she] did not understand anything*"[62] in Task Implementation 1B. Therefore, this one code that groups somewhat "negative" evaluations could, as well, be

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[59] Original: "Eu estou satisfeita."
[60] Original: "Sim, eu estou muito satisfeita."
[61] Original: Question 2: "Sim, meu português melhorou. Hoje eu aprendi a direção dos lugares." Question 4: "Eu poderia ter me dedicado mais. Eu acho que eu posso fazer mais."
[62] Original: "Eu não me sinto satisfeita porque eu não entendi nada hoje."

divided into two, when applied to analyze question 4. In this case there would be three mentions that are related to personal dissatisfaction with performance and other three that make reference to the students' difficulty in understanding the class on a certain day.

4.2.1.3   Remaining codes (PEF, PLT,DLEC and DFintro)

As presented in the beginning of this section, the thematic analysis of the students' answers to the open-ended questions of the post-task questionnaires (questions 2 and 4) derived in a total of eight different codes, some of which, carried similar evaluations and could be grouped and add to the discussion of questions 1 and 3. These were three codes: Listing What was Learned (LWL), Emphasizing Something was Learned (ESLed) and mentioning General Development in comprehension and/or production in class and/or outside class (GDin/out), representing an affirmative result to students having learned in the class in focus; and one code (Commenting about Negative aspects of Learning - CNL) which accounted for negative evaluations, by stating a lack of understanding in one specific class, or negative understanding of their knowledge about the Portuguese language. These responses might indicate that some students saw language knowledge as a very stable process and that there were not much they could do to change it, such was the case of Cassandra previously mentioned in section 4.2.1.1.

However, other topics emerged in the students' answers that deserve attention and that are not entirely connected to the students' appraisal of their learning process in these specific classes but can surely contribute to the entire process of task implementation and analysis.

These four other codes were distinguished from the ones previously discussed, once they are related to students making affirmations about a) their state of mind (usually being thankful and happy about the classes/program), b) the teacher's role and "way of teaching" and her relationship with the students; c) the organization of the classes to focus on different topics each day; and d) their development in one specific function of language which is "introducing oneself". These four codes are, respectively: PEF, PLT, DLEC and DFinto.

Therefore, combining the mentions from questions 2 and 4, code PEF (expressing Positive Emotions or Feelings related to the classes) appears 27 times, code PLT (Complimenting the Lesson, the Teacher's didactics) appeared 19 times, DLEC (Mentioning

that something Different is Learnt in Each Class) appeared 5 times, and DFinto (Mentioning Development on the Function of "introducing oneself") was mentioned 8 times.

It is possible to suggest that all these four codes appearances may be related to the context of investigation. As introduced previously, this is a context "in which the host language [is] the link of affective (bidirectional) interaction as the first form of integration(in linguistic immersion) to a full democratic citizenship" (GROSSO, 2010, p. 74), in which creating an affective bound with the context and its participants is part of learning the language. Code PEF (for expressions of Positive Feelings and Emotions) is the most cited one and appears in varied entries. In Rose's answer to question 4 the importance of the affective interaction the language teaching plays in this context is made clear: "*I am very satisfied and I feel very good because this is the first beautiful day I had in my life*"[63].

Code PLT (Praising the Lesson and/or the Teacher had fewer mentions)but also meaningful 19mentions in total. Examples such as Cassandra's responses enlighten the importance of having a prepared teacher and team to support the students in the process, while in Task Implementation 1A she states she knows nothing of Portuguese, in Task Implementation 3 she compliments the team by saying that she is satisfied "*because the teachers explain very well, even though you don't understand, they help you to understand*"[64].

Code DLEC (Mentioning that something Different is Learnt in Each Class) accounts for 5 mentions, and it is clear that the classes organization and focus on bringing students different topics each week has an impact mainly on the students who attend the classes regularly, like James who states about Task Implementation 3 that "*[he] is very happy, because [he] is always present and [he] learns a different thing each day*"[65]

The last of the codes, which was mentioned 8 times, DFinto (Mentioning Development on the Function of "introducing oneself"), might be the one that diverges the most from the previous three, and appears throughout the implementations even though the focus of the cycles were not to help students on this specific function of language. Although it might be judged as a basic skill, this appeared to have made an impact on Omar's understanding of his development for instance, since he mentions that "*when [he] arrived*

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[63] Original: *Sim, eu estou muito satisfeita e me sinto muito bem porque esse é o primeiro belo dia que eu passei na minha vida.*

[64] Original: "Sim, eu estou satisfeita porque as professoras explicam muito bem, mesmo que você não entenda, elas te ajudam a entende."

[65] Original: "Eu estou muito feliz porque estou sempre presente e cada dia eu aprendo uma coisa diferente."

here [he] couldn't introduce [him]self, but now [he] can do it on [his] own"[66], in both Task Implementations 1B and 3.

Thus, after examining the students answers to questions 1 to 4, which were counted (when close-ended) and added after categorized (when open-ended) through the lenses of 8 different codes, it is possible to say that the students have indicated a positive evaluation of their learning of Portuguese. And, moreover, the codes showed that there are more aspects to the process of language learning to be accounted for, then only the linguistic development. To summarize the number of topics mentioned by the students in their responses to the five post-task questionnaires, Figure 8 presents codes' appearances for each Task Implementation.

Figure 8 – Number of Code's mentions grouped by Task Implementation.
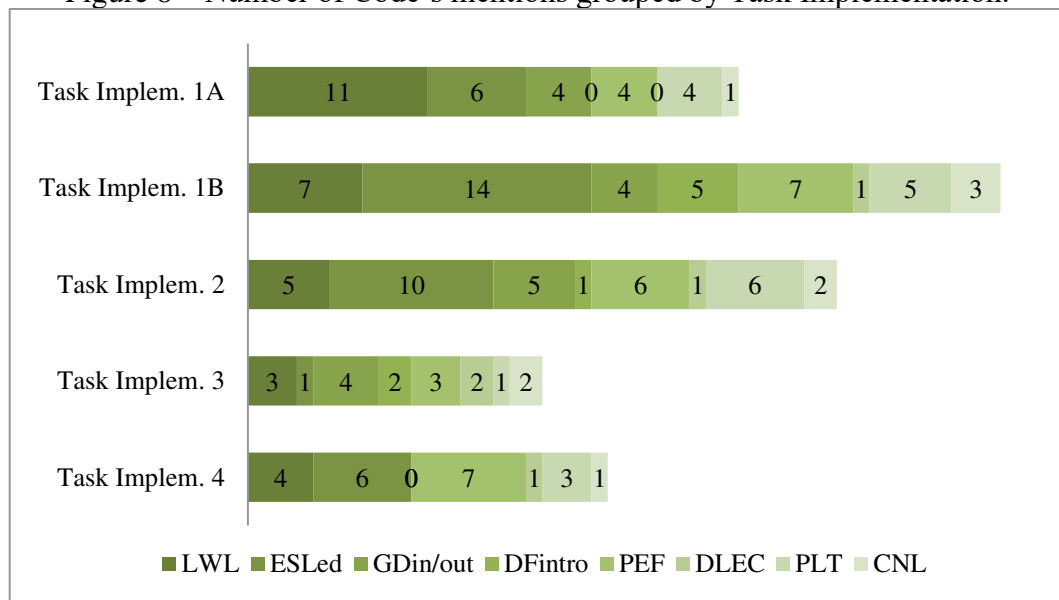
Source: elaborated by the author.

4.2.1.4 *Post-task questionnaire answers to Questions 5 and 6*

The post-task questionnaire had also two more questions aimed at understanding what the students thought about the classes in general. Question 5 wanted the students to say what moments they had liked the most in the classes, and question 6 tried to confirm if they agreed that the choice of topics was relevant to them.

However, in accordance with what happened when analyzing questions 2 and 4, the students many times answered each of these questions by bringing other elements than only

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[66] Original: "Porque quando eu cheguei aqui eu não conseguia me apresentar, mas agora eu posso fazer sozinho."

what the questions required. Therefore, new codes were created to facilitate the count and understand better what new aspects were presented. However, again, some of the students' answers were not coherent to the questions and could not be understood by this researcher's analysis in relation to its connection to the topic being asked. One example of this "incoherent" entry is Teresa's answer to question 6 (*Is the topic of the classes relevant to you? Yes or No? Explain your answer*) of Task Implementation 1A: "*Yes, I like to study at home because at home I have more time.*"[67]

Since questions 5 and 6 tackled different topics, two different coding systems were created.

In the students' answers to question 5, a total of 7 aspects were mentioned as being part of what the students liked the most in class. They are:

- **INT:** Interaction: teacher-student/student-student;
- **CON**: Content;
- **DTM**: Didactics, Teaching Method;
- **PRC**: Opportunity to Present, Read to the Class and/or go to the board;
- **PCG**: Praising the Class or all classes, in General[68];
- **CRO**: Personal (Caring) Relationship with Others;
- **TRU**: Technological Resources Used;
- **PFS**: Pronunciation Focus.

Among these 7 categories, the most cited one, PCG (Praising the class or all classes, in general) with 17 appearances confirms the students' appreciation for the classes. There are many answers in this category similar to James's: "*I like all the moments in the class. It helps me a lot because I am always in class.*"[69], which although confirms the students appreciation of the class, it does not add to the explanation and consequently to understanding what triggers this response on the students. But following this category come what could be considered as the most revealing ones:

- INT (Interaction) appeared 10 times in the students answers and it seems that interaction has played a significant role in the students' experience of the classes,

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[67]Original: "Sim, eu gosto de estudar em casa porque na minha casa eu tenho mais tempo."
[68] However, does not explain the reason for liking it.
[69] Original: "Eu gosto de todos os momentos dentro da sala. Me ajuda muito porque eu estou sempre na sala."

such as Claudia stated, in Task Implementation 1B: "*I liked the group work because I could share many ideas*"[70];

- CON (Content) appeared eight times. Interestingly, it could be argued that it presents stronger evidence for question 6 than for 5, once in many of the students' answers the relevance of the content to the students' lives could be confirmed, such as in Josoan's, for Task Implementation 2: "*the moment I like the most is Daniel's story. I remember that when I had just arrived in Chile, I was sick and I went to the hospital. The doctor asked me what I had and I could not answer and, later, it encouraged me to learn the language.*"[71]; however, we could say that the fact Content was among the students' favorite aspects of the classes, contributes to reinforce the importance of having topics that are relatable to the students' lives. And, therefore, the crucial role of Needs Analysis to determining the contents' relevance to specific groups of learners (LONG, 2013).

- PRC (having opportunity to Present, Read to the class, and/or go to the board) was mentioned 11 times and reveals the importance of allowing students with moments of "empowerment" in class. The task cycles were thought to allow students to be active in the class, by helping in exemplifying the activities, or correcting on the board. Omar states that in Task Implementation 1B "*The moment [he] liked the most was the presentation, [he] felt very good doing [the] presentation in Portuguese.*"[72];

- TRU (Technological Resources Used) appeared 9 times as a reminder of the importance of using all the tools there are, to aid the learning process. Paolla believed that what she liked the most in Task Implementation 3 was "*The audio recording on the phone, since it improved the intonation of the words by speaking.*"[73]. Paolla's answer is also a sample of a second code which is actually mentioned four times,twice by this same student, in different implementations, that is Pronunciation Focus (PFS);

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[70] Original: "Sim, eu gostava do trabalho em grupo porque eu podia dividir muitas idéias juntos."
[71] Original: "O momento que eu mais gostei é a história do Daniel. Eu me lembro quando eu acabei de chegar no Chile eu estava doente e fui pro hospital. O médico me perguntou o que eu tinha e eu não podia responder e depois isso me encorajou muito a aprender a falar a língua."
[72] Original: "O momento que mais gostei foi o momento da apresentação. Eu me sentia muito bem de fazer minha apresentação em português."
[73] Original: "A gravação no celular já que melhorou a entonação das palavras ao falar."

- DTM (praising the Teacher's Didactics and Methods) appeared fewer times (13) for question 5, but also in a considerable number. The manner in which the classes were managed appeared to be important for the students, as Amir illustrates in Task Implementation 2, that he indeed liked the class "*[...] when they [the teacher] bring examples and distribute the illustrated worksheets*"[74];

- CRO (Caring Relationship with Others) is a code that appeared only twice, but that carries a very significant meaning to the context of this investigation. Having a caring and concerned relationship with all the people involved in the teaching of a host language has shown to be fundamental for students like Ada, who says that she likes the classes "*because we are all friends, here we love each other because we are all friends.*"[75] (Task Implementation 1A).

These examples brought by some of the students' responses to the questionnaire only illustrate the complexity of understanding the very different aspects students value as being important for their learning. The figure bellow summarizes the number of mentions for each code for question 5.

Figure 9 – Codes' mentions of the moments the students liked the most in the classes.
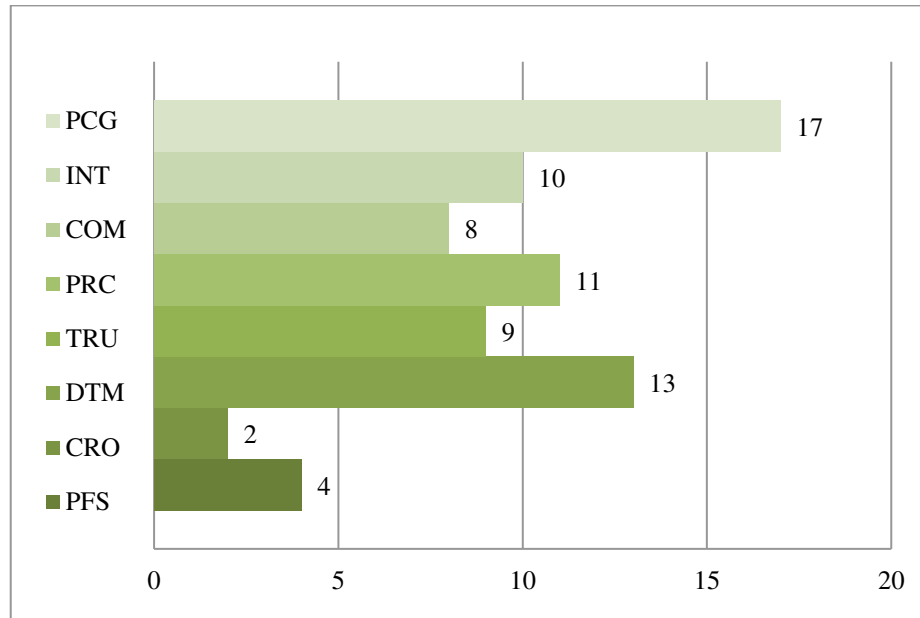
Source: elaborated by the author.

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[74]Original: "[...] e quando trazem exemplos e também quando distribuem as folhas ilustradas explicativas."
[75] Original: "Porque nós somos todos amigos na escola, aqui também nos amamos porque nós somos amigos."

To conclude with the post-task questionnaire there was question 6, which aimed in some level to confirm what the Needs Analysis has shown in terms of relevant content to this group of students. One more time, a new coding system was devised and implemented after an extensive reading of students' responses. Five codes were identified:

- **AGDRT:** Agrees generically with relevance of the content, but does not Refer to the Topic of the class in focus;

- **RC-I:** Relevance of the content related to its Intelligibility;

- **RC-AL:** Relevance of the content determined because it Allowed for some Learning;

- **DLOS:** Relevance related to students' Daily Life Outside School;

- **NR:** Content was considered Not Relevant.

Many students confirmed in their answers that they agreed the content of the class was relevant to them though they did not refer to the topic of the class when explaining it. This accounted for the most cited code with 36 appearances. One example of this understanding is Akil's response to Task Implementation 1B: "*Yes, I consider the topic was very important to me because I was able to open* [sic] *my experience in the Portuguese language*"[76]. Although Akil does not justify the relevance of the topic based on its connection to real life, for instance, he states that the classes allowed him to "open his experience in the language" which could be understood as giving him the opportunity to start developing/learning the language.

On the other hand, some students connected the classroom topics and their real lives outside school, which was coded DLOS, the 14times this code appeared might indicate that the themes chosen have some resonance for students' reality outside the class, as illustrated by Joseph in Task Implementation 4: "*Yes, it is important because I did not value the distance when I left home, but now I can check the time to get to the class.*"[77].

There was only one mention to the code NR, which represent one students' opinion that the theme was not relevant. According to Zayn the theme of Task Implementation 1B, seemed to have been presented "*a little too soon*"[78], which might indicate a personal need for

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[76] Original: "Sim, eu considero o tema muito importante pra mim porque consegui abrir a experiência na língua português."
[77] Original: "Sim, é muito importante porque eu não valorizava a distância quando saia de casa, mas agora eu posso verificar o tempo quando eu saio de casa pra chegar na aula."
[78] Original: "Não, acho um pouco cedo."

more introductory content, since he was the only student who had reported this opinion towards the implementation.

There were two codes which seem to indicate that students evaluated the relevance of each class according to how they were able to comprehend it and learn from it, represented by codes RC-I and RC-AL, which account for 4 and 8 mentions respectively. It could be interpreted in terms of how each theme was presented in a suitable manner for the students level of proficiency, and therefore, being connected to the teaching method; and/or a confirmation or reinforcement of the answers given for the first question of the questionnaire, which aimed at discovering if the students thought that language development took place. Examples of answers coded RC-I and RC-AL are, respectively, Esther's "*yes, because it was today that I understood the most [...]*"[79] (Task Implementation 1A) and Ariana's: "*Yes, because in each class I learn words, sentences and the pronunciation of the language*"[80](Task Implementation 2).

Figure 10 summarizes the codes mentions for question 6 of the post-task questionnaire, related to the relevance of the themes.

Figure 10 – Codes' mentions related to the relevance of the themes chosen for the classes.
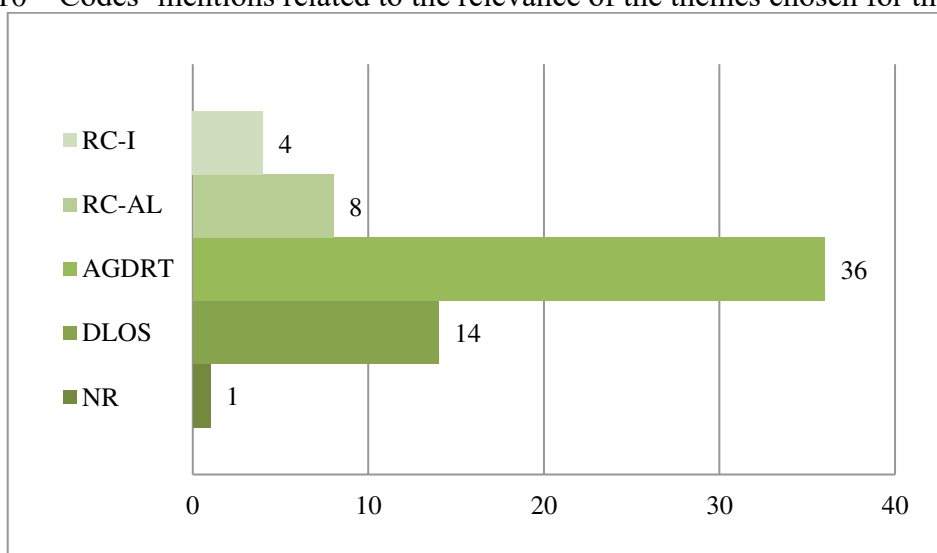
Source: elaborated by the author.

To conclude the evaluation of the students answers to the post-task questionnaire implemented after each cycle of tasks it is possible to say that the responses showed:

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[79] Original: "Sim, porque é hoje que eu mais compreendo [...]."
[80] Original: "Sim, porque em cada aula eu aprendo palavras, frases e pronuncia do idioma."

a) Students' overall positive perception of their development in the language after the task cycles implementations, which is indicated by a strong presence of Codes LWL (Listing what was learned), ESLed (Emphasizing something Learned), and DLEC (mentioning that Different things are Learned in Each Class) in the answers for questions 2 and 4, and by the almost absence of negative answers to the close-ended questions 1 and 3;

b) Students' positive response to how the classes are organized in terms of method/didactics, represented by code PLT (Praising the Lesson and/or Teacher's didactics) in questions 2 and 4; and code PCG (Praising the Class Generally) and DTM (Didactics and Teaching Methods) in question 5.

c) Students' confirmation of the topics' relevance revealed in the Needs Analysis, indicated mainly by codes AGDRT (Agreeing generically with relevance of the content, but does not Refer to the Topic of the class in focus), and DLOS (relevance related to students' Daily Lives Outside School) in question 6.

The three main findings mentioned above corroborate Ellis' (2005) statement about the importance of metacognition, and that the students' reflective action towards their learning process is crucial to TBLT; as well as the teacher's reflection, once it can provide opportunities for the calibration of future actions.[81]

In the Brazilian context, similar findings were presented in Farias (2018). Working with young learners of English in a public school, the students in her study who were also introduced to task cycles had positive evaluations of their learning as well as the students in this study. However, the students in Farias' study justified their positive answer by, mainly, describing what they had learnt, which referred to the use of verbs in the past. Although Listing What was Learned (LWL) was a code in the thematic analysis here, and that students did mention learning "new words", for instance, a variety of other answers were also very common, answers that did not allow for stating precisely other specific skills or content learned.

Again, also in the Brazilian context, but now working with elderly learners of English, Pereira (2015) has investigated students' perceptions of learning after task cycles implementations. She analyzed students' perceptions not only in terms of judgment of learning but also as concerned the feeling of difficulty. According to her, students seemed to

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[81] The teacher's reflective process is presented in the following section.

feel tasks were less difficult as classes progressed, at the same time their positive evaluation of learning increased. In this study, students' feeling of difficulty was not enquired but could be implied from some students' justification for a not positive evaluation of their learning.

It was seen that not all students perceived the lessons in the very same way, showing how idiosyncratic is the process of learning. Efklides (2006) explains that one of the facets of metacognition, what she called the Metacognitive Experiences (ME), that account for feelings, judgments or estimates, have received little attention in the past though they have a series of implication for learning. According to her, the Metacognitive Experiences are "transitory and highly sensitive to person, task, situation and context effects, rendering them highly variable" (EFKLIDES, 2006, p. 11), which might explain such differences in the students judgments of the task cycles implementation in this study.

Efklides (2006) gives emphasis to three aspects of Metacognitive Experiences: judgment of learning, feeling of difficulty, and feeling of confidence[82]. Based on her discussion, it is important to highlight that finding *a) Students positive perception of their learning* can be appraised in the light of research showing that "if we ask students to make a judgment of learning while the required information is in their short-term memory, [it] leads students to report a high judgment of learning." (EFKLIDES, 2006, p. 9). Therefore, we may consider that if post-task questionnaires were applied later we could have had a milder presence of positive appraisal of language learning.

Some attention should also be given to the feeling of difficulty represented in some students' responses. Cassandra, who has been mentioned previously, reports a decrease in the feeling of difficulty, which might be related to the "calibration of the reported feeling of difficulty in case the person is repeatedly exposed to the task or develops expertise" (EFKLIDES, 2006, p. 10). I would add that, as tasks were implemented, besides getting more familiar to the way task-based lessons were conducted and what kind of processes tasks require, students were also familiarizing to the process of answering a post-task questionnaire, which might, as well, have an implication.

Moreover, it is possible to trace a connection between finding *b) Appraisal of classes, teaching methods and didactics showed as positive for most students* and the students' judgment of learning and a decrease in the feeling of difficulty, once it has been reported that "the teacher's scaffolding of students' learning or peers' cognitive and

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[82]Feeling of confidence is discussed in the section on Data Triangulation (4.3).

metacognitive support can alleviate feeling of difficulty" (EFKLIDES, 2006, p. 10). First because Skehan's three-staged framework (1996) for Task implementation is already designed to favor scaffolding; and second, taking Cassandra again as an example when she states on Task Cycle 3 that "*yes, [she] is very satisfied because the teachers explain very well, even when you don't understand, they help you to understand*" [83], confirms the important role TBLT places in the teacher, once it not only allows for, but requests for further teacher intervention when task complexity progression is not enough (Skehan, 2003). And, therefore, although task difficulty is hard to predict once it has to be understood from the learners' perspective, accounting for task complexity and balancing the cognitive overload the task itself may impose on learners is key for building room for learning and positive feelings towards the process.

To conclude and connect the results discussed here to the following steps taken in this study, we point to Calvert and Sheen (2015) who claimed that:

> student-based evaluation is a common format typically conducted using a questionnaire to gauge students' perception of a task, but is limited in that students' positive or negative responses to tasks do not provide direct evidence for successful or unsuccessful learning (p.5).

This goes hand in hand with Efklides (2006) advocating that, many times, Metacognitive Experiences are not accurate, and should therefore be contrasted to students' performances. This contrast is left for section 4.3 on Data Triangulation. The next section, therefore, aims at bringing the teacher's perspective into light.

4.2.2 Teacher's perception and appraisal of tasks implementation and the learning processes

In order to add to the students' perceived assessment of their learning, the teacher was also asked to take part in a post-task reflection after each of the task implementations. The questions addressed to the teacher comprised not only her appraisal of the students' performance, but also her understanding of matters related to the task implementation itself.

After each lesson, the teacher answered to six questions, which started with a general enquiry: "How do you evaluate today's class?" and then moved to focus on the students with

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[83] Original: "Sim, eu estou satisfeito porque as professoras explicam muito bem mesmo que você não entende, eles te ajudam a entender."

the question: "How do you evaluate the students' performance?".The third question enquired the teacher if she thought that the objectives of the tasks were achieved; the fourth, if she thought anything was missing in the class; the fifth, if anything could be improved; and finally, sixth, if there was anything she would have done differently.

The teacher's answers were recorded in audio and sent to the researcher through a mobile application. They were transcribed, analyzed and interpreted based on a thematic analysis (BRAUN; CLARKE, 2006). The themes generated from the teacher's answers were not computed the same way the students were, they were only classified and are here chosen to illustrate aspects that contribute to answering research question 2, which is: "How do teacher and students perceive and appraise the process of learning after task implementation in the given context?". All the teacher's transcribed answers can be found in Appendix 11.

In general terms, when answering question 1, the teacher is consistent in her appraisal of the classes. In all five task implementations she states that the classes were generally positive and/or good. The teacher usually associated positive classes with the second question about the students' performance. As we can see in the following excerpt of the teacher's answer to Task implementation 1A, it seems that, for her, for the class to be positive/good there should be some level of student active engagement in the activities proposed:*"I think it was a positive class, right. Hum… Although there was not enough time to do all as we…we thought it was a lot, anyway. … They (students) did many of the activities, so I think it was … it was ok".[84]*

She also relates her evaluation of the class, with the noticeable engagement of specific students, as she describes Francesca's development throughout the classes:*"I evaluate (the class) positively again. They are, are doing it. Some of them, like Francesca, are starting to do more activities, to understand… So, right, sure, positive."[85]*

Focusing only on the question about students' performance in the class (question 2 of the interview) the teacher also related good performance with some type of students' demonstration of their comprehension. One more time, in all five interviews she appraised the students' performance positively. However, this time, in four of the five interviews, she

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[84]Original: *"eu acho que foi uma aula positiva, né. Ahm... apesar de não ter dado tempo de fazer tudo como a gente + achou que era bastante coisa mesmo, + né. Ahm... Eles fizeram várias atividades, então eu acho que foi [pausa] que foi tudo bem."* Post-cycle reflection transcription of task implementation 1A from May, 25th, 2019. See all teachers' transcribed reflections in Appendix 11.

[85] Original: "Eu avalio de maneira positiva de novo. Tão, tão fazendo. Alguns assim tipo a Francesca tá começando a fazer mais as atividades, a entender… Então, né, claro, positivo." Post-cycle reflection transcription of task implementation 2from June, 8th, 2019.

understood that the students' performance changed throughout the class, being better at the beginning of the class and decreasing as the lesson approached its end, as she reports:

> *the students' performance I think was good*. [...]*In the first activity, all of them went to the board, all of them wrote, right. […] So, hum, I think that in the first part of the class the students' performance was VERY* [her emphasis] *good. And then, in the final part, like, some were better, others were average, right? They were not understanding very well. But no-nothing too alarming.*[86]

In this excerpt, it is also possible to see how the teacher relates the students' engagement with the lesson with a good performance and, therefore, to what she would consider a positive class, once she could perceive students active participation, for example by writing on the board. In relation to the second part of the class, which she does not evaluate so positively as the first part, she completes later in the interview by saying that this might have been a problem of an overload of instructions in the final activities. This also appears in her answers to question five "What could be improved?", when she states that once she had a lot of difficulty during the correction of the final activities (of cycles 1 and 3, for instance), she felt the students did not understand all the instructions in the activity[87], therefore, she suggests that the questions in the activity could have been presented in a clearer and straight forward manner and/or in topics, for instance.

What is interesting to notice is that the teachers' understanding of the "poorer" response to the final part of the cycle might be in hand with the idea behind Skehan's framework for task design and implementation (1996, 1998), in which the cycles are created with the intention of preparing the students for the oral performance by diminishing the workload for their attention at the time they are speaking. However, the teacher's report indicate that this cycle of tasks might have been too complex for this context of learning, in which we are dealing with beginner learners of Portuguese. Moreover, as this cycle (Cycle 1 – see appendix 4A) was not finished and therefore, did not result in a recorded oral performance, unfortunately, it was not possible to put the students' performance under any systematic evaluation, which could add immensely to understanding this situation.

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[86]Original: "O desempenho dos alunos eu acho que foi bom. E pensando, tipo, a primeira atividade, todos foram pro quadro, todos escreveram, né. [...] Então, é, eu acho que a primeira parte da aula o desempenho dos alunos foi MUITO bom. E daí já na, na parte final, assim, alguns foram melhor, outros foram mais ou menos, né? Não estavam entendendo muito bem. Mas na-nada preocupante também, né." Post-cycle interview transcription of task implementation 1Bfrom June, 1st, 2019.

[87] Activity 4A – task cycle 1 – Appendix 4A.

Going back to question three, which asked the teacher if she considered that the objectives of the tasks were achieved, generally, she associated the achievement of the objectives to the total completion of the cycle, which was in fact the ultimate implementation objective when considering this research goals: to investigate how cycles of the tasks implemented may impact students' oral language performance in terms of Outcome achievement. It is clear that once the teacher knew about the research objectives she was worried about implementing the entire cycle and being able to finish it in one class, in order to have access to the students' recorded oral performances.

However, this understanding poses a difficult situation for this research's analysis when the research goals are put before – or as more important than – the pedagogical goals. In my understanding, the cycle of tasks is used as a tool to promote and ease the learning process, but when the cycle is taken as if it MUST be completed in order to serve the research objectives, the cycle might lose its "natural" purpose which is to serve the learning in its entire process, and not only as the means to an end. I agree with Samuda (2015) that "it's not the task as a tool in itself that is relevant, but how it is used to mediate learning and teaching." (p. 274). Notwithstanding, the issue of completing the cycle was a challenge put by this context as the cycles had to be finished in one class, considering the students' attendance and the fact that new students could arrive at any time. This situation exposes what Samuda (2015) called "thorny questions about where the scope of design begins and where it ends" (p. 279), as the initial "task-as-a-workplan" is distinguished from the "task-in-process" once learners and teachers will likely transform the workplan numerous times while carrying it out (SAMUDA, 2015).

In short, if we adopt the teachers understanding of the completion of the objectives, it is possible to say, therefore, that the task cycles objective were only partially achieved. In two of the four task cycles[88] the final target task completion was not achieved and the teacher herself signals only a partial completion by the group, meaning that from her perception only a portion of the students were able to truly achieve the objective and record the audio messages. However, her report also signals uncertainty about how to appraise their performance: "*Do I think that the tasks' obj-obj-objectives were achieved? Well, we got there,*

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[88] Here, only the four cycles were mentioned, because although the first cycle took place in a two-class time it had only one target task at the very end of the cycle.

right, in theory, achieved. But I think that only by a portion of the group again. I don't know. I'm speculating."[89]

Nevertheless, this way of seeing the achievement of the objectives is partially influenced by the understanding that everything prepared for a class must take place in the time span of that class. It signals what may happen many times in diverse contexts of classrooms, where time is a constant concern of the teachers. On the other hand, when such concerns with time constraints, in real world classrooms, lead teachers to reshape their workplans tasks characteristics as a "kneadable" tool is reinforced. However, taking into consideration that teachers' professional experience "must to a considerable extent account for differences in how the teachers […] handle [tasks]" (SAMUDA, 2015, p. 294).

Moving on to question four, the teacher was asked if she thought that something was missing from the class. In three of the four cycles the teacher signals to have missed, what she calls, activities to make students "focus more". The following is an excerpt from task implementation 3:

> *Anything missing? Maybe I thought about, about the dialogue, right, that from the dialogue they would be prepared to speak. Maybe they needed something to, to make them focus more; […] there were some questions there, right, "oh, what she, why is she a good candidate?"[90], and from this point they would have to think about why were they good candidates, right. But maybe we could have one more part about it. I don't know, I felt like there was something missing to the audio. So that they could do it by themselves, you know?[91]*

Possibly, what the teacher means by having one more "part about it" is to add a new pre-task set of activities that would "disentangle" the previous and/or next activity in smaller pieces. Although this is, indeed, the actual purpose for creating a cycle of task, to prepare the student step-by-step to engage in more complex language processing, it has been shown in previous research that breaking the cycle in pieces too small might actually "de-task" a task

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[89] Original: "Eu acho que as tarefas foram subj--subj-objetivos foram cumpridos? Bom, a gente chegou, né, em tese, cumprido. Mas eu acho que só por uma parcela da turma de novo. Não sei. Tô especulando." Post-cycle interview transcription of task implementation 3from June, 15th, 2019.

[90] Activitiy 3B – Cycle 3.

[91] Original: "Alguma coisa que pode ter faltado? Talvez, eu fiquei pensando no, na parte do diálogo, né, que depois a partir do diálogo eles estariam preparados para falar. Talvez eles precisassem de alguma coisa pra fazer eles focarem mais. Então várias, é, tinha umas perguntas ali, né, "ah, o que ela, por que ela é uma boa candidata?", e a partir daí eles tinham que pensar como eles eram bons candidatos, né. Mas talvez a gente pudesse fazer mais uma parte nisso. Não sei, eu senti que faltou alguma coisa pro áudio. Pra eles mesmos fazerem, sabe?" Post-cycle interview transcription of task implementation 3 from June, 15th, 2019.

(SAMUDA, 2015), and might make students focus on readymade, formulaic chunks of language. However, considering students' basic level of proficiency this should be considered carefully. Even more, if we take that research in TBLT with beginner speakers has been a challenge for some time now (BRANDEN, 2006). And thus, arguably, "de-tasking" a task might be a required step, as Skehan (1998, 2014) himself has already suggested, by proposing a shift between an exemplary mode composed of ready-made chunks and a rule-based mode.

The teacher talks about a similar problem with the implementation of cycle 1A, in which she said: "*you wanted them to use the expressions for comparison. Maybe we could have done something about it too. I did it on the board, but maybe we could have something else. More specific. [...]Maybe [...] to take the expression on paper already, you know? For them*"[92]. Here, it is possible to see that the teacher is talking about a need for more explicit focus of form. She adjusted the task, by putting "some structure on the board" because she thought that this was a limitation of the cycle. This kind of autonomy to read a task, analyze it and adapt it online (during-class), is one of the reasons Skehan (2003) believes TBLT places such a difficult role upon the teachers, once they have to be prepared to "provide the unpredictable help that will be required" (p. 11). However, in this case, it is a matter of defining whether this specific implementation problem was an unpredictable help, or indeed a shortcoming in the cycle's design.

Once question number five was presented in contrast to question two, it is time to move to the last question, number six, "Was there anything you would have done different?". The teacher points out different things she would have done differently in each of the interviews, most of the topics are related to the previous questions, and thus, have been already presented. Mainly the topics she considered changing were: a) the rubrics of some activities that might have been too complex or too long for the students to understand, which led to the feeling that students had trouble in performing activities; b) the language structures that should have been more explicit; c) the use of digital medias that should have been avoided (i.e. recorders and smartphones)[93]; and d) the unnecessary activities that contributed

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[92] Original: "Mas você queria que eles usassem expressão assim, de comparativo. Talvez a gente pudesse ter feito alguma coisa sobre isso também. Eu fiz na lousa, mas talvez pudesse ter alguma atividade sobre isso. Mais específica. É, ter, apareceu, surgiu na aula, mas talvez assim, a gente tem assim, levar essa expressão já no papel, sabe? Pra eles."

[93] This is justified by the common understanding that not all students might have access to a phone and/or internet connection.

to make the cycles longer than it was possible to complete in the three hours should have been excluded.

It is comprehensible that requiring students to use digital tools to perform a task, should consider the availability of these tools in class, and that it could indeed be too much to ask of the teachers to ensure the availability of such tools. The use of digital tools in these cycles was thought with the exclusive objective of being able to measure and analyze students' performance *a posteriori*. The teacher is right in considering not requiring that students' answers to the task should be recorded, once it involves also socio-cultural considerations of the students' acquaintance with and accessibility to these tools. Nevertheless, from a pedagogical perspective having systematized ways to access students' performances is an important part of the learning process and will inevitably inform the next steps into the teacher's "re-planning" of the implementations. The issue on how to access performance presents a number of possibilities and requires more research into the alternatives for doing it, with or without the use of digital tools.

To summarize the teacher's appraisal of the students' learning process, it is possible to say that in, general terms, she does believe that classes were positive and influenced the students' performance positively, once it allowed for students' active participation and engagement in the class, for instance. Although, the objectives of implementation (recording the answers for the target tasks satisfactorily) were only partially achieved, she also shows an uncertainty to the extent in which all students were capable of performing the final recording task, even though she believed in the development of a few students like Francesca, mentioned earlier. And finally, in terms of what was missing, what could be improved and what she might have done different, answers seemed very similar and might be overlapping, at the same time they might be contradicting. She did make reference, repeatedly, to the feeling of the rubrics being too complex, and did suggest having more pre-tasks in a specific cycle, but at the same time deleting a few tasks to make it shorter. Definitely, one of the aspects that were noteworthy was her concern with presenting the student with "proper" language structures that would aid them in their performances. Although the teacher participated in the process of task development, and was consulted before task implementation took place in order to revise all the tasks that would be part of each cycle, this confirms that it is incredibly difficult to predict how students respond to the tasks, as aforementioned.

More crucially, the teacher analyses of the cycles implementation corroborates with Ellis' (1997) idea on retrospective evaluation, as it "can help teachers determine whether the materials can be used again, which activities work or not, and how the materials can be modified so as to increase task effectiveness in future lessons" (CALVERT; SHEEN, 2015, p. 3). Surely, next steps for future investigation could include modifying the cycles according to what the teacher pointed out, and implementing it again to confirm whether the modifications implicate on a different perception of the implementation. Even though this would incite careful considerations on the repetition of the same cycle, aspects such as time management and the need for form focused moments could become a concern for future lessons with this same group of learners.

Finally, having discussed, therefore, the students' and the teachers' appraisal of the four task cycles implementation, the next section presents the answer to Research question 2 by summarizing the discussions introduced here.

4.2.3   Answer to research question 2 summarized

Section 4.2 was an attempt to shed light on how adult learners of Portuguese as a Host Language, and the teacher perceive and appraise the students' process of learning after the task cycles' implementation. In order to achieve that objective the students' 74 responses to a post-task questionnaire and the teacher's 5 post-task interviews were analyzed quantitatively (when students responded to close-ended questions) and qualitatively (when students and teacher explained their points of view and justified their answers to the questions).

In general terms, the students indicated to believe in their language development throughout the classes and brought to the discussion other important aspects related to the process of learning and implementation, such as the importance of being agents in the classroom by having the opportunity to actively participate in it, as well as the importance of creating bonds with the other participants in the class, aspects that go hand in hand with task-based principles.

The teacher appraised the classes as heavily positive in relation to the students' engagement and active participation, she indicated to notice that students might have profited and developed from the classes. However, in terms of focused oral language performance she

indicated concern with only a part of the group being able to perform the final target tasks, due to implementation and/or cycles design problems that might have hampered a successful understanding of all students, although the results of the outcome analysis indicate, overall, students' successful oral performance.

In order to provoke a deeper dive into the results that have been already presented, the next section concerns the triangulation of students' performance in terms of Outcome Achievement in responding to task cycles 2 and 3, along with the appraisal of these same cycles by the students, the teacher and insights from the researcher's diary notes.

4.3 *DATA TRIANGULATION*

Sections 4.1 and 4.2 have dealt with the results from research question 1 and 2 separately, which aimed at unveiling how cycles of task impact on students' oral language performance in terms of Outcome Achievement; and how teacher and students appraise the process of teaching and learning after the implementation of cycles of tasks, respectively. However, it is of key importance to TBLT that both aspects of learning, performance and process, are convergent. As stated by Calvert and Sheen (2015):

> the main purpose of student-based [related to students' perception of class/task] and response-based [related to performance in a task] evaluations, however, is not to determine whether a task promoted language learning per se, but to determine whether a task was enjoyable, useful and meaningful, which in turn influences teaching effectiveness. (p. 5)

Therefore, here, attention is given to contrast students' performance in the oral tasks, theirs and the teacher's perception of the process of learning, with my diary notes from the implementations of cycles 2 and 3.

Students' scores for Outcome Achievement in both cycles 2 and 3 were considered to be generally good compared to the Mean group scores for each measure which were very close to or, mainly, higher than 3.0, considering the scale ranging from 0 to 5.

In cycle 2, 15 students participated by recording their answers to the task in which they had to communicate the correct flu symptoms Daniel (a fictitious character) had to a health professional, according to the images provided. Among the 15 students, 3 of them received the highest evaluations by the raters, achieving a total score (when scores for all measures are added) higher than or equal to 32 points (The mean for the entire group in task 2

was 24.6). These 3 students were Ariana (a 76 year old Venezuelan woman), Josoan and Gregory (29 and 20 year old Haitian men); all three of them had been living in Brazil for at least 9 months when data collection took place.

These same three students showed to be very satisfied with their learning when asked about their perception in the post-task questionnaires, and in fact, have stated that they have learned new words, or confirmed some words that they already knew, as mentioned by Josoan. The teacher only mentions Ariana in her interview after task implementation 2, when she states about her appraisal of the class: "*Of course, positive, even more [...] after Ariana leaving the class and telling us that, that she feels happy after class.*"[94]. Beyond that, the teacher does not mention any of them specifically in her appraisal of the classes, but confirms generally that most students did well in this cycle. On the other hand, the teacher expected that students would contribute a bit more to the first part of the class in which they had to bring examples of health problem, symptoms and treatments, and indeed, if we look at Gregory's answer to the post-task questionnaires, he says that although he was satisfied with the class he thought he could have been more dedicated in that specific class. (see Appendix 12).

There are a number of factors that may had impacted these students good outcome in the task, beyond the fact that all three of them had been living in Brazil for a longer period, all of them reported in their interviews to speak other languages, Spanish for instance, was Ariana's first language and Josoan's and Gregory's second language. Nevertheless, the fact that all three of them considered the topic of the class relevant could also have played a role, since meaningful content plays an important role on effort students put when learning it (EFKLIDES, 2015). It was clear that the content from cycle 2 had a strong resonance for these students such as stated by Josoan: "*the moment I liked the most was Daniel's story, I remember when I had just arrived in Chile I was sick and I went to the hospital and the doctor asked me what I had and I was not able to answer, after that it encouraged me a lot to learn the language*"[95].

Looking at the whole group once again, the majority of the students that performed task 2 (7 students), received total scores very close to the group's mean, ranging from 23.44 to

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[94]Original: "né, claro, positivo ainda mais depois né, a Ariana saindo e falando aquilo pra gente, que sai feliz da aula, né."

[95]Original: "O momento que eu mais gostei é a história do Daniel, eu me lembro quando eu acabei de chegar no Chile eu estava doente e fui pro hospital o médico me perguntou o que eu tinha e eu não podia responder e depois isso me encorajou muito a prender a falar a língua."

28.56. This group is very diverse in terms of mother languages (1 Spanish speaker, 2 Arabian speakers, 4 Haitian Creole speakers), and school education (4 had been to college, while 1 had only completed high school and 1 did not, another had not taken part in the profile interview). In terms of time living in Brazil, only 2 had recently arrived, about 4 months prior to data collection, and the others had been here for at least 6 months. This information might add to what Long (2015) discusses as a common situation for immigrant communities that might stay isolated in their language community for some time when arriving at a new country with a different language of communication. Nevertheless, this group of students that is very diverse had a relatively similar performance in the task despite scoring above, or very close to the groups' mean (24.60).

It is interesting to note their responses to the post task questionnaires, in which it is possible to see a clear indication of the role of the didactics, teaching methods and materials for their appraisal of implementation 2. Paola, for instance, a 58 years old Venezuelan woman, stated in Question 4 of the Post-task questionnaire of Cycle 2 that she was satisfied with what she learned "*because the teachers' exposition and explanation was very good and clear*"[96], which was also mentioned by Cassandra. Moreover, when looking at the diary notes, this appraisal for the teacher's "way of teaching" becomes clearer when looking at how the teacher adapted the introduction to the topic. Since students should be presented to health problems, symptoms and treatments on that day, the first introductory interaction between teacher and students was entirely adapted by the teacher, once it was not part of the cycle handed to her. However, she was able to introduce the topic with her personal experiences, as my diary notes reported:

> *The teacher takes attendance and starts by asking the students if they know the name for "coceira". She says that her body itches a lot during the spring and talks about allergies. She does mimics to show students the symptoms of a few allergies. The teacher writes on the board all the words related to symptoms and their body parts.*[97]

The teacher also wrote on the board the names of all seasons to help students understand that some illnesses are connected to the weather in these seasons, and followed with this logic to introduce the first activity of the cycle:

> *The teacher starts talking about diseases and symptoms people can have in the winter and if the students usually have those. She distributes the activities and asks one student to read the rubrics of 1A. She exemplifies the completion of the table*

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[96] Original: "exposição e explicação das professoras é muito boa e clara."
[97] See all diary notes in Appendix 13.

with the flu which already had some words written on the board. She asks about treatments to the flu and some students mention tea. The teacher searches for the word tea on the computer to show the students.

In spite of the interaction not being part of the task cycle previously designed and handed to the teacher, they are clearly pre-task activities that help mobilizing relevant vocabulary, as Skehan's (1996) framework has suggested.

Moreover, in this last excerpt from the diary note of task implementation 2, another topic mentioned, that seemed to prompt some impact in the students' appraisal of the class, was the use of technology. For example, since the TV was used to show images of objects and symptoms, Amir stated about the moments he liked the most: "[…] *when you teach us using the TV"*[98] and Núbia said that "*the moment [she] liked the most was Daniel's moment because [they] talked in Portuguese on the phone*."[99].

Beyond considering the use of technology important, students also referred to how the tasks were presented to them by including images in the activities. Paola stated that what she liked the most was "*the teachers' help to record on the phone and the answers in images printed in the worksheet*"[100], which was also echoed by Amir. However, Amir brings an interesting perspective to the topic when he answered question 2 of the post-task questionnaire by saying that although the topic was indeed relevant and he was satisfied with what he learned "[*they] need the meaning and the translation of the words in general to help them better understand the language*"[101]. I believe that when he said "we need" he was referring to him and Zayn, who is also in this group of students whose scores were closer to the mean, and who is also an Arabic speaker. The fact the both Amir and Zayn do not have Latin languages as their first language might influence in them feeling the need for translations more often than the other students. This was also found in Calvert and Sheen's (2015) study with immigrants whose mother languages were not written in the Latin alphabet and that had trouble in decoding letters.

Therefore, taking all these issues into consideration, from a very diverse group who had a somewhat similar average performance in the task and had perceived the class in similar ways, it might be possible to say that the cycle of tasks and the teacher played an important

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[98] Original: "Quando vocês nos ensinam usando a televisão."
[99] Original: "Momento que eu mais gosto é o momento do Daniel porque nos falamos em português no celular."
[100] Original: "A ajuda das professoras para gravar no celular a resposta das imagens impressas na folha dada."
[101] Original: "Nós precisamos do significado e tradução das palavras em geral para nos ajudar a compreender melhor o idioma."

role in preparing them to the performance. As Skehan (2003) put, the teacher should be prepared to "take interactions in whatever direction [students] choose. […] This presupposes a broader type of readiness for almost anything to occur" (p. 11); being it to use the digital tools available to show what "tea" means or mimicking what is "*coceira*".

Moving on to the students who had an unsuccessful performance in task 2, we see a group of 5 students: 4 Haitian men and 1 woman, from diverse educational backgrounds, and with an average time of 6 months living in Brazil. Three of them, Stanley, Joseph and Emmanuel, in fact, had total scores closer to the group's mean but still lower than it, respectively: 21.11, 21.00 and 19.44. Despite having performed not so well, all three of them had shown a good appraisal of the class and had answered the post-task questionnaire by saying they were satisfied with class and had learned new words in Portuguese. With the exception of Joseph who was the only one who mentions specifically liking the way activities were conducted[102], the others usually provided very broad answers by stating they liked everything in class or were satisfied because they learned, but did not specify what and how.

Similar appraisal is found in the other two students' answers to the post task-questionnaire. These two students, who performed worst in the task, scoring 15.00 and 10.78, were respectively Claudia and Omar. Interestingly, both of them do agree to be satisfied with what they learned in class and stated that they thought their Portuguese was improving. However, it could be stated that these students although having a very similar profile to the previous three students, mentioned in their questionnaires aspects that differ from the ones previously mentioned and are related to personal characteristics. Omar emphasizes that although he learned and his Portuguese was better his problem was that he was afraid to talk to other people[103], as he was shy by using Portuguese with colleagues, he might as well been so to record his answer in class. This might have caused him great distress, hampering his performance. Claudia on the other hand seems to give a lot of importance for participating in class, and for group work once she mentions that "*the moments she like[d] the most was the group work to talk among us*"[104]. It is therefore a matter of questioning whether her

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[102]Original: "momento mais importante pra mim que eu gosto também é quando a professora acaba de fazer um exercício e depois pede pra nós fazer outras como exemplo."

[103]Original: "Sim, eu aprendi muito hoje. Sim, meu português melhorou muito porque eu consegui falar com outras pessoas. Eu posso falar um pouquinho de português, eu gosto da língua portuguesa muito, muito, mais meu problema que eu tenho medo de falar com outras pessoas."

[104]Original: "O momento que eu mais gostei é o trabalho em grupo pra falar entre nós."

performance could have been better in an interaction task instead of a monolog one. Moreover, since her appraisal of her learning was very positive, it should be put into perspective according to Efklides (2015) suggestion that a high feeling of confidence, such as Claudia demonstrated, "may lead to lowered vigilance, […] and increased number of mistakes" (p. 10)

Thus, many aspects could be raised to explain this mismatch between what was perceived and what actually has happened in these students performances, since they did have similar backgrounds and language experiences with the students who performed slightly better. Efklides (2015) explains that the accuracy of Metacognitive Experiences (ME), like the judgment of learning, is defined in terms of its correlation to performance, and that "the role of person characteristics, the task, the context, as well as of the others in the accuracy of ME is a particularly challenging research issue." (EFKLIDES, 2015, p. 11). Indeed, what the triangulation of data of the second task implementation has shown is that there are task implementation variables – such as the didactics and appreciation for the teachers efforts in helping students to understand, along with other personal characteristics and feelings – that seemed to resonate on students having an adequate and/or at least partially adequate performance in the task presented. And looking at the third task implementation, results triangulation might also contribute to understand it.

Therefore, now, we move to the second part of this section which is to correlate the students' performance in Task 3, with theirs' and the teacher's appraisal of the processes of teaching and learning, and again allowing insights from the researchers diary notes. In this third task, students were asked to choose an occupation at which they could work and state why they would be good candidates to work in such job.

This time, only 12 students completed the task and it was seen that the group's mean score (22.38) for Outcome Achievement decreased a little if compared to Task 2 (24.60). The biggest group, with 8 students scoring very close to the mean, or higher, was composed of the same three students who performed the best in Task 2 (Gregory, Ariana and Josoan), along with Emmanuel, Amir and Zayn who had also performed well in Task 2; and Osíres and Akil who were not present in the previous class. Two students did not have successful performances: Stanley and Núbia (13.50 and 12.94, respectively). And students who had slightly better performances were Rose and Cassandra (respectively 15.89 and 19.89), although still low scores if compared to the group's means. Unfortunately, because this cycle

took longer than it was intended and the class time had already finished when students were asked to answer the post-task questionnaire, only a few of them stayed in class to answer it. Thus, from the students who recorded their answers only Gregory, Ariana, Osíres, Núbia, Rose and Cassandra answered the post-task questionnaire and only their performances could be looked at through the light of their appraisal of the class.

Gregory, Ariana and Osíres who are in the group with best performance in Task 3, are Haitian immigrants who have been living in Brazil for a longer time than others. All three of them appraise their learning positively by saying they learned new things and were satisfied with what they had learnt, although Gregory and Osíris mentioned that they could have been more dedicated. Gregory refers to the teaching procedures when he mentions that "*the moment in class [He] liked the most was the moment to solve the exercises*"[105] by which he meant going to the board to write his answer. This procedure of asking students to write their answers to the pre-task activities on the board is a constant method adopted by the teacher to correct students' answers when they are longer, and require justification for instance, which was the case of activity 3B in task cycle 3 (see Appendix 4C). Gregory and Rose participated in the correction of this activity, specifically; and while Gregory had a good performance, Rose performed a little worse.

Rose was a 27-year-old Haitian woman who had been to college and spoke French as L2, but had only been living in Brazil for 4 months prior to data collection. Rose reported that her Portuguese was better, but was not sure about what she had learnt in that class because she "*could not understand [that day]*" [106], which shows that Rose had an accurate appraisal of her performance. I believe that when Rose said she could not understand she was referring mainly to the listening pre-task activity which seemed to be challenging for many students. In the diary note of this implementation we see that the audio recording had to be played 4 times, and students still requested for more (see Appendix 4C for Task Cycle 3 and Appendix 13 for Diary Notes). This issue also appeared in the teacher's reflection when noticing that the way activity 3A was presented may have impacted on students following performance of 3B, which was crucial to the final performance of the target task. The teacher reported: "*But what*

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[105]Original: "Os momentos da aula que eu mais gostei é o momento de resolver os exercícios."
[106]Original: "Porque eu não consegui compreender hoje."

I saw later, in the time they needed the dialogue to make their answers, why she was a good candidate [...], MANY, many of them in the front had put the incorrect answers."[107]

This was a serious flaw in the cycle which had an impact in the implementation and might, consequently, had had an impact on students' performances. Something similar took place in Calvert and Sheen's (2015) study in which students could not understand the pre-task. Although working with a cycle that involved a closed outcome, the researchers had the opportunity to rethink the cycle and implement it again with the same group of immigrant students, which brought better results in the final outcome. Ideally, this should be done with Cycle 3 of this study in order to confirm if better results would be yielded from this alteration. However, due to time constraints and context limitations of having the same students back in class, such scenario was not feasible at the time this was being written, and remain as indication for further investigation. Nevertheless, it leaves this researcher with the assurance that there is still a lot more to be explored concerning this cycle of tasks and its impacts on implementation. When thinking of designing tasks, although many informed decisions were made, task difficulty remains a challenge to predict (ELLIS, 2005) once it does not only rely solemnly on the task features but also on the learners' characteristics.

Finally, yet, there is Núbia's participation to be unveiled. Stanley and Núbia did not perform well in Task 3, but since only Núbia answered the post-task questionnaire, we can see that hers is another example of a mismatch between her appraisal of the class and her performance. Núbia was a 21 year old Haitian woman, who had dropped out of school at her twenties not having finished regular school. She was living in Brazil for a short period before data collection took place, and was married to Osíris, who was also a student in the course and is part of the groups of students who performed well in Task 3.

What is sensitive about Núbia's participation in class and her performances in both Tasks 2 and 3, is that in class she was part of a group of Haitian women who were lower beginners in Portuguese and usually received a lot of attention from the teacher assistants (TAs). This scenario brings a variable that is common to the context of investigation of this study which is the role of teacher assistants in class, and the impact of their assistance in

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[107]Original: "Mas o que eu vi depois, que na hora que eles estavam, é, precisando do diálogo pra fazer as, as respostas deles, por que que ela era uma boa candidata e não sei o que lá, VÁRIOS, vários ali da frente tinham colocado a resposta trocada. Então sei lá, na lacuna de número nove eles colocaram a resposta da número onze, entendeu. Então não sei. É, talvez deixar a primeira letra?"

students' performances. Núbia's performances were aided by the teacher assistant in Task 2[108], and by the TA and Osíris in Task 3. Different from what happened in Calvert and Sheen's (2015) study in which students performance was also influenced by a TA, and they decided to maintain the students data in the analysis because it was not possible to see if the "nature of her assistance could be considered as providing the correct answers, or merely explaining and scaffolding, something which is a rather subtle distinction" (p.6). Here, once the recordings were available it was possible to see that the TA and a colleague gave Núbia the correct answers, however, her performance was maintained in the analysis because some raters took this into consideration as we can see that one of the rater's justification for giving her a low score in the measure of Communicative Objective for Task 2 was that even with the teachers help, she had great difficulty in communicating the symptoms[109]; and as well in Task 3 because "the student does not seem to be producing the information, she was assisted throughout the recording" [110].

Surely, for research purposes this should be enough to discard Núbia's recording from the performances to be analyzed here. However, I believe that in doing so I would be contradicting my own understanding of the Task-based approach as a process and not as a mere means to an end. The fact that Núbia was not capable to perform the tasks on her own do not show that *she* did not perform it adequately but that, arguably, *the tasks* were not adequate for her, and that despite having a beginner speaker audience in mind, the cycle of tasks were not enough to prepare some students to perform adequately on their own, and that more scaffolding would be needed.

Thinking about the Task 3 itself, one of the aspects that might have contributed to a lower performance of all students, was its open outcome. Calvert and Sheen (2015) state that a task with a "closed outcome is beneficial for a multilevel class because it helps the teacher and students verify whether or not the task has been done correctly" (p. 4). However, because it was known that an open outcome would require higher levels of decision-making, for

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[108]By listening carefully to the recordings it is possible to see other voices helping and, sometimes, dictating, what Núbia should say. Listen to Núbia's performance in Task 2 and in Task 3.

[109] Original: "Teve muita dificuldade em reproduzir os sintomas, mesmo com a ajuda da professora." (Rater 9, see Appendix 10 to Access link for Raters' justifications)

[110]Original: "Porque a aluna não pareceu produzir as informações, foi assistida durante toda a gravação, repetindo depois de alguém falar as sentenças pra ela." (Rater 9, see Appendix 10 to access link for Raters justifications)

instance, that the pre-task activity 3B[111] was designed, to help students prepare for performance by inciting them to use a very similar structure in the target task. By stating Joana's adequacy to the job, they would be practicing the construction as in "*Ela é boa para a vaga de enfermeira porque ela tem experiência com…*". It could be argued that the procedures for correcting the pre-tasks answers on the board could also play as pre-tasks prior to performance, once students would write their answers on the board and "after writing, the teacher ask[ed] the students to read the answers from the board while she correct[ed] some small mistakes" (see Diary note of Task cycle 3, Appendix 13), and this could also be considered a moment of explicit focus on form.

After all that, students still had difficulties in performing adequately in the target-task. From the teachers' perspective, possibly, examples provided by the students themselves could have helped, although she seemed to be aware that students could end up reading from their own examples provided in the pre-task (see Teacher's post-task reflection transcription of cycle 3, Appendix 11).

In summary, students' less effective performance in Task 3 corroborate previous research findings stating that outcomes requiring justifications, which was the case of task 3, demand greater complexity of language, which might increase the difficulty of the task (SKEHAN, 2003). The measure used here to access students' performance did not take language complexity into consideration; however, it might be possible to say, based on raters' justifications for the scores they gave, that students may not have achieved the expected level of subordination, for instance, that is expected in a justification. This might also have impacted the teacher's perception of the task as difficult, who has questioned to what extent the cycle was successful in preparing the students to the task.

I am left now with the intriguing thought about how the feeling of difficulty might change if task 3 is placed further in a task-based syllabus. If we assume that the stronger is the feeling of familiarity, the better analysis and comprehension of task demands, and the better regulation of behavior and action (EFKLIDES, 2006, p. 10), students could have had a better performance if presented to Task 3 later in the course, when they would have been better familiarized with task demands. This only reinforces the need for longitudinal studies in TBLT research, when it comes to discussing issues of tasks implementation and how

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[111]Activity 3B required students to re-read the text from activity 3A and answer why Joana (the fictitious character) was good candidate to a job spot as a nurse. See task cycle 3 in Appendix 4C.

familiarity might play a role in aiding performance; and consequently syllabus design following a task-based curriculum.

Such longitudinal studies could enable the implementation of repetition and planning, strategies that have provided important contributions to the framework (SKEHAN, 2003) in terms of how performance improves in some aspects when students are given the opportunity to plan for and repeat, not only the same task but also different tasks with similar characteristics and/or demands. According to D'Ely, Mota and Bygate (2019), for students to achieve higher levels of language control, being prepared for performance is crucial, and this could be attained through "strategic planning and task familiarity, especially through repetition" (D'ELY; MOTA; BYGATE, 2019, p. 220). In this study, the cycles presented an opportunity for some kind of repetition in post-task activities only, but due to time constraints none of the post-tasks for none of the cycles were performed, which one more time highlights the importance of longitudinal research. On the other hand, planning was undertaken here as a more flexible construct in the sense that the entire cycle was designed to prepare students for performance, and although there was not an explicit moment for planning *per se* the pre-tasks could be argued to help students plan, even if implicitly, for performance. What the authors suggest is that mid-task phases provide the opportunity for "both reflection and teacher-input" after which oral performance would be repeated and, hopefully, cognitive demands would be minimized (D'ELY; MOTA; BYGATE, 2019), considering that speaking is a complex phenomenon and that we might have competing aspects of language to which to pay attention simultaneously (SKEHAN, 1998, 2015). All of these considerations should be regarded when preparing a cycle of tasks and, consequently, a lesson if our utmost goal is to build the ideal learning conditions.

Nevertheless, since research has already suggested that "to a great extent, the difficulty that the learner will experience when tackling language tasks will be determined by the learners themselves" (DURAN; RAMAUT, 2006 p. 7), our role as teachers, and mainly as researchers, is to unveil all possible variables to contribute to subside the learning processes. This is what this study attempted to do when considering such a specific context that is teaching Portuguese to a group of immigrants in Brazil who only had classes once a week, and to whom these classes were an opportunity for connecting with the host country through learning.

5 FINAL REMARKS

This chapter aims at bringing the final remarks concerning this study and a review of the steps taken to arrive here, along with the many limitations a small sized study may present, though allowing for future exploration of the phenomenon of language learning and teaching under TBLT. Furthermore, this chapter ends with a section that offers some possible pedagogical implications of this study and this researcher's final thoughts.

5.1 *FINAL REMARKS*

The area of Task-Based Language Teaching (TBLT) has increased greatly in the recent years (SKEHAN; LUO, 2020), and more research conducted in the area reveals the great need to explore this vast field of knowledge that has demonstrated great plausibility to research into Second Language Acquisition and also Second Language Pedagogy (Long, 2013).

It has been seen that the great majority of studies in the field, have focused on adult and adolescents, generally in intermediate levels, and mostly with English as the target language (SKEHAN, 2003). And that performance has been analyzed through well-established measurements that concern mainly structural aspects of language namely, the CALF measures (complexity, accuracy, lexical density, and fluency), with a heavy focus on the results of specific performance conditions on learners' (oral) performance. (PALLOTTI, 2009; ROBINSON, 2001). There seems to be still a need to focus on the context of intact classes, other levels of proficiency, and contexts other than those of English as a Second/Foreign language. Therefore, there is plenty of room for more research, not only to enlarge the scope of the findings but also to see if previous findings resonate in different context of investigation.

Having this in mind, the purposes of this study were, first, to investigate how cycles of tasks implemented in a real classroom setting of adult learners of PHL may impact students' oral language performance in terms of Outcome Achievement, and second, to shed light on understanding the process of learning after the task implementation according to the perception and appraisal of adult learners of PHL, and their teacher. Thus, two research questions were posed:

1) Can cycles of tasks promote adequate oral language performance in terms of *Outcome achievement*? If yes, to what extent? and

2) How do adult learners of Portuguese as Host Language, and the teacher perceive and appraise the process of learning after the implementation of lessons based on cycles of tasks?

In order to answer these questions, a group of 25 immigrants living in South Brazil, learners' of Portuguese in a course offered for free by a Federal University, was the population in this study. Some of the 25 students participated in the first phase of the study, the Needs Analysis, which involved interviewing students, with the help of interpreters, to understand their contexts of life, their use of the Portuguese language and their needs in terms of communicating in the Host Language. The teacher and teacher assistants had also been part of this phase, when trying to know better how this context of teaching worked.

A second phase of this study involved designing and implementing 4 cycles of tasks, tailored for this population in response to the communication needs they stated to have in the Needs Analysis phase. This researcher participated as the designer of those cycles, with the insights from the teacher and this study's advisor; as well as a Teacher Assistant and observer of the classes throughout an entire academic semester. The range of data collection, from the first Needs Analysis interview to the last Post-task interview took a total of 2 months.

This context of investigation was full of challenges and specificities. One of the biggest ones, and which I believe had implications to the implementation process was time constraints. While in most classes when a didactic unit, if not concluded, can be continued in subsequent classes, the cycles of tasks designed for the context of the Host Language, or at least for this specific group, usually have to be concluded in one class, in order to take into account students' fluctuating attendance. This population of learners are what Long (2013) termed *involuntary language learners*, people who were forcibly displaced from their countries, and whose primary goal in the new home might be to find any job that can provide for his/her survival and for their families survival as well. In such cases, many times attendance to classes is not a priority, even though language proficiency might help in achieving other immediate goals (GROSSO, 2010). Therefore, it was common for students to start attending classes, and then stop at some point because of a number of reasons – even for the lack of resources for affording transportation to get to school, for instance – and then

come back to classes, when things get a little better. This was an important factor to be taken into consideration, and thus, had some impact on this study's agenda.

One of the aims established for this investigation was to assess students' oral performance, and to achieve that, the final target task of each cycle should be recorded in audio in order to conduct an analysis based on the measure of Outcome Achievement. Because of the time constraints mentioned above, from the four cycles designed only two cycles were concluded and therefore only these two task performances were analyzed here. But beyond investigating oral performance, this study also included students answering to post-task questionnaires to unveil their perceptions of the classes, which, from my point of view as teacher, was also a very important aspect for this context. Students' had demonstrated many times before, their appraisal for the classes and I wanted to investigate what was behind it.

From the research perspective, this study's design – assessing students' language performances as well as their perceptions of the learning process – is believed to provide a high internal validity (CALVERT; SHEEN, 2015). To add to that, the teacher, who plays a key role in the learning process, was also enquired concerning her own appraisal and perceptions of the task implementation and the students' performances. Moreover, there was a possibility to consider this researcher's diary notes about task implementation, which added to the discussion of results.

Therefore, this study aimed at looking at the processes learners embark when exposed to cycles of tasks, as well as the result of task implementation on the students' performance. Considering overall results, this study presents indication that cycles of tasks designed and implemented in a classroom of adult beginner learners of Portuguese as a Host Language can promote adequate language performance as concerns the measure of Outcome Achievement if variables are taken into consideration. It was shown that most students had a successful performance in Task 2, a here-and-now task, with visual support and a closed outcome. And that, in general, students had a good or partially successful performance in Task 3, which differently from Task 2, was a there-and-then task, without visual support, with an open-outcome that required justification. The nature of the tasks might have impacted on students' performance, and once they required different preparation, it seemed that, the steps in task cycle 3 were insufficient and, therefore, did not fully prepare students to perform adequately in a demanding task. However, tasks had a crucial role in triggering aspects of

language learning of which students might have been unaware. The cycles of tasks were designed with careful consideration in order to provide students with a variety of interactive situations prior to the target task performance. The worlds brought into the classroom through means of the cycles of tasks were also considered in terms of contexts that were familiar to the students, but that would, at the same time, instigate them to give one step ahead of their current stand point.

Notwithstanding, even though students' oral performance was different in the two target tasks, their perception seemed to have yielded similar appraisal for all 4 classes with cycles' implementations, showing students' positive perception of learning when exposed to TBLT classes, as well as other studies have found in the Brazilian context (FARIAS, 2018; PEREIRA, 2015), and in a foreign context with an immigrant population (CALVERT; SHEEN, 2015).

Apart from the students appraisal of their learning, the investigation of their perception also brought to light important aspects of the process of language learning and teaching which are a) the relevance of classes topics to the students real lives; b) the importance digital media might have to immigrant populations with limited access to resources; c) the role language classes have in the life of newly arrived immigrants, where language (or more specifically the language courses) are an environment where not only language is exchanged but also care and companionship; and d) the role the teacher, the teaching approach, procedures and materials play in contributing for the enhancement of a healthy teaching context.

5.2 *LIMITATIONS AND SUGGESTIONS FOR FURTHER INVESTIGATION*

The results presented here might be limited in several aspects and should therefore, be considered for broadening the discussion initiated here in future investigation.

First of all, this study had a small sample size, which implicates in findings having to be restricted to this context of investigation, and not allowing for generalizations. To this researcher's knowledge, there is a lack of studies in the field of TBLT concerning immigrant populations that are immediate speakers of the host country languages, which makes it challenging to compare results to studies that focus on different populations.

Second, although data collection took about two months, and research was conducted in an intact classroom, the cycles' implementation happened in a period of only one month, a total of 4 three-hour classes, which can be characterized as a brief intervention. There is a need to conduct longitudinal studies if the focus is on task implementation and the process and products derived from it, although we do understand that this might be a too ambitious objective when considering a master thesis.

Third, the quantitative analysis of students' performances was based on a set of subjective measures that were used to establish Outcome Achievement successfulness, and relied heavily on raters' interpretations of students' performances. Despite the increasing number of task research using cross-sectional research designs, quantitative and qualitative methods, there is still a need to investigate the correlation of measures of performance that rely on pragmatic aspects, such as Outcome Achievement, with more conservative measures, such as the CALF ones, which have been traditionally used in the TBLT field. The solemn use of adequacy (PALLOTTI, 2009), or Outcome Achievement (Farias, 2014, 2018) has to be further explored in order to broaden the scope from which we understand language development.

Furthermore, as concerns the TBLT framework, task planning and repetition are key constructs that could add to refining task elaboration and implementation and could be more systematically inserted as either a pre-task or post-task condition, once they have shown a positive impact on students' performance (D'ELY; MOTA; BYGATE, 2019; FOSTER; SKEHAN, 2014).

Task manipulation by the teachers is another fruitful field of investigation that surely deserves more attention from research. Teacher education have an enormous impact on the process that take place inside the classroom and making informed decisions is crucial to foster learning. Unfortunately, the number of studies that aim at assessing the teachers' perspectives on implementation and decision-making; and that recognize teachers' voices as core pillars for informing, *and conducting* research themselves is far from expressive. Thus, it is of immediate necessity to investigate their agency as task designers and the processes on which they embark when implementing tasks. Even though it is a fact that such investigations are full of complexities, as this study showed.

Lastly, it is important to recall one of the greatest challenges for the TBLT field, which is proposing tasks to beginner speakers. This study attempted to aim at this population,

as well as others have done (DURAN; RAMAUT, 2006; CALVERT; SHEEN, 2019, to cite a few), and faced many issues concerning not only task choice and sequencing, but also the selection of materials, the language of instruction, and the student-student interaction. Though, I believe that the bigger the challenges are the higher are the number of possibilities for future exploration.

In spite of the limitations here presented and the indications for future investigation highlighted, it is expected that the results brought by this study corroborate previous research findings that postulate the plausibility of Task-Based Language Teaching for language learning and present the vast possibilities for research, lesson, curriculum and implementation designs this approach encompasses.

5.3   *PEDAGOGIAL IMPLICATIONS AND CONCLUDING THOUGHTS*

What drove this investigation from its beginning was my experience as a teacher of Portuguese as a Host Language, which was the context of investigation under analysis here. What urged in me the need for conducting this study were in fact *implications* of my *pedagogical practice* that I could not understand at the time. Therefore, I expect this piece of work to be informative to teachers who are questioning and trying to improve their own pedagogical practice.

I believe that this study has shown the value of TBLT as a guiding practice to novice teachers trying to design their own materials. Through the importance and key role TBLT places in a Needs Analysis, a lot can be learned from where to start as teacher, who is also a material designer.

A further contribution this investigation made explicit was the role of meaningful learning to students' engagement and connection to the lessons to which they are exposed. TBLT advocates for a "meaning-based" pedagogy, not only in linguistic terms, but also meaningful classes that incite the best in students autonomy and motivation.

Moreover, I believe one of the main contributions of this work is to raise teachers' awareness on perceiving teaching as a process, as a reflective and always changing action. The processes of design → implementation → reflection triggered the teacher's and this researcher's constant re-thinking of the procedures, materials, and classroom arrangement that many times are not allowed with the proper time for reflection during our regular teaching time.

It was also made clear that having a nurturing environment of teaching and learning is fundamental for students understanding, and feeling of belonging to the classes, which was portrayed by many of the students' words.

The aspects cited above, are only but a few examples from the implications this study can have on teachers' pedagogical practices because I assume that this investigation was constructed from its core *on*, *by* and *for* pedagogical implications. I side with Samuda, Bygate and Branden (2018) that the "promising point of departure for the development of TBLT is as a 'researched pedagogy'" (p. 6) driving from *psycholinguistic*, *real-world* and *pedagogical* findings to capture the ecology of classrooms, even though these three pieces are so intertwined that sometimes they even seem to fit in the same slots of the puzzle.

Therefore, as a teacher (driving from pedagogical findings), my first challenge was what to make from the lack of truly task-based materials from which I could inspire my own material creation. This study attempted to present as samples, 4 different cycles of tasks that can, and have already been, used in class. As a researcher (driving from psycholinguistic findings), I learned about task characteristics and how to identify and alter tasks to yield better students' performances, and hoped that it was made clear here that task characteristics play a key role (but are not alone) on students being able to perform tasks or not. And as a citizen, who has also been a language learner myself, (driving from real-world findings) I was able to consider and recognize my students' voices when selecting materials, designs, procedures and actions as a participant in their classes.

Conducting a study such as this, besides considering all the limitations it poses to research and implications for the fields of investigation involved, I consider that traditionally there is not much space left for recognizing that all participants are agents in the world and respond to our actions as teachers and researchers. Usually, we hope that our participants will only answer what we expect to corroborate with our hypotheses, and we forget that the impact of our interventions will not only leave the classrooms and laboratories with us, but also *with our subjects*, as Claudia has beautifully reminded me when asked if she learned anything in a given class: "*Sim, eu aprendi muita coisa hoje que eu não sabia e também posso fazer a diferença e explicar pra outras pessoas o que eu aprendi*". Since, in summary, this is the utmost final objective of research and science: learning and experimenting for, then, sharing the knowledge produced. The intent of this work – which was born in the classroom, from a teacher's questions about her practice, and that ended up constructing reflection, learning and a path through experimenting with a special attention to the classroom and its agents – was to inform the puzzle of pedagogical practice in all its pieces.

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APPENDICES

Appendix 4 - Students' profile information.

Ficticious Name	Nationality	Age	L1	L2/AdL	School education	Lggs studied in school	Residence time in Brazil	Time studying PT before coming to Brazil	Time studying at PLAM	Reasons for coming to Brazil	Situations of need to use PT
Amir	Iranian	42	Persian	Arabic, English, Spanish	Graduated/technician in Arabic Language.	Arabic, English	Since March 2018	Studied Portuguese in Ecuador through YouTube	Since October/ November 2018	To study more (master's and doctorate degree) and because his son likes soccer	During classes, downtown to do his house shopping, at supermarkets
Zayn	Jordan	30	Arabic	English	-	Arabic, English	2018	Did not study	Since March 2019.	Brazilian spouse	To talk to other people.
Paolla	Venezuelan	52	Spanish	None	Was a Language teacher at a University	-	4 days	Did not study	1 class	Family living in Brazil	To talk to her family in Brazil, when she has to visit the doctor and/or ask for directions
Arina	Venezuelan	76	Spanish	English, French (beginner)	Accountant Graduate degree, and Postgraduate degree in Financial Control	English, French	9 months	Did not study	8 months	Family living in Brazil, and because of Venezuela's situation.	To go to the supermarket, to communicate with other people, to study, to work
Monuma	Haitian	29	Haitian Creole	French, Spanish (beginner)	Studied until 28, did not go to college.	French	Since February 2019	Did not study	Since February 2019	Spouse living in Brazil	At school, at home, at work, to communicate with Brazilians
Esther	Haitian	19	French	Haitian Creole	Studied until 18	French	-	Did not study	Since February 2019	To work, family living in Brazil.	At home, with other people, at work.
Cassandra	Haitian	38	Haitian Creole	French (beginner)	Studied until 17	French	Since February 2019	Did not study	Since May 2019	To give her children, who are still in Haiti, a	At school, at the supermarket

Name	Nationality	Age	Native Language	Other Languages	Education		Time in Brazil	Studied PT before	Studying PT	Reason for coming	Reason for learning PT
						French					better life
Joseph	Haitian	37	Haitian Creole	French	Studied until 18, taught Math and Physics for high school kids. Was attending college for an Economics degree in Haiti.	French	Since February 2018	Did not study	Since February 2019	Haiti is in crisis, family living in Brazil	To talk to people at work (he works at a restaurant), at school, at the supermarket
Emmanuel	Haitian	24	Haitian Creole	French, Spanish	Studied until 19, studied Business Administration in college for 1 year	French, Spanish	Since January 2019	Did not study	Since February 2019	Wants to learn PT and study	To go to stores, buy things, to ask some things, to be able to communicate
Stanley	Haitian	52	Haitian Creole	French	Studied until 40, almost finished high school (1 year left)	French	Since February 2019	Did not study	Since February 2019	Wants to have a better life and change some attitudes he had back in his country	To work, to talk to other people
James	Haitian	27	Haitian Creole	French, Spanish, English (beginner)	Agronomics degree.	French, Spanish, English	Since2016	Studied PT for 1 month in Haiti	Studied for some time in 2017, stoped, and came back in 2019	Family living in Brazil	To work and to communicate
Rose	Haitian	27	Haitian Creole	French, English	Business Administration degree	French, English	Since February 2019	Did not study	Since February 2019	Spouse alredy living in Brazil	To go shopping, to go to the church, to work, to fill in documents
Darlene	Haitian	47	Haitian Creole	Spanish	Studied until 35, did not finish high	French	Since December 2018	Did not study	Since March 2019	Was unable to work at Chile, family invited to	To communicate with Brazilians, to get a job

											come to Brazil to try to find a job	
Haitian	Haitian	20	Haitian Creole	French, English, Spanish	Studied until 18	French, English, Spanish	Since 2018	Did not study	Since March 2019	To work, to study, to live here	To communicate with Brazilians at work, at the supermarket, in the bus	
Omar	Haitian	26	Haitian Creole	French, English (beginner)	Studied until 2015, did not finish high school	French	Since January 2018	Did not study	Since February 2019	Family already living in Brazil	To talk to his family and to his friends, to be able to take new courses	
Josoan	Haitian	29	Haitian Creole	French, Spanish	Studied until 20, did not finish high school (about 1 year left)	French	Since July 2018	Did not study	Since 2018	Family already living in Brazil	At the church, at classes, at the work	
Osíris	Haitian	25	Haitian Creole	French, English, Spanish (beginner)	Studied until 23	French, English	Since March 2017	Did not study	Studied for some time in 2017, stoped, and came back in 2019	Family already living in Brazil	At his job, to talk to his coworkers, in the streets	
Núbia	Haitian	21	Haitian Creole	French	Studied until 20, did not finish school	French	Since February 2019	Did not study	Since April 2019	Spouse already living in Brazil	To find a job	

Source: elaborated by the author

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Appendix 5A - Students' Consent letter.

UNIVERSIDADE FEDERAL DE SANTA CATARINA
PROGRAMA DE PÓS-GRADUAÇÃO EM INGLÊS: ESTUDOS LINGUISTICOS E LITERÁRIOS
Termo de Consentimento Livre e Esclarecido (TCLE) elaborado de Acordo com a
Resolução 510/16 (dirigido aos estudantes)

Prezada(o) Sra./Sr.

Meu nome é Ana Flávia Boeing Marcelino, estudante de Mestrado da UFSC. Faço pesquisa na área de Tarefas e Ensino de Português como Língua Adicional sob a orientação da professora Raquel Carolina Souza Ferraz D'Ely.

Convido o/a Sr./Sra. para ser participante na pesquisa: "TBLT no Ensino de Português como Língua de Acolhimento: aprendizagem de língua e desenvolvimento de falantes interculturais".

Por que realizo essa pesquisa?

Alguns estudiosos afirmam que aprender uma língua através de tarefas é muito positivo para o aprendizado dessa língua, além disso, acredita-se também que tratar de assuntos culturais na aula de língua pode ajudar os aprendizes a entender e utilizar essa língua de forma mais eficiente. O meu objetivo é ver se essas informações se confirmam no ensino de Português para falantes de outras línguas.

O que vai acontecer?

Se você aceitar participar do estudo, será solicitada a (1) permitir a presença da pesquisadora em sala de aula durante o período letivo semelestral 2019.1, (2) participar de uma entrevista sobre o que você pensa serem as suas necessidades de uso da língua portuguêsa no seu dia-a-dia, (3) realizar as atividades da aula propostas pela professora. Em quatro dessas aulas, as atividades serão preparadas com o objetivo de verificar se as tarefas e os conteúdos interculturais auxiliam na aprendizagem da língua.

Essas atividades foram autorizadas pela Instituição e pelas coordenadoras do curso. A entrevista será gravada em áudio apenas, enquanto as quatro aulas de implementação das tarefas serão gravadas em vídeo. Tanto os áudios quanto as gravações em vídeo serão guardadas sob responsabilidade da pesquisadora e em total sigilo, sendo somente utilizadas para referência futura de acordo com os objetivos desta pesquisa.

Caso a Sra/Sr. **decida não participar** da pesquisa, os dados obtidos **não serão utilizados** por mim **na pesquisa,** sem prejuízo algum para você.

Haverá algum risco na realização das atividades dessa pesquisa?

As tarefas desse estudo são parecidas com outras tarefas realizadas em sala de aula, por isso os riscos são mínimos. O que pode acontecer é que você fique ancioso(a) para fazer a tarefa, pra ajudar na diminuição desse fator as instruções serão dadas da froma mais clara possível. Além disso, pode haver cansaço ou aborrecimento ao realizar as entrevistas, por esse motivo, farei o possível para que elas sejam o mais breve possível.

Haverá algum benefício?

Sim. Os alunos executarão as tarefas que serão desenhadas para auxiliá-los no seu desenvolvimento linguístico no Português. A pesquisadora também fornecerá um breve relatório sobre os resultados da pesquisa ao final das atividades, pessoalmente, se o aluno assim desejar, ou por e-mail. Dúvidas sobre desempenho individual poderão ser requisitadas por email. Essa pesquisa também contribuirá para a criação de materiais para o ensino de Português para falantes de outras línguas.

A minha identidade será revelada?

Não, os dados serão confidenciais, ou seja, nomes não aparecereão na pesquisa. Os participantes serão identificados por números, por exemplo: participante 1. Infelizmente, toda pesquisa pode correr o risco de quebra de sigilo, entretanto me comprometo a fazer tudo que está ao meu alcance para que isso não aconteça.

Haverá acompanhamento de alguém?

Sim, durante todo o processo eu estarei presente. Qualquer dúvida poderá ser sanada antes, durante ou após a pesquisa, comigo ou com minha orientadora.

A participação nessa pesquisa é obrigatória?

Não. A participação é totalmente voluntária. Esse documento é um convite. Caso haja a recusa na participação sua pessoa não será prejudicada de maneira nenhuma.

Haverá alguma despesa?

Não. A pesquisa vai acontecer, majoritariamente, no horário de aula, portanto, não há necessidade de deslocamento exclusivo para participação na pesquisa.

Haverá benefício financeiro?

A resolução não permite compensação financeira pela sua participação, porém, os seguintes direitos lhe são assegurados: ressarcimento de quaisquer gastos oriundos da participação na pesquisa; e indenização por possíveis danos resultantes da participação na pesquisa.

É possível desistir de participar ou cancelar essa autorização?

Sim. É possível cancelar a participação **a qualquer momento** da pesquisa, caso haja o cancelamento não haverá prejuízo algum para a/o aluna(o). Isso pode ser feito através do meu telefone **(XX) XXXX-XXXX**, email**: xxxxxxxxxxx@gmail.com** ou pessoalmente.

Como faço o contato para esclarecer dúvidas?

Eu responderei prontamente no telefone e email acima. O email da minha orientadora é: raqueldely@gmail.com e ela pode ser contatada também através do seguinte endereço:

Universidade Federal de Santa Catarina Centro de Comunicação e Expressão – CCE "B"– Sala 313   Campus Universitário – Trindade – Florianópolis – SC 88.040-900

Caso você queira entrar em contato com o Comitê de Ética em Pesquisas com Seres Humanos da UFSC, que é o órgão que aprova esse tipo de pesquisa. Use uma dessas formas de contato:

Prédio Reitoria II, 4ºandar, sala 401, localizado na Rua Desembargador Vitor Lima, nº 222, Trindade, Florianópolis

Telefone para contato: 3721-6094

Email: cep.propesq@contato.ufsc.br

Essa pesquisa cumpre os termos da resolução CNS 466/12 e 510/16, e também suas complementares, que são os documentos que normatizam pesquisas como essa no Brasil.

Esse documento deverá ser assinado em duas vias, todas as páginas rubricadas, ficando uma via com você e uma com o pesquisador. A assinatura desse documento me permite usar os dados coletados da(o) participante. Muito obrigado!

DECLARAÇÃO DE CONSENTIMENTO PÓS-INFORMAÇÃO

Eu, _____ , documento legal _____ declaro que li as informações do presente Formulário de Consentimento Livre e Esclarecido, referente à pesquisa intitulada ***TBLT no Ensino de Português como Língua de Acolhimento: aprendizagem de língua e desenvolvimento de falantes interculturais***, e concordo em participar da presente pesquisa por livre e espontânea vontade, bem como autorizo a divulgação e a publicação de toda informação por mim transmitida. Além disso, declaro que quando necessário, fiz perguntas e recebi esclarecimentos.

Nome: _____

Assinatura   CPF

_____   _____

Assinatura dos Pesquisadores Responsáveis

          _____   _____
          Ana Flávia Boeing Marcelino   Raquel Carolina Souza Ferraz D'Ely
          Pesquisadora   Orientadora

Data: _____/ _____/ 2019

Appendix 2B – Teacher's and Teacher assistantss Consent letter.

UNIVERSIDADE FEDERAL DE SANTA CATARINA
PROGRAMA DE PÓS-GRADUAÇÃO EM INGLÊS: ESTUDOS LINGUISTICOS E LITERÁRIOS
Termo de Consentimento Livre e Esclarecido (TCLE) elaborado de Acordo com a
Resolução 510/16 (dirigido a professora e monitoras participantes)

Prezada Sra.

Meu nome é Ana Flávia Boeing Marcelino, estudante de Mestrado da UFSC. Faço pesquisa na área de Tarefas e Ensino de Português como Língua Adicional sob a orientação da professora Raquel Carolina Souza Ferraz D'Ely.

Convido a Sra. para ser participante na pesquisa: "TBLT no Ensino de Português como Língua de Acolhimento: aprendizagem de língua e desenvolvimento de falantes interculturais".

Por que realizo essa pesquisa?

Alguns estudiosos afirmam que aprender uma língua através de tarefas é muito positivo para o aprendizado dessa língua, além disso, acredita-se também que tratar de assuntos culturais na aula de língua pode ajudar os aprendizes a entender e utilizar essa língua de forma mais eficiente. O meu objetivo é ver se essas informações se confirmam no ensino de Português para falantes de outras línguas.

O que vai acontecer?

Se você aceitar participar do estudo, será solicitada a (1) permitir a presença da pesquisadora em sala de aula durante o período letivo semelestral 2019.1, (2) participar de entrevistas sobre sua percepção da turma de Português e sobre o que você pensa serem as necessidades dessa turma com o uso da língua, (3) somente a professora, responder algumas perguntas sobre sua visão se ensinar e aprender Português como Língua de Acolhimento, e (4) também, somente a professora, participar da elaboração das tarefas em conjunto com a pesquisadora e aplicar os ciclos de tarefas em quatro aulas predeterminadas, ao final do semestre.

Essas atividades foram autorizadas pela Instituição e pelas coordenadoras do curso. As entrevistas serão gravadas em áudio apenas, enquanto as quatro aulas de implementação das tarefas serão gravadas em vídeo. Tanto os áudios quanto as gravações em vídeo serão guardadas sob responsabilidade da pesquisadora e em total sigilo, sendo somente utilizadas para referência futura de acordo com os objetivos desta pesquisa.

Caso a Sra. **decida não participar** da pesquisa, os dados obtidos **não serão utilizados** por mim **na pesquisa,** sem prejuízo algum para você.

Haverá algum risco na realização das atividades dessa pesquisa?

Devido a presença da pesquisadora em sala, você poderá se sentir nervosa, ansiosa e desconfortável ao lecionar. É importante salientar que os resultados do estudo serão tornados públicos, mas sua identidade será totalmente preservada e não será incluída nenhuma informação pessoal que possa identificá-la. Somente a pesquisadora e sua orientadora farão uso dos dados para análise. Apesar de todo o cuidado, há uma remota possibilidade de quebra de sigilo, visto que seus colegas professores e seus alunos poderão associar o estudo, quando publicado, a sua imagem. Os resultados da pesquisa poderão ser apresentados em conferências, reuniões pedagógicas, congressos e outros eventos relacionados à área em questão, mas seu nome e quaisquer informações relacionadas que possam ferir sua privacidade serão mantidos em sigilo.

Além disso, pode haver cansaço ou aborrecimento ao realizar as entrevistas, por esse motivo, farei o possível para que elas sejam o mais breve possível e se encaixem em dias, horários e local mais favoráveis à você.

Haverá algum benefício?

Sim. Sua participação na pesquisa auxilia na extensão e divulgação da área de ensino de Português como Língua Adicional. A pesquisadora também fornecerá um breve relatório sobre os resultados da pesquisa ao final das atividades, pessoalmente, se desejar, ou por e-mail. Essa pesquisa também contribuirá para a criação de materiais para o ensino de Português para falantes de outras línguas.

A minha identidade será revelada?

Não, os dados serão confidenciais, ou seja, nomes não aparecereão na pesquisa. Os participantes serão identificados por números, por exemplo: participante 1. Mas como mencionado anteriormente, toda pesquisa pode correr o risco de quebra de sigilo, entretanto me comprometo a fazer tudo que está ao meu alcance para que isso não aconteça.

Haverá acompanhamento de alguém?

Sim, durante todo o processo eu estarei presente. Qualquer dúvida poderá ser sanada antes, durante ou após a pesquisa, comigo ou com minha orientadora.

A participação nessa pesquisa é obrigatória?

Não. A participação é totalmente voluntária. Esse documento é um convite. Caso haja a recusa na participação sua pessoa não será prejudicada de maneira nenhuma.

Haverá alguma despesa?

Não. A pesquisa vai acontecer, majoritariamente, no horário de aula, portanto, não há necessidade de deslocamento exclusivo para participação na pesquisa.

Haverá benefício financeiro?

A resolução não permite compensação financeira pela sua participação, porém, os seguintes direitos lhe são assegurados: ressarcimento de quaisquer gastos oriundos da participação na pesquisa; e indenização por possíveis danos resultantes da participação na pesquisa.

É possível desistir de participar ou cancelar essa autorização?

Sim. É possível cancelar a participação **a qualquer momento** da pesquisa, caso haja o cancelamento não haverá prejuízo algum para você. Isso pode ser feito através do meu telefone **(XX) XXXX-XXXX**, email**: xxxxxxxxxxxxx@gmail.com** ou pessoalmente.

Como faço o contato para esclarecer dúvidas?

Eu responderei prontamente no telefone e email acima. O email da minha orientadora é:

raqueldely@gmail.com e ela pode ser contatada também através do seguinte endereço:

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Essa pesquisa cumpre os termos da resolução CNS 466/12 e 510/16, e também suas complementares, que são os documentos que normatizam pesquisas como essa no Brasil.

Esse documento deverá ser assinado em duas vias, todas as páginas rubricadas, ficando uma via com você e uma com o pesquisador. A assinatura desse documento me permite usar os dados coletados da participante. Muito obrigada!

DECLARAÇÃO DE CONSENTIMENTO PÓS-INFORMAÇÃO

Eu, _____ , documento legal _____ declaro que li as informações do presente Formulário de Consentimento Livre e Esclarecido, referente à pesquisa intitulada **TBLT no Ensino de Português como Língua de Acolhimento: aprendizagem de língua e desenvolvimento de falantes interculturais**, e concordo em participar da presente pesquisa por livre e espontânea vontade, bem como autorizo a divulgação e a publicação de toda informação por mim transmitida. Além disso, declaro que quando necessário, fiz perguntas e recebi esclarecimentos.

Nome: _____

Assinatura   CPF

_____   _____

Assinatura dos Pesquisadores Responsáveis

_____   _____
Ana Flávia Boeing Marcelino   Raquel Carolina Souza Ferraz D'Ely
Pesquisadora   Orientadora

Data: _____/ _____/ 201_

Appendix 3A – Students', teacher's and teacher assistants' Interview Questionnaires (Needs Analysis and profile).

Perguntas endereçadas aos estudantes:

Pesquisadora: Bom dia/tarde, (nome da participante). Essa é uma entrevista que vai durar cerca de 5 a 10 minutos, onde vamos conversar sobre os seus objetivos em aprender português. Não existem respostas certas ou erradas, o objetivo dessa entrevista é levantar suas percepções sobre suas necessidades de uso da língua portuguesa. Essa entrevista será gravada para referência futura, mas ela não é obrigatória, você poderá desistir dessa entrevista a qualquer momento, durante ou depois dela ter acontecido, sob nenhum prejuízo a sua presença do curso, tudo bem? Podemos começar?

1. Você pode me dizer há quanto tempo você chegou no Brasil? Se você já tinha algum contato aqui, família, amigos?
2. Hoje, você tem contato com brasileiros no seu dia-a-dia? Ou precisa falar com brasileiros frequentemente?
3. Você usa o portguês no seu dia-a-dia? Com que frequência?
4. Além da sala de aula, você pode exemplificar situações em que você fala (ou precisar falar) em português?
5. Qual é a importância de falar português pra você hoje?
6. Você precisa se comunicar em português com outras pessoas que não são brasileiras?

Perguntas endereçadas à professora e às monitoras:

Pesquisadora: Bom dia/tarde, (nome da participante). Essa é uma entrevista que vai durar cerca de 15 a 20 minutos, onde vamos conversar sobre as necessidades de aprendizagem da turma A do Curso de Português como Língua de Acolhimento (PLAM), onde você atua como professora/monitora. Não existem respostas certas ou erradas, o objetivo dessa entrevista é levantar suas percepções sobre as necessidades de uso da língua portuguesa dos estudantes. Essa entrevista será gravada para referência futura, mas ela não é obrigatória, você poderá desistir dessa entrevista a qualquer momento, durante ou depois dela ter acontecido, sob nenhum prejuízo a sua atuação do curso, tudo bem? Podemos começar?

1. Depois do início das aulas, como você descreveria o perfil da turma A?
2. Você conhece o histórico de todos, quase todos, ou algum dos estudantes?
3. Você tem conhecimento sobre seus objetivos aqui no Brasil?
4. Quais você considera serem as principais necessidades de comunicação em Português desses estudantes fora da sala de aula?
5. Em que contextos você acha que eles mais utilizam ou utilizarão a língua fora da sala de aula?

Perguntas endereçadas somente à professora:

Pesquisadora: Essa parte da entrevista é endereçada somente à você (professora). Esse momento da entrevista pode durar cerca de 15 a 20 minutos, e vamos conversar sobre as abordagens para ensino de línguas, TBLT e Intercultural, que guiarão as tarefas a serem implementadas ao final do semestre na Turma A do curso de Português como Língua de Acolhimento (PLAM). Não existem respostas certas ou erradas, o objetivo dessa entrevista é levantar suas percepções sobre os objetivos dessas abordagens. Essa entrevista será gravada para referência futura, mas ela não é obrigatória, você poderá desistir dessa entrevista a qualquer momento, durante ou depois dela ter acontecido, sob nenhum prejuízo a sua atuação do curso, tudo bem? Podemos começar?

1. O que você sabe/lembra sobre o TBLT, Task-based Language Teaching? Você pode relatar qualquer coisa que venha primeiro à sua mente.
2. Como você acha que essa abordagem se encaixa ao contexto de ensino de PLAM? Se é que se encaixa.
3. Você saberia dizer por alto, quais são os objetivos por trás dessa abordagem?
4. Agora, em relação a Abordagem Intercultural. O que você sabe/lembra sobre a abordagem? Você pode relatar qualquer coisa que venha primeiro à sua mente.
5. Você acha que essa abordagem se encaixa ao contexto de ensino de PLAM? De que maneira?
6. Você saberia dizer por alto, quais são os objetivos por trás dessa abordagem?

Source: elaborated by the author.

Appendix 3B - Teacher's Post-task Interview questionnaire.

Perguntas endereçadas à professora:
Pesquisadora: Bom dia/tarde, (nome da participante). Essa é uma entrevista que vai durar cerca de 5 a 10 minutos, onde vamos conversar sobre sua avaliação dos ciclos de tarefas. Não existem respostas certas ou erradas, o objetivo dessa entrevista é levantar suas percepções como professora da turma. Essa entrevista será gravada para referência futura, mas ela não é obrigatória, você poderá desistir dessa entrevista à qualquer momento, durante ou depois dela ter acontecido, sob nenhum prejuízo a sua atuação do curso, tudo bem? Podemos começar?
1. Como você avalia a aula de hoje?
2. Como você avalia o desempenho dos estudantes?
3. Você acha que os objetivos das tarefas foram cumpridos?
4. Você acha que algo pode ter faltado?
5. O que poderia ser melhorado?
6. Há algo que você faria de diferente?

Source: elaborated by the author.

Appendix 4A - Task cycle 1.

UNIVERSIDADE FEDERAL DE SANTA CATARINA
PROGRAMA DE PÓS-GRADUAÇÃO EM INGLÊS: ESTUDOS LINGUÍSTICOS E LITERÁRIOS
Ciclo de tarefas 1 - Atividades[112]

Target task: Pesquisar pelo melhor preço de um objeto para a casa (móveis e eletrodomésticos), indicar a compra (ou não) do objeto e o porquê de sua decisão.

1A - Observe as imagens abaixo e complete com o nome de cada cômodo da casa.

| Cozinha | Quarto | Sala | Banheiro |

_____   _____

_____   _____

---

[112] The Power Point Presentation used in this lesson can be accessed through the link: https://docs.google.com/presentation/d/1ENNwJI0JCIuzyk1ET1PAApF1KDziPKpgUYxoCPG5sbY/edit?usp=sharing.

_____   _____

1B - Escreva nas imagens acima os nomes dos objetos que você conhece.

1C - Geralmente classificamos os objetos da casa em 2 categorias: **móveis** e **eletrodomésticos**. Faça uma lista para classificar os objetos da atividade anterior.

Móveis	Eletrodomésticos
Sofá	Televisão

2A - Pergunte a um de seus colegas como é a sua casa e desenhe. Pergunte quais objetos, móveis há em cada cômodo e indique no seu desenho. Depois apresente para a turma e compare sua casa com a de seu colega.

3A - Assista a uma reportagem sobre como economizar na compra de eletrodomésticos. Algum dos objetos que seu colega tem em casa apareceu? Qual?

3B - Agora responda as perguntas sobre o vídeo:

a) A reportagem acontece em que cidade?	( ) Florianópolis ( ) Campinas ( ) Rio de Janeiro
b) Quais eletrodomésticos foram pesquisados?	( ) TV de Led, liquidificador e lavadora. ( ) Rádio, computador, TV e geladeira. ( )TV de Led, TV 3D, geladeira e ar-condicionado
c) De quantos reais foi a economia?	( ) 127,00 ( ) 950,00 ( ) 609,00
d) O que o repórter diz ajudar a economizar?	( ) Pesquisar e comparar preços ( ) Comprar no cartão de crédito ( ) Comprar na internet

4A - Em grupos, observem os folhetos de diferentes lojas de móveis e eletrodomésticos e compare os preços de alguns objetos:

- uma TV LED
- uma geladeira
- um guarda-roupas

Há diferenças de preços? Para quais objetos? De quanto é a diferença? Depois compartilhe com a turma.

Objeto	Preço na loja 1	Preço na loja 2	Preço na loja 3	Diferença de preço

4B - Escolha um dos objetos da atividade anterior para comprar para sua casa. Depois, grave uma mensagem de áudio falando qual dos objetos você vai comprar, em qual loja e por quê.
Envie sua mensagem para o número (XX) XXXX-XXXX.

4C - Agora, compare o que você encontrou na sua pesquisa com duas pessoas de outros grupos. Quais objetos eles pesquisaram? Eles encontraram diferenças de preços? De quanto é a diferença?

Appendix 4B - Task Cycle 2.

UNIVERSIDADE FEDERAL DE SANTA CATARINA

UNIVERSIDADE FEDERAL DE SANTA CATARINA
PROGRAMA DE PÓS-GRADUAÇÃO EM INGLÊS: ESTUDOS LINGUÍSTICOS E LITERÁRIOS
Ciclo de tarefas 2 - Atividades

Target task: Comunicar dores e sintomas de doenças a um profissional da saúde.

1A – Ajude sua professora a completar a tabela com o nome em português de alguns problemas de saúde, sintomas e formas de tratamento.

Problema de saúde	Sintomas	Tratamento

1B – Você já teve algum desses problemas de saúde? Quais? No Brasil ou no seu país de origem?

2A - Ligue as imagens aos sintomas que elas representam.

Secreção nasal

Dor de cabeça

Dor de garganta

Febre
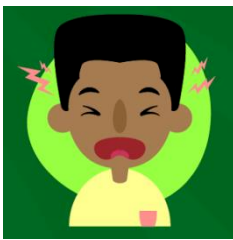
Tosse

Cansaço

3A - Veja a imagem e leia como essas pessoas estão se sentindo depois complete a frase com o problema de saúde que você acha que cada pessoa tem, ou aquilo que pode ter acontecido com elas.

a) Juliana está com muita dor de cabeça e ela está com secreção nasal há mais de uma semana. O que você acha que ela tem?

Eu acho que Juliana está com _____.

b) Maria comeu amendoim e está com coceira por todo o corpo, ela também está com manchas vermelhas no pescoço.

Eu acho que Maria está com _____.

c) Gabriel caiu de bicicleta e está com dores fortes no pulso. Ele não consegue mexer o braço e chora o tempo todo.

Eu acho que Gabriel está com _____ .

3B - Agora é a sua vez, em duplas observem as imagens e escrevam o que você acha que aconteceu com essas pessoas e o que elas estão sentindo.

a)

b)

c)

4A - Daniel chegou no Brasil há uma semana e ainda não fala português. Ele está doente e você vai com ele ao posto de saúde. Explique para o enfermeiro os sintomas de Daniel.

Grave sua resposta em áudio e envie para o número de Whatsapp (XX) XXXX-XXXX.

4A - Daniel chegou no Brasil há uma semana e ainda não fala português. Ele está doente e você vai com ele ao posto de saúde. Explique para o enfermeiro os sintomas de Daniel.

Grave sua resposta em áudio e envie para o número de Whatsapp (XX) XXXX-XXXX.

4A - Daniel chegou no Brasil há uma semana e ainda não fala português. Ele está doente e você vai com ele ao posto de saúde. Explique para o enfermeiro os sintomas de Daniel**.**

Grave sua resposta em áudio e envie para o número de Whatsapp (XX) XXXX-XXXX.

5A - No posto de saúde, Daniel foi diagnosticado com uma gripe leve. Marque quais tratamentos você acha que o médico pode ter receitado para o Daniel.

Daniel deve tomar vacina (   )

Daviel deve fazer uma cirurgia (   )

Daniel deve tomar chá (   )

Daniel deve tomar remédios (   )

Daniel deve descansar (   )

Daniel deve ir nadar (   )

5B - No seu país como a gripe é tratada? Há outros tipo de tratamento além dos citados acima?

6A - Faça uma pesquisa com seus colegas e pergunte a três deles se já tiveram gripe desde que chegaram no Brasil e como eles trataram a doença.

	Nome:	Nome:	Nome:
Você já ficou com gripe no Brasil?	( ) Sim, já fiquei. ( ) Não, nunca fiquei.	( ) Sim, já fiquei. ( ) Não, nunca fiquei.	( ) Sim, já fiquei. ( ) Não, nunca fiquei.
Que sintomas você sentiu?			
Como você se tratou?			

Source of Activities: elaborated by the author.

La Nacion. 2017. (https://www.lanacion.com.ar/sociedad/alergias-a-los-medicamentos-que-son-y-como-tratarlas-nid2039644), Imagem 3: Sociedad Argentina de Reumatologia. 2019. (https://www.reumaquiensos.org.ar/enfermedades/artritis-juvenil/).
Source of images Activity 3B: Image 1: Diário da Manhã. 2017. (https://diariodamanha.com/noticias/mieloma-multiplo-uma-doenca-desconhecida/), Image 2: Media Laboratoriet. 2019. (https://en.medielaboratoriet.com/4097385-natural-fermented-milk-product-quotem-kurungquot-instructions-for-use-features-and-reviews), Imagem 3: Folha Vitória. 2019. (https://www.folhavitoria.com.br/saude/noticia/02/2019/gestantes-devem-tomar-medicamento-para-nauseas-e-vomitos).
Sources of images Activity 5A: Image 1: Itarapé Prefeitura. 2018. (http://www.itarare.sp.gov.br/noticia/vacinacao-contra-gripe-comeca-neste-sabado-12-em-itarare-sp/), Image 2: Webcomics. (https://webcomicms.net/clipart-9454890-operating-room-cliparts), Image 3: Foco em Vida Saudavel. 2016. (https://www.focoemvidasaudavel.com.br/como-usar-o-cha-de-gengibre-para-perder-peso/), Image 4: LOTÉRIO, Ligia. Vix. (https://www.vix.com/pt/saude/545575/como-remedios-para-ansiedade-agem-no-cerebro-acao-tipos-vicio-e-mais-tudo-sobre), Image 5: Shutterstock. (https://www.shutterstock.com/pt/image-vector/vector-cartoon-illustration-woman-lying-on-649487995), Image 6: Shutterstock. (https://www.shutterstock.com/es/image-vector/illustration-young-boy-swimming-yellow-goggles-138524210).

Appendix 4C - Task cycle 3.

UNIVERSIDADE FEDERAL DE SANTA CATARINA
PROGRAMA DE PÓS-GRADUAÇÃO EM INGLÊS: ESTUDOS LINGUISTICOS E LITERÁRIOS
Ciclo de tarefas 3 - Atividades[113]

Target task: Enviar uma mensagem de áudio para um colega/conhecido oferecendo seus serviços em um emprego de sua escolha e falar sobre suas experiências no ramo.

1A - Onde você procura por trabalho? Assinale as imagens que correspondem aos lugares onde é possível encontrar ofertas de emprego.

( ) Nos classificados de jornais	( ) Em revistas
( ) na internet	( ) em livros de histórias e quadrinhos
( ) diretamente na empresa	( ) em escolas

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[113] The Power Point Presentation used in this lesson can be accessed through this link: https://docs.google.com/presentation/d/1EY4JWWh6xRUazIBaDmJUyuN7ToPFZqPocL1_mkZ2370/edit?usp=sharing.

1B - E no seu país, onde você procura por emprego? Diga 3 lugares.

2A - Você encontrou 4 anúncios de vagas de emprego nos classificados do jornal. Ligue as informações que aparecem nos anúncios.

1. **CONTRATA-SE** cozinheiro(a) com experiencia em Buffet. Salário R$1.800 interessados mandar CV para buffethipica@gmail.com

2. **CASAL DE CASEIROS** Precisa-se um Casal de Caseiros para cuidar de cães, morar no local, Vargem Pequena - Florianópolis. Provar que tem experiêcia com cães, fornecendo referências. Das 9:00 às 12:00 e 14:00 às 17:00 Trtar c/ Tânia a partir de segunda-feira. Fone (48)3222.1533. Salário R$ 2.000,00

3. **PRECISA-SE DE Digita**dor com experiência em word e excel, periodo vespertino, trabalhar em campinas são josé, interessados enviar curriculum para saude.ocupacional@uol.com.br

4. **VENDEDORA(O),** com experiência. Enviar Curriculo para o e-mail: selecaokt@gmail.com

- Salário
- Profissão
- Horário de trabalho
- Local de trabalho
- Contato (telefone/e-mail)

2B - Quais vagas de trabalho aparecem na atividade 2A? Elas exigem alguma experiência de trabalho? Quais?

Profissão:	1.	2.	3.	4.	5.
Experiência:					

2C - Em grupos, escolham um dos anúncios e decidam qual colega é o melhor candidato a uma das vagas de emprego e expliquem por quê.

Vaga	Nome do colega	Por quê ele/ela é um bom candidato. Ele tem experiência de trabalho?

3A - Joana enviou seu currículo para a vaga de enfermeira do Hospital Med Center e foi selecionada. Ouça a entrevista de contratação e preencha o diálogo com as informações que faltam.

Gerente: Bom dia, Joana!

Joana: Bom dia.

Gerente: Então, como você já sabe, você foi pré-selecionada para a vaga de _____ aqui do Hospital Med Center e eu gostaria de saber, primeiramente, por que você se candidatou a essa vaga?

Joana: Ah, bom, **eu sou formada** em enfermagem e gosto muito da minha _____. Eu **já trabalhei em um** _____ de análises clínicas e gosto de trabalhar diretamente com os _____. **Eu trabalho há muito tempo como** _____ em um projeto social e eu acho que esse trabalho também foi muito importante pro meu _____. Bom, e eu **tenho** _____ **com** Pacote Office desde a minha graduação.

Gerente: Muito bem, e você tem alguma pergunta sobre a vaga?

Joana: Bom, sim. Na verdade, o _____ não diz qual a carga horária de trabalho.

Gerente: Claro, os horários são das 7 horas da _____ às 5 horas _____, de segunda à sexta, com um total de 50 horas por semana.

Joana: Certo.

Gerente: E o _____ é de 2.700,00, mais Vale Transporte e Vale Alimentação.

Joana: Ok.

Gerente: Muito bem, Joana, se você não tem mais nenhuma pergunta podemos assinar o contrato? E você começa   na   segunda-feira.   Parabéns!

Joana: Obrigada!

3B - Por que a Joana é uma boa candidata para a vaga? Quais são as experiências que ela tem?

4A - Você está procurando um emprego e pede ajuda a suas professoras e colegas para encontrar uma vaga. Grave uma mensagem de WhatsApp oferencendo seu trabalho e falando sobre suas experiências nessa profissão. Use o quadro abaixo para organizar sua mensagem. Envie a mensagem para o número (XX) XXXX-XXXX.

Profissão:
Experiências:

4B - Depois de gravar sua mensagem, escute-a e escreva o que você falou. Depois pergunte a um colega que emprego ele está procurando e comparem suas respostas. Prestem atenção nas diferenças entre suas mensagens.

Source of images Activity 2A: Diário Catarinanse. Classificados, n. 305, p. 2. April. 2019.
Source of images Activity 3A: Personal archive.
Source of audio Activity 3A: elaborated by the author.

Appendix 4D - Task cycle 4.

UNIVERSIDADE FEDERAL DE SANTA CATARINA
PROGRAMA DE PÓS-GRADUAÇÃO EM INGLÊS: ESTUDOS LINGUÍSTICOS E LITERÁRIOS
Ciclo de tarefas 4 - Atividades[114]

Target task: Dar instruções de direção a um amigo para ir de um ponto ao outro.

1A - O caminho pontilhado na imagem abaixo mostra o caminho que uma de suas professoras faz para chegar na UFSC. Que lugares sua professora encontra pelo caminho?
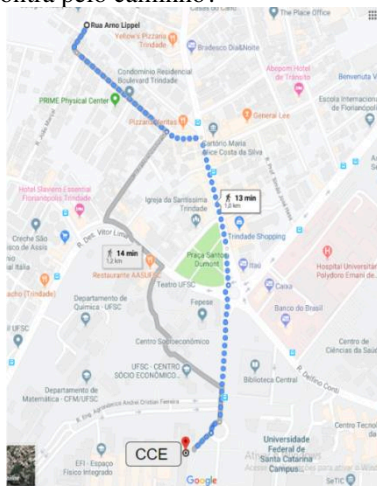
2A - Desenhe no mapa abaixo o caminho que você faz para chegar na UFSC.
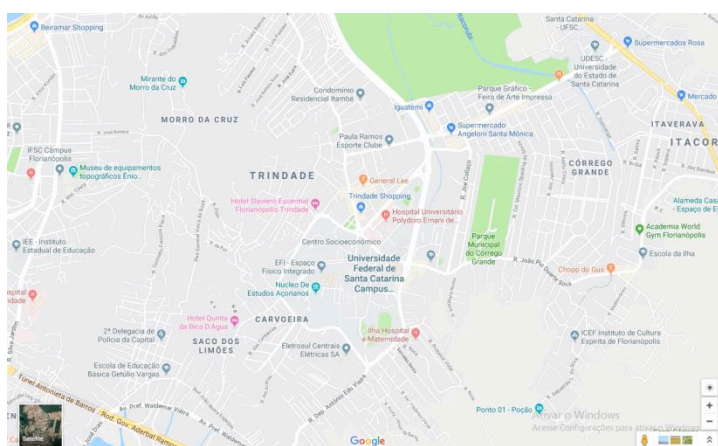
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[114] The Power Point Presentation used in this lesson can be accessed through the link: https://docs.google.com/presentation/d/1GY26AW3MX6wGMQ9Ut5Ci8qBxH80Ib5HKNURK1HxSdEs/edit?usp=sharing.

2B - Que lugares você encontra pelo caminho que você faz da sua casa até a UFSC?

_____

_____

2C - Responda:

a.Como você vem para a UFSC: De ônbus ( ), à pé ( ), de bicicleta ( ) ou de carro ( ).
b.Quanto tempo você leva para chegar na UFSC? _____ minutos.

3A - O mapa mostra dois caminhos que uma de suas professoras pode fazer para chegar no CCE, onde acontecem as aulas de Português. Um caminho leva **13 minutos** e o outro **14 minutos**. Leia a descrição de cada caminho e indique qual orientação corresponde a cada caminho.
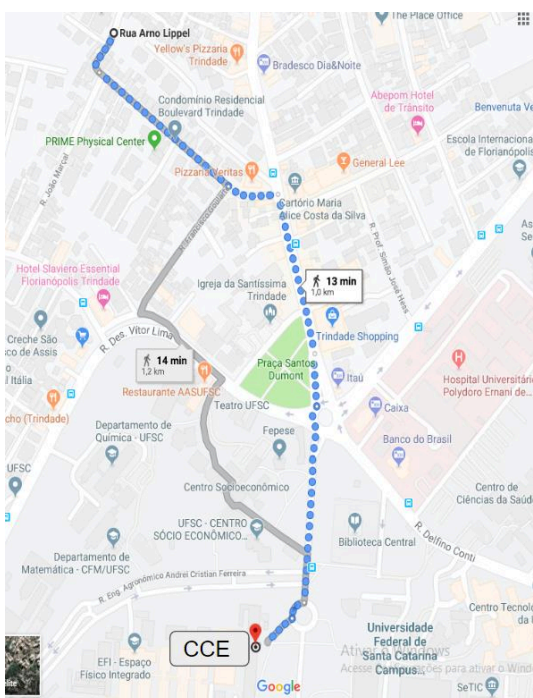
Siga em frente na rua Arno Lippel e vire à esquerda. Siga em frente até o Cartório Maria Alice Costa da Silva e vire à direita. Depois siga até a Praça Santos Dumont e atravesse a rótula. Seguindo em frente, na UFSC ande até a segunda rótula. E pegue a primeira saída à direita. O CCE está à direita.	Siga em frente na rua Arno Lippel e vire à esquerda. Siga em frente até próximo da Pizzaria Veritas e vire à direita. Siga em frente até a R. Des. Vitor Lima e vire à esquerda, depois no Restaurante AASUFSC vire à direita. Siga em frente passando pelo Centro Socioeconômico. No ponto de ônibus vire à direita, ande até a rótula e pegue a primeira saída à direita. O CCE está à direita.
Este caminho leva _____ minutos.	Este caminho leva _____ minutos.

3B - Nas instruções da atividade 3A algumas palavras representam **lugares** e outras **direções**. Complete a lista com as palavras corretas.

LUGARES	DIREÇÕES
Restaurante AASUFSC	Vire à direita

4A - Você conhece o centro de Florianópolis? Observe o mapa abaixo e diga se você já visitou algum dos lugares que aparecem no mapa.
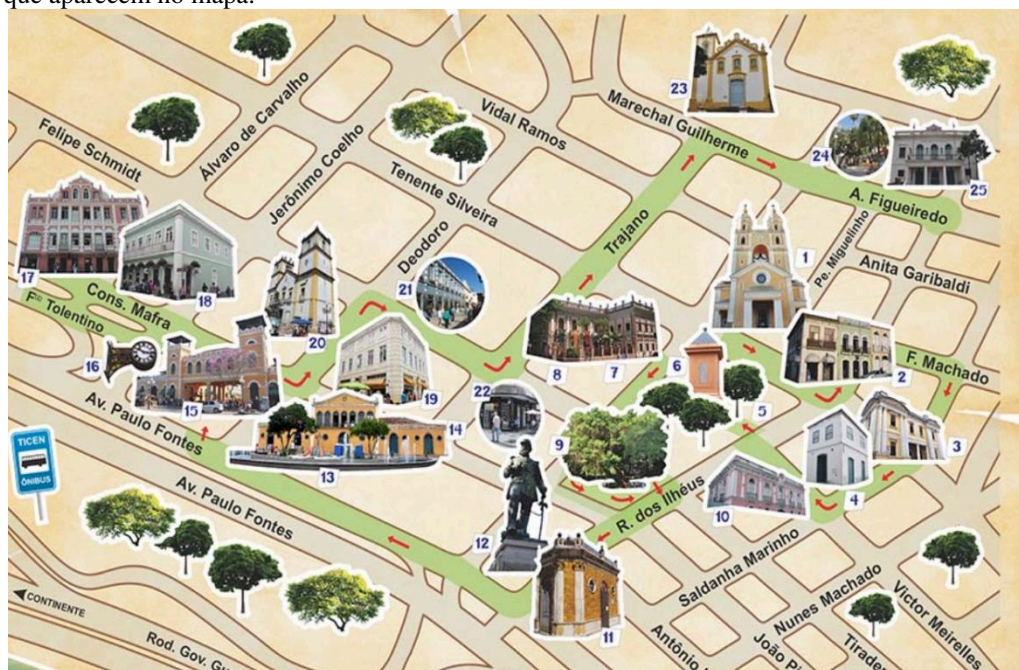
4B - Se você já visitou algum desses lugares. Escreva abaixo como você explicaria o caminho para ir do TICEN até este lugar.

Por exemplo:
Para chegar na **Casa Vitor Meirelles**, (imagem número 4), você precisa sair do TICEN, atravessar a Av. Palo f
direita. Você segue em frente, até a Estátua (imagem número 12) e vira à esquerda na R. dos Ilhéus. Você seg
rua. E a Casa Vitor Meirelles está à direita.

5A - Um amigo seu está perdido no centro de Florianópolis. Ele está na **Praça XV de Novembro** e precisa da sua ajuda para chegar no **Mercado Público**. Grave uma mensagem de áudio falando o caminho que ele precisa fazer para chegar lá.
Mande sua mensagem para o número de Whatsapp (XX) XXXX-XXXX.

Você pode usar algumas expressões, como por exemplo:

Vire à esquerda	Vire à direita	Siga em frente	Atravesse a rua

5B - Compare o caminho que você sugeriu com o caminho de um colega. Qual é o caminho mais rápido?

Source of the activities: elaborated by the author.
Source of images in Activities 1A, 2A and 3A: adapted by the author from a Google Maps screenshot.
Source of images in Activities 4A and 5A: adapted by the author from Roteiro Autoguiado do Centro Histórico de Florianópolis. CDL Florianópolis. 2014. (http://www.roteiroautoguiado.com.br/index.php).

Appendix 5 - Task cycles' Themes, Communicative Outcomes, Salient Forms and Vocabulary.

Task cycle	Lesson Topic	Communicative Outcome	Salient Language Structures	Mobilized Vocabulary
Task cycle 1	Buying and purchasing house objects.	To choose an object to purchase and state the reasons for the purchase.	Simple Present tense for the description of places (e.g. *tem dois quartos*), objects, and objects' prices; Comparatives and superlatives of size (e.g. *a casa X é maior que a Y*); Future with verb *IR* to state the wich to buy specific objects (e.g. *Vou comprar uma TV*).	Pricing; Verbs related to purchasing; Payment methods; House parts; House furniture and appliances, electronics.
Task cycle 2	Identifying and communicating health problems.	To communicate the symptoms of the flu to a health professional.	Simple Present tense to describe symptoms (e.g. *está com febre*); Past tense (Pretérito Perfeito) to describe actions that lead to health problems (e.g. *caiu de bicicleta*).	Health problems; Symptoms; Treatments; Verbs related to feelings.
Task cycle 3	Offering services and describing working experiences.	To choose an occupation to offer to a colleague/friend, and associate and state the previous working experience related to the occupation wanted.	Simple Present tense to describe work experience (*tem experiência como*); Passive voice (with the -*SE* particle, *contrata-se*); Questions and answer forms of *Por que*.	Work-related "Classified" news genres; Workplaces; Occupations and job information (work hours, salary); Verbs related to work experience; Health-care related vocabulary.
Task cycle 4	Giving and understanding directions.	To give instructions to a friend describing the directions from one place to another.	Simple Present tense to describe paths (e.g. *passo pela praça todos os dias*); Imperative tense to give directions (e.g. *vire à direita na segunda rua*).	Public places and ways, commercial sites, buildings' names; Street names; Transportation means; Times; Verbs related to directions and position.

Source: elaborated by the author.

Appendix 6 - Students' Post-task questionnaires

NOME: _____

Responda sinceramente às perguntas abaixo. Você pode respondê-las na língua que preferir.
Responde sinceramente las siguientes preguntas. Usted puede contestarlas en la lengua que prefiera.
Répondez sincèrement aux questions ci-dessous. Vous pouvez y répondre dans la langue de votre choix.
Sensèman reponn kesyon ki anba yo. Ou ka reponn yo nan lang ou chwazi a.
الإجابة بصدق على الأسئلة أدناه. يمكنك الإجابة عليها باللغة التي تختارها.

1. Você aprendeu alguma coisa hoje?
¿Has aprendido algo hoy?
Avez-vous appris quelque chose aujourd'hui?
Eske ou te aprann anyen jodi a?

هل تعلمت أي شيء اليوم

a.   **Sim, meu português melhorou.**
Sí, mi portugués ha mejorado.
Oui, mon portugais s'est amélioré.
Wi, Pòtigè mwen an amelyore.
البرتغالية لغتي تحسنت لقد ، نعم.

b.   Não, eu não aprendi nada.
No, no he aprendido nada.
Non, je n'ai rien appris.
Non, mwen pa aprann anyen
لا ، لم أتعلم أي شيء

2. Explique sua resposta:
Explique su respuesta:
Explique ta réponse:
Eksplike repons ou an:

اشرح إجابتك

3. Você está satisfeito com o que você aprendeu?
¿Estás satisfecho con lo que has aprendido?
Êtes-vous satisfait de ce que vous avez appris?
Èske ou satisfè ak sa ou te aprann?

هل أنت راضي عما تعلمته؟

a) satisfeito	**b) insatisfeito**	**c) eu não tenho certeza**	**d) eu poderia ter me dedicado mais**
satisfecho	insatisfecho	no estoy seguro	yo podría haberme dedicado más
satisfait	insatisfait	je ne suis pas sûr	j'aurais pu me consacrer plus
satisfè	pa satisfè	mwen pa sèten	mwen te kapab dedye tèt mwen plis ankò
راض	مستاء	لست متأكدا	

أنا يمكن أن كرست نفسي أكثر

4. Explique sua resposta:

Explique su respuesta:
Explique ta réponse:
Eksplike repons ou an:

اشرح إجابتك

5. Houve algum momento da aula que você mais gostou? Qual? Por que?
¿Ha habido algún momento de la clase que más te gustó? ¿Qué? ¿Por qué?
Y a-t-il un moment de cours que vous avez le plus aimé? Lequel? Pourquoi?
Te gen yon moman nan klas ke ou te renmen pi plis la? Ki? Poukisa?

هل كانت هناك لحظة من الدرس أحببتها أكثر من غيرها؟ ماذا؟ لماذا؟

6. Você considera o tema da aula importante? Sim ou não? Por quê?
¿Usted considera el tema de la clase importante? ¿Sí o no? ¿Por qué?
Considérez-vous que le sujet de la classe est important? Oui ou non? Pourquoi?
Èske ou konsidere sijè sa a nan klas enpòtan? Wi oswa non? Poukisa?

هل تعتبر موضوع الفصل مهم؟ نعم او لا لماذا؟

Obrigada!
Gracias!
Mèsi!

شكرا لك

Source: elaborated by the author.

Appendix 7A - Transcription of Students' performances in Target Task 2.

Speakers' identification (RS: Researcher, Participants are referred by their fictitious names, TA: Teacher Assistant, I: Interpreter).

Conventions: (+: short pause, ++: long pause, [ ]: overlapping speech, (( )): analyst's comments, XXX: inaudible, ?: questioning intonation, CAPITAL: stressed word, { }: translated answers, ( ): translator's comments). Based on: GREGGIO; GIL, 2007, and SULLIVAN, 2000.

P1 (Gregory): Está com febre, dor de cabeça e ele tem de segre-segreç-segreção nasal.

P2 (Paolla): Está com febre, tosse e dor de garganta.

P3 (Rose): Oi, doutor. Ele está com febre, calição, febre-ca-cabeça, secreção nasal.

P4 (Zayn): Dor de cabeça, dor de garganta, febre.

P5 (Josoan): O Daniel tem febre, dor de cabeça, dor de garganta.

P6 (Ariane): Bom dia! Eu e-eu estou aqui porque meu filho Daniel está sentindo problemas de saúde. Ele tem dor de garganta, muita segreçã-segregação nasal e se siente muito cansado. Eu estou muy assustada.

P7 (Núbia): Eu tosse.

      TA: Está com

       Daniel está tosse, + secreção de na-secreção nasal, + cansa-cansaço.

P8 (Amir): Tosse, secreção nasal, cansação.

P9 (Emmanuel): Da-daniela? Daniel. Daniel está doente. Ele está, é, com gripe.

P10 (Stanley): Boa tarde, boa tarde. Olá, sim-sim-sim. Primeira ser febre, sec-febre. Sec-segunda: se-dor de cabeça. Terceira: espiracio-espiramação + *D'accord?* Ta bém.

P11 (Ada): Oi Daniel, tudo bem? Ahm, ela dor de cabeça, ela, ela dor de garganta, ela dois tá febre.

P12 (Claudia): Oi, Daniel. Tô com febre, dor de barriga, gravida, vomisto, tá?

P13 (Cassandra): Re, dor de cabeça e dor de garganta.

P14 (Joseph): É, Daniel diz doente. Tem pobrema de saúde, gripe. Tem sistoma tusse.

P15 (Omar): Daniel XXX doctora. Febre, dor de garanta e se tá + é, ahm, + é segre-ção nasal.

Source: elaborated by the author. The audio files can be accessed through this link:
https://www.dropbox.com/sh/chtaems35pqvef4/AADRuXeUqBm_rCGFxFjJmzB_a?dl=0.

Appendix 7B - Transcription of Students' performances in Target Task 3.

Speakers' identification (RS: Researcher, Participants are referred by their fictitious names, TA: Teacher Assistant, I: Interpreter). **Conventions:** (+: short pause, ++: long pause, [ ]: overlapping speech, (( )): analyst's comments, XXX: inaudible, ?: questioning intonation, CAPITAL: stressed word, { }: translated answers, ( ): translator's comments). Based on: GREGGIO; GIL, 2007, and SULLIVAN, 2000.

P1 (Gregory): Eu sou uma boa pessoa para essa vaga de vendedor porque eu tenho mais de dois anos de experiência e eu também, eu tenho habilidade na computa-computador. Eu + te, eu já ajudei a fazer excursão na escola primária também.

P2 (Osíris): Profissão é, eu sou cozinheiro. Eu tenho sete meses. E minha experiência eu, eu já fui trabalhar com serviço de limpeza de quinze meses.

P3 (Rose): É, eu sou, eu sou secretária al-e-XXX alfânde-alfândega. Experiência em saúde, XXX enfemela, hum de posto de saúde já. Ahm, dois, experiência em dois anos.

P4 (Zayn): Profissão: gerente de loja. Experiência: eu trabalho em uma abrícia de turismo por um anos. Numa empresa de emprego em dois anos.

P5 (Josoan): Minha profissão é serviço de animatação. Como experiência já trabalhava numa empresa de gráfico quase duas ano.

P6 (Ariane): Eu sou contadora. Ahm, eu sou egreçada. Eu estava na Universidade. Ahm, eu estou, a, eu estou. Eu sou boa para essa vaga. Ahm, porque eu fui, e-eu fui formada em Contadoria, eu traba-trabalhei em la Universidad como professora. Ahm, eu + fiz Contadoria, Con-contabilidade. Aula contabilidade conta? Ahm, eu trabalhei na Universidade diez añ-años. E depois eu trabalhei autônoma em, em Contabilidade Tributária.

P7 (Núbia): Eu sou…
    TA: Vendedora.
        Eu sou vendedora.
    Osíris: No Haiti.
        No Haiti. Trabalho no Haiti.
    Osíris: Já fui trabalhando um ano
        Já fui trabalhando um anos.
    Osíris: Minha experiência.
        Minha experiência.
    Osíris: No Haiti.
        No Haiti. Vendedora.
    TA: [Vendedora.] Quanto tempo você trabalhou como vendedora? No Haiti, quantos anos?
    Osíris: Años? Annes?
    TA: Quanto?
        Um ano.
    TA: Um a-um ano? Então você coloca aqui na experiência: um ano de experiência.

P8 (Amir): Eu bom para vaga comércio porque minha experiências com comércio de três anos. É, eu, é, estudei Universidade em Língua e, e Comercial também. Eu gosto também desse trabalho.

P9 (Emmanuel): Eu já trabalhei professor de Física. Se tem uma aula, eu tenho um anos de experiência. Eu gosto muito profissão também.

P10 (Stanley): Oi, ahm, como você, a, como você está? Tudo bem? Mi profi-mi profissão é cozinheiro. Eu tenho experiência de quatro anos, ok?

P11 (Cassandra): Eu sou cozinheira.
    RS: Aham.
        Cozinheira há três anos.
    RS: Aham, aonde?
        Aonde? três anos.
    RS: No Brasil ou no Haiti?
    TA: No Haiti.
        Si, ahm, no Haiti.
    RS: No Haiti.
        No Haiti, sim!
    RS: [Ok.]

P12 (Akil): Eu já traba motorista e mecânico. Eu tenho dezenove años experiência de motorista e seis años

meca, de experiência de mecânico também.

Appendix 8A - Instructions for Raters evaluation of responses to Target tasks 2 and 3.

Querido/a Avaliador/a,

Primeiramente, muitíssimo obrigada pela gentileza de tirar um tempo pra me ajudar nessa tarefa!!!

O principal foco do meu estudo é entender o impacto e as implicações da implementação de ciclos de tarefa em aulas de Português como Língua de Acolhimento para imigrantes adultos que frequentam o projeto PLAM. Para tanto, dois, dos quatro ciclos de tarefas implementadas tiveram como tarefa-alvo a gravação de uma mensagem de voz, cada uma referente a um ciclo de tarefas diferente. O primeiro com o tema "Problemas de saúde" e o segundo com o tema "Procurando trabalho". No campo de estudos sobre o ensino de línguas, atividades orais podem ser avaliadas de diversas maneiras, assim como em outros trabalhos conduzidos em salas de aulas intactas, no meu estudo eu escolhi avaliar a produção oral dos estudantes somente com relação a quão adequado foi seu **resultado comunicativo**. Na área de Tarefas, em inglês, se dá o nome a esse resultado de *communicative outcome*, o que NÃO confere a esse resultado simplesmente uma característica de resposta ou solução a um problema proposto, mas leva em consideração, e isso é central, a função COMUNICATIVA dessa resposta, e sua adequação tanto ao contexto em que ela foi abordada, quanto às características exigidas em cada contexto. Ellis (2003), um dos principais especialistas na área de tarefas, define *outcome* como o objetivo principal de uma tarefa, ou seja, o que se espera que os aprendizes façam (com a língua) ao final da tarefa. A realização desse resultado comunicativo abarca o fato de que, possivelmente, muitas vezes, independente do uso inadequado de estruturas gramaticais aqui e ali, se o estudante é capaz de realizar a tarefa, seu resultado comunicativo (*communicative outcome*) pode ser atingido, considerando que a tarefa possui uma natureza voltada, principalmente, para o significado.

Sua tarefa agora é ouvir os áudios dos participantes da minha pesquisa e selecionar na tabela descritiva uma pontuação à cada descritor, levando em consideração aspectos pragmáticos do uso da língua, que sejam adequados ao gênero discursivo de cada tarefa.

Pra você entender o que era esperado dos estudantes, é muito importante que você entenda como as gravações foram coletadas. Cada gravação aconteceu ao final dos seus respectivos ciclos de tarefas, que tinham o objetivo de preparar os estudantes linguisticamente para realizar a tarefa oral adequadamente. Como a atividade de gravação aconteceu dentro de uma sala de aula intacta, ambas gravações sempre acabaram acontecendo nos últimos minutos das aulas. A professora explicava a atividade, os estudantes tinham alguns minutos para se preparar, fazer anotações **se quisessem** por exemplo, e depois gravavam suas respostas em seus próprios celulares ou em gravadores com o auxílio das professoras. Eles não tinham tempo mínimo nem máximo de gravação.

Então, agora que já estabelecemos seu papel nessa pesquisa e você pôde entender um pouco melhor sobre como o estudo foi conduzido, é hora de botar a mão na massa! Pra você se familiarizar com os instrumentos usados nessa pesquisa, você receberá acesso aos **ciclos de tarefas** implementados, assim como às **mensagens orais gravadas** pelos estudantes. E, finalmente, você acessará as duas tabelas onde deverá marcar sua avaliação.

De maneira a "guiar" sua preparação para a avaliação, você pode seguir os seguintes passos:

1. Leia a tarefa A e pense sobre o que está sendo proposto, para que você entenda o que era esperado dos estudantes.
2. **Faça anotações sobre dúvidas** e/ou perguntas que você possa ter sobre o ciclo e sobre a tarefa-alvo e solucione-as com a pesquisadora **antes de iniciar** a avaliação.
3. Leia a tabela de critérios estabelecidos para avaliar as tarefas orais.
4. Agora, abra o questionário de avaliação. Ouça a resposta do participante nº 1 e estabeleça sua avaliação para cada critério.
5. Depois de atribuir a pontuação, por favor, inclua os comentários que julgar necessário para justificar sua escolha
6. Repita os procedimentos **4)** e **5)** com os demais áudios.
7. Evite comparar a performance dos estudantes.
8. Quando você terminar com todos os áudios salve a tabela de avaliação e envie-a para a pesquisadora por e-mail.
   9. Repita o mesmo processo e passo-a-passo com a tarefa B.

Se você tiver qualquer dúvida, por favor, me avise.
Mais uma vez, MUITÍSSIMO OBRIGADA!

Source: elaborated by the author.

Appendix 8B - Descriptive scale Target task 2.

Descritores de avaliação - *Outcome achievement* - Tarefa A: Problemas de saúde

Querido/a Avaliador/a, você irá ouvir os áudios com as respostas dos/as estudantes para a tarefa-alvo do segundo ciclo de tarefas da minha pesquisa (que para fins da sua avaliação será denominado, aqui, como Tarefa A). O objetivo desta tarefa-alvo é: *Comunicar dores e sintomas de uma doença a um profissional da saúde*. Seu papel como avaliador é mensurar cada performance estabelecendo uma pontuação de 0 a 5 para cada critério abaixo (sendo 0 a menor pontuação e 5 a maior pontuação).

Finalmente, considerando o que as variáveis dos aspectos pragmático e de adequação do resultado comunicativo implicam, eu convido você a criar uma categoria adicional, caso você julgue necessário, ou seja, se você acredita que as categorias estabelecidas deixaram de apresentar algum aspecto importante, por favor, inclua-o abaixo, marque sua avaliação e me comunique.

Para ajudar você a se lembrar da tarefa final de cada participante enquanto você ouve os áudios, copiamos ela abaixo:

* Lembre-se que dizer o nome correto de cada sintoma era parte da tarefa dos estudantes, eles estão aqui pra que você tenha acesso às respostas corretas, enquanto ouve os áudios.

1D - Daniel chegou no Brasil há uma semana e ainda não fala português. Ele está doente e você vai com ele ao posto de saúde. Explique para o enfermeiro os sintomas de Daniel.

FEBRE   DOR DE CABEÇA   DOR DE GARGANTA

Em termos gerais, o estudante alcançou o objetivo comunicativo da tarefa.

( ) 0   ( ) 1   ( ) 2   ( ) 3   ( ) 4   ( ) 5

     Por que você escolheu essa pontuação?_____

São mencionados no áudio os exatos sintomas que aparecem nas imagens.

( ) 0   ( ) 1   ( ) 2   ( ) 3   ( ) 4   ( ) 5

     Por que você escolheu essa pontuação?_____

O contexto comunicativo é levado em consideração na resposta. (pense na situação do posto de saúde: como se dá essa comunicação, quem são os sujeitos envolvidos, etc).

( ) 0   ( ) 1   ( ) 2   ( ) 3   ( ) 4   ( ) 5

     Por que você escolheu essa pontuação?_____

A informação foi transmitida de forma coerente.

( ) 0   ( ) 1   ( ) 2   ( ) 3   ( ) 4   ( ) 5

     Por que você escolheu essa pontuação?_____

A informação foi transmitida de forma clara - Você pode compreendê-la sem fazer esforço.

( ) 0   ( ) 1   ( ) 2   ( ) 3   ( ) 4   ( ) 5

     Por que você escolheu essa pontuação?_____

A entonação, ritmo e velocidade com que a informação foi transmitida são adequadas.

( ) 0 ( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5

Por que você escolheu essa pontuação?_____

O vocabulário usado é suficiente e adequado para cumprir a tarefa efetivamente.

( ) 0 ( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5

Por que você escolheu essa pontuação?_____

Sua sugestão:_____.

( ) 0 ( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5

Por que você escolheu essa pontuação?_____

Source: elaborated by the author.

Appendix 8C - Descriptive scale Target task 3.

Descritores de avaliação - *Outcome achievement* **- Tarefa B: Procurando trabalho**

Querido/a Avaliador/a, você irá ouvir os áudios com as respostas dos/as estudantes para a tarefa-alvo do terceiro ciclo de tarefas que compõem a minha pesquisa (que para fins da sua avaliação será denominado, aqui, como Tarefa B). O objetivo desta tarefa-alvo é: *Enviar uma mensagem de áudio para um colega/conhecido oferecendo seus serviços em um emprego de sua escolha, falando sobre suas experiências no ramo.* Seu papel como avaliador é mensurar cada performance estabelecendo uma pontuação de 0 a 5 para cada critério abaixo (sendo 0 a menor pontuação e 5 a maior pontuação).

Finalmente, considerando o que as variáveis dos aspectos pragmático e de adequação do resultado comunicativo implicam, eu convido você a criar uma categoria adicional, caso você julgue necessário, ou seja, se você acredita que as categorias estabelecidas deixaram de apresentar algum aspecto importante, por favor, inclua-o abaixo, marque sua avaliação e me comunique.

Para ajudar você a se lembrar da tarefa final de cada participante enquanto você ouve os áudios, copiamos ela abaixo:
* Lembre-se que essa tarefa é aberta e podem haver diversas respostas diferentes. Não havia um modelo de resposta que os estudantes devessem/pudessem seguir.

> **4A -** Você está procurando um emprego e pede ajuda a suas professoras e colegas para encontrar uma vaga. Grave uma mensagem de WhatsApp oferecendo seu trabalho e falando sobre suas experiências nessa profissão. Use o quadro abaixo para organizar sua mensagem.
>
> **Profissão:**
> **Experiências:**
> _____
> _____

Em termos gerais, o estudante alcançou o objetivo comunicativo da tarefa.

( ) 0   ( ) 1   ( ) 2   ( ) 3   ( ) 4   ( ) 5

   Por que você escolheu essa pontuação?_____

Compreende-se claramente a profissão que o "candidato" procura.

( ) 0   ( ) 1   ( ) 2   ( ) 3   ( ) 4   ( ) 5

   Por que você escolheu essa pontuação?_____

Compreende-se claramente as experiências de trabalho anteriores do "candidato" e sua relação com a vaga buscada atualmente.

( ) 0   ( ) 1   ( ) 2   ( ) 3   ( ) 4   ( ) 5

   Por que você escolheu essa pontuação?_____

O contexto comunicativo é levado em consideração na resposta (pense no gênero da mensagem de Whatsapp: como se dá essa comunicação, quem são os sujeitos envolvidos, etc).

( ) 0   ( ) 1   ( ) 2   ( ) 3   ( ) 4   ( ) 5

   Por que você escolheu essa pontuação?_____

A informação foi transmitida de forma coerente.

( ) 0   ( ) 1   ( ) 2   ( ) 3   ( ) 4   ( ) 5

   Por que você escolheu essa pontuação?_____

A informação foi transmitida de forma clara - Você pode compreendê-la sem fazer esforço.

( ) 0   ( ) 1   ( ) 2   ( ) 3   ( ) 4   ( ) 5

   Por que você escolheu essa pontuação?_____

A entonação, ritmo e velocidade com que a informação foi transmitida são adequadas

( ) 0   ( ) 1   ( ) 2   ( ) 3   ( ) 4   ( ) 5

Por que você escolheu essa pontuação?_____

O vocabulário usado é suficiente e adequado para cumprir a tarefa efetivamente.

( ) 0   ( ) 1   ( ) 2   ( ) 3   ( ) 4   ( ) 5

Por que você escolheu essa pontuação?_____

Sua sugestão:_____.

( ) 0   ( ) 1   ( ) 2   ( ) 3   ( ) 4   ( ) 5

Por que você escolheu essa pontuação?_____

Source: elaborated by the author.

Appendix 9A - Students' individual scores by measure for Target task 2.

Participant	Com. O.	Corr	Cont	Cohe	Clar	Pros	Voca	Total
P1 (Gregory)	4,78	4,89	3,89	4,33	4,89	4,67	4,56	32,00
P2 (Paolla)	3,78	3,56	3,44	3,67	4,00	4,00	3,56	26,00
P3 (Rose)	4,00	3,78	4,67	4,56	3,22	3,78	4,11	28,11
P4 (Zayn)	3,33	4,44	2,67	3,22	3,89	3,78	3,22	24,56
P5 (Josoan)	5,00	5,00	4,44	4,89	5,00	4,67	4,67	33,67
P6 (Ariane)	4,56	4,33	5,00	4,78	4,67	4,67	4,44	32,44
P7 (Núbia)	4,00	5,00	3,67	4,11	3,89	3,56	3,78	28,00
P8 (Amir)	3,33	4,56	2,56	3,33	4,22	3,89	3,00	24,89
P9 (Emmanuel)	2,00	0,67	3,11	2,33	4,33	4,22	2,78	19,44
P10 (Stanley)	3,11	3,67	2,89	2,89	3,11	2,56	2,89	21,11
P11 (Ada)	3,89	5,00	4,00	3,22	4,11	4,33	4,00	28,56
P12 (Claudia)	2,00	1,33	2,44	1,78	1,78	3,44	2,22	15,00
P13 (Cassandra)	3,11	4,33	2,33	3,33	3,78	4,00	2,56	23,44
P14 (Joseph)	2,78	1,78	3,11	3,22	3,44	3,89	2,78	21,00
P15 (Omar)	1,56	2,00	1,78	1,67	0,78	1,44	1,56	10,78
Com. O.: Communicative Objective. **Corr:** Correctness. **Cont:** Content. **Cohe:** Coherence. **Clar:** Clarity. **Pros:** Prosody. **Voca:** Vocabulary. **Total**: all measures added.								

Source: elaborated by the author.
All raters' individual scores and justifications for both Task 2 and 3 can be accessed in the link:
https://drive.google.com/drive/folders/1bEun53dur9TYA7RKiimPYeeN01eFB9Vp?usp=sharing.

Appendix 9B - Students' individual scores by measure for Target task 3.

Participants	Com. O.	CorrA	CorrB	Cont	Cohe	Clar	Pros	Voca	Total
P1 (Gregory)	3,67	3,11	3,22	3,00	3,67	3,22	3,78	3,67	24,17
P2 (Osíris)	3,67	4,22	3,89	3,22	3,67	4,22	4,11	3,67	26,61
P3 (Rose)	2,56	2,78	2,11	2,56	2,33	1,56	2,33	2,11	15,89
P4 (Zayn)	3,67	4,67	3,33	3,11	3,67	3,78	3,89	3,33	25,44
P5 (Josoan)	3,78	3,00	3,44	3,56	3,56	4,11	4,22	4,00	26,44
P6 (Ariane)	3,56	1,67	3,89	3,11	4,00	2,33	3,56	3,56	22,89
P7 (Núbia)	1,67	2,56	2,22	1,67	1,56	1,78	2,11	1,78	12,94
P8 (Amir)	4,56	4,11	4,56	3,67	4,11	3,67	3,89	4,11	28,33
P9 (Emmanuel)	3,67	3,44	3,67	3,78	3,78	3,67	3,89	3,33	25,67
P10 (Stanley)	2,00	0,67	1,44	3,44	1,89	1,33	2,44	1,33	13,50
P11 (Cassandra)	3,11	2,89	2,89	2,44	3,22	2,78	2,89	2,56	19,89
P12 (Akil)	3,67	2,56	4,44	3,56	3,78	4,33	4,22	3,67	26,72
Com. O.: Communicative Objective. **CorrA:** Correctedness A. **CorrB:** Correctedness B. **Cont:** Content. **Cohe:** Coherence. **Clar:** Clarity. **Pros:** Prosody. **Voca:** Vocabulary. **Total:** all measures added. Note: To calculate the Total, measures of Correctedness A and B were added and divided by two.									

Source: elaborated by the author.

Appendix 10 - Interrater reliability tests for Tasks 2 and 3.

Task 2

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.803	.802	9

Task 3

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.828	.822	9

Source: elaborated by the author on the SPSS (23.0) software.

Appendix 11 - Transcriptions of Teacher's Port-task reflections (Coded).

Main themes categorizing teacher's Post-task reflection.

[positive students engagement with the activities] = teacher states she saw students completing and/or engaging in the activities proposed;

[students interaction] = teacher states there were student-student interaction, whether guided or not by the activities or instructions;

[overall positive evaluation] = teacher states positive evaluation of the class in general;

[implementation/cycle issues] = teacher points out issues with the activities/instructions given, that it did not work, it could be different;

[need for explicit focus on form] = teacher states that more explicit focus on form could have been introduced;

[students did not perform as well they could] = teacher states that she expected students to perform better or she believed they could have been better engaged;

[students had trouble in performing] = teacher states that she thought students did not understand the activity and/or the instructions, thus having trouble to performance/engage in the activity.

[missing content] = teacher states the activities/cycle could have included a specific content;

[use of technological tools] = teacher comments on the use of technological tools, such as cellphones, TV, recorders; and/or the use of different media.

Teacher's Post-cycle reflection 1A - class of May 25th, 2019

Bom, tô atrasada mas vamos lá. Ah, a um então, né: como eu avalio a aula. Eu avaliei de forma, eu acho que foi uma aula positiva, né [overall positive evaluation]. Ahm, apesar de não ter dado tempo de fazer tudo como a gente + achou que era bastante coisa mesmo [implementation/cycle issues], + né. Ahm, eles fizeram várias atividades, então eu acho que foi + que foi tudo bem. Ahm, o desempenho dos alunos eu acho que foi bom, eles trabalharam individualmente [positive students engagement with the activities], depois teve trabalho em dupla e teve um momento até que era pra fazer em dupla e eu me esqueci que seria em dupla, ahm, mas por fim a maioria deles acabaram fazendo em dupla mesmo sem eu ter avisado que era em dupla [students interaction]. E, não lembro, mas acho que era a primeira atividade, primeira ou segunda. E + eu achei que o desempenho deles foi bom, é, porque + vários alunos que + que geralmente ficam quietinhos e tal, às vezes não conseguem fazer, eu achei que eles fizeram tudo o que foi pedido, assim. É, eu vi eles escrevendo, então foi bom. Os objetivos? Os objetivos da ta-dessa, é, tarefa não foi, né, porque era perguntar o preço, era decidir... Então não foi cumprido. Mas, + bom. + Porque não deu tempo, né. A gente não sabe o que que iria acontecer. Mesmo se desse tempo, assim, eu não sei como eles se sairiam, né. Mas agora já é especulação. O que pode ter faltado? Ahm, + pensando que não acabou, tá? E eu fiquei pensando porque, a número 4, tá? O que pode ter faltado. Porque foi o que a (Professora) me disse. Ela que fez uma crítica sobre as minhas últimas aulas. E foi bom que ela falou. Porque eu tava falando assim, já tava pedindo pra eles copiaram, copiarem bastante coisas e ela falou que não, Catarina, leva tudo pra eles. E você já levou tudo pra eles, o que foi muito bom. Eu acho que foi s, que eles fizeram a atividade, né. Então levou o papelzinho da primeira, da segunda, (the teacher here is trying to explain that activity number 4 should have also provided the students with worksheets, in the same way the previous activities were done). é... Mas você queria que eles usassem expressão assim, de comparativo. Talvez a gente pudesse ter feito alguma coisa sobre isso também. Eu fiz na lousa, mas talvez pudesse ter alguma atividade sobre isso. Mais específica. É, ter, apareceu, surgiu na aula, mas talvez assim, a gente tem assim, levar essa expressão já no papel, sabe? Pra eles. Ahm, eu não consigo pensar em outra coisa que pode ter faltado. O que poderia ser melhorado? + Eu acho que isso, assim, de se a gente quer que eles usem alguma expressão, alguma estrutura da língua, eu tenho pensado nisso nas minhas aulas também: levar + pra eles. Então talvez a gente poderia ter levado isso [need for explicit focus on form]. É, + mas eu achei que foi muito bom, apesar de tudo, apesar da gente não ter cumprido o tempo, né. E a última: se eu faria alguma coisa de diferente. Eu acho que eu achei um dos enunciados, é, um pouco longo pra eles. É, mas é que tinham várias coisas, né, pra eles cumprirem. Então eu, eu acho que eu tentaria deixar o mais fácil possível esse enunciado. Deixar + a língua mais, mais fácil mesmo pra eles. Mas eu, provavelmente eu teria levado menos, menos informação ainda pra eles. Eu achei que isso foi muito bom, o que você fez. Né. Pens-já critica-me criticando, pensando em mim.

Teacher's Post-cycle reflection 1B - class of June 1st, 2019

Tô em falta com você e tô mandando agora. Sem vergonha, né? Então a pergunta um: como eu avalio a aula. Eu avalio novamente de maneira positiva, né? [overall positive evaluation] É, o desempenho dos alunos eu acho que foi bom. E pensando, tipo, a primeira atividade, todos foram pro quadro, todos escreveram, né. Então, e teve até uma hora lá que a Francesca, né, ela escreveu alguma coisa que já tinha sido escrita, e daí alguém falou pra ela, mas eu acho que não foi nem a gente. Foi ela mesma ou alguma colega dela. Ela mesma foi lá, apagou e escreveu outra coisa. Então, é, eu acho que a primeira parte da aula o desempenho dos alunos foi MUITO bom. E daí já na, na parte final, assim, alguns foram melhor [positive students engagement with the activities], outros

foram mais ou menos, né? Não estavam entendendo muito bem. Mas na-nada preocupante também, né? [students had trouble in performing] Se os objetivos foram cumpridos? Só a última parte que não, né, mas mais da metade foi cumprido. É, o que pode ter faltado? É, + na parte do enunciado, + falava depois pra eles compararem o preço, né. Falava de mais caro e mais barato. Eu não sei se a gente poderia ter feito alguma coisa oral com eles antes. Eu poderia ter falado mais caro ou mais barato. Eu fiz isso, né, depois. Mas eu não sei se todo mundo prestou atenção. Eu sei que dois grupos que estavam assim. Então, não sei se poderia estar no enunciado, tipo, dando exemplo, entendeu, de algum outro produto, ou se poderia estar numa atividade anterior... não sei. Mas a gente poderia ter deixado mais a vista sobre o caro e barato, né. O que é mais caro, o que é mais barato [need for explicit focus on form]. É, e tinha gente que falou, falava que sabia e não sabia. O que poderia ser melhorado? É, ai, acho que faltou, né. Mais + panfleto de lojas diferentes, né, nessa parte, eu acho. Pra eles conseguirem fazer mesmo e pesquisar. Porque eles tavam ali, né, olhando, pesquisando [implementation/cycle issues], e… e eles ficam, eles não ficam muito à vontade, né, de usar o computador [use of technological tools]. É, + não sei, talvez o que poderia ser melhorado? Ahm, + eu só penso mesmo nessa atividade de ++ porque assim, daí na hora da correção foi sofrido. Né. Então, não sei. Poderia ter, ter pensado numa outra maneira pra gen-é que também, foi porque eles não, não entenderam alguma coisa, né, dessa atividade. Que alguns grupos fizeram e tal, mas daí na hora da correção, tipo não conseguia, não falava, não-não dava. Então assim, as perguntas eu acho que… e as perguntas estavam no enunciado, né, então eu acho que eles tavam fazendo meio que no automático assim e só não associaram o que eles estavam fazendo ao enunciado. Porque quando eu fiz as mesmas perguntas eles não entenderam, assim, alguns, o que eu senti. Então não sei. Será que do tipo: dividir mais? Deixar mais mastigadinho pra eles, sabe? + Ahm, há algo que você faria diferente? + Hum, eu, hum, eu não sei. + A última atividade que a gente não fez, né, eu não sei se eu, eu não sei se eu faria ela. Porque… mas também não sei se tá certo não fazer ela, né. Que daí eu fico: "poxa, mas acho que eles não vão conseguir". E tal, e não sei o que lá. Mas não dá pra gente ficar assim, né.

Teacher's Post-cycle reflection 2 - class of June 8th, 2019

Tá, deixa eu mandar. Eu avalio de maneira positiva de novo. Tão, tão fazendo. Alguns assim tipo a Francesca tá começando a fazer mais as atividades, a entender … então, né, claro, positivo ainda mais depois né, a Ariana saindo e falando aquilo pra gente, que sai feliz da aula, né. O desempenho dos alunos eu achei que foi bom [positive students engagement]. É, nas primeiras partes, assim, + eu achei que eles + iam se, iam trazer mais coisas, eu achei. Então, assim, eles não deram o melhor de si eu achei [students did not perform as well they could]. Ahm, os objetivos foram cumpridos dessa vez, né, eles conseguiram. A maioria gravou. Ahm, há alguma coisa que pode ter faltado? Talvez as partes do corpo. Alguma ativi-atividade anterior que tivesse mais partes do corpo, sabe? Porque depois eles ficaram lá no, que que é cin-falando de cintura e era dor nas costas, né, era dor na lombar, era dor na coluna. Então, assim, a gente poderia ter pensado nisso" alguma coisa pra, pra dor nas costas. É, pra dor nas costas! Pra partes do corpo [missing content]. O que poderia ser melhorado? Hum, talvez + é, + não sei. Melhorado? É que não sei se entra em melhorado ou que eu faria diferente. Ahm, teve algumas partes que você, eu achei muito bom, que você sublinhou em baixo. Das, o que que era pra eles cha-pra chamar a atenção deles, né. A gente poderia pensar nisso em alguns outros enunciados, alguma coisinha pra sublinhar em todos, sabe? Alguma estrutura, alguma coisa assim. Pra eles saberem como começa, talvez. É, e algo que vo-que eu faria diferente? Você fez na atividade 1D, você colocou já o comecinho, né, da resposta. Eu acho que na atividade anterior eu também poderia ter colocado isso. Porque daí: "ah, o que que ela teve?". E daí até na correção eu deixei lá em cima, né, "eu tive…". A gente poderia já ter deixado essa estruturazinha ali pra eles a partir dali eles escreverem, né [need for explicit focus on form]. E acho que é isso, no, no mais, assim. + Ah é, e a, e a parte do áudio + eu não sei se eu pediria. Eu acho que eu não pediria pra eles gravarem. Porque eu já pensei em alguma coisa assim, é, há muito tempo… ai, caraca! E aí no fim a (Professora) mesmo falou comigo: "poxa, mas você acha que todos vão ter internet, todos vão ter isso, todos vão ter não sei o quê?". E eu acabei mudando. Mas + não sei como, né? Como. Como a gente faria isso [use of technological tools].

Teacher's Post-cycle reflection 3 - class of June 15th, 2019

Tá, então a um, né? Como eu avaliei a aula: boa de novo, né. É, acho que deu certo, + na medida do possível, né [overall positive evaluation]. Ahm, desempenho dos alunos: na primeira parte eu achei que foi melhor o desempenho deles, aí depois a partir do, do diálogo eu achei que deu uma caída um pouco. [positive students engagement with the activities] Eu acho que as tarefas foram subj--subj-objetivos foram cumpridos? Bom, a gente chegou, né, em tese, cumprido. Mas eu acho que só por uma parcela da turma de novo. Não sei. Tô especulando. Alguma coisa que pode ter faltado? Talvez, eu fiquei pensando no, na parte do diálogo, né, que depois a partir do diálogo eles estariam preparados para falar. Talvez eles precisassem de alguma coisa m-pra fazer eles focarem mais[need for explicit focus on form]. Então várias, é, tinha umas perguntas ali, né, "ah, o que ela, por que ela é uma boa candidata?", e a partir daí eles tinham que pensar como eles eram bons candidatos, né. Mas talvez a gente pudesse fazer mais um parte nisso. Não sei, eu senti que faltou alguma coisa pro áudio. Pra

eles mesmos fazerem, sabe? + Poderia ser melhorado? Eu achei que + o diálogo pra eles foi meio difícil. Geralmente eu levo com as palavras, é, mas eu não deixo, pra não ficar muito fácil, eu boto palavras pra distrair eles. Então ah, tem dez lacunas eu boto sei lá, treze, quatorze palavras [implementation/cycle issues]. Por que que eu percebi isso? Que eles não acompanharam, né. Daí na segunda, terceira vez eu vi que alguns começ-acompanharam. Fizeram até da primeira metade [students had trouble in performing] . Uns mais rapidinhos, assim, umas pessoas que já são mais proficientes na turma, né. Beleza. Aí depois eu achando: "ah, pelo menos mais da metade conseguiu, acompanhou". Mas na hora da correção, né, a gente botou ali na, no quadro, eu botei no quadro e tal, pra eles continuarem. Eu deixei também no *power point* que você me enviou. Mas o que eu vi depois, que na hora que eles tavam, é, precisando do diálogo pra fazer as, as respostas deles, por que que ela era uma boa candidata e não sei o que lá, VÁRIOS, vários ali da frente tinham colocado a resposta trocada. Então sei lá, na lacuna de número nove eles colocaram a resposta da número onze, entendeu. Então não sei. É, talvez deixar a primeira letra? Porque eu tô percebendo assim, até na hora de copiar, até na hora de, de pegar a resposta n-eles tão se embaralhando, sabe? Então talvez alguma coisa desse tipo. Ou enumerar, não sei. Não sei também. Ahm, algo que eu faria diferente? Eu tiraria aquela dois mesmo, que eu falei pra você: "ah, cite os lugares do seu país". Aquela eu tiraria. E talvez essa do diálogo eu não, eu acho que eu não colocaria, não pensaria isso antes, de colocar a primeira letra talvez, ou alguma coisa assim, ou enumerar, mas eu acho que eu daria algumas opções pra eles em baixo. E + talvez eu fizesse isso. E na hora de gravar o áudio eu esque-eu-é, eu acho muito difícil. Porque talvez eu desse alguma, alguns exemplos. Só que daí eles acabariam lendo, né? Eu não sei muito bem como eu faria isso também.

Teacher's Post-cycle reflection 4 - class of June 29th, 2019

É, avaliei a aula de ontem boa, né? Boa, [overall positive evaluation] nem acredito porque apareceu muita gente nova, muita gente atrasada e acho que ainda foi, né, deu tudo certo. O desempenho dos alunos: em algumas foi melhor, né, + ahm, + talvez nas primeiras acho que foi melhor [positive students engagement with the activities], eles em grupo rendeu [students interaction] . Ahm, os objetivos não foram cumpridos, a gente não conseguiu chegar até o final, né, impossível pela quantidade de gente chegando [implementation/cycle issues]. Então… PORÉM, a gente pode dizer que foi metade, né. Que eles, tá, é que daí foi escrito, né, o nosso objetivo era oral. É, tá, não foi. Ahm, realmente o que pode ter faltado né, mais, algumas coisas mais detalhadas pra eles, né. Ahm, talvez alguma coisa antes, antes do texto, antes de eles organizarem o que que era direção, o que que era lugar, né? A gente poderia ter colocado as imagens. Poderia ser até dentro do texto, né. Ou no mapa, fazer o primeiro caminho lá, seguindo reto e tal. Poderia ter s-ter feito alguma coisa desse, dessa maneira, né. Poderia ser melhorado: + eu acho que poderia ter deixado + menos coisas, talvez. É, no começo ali. Ahm, + a parte do mapa a gente, se tivesse colocado as imagens com o que que significava virar à direita, virar à esquerda, né, a gente poderia cortar alguma coisa. Mas mesmo assim eu acho que não daria tempo. É, o que eu faria diferente? + Eu acho que eu não levaria + duas vezes o mapa. Por causa do tempo mesmo, né. Poderia ser um do tipo: "ah, qual é o caminho que a sua professora...". Acho que aquela primeira eu, eu deixaria e tiraria a seguinte, a do outro mapa, né. Que, qual lugar que vocês conhecem no centro, eu acho que eu tiraria aquilo.

Source: elaborated by the author.

Appendix 12 - Students answers to Post-task Questionnaires by questions (Coded).

	Question 1: Did you learn anything today? a) Yes, my Portuguese improved / b) No, I did not learn anything.
	Question 2: Explain your answer.
	Question 3: Are you satisfied with what you learned? a) I'm satisfied / b) I'm not satisfied / c) I'm not sure / I could have been more dedicated.
	Question 4: Explain your answer.

Task Implementation 1A – May 25th 2019				
Name	Question 1	Question 2	Question 3	Question 4
(James)	A	Eu aprendi muitas coisas hoje. [ESLed]	A	Eu não sabia muitas coisas, mas hoje eu aprendi muita coisa e me ajuda muito. [ESLed]
(Esther)	A	Hoje eu aprendi muita coisa na aula. [ESLed] Eu gosto muito da maneira da professora explicar [PLT], hoje também que eu mais compreendo as aulas. [GDin/out]	B e D - Sim eu estou satisfeito da aula porque não sabia falar nada. É por causa das aulas que eu estou conseguindo falar o português [GDin/out] eu gosto a maneira que nós aprendemos na aula. [PLT]	Eu quero me dedicar muito mais nas aulas, porque eu gosto muito da língua portuguesa. [PEF]
(Teresa)	A	Eu aprendi a casa. [LWL]	A	Eu gostei das explicações [PLT] sobre a casa. [LWL]
(Ada)	A	Sim, porque o português me ajuda muito [PEF] e também comecei a entender muita coisa hoje a aula de verdade era muito bom, [ESLed] e as professoras nos ensinam muito bem. [PLT]	D - Hoje eu estou muito interessada porque hoje comecei a entender a língua portuguesa. [ESLed]	X
(Cassandra)	A	Eu não sei nada de português. [CNL]	A, C e D	X
(Emmanuel)	A	Sim, eu aprendi muita coisa por exemplo: da minha casa, meu quarto, a cozinha, o banheiro, a sala de estar. Dentro da casa tem muita coisa. [LWL]	A	Sim, eu estou muito satisfeito porque meu conhecimento é muito rico hoje. [ESLed]
(Stanley)	A	Ele aprendi hoje as coisas da casa, como sala, como fazer a casa, cozinha, sala, quarto, banheiro, e todos incluído. [LWL]	A	Eu estou muito satisfeito a gosta a língua português, é muito bom pra aprender. [PEF]
(Rose)	A	Hoje eu aprendi os diferente tipo de casa, as coisa que tem dentro da casa e as coisas que tem na casa, os nomes das coisas da casa. [LWL]	A	Sim, eu estou muito satisfeito eu me sinto muito bem, porque é o primeiro belo dia que eu passei na minha vida.

Name	Question 1	Question 2	Question 3	Question 4
				[PEF]
(Núbia)	A	Hoje partes da casa. [LWL]	A	Hoje partes da casa. Hoje aprendeu objetos, cômodos. [LWL]
(Francesca)	A	Sim.	C	X
(Claudia)	A	Hoje aprendi partes da casa. [LWL]	A	Hoje aprendi objetos, cômodos. [LWL]
(Zayn)	A	X	C	X
(Amir)	A	Sim, agora eu estudo muitas coisas sobre casa. [LWL] Também agora entendi muitas palavras que antes eu não entendia. [GDin/out]	A	Sim, eu estou muito feliz. Obrigada para todas as professoras e pessoas que ajudam. Eu agradeço completamente a todos. [PEF]
(Paola)	A	Sim, como se fala a pronúncia, as partes uma casa, apartamentos etc. [LWL] Estou começando a falar o que me ensinam na aula durante toda a semana. [GDin/out]	A	Sim, a pronúncia das palavras são fáceis de aprender.
		[ESLed] = 3	[ESLed] = 1	[ESLed] = 2
		[LWL] = 8		[LWL] = 3
		[PLT] = 2	[PLT] = 1	[PLT] = 1
		[GDin/out] = 3	[GDin/out] = 1	[GDin/out] = 0
		[CNL] = 1		[CNL] = 0
		[PEF] = 0		[PEF] = 4
		[DLEC] = 0		[DLEC] = 0
		[DFinto] = 0		[DFinto] = 0

		Task Implementation 1B – June 1st 2019		
Name	**Question 1**	**Question 2**	**Question 3**	**Question 4**
(Akil)	A	Sim, eu aprendi muita coisa em português [ESLed] mesmo que eu não falo português mas eu consigo me apresentar. [DFintro]	A	Sim, eu estou muito satisfeito porque consegui ver e entender muita coisa da língua português. [ESLed]
(Núbia)	A	Sim, eu aprendi muitas coisas sobre o vídeo do preço. [LWL]	A	Eu não sabia nada de português agora eu consegui cumprimentar as pessoas. [DFIntro]
(Joseph)	A	Sim, meu português melhorou muito porque tinha coisas que eu não sabia. [ESLed] Agora na aula	A	Eu estou muito satisfeito porque tem coisas que eu

		eu entendi mais sobre as coisas da casa. [LWL]		consegui falar graças a essas aulas. [GDin/out]
(Cassandra)	A	Sim, eu melhorei muito agora posso cumprimentar uma pessoa na língua português. [DFIntro]	A	Porque eu não podia falar nada de português agora eu posso cumprimentar as pessoas na lingua português. [DFIntro]
(Omar)	A	Sim, meu português melhorou muito, porque eu aprendi muita coisa e eu sei muita coisa hoje [ESLed] porque quando eu cheguei aqui eu não sabia como cumprimentar as pessoas mas agora eu sei como cumprimentar as pessoas [DFIntro] quando eu preciso uma coisa eu posso pedir em português e eu sei muitas outras coisas [GDin/out] eu gosto muito das aulas. [PEF]	A	Sim, eu estou muito satisfeito das aulas eu sei muita coisa também eu tenho uma professora faz muitas coisas pra nos ajudar a falar bem. [PLT]
(Francesca)	A	Sim, eu me sinto melhorada hoje [ESLed] porque eu gostei das aulas. [PEF]	B	Eu não me sinto satisfeito porque eu não entendi nada hoje. [CNL]
(Osíris)	A	Sim, eu aprendi muita coisa sobre o vídeo e preço, a diferença de preço to melhorando. [LWL]	A	Eu tenho muita certeza das coisas em português porque eu descobri muitas coisas. [ESLed]
(James)	A	Sim, eu aprendi muitas coisas, [ESLed] eu me senti muito feliz, [PEF] porque tem muitas coisas que eu não sabia mas cada vez que eu assisti as aulas eu aprendi uma coisa diferente. [DLEC] Eu estou muito satisfeito.	X	A língua é uma aula que eu acabei de gostar. [PEF]
(Moisés)	A	Sim, eu entendi tudo muito obrigado. [ESLed]	A	Sim, eu entendi tudo. [ESLed]
(Gregory)	A	Sim, meu português melhorou muito porque tinha certas coisas que eu não sabia das coisas da casa, agora eu aprendi. [LWL]	D	Eu pensei que eu vou conseguir aprender assim eu vou conseguir falar muito bem.
(Amara)	A	Sim, eu estou muito satisfeito porque eu gosto muito como a professora explica todas as coisas. [PLT] Eu consegui aprender muito rápido.	A	É uma coisa que eu estou muito feliz para aprender. [PEF]
(Stanley)	A	Eu estou muito satisfeito desde no começo das aulas porque eu gosto muito da língua portuguesa. [PEF]	A	Eu acho que essa coisa é muito importante dentro da sala.
(Rose)	A	Sim, eu aprendi muita coisa hoje porque tinha coisas que eu não sabia em português, agora eu sei. Sim meu português melhorou muito. [ESLed]	C	Não muito, porque tem coisas que eu não consegui entender. [CNL]
(Emmanuel)	A	Sim, eu aprendi muito hoje por exemplo o custo das coisas. [LWL]	A	Sim, mais ou menos eu estou satisfeito porque encontrei coisas novas que eu não tinha intenção. [ESLed]
(Esther)	A	Eu estou melhorando em português, eu gosto muito a maneira que vocês fazer as aulas. [PLT] Porque também eu posso começar a falar. [GDin/out]	A	Eu estou satisfeito hoje eu aprendi muito na aula. [ESLed]

Name	Question 1	Question 2	Question 3	Question 4
(Kenan)	A	Porque mais ou menos consegui ouvir e falar o português. [GDin/out]	A	Porque eu consegui ir buscar trabalho sozinho, também posso pedir uma informação a qualquer momento. [GDin/out]
(Claudia)	A	Sim, eu aprendi muita coisa hoje que eu não sabia e também posso fazer a diferença e explicar pra outras pessoas que eu aprendi. [ESLed]	A	Eu estou muito feliz pra aula de hoje, [PEF] porque eu aprendi muitas coisas que eu não sabia. [ESLed]
(Ariana)	A	Sim, meu português melhorou muito bem. Aprendi como comparar preços de alguns objetos. muito importante aprender usar R$ (cifra) na moeda. Aprendi quais eletrodomésticos foram pesquisados e também vocabulário objetos da casa. [LWL]	A	Eu estou muito satisfeita com o que aprendi hoje. [ESLed]
(Paola)	A	Sim, a pronúncia das palavras feita pelas professoras são compreendidas e aprendidas facilmente. [PLT]	A	Sim, a explicação [PLT] e descrição dos objetos, coisas são boas. [LWL]
(Zayn)	A	Eu aprendi poucos palavras novas. [CNL]	C	X
		[ESLed] = 7		[ESLed] = 7
		[LWL] = 6		[LWL] = 1
		[PLT] = 3		[PLT] = 2
		[GDin/out] =2		[GDin/out] = 2
		[CNL] = 1		[CNL] = 2
		[PEF] = 4		[PEF] = 3
		[DLEC] = 1		[DLEC] = 0
		[DFIntro] = 3		[DFIntro] = 2

		Task Implementation 2 – June 8th 2019		
Name	Question 1	Question 2	Question 3	Question 4
(Gregory)	A	Sim, meu português melhorou hoje eu aprendi muitas palavras novas. [ESLed]	D	Acho que eu posso aprender mais. [CNL]
(Paola)	A	Sim, a entonação das palavras é mais fácil com ajuda das professoras [GDin/out], para enfatizar o zumbido (sonido) ao falar português.	A	Porque a exposição e explicação das professoras é muito boa e clara. [PLT]
(Omar)	A	Sim, eu aprendi muito hoje. Sim, meu português melhorou muito [ESLed] porque eu consegui falar com outras pessoas [GDin/out]. Eu posso falar um pouquinho de português, eu gosto da língua portuguesa muito, muito, [PEF] mais meu problema que eu tenho medo de falar com outras pessoas.	A	Sim eu estou satisfeito porque quando eu entrei aqui eu não conseguia falar mesmo o nome da língua, mas agora estou melhorando. Mas as vezes eu consegui conversar com o

				brasileiro. Pra eu posso falar cada vez mais. [GDin/out]
(Josoan)	A	Hoje eu aprendi muito vocabulário. [LWL]	A	Eu estou satisfeito porque eu descobri muita coisa que eu sabia. [ESLed]
(Zayn)	A	Sim, já fiquei melhor. [ESLed]	A	Eu estou satisfeito com a aula.
(Ada)	X	Eu aprendi muita coisa na aula. [ESLed]	X	Eu aprendi muita coisa sobre a aula. [ESLed]
(Núbia)	A	Eu não falava português agora eu consegui me apresentar sozinha. [DFintro]	A	Eu gosto a língua portuguesa [PEF] eu quero falar muito bem para quando eu falo com os meus amigos em outros países pra eles ve que eu posso falar português.
(Ariana)	A	Sim, meu português melhorou muito, porque eu aprendi muitas palavras sobre problemas de saúde. Os sintomas e seus tratamentos. [LWL] Eu gosto muito da dinâmica na aula. [PLT]	A	Sim, muito satisfeito. Excelente dinâmica. [PLT]
(Amir)	A	Sim, de fato nossa língua melhorou bastante [GDin/out], mas nós precisamos do significado e tradução das palavras em geral para nos ajudar a compreender melhor o idioma [CNL].	A	Sim, eu estou satisfeito e agradeço a todos pelos esforços.
(Rose)	A	Sim, hoje eu aprendi porque tinha muita coisa que eu não sabia agora eu sei. [ESLed]	A	Eu estou satisfeito hoje eu aprendi muito [ESLed], me sinto bem. De verdade eu gosto muito das aulas. [PEF]
(Claudia)	A	Eu estou muito feliz hoje porque eu participei na aula de português, [PEF] eu gostei muito do trabalho que vocês fazem. [PLT]	A	Sim, eu estava muito feliz pra aprender outras culturas. [PEF]
(Emmanuel)	A	Sim, aprendi muita coisa hoje e muito satisfeito da aula. [ESLed]	A	Eu aprendi [ESLed] eu estou satisfeito também.
(Stanley)	A	Bom, até agora estou satisfeito desde no começo. Não tem nada a falar.	A	A resposta é o mesmo dentro da sala.
(Joseph)	A	Sim, meu português melhorou muito porque eu aprendi muita coisa sobre a saúde. [LWL]	A	Sim, eu estou satisfeito porque eu aprendi as palavras em português sobre a saúde. [LWL]
(Cassandra)	A	Sim, eu aprendi uma coisa [ESLed] porque eu sabia das aulas.	A	Sim, eu estou satisfeito porque a sra. explica muito bem. [PLT]
(James)	A	Eu aprendi algo, sim, quando uma pessoa está doente e tantas outras coisas [LWL]. Cada dia aprendo uma coisa. [DLEC]	A	Eu sou sempre satisfeito porque a aula é bom pra mim. [PEF]
(Amara)	A	Porque me ajuda a aprender a falar o português mais rápido, mais fácil. [GDin/out]	A	Sim, eu estou satisfeito porque eu gosto todas as maneiras que a professora usa pra explicar pra nós poder compreender e

				também o tempo que ela dedica pra explicar pra nós consegui entender. [PLT]
(Francesca)	X	X	X	Eu ta.
		[ESLed] = 6		[ESLed] = 4
		[LWL] = 4		[LWL] = 1
		[PLT] = 2		[PLT] = 4
		[GDin/out] = 4		[GDin/out] = 1
		[CNL] = 1		[CNL] = 1
		[PEF] = 2		[PEF] = 4
		[DLEC] = 1		[DLEC] = 0
		[DFIntro] = 1		[DFIntro] = 0

Task Implamentation 3 – June 15th 2019				
Name	**Question 1**	**Question 2**	**Question 3**	**Question 4**
(Gregory)	A	Sim, meu português melhorou hoje aprendo como fazer meu currículo correto. [LWL]	D	Eu acho que eu posso aprender mais. [CNL]
(Osíris)	A	Sim, já aprendeu muitas coisas porque eu to melhor agora eu falo um pouco mais com os meus amigos e amigas. [GDin/out]	A e D	Eu tem certeza to satisfeito da aula de português.
(Núbia)	A	Sim, meu português melhorou.	A	Meu português melhorou.
(Ariana)	A	Sim, eu aprendi muito hoje, [ESLed] meu português melhorou, porque aprendi novas palavras. [LWL]	A	Aprendi novas palavras, [LWL] meu ouvido melhorou com o áudio. [GDin/out]
(Rose)	A	Sim, todo dia eu aprendi uma coisa diferente que vai ser bom pra mim. [DLEC]	C	Porque eu não consegui compreender hoje. [CNL]
(Cassandra)	A	Sim, eu comecei a melhorar eu posso cumprimentar as pessoas em português. [DFIntro]	A	Sim, eu estou satisfeito porque as professoras explicam muito bem mesmo que você não entendi eles te ajudam a entender. [PLT]
(James)	X	Eu estou feliz [PEF] porque estou sempre presente e cada dia eu aprendi uma coisa diferente. [DLEC]	X	É muito bom pra mim estar presente. [PEF]
(Omar)	A	Sim, meu português melhorou porque eu sei como pedir uma explicação em português [GDin/out]. Eu gosto muito da língua [PEF] pois eu posso ajudar minha família a falar.	X	Porque quando eu cheguei aqui eu não conseguia me apresentar mas agora eu posso fazer sozinho. [DFintro]
(Paola)	A	Sim, meu português está melhor, posso falar um	A	Estou satisfeita.

		pouco. [GDin/out]		
		[ESLed] = 1		[ESLed] = 0
		[LWL] = 2		[LWL] = 1
		[PLT] = 0		[PLT] = 1
		[GDin/out] = 3		[GDin/out] = 1
		[CNL] = 0		[CNL] = 2
		[PEF] = 2		[PEF] = 1
		[DLEC] = 2		[DLEC] = 0
		[DFIntro] = 1		[DFIntro] = 1

Task implementation 4 – June 29th 2019				
Name	**Question 1**	**Question 2**	**Question 3**	**Question 4**
(Joseph)	A	Eu aprendi muitas coisas hoje, como a carta geográfica do estado de SC, principalmente da cidade de Florianópolis, também eles falaram sobre a distância entre minha casa e a universidade, quanto tempo eu demoro pra sair da minha casa pra chegar nas aulas e as rotas que eu fiz. [LWL]	A	Sim, eu estou satisfeito porque tinha muitas coisas que eu não colocava em aplicação mas agora eu vou usar eles, eu vou aplicar eles. [ESLed]
(Cassandra)	A	Sim, eu melhorei.	A	Sim, eu estou satisfeito porque a professora tem muita paciência comigo. [PLT]
(Núbia)	A	Sim, meu português melhorou.	A	Sim, meu português melhorou.
(Stanley)	A	Bom, minha resposta é a mesma porque é uma boa coisa pra mim. [PEF]	A	A resposta é muito cara pra mim, é uma coisa boa na minha vida. [PEF]
(James)	A	Eu aprendi muita coisa cada vez que eu assiti na aula. [DLEC]	X	Pra aprendi mais coisas [ESLed] eu me senti muito bem pra vim todos os dias na aula. [PEF]
(Ada)	A	Sim, eu aprendi muitas coisas sobre o português [ESLed], o português é muito bom e vai nos ajudar muito. [PEF]	X	Sim, eu fiz um esforço.
(Esther)	A	Sim, tem muitas coisas que eu não sabia o significado, mas quando eu assisti na aula eu sei o significado. [ESLed]	A	Sim, eu estou satisfeito porque eu aprendi muita coisa hoje. [ESLed]
(Rose)	A	Sim, eu aprendi muita coisa hoje porque eu não sabia o nome das ruas agora eu sei, e também eu posso dar uma explicação. [LWL]	A	Eu estou muito satisfeito e eu me senti muito bem. [PEF]
(Gregory)	A	Sim, meu português melhorou. Hoje eu aprendi a direção dos lugares. [LW]	D	Eu poderia ter me dedicado mais. Eu acho que eu posso fazer mais.

				[CNL]
(Claudia)	A	Hoje eu aprendi muita coisa [ESLed] eu estou muito feliz da aula. [PEF]	A	Eu estou muito feliz hoje [PEF] e eu aprendi muita coisa sobre a pergunta como é a direção. [LWL]
(Ariana)	A	Hoje eu aprendi palavras representam direções e lugares. Também aprendi palavras como visitar lugares no centro. Aprendi palavras como explicar o caminho para ir ao lugar e como ajudar um amigo que está perdido. [LWL]	A	Eu estou muito satisfeita.
(Zayn)	A	Uma aula boa e maravilhosa. [PLT]	D	Sim, já aprendi.
(Amir)	A	Sim. Muito. Agradeço a todos.	A	Sim, de fato pois os professores utilizam os melhores métodos no ensino do idioma como as imagens explicativas. [PLT]
		[ESLed] = 3		[ESLed] = 3
		[LWL] = 3		[LWL] = 1
		[PLT] = 1		[PLT] = 2
		[GDin/out] = 0		[GDin/out] = 0
		[CNL] = 0		[CNL] = 1
		[PEF] = 3		[PEF] = 4
		[DLEC] = 1		[DLEC] = 0
		[DFIntro] = 0		[DFIntro] = 0

	Question 5: Was there a moment in class that you liked the most? Which moment? Why did you like it?
	Task Implementation 1A – May 25th 2019
Name	**Question 5**
(James)	O momento da apresentação eu mais gosto. [PRC] Eu gosto muito de todas as aulas. [PCG]
(Esther)	Sim, eu mais gosto hoje as aula porque é hoje que eu mais compreendo.
(Teresa)	Eu gosto de a parte da casa. [CON]
(Ada)	Porque nós somos todos amigos na escola aqui também nos amamos porque nós somos amigos. [CRO]
(Cassandra)	X
(Emmanuel)	Eu gosto todos os momentos da aula, [PCG] mas eu gosto mais o momento da pronunciação. [PFS]
(Stanley)	Sim, eu gostei todos os momentos das aula. [PCG]
(Rose)	Sim, a aula de hoje todo mundo é muito simpático dentro da sala [CRO], é um discurso muito bom, de verdade, é muito bacana hoje. [PCG]
(Núbia)	Hoje gostei muito de aprender de casa. [CON]

(Francesca)	X
(Claudia)	Hoje gostei muito de aprender sobre a casa. [CON]
(Zayn)	Sim.
(Amir)	Sim, hoje a professora ensinou muito fácil para nós [DTM], ou falou para nós, por exemplo, repetirmos [PFS]. E também as assistentes ajudam a nós e a professora.
(Paola)	A aula pelos tipo de experiências [DTM] pelas participações [PRC] e interações entre professores e alunos. [INT]
	[INT] = 1
	[CON] = 3
	[DTM] = 2
	[PRC] = 2
	[PFS] = 2
	[TRU] = 0
	[PCG] = 4
	[CRO] = 2

Task Implementation 1B – June 1st 2019	
Name	**Question 5**
(Akil)	Sim, o momento da pronunciação era muito bom pra mim. [PFS]
(Núbia)	O momento do vídeo [TRU] e também porque eu fui escrever no quadro. [PRC]
(Joseph)	Sim, o momento que eu mais gostei nas aulas é cada vez que a professora acaba o trabalho ela faz uma revisão sobre as coisas que ela já tinha falado [DTM] e as vezes me manda no quadro. [PRC]
(Cassandra)	O momento que nós aprendemos sobre os meses do ano. [CON]
(Omar)	O momento que eu mais gostei era o momento da apresentação, eu me sentia muito bem a fazer minha apresentação em português. [PRC]
(Francesca)	Sim, eu gostava das aulas do sábado passado porque eu compreendia todas as coisas.
(Osíris)	Eu gostei do momento dos vídeos, escutar o som, [TRU] eu gostei também quando as pessoas falam. [PRC]
(James)	Eu gostei de todos os momentos principalmente quando elas fala com nós bem. [INT]
(Moisés)	X
(Gregory)	Sim, eu gostei dos exercícios que tinha os vídeos. [TRU]
(Amara)	No momento das aulas que eu gosto mais.
(Stanley)	Tudo é muito bom pra mim, dentro da sala porque eu gostei de todas as coisas que passaram. [CON]
(Rose)	Sim, sábado passado eu gostei mais e o que aprendi mais.
(Emmanuel)	Tem momento da sala que eu gosto muito, por exemplo a conversação [INT] e as questões individuais. [DTM]
(Esther)	Sim, eu gostava mais o dia que tinha a interferência dentro da sala. Eu gostava das perguntas que nós fizemos. [INT]
(Kenan)	Quando a professora me manda pra escrever no quadro [PRC] também quando nós conversamos entre nós. [INT]
(Claudia)	Sim, eu gostava do trabalho em grupo porque eu podia dividir muitas ideias juntos. [INT]
(Ariana)	A dinâmica da aula. [DTM]

(Paola)	Quando tenho dúvidas, as professoras respondem corretamente e as solucionam facilmente. [INT]
(Zayn)	Sim, estava muito agradável. [PCG]
	[INT] = 6
	[CON] = 2
	[DTM] = 3
	[PRC] = 5
	[PFS] = 1
	[TRU] = 3
	[PCG] = 1
	[CRO] = 0

Task Implementation 2 – June 8th 2019	
Name	**Question 5**
(Gregory)	Sim, nos momentos que resolvemos os exercícios. [PRC][115]
(Paola)	A ajuda das professoras para gravar no celular [TRU] a resposta das imagens impressas na folha dada [DTM].
(Omar)	Sim, o momento que eu gostei mais na sala é o momento das entrevistas porque eu gosto muito mesmo que eu não compreendia as coisas me sentia muito feliz pra mim eu queria fazer de novo. Obrigada eu gosto muito, [PCG] nunca acabaram. Deus bendiga a vocês.[116]
(Josoan)	O momento que eu mais gostei é a história do Daniel , eu me lembro quando eu acabei de chegar no Chile eu estava doente e fui pro hospital o médico me perguntou o que eu tinha e eu não podia responder e depois isso me encorajou muito a prender a falar a língua. [CON]
(Zayn)	Sim, há muitas ideias nesta aula.
(Ada)	Sim, a semana passada eu gostei da aula e hoje também eu gosto. [PCG]
(Núbia)	Momento que eu mais gosto é o momento do Daniel [DTM] porque nos falamos em português no celular. [TRU]
(Ariana)	O momento da aula que eu mais gostei, mas um pouco difícil para mim foi a gravação da minha resposta em áudio. [TRU]
(Amir)	Sim. Quando vocês nos ensinam usando a televisão [TRU] e quando trazem exemplos e também quando distribuem a nós folhas ilustradas explicativas. [DTM]
(Rose)	Hoje porque (uau), eu me senti muito bem, relaxada, extraordinária. [PCG]
(Claudia)	O momento que eu mais gostei é o trabalho em grupo pra falar entre nós. [INT]
(Emmanuel)	Sim, eu gosto todos os momentos das aulas. [PCG]
(Stanley)	Eu penso que todos os dias é muito bem pra mim. [PCG]
(Joseph)	O momento mais importante pra mim que eu gosto também é quando a professora acaba de fazer um exercício e depois pede pra nós fazer outras como exemplo. [DTM]
(Cassandra)	Hoje eu me senti muito bem pra aprender, eu o dia que você mostrou sobre o Daniel chegasse muito importante pra mim. [CON]
(James)	Eu gosto todos os momentos dentro da sala. Me ajuda muito eu estou sempre na sala. [PCG]
(Amara)	Porque a professora da dever pra fazer pra nós poder compreender mais [DTM] eu gosto eu comprimento a professora por sua doçura. [CRO]
(Francesca)	Sim, semana passada eu gostava muito da aula.

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[115] Referring to writing their answers on the board.
[116] Referring to the Needs Analysis interview.

	[INT] = 1
	[CON] = 2
	[DTM] = 5
	[PRC] = 1
	[PFS] = 0
	[TRU] = 4
	[PCG] = 6
	[CRO] =

Task Implementation 3 – June 15 th 2019	
Name	**Question 5**
(Gregory)	Sim, os momentos da aula que eu mais gostei é o momento de resolver os exercícios. [PRC][117]
(Paola)	A gravação no celular [TRU] já que melhorou a entonação (acentuación) das palavras ao falar. [PFS]
(Osíris)	Sim, tem muito momento da aula que eu gostei. [PCG] Eu não lembrei o momento.
(Núbia)	Todo dia gosto mais da aula. [PCG]
(Ariana)	Eu gosto de tudo, mais da dinâmica da aula. [DTM]
(Rose)	Sim, sábado passado.
(Cassandra)	O momento que eu mais gostei é Joana. [TRU][118]
(James)	Eu gosto de todos os momentos. [PCG]
(Omar)	Sim o momento que eu fazia a entrevista.[119]
	[INT] = 0
	[CON] = 0
	[DTM] = 1
	[PRC] = 1
	[PFS] = 1
	[TRU] = 2
	[PCG] = 3
	[CRO] =

Task Implementation 4 – June 29th 2019	
Name	**Question 5**
(Joseph)	Eu gostei de todos os momentos porque cada momento tem a beleza [PCG] mas de hoje que eu aprendi sobre a rota. [CON]
(Cassandra)	Eu sou satisfeito da distância.
(Núbia)	Momento dos dever.

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[117]Referring to writing their answers on the board.

[118] Referring about listening to the audio about Joana's job interview (fictitious character in the task cycle).

[119] Referring to the Needs Analysis interview.

(Stanley)	Bom, todos os dias são o mesmo pra mim. [PCG]
(James)	Eu gosto de todos os momentos. [PCG]
(Ada)	Sim, muitas vezes quando estamos em grupo porque vai nos ajudar a falar bem. [INT]
(Esther)	Sim, o momento quando eu fiz a entrevista eu gostei desse dia muito.[120]
(Rose)	Hoje nós estamos muito bem na aula nós amamos o jeito das professoras trabalham e como eles explicaram. [DTM]
(Gregory)	Sim, eu gostei o momento que estive no quadro. [PRC] Porque é muito importante para ter os vocabulários em cabeça.
(Claudia)	Eu gostei muito da interação entre os grupos me deixa muito feliz porque nós falamos juntos. [INT]
(Ariana)	X
(Zayn)	Sim, no momento da participação com alunos. [PRC]
(Amir)	Sim, quando nos ensinam de maneira fácil com explicação. [DTM]
	[INT] = 2
	[CON] = 1
	[DTM] = 2
	[PRC] = 2
	[PFS] = 0
	[TRU] = 0
	[PCG] = 3
	[CRO] = 0

	Question 6: Do you think the topic of the class was relevant? Yes or no? Why?
	Task Implementation 1A – May 25th 2019
Name	**Question 6**
(James)	Eu gosto muito pra mim é muito bom.
(Esther)	Sim, porque é hoje que eu mais compreendo e também a maneira da professora trabalhar. [RC-I]
(Teresa)	Sim, eu gosto de estudar em casa porque na minha casa eu tenho mais tempo.
(Ada)	Sim, porque nós aprendemos muita coisa nas aulas e nos ajuda a falar mais rápido. Eu estou muito feliz. [AGDRT]
(Cassandra)	X
(Emmanuel)	Sim, o tema da sala é muito importante. Ajuda a ter mais conhecimento e enriquecer. [AGDRT] Aprendi muita coisa o conteúdo é muito interessante. [RC-AL]
(Stanley)	Sim, é muito importante pra mim. [AGDRT]
(Rose)	Sim, porque sabemos da vida dos outros mesmo não é 100% mas um pouco. [DLOS]
(Núbia)	Sim, porque aprendi. [RC-AL]
(Francesca)	X
(Claudia)	Sim, hoje você conseguiu dar a aula português importante muito da *procia*. Obrigada Catarina. [AGDRT]
(Zayn)	X

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[120] Referring to the Needs Analysis interview.

(Amir)	Sim, muito importante porque esse assunto é muito importante pois precisamos no dia-a-dia, na nossa rotina. [DLOS]
(Paola)	É muito importante porque se aprende todas as partes separadas que tem o país. [RC-AL]
	[AGDRT] = 5
	[RC-AL] = 3
	[DLOS] = 2
	[RC-I] = 1
	[NR] = 0

Task Implementation 1B – June 1st 2019	
Name	**Question 6**
(Akil)	Sim, eu considero o tema muito importante pra mim porque consegui abrir a experiência na língua portuguễs. [AGDRT]
(Núbia)	Sim, porque eu aprendi a fazer um video, eu não sabia nada. [RC-AL]
(Joseph)	Sim, eu considero muito bem porque ele vai me ajudar a perseverar na língua portuguesa. [DLOS]
(Cassandra)	Sim, eu considero porque eu gosto muito. [AGDRT]
(Omar)	Sim, eu considero muito as aulas porque eu gosto muito da falar a língua [AGDRT] muito obrigado porque vocês me da oportunidade para falar sobre essa coisa, eu to pedindo pra deus abençoar vocês muito obrigado, beijos a todos.
(Francesca)	Sim, eu considero porque é muito importante pra mim. [AGDRT]
(Osíris)	Aula era muito importante pra mim porque eu aprendi muitas coisas eu gostei quando a professora da exercício pra fazer. [AGDRT]
(James)	Sim, é muito importante pra mim. [AGDRT]
(Moisés)	X
(Gregory)	Sim, o tema na sala era muito importante porque as pessoas não vão conseguir falar bem se elas não conhecem as coisas básicas. [DLOS]
(Amara)	Sim, porque eu aprendi a falar e também como se pronuncia as palavras. [RC-AL]
(Stanley)	Sim, obrigada.
(Rose)	Sim, é muito importante todos os sábados nós vamos aprender muita coisa nova, cada vez que nós vamos na escola, obrigado. [AGDRT] Porque os professores estão todos presentes e são cada vez disponível pra nós e nunca faltam. Muito obrigado.
(Emmanuel)	Sim, os conteúdos dentro da sala é muito importante para enriquecer o conhecimento e mais pesquisa todo dia. [AGDRT]
(Esther)	Eu considero muito, muito as aulas porque eu gosto muito como vocês ensinam. [RC-I]
(Kenan)	Sim, é muito importante porque vai nos ajudar a falar mais rápido a língua portuguesa. [AGDRT]
(Claudia)	Sim, tudo era muito importante pra mim porque eu aprendi muitas coisas na aula, muito obrigada. [RC-AL]
(Ariana)	Sim. Considero o tema da aula muito importante porque em cada aula aprende diferente [AGDRT] e porque as professoras muito bonitas e pacientes.
(Paola)	É muito importante o tema porque a porcentagem de estar em uma casa é diária e devemos conhecer tudo o que nos rodeia no dia-a-dia e trabalhamos com isso. [DLOS]
(Zayn)	Não, acho um pouco cedo. [NR]
	[AGDRT] = 10
	[RC-AL] = 3

	[DLOS] = 2
	[RC-I] = 1
	[NR] = 1

Task Implementation 2 – June 8th 2019	
Name	**Question 6**
(Gregory)	Sim, porque eu aprendizagem é passo a passo. [AGDRT]
(Paola)	É muito importante o tema da saúde, porque a mudança do clima no país e a maioria somos estrangeiros, suscetíveis a ficar doentes. [DLOS]
(Omar)	Sim, eu considero porque é uma coisa grande pra mim, [AGDRT] eu gosto a língua. Eu quero falar muito bem, pra demonstrar a minha família que eu posso falar português. Obrigada por essa oportunidade e a capacidade de vocês. Eu gostaria de falar com vocês um dia mas por agora eu não posso falar bem.
(Josoan)	É muito importante. [AGDRT]
(Zayn)	Sim, estava muito importante o assunto da aula de hoje. [AGDRT]
(Ada)	Sim, porque o tema é muito interessante hoje porque vai nos ajudar muito a falar bem ou as vezes quando outras pessoas encontram nós e quer conversar e nós pode falar bem das aulas. [DLOS]
(Núbia)	O tema do Daniel sim porque eu falo português. [AGDRT][121]
(Ariana)	Sim, porque em cada aula. Eu aprendi palavras, frases e pronunciação do idioma. [RC-AL] Obrigada!!!
(Amir)	Sim de fato, [AGDRT] mas nós precisamos de livros e apostilas ilustradas para nos ajudar no processo de aprendizagem de maneira rápida e eficiente.
(Rose)	Sim, muito muito porque todo mundo consegui falar com o médico pra o Daniel porque é uma experiência que nós tem que fazer quando nós estamos no hospital pra salvar vida e pra explicar todos os sintomas. Muito obrigado por esse tema. [DLOS] beijos.
(Claudia)	Sim, eu considero porque eu sei como se sente uma pessoa quando está doente e como fazer pra explicar. [DLOS]
(Emmanuel)	O conteúdo da aula é muito importante para enriquecer o conhecimento. [AGDRT]
(Stanley)	Sim, eu acho que é bom pra mim aprender a língua. Obrigada [AGDRT]
(Joseph)	Sim, eu considero porque cada vez as aulas é assim, me dá mais força na língua especialmente nas aulas. [AGDRT]
(Cassandra)	Sim, o tema da sala é muito importante porque nos ajuda a falar a língua português bem. [AGDRT]
(James)	É sempre bom pra mim porque eu estou sempre na sala. [AGDRT]
(Amara)	Sim, porque ele vai nos ajudar a alcançar na língua portuguesa. [AGDRT]
(Francesca)	Sim, porque o tema era interessante porque é importante. [AGDRT]
	[AGDRT] = 13
	[RC-AL] = 1
	[DLOS] = 4
	[RC-I] = 0
	[NR] = 0

Task Implementation 3 – June 15th 2019	
Name	**Question 6**

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[121] Although mentioning the character in the activity, does not clearly explain why "Daniel" is relevant.

(Gregory)	Sim, considero o tema da aula importante porque cada passo é importante na aprendizagem de uma língua nova. [AGDRT]
(Paola)	Muito importante para conhecer as normas e requisitos ao buscar emprego. [DLOS]
(Osíris)	Sim, a aula é muito importante pra mim porque todos dias aprende uma coisa diferente. [AGDRT]
(Núbia)	Sim, porque posso cumprimentar uma pessoa em português. [DLOS][122]
(Ariana)	Muito importante, pelo ensino e aprendizado do português. [AGDRT] Obrigada!
(Rose)	Sim, porque é muito bonito.
(Cassandra)	Sim, eu considero o tema da Joana. [AGDRT][123]
(James)	Sim, por estar sempre na sala. [AGDRT]
(Omar)	Sim, porque eu gosto muito da língua. [AGDRT]
	[AGDRT] = 6
	[RC-AL] = 0
	[DLOS] = 2
	[RC-I] = 0
	[NR] = 0

Task Implementation 4 – June 29th 2019	
Name	**Question 6**
(Joseph)	Sim, é importante porque eu não valoriza a distância quando saia em casa mas agora eu posso verificar o tempo quando eu sai em casa pra chegar na aula. [DLOS]
(Cassandra)	Sim, eu considero porque a professora me ajuda a compreender. [RC-I]
(Núbia)	Sim, português melhorou.
(Stanley)	Sim, o tema é muito importante dentro da sala pra mim. [AGDRT]
(James)	Sim, eu tem que vim todos os dias assitir as aulas, obrigada.
(Ada)	Sim, é importante porque nós não sabia nada em português mas agora vai nos ajudar a nos comunicar com outras pessoas na escola. [DLOS]
(Esther)	Sim, é importante porque eu aprendi mais ou menos bem [RC-AL] eu gosto também como você explicar. [RC-I]
(Rose)	Sim, porque cada vez mais nós aprendemos como falar e também quando uma pessoa pede uma explicação. [DLOS]
(Gregory)	Sim, porque as direções são as coisas básicas para expressar. [DLOS]
(Claudia)	Eu considero importante a aula pra mim é importante a tema é muito bom pra eu saber a direção que eu vou fazer. [DLOS] Muito obrigada, o grupo da professora, beijos.
(Ariana)	X
(Zayn)	Sim, estava muito importante o assunto da aula. [AGDRT]
(Amir)	Sim, porque nós precisamos desses assuntos na nossa vida cotidiana. [DLOS]
	[AGDRT] = 2
	[RC-AL] = 1
	[DLOS] = 6

[122] However, not related to the topic of this specific class.
[123] Although mentioning the character in the activity, does not clearly explain why "Joana" is relevant.

	[RC-I] = 2
	[NR] = 0

Source: elaborated by the author.

Appendix 16 - Diary Notes.

Task cycle 1 - Diary note 1A - Implementation 1A – May 25th 2019

- **Space:** The classroom was organized in the usual way, the teacher's table at the central front and students in 3 rolls in front of it. Assistants sitting at the right facing both the teacher and students. As at some point of the class two children arrived, they sat in a left lateral of the classroom, facing the right, where the assistants were sitting.
- **Actors:** the teacher and 3 teacher assistants (TAs) were present: Ana, Beatriz and Mariana. Along with 27 other students, including the two kids, referred here as child1 and child2 (19 out of the 27 were participants in the study), there were 5 Arabians (2 kids), 1 Venezuelan, and the others were all Haitians (two of whom were at their very first class).
- **Goals:** the goal of today's class was to give instruments to students to be able to compare the price of objects they found some stores' leaflets and in the end indicate the purchase (or not) of an object of their choice.
- **Objects:** In this lesson were used: whiteboard, tv, and computer, copies of the activities (worksheet), slide presentation with house images. To record the class: 1 Sony Handycam in a tripod and a Digital Samsung Camera.

Activities x Events x Time

The teacher waited some 15 minutes to start the class, due to the small number of students present at 9, only at 9:30 more students arrive. And the teacher starts by writing today's date on the board and asking the students to dictate the numbers and spelling of the dates, as a warm-up and to ease into the lesson.

The teacher asks the students who were present in the previous class, what was the topic of the lesson. She asks some students how to say "lembrar" in their mother tongue and then the students understand that she was trying to remember the topic of the previous lesson. She writes on the board the words that come up. She organizes the board with words from different categories: "casa, apartamento, quitinete, sobrado, etc", "geladeira, sofá, mesa, etc" and gets to the point of the class which is to discuss the parts of the house "cômodos". All the words put on the board came from the student's suggestions.

Now that more students are present, the teacher shows on the TV the images that will be presented in the first activity introduces the first activity encouraging students to tell the name of the rooms. The teacher reads the rubrics of the activity **1A** and confirms the meaning with the students. This activity was completed very quickly and the teacher shows the images along with the correct nomenclature on the TV.

The second activity **1B** was read to the students and the teacher exemplified with the TV images. The teacher and TAs walked around helping students to complete the activity. This activity took more than 20 minutes to be finished and it seemed to be more difficult because of the lack of vocabulary of most students, who had been exposed to vocabulary related to housing objects and utensils only once in the previous class. However, many other students were able to complete the images with many of the names of the objects. The correction was made on the board, and not with the pictures, as I intended, once I had forgotten to print those pictures. The board was divided and different students completed the board with the names of objects they used to each part of the house. The teacher by the end read all of them and pointed to their corresponding image on the TV. She finishes correcting, checks attendance one more time, and allows students to leave to have the break.

BREAK: almost 30 min

Because the first two activities took longer than was expected, the teacher and I decided to take activity 1C out, once we decided it would not be extremely relevant to get to the end of the cycle.

The 2 Arabian kids who arrive with one of the students earlier call attention now because of their arrangement in the classroom, they positioned their chairs right in front of the TV and the teacher. They lead the lesson somehow once they understand most of what the teacher says.

The teacher introduces activity **2A** by drawing the outside of a house and then later explaining that they would draw their own places. She asks two of the TAs to go to the board and exemplify what the students are supposed to do next, which is to draw the colleagues' house. However, the volume in which the TAs spoke may have been to low for the students to understand what was happening.

One student asks for the name of a house that is built above another house, by which she meant an apartment. The teacher discusses the size of the different places drawn on the board to show the expressions "é maior que"/ "é menor que" and then asks students to complete the activity **2A** in pairs. She reads the rubrics and exemplifies the activity by naming students' pairs and recalling what the TAs did on the board. The teacher thinks that not many people understood the activity and then asks two other volunteers to do it on the board.

The teacher organizes the pairs and along with the assistants, we help students one by one to complete the activity. This activity also takes longer than expected, about 25 minutes.

The teacher calls students who have finished the activity to present their colleagues' houses. The students go in front of the class and tell the number of rooms and its names (bedroom, bathroom, etc). After each student, the classroom gives people a round of applause. (Non-participant students, Amir)

One of the kids presents the house of a colleague which makes all the class be interested and attentive to it. First is the child1, then Emmanuel, Rose, Claudia.

The teacher and I discuss whether we are following with the next activity, but as we would not have time to finish the entire cycle, we decided to let four more students present and then finish the activities. Also presented: Teresa, Non-participant student, Ada, Cassandra, child2.

To conclude, I explain and we distribute the post-task questionnaires to the students to answer before leaving. As soon as they finish answering it, I collect it and they leave.

We did not have the time to complete the cycle. In fact, we couldn't complete half of the activities proposed. Therefore, it will be resumed in the next lesson.

Task cycle 1- Diary note 2 – Implementation 1B – June 1st 2019

- **Space:** The classroom was organized in the usual way, the teacher's table at the central front and students in 3 rolls in front of it. As at some point in the class two children arrived with their father, they sat in a left lateral of the classroom, facing the right, where the assistants were sitting. Assistants sitting at the right facing both the teacher and students.
- **Actors:** The teacher and 3 assistants were present. There were 31 students, including the 2 kids (20 out of the 31 were participants in the study), being 2 Venezuelan, 24 Haitian (one at its first class), 5 Arabian (one at its first class, 2 kids)
- **Goals:** the goal of today's class was to continue the cycle from last class, cycle 1. This cycle intends to give instruments to students to be able to compare the price of objects they found in some stores' leaflets and at the end indicate the purchase (or not) of an object of their choice.
- **Objects:** In this lesson were used: whiteboard, tv, and computer, stores' advertisement pamphlets, copies of the activities (worksheet). To record the class: 1 Sony Handycam in a tripod and a Digital Samsung Camera.

Activities x Events x Time

The class starts about 15 minutes late to give time to more students to arrive, once they usually arrive late. And the teacher starts by drawing a house on the board to recall some of the vocabulary presented in the previous class. She writes on the board the parts of the house and asks students to tell the names of objects that go inside a house.

To introduce activity **1C** which was left out from the previous lesson because of the lack of time to complete all the cycle, the teacher writes on the board the words MOVEL e ELETRODOMÉSTICO, she calls attention to the difference on the singular and plural forms of these words, then she asks what is the difference in meaning between them. One student answers and the teacher confirms by giving examples.

She distributes the copies, read the rubrics and gives more examples. She suggests to the students to classify the list of objects that were already on the board from the warm-up conversation.

During the activity, we realize that not only will appear furniture and electronics, but also kitchen utensils, which could fit into none of the categories such as pan. Discussing with the teacher we decided to create one more category to put on the board, expecting that the students would do the same in their worksheets.

To correct the answers, students are called, one by one, to go to the board and complete the table with one of the words they had chosen. The teacher corrects it by reading and asking students to repeat - and erasing the words put in the incorrect category and rewriting it on the correct one. While I put the images of each object on the TV to help them associate the words with the image.

The teacher repeats the words by asking students to raise their hands if they have each of the objects at home. All students engage in the activity.

The teacher says we are going to watch a video and that some electronics are going to appear. Which is an adaptation from activity **3A** (This activity was thought to be connected with activity **2A** from the previous class). She asks students how to say "pay attention" in their mother language to explain that they need to pay attention to the electronics that will appear in the video. She asks one student (Haitian) to explain in his own words the objective of the activity and then to explain in their mother tongue (Haitian creole).

The teacher plays the video. And after it, she asks what were the electronics mentioned in the video. Then, she distributes the copies of activity **3B**, reads the rubrics and the alternatives to make sure all students understand the activity.

To correct the activity, the teacher asks students to raise their hands for the correct answer. They finish correcting this activity and go to the break

BREAK: around 25 min

After the break, the teacher writes the name of 4 students on the board who we have chosen to be the "leaders" of each group for the next activity **4A**. We separate the groups, distribute the worksheets, and then explain the activity. *I thought at first that we should have explained the activity before dividing the groups, but I think that in the end, it wasn't the biggest problem.*

The teacher reads the rubrics and then one student asks how will they know the prices. We distribute the pamphlets and the teacher calls students' attention to explain that there are different pamphlets with, consequently, different prices. One student confirms if she understood it and we all start. The teacher and TAs walk around the room to explain and help students to complete the activity. *Here is the biggest problem, in my opinion, there were more students in class than is usual, therefore, there were not enough pamphlets for all the groups to have different pamphlets to consult. Therefore, we ended up asking students who had internet access to consulting the prices in stores' websites and other students used the classroom computer.*

This was a more complex activity that involved many different steps, resulting in a very time-consuming activity. The students took around 30 minutes to conclude it. *Walking around the classroom, I noticed that there might have been a need to explain the vocabulary and expressions on the pamphlets, once most of them presented expressions such as "a vista", "parcelado", "à prazo".*

The teacher calls students' attention to start correcting, she goes group by group asking what was the most expensive and the cheapest objects. She writes it on the board to have a summary of all students' answers, later she compares the prices and asks the students to tell from the prices and objects on the board, which is the cheapest and the most expensive object. *The design of the task could have been different, once some students did not write the name of each store and just followed the nomenclature "loja 1, loja 2 etc".*

After correcting, the teacher calls students attention to how they should write the prices in Portuguese, once many students were writing the symbol $ after the numbers, such as 50,00$.

To conclude, with one student's help I explain and we distribute the post-task questionnaires to the students to answer before leaving. As soon as they finish answering it, I collect the questionnaires and they leave.

We did not have time to complete the cycle and record the students' answers for the target-task.

Task cycle 2 - Diary note 3 – Implementation 3 – June 8th 2019

- **Space:** The classroom was organized in the usual way, the teacher's table at the central front and students in 3 rolls in front of it. Assistants were sitting in the right corners facing both the teacher and students.
- **Actors:** The teacher and 2 assistants were present (Me and Iane). There were 25 students (19 participants), being 2 Venezuelan, 19 Haitian (one at its first class), 4 Arabian (not included: one kid and a baby - the husband and the baby left the class in the middle because the child started crying).
- **Goals:** the goal of today's class was to give instruments to students to be able to communicate symptoms of the flu to the healthcare worker.
- **Objects:** In this lesson were used: whiteboard, tv, and computer, copies of the activities, digital file of the activities, audio recorder. To record the class: 1 Sony Handycam in a tripod and a Digital Samsung Camera.

Activities x Events x Time

The class starts ten minutes late with only 9 students. The teacher takes attendance and starts by asking the students if they know the name for "coceira". She says that her body itches a lot during the spring and talks about allergies. She does mimic to show students the symptoms of a few allergies. The teacher writes on the board all the words related to symptoms and their body parts. She writes the seasons on the board and I ask her what is her favorite season, she then asks the other TA and the students what are the seasons they like the most. *The teacher connects the content of the class beautifully to the first "warm-up" talk. This was not in any of the activities proposed in the cycle.*

The teacher starts talking about diseases and symptoms people can have in the winter and if the students usually have those. She distributes the activities and asks one student to read the rubrics of **1A**. She

exemplifies the completion of the table with the flu which already had some words written on the board. She asks about treatments to the flu and some students mention tea. The teacher searches for the word tea on the computer to show the students.

Joseph, a student who has been studying Portuguese for a longer period, translates the teacher's instructions to two of his colleagues. The teacher had suggested the if they did not know the names they could use their smartphones and translate the names from their mother language to Portuguese.

The teacher asks students to go to the board to write two of the symptoms they chose. After that, she reads the students' answers and types some of them on the computer to show the images related to it. When the problem is "quebrar" to break a bone, the teacher asks some students if they had already broken a bone, none of them had and one student asks the teacher: "what about you?" and she tells a personal story.

The teacher reads the rubrics of activity **1B** and asks the students to write down the problems they have had and where were they when it happened. The teacher and the TAs walk around the class to help the students individually. While the students read their answers the teacher uses a Word Document on the computer to type down the students' answers for activity **1B**.

To start activity **2A**, the teacher asks one student to read the rubrics and she explains that they have to connect the image to its symptom's name.

There is one Arabian student who has recently arrived in the class. He does not have the worksheets and he does not ask for it until another student arrives. Only then, I realize they did not have the activities to follow the class.

I organize on the board squares and the names of the symptoms in order to help the teacher in the moment of the correction because the images in the activity are not numbered.

The other TA and I walk around to help the students.

The teacher corrects it by telling the name of each symptom and the students saying the number of the corresponding images.

BREAK: around 25 min

After the break, the teacher asks the students to repeat the names of the symptoms from the previous activity, while waiting for everybody to return. Then, she distributes activity **3A** and asks one student to read the rubrics. The teacher explains the activity again and then asks another student to read the first example and solve it with everybody, then she allows the students to have time to finish the remaining alternatives.

I did not see how the correction of activity **3A** was done neither the introduction and instructions to activity **3B**, once I had to conduct the last interview section with a group of students. Therefore, a few students arrived late in the second part of the class and missed activity **3A**.

To correct activity **3B**, the students go to the board and write down the sentences they wrote to describe each picture. When they finish the teacher reads all of the answers, corrects the mistakes, and asks other students to share if they had different answers and then, finally, she wrote other possible answers on the board.

The teacher distributes activity **4A**. She reads the rubrics and then asks questions to the students related to the understanding of the activity, such as: "who is Daniel?", "where is he from?", "Does he speak Portuguese?". Then, she explains that the students have to record their answers and send it through Whatsapp to a given number.

She asks who has a phone and Whatsapp to send the message. People who do not have a phone used a recorder, provided by me.

This is the last activity of the lesson. We did not have time to continue with the following activities.

To keep track of the people sending the audios I write down their names on the board as soon as they complete the activity and then I hand in the post-task questionnaire. Students who finish the questionnaire are ready to leave the class.

Task cycle 3 - Diary note 4 – Implementation 3 – June 15th 2019

- **Space:** The classroom was organized in the usual way, the teacher's table at the central front and students in 3 rolls in front of it. Assistants were sitting in the right corners facing both the teacher and students.
- **Actors:** The teacher and 3 assistants were present (Me, Beatriz and another Non-participant assistant). There were 21 students (15 are participants) being 2 Venezuelan, 15 Haitian (one at its first lesson), 4 Arabian (and a baby).
- **Goals:** the goal of today's class was to give instruments to students to be able to communicate a job position he/she is looking for and previous working experiences he/she might have had in the past.

- **Objects:** In this lesson were used: whiteboard, tv, and computer, copies of the activities (worksheets), digital file of the activities, audio recorder, audio message. To record the class: 1 Sony Handycam in a tripod and a Digital Samsung Camera.

Activities x Events x Time

The class starts ten minutes late with only 12 students. The teacher takes attendance and starts by writing the dates on the boar and telling the students that there will be no class in the next week. Then she asks the students if anyone is currently working. One student answers positively and then the teacher asks where he works, he answers and she tries to find images on the computer to help in the comprehension.

The teacher asks if anyone else works and since the answers are negative she asks if the students work at home, doing the house chores. All the students agree.

I ask the teacher to ask the student who said to be employed how he found his job. So the teacher explains the words "desempregado" and tries to lead the student to understand the verb "procurar". Other students try to help by translating the teacher's questions and explanations. Once they find out that he was indicated by a friend to the job the teacher introduced the activity.

She distributes the worksheets, shows the activity **1A** on the TV, and reads the rubrics. She asks the students if they know each of the images. And then tells them to complete the activity.

The teacher and assistants walk around to help and solve questions.

To correct, the teacher marks the correct alternatives on the board after asking the students what were their answers.

The teacher reads aloud activity **1B** and asks directly to the students. One student answers that she looks for a job in health centers, the teacher does not understand and we explain that it is because that specific student is a nurse, the same goes for the student who is a teacher, she looks for job vacancies in schools.

The teacher introduces activity **2A** by reading the rubrics and then explains it. She demonstrates the word "ligar" and asks the students what is the information that has to be connected, they answer correctly. The teacher and assistants walk around the class to help.

The teacher asks the students the correct answers and then she connects the alternatives written on the board. She asks for the corresponding information of each advertisement, for instance, if they were in the alternative "Salário", the teacher asked the students how much was the salary on the corresponding ad.

The teacher reviews the occupations that appeared in the activity and asks students to repeat. Then she asks if there is any cook in the group. And if students understand the word "experiência". Two students answer and the teacher asks if in the previous activity there was a request for experienced workers, the students confirm and then she asks which ones.

As we would not have time to complete one-by-one activities **2B** and **2C**, we decide to do it orally and the teacher connects the students' personal experiences to raise the topic of having experience in a specific area. She asks students who else has experience as a cook and how long this experience lasted. She compares the experience of 2 students and asks the group who would be a better candidate for the vacancy of a cook based on the experience time they have.

The teacher asks if anyone else has experience as a salesperson, she brings her own personal experience and compares with another student.

The teacher distributes the worksheets of activities **3A** and **3B**, she reads the rubrics of **3A** and asks specific questions about the rubrics to break all the information in shorter parts, and help students to understand step-by-step.

She plays the audio 4 times and still, the students want to listen to it more times. The teacher asks me how many times can we play it, I suggest that we ask one student to read and then people try to complete together.

Two students read and the teacher writes on the board the correct answer for the first blank space.

The teacher asks other students to continue at each time, to give opportunities to different students to participate.

We listen to the audio one more time to confirm after completing the blank spaces and then we go to the break.

BREAK: around 25 min

When we come back to class, the teacher gives some announcements about new courses starting in June.

Then the teacher introduces activity **3B**, she reads the rubrics and asks questions to solve doubts. And

allows the students to do it individually. The teacher and assistants walk around to help the students.

To correct, the teacher asks some students to write their answers on the board. Go to the board: Josoan, Gregory, Emmanuel and Rose.

After writing, the teacher asks the students to read the answers from the board while she corrects some small mistakes.

After reading the answers again for the students, the teacher distributes activity **4A** and **4B**. She reads the rubrics and asks questions to check if the students understood.

The teacher gives her own personal example as if she were looking for a job to complete activity **4A**. She asks the students what is her current occupation and points to where they should complete with this information on the worksheet. She lists her experiences and gives an example of how would her message be. Then, she allows the students to work individually to complete the activity.

The teacher and assistants walk around to help the students.

Some students had problems connecting to the internet for sending the message so I share my internet connection with them.

Some students use their phones, others record it on the Sony recorder.

Only one student is able to finish the recording and the post-task during class time.

Once finished with the activity, I hand in the post-task questionnaire and once they finish they are allowed to leave. Most students had to stay longer to finish the post-task questionnaire.

Task cycle 4 - Diary note 5 - Implementation 4 – June 29th 2019

- **Space:** The classroom was organized in the usual way, the teacher's table at the central front and students in 3 rolls in front of it. The assistants were sitting at the right corner facing both the teacher and students.
- **Actors:** the teacher and 3 assistants were present: Ana, (and two "new" assistants were in the class this day because they were going to take over the next lesson in this group), along with 21 other students. There were 4 Arabians, 1 Venezuelan, 1 Argentinian, and 15 Haitians.
- **Goals:** the goal of today's class was to give instruments to students to be able to describe and give directions to people to go from one location to another.
- **Objects:** To the lesson: whiteboard, tv, and computer. I used to record the class: Digital Samsung Camera.

Activities x Events x Time

The class starts at 9:15 with only 7 students. The teacher starts with the attendance and then by asking the students about the holiday we had last week, by my suggestion. She asks if they rested or traveled and one student asks the teacher back. The teacher talks about her trip to Parana and asks one other student to where he had traveled. She shows the map with states and cities on the TV.

Then she asks students where they live and lists the names of the streets, neighborhoods, and cities on the board. And we all, the teacher and assistants, are very surprised by the fact that most students live far from UFSC, and sometimes in the neighboring city.

She reads the first activity **1A** and asks the students to give some examples.

The teacher and assistants walk around the class to help the students and explain one more time, individually the objective of the activity.

After about 10 minutes the students are invited to write their answers on the board. Then, the teacher explains the name of the places that appear on the image, connects the names to the facilities or type of place they refer to, such as *Prime Physical center* represents a gym, or *Caixa* is the name of a bank agency. She reads the students' answers on the board and shows them on the map that is being projected on the TV.

The teacher reads the rubrics of activity **2A** and **2B**, and gives time to students to do the activities. The students who finish earlier are invited to move on to activity **2C**. The students seem to have lots of difficulties to understand the map, to tell which direction they use to come to UFSC... During the correction of the activity, the teacher asks "Quem encontra…" each place through their way to UFSC and students raise their hands. Students seemed to have fun and enjoy the way it was done, by having all students raise their hands when each place was called out.

It is already 10:30 when we start the activity **3A** and we do it quickly to try to finish it before the break, although this was a very important pre-task to help the students build vocabulary to perform the next activities and the target task.

The teacher reads the rubrics and asks questions to check students' comprehension. They can do it in pairs or small groups. However, most students seem not to understand the activity and have difficulty

understanding what they need to do. As the groups finish it, they are asked to move on to activity **3B**. We give them some time to work on it and then they leave to have a break.

BREAK: around 25 min

After the break, the teacher allows a few more minutes for the students to complete the activities, and then she starts by asking two students to read the directions on activity **3A**.

She points at the two descriptions on the TV and asks how many minutes that description relates to. The students answer and she asks them why, and the students show in the map the places that are mentioned in each path.

To check activity **3B**, the teacher asks the students and she writes the answers on the board.

One of the students, who is a little bit more proficient and who has taken the course for a few semesters now has arrived right before the break and he takes over the lesson, he is the one answering the teacher's question all the time, and I realize that many students don't even have the opportunity to try to speak.

At 11:20 we start the last section of activities, distributing activities' worksheet from **4A** to **5B**. The teacher reads the rubrics of **4A** and shows the map on the TV. She asks the students what places in the city center they know. With the exception of one student who affirms to know the main square downtown, the students, in its majority, seem not to know the city center, the touristic and cultural places, it seems that knowing these places is beyond their access to the city sites. They know only a few places such as the bus station and the Center Market.

The teacher introduces activity **4B** reading the rubrics. She reads the instructions while showing the path from the example provided on the map on the TV.

The students can choose one place to write the instructions to get there, from the bus station.

Some of the students, while the teacher assistants walk around to help them, seem not to have understood the map. This activity alone took about 20 minutes to be completed.

The teacher asks one student who has finished a long time ago to write his answer on the board. Other students are asked to share their answers by writing on the board.

To check the activity, the teacher reads each of the students' answers while I show on the TV the directions given.

As we don't have time to finish the cycle I distribute the post-task questionnaires, the students participating in the study answer it and are allowed to leave.

Source: elaborated by the author.

Appendix 14 - Teacher's interview transcription (Needs Analysis and profile questionnaire).

Speakers' identification (RS: Researcher, Participants are referred by their fictitious names, I: Interpreter)

Conventions: (+: short pause, ++: long pause, [ ]: overlapping speech, (( )): analyst's comments, XXX: inaudible, ?: questioning intonation, CAPITAL: stressed word, { }: translated answers, ( ): translator's comments). Based on: GREGGIO; GIL, 2007, and SULLIVAN, 2000.

RS: Então eu vou ler o que tá… esse textinho aqui, ó. Essa é uma entrevista que vai durar cerca de 20 minutos, onde vamos conversar sobre as necessidades de aprendizagem da turma + que eu chamo aqui de turma A, que é a tua turma, do curso de português como língua de acolhimento, onde você atua como professora. Não existem respostas certas ou erradas, o objetivo é levantar suas percepções sobre as necessidades de uso da língua dos estudantes + e você pode desistir a qualquer momento, etc. Então, gostaria de você, que você falasse um pouco sobre você, sua formação acadêmica, atuação no momento e experiências profissionais anteriores.

CATARINA: Tá. Ahm... Então, eu sou formada + na licenciatura do inglês e no bacharelado do inglês também. Ah, eu comecei a dar aula no PLAM, né, então português como língua de acolhimento. Logo fui pro extracurricular, né, que é mais voltado pra intercambistas + Ah, agora eu também dou algumas aulas particulares de + de português, continuo no português e tô dando algumas aulas numa escola particular da Lagoa também. É basicamente isso então, minha experiência com... ensinando, né. Sendo professora.

RS: Aham. Aham. Ok. Ahm... Como você teve contato ou se interessou pelo contexto de ensino do PLE ou do PLAM?

CATARINA Ahm... Foi por causa da [professor X], da + ela era minha chefe, acho que ela era professora também, eu tava já no final do meu curso, não tinha muita coragem de dar aula, não sabia como começar: se começava no inglês ou no português, tava insegura com, com a minha proficiência no inglês, como fazer algumas coisas e a [professor X] deu a ideia de "vamos tentar começar pelo português, talvez você se sinta mais confortável". E aí + acho que bem nessa época ela deu uma disciplina + sobre português + como língua estrangeira.

RS: Foi a que a gente fez juntas.

CATARINA: Foi a que a gente fez juntas, aham.

[RS: Em 2016.]

CATARINA E fazia assim, ANOS né, que não tinha essa disciplina, acho que a última foi dada pela Suzana, e aí eu fui e eu achei muito interessante e a gente já fez aí um ESTÁGIO + mentira, não foi disciplina! foi um mini, tipo um—

[RS: Ah, sim, sim, verdade, verdade.]

CATARINA: —mini curso. Eu fiz esse minicurso primeiro, que eu fiz com o [colega X]. E aí foi quando surgiu o PLAM. Então a gente já começou a assistir aulas do PLAM. Todo mundo começou a aprender juntos, então eu fui + assistir acho que a duas aulas e depois eu + e o [colega X] nós demos uma aula lá. Logo depois eu fiz a disciplina, né, que daí era mais específico, mais tempo, e eu ADOREI. Aí foi isso.

RS: Ok. Ahm, como você se sente então em relação ao projeto? Ao PLAM.

CATARINA: Eu me sinto + não posso falar mãe, né.

[Ambas riem.]

RS: Bem mãe.

CATARINA: Mas + é MUITO, assim. Uma coisa + que às vezes eu penso em, né, já faz + três anos que eu tô nesse projeto, eu quero ter os sábados livres. Mas eu não consigo desapegar. Então eu sinto, assim + não só a responsabilidade como professora, né, a responsabilidade nossa em outros aspectos também, com os alunos, o comprometimento com os voluntários também. Ahm, é uma coisa meio que familiar pra mim até, assim. É trabalho mas… + cê sabe.

RS: Sim, sim. Muito bem. Ahm... E o que você poderia dizer em relação à sua experiência no PLAM, de forma geral?

CATARINA: [Suspiro] É muito difícil e muito + gratificante + dar aula lá. Ahm, comecei a aprender a dar aula no PLAM, né, então + é muito interessante para eu ver o, o meu desenvolvimento como professora, né, e eu sou muito crítica, então é muito raro eu sair de uma aula do PLAM e "ai, que maravilha".

RS: Satisfeita.

CATARINA: Exato. Porque aí eu acho puxa vida, eu acho que os alunos não tão precisando + SÓ disso aconteceu na aula, né? É outro contexto, então + é diferente das aulas que eu dou aqui. Ah, os alunos conseguiram ler um texto e beleza. Não é só isso, né, não dá TEMPO. E o + nível dos alunos também é muito difícil para mim, porque tem alguns alunos que são iniciantes e tem alguns que + não são tão iniciantes. Mas... e a motivação dos alunos também. Então eu fico, caramba, o que fazer pra eles, pra eles ficarem mais motivados, né? Tem aulas que eu consigo, que eu vejo que eles ah, acho que essa aula tá mais interessante, mas tem aulas

que acabam sendo monótonas—

RS: Aham. Mas tem alguma coisa que tu acha que faz a aula ser mais interessante?

CATARINA: Quando eles + ah, não sei. Às vezes quando eles tão em grupos fica interessante, mas depende + de + qual atividade eu proponho. Se eu falo pra eles fazerem um diálogo, não dá certo. Fazer alguma coisa assim mais + oral + eu vejo que alguns dormem — literalmente. Ahm, mas teve uma atividade que a gente fez em grupos, que foi para eles montarem, né...

RS: Ah, sim. As frases, aham.

CATARINA: [E eu achei] que eles se motivaram. A aluna que dorme, não dormiu, e ela montou várias frases. Então não sei, ainda não percebi nessa turma + exatamente o quê. E também muito difícil quando é VÍDEO, quando é ÁUDIO. Alguns já DESISTEM no começo porque acham que é muito difícil, então assim, eu fico me questionando o que fazer.

RS: [Aham. Ok.] Então, agora mais com relação às características da turma, né. Depois do início das aulas, como você descreveria o perfil + da turma?

CATARINA: Perfil da turma?

RS: É… Óbvio que não existe um perfil, né, mas…

CATARINA: [É.] Ai, que difícil. Um perfil da turma… ++ Eu acho que agora eles, alguns tão começando a ficar assim... estão virando uma turma. Eu percebi que alguns de diferentes nacionalidades começaram a conversar e eu acho isso MUITO bom porque aí eles tem que conversar minimamente em português, tá, então tem alguma, algumas coisas acontecendo, então eu acho que alguns realmente tão assim, integrando né, tão ficando juntos. É... estão chegando mais + um pouquinho mais no horário, acho isso também um perfil dessa turma. Não tão tarde, claro, chegam atrasados, mas assim + eu acho que eles tão mais ASSÍDUOS, ainda não começaram a faltar. Tão, tão… tão mais preocupados, acho, COM as aulas. Ahm… eles fizeram, dois dias eles fizeram a tarefa, acho que de 6 aulas em 2 dias isso + é + relativamente + bom. ++ E + tem o novo projeto de tentar fazer eles escreverem um pouquinho todo começo de aula, né, então + eles tão escrevendo. Eu acho que eles tão um pouquinho + mais engajados. Acho que essa turma, quem sabe até o final eles +—

RS: A gente vê uma + XXX

CATARINA: [É, um pouquinho,] um desenvolvimento, um pouquinho…

RS: Melhorzinho.

CATARINA: Um pouquinho melhorzinho, é, aham.

[Risadas]

RS: Tá. Você conhece o histórico de todos, quase todos ou ALGUM dos estudantes?

CATARINA: Conheço de alguns... Conheço de alguns.

RS: O que que você poderia dizer, assim, sobre eles?

CATARINA: Ahm, tem alguns por exemplo que tem formação acadêmica, né + Ahm, que já estudaram outras línguas, então eu percebo isso durante a aula também: anotam, tentam fazer as coisas, sentam nas primeiras cadeiras. E tem alguns que eu sei que só fizeram o + o equivalente ao ensino médio e + não tem, assim + não estudaram outra língua. Eles geralmente sentam no final, isso se forem mais jovens, sentam no fundo. Tem, ahm, costumam tirar foto de tudo, não escrevem. É, não + não REPETEM, a gente pede para falar alguma coisa, tem bastante dificuldade. Tem alguns que já são assim mais perfil sempre de, ahm, voltado pra vida do trabalho, né. É... percebo que esse tão tentando + mas eles DESISTEM muito fácil. Assim, acham difícil escrever, por exemplo, e não escrevem. Eles falam, eu percebo que esses que trabalham participam um pouco mais oralmente, mas na hora de escrever, na hora de ler, eles desistem. É… então, e TEM uma surpresa esse semestre, né. O aluno, que a gente não sabia o QUANTO ele conseguia ler e escrever, acho, eu não sei, ele eu não tenho certeza quanto da escola ele frequentou e se ele frequentou a escola, MAS ele começou a escrever um pouquinho. E ler. Ele lê mais do que escreve. Então + só os novos mesmo que eu acho que eu não conheço o perfil, assim.

RS: [Aham. Aham.] Ok. Ahm, você + tem conhecimentos sobre seus objetivos aqui no Brasil? De alguns dos alunos.

CATARINA: [Ahm], tenho, tenho. Alguns vieram por causa da... né, problemas políticos no país, e vieram aqui pra passar o resto da vida mesmo. Eles não, não têm assim, pretensão de voltar para o país. Eles QUERIAM, mas + tem alguns por causa da idade, sabem que não, que não vão voltar. Mas que tem interesse em trabalhar aqui no Brasil. E já conseguiu. Ahm, tem alguns outros que vieram por N motivos também mas eu sei que eles TAMBÉM não vão voltar pro país deles e agora eles tão tentando trazer a família pra cá. A maioria que tá ali veio pra trabalhar, né, veio para morar mesmo no Brasil.

RS: [Aham, aham.] Ok. É, então + o que que você considera as principais necessidades de comunicação em português desses estudantes FORA da sala de aula?

CATARINA: Fora da sala de aula? Caramba. É minimamente, né, se, conseguir se comunicar com os, conseguir entender alguma coisa na rua, ou procurar um trabalho e + conseguir + entender um FORMULÁRIO,

né. Vai procurar alguma coisa, é, muita BUROCRACIA em relação aos documentos. Eles têm que conseguir minimamente PREENCHER um documento. Coisas básicas, PEDIR informação, ou explicar mesmo que "olha, não entendo muito bem", né, "fale devagar"...

RS: [Aham.] Aham. Ok. Ahm, em que… ah, mais ou menos bem parecida, né: em que contexto você acha que eles mais utilizam ou utilizarão a língua fora da sala de aula?

CATARINA: É mais relacionado mesmo ao trabalho, né.

RS: Aham. Ahm, tá. Há algo, com relação a isso, à turma, em si, que você gostaria de acrescentar ou que possamos ter esquecido de mencionar? Que você considera relevante. Sobre a turma, assim.

CATARINA: ++ Hum, + acho que não. Não consigo lembrar também, agora, sobre a turma. + Ahm…

RS: Então é isso. Então a gente tem mais uma partezinha agora, mas essa é mais relacionada a questões de… metodológicas assim, tá? Ahm, mas como falei, de novo, não existe resposta certa e errada, só pra gente ver que que + em que, em que + pé, em que + patamar, em que + *level* estamos.

CATARINA: Sim.

RS: Na sua atuação no PLAM, quais atividades você tem utilizado ou como você tem conduzido as suas aulas?

CATARINA: Caramba. ++ Ai, grande parte continua sendo, assim, expositiva, o que me frustra + bastante, mas + ahm, às vezes eu + tenho essa parte mais expositiva, tento dar alguma ATIVIDADE, às vezes um EXERCÍCIO mesmo. Algumas algumas aulas consigo fazer uma atividade comunicativa, né, então + pedir informação, perguntar como é o nome do outro e tal, algumas coisas assim, foram as primeiras aulas, né.

RS: [Aham. Aham.] Sim.

CATARINA: Ahm, acho que aconteceram algumas atividades em grupo, + em pares também, então, ahm, teve algumas, ahm, não lembro sobre o que, mas eles tinham que fazer um diálogo, depois eles acabaram fazendo um teatro... [Risos] Ahm… +

RS: Você tem algum material, assim, que você usa + como base para adaptar assim?

CATARINA: Sempre não. Eu pego, + como eu já dei várias aulas pra eles né, mas não peguei, por exemplo, "ah tá, vou pegar esse material DESTE livro", não. Ahm, eu acho que eu usei algum material com, de um livro numa aula sobre comida, sobre alimentos, então tinha um cardápio, + ahm, pra eles olharem, depois tinha algumas, + alguns alimentos que eles comem sempre, que eles tinham que anotar, alguma coisa assim, então usei material de um livro, mas—

RS: [Mas, uma] atividade, são atividades isoladas assim, né?

CATARINA: É. Não do tipo "ah, tem isso daqui que eu tô seguindo esse material", não. Geralmente é uma mistura, né, de coisas.

RS: [Tá.] Aham. Então, você tem produzido o material.

CATARINA: Sim.

RS: Por quê?

CATARINA: Por quê? Porque é muito difícil usar um livro, alguma coisa com eles. Eu acho que + não tem como, eu já TENTEI, + então ficava uma coisa muito + descontextualizada da vida deles. Ou as que "não, isso daqui é interessante, isso faz parte do contexto" eu não consigo usar às vezes atividade TODA por causa do NÍVEL de proficiência deles. + Ou é uma atividade muito interessante que é só leitura. Então, né, mas eu quero que eles falem, eu quero que eles, né, então não-não tem + material, assim, né. Não tem uma, não tem MUITO material.

RS: E como você acha que os alunos têm respondido à + às aulas, assim?

CATARINA: ++ Eu acho que positivo, né. Assim, mesmo + eu sendo muito crítica, é... eu acho que ainda é positivo, né. Mesmo quando eu saio achando que não dá certo, às vezes acontece que eu percebo que na outra aula alguma coisinha ficou no aluno, né, ele consegue fazer uma associação, alguma coisa assim. Então acho que em geral é positivo, né.

RS: [Aham.] Tá. Ahm, tá e agora mais específicas: você já ouviu falar, sabe, lembra de algo sobre a abordagem por tarefas? Você pode relatar qualquer coisa que venha primeiro à sua mente.

CATARINA: Já, já, lembro. Já fiz + algumas disciplinas que + que a g-que eu vi, né, sobre isso. Na verdade eu comecei o PLAM tentando sempre usar alguma coisa de tarefas nas aulas, às vezes eu fico "cara, não sei como isso vai virar uma tarefa". Mas aí, em contato com outras professoras, assim, que usam muito tarefa e tal, elas me ajudam, "não, mas isso é uma tarefa", né, "tem uma função comunicativa, eles tão fazendo alguma coisa". Então...

RS: Então tu falou de função comunicativa.

CATARINA: Sim.

RS: Que mais cê sabe dizer, assim, sobre + questão, características, assim, da abordagem?

CATARINA: Característica? Tá, função comunicativa, claro. E agora pra lembrar o resto?

RS: Pode falar com as tuas palavras, assim, não tem nada de + nomenclatura + oficial.

CATARINA: [É…] Bom, né. Função comunicativa, óbvio, mas começar a + falar sobre algum assunto e no

final da aula que eles consigam produzir qualquer coisa sobre aquilo, né. Consigam usar aquilo, mesmo, ah, no começo foi alguma coisa expositiva, eles viram, mas aí vai ter algum propósito, né.

RS: XXX

CATARINA: Exatamente. Então tá, mas o que que você faz com esse bando de frutinha que vocês viram o nome em português, né? Ah, vocês precisam fazer uma lista de supermercado e tal, né.

RS: [Aham. Aham.] Perfeito. Ahm, como você acha que essa abordagem se encaixa no contexto de ensino do PLAM, se é que se encaixa?

CATARINA: Ai, se encaixa. Se encaixa porque + tem que se encaixar. Não dá, não dá pra ser + outra coisa, assim. + Eles + precisam, é o que eles precisam, né, então + ahm, não adianta eu ficar lá mostrando + sintaxe. "Olha, gente, é assim que funciona", né. Claro que eu posso fazer isso mas ATRAVÉS de alguma coisa comunicativa, é… mas eles precisam de ajuda quando eles NÃO PODEM usar a língua deles, né. E quando é isso? Quando eles vão no supermercado, quando eles vão pagar uma conta, quando eles vão pedir informação, pegar um ônibus, procurar trabalho, né. E eu vejo que + pela abordagem de tarefa isso é mais fácil, né. Trazer perto deles. Então eu acho que se encaixa.

RS: Ok. E você saberia dizer por alto quais são os objetivos por trás dessa abordagem?

CATARINA: Os objetivos? Por alto? ++ Que eles consigam usar de maneira efetiva, né, a língua.

RS: [Aham. Aham.] Ok. Tá, então com relação à abordagem intercultural: você já ouviu falar? Sabe, lembra de algo sobre a abordagem?

CATARINA: Hum… Já ouvi falar mas não sei, não lembro.

RS: O que que vem na tua cabeça, assim, sobre... O que que você pensa quando pensa em abordagem intercultural?

CATARINA: Intercultural? Talvez alguma coisa… Claro né, que a gente tá ensinando uma língua, óbvio que vêm cultura, mas + não sei. Será que + tornar um pouco mais EXPLÍCITO isso pros alunos, mostrar que… + ahm, usar também o contexto deles, de onde eles vieram pra dar aula? Tô chutando.

RS: [Aham.] Aham, aham, aham.

CATARINA: É isso?

RS: É exatamente.

CATARINA: Uma troca, né?

RS: É, aham.

CATARINA: É o que a gente tenta, eu acho, no PLAM.

RS: É. É bem + exatamente isso. Na teoria eles vão chamar de o terceiro lugar, *the third place*, que é tipo você vai usar o seu, tipo você tá nessa cultura de inserção mas você tem a sua cultura e o momento de + comunhão entre os dois é esse lugar de + fala intercultural, etc etc.

CATARINA: Aham.

RS: Ahm, ok. + Por alto, quais são os objetivos por trás dessa abordagem, pensando assim nessa questão?

CATARINA: + Ai, por alto? Bom, pensando assim, né. + É não colonizar, né, o aluno, né.

RS: [Exato,] aham, aham.

CATARINA: É isso. [Risos]

RS: Exato. Perfeito. Eu acho que eu não botaria em melhores palavras. [Risos] Ahm, muito bem, XXX, o que você gostaria de acrescentar que possamos ter esquecido?

CATARINA: Acho que não, acho que é tudo. Provavelmente eu vou me lembrar depois de alguma coisa: "poxa, eu esqueci de comentar isso!"

RS: Não, mas não tem problema, o bom de… Então terminamos por aqui. Como é que faz agora?

CATARINA: Adiós.

RS: Aqui.

Source: elaborated by the author.

Appendix 15 - Teacher assistant 1 Interview transcription (Needs Analysis and profile questionnaire).

RS: Tá, eu vou ler o que tá escrito aqui pra ti então. Tá...

BEATRIZ: Leia devagar.

RS: Tá bom. Essa é uma entrevista que vai durar cerca de 20 minutos, onde vamos conversar sobre as necessidades de aprendizagem da turma + o que eu chamo de turma A, é a turma da Professora Catarina, do curso de português como língua de acolhimento, onde você atua como professora, como monitora, no teu caso, né.

BEATRIZ: Aham.

RS: Ahm, não existem respostas certas ou erradas, o objetivo dessa entrevista é levantar as suas percepções sobre as necessidades de uso + da língua portuguesa dos estudantes. Essa entrevista será gravada mas ela não é obrigatória, você pode desistir a qualquer momento, durante ou depois da entrevista, sem nenhum prejuízo pra você. Tudo bem?

BEATRIZ: [Aham.]

RS: Então a primeira pergunta é: gostaria que você falasse um pouquinho sobre você, sobre a sua formação acadêmica, sua atuação no momento e experiências profissionais anteriores.

BEATRIZ: Então. Eu estou terminando uma graduação + em Francês—

RS: [Aham.]

BEATRIZ: Ahm... +

RS: É bem informal, pode falar, não tem problema. Eu só botei bem pertinho porque assim ele fica melhor.

BEATRIZ: [XXX] Tá.

RS: Não tem nada de...

BEATRIZ: E + eu me interesso muito pelas diversas línguas, também fiz um pouco de italiano e me interessei muito por essa questão de português como língua estrangeira porque eu também quando aprendi o francês, aprendi dessa forma: eu estava + na França E também aprendi o francês como língua estrangeira e vi como era + difícil.

RS: [Aham.] E você, as suas experiências como professora, você já deu aula?

BEATRIZ: Eu dei aula no PET + de francês.

RS: [Aham.] Por quanto tempo?

BEATRIZ: Um ano. Agora tô dando aula no PET de italiano e + fazendo estágio. Do francês, né.

RS: [Aham. Aham.]

BEATRIZ: E também dei um curso de verão, de francês, que foram + duas semanas, 40 horas.

RS: [Aham.] Aqui na + universidade?

BEATRIZ: É, aqui na universidade.

RS: Aham.

BEATRIZ: Que mais? E agora—

RS: [Você tem—]

BEATRIZ: — eu comecei então no PLAM em, na metade do ano passado.

RS: Aham. Primeira vez que você deu aula + ou participou de um curso de português pra estrangeiros?

BEATRIZ: Aham.

RS: Num geral.

BEATRIZ: [Primeira vez.]

RS: Tá. E + você tem alguma outra formação acadêmica além do francês que você tá concluindo agora?

BEATRIZ: [Não.] Eu fiz + enfermagem quando era mais nova—

RS: Ah, é?

BEATRIZ: [Mas] não concluí, é.

RS: Ai, que legal.

BEATRIZ: Eu fiz. Dois anos.

RS: Que legal. Muito bem. E + como você teve contato ou se interessou pelo contexto de ensino de português pra estrangeiros ou, né, de português como língua de acolhimento?

BEATRIZ: [Aham.] Porque eu fui monitora numa Semana de Letras e caí de paraquedas numa sala onde VOCÊ tava apresentando trabalho.

RS: [Eu?] Sério?

BEATRIZ: [Aham.] Aham.

RS: Quando que foi isso? 2017?

BEATRIZ: [XXX] Faz tempo. Eu acho que foi, daí depois eu fiz uma disciplina com a [professora Y], porque daí eu achei SUPER interessante.

RS: Que massa!

BEATRIZ: E vi então a apresentação de vocês, a [professora X] tava na sala, a [professora Y] nem conhecia ainda. E… é. Daí assisti tudo isso aí, me interessei, quando apareceu essa disciplina optativa de português pra estrangeiro eu já + me inscrevi.

RS: [Aham.] Que legal, nossa, não sabia disso!

BEATRIZ: Aham.

RS: Muito bem, depois eu tenho: como você se sente em, com relação ao projeto PLAM? + O projeto num geral.

BEATRIZ: Como eu me sinto?

RS: [É.] O que que você acha do projeto…

BEATRIZ: Ah, eu acho que é muito + como é que eu vou dizer? ++ Ajuda muito essas pessoas, que realmente precisam, porque tem alguns que chegam aqui com dois dias que tão no Brasil...

RS: É.

BEATRIZ: Né? Não sabem faz-falar nada. E também como é dentro da Universidade permite que a gente também consiga + trabalhar, tentar entender, ver o que que é melhor, o que não é, pro, pro, pra nós como, como estudantes também tentarmos + aprender com eles, né?

RS: [Aham. Com eles, é.] Muito bom. Ahm, vamos ver. O que você poderia dizer em relação à sua experiência no PLAM de forma geral? Como tem sido a sua experiência no PLAM?

BEATRIZ: Ai, eu tenho gostado muito. E eu percebi que + o tempo, + o tempo ajuda muito. Que nas primeiras aulas, assim, eu ficava—

RS: O tempo—

BEATRIZ: O tempo de, + de acompanhamento. Que faz um ano e meio, né, que eu tô acompanhando as aulas. + E é muito importante. Cada aula que você assiste é um... parece que abre + um mundo ainda maior.

RS: Aham.

BEATRIZ: É, essa SOMA de experiência, essa + coisa que você cada vez vai… não sei, porque no começo eu parecia que não, nossa, eu não sabia nada. E agora eu já tô me sentindo bem mais capaz também, né.

RS: Aham.

BEATRIZ: E + só o fato de assistir mesmo que você não esteja dando a aula isso já te, te proporciona mil + como é que eu vou dizer isso… +

RS: Tipo *insights*, assim, de—

BEATRIZ: [É.]

RS: —de ideias?

BEATRIZ: [De dar muitas] ideias. E também você acaba incorporando uma forma de agir com, com esses alunos, por exemplo, que não sabem, que não entendem a língua, porque é muito diferente uma pessoa ensinar português língua materna e português língua estrangeira. E isso muitas pessoas não, não percebem assim tão facilmente, e quando você fica assistindo essas aulas você já fica meio que + ahm, inerente em você, essa coisa do COMO explicar as coisas pra eles. Porque tem uma forma. Você não vai + falar de qualquer jeito, como se fosse com uma pessoa + nativa, né. Você vai falar de uma outra forma.

RS: É.

BEATRIZ: E isso já fica… entra, sem perceber.

RS: [Vai… XXX] Aham. Ok. Ahm, tá. Agora são perguntas mais específicas da turma da Professora Catarina mesmo. A gente, não sei, né, nos dias que eu não vim acho que tu continuou, ficou na turma da Professora Catarina, né?

BEATRIZ: [Aham.]

RS: Acho que só na última vez que + tu foi pra turma de—

BEATRIZ: É.

RS: —acolhimento lá da primeira turma, né?

BEATRIZ: [Aham.] É, duas semanas eu fiquei com eles. Acolhimento.

RS: [É.] E… Mas que então, que agora, né, depois que as aulas já começaram, como que você + descreve o perfil da turma da Professora Catarina?

BEATRIZ: Hum… É meio misturado, né? Que tem alguns alunos que já estavam no ano passado—

RS: Hum… é verdade.

BEATRIZ: —e alguns que tão começando agora, que então não tinham visto nada. Eu acho que isso também incomoda um pouco a Professora Catarina, eu vi que ela, + porque daí ela tipo vai ter que explicar de novo o que uns já sabem…

RS: É.

BEATRIZ: Né? Teria que ter talvez um + um intermeio. Um XXX A1, A2 e um—

RS: É.

BEATRIZ: —e o A3.
RS: É, verdade.
BEATRIZ: XXX
RS: Mas e com relação assim aos alunos em si?
BEATRIZ: Hum.
RS: Como que, você chegou a ter contato, mais contato com eles, assim? Ou conhece alguém… os alunos, especificamente. Porque a minha segunda pergunta é: você conhece o histórico de todos, quase todos ou algum dos estudantes?
BEATRIZ: Não, só + sei… Que agora faz pouco tempo também que começou, né, e como eu já fiquei duas aulas também com os outros.
RS: Na turma de…
BEATRIZ: É. Daí não deu pra conhecer melhor, mas + a maioria é Haitiana, né?
RS: Aham.
BEATRIZ: Tem também da Venezuela, tem agora.
RS: Tem. Que são os que tavam ano passado, né, ou não?
BEATRIZ: É. E + esse pessoal que tá vindo, né, que fala árabe.
RS: Ah, é.
BEATRIZ: XXX Então a gente conhece um pouco porque sabe como as coisas mais ou menos acontecem nos países deles, da cultura e tal, mas especificamente assim da vida + privada deles, não se tem muita informação, né. E aliás eu nem sei se é mui-se é, se é interessante se envolver + TANTO. Porque...
RS: [Aham. É. É.] É, sempre fica nesse conflito, assim, né, de proximidade e tal. Ahm, você + tem conhecimento dos seus, dos objetivos aqui no Brasil? Desses alunos.
BEATRIZ: Hum, mais ou menos.
RS: Que que você poderia dizer, assim?
BEATRIZ: A maioria veio buscando trabalho, né.
RS: Aham.
BEATRIZ: Inclusive eles pedem. Já tem uns dois que pediram se eu não sabia de algum trabalho pra eles. Ou pra trabalhar na casa de alguém...
RS: [Aham.] É, eu também, uma aluna esses dias me pediu. Mas ela depois nunca mais apareceu. Não sei. E +, enfim, eu também não tinha encontrado nada. Ok. Ahm, quais você considera ser as principais necessidades de comunicação em PORTUGUÊS desses estudantes fora da sala de aula?
BEATRIZ: Hum, primeiro conseguir + se apresentar, né. E conseguir ENTENDER o que os outros tão falando e poder responder a isso, né? Eu acho que é importante, ahm, ver essa coisa da saúde, porque se eles ficam doentes eles vão ter que dar um jeito de XXX.
RS: Ai, e esses dias na turma da Professora Catarina, aquele dia que tu tava na turma de acolhimento, tinha um rapaz + que eu fui fazer as atividades com ele, do lado, e ele tava direto, DIRETO com a mão na barriga assim, ó. Sabe quando tu—eu pelo menos tenho gastrite, né.
BEATRIZ: [Aham.]
RS: E quando eu tenho gastrite eu fico assim, ó + o dia inteiro. E ele tava assim ó, com a mão aqui—
BEATRIZ: [Será que não era de fome?]
RS: Nossa, não sei, eu, meu Deus do céu.
BEATRIZ: Porque tu sabe que…
RS: E, realmente, enfim, né. Eu te atrapalhando aqui, no meio da entrevista.
BEATRIZ: [Não.] Não, mas é + uma coisa que…
RS: Que nossa, eu fiquei pensando "meu Deus do céu". A gente não sabe também que condiço-que condições de + alimento que eles têm. Se eles não têm que procurar na rua.
BEATRIZ: Eu às vezes fico com medo também de perguntar porque eu sou muito + emotiva. E aí se eu fico sabendo que a pessoa não, tá sem comer, tá não sei o quê, não sei o quê, eu vou ter que fazer alguma coisa, não vou poder + deixar.
RS: É.
BEATRIZ: E por isso que talvez a gente tenha um pouco essa coisa de não querer...
RS: É. Ficar, chegar tão perto, né, e…
BEATRIZ: [É.] Não sei.
RS: É.
BEATRIZ: Porque + essa coisa do acolhimento, tudo bem, a gente procura fazer o melhor que pode, inclusive tem, a gente, foi feito também, semestre passado, um dia que nós, quem tinha roupa + que não usava mais TROUXE, né. E elas PEGARAM, pegaram bastante coisa, assim. Realmente…
RS: [Ah, sim.] Aham.

BEATRIZ: Daí a gente tenta ajudar dessa forma, né. Ensinando a língua, fazendo esses, essas coisinhas pra + dar o que puder.

RS: [Aham. É.] Mais alguma coisa que tu lembra? Sobre a necessidade de comunicação em português fora da sala de aula? + Falamos de trabalho, falamos de saúde, né.

BEATRIZ: Aham. Não, eu acho que é isso.

RS: [Entender, se comunicar.]

BEATRIZ: É, eles têm que conseguir se comunicar, porque senão…

RS: [Aham.] Aham. Ok. Ahm ++ em que contexto — acho que essa é a mesma pergunta — em que contextos você acha que eles mais utilizam ou utilizarão a língua fora da sala de aula?

BEATRIZ: Acho que no trabalho ou pra procurar trabalho, né.

RS: [Aham.] Aham. Ok. E + há algo + que você gostaria de acrescentar que eu ou você possamos ter esquecido de mencionar? E que você considere relevante.

BEATRIZ: Não, o que me chamou atenção foram essas pessoas que vêm analfabetas, né. Isso + corta o coração também. Daí… teria que—

RS: [Aham. Aham. É. É.] Mas se bem que… quer dizer, no início a gente até que tipo, viu que aquele rapaz lá não conseguia + ler e tal, mas pelo que a Professora Catarina falou parece que ele tinha + conseguido ler, alguma coisa assim, né?

BEATRIZ: [Agora. É.] Mas tipo, o—esse outro que já tá aí há mais do que um ano, já— [aluno X].

RS: Ah, sim, sim, sim.

BEATRIZ: Ele…

RS: [Mas sabe] que eu fiz as tarefas com ele esses dias—

BEATRIZ: Ele tá melhorando, mas ele poderia ter melhorado muito mais rápido se a gente tivesse pego ele numa horinha e explicado. Porque não é difícil ensinar o adulto a ler, eu a-ACHO, né, não tenho estudo sobre isso, esse que é o…

RS: É.

BEATRIZ: Mas se alguém se dispusesse a fazer isso, quando a gente percebe que tem alguém + assim, de chamar, como a gente faz essa aula de acolhimento, pegar essas pessoas e fazer uma aula só eu acho que já é suficiente.

RS: [É.] É.

BEATRIZ: [Porque] é tão sofrido quando a gente fica do lado deles ali acompanhando e aí eles, ai, eles não conseguem desenhar a LETRA, sabe. E aí demora um século, daí a Professora Catarina já tá falando de outra coisa e eles tão ainda lá no PRIMEIRO.

RS: [Aham.] É. É complicado. ++ Bom, é isso.

BEATRIZ: [Aham.] É, tão tá.

RS: Terminou. Vamos ver o que que deu aqui. Ó, 13 minutinhos.

Source: elaborated by the author.

Appendix 16 - Teacher assistant 2 Interview transcription (Needs Analisys and profile questionnaire).

RS: Então, Mariana, primeiramente gostaria que você falasse um pouco sobre você, sobre sua formação acadêmica, sua atuação no momento e experiências profissionais anteriores relacionadas a ensino de línguas, se tu tiver alguma.

MARIANA: Aham. É, eu tenho formação no ensino, mas não de línguas. Eu sou historiadora.

RS: Aham.

MARIANA: E…

RS: É... você fez bacharelado em História?

MARIANA: Bacharelado e licenciatura.

RS: XXX

MARIANA: E aí eu lecionei um tempo, mas aí eu me afastei e tô fazendo pós-graduação agora.

RS: Aham. Você + lecionou em escola pública…?

MARIANA: Escola pública, aham.

RS: Pra + XXX?

MARIANA: Pra ensino médio e também eu trabalhei um tempo com EJA (Educação de Jovens e Adultos).

RS: [Aham. Aham.] E agora você tá fazendo a sua pós-graduação.

MARIANA: Isso.

RS: Mestrado?

MARIANA: Doutorado.

RS: Doutorado. Ok.

MARIANA: Em História também.

RS: Aham. E + você tem alguma experiência com + ensino de língua?

MARIANA: Não. Nenhuma.

RS: Não? Fala outras línguas?

MARIANA: Falo, aham. Falo inglês, alemão e eu tô estudando espanhol agora.

RS: Aham. Ok. Ahm, como você teve contato ou se interessou pelo contexto de ensino de + português pra estrangeiros ou de português como língua de acolhimento?

MARIANA: Uma conhecida minha postou sobre o projeto—

RS: Aham.

MARIANA: —na rede social e eu achei muito interessante daí + eu perguntei pra ela, ela me encaminhou o e-mail da [professora X], eu entrei em contato com a [professora X], né, perguntei se precisava de + algum tipo de + voluntário no projeto e aí foi assim que eu, que eu comecei a fazer parte.

RS: [Aham.] Aham. Mas você + tem algum interesse, a sua pesquisa tem alguma relação ou, como que surgiu, por que que tu se, tu te interessou pelo projeto quando tu viu nas redes sociais?

MARIANA: Porque tinha interesse em trabalhar com imigrantes, mas a minha pesquisa não tem a ver com isso, assim, mas era um interesse pessoal mesmo. E aí + por isso que eu, que eu fui atrás.

RS: Ok. Ahm, como você se sente com relação ao projeto PLAM? O que lhe motivou a participar?

MARIANA: Eu achei um projeto MUITO bacana e + aí eu, por isso que eu entrei em contato e eu tô achando a experiência muito, muito positiva. Tô gostando muito de, de poder fazer parte.

RS: [Aham.] Aham. Ok. Ahm, o que você poderia dizer em relação a sua experiência no PLAM de forma geral?

MARIANA: + Tem sido uma experiência boa. Eu + não participei de todos os sábados até agora, só de alguns, né, mas todos que eu participei eu achei, achei muito bacana e, e dá para ver um + que os alunos, eles tão também progredindo, né, na língua portuguesa, e é bacana também poder observar isso.

RS: Aham. E, mas qual que eram, qual que eram suas expectativas, assim, antes de cê entrar no projeto?

MARIANA: Hum, não, não tinha, eu queria conhecer mesmo, ver como que seria isso, assim, a pessoa né, que não tenha o domínio da língua, né, só que ela não tem também a… Por exemplo, quando a gente faz uma aula de... eu tô fazendo espanhol agora, então a gente parte da, da língua, do português, pra, né, mas eles NÃO, e aí como que se dá essa dinâmica, assim, né. Essa dificuldade de você… +

RS: Se fazer entender, né.

MARIANA: Isso. E não partir da sua língua + materna, né, pra, pra estudar a língua estrangeira.

RS: Ok. Ahm, depois do início das aulas como você descreveria o perfil da turma A? Que eu chamo de turma A é a turma da Laura.

MARIANA: Aham. ++

RS: Do que você conseguiu observar, assim.

MARIANA: Aham.

RS: Dos alunos.

MARIANA: São pesso-a maioria já são pessoas + com mais de 30, tem algumas pessoas que são um pouco mais novas, mas a maioria já, já é um pouco mais velha, né, e + eles não +, não tem tant-a maioria também pelo que eu percebi da, da última aula que tava conversando sobre profissões, eles não têm uma escolaridade tão avançada e talvez isso também dificulte um pouco pra eles aprenderem uma nova língua porque + não, não, eles mesmos não foram na escola, né.

RS: [Aham.] Aham. Não tem esse… uma, uma cultura de estudo, vamos dizer assim né.

MARIANA: [ISSO, aham.]

RS: [De, de como...] Enfim, ESTRATÉGIA de estudo, etc, né.

MARIANA: É. Dá pra ver que daí, por exemplo, os que já f-tem um pouco mais, não têm tanta dificuldade às vezes de entender o exercício que é proposto, né.

RS: Aham. Esse é um + grande problema, né. Tá. Ahm, você conhece o histórico de todos, quase todos ou ALGUM dos estudantes?

MARIANA: Muito pouco, só o que eles comentam + durante a aula.

RS: Aham. Você consegue lembrar de alguma coisa assim que você ouviu…?

MARIANA: Então, na última aula que era conversando sobre as profissões, ajudando a fazer os currículos, é… descobri que um, um + um homem ele era alfaiate—

RS: Aham.

MARIANA: —hoje em dia ele tá trabalhando de auxiliar de cozinha. Teve uma outra mulher, ela—

RS: [Quem que—] Tu sabe dizer quem é?

MARIANA: Esqueci o nome dele. Ele senta no fundo.

RS: Hum… + Eu acho que, não é aquele que +, mas tu não saberia dizer também, que tava sentado ao lado de uma mulher, de duas mulheres—

MARIANA: [ISSO!] É.

RS: —XXX mulheres aqui.

MARIANA: Isso, ele. E a mulher do lado ela também era costureira.

RS: Hum. Mas eles têm alguma relação, não?

MARIANA: Não.

RS: Ahm, mais algum? Que tu lembre.

MARIANA: Hum, não...

RS: Tá. Ahm, você conh-tá, essa eu já perguntei. Você tem conhecimento sobre seus objetivos aqui no Brasil?

MARIANA: + Não-não. Me parece que é estabelecer uma, uma vida nova.

RS: Aham.

MARIANA: XXX.

RS: Ok. Quais você considera ser as principais necessidades de comunicação em português desses estudantes fora da sala de aula?

MARIANA: O trabalho, eu acho que é uma, né. Eles conseguirem se comunicar bem nos trabalhos novos que eles tão fazendo aqui no Brasil. + E viver também, né, o dia a dia.

RS: Aham. Você conseguiria dar exemplos de situações, assim, que você considera esse viver o dia a dia?

MARIANA: Aham. É, pegar ônibus, conseguir se localizar, né…

RS: Aham. Ok. Ahm… é, em que contextos você acha que eles mais utilizam ou vão utilizar a língua fora da sala de aula?

MARIANA: Aham.

RS: Trabalho você já falou, né.

MARIANA: É, trabalho e no dia a dia, né. E + ir ao supermercado, conseguir se locomover pela cidade, conseguir, né, se comunicar.

RS: Aham. Essas pessoas que tu disse que tu conheceu mais na última aula, você sabe dizer quanto tempo eles tão aqui?

MARIANA: Mais ou menos um ano.

RS: [Aham.] Ok. Ahm, + tá. Há algo mais que você gostaria de acrescentar que eu ou que você possamos ter esquecido de mencionar ou que você considere relevante?

MARIANA: Hum, acho que não.

RS: Não? Ok. Bom, então é isso.

MARIANA: Tá.

RS: É bem rápido.

Source: elaborated by the author.