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PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA CORRESPONDENTE

**GRAMMAR AND INTERACTION IN THE EFL CLASSROOM:
A SOCIOCULTURAL STUDY**

por

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To my boyfriend, José Corrêa.

*To my father, Rodolfo, and my
brother, Rodrigo.*

*To my mother, Marlene, my
grandmother, Glória, and my
grandfather, José (in memoriam).*

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ABSTRACT

Grammar and Interaction in the EFL classroom: A Sociocultural Study

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The objective of the present thesis is to investigate, from a sociocultural perspective, how a group of learners deal with grammar in an English as a Foreign Language (EFL) classroom, both with their teacher and among themselves.

To this end, this study aims at investigating the following concerns: a) if the teacher and the learners focus on form; b) how the teacher and the learners deal with form, function and meaning in EFL classes; c) what focus-on-form mechanisms are potentially being developed; and d) what discursive elements are being used in the focus-on-form episodes.

Chapter I reviews formal instruction, or focus on form, in the EFL classroom. Focus on form has been the subject of controversy as to whether or not it can lead to language development.

Chapter II describes the methodology used in this study, which was carried out through an ethnographic research involving qualitative techniques like note-taking, audio-recording, and video-taping. The data were collected from one intermediate-level EFL classroom.

Chapter III presents the analysis of the collected data. In the analysis, formal instruction is examined from the sociocultural approach.

Finally, the four research questions proposed in this study are answered. The results reveal that some consciousness-raising mechanisms and some discursive elements found in the data were used by the teacher and the students to focus on form through scaffolding in dialogic talks. I finish this thesis by suggesting some pedagogical implications, indicating some limitations of this study, and offering possibilities for further research in the area.

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RESUMO

Gramática e interação na sala de aula de inglês como língua estrangeira: Um estudo

Sociocultural

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O objetivo da presente dissertação é investigar, através de uma perspectiva sócio-cultural, como um grupo de aprendizes lidam com a gramática numa sala de aula de inglês como língua estrangeira (LE) ambos com o seu professor e entre eles mesmos.

Com essa finalidade, este estudo objetiva investigar as seguintes questões: a) se o professor e os aprendizes enfocam na forma; b) como o professor e os aprendizes lidam com forma, função e significado; c) quais mecanismos de consciência lingüística são desenvolvidos; e d) quais elementos discursivos são usados nos episódios de foco na forma.

O Capítulo I revisa a instrução formal, ou o foco na forma, na sala de aula de inglês como LE, que é um assunto controverso polêmico em se tratando de como ela pode ou não contribuir para o desenvolvimento lingüístico.

O Capítulo II descreve a metodologia usada neste estudo, o qual foi desenvolvido através de uma pesquisa etnográfica, envolvendo técnicas qualitativas como anotações, gravações e filmagens. Os dados foram coletados em uma sala de aula de inglês (LE), num nível intermediário.

O Capítulo III apresenta a análise dos dados coletados. Na análise, a instrução formal é examinada com uma abordagem sociocultural.

Na conclusão, as quatro perguntas de pesquisa propostas neste estudo são respondidas. Os resultados revelam que alguns mecanismos de consciência lingüística e alguns elementos discursivos, encontrados nos dados, foram usados pelo professor e pelos alunos para focar na forma através de andaimes em situações de diálogo. Finalizo esta dissertação sugerindo algumas implicações pedagógicas, indicando algumas limitações deste estudo e oferecendo possibilidades para pesquisas futuras nesta área.

Número de páginas: 116

Research and theory construction along neo-Vygotskian lines has presented cognition in a new light: as socially situated (a kind of production that makes purposive use of tools, including those others have made) and as transpersonal (a distributed phenomenon, not simply something residing within a single head). This makes for a profound change in how we think about thinking, about learning, and about teaching – participation by teachers and pupils in non-verbal interaction and in oral and written conversation – the interaction among people that fosters learning (Erickson, 1996, p. 29, cited in Gil, 1999).

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INTRODUCTION

▪ **Objective of the study**

The objective of the study here proposed is to investigate how a group of learners deal with grammar in an English as a Foreign Language classroom with their teacher and among themselves. More specifically, this study will investigate, in light of some recent neo-Vygotskian studies, how Foreign/Second (FL/L2) Language grammar is taught/learned through interaction between the teacher and the learners with the goal of understanding how grammatical instruction is negotiated by classroom participants (Donato & Adair-Hauck, 1992; Donato, 1994; Antón, 1999).

The four research questions in this study are:

- a) Do the teacher and the learners focus on form?
- b) How do the teacher and the learners deal with form, function and meaning in EFL classes?
- c) What focus-on-form mechanisms are potentially being developed?
- d) What discursive elements are being used in the focus-on-form episodes?

▪ **Significance of the research**

Foreign/Second Language classroom research to date has investigated a great diversity of issues. One of the relevant issues discussed in recent years has been focus on form through interaction, which is currently considered a potential tool for language development in the English as a Foreign Language¹ (EFL) classroom.

¹ “This term refers to the status of English in a society where it is only taught as a subject

In the Second Language Acquisition (SLA) area, the linguistic term focus on form means “instruction that balances, in a principled way, a focus on meaning and a focus on form” (Long, 1991, cited in Ellis, 1994, p. 639). Long (1983) was one of the first researchers to admit the significance of grammar instruction in language classes, advocating that formal instruction was very profitable for SLA. A polemical and controversial issue regarding instruction is whether formal instruction - that is, grammar teaching - can lead to language improvement and whether grammar is best taught, implicitly or explicitly (Seliger, 1977; Long, 1983, 1991; Ellis, 1994).

In the Second Language Pedagogy (SLP) area, English language teaching has also been an object of investigation by educators and researchers for many years. When the TESOL Quarterly first started publication in 1967, the teaching of grammar was a central issue in Second Language Pedagogy. During the past 25 years, the role of explicit language instruction in language classrooms has been the major difference between the methodological approaches. Language Pedagogy approaches have developed different ways of teaching grammar in language classes in the last decades (Celce-Murcia, 1992). However, after the revolutionary communicative approach, the need for focusing on form re-emerged in language classes due to the need for learners’ awareness of grammatical structures (Schmidt, 1990; 1995).

In Sociocultural theory, which provides a comprehensive perspective for the investigation of formal instruction in the communicative FL classroom, focus on form is seen as particularly helpful in the construction of negotiation and understanding of interactive discourse in the FL/L2 classroom (Donato & Adair-Hauck, 1992). A classroom can be

in the classroom, and

is not used as a medium of communication in education, business or government” (Tsui, 1995, p.113).

defined as a place where people get together with the aim of learning, one as a teacher and the others as learners. In classroom settings, a reflective teacher may be aware of his/her role and may have perceptions about the proceeding of the lessons, the selection of questions to be asked and the activities to be applied in order to promote interaction (Tsui, 1995, p. 1).

Nowadays, researchers such as Donato and Adair-Hauck (1992), Adair-Hauck and Donato (1994), Donato (1994), Antón (1999), and Tsui (1995) agree that focus-on-form interaction in EFL teaching/learning provides opportunities for the development of L2 learners' knowledge. Moreover, these opportunities encourage learners to discover the linguistic and sociolinguistic rules necessary for L2 comprehension and production (Pica, 1987).

▪ **Chapters of the study**

As the main issue to be investigated here is formal instruction in the EFL classroom through interaction, *Chapter I*, the review of the literature, will first provide a brief historical description of some approaches in language pedagogy (Celce-Murcia, 1992), highlighting the role of grammar instruction, that is, how the methodological approaches dealt with grammar. Second, some reasons for the importance of focus on form from the field of Second Language Acquisition will be presented. Third, a sociocultural approach to focus on form will be sketched. Fourth, some studies of learners' errors, called *feedback studies* will be reviewed. Finally, the concept of noticing will be presented.

Chapter II aims at presenting the method adopted to carry out this research. First, a brief overview of ethnographic research will be presented. Second, the context in which the research was carried out will be shown. Third, the data collection, involving qualitative techniques and the theoretical framework adopted for data analysis, will be presented.

Chapter III will show the data analysis of this research, which, as stated above, is carried out through a sociocultural perspective. The sociocultural perspective views learning as a social and cultural process, following authors such as Antón (1999), Donato (1994), Donato and Adair-Hauck (1992), and Mitchell and Myler (1998). Interactive episodes will be analyzed from the moments when the teacher focuses on form and scaffolds the learners.

Finally, the conclusion of the thesis will report on the answers to the research questions here proposed. Moreover, I will give some pedagogical implications, mention some limitations of this study and offer suggestions for further research.

CHAPTER I

Review of the literature

Formal instruction, as will be shown, can be more than verbal management and direct explanation. Negotiated forms of discourse, where language awareness is forged and linguistic knowledge co-constructed, can also occur. (Donato & Adair-Hauck, 1992).

1.1. Introduction to the Chapter

In the first part of this Chapter, I will outline four different methodological approaches to Second Language Pedagogy (SLP) in order to show how grammar instruction and feedback are seen within these different approaches. Next, I will deal with the concept of *formal instruction*, which originally emerged in the Second Language Acquisition (SLA) area. Then, I will deal with the current interest in defining a path to a communicative *focus on form* within a sociocultural approach, which could contribute concretely to language pedagogy. To conclude this chapter, I will present the concept of *noticing*.

1.2. Approaches to Second Language Pedagogy

1.2.1. The audiolingual approach

The **audiolingual approach** dominated language teaching in the U.S.A. in the 1950s and 1960s. In this approach, influenced by structural linguists, grammar is taught in a sequence from simple to more complex structures, and vocabulary is limited, mainly when taught to beginners. This approach assumes that language is learned through habit formation and overlearning, therefore memorization of sentence patterns is used to teach rules inductively. Many manipulative drills are practiced and learners are prevented from making errors (Celce-Murcia, 1992, p. 460).

1.2.2. The cognitive code approach

Because **cognitive approach** was mainly influenced by Chomsky (1959), language learning is viewed as more than mere habit formation. It is rather viewed as “hypothesis formation and rule acquisition” (Celce-Murcia, 1992, p. 461). Grammar teaching is very important here, and can be taught deductively or inductively, according to the learners’ needs. Errors are viewed as constructive in the learning process, in which teachers can facilitate learners’ correction, and self-correction is acceptable (p. 461).

1.2.3. The comprehension approach

The **comprehension approach**, proposed by Winitz (1981, cited in Celce-Murcia, 1992, p. 461), represents attempts by many language methodologists working in the U.S.A. in

the 1970s and 1980s to recreate the experience of L1 for L2/FL learners. Grammar is presented inductively and grammatical explanations are excluded from the classroom, since explanations are not deemed facilitative of foreign language acquisition (Celce-Murcia, 1992, p. 461).

1.2.4. The communicative approach

In the mid-1980s, the **communicative approach** emerged with the aim of organizing a language course not around grammar, but around subjects, tasks, and pragmatic functions. In other words, language instruction should be meaningful and contextualized. The teacher's role, in this case, is to promote language use through communication in contextualized situations. Correcting errors and providing feedback are secondary issues in this approach (Celce-Murcia, 1992, pp. 461-462).

1.3. Formal instruction: Focus on form

The need to **focus on form** has been a polemic issue among SLA researchers and theorists in the last decade. The term focus on form, created by Long (1991, cited in Ellis, 1994), implies the need to develop learners' consciousness-raising and their ability to notice the construction of grammar through instruction within communicative classrooms, in order to prevent learners from fossilizing wrong aspects of the language (Schmidt, 1995). Furthermore, the Communicative Approach has not encouraged grammar instruction for a long time, because communication was the goal of a second or foreign language instruction, and has thus decreased the possibilities of learners' development of consciousness-raising mechanisms. Thus, the study of focus on form has emerged in the FL classroom research field in recent years, as an alternative solution to this problem.

Long (1991, cited in Ellis, 1994) distinguishes between the concepts of *focus on forms* and *focus on form*. Focus on forms concerns “instruction that seeks to isolate linguistic forms in order to teach and test them one at a time” (Long, 1991, cited in Ellis, 1994, p. 639), and is used mainly when teachers follow a structural syllabus. On the other hand, focus on form refers to formal instruction while communicative activities, based on grammar explanation, are performed, that is, teachers drawing learners’ attention to specific linguistic forms when a task-based syllabus is followed.

For Ellis (1994), there are two ways to achieve a focus on form. The first is through activities that require both communication and attention to form, and the second is through corrective feedback during performance of communication activities.

Ellis (1994), from an SLA perspective, describes two approaches to grammar teaching, *implicit and explicit*. In the former, learners are required to induce rules from examples, whereas in the latter, learners are given rules and then required to practice. Ellis (1994) states that there are advantages for explicit instruction and that adults retain the knowledge of a rule better if it is presented explicitly. This view is corroborated by Seliger (1977), who shows that some features are better suited to an explicit approach while others are better suited to an implicit approach. In sum, the efficacy of these two kinds of instruction depends upon the linguistic feature being taught and upon individual differences.

Furthermore, some researchers (Long, 1991; Doughty & Williams, 1998) firmly suggest that some focus on form could help learners improve accuracy as well as fluency in L2 acquisition. In this way, focus on form may help learners notice the registration of a linguistic event consciously. Thus, when learners notice some linguistic aspects, they can also connect form-meaning relationships.

1.4. A Sociocultural Approach to Focus on form in the FL classroom

Sociocultural Theory has its foundations in Lev Semeinovic Vygotsky's ideas. Vygotsky was born in 1896 in the Russian provinces. He was active in Moscow from 1925 to 1934, which was the date of his early death. Vygotsky was a researcher and theorist of child development, and his first work to be translated into English was 'Thought and Language' in 1962. Since then his Sociocultural Theory of child development has become influential, having been promoted by psychologists and child development theorists (Jerome Bruner, 1985; James Wertsch, 1985; Barbara Rogoff, 1990, cited in Mitchell & Myler, 1998) and applied in classroom educational studies (Mitchell & Myler, 1998).

More recently, some researchers (Donato, 1994; Lantolf & Appel, 1994) have applied Vygotsky's theory to Second Language classrooms. These theorists, who view language learning in basically social terms, state that target language¹ (TL) interaction cannot be viewed simply as a source of input² for the purpose of internalizing learning in the EFL classroom, since the usual or patterned classroom interaction involves such aspects as the teacher's questions, the students' answers, and teacher feedback. According to Mitchell and Myler (1998), interaction constitutes the learning process, which is essentially more social than individual in nature. Thus, TL interaction has a very significant role to play in learning.

A major concern of these studies in L2 teaching is to show how to generate rich and meaningful interaction in language classrooms in order to facilitate second language development. Recently, qualitative foreign language classroom research, adopting a sociocultural approach, has led some researchers (Donato & Adair-Hauck, 1992; Adair-Hauck & Donato, 1994; Donato, 1994; Antón, 1999) to re-examine particular types of grammar teaching/learning process in EFL classrooms.

¹ Target language means "the language that a learner is trying to learn" (Tsui, 1995, p. 114).

² Learners exposure to the target language (Johnson & Johnson, 1998, p. 173)

For Donato and Adair-Hauck (1992), *proleptic instruction or dialogic explanation* is a powerful kind of formal instruction in which teachers collaborate and negotiate with learners. Along with proleptic or dialogic activities, learners are challenged to re-create each other's perspectives on the issue to be studied and the tasks demanded. Thus, proleptic instruction suggests that explanation is embodied in a discursive negotiation between teacher and learners, and that it can probably be linked to individual linguistic awareness.

Donato and Adair-Hauck (1992), Adair-Hauck and Donato (1994), Donato (1994), and Antón (1999), who have followed the sociocultural approach, also suggest that some teachers explain grammatical structures by scaffolding learners in the foreign language classroom. According to Donato (1994), the metaphor of *scaffolding* derives from cognitive psychology and L1 research and is used to demonstrate that “in social interaction a knowledgeable participant can create, by means of speech, supportive conditions in which the novice can participate in, and extend, current skills and knowledge to higher levels of competence” (Donato, 1994, p. 40). Donato (1994) and Antón (1999) describe (based on Wood et al., 1976) six features used by teachers when they scaffold learners: 1) *recruiting interest in the task*; 2) *simplifying the task*; 3) *maintaining pursuit of the goal*; 4) *marking critical features and discrepancies between what has been produced and the ideal of the solution*; 5) *controlling frustration during problem solving*, and 6) *demonstrating an idealized version of the act to be performed*. The following section (1.4.1.) will present an analysis of an episode from a sociocultural perspective in order to illustrate the concepts previously introduced. Then, section 1.4.2. will review some studies of feedback as a discursive element for the purpose of focusing on form.

1.4.1. Analysis of an instructional episode through a sociocultural perspective

Sociocultural studies have shown that different consciousness-raising mechanisms and discursive elements are used to focus on form. Generally, these mechanisms and elements such as questions, intonation, and gestures are used by the teacher to focus on form by scaffolding learners in order to develop their level of knowledge. The following analysis made by sociocultural theorists will illustrate those mechanisms and elements as well as the scaffolding functions framework used by teachers in the EFL classroom.

1.4.1.1. EPISODE 1 (ANALYSIS FROM DONATO & ADAIR-HAUCK, 1992, PP. 81-82)

The following episode illustrates how a teacher situates and links new knowledge within the context of familiar experience at the moment she helps students to develop metalinguistic awareness, which is the learners' reflections on language use (Swain, 1995; 1998). In this episode, the teacher helps learners to recognize the verb tense:

PROTOCOL B

B18C: Yesterday, today, next year (the teacher wrote it on the board). What are

B19 these?

B20S1: (E) Time expressions

B21C: Yes, temporal expressions. What is the date today?

B22S2: (F) April 16

- B23C: And yesterday?
- B24S3: (F) April 15
- B25C: (F) And tomorrow?
- B26S4: (F) April 17
- B27C: (F) Today...
- B28S5: (F) April 16
- B29C: (F) Yesterday...
- B30S5: (F) It was April 15.
- B31C: (F) And tomorrow...
- B32S5: (F) April 17
- B33C: (F) Yesterday, today, tomorrow, next year...these are
- B34 time expressions. Today I earn money and what did
- B35 I do yesterday? Jessie?
- B36S6: (F) I...have...Oh, I earned some money.
- B37C: (F) What tense of the verb with expression “today”?
- B39S7: (F) The present. And with ‘yesterday’, Scott?
- B41S8: (F) The passé composé.
- B42C: (F) Yesterday, it’s the past. Today, it’s the present
- B43 and tomorrow? How do you change the verb for
- B44 tomorrow, Mike?
- B45S9: (F) I’m going to earn some money.

First, the teacher *calls learners’ attention* to the time expressions she has written on the board (B18C), (scaffolding function # 1). Then, she *starts exploiting the topic* she intends

to teach at the moment she calls the students' attention to the task (scaffolding function # 2) by asking them if they know those expressions (B18C, B19). At this point, she tries to involve learners in her question, leading them to follow her sequence of thought. Through S1's spontaneous answer (B20S1), she can check whether students understand tense changes. The teacher then *motivates the learners* to continue participating (scaffolding function # 3) by repeating 'yes, temporal expressions' (B21C). Then, she focuses the learners' attention on the date of today, yesterday and tomorrow (B21C, B23C, B25C). Next, the teacher reinforces the use of time expressions so that the students create the equation between the temporal adverbs and the verbal tenses (B27C, B29C, and B31C). So, it is not surprising that one of the students (S5) constructs a complete sentence linking time expression with verb tense (B30S5). After that, the teacher leads the learners to construct the future tense by asking 'and tomorrow...' (B31C). The teacher's objective of presenting the time expressions is achieved, as the students have built a joint-frame through the teacher's form-function orientation (B33, 34, 35). The example she gives (B34, 35) creates form-meaning-function relationships and guides learners to a reconceptualization of the time expressions with the correspondent tense to be used. When the teacher says 'Today I earn money and what did I do yesterday? Jessie?,' she is inducing Jessie to change the verbal tense from simple present to simple past by using the indicators 'yesterday' and 'did' in her question. The teacher finalizes the conversation by making a recall about present and past, and introduces the future (B43, 44), achieving her goal of focusing on grammar. In this interactive discourse, the teacher establishes the form of the future tense (B45 S9) in collaboration and negotiation with her learners through proleptic instruction. Throughout the episode, the teacher is able to guide the learners to a straight problem resolution without solving the problem for them.

1.4.2. Using feedback as a discursive element for the purpose of focusing on form

According to Swain (1995), a communicative-oriented environment is not the only essential condition for L2 acquisition. An efficient way to improve learners' performance is to focus on form through formal instruction while communicative activities are performed in communicative settings. Thus, if the role of grammar is important to enhance communication, some importance needs to be attributed to learners' production, and feedback is hypothesized to be a helpful strategy in which teachers can lead students to reprocess their output, thus developing their interlanguage³ (Swain, 1995). Swain (1995) suggests that explicit feedback identifies the exact location and nature of an error.

Some authors (Roberts, 1995 & Lyster, 1998; based on Long, 1977) organize teacher correction types into the following categories: (1) *explicit correction*, in which teachers supply the correct form, indicating that the learner's utterance is incorrect; (2) *recasts*, in which teachers reformulate all or part of the student's utterances; (3) *elicitation*, in which teachers elicit a reformulation; (4) *metalinguistic clues*, in which teachers provide comments or any information related to the accuracy of the learner's sentence; (5) *clarification requests*, in which teachers ask learners to repeat their utterances; (6) *repetition*, in which teachers repeat the learners' ill-formed utterance, using intonation to highlight the error; and (7) *cues*, in which teachers cue learners to repeat their utterances.

Some sociocultural researchers such as Donato and Adair-Hauck (1992), Adair-Hauck and Donato (1994), Donato (1994), and Antón (1999), suggest that teachers explain grammatical structures by scaffolding learners in the EFL classroom at the very moment they make errors or mistakes. Of the six scaffolding functions mentioned above, the functions of scaffolding # 4, # 5, and # 6 (respectively, *marking critical features and discrepancies*

³ Interlanguage means "the kind of language produced by second- or foreign-language learners who are still learning the language" (Tsui, 1995, p. 114).

between what has been produced and the ideal of the solution, controlling frustration during problem solving, and demonstrating an idealized version of the act to be performed) are absolutely related to feedback, since the correction of mistakes can create a collaborative effort involving not only the teacher and the learner, but other classroom participants as well. Along with proleptic activities, carried out through a dialogic talk (Donato & Adair-Hauck, 1992), the teacher provides feedback to learners in a dialogic way in order to make learners notice their errors and, consequently, develop their linguistic awareness in their L2. This occurs mainly at the precise moment of learners' output, that is, learners' L2 production (Swain, 1995).

1.5. The concept of noticing

According to Schmidt (1990), the role of conscious and unconscious processes has been a controversial issue in the area of second language acquisition (SLA). He states that second language (L2) learners need to have a conscious understanding of the target structures if accurate use of the L2 is to be produced; however, other authors are convinced that "language learning is essentially unconscious" (Schmidt 1990, p. 129).

Schmidt (1990) distinguishes various forms of 'consciousness' relevant to language learning. One of them is *noticing*, which occurs when something is attended to the extent that it is available for verbal report. Still, Schmidt (1995) uses the term *noticing* in order to mean "conscious registration of the occurrence of some event," while he uses the term *understanding* to imply "recognition of a general principle, rule or pattern" (p. 29). He also cites Slobin (1985), on the same page, to claim that "noticing refers to deeper level of abstraction related to (semantic, syntactic, or communicative) meaning, system learning."

Schmidt (1990; 1995) believes that *noticing* plays an important role in EFL classes. According to him, when aspects of the environment are noticed, it is possible to think about them. Relating this idea to the classroom, when learners notice teachers' grammatical explanation they can compare grammatical structures to other structures that they have already learnt in utterances from contexts. Moreover, Schmidt (1995) distinguishes among the different levels of noticing: in sequence of learning, in vocabulary learning, in syntax, in morphology, in pragmatics, and in other genres, and makes a very important distinction between noticing, understanding and learning. For him, learners notice the language they are exposed to, but their understanding of how language works entails a higher level of awareness. By means of understanding, learners can learn the L2 they are studying, that is, "explicit knowledge transmitted through instruction can become implicit knowledge" (Ellis, 1993, cited in Schmidt, 1995). Consequently, noticing can lead learners to understand grammatical structures, as well as comprehend language use in a given context, thus resulting in a better L2 learning.

1.6. Conclusion of the chapter

Much of the literature I reviewed in this chapter supports the importance of a focus on form in the EFL classroom as a product of interaction within a sociocultural perspective.

First, I presented a brief historical view of some methodological approaches to show how grammar was taught and how teachers gave their students feedback from the Second Language Pedagogy.

Second, I reviewed the concept of focus on form and how it emerged in EFL classrooms. I also reviewed some studies from the sociocultural approach to focus on form.

Third, I showed that when feedback is used by EFL teachers as a discursive element to focus on form, it might be possible to develop L2 learners' awareness at the moment of their output as a product of interaction.

Fourth, I gave the concept of noticing, according to Schmidt (1990; 1995), in order to better understand the learners' ability to notice the L2 they are learning.

In sum, in this theoretical review, the importance of grammar instruction through interactional dialogue was emphasized by showing that formal instruction could be profitable in language classes at the moment it helps learners to improve their L2 cognitive development. In the next chapter I will show the method used to carry out the data analysis.

CHAPTER II

Methodology

2.1. Introduction to the chapter

The objective of this chapter is to present the methodology applied to this study, which was divided into four parts in order to better organize it. First, I will describe the kind of research chosen to carry out the study. Second, I will describe the type of data collected, the techniques used, and the context of research that was established. Third, I will describe how the steps of the data collection were organized. Fourth, I will describe which framework and procedures were chosen in order to analyze the data. Finally, I will provide a brief summary of the chapter.

2.2. Method of data collection

2.2.1. Initial Methodological Background

The method of research adopted in this study has been influenced by different authors as well as two different kinds of literature: literature related to ethnographic research in a language classroom (Van Lier, 1988; Chaudron, 1988; Nunan, 1992), and literature related to grammar and interaction in the EFL classes (Donato & Adair-Hauck, 1992; Donato, 1994; Ellis, 1994; Schmidt, 1995; Mitchell & Myler, 1998; Antón, 1999).

The literature concerning ethnographic research “seeks to obtain insights into the classroom as a cultural system through naturalistic, ‘uncontrolled’ observation and description” (Chaudron, 1988, cited in Nunan, 1992, p. 3). In other words, this literature follows the qualitative or interpretative research paradigm. According to Nunan (1991, p.3), a qualitative study is more holistic and tries to understand human behavior, as well as recognize that veracity depends on the observer, and that knowledge is relative.

The literature regarding grammar and interaction in EFL classes argues that formal instruction is actually helpful in L2 development, and highlights the negotiation of form and

meaning through interaction between teachers and learners, as well as among learners themselves, thus contributing to their cognitive development (Donato & Adair-Hauck, 1992; Donato, 1994; Adair-Hauck and Donato, 1994; Ellis, 1994; Schmidt, 1990; 1995; Spada, 1997; Mitchell & Myler, 1998; Antón, 1999).

2.3. Context and subjects of research

The subjects of this research were an English teacher and a group of 11 participants (3 male and 8 female) at the adult intermediate level of English (English IV) in the Extracurricular Language Course, at the *Universidade Federal de Santa Catarina - UFSC*, in Florianópolis, SC.

2.3.1. The course

The Extracurricular Language Course is offered every semester by the Foreign Language Department (DLLE) to students from the university, as well as to the community. The teachers in the Extracurricular Language Course are usually M.A. or Ph.D. students from the Applied Linguistics program at UFSC. The book used in the course is from the New Interchange series by Richards with Hull and Proctor (1990).

2.3.2. The teacher chosen

The teacher I observed was a very responsible professional, committed to his students, and involved with his teaching and with the program of the course. This teacher is considered, by one of the coordinators of the Extracurricular Language Course, to be one of the most

experienced teachers of the English course. He is a *professor substituto* at UFSC (a professor who substitutes for a full professor for an extended period), and has a strong academic background. During my investigation, he was taking his master's degree at the same university.

2.3.3. The students observed

The group of students observed was very interested in the course, and always participated in classroom activities. They had a very good relationship with their teacher, and because of that, felt comfortable asking the teacher about grammar, vocabulary, phonetics, and other aspects of the language. The level of the class was considered average, with one student repeating the course. Most of the students were reported by the teacher to be good, and only one to be very weak.

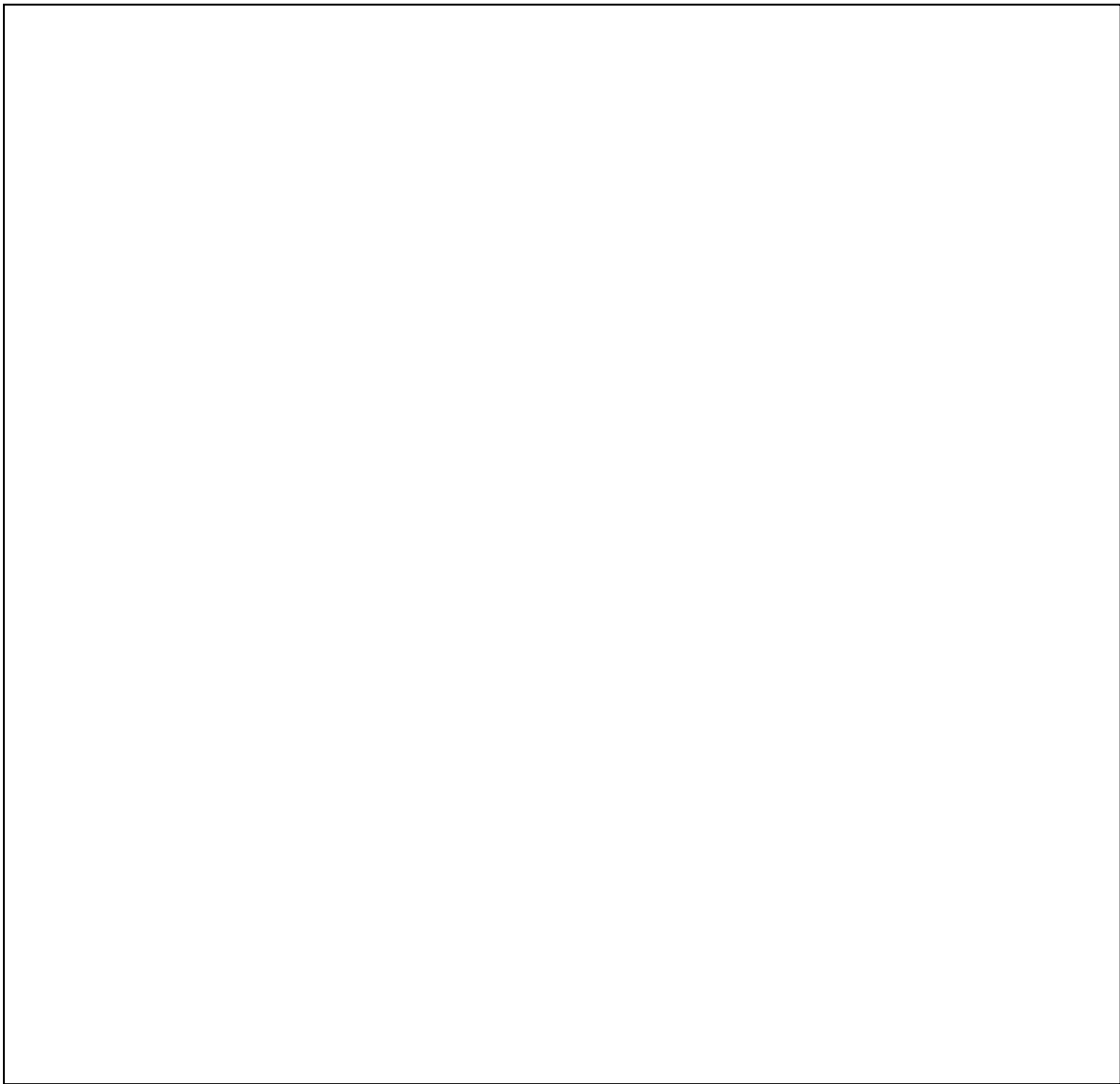
2.3.4. The researcher's role and identity

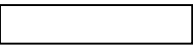
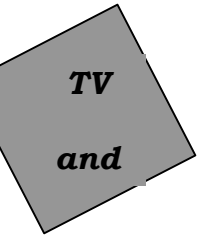
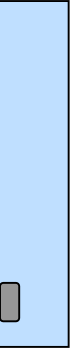
My role in this investigation was that of a participant observer, a person who can suspend judgement and acquire inside knowledge of the teaching and learning processes (Frank, 1999, p. xi). This role is linked to my role as an English teacher concerned with pedagogical strategies of formal instruction in EFL classrooms at moments of interaction between teachers and learners.

Both the teacher and the learners were aware of the researcher's identity, but only the teacher was informed of the topic of this investigation, in order not to inhibit students at the moment they were interacting and dealing with lexico-grammatical structures in their utterances.

2.3.5. The spatial organization of the classroom

The spatial organization of the classroom was exactly how it is demonstrated in figure 2.1., in the next page . The letter "R" means researcher, and the small object on the table was the tape recorder. The place marked by the letter "R" was the desk in which the researcher sat during each class, and the small object on the table indicates the tape recorder.





Air conditioner

2.4. Research Questions

A growing number of studies have applied the sociocultural framework to the investigation of L2 acquisition. Of particular interest to the present study are those that have concerned themselves with the analysis of classroom discourse (Donato & Hauck, 1992; Donato, 1994; Antón, 1999). By means of this discourse, focus on form can be considered helpful in the construction of negotiation and understanding in interactive discourse in the L2 classroom (Donato, 1994; Ellis, 1994). Thus, the following four questions were proposed in this study:

- d) Do the teacher and the learners focus on form?**
- e) How do the teacher and the learners deal with form, function and meaning in EFL classes?**
- f) What focus-on-form mechanisms are potentially being developed?**
- d) What discursive elements are being used in the focus-on-form episodes?**

2.5. Material and procedures of data collection

2.5.1. Type of data collection and techniques

Data were collected in a classroom over a three-month period from August 28 to November 29, 2001. This study was carried out within an ethnographic framework involving the researcher's observation, note-taking, and audio- and video-recordings of the 90-minute classes. The observations began two weeks into the semester. The first two weeks were not considered the proper time to start an investigation, as during this period the teacher and learners were still getting to know each other. Out of twenty-seven classes which were

observed, I took notes in all of them, but tape recorded only four of them, and I tape- and video-recorded six of them.

Before initiating the observation of the classes, I contacted the teacher to explain my interest in collecting data for the whole semester with the same group. The teacher was very receptive and agreed without hesitation; however, he asked me about the topic I would approach in my research. I was very sincere and told him about my interest in observing how students learned grammar through interaction and formal instruction. Thus, he invited me to attend his classes from that day on.

As soon as I arrived in the classroom, the teacher introduced me to the whole group as a researcher, and told the learners that I was taking my master's degree, and that their participation in my research would be a very helpful contribution to my study. He did not mention the issue to be investigated in this study. The learners seemed very pleased with their participation in my research, and there was no refusal on the part of any learner.

The first step of data collection - observation and note-taking - was carried out for more than a month so that I could familiarize myself with the teacher and learners, as well as make them comfortable with my presence in their classroom. Some of the learners seemed apprehensive and a little shy at my presence, although I did not know if such behavior was usual or not. On the other hand, even the learners who most frequently participated in classes looked at me after giving answers to the teacher, as if I were there to evaluate them. For this reason, I decided to wait until October to start the second step of the data collection, when I felt more certain that the group was ready for the recordings. I continued taking notes when I started recording the classes in order to obtain additional information about learners' behavior and the relationship between the learners and their teacher.

The second step of the data collection involved audio- and tape-recordings. This step began on October 25, after I had received the students' authorization to record and film their

classes. From the moment I started audio-recording the classes, students did not show any kind of constraint. However, when I started video-recording the classes, I noticed that the group became excited by the camera, although this happened only in the first class. After that, the learners seemed comfortable with my presence and ignored the camera.

2.5.2 Data collection

2.5.2.1. Step 1 of data collection: observation and note-taking

I observed my first class on August 28, 2001, and started taking notes. As soon as the teacher introduced me to the group as a researcher, the learners seemed interested in being part of an investigation. The teacher warmed up the class by asking the learners if they had had a nice weekend. Then, the teacher and the learners corrected the homework assigned the previous class, which was about *if clauses*. I could already notice that there was a good relationship and a good interaction between the teacher and the learners, as well as among the learners themselves, which was particularly evident when they corrected their exercises.

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

The second step of the data collection began with the audio-recording on October 25, 2001; video-taping began on November 8, 2001. Four classes were audio-recorded, and six classes were audio-recorded and video-recorded the next three weeks.

From the beginning, the teacher had given me permission to leave my tape recorder on his table in order to obtain a better sound quality. After I put the tape recorder on the table, I noticed that the group was very comfortable with it, and they did not demonstrate any

inhibitions on account of its presence. On the other hand, when I started video-recording, I noticed that the learners were worried about the camera and had a certain amount of inhibition.

The position of the camera provided a good view of the class, although I sometimes had to move the camera because it was not able to frame the whole class at once. I placed the camera mostly in the same place, just to the left of the door, because from there I had a good view of the teacher and the learners. The camera was positioned on the tripod across from the window, but the light did not interfere with the filming because the curtains were always closed. By changing the angle of the camera I could film better scenes. Only one day did I change the filming technique not moving the camera. The former technique proved to be the most effective, because it clearly registered the way in which the teacher and his learners interacted in their classes by showing their proximity, gestures, facial expressions, etc. This filming technique was helpful in order to analyze data.

2.6. Data analysis

The data were analyzed according to criteria from the sociocultural perspective, which emphasizes the importance of bringing students' reality into the classroom, as well as views learning as a social and cultural process, following some authors such as Donato and Adair-Hauck (1992), Donato (1994), Mitchell and Myler (1998), and Antón (1999). The analysis revealed how instruction prepares the way for learning, helping learners to pay selective attention to form and form-meaning-function relationships.

This theoretical position was based on studies which address formal instruction as well as the role of conscious attention in second language development and learning. First, the scaffolding functions framework (Donato, 1994; Antón, 1999, based on Wood et al., 1976),

was used in the study in order to analyze the moments of interaction as well as the impact that the scaffolding functions cause in EFL teaching and learning. In this regard, the analysis aimed at observing moments of interaction between the teacher and learners mostly at the moments when they were focusing on form. I decided to use this framework in order to verify how the teacher focused on form, and to observe if formal instruction helped learners develop their linguistic awareness on lexico-grammatical structures at the very moment they interacted in their EFL classes.

As previously mentioned in Chapter one, Donato (1994) and Antón (1999) suggested (based on Wood et al., 1976) six scaffolding functions used by teachers:

- 1) recruiting interest in the task;**
- 2) simplifying the task;**
- 3) maintaining pursuit of the goal;**
- 4) marking critical features and discrepancies between what has been produced and the ideal of the solution;**
- 5) controlling frustration during problem solving, and**
- 6) demonstrating an idealized version of the act to be performed.**

The six scaffolding functions represent the help that the expert (the teacher or a student monitor) gives learners in order to develop their level of knowledge (Donato, 1994; Antón, 1999). These functions are designed to make learners solve problems themselves, instead of solving problems for them. The six scaffolding functions framework (Wood et al., 1976) implies learners' cognitive growth within the Zone of Proximal Development (ZPD), which is "the domain of knowledge or skill where the learner is not yet capable of

independent functioning, but can achieve the desired outcome given relevant scaffolded help” (Mitchell & Myler, 1998, p. 146).

From the data recorded, some interactive classroom episodes were selected, transcribed (see transcript conventions in appendix I), and analyzed. An episode can be defined as a segment of educational activity, for example a series of actions occurring in a class which are goal-directed and have a hierarchical organization (Wells, 1993, p. 5). The episodes chosen for the data analysis can be found in the appendices. There are four appendices, one for the transcript conventions and one for each kind of data collection: Appendix I presents the transcript conventions; Appendix II presents short episodes based on notes taken in the classroom; Appendix III presents episodes taken from the audio-recordings; Appendix IV presents episodes transcribed from the video-recording. Two of the classes video-taped (November 13 and 20, 2001) are not mentioned in Appendix IV, as they contain only the presentations the learners gave as part of an oral test. As evaluation was not the focus of this study, those classes were not transcribed. Besides, there were three holidays during the period of data collection.

After finding out that the data presented some consciousness-raising mechanisms and some discursive elements in moments of teacher feedback, as well as in moments of scaffolding between the teacher and learners, I also decided to analyze some kinds of feedback that the teacher gave to his learners, in order to observe how the teacher and learners dealt with all these mechanisms and elements in class at the precise moment they interacted and focused on form. Thus, the analysis of some episodes was based on the different kinds of feedback (Roberts, 1995; Lyster, 1988, based on Long, 1977, reviewed in chapter I), which are:

1) explicit correction;

2) recasts;

- 3) **elicitation;**
- 4) **metalinguistic clues;**
- 5) **clarification requests;**
- 6) **repetition, and**
- 7) **cues.**

2.7. Summary of the chapter

In this Chapter, I outlined the methodology I used in this study. First, I presented the kind of research used and the specific literature referred to. Second, I presented the context and participants of the research. Third, I presented the material and procedures of data collection. Fourth, I presented the steps of data collection. Fifth, I presented the data analysis, the theoretical framework applied to this investigation, and the corrective feedback types chosen for the analysis. The next chapter will present the data analysis of this research.

Chapter III

Data analysis of episodes

3.1. Introduction to the Chapter

In this Chapter, some **episodes** will be analyzed from a sociocultural perspective in order to show how the teacher and the learners focused on form, i.e., how they dealt with grammar, meaning, and function in the EFL classes I observed.

The analysis will also show that two different types of talk were found in the episodes: *dialogic* and *monologic*. In the analysis of dialogic talk, I will first define and illustrate some types of consciousness-raising mechanisms. Second, I will define and illustrate some discursive elements found in the data. Finally, I will define and illustrate an episode of monologic talk.

3.2. Analysis of Dialogic Talk

Dialogic talk is the kind of talk used in *proleptic instruction* (Donato & Adair-Hauck, 1992). It is a kind of conversation used by the teacher in order to involve learners in the search for problem-solution rather than merely solving the problem and asserting the ready solution to learners. The analysis of each episode in the following sub-sections will illustrate that scaffolding is the essential way in which focus on form is constructed. This analysis is based on the scaffolding functions framework (see Chapter 1, Section 1.4.), which is the framework chosen for this study. I will organize this section in the following way: first, I will

deal with different episodes in order to illustrate different **consciousness-raising mechanisms** potentially being developed through dialogic talk. Consciousness-raising mechanisms are “mechanisms which make learners aware of some formal aspects of the foreign language they are learning ... fostered through classroom interaction” (Gil, forthcoming).⁴ Second, I will deal with some **discursive elements** used in the teacher’s talk, which can call learners’ attention to form and function and encourage learners to reflect and notice both aspects.

3.2.1. Consciousness-raising mechanisms

3.2.1.1. Formal noticing

In Example 1, the teacher himself gives grammar instruction in the exact way demonstrated in the following episode (see lines 1, 2, 3). He focuses on form, specifically on grammar explanation, in order to develop students’ consciousness and their ability to notice (Donato & Adair-Hauck, 1992; Schmidt, 1995) the grammatical structure of should + present perfect. Donato and Adair-Hauck (1992, p. 76) cited Vygotsky (1979) to claim that “consciousness is co-knowledge; that is, it arises in and derives from interactions with others”. Since, in this class, the grammar focus was too complex for learners to practice, it was helpful for the teacher to give an explicit explanation (Kennedy, 1996; Celce-Murcia, 1992). After the explanation about the grammar topic already mentioned, one of the students asked a question while the teacher was correcting an exercise, as can be seen in the following episode:

⁴ For further information see Gil, forthcoming.

Example 1 *Grammar Focus: Have + past participle (from episode 3 - appendix IV -*

November 22nd, 2001)

1. T: You should have studied more + look: you have the modal + present perfect = idea of
2. past ((the teacher says this example and writes it on the board at the same time)) I should
3. have studied for vestibular + it's implicit: 1) I didn't study + 2) I had to study
4. T: ok + let's correct the exercise now + can you + read please? ((pointing at one
5. student))
6. S1: I should have spended
7. T: oh-oh + spend is irregular
8. S1: oh yeah?
9. T: yeah + what is the past participle of spend?
10. S1: I don't know
11. T: spent
12. S1: spent?
13. T: yeah + SPENT

In this grammar explanation, only the teacher and S1 are interacting, without interference from other students. In line 4, the teacher *calls learners' attention to participate at the moment they correct the exercises they have done* (scaffolding function #1). After S1 has used the verb incorrectly (line 6), the teacher corrects him by saying that the verb *spend* is not regular; however irregular (line 7). In this moment, the teacher *marks the critical grammatical feature* by pointing out the error (scaffolding function # 4). Through the teacher's guidance in line 7, S1 reflects on the kind of verb to be used (line 8), trying to solve the problem. In line 9, the teacher *keeps pursuit of the goal* (scaffolding function # 3), motivating S1 to participate in the task. Then, S1 admits he does not know the past participle of the verb "to spend" (line 10). Next, in line 11, the teacher *controls frustration during problem solving* (scaffolding function # 5) by giving the correct answer to S1. S1 questions the teacher, still demonstrating uncertainty about the right form of the verb (line 12). Finally, in line 13, the teacher gives S1 the answer to the problem, *demonstrating an idealized version of the act to be performed* (scaffolding function # 6).

3.2.1.2. Pragmatic noticing

3.2.1.2.1. Analysis of the first episode

For Brinton (2000, p. 289), “pragmatics is the study of how language is used, how the forms of language are matched with or adapted to the functions that it is serving in context”. Thus, in order to develop learners’ ability to notice pragmatics, the teacher draws the learners’ attention to some aspects of the language, such as how language works and how it is related to meaning in a context. In Example 2, the teacher reviews *would* and *should*, trying to make the learners aware of the roles that each verb has in communication, and asks the learners if they still have doubts about those two auxiliary verbs. Then, S1 shows he is still confused about how to use these auxiliary verbs accurately. In this case, another student (S2) also interacts at the time the teacher tries to explain the grammar focus to S1.

Example 2 *Grammar Focus: Would and Should (from episode 4 - appendix IV - November 27th, 2001)*

1. S1: teacher + qual é a diferença entre should and would? + eu sei que quando
2. pergunta com would responde com would + e quando pergunta com should responde
3. com should
4. T: ok + I’m going to explain
5. S2: é fácil + é só traduzir
6. S1: ok + eu sei que os dois são modais + quando eu uso I should go + é porque eu já
7. decidi que vou + tenho 70% de certeza que vou e I would go é condition + em
8. português se aproximaria do futuro do pretérito
9. T: de onde tu tirastes este conceito?
10. S1: eu não lembro se foi de um livro de uma gramática + não lembro + só sei que
11. lembro desses conceitos
12. pois bem + esqueça todos os seus conceitos agora + passe uma borracha neles + se eu
13. tenho would + I would go to the beach + if I didn’t have to study in January + eu
14. gostaria + mas não posso + você está confundindo com I’d like
15. S1: ah + ok
16. T: should não tem idéia de condition + tem idéia de advice + for example you

17. should study more + é mais básico + não tem nada a ver + já o would + a condição tem
18. sempre que estar ligado com outra coisa + o should não + for example + é muito
19. comum isso + will you go to the party tomorrow? I would + but I have to study
20. S1: pode fazer uma pergunta com um e dar a resposta com o outro?
21. T: claro que pode + o contexto mais real não exige este formalismo de estrutura

In this episode, the teacher focuses on form, through proleptic instruction, in order to help S1 to be aware of the uses of *would* and *should*. This kind of dialogic explanation (Donato & Adair-Hauck, 1992) through scaffolding leads learners to notice how those different modal verbs are pragmatically used. In line 4, the teacher tries *to control students' frustration* (scaffolding function #5) by saying "I'm going to explain". He also tries *to recruit their attention to his explanation* (scaffolding function #1). Then, in line 9, the teacher asks S1, in a rather sarcastic way: "De onde tu tiraste este conceito?". The learner was confused by the question and said that he did not remember (line 10). Here, S1 demonstrates that either he is afraid to say where he got the information from, or he really does not know. Next, in line 12, when the teacher says "esqueça esses conceitos," he is *maintaining pursuit of the goal* (scaffolding function #3), and when he says "você está confundindo com would" (line 14) he is *marking the critical feature and discrepancy between what has been produced and the ideal solution* (scaffolding function #4). Then, in line 16, the teacher is *controlling frustration during the problem solving* (scaffolding function #5). After this, when S1 asks "pode fazer uma pergunta com um e a resposta com outro?" he demonstrates that he is close to understanding the difference in usage between *should* and *would*. Finally, the teacher *shows an idealized version of the grammar to be utilized* (scaffolding # 6) by saying "claro que pode" (line 21) encouraging the learner to use it further.

3.2.1.2.2. Analysis of the second episode

The following episode shows how the teacher and his learners, through proleptic instruction, focus on form and interact at the moment they are relating form and meaning in a context. The teacher's intention here is to lead learners to notice the difference between the use of the present perfect continuous and the present perfect verb tenses.

Example 3 *Grammar Focus: Present Perfect Continuous (from episode xx - appendix II - October 23rd, 2001)*

1. T: I've been studying Journalism for two years + it means that the action started
2. in the past + and continues until now
3. S1: can I use I've studied Journalism for two years?
4. T: yes + but there is an ambiguity
5. S1: how?
6. T: because maybe the action finished or not
7. S1: and how do you know?
8. T: using I've been studying journalism to say that
9. S2: posso usar I studied?
10. T: NO + this is past + vou explicar mais uma vez + pensem em contexto + não em
11. coisas isoladas + procure juntar as coisas e pensar nesta frase dentro de um contexto
12. Ss: ok:
13. S3: na terceira pessoa + can I use she has been studying?
14. T: yes + GOOD + look ((the teacher went to the board and wrote down on it:
15. have/has been + (plus) the main verb in the gerund + she has been a pain since she
16. broke up with her boyfriend))
17. S2: posso usar for in the simple past?
18. T: não combina com simple past + it's better to use with present perfect
19. S2: can I say I lived here for ten years?
20. T: when? in which time?
21. S2: não posso?
22. T: NO + you need a specific time with simple past + ok + let me explain again ((he
23. went to the board)) fora de contexto + see the example + I went to the beach
24. yesterday + this is simple past + now + I have been to the beach + é complicado
25. porque em português a gente usa sempre a mesma coisa + let's open the book on
26. page 75 + so if you meet a friend after a long time + you can say + what have you
27. been doing lately? + ok + let's practice + Ric + what have you been doing lately?
28. S1: I've been working
29. S2: I've been sleeping
30. S3: I've been watching TV because of the greve

31. T: ok + the strike + what programs have you been watching?
32. Ss: ((laughs))
33. T: and you Ric?
34. S4: I've been boring
35. T: quem que você está chateando?
36. S4: no + eu estou ficando chateada com a greve
37. T: UH + OK + you have been bored with the strike
38. S4: ok + I understand now

In lines 1 and 2, the teacher gives an example of the present perfect continuous in order to show how this verb tense works, as well as *to call the learners' attention to the activity* (scaffolding function # 1). The teacher explains the example by saying that this verb tense means an action that starts in the past and continues up to the present. Then, in line 3, S1 asks him if it is possible to say the same sentence using present perfect instead of present perfect continuous. The teacher affirms that it is possible (line 4), but at the same time alerts him about a possible ambiguity that the present perfect form may pose in situations where the action continues to the present. In line 5, S1 wants to know how this interference can happen. Next, the teacher and S1 deal with form and meaning through (as in the previous episodes analyzed) *scaffolded assistance* (Antón, 1999): the teacher helps S1 notice the difference between the two verb tenses without giving him the solution. By means of this type of support, the teacher can lead this student and his classmates, who are paying attention to this explanation, to be aware of different grammar foci as well as the different meanings these grammar foci bring to the context (Donato, 1994). After this, in line 9, S2 asks the teacher about the possibility of using another verb tense, the simple past, in the same situation. The teacher gives him negative feedback by using a higher intonational key in order to show learners that *they do not have this flexibility with the verb tenses and that they have to be careful when dealing with them* (scaffolding function # 4). The teacher also tries to lead learners to understand form and meaning relationships in a contextual situation, guiding them to a

reconceptualization of the meaning with the correspondent tense (lines 10 and 11). In line 12, the students affirm that they have understood by saying “ok” with a long sound (:). Then, the teacher *demonstrates an idealized version of the act to be performed* (scaffolding function # 6) when he writes the rule on the board in order to clarify students’ doubts (lines 14 and 15).

In order to practice what the learners have received as input, the teacher asks them to practice this grammar focus by talking about their own lives. Then, S1, S2, and S3 produce some sentences using the present perfect continuous (lines 28, 29, and 30) in their output. As can be seen, the combination of input and output can be successful here, thus demonstrating that “what learners notice in input is what becomes intake⁵ for learning” (Schmidt, 1995, p. 20). In the end, the teacher’s objective is achieved, as learners have built a joint-frame through the teacher’s form-meaning-function orientation.

3.2.1.3. Metalinguistic noticing

The following episode illustrates how the teacher situates and links new knowledge within the context of familiar experience at the moment he helps students develop the ability to notice metalinguistics by means of explicit terminology. In other words, he helps learners use metalinguistic language to reflect on language use (Swain, 1995). In the following episode, the teacher asks a student if she has a boyfriend in order to help learners transform the direct answer into indirect speech. The student’s name in this example is fictional. The name given to her will be “Mel” and she will be identified as S1 in the following conversation. The other students will be called S2, and S3, consequently.

Example 4 *Grammar Focus: Reported Speech (from episode 5 – appendix IV - November 27th, 2001)*

1. T: do you have a boyfriend Mel?
2. S1: no I don't
3. T: people + how can we transform what Mel said and keep all the words with the
4. same meaning? Mel said +
5. S2: Mel said she doesn't have a boyfriend
6. T: that she DOESN'T? ok +look: ((he wrote down on the board)) she said that she
7. didn't have a boyfriend + this is what you call reported speech paraphrase + let's
8. analyze how the transformation actions + for example I didn't have a boyfriend +
9. who is this I?
10. Sts: Mel
11. T: ok + now my question is + por que didn't e não doesn't?
12. Sts: I don't know
13. T: look + grammatically speaking in reported speech + a regra geral de reported
14. speech is always one tense back + what does it mean? sempre voltando o tempo para
15. o passado
16. S2: and future becomes present?
17. T: NO: it becomes condition + sorry + I will explain now ++ present becomes past +
18. and simple past becomes past perfect.
19. S2: so + o futuro não existe?
20. T: no + se a gente pensar filosoficamente + o futuro não existe + nem o passado +em
21. inglês coloquial + gramaticalmente + eu tenho sempre que voltar ao tempo
22. gramatical
23. S1: sempre tenho que partir da frase que eu tenho?
24. T: sim + sempre + mas não vamos tão longe + vocês vão aprender no nível 6 + nesta
25. relação ++ Mel said she didn't have a boyfriend ((he wrote on the board))
26. S3: em português é a mesma coisa?
27. T: sim + ela disse que ela não tinha um namorado
28. S1: ok + now I understood
29. Sts: yeah + me too + ok

Following the analysis of this dialogue episode, the teacher focuses on form mostly in Portuguese because of the complexity of the structure to be taught. In the beginning of the conversation (line 1), the teacher *recruits the learners' attention* when he asks S1 a question (scaffolding # 1). Next, in line 3, he induces learners to use indirect speech by themselves, *simplifying the task* (scaffolding # 2). After detecting that they actually did not know how to

⁵ Part of input which the learner utilizes as part of the process of internalizing new language (Ellis, 1994, p. 349).

construct this grammar point, the teacher explains the topic, solving the learners' problem (lines 6 and 7). Even when providing the solution for the grammatical difficulty, the teacher conducts his formal instruction in collaboration and negotiation with students (Donato, 1992). This form of teaching is referred to as proleptic instruction, which is achieved through dialogue with another. The notion of "prolepsis" is clearly linked to the Vygotskian concepts of the origins of consciousness-raising and noticing (Donato & Adair-Hauck, 1992). So, in line 17, the teacher *maintains pursuit of the goal* (scaffolding function # 3). In line 24, after the teacher answers "yes", he realizes that his answer could confuse learners, so he tries *to simplify the task* (scaffolding # 2). Still in line 24, the teacher tries *to control students' frustration* (scaffolding function # 5) by telling them that they will study this grammar point more deeply in English 6. One of the students (S3) makes a comparison between the second language and the first language (in line 26). This attitude is very common among L2 learners, particularly, with adults (Celce-Murcia, 1992). In line 27, the teacher claims that there is grammatical parallelism between English and Portuguese, seemingly to make the learners feel more comfortable using the second/foreign language. Finally, in line 28, S1, who raises the discussion because of her answer given to the teacher's first question, affirms that she has understood satisfactorily, thus achieving the teacher's goal for this instructional episode.

3.2.1.4. Meaning-form relationships

In this class, the teacher and learners are constructing form and meaning through interaction and negotiation of meaning. According to Neves (1995), negotiation of meaning is "...a synonym for interaction. It refers to the moments when interlocutors are interacting to clarify meaning" (p. 22). In the following episode, the teacher is inducing learners to think about the meaning of some proverbs without providing answers or translations for them. First, the teacher asks students to say some proverbs in either Portuguese or English in order to

introduce them to the activity (scaffolding function # 2), *calling their attention to participate* (scaffolding function # 1). The following example illustrates this situation in one of the classes recorded.

Example 5 *Focus: Meaning of Proverbs (from episode a – appendix III - October 25th, 2001)*

49. S5: burro amarrado também pasta
50. T. burro amarrado também pasta + ok + what does it mean?
51. Ss: ((laughs))
52. T: that's an interesting one + do you use that a lot? do you use this proverb a lot?
53. Ss: no ((laughs))
54. T: no? what's the meaning of that?
55. S5: uh + married + no + he or she + maybe interesting on ++
56. T: maybe interested in?
57. S5: in an other person
58. T: in another person + that's a little bad don't you think?
59. S2: yeah
60. T: ok + it means that when you have a relationship + a very serious relationship + it
61. doesn't mean that you can not be interested in other people + which is not good + I
62. think + but anyway + any other examples?

In this passage, the teacher first asks learners about the meaning of the proverb in Portuguese, making them think about its meaning in English. The students laugh and seem to make use of humor or playfulness (line 51), demonstrating that the meaning of this proverb is funny, although they do not say anything about it. Then, the teacher *motivates them* (scaffolding function # 3) by saying that this proverb is interesting, encouraging them to try to discover or explain its meaning (line 52). After that, they laugh again (line 53), showing themselves too shy to say the meaning of the proverb; or maybe this embarrassment shows that some of them do not know how to say it in English. Then, one of the students (S5) tries to construct meaning for this proverb and says that maybe it is related to marriage when one spouse is interested “on another person” (lines 55 and 57). After that, the teacher repeats this

sentence structure by means of a question, inducing the learner to complete his thought, while at the same time giving the learner some supportive feedback on the proper preposition to be used with the word “interested”. This *marks here a critical feature between what has been produced and the ideal of the solution* (scaffolding function # 4). Consequently, this learner (S5) corrects himself very quickly, and says “...in an other person” (line 57). Then, the teacher repeats “in another person,” in order to *control frustration during problem solving* (scaffolding function # 5), and confirms that the idea is correct. The teacher also gives the learner some feedback on the correct way to say the sentence: “in another person” (line 58), *demonstrating the idealized version of the act to be performed* (scaffolding function # 6). Finally, besides acknowledging that this learner’s answer is correct, the teacher asks everybody’s opinion about this situation in order to promote interaction and participation in the classroom, thus *maintaining the pursuit of the goal* (scaffolding function # 3).

The teacher uses this proverb, as well as other proverbs in Portuguese, as a warm-up for the following proverbs in English. In this case, switching from Portuguese to English language can facilitate further comprehension of the activity to be performed. The teacher frequently asks learners questions, in order to make the learners notice form-meaning relationships. After the warm-up with the proverbs in Portuguese, the teacher introduces other proverbs in English, asking learners to work in groups to discuss the meaning of them in English.

3.2.2. Discursive elements of scaffolded focus-on-form episodes

The teacher used many discursive elements in order to help learners at the moment they were focusing on form in order to lead the learners to understand form-meaning-function relationships in a context. In the following examples, some of those elements, such as *explicit terminology, question keys, statements, code-switching, intonation*, together with some

examples of scaffolded focus-on-form episodes, will be presented, in order to illustrate these strategic discursive elements.

3.2.2.1. Explicit terminology

The following episode is another example of a moment of scaffolding when the teacher and the learners are discussing the use of adjectives ending with *ed* and with *ing*.

In this episode, and in others that follow, the teacher used terminology as a strategy to talk about grammar in an easier and more familiar way. Borg (1999) cited Faerch (1985) to argue in favor of terminology, saying that “grammatical terminology has an important role to play in classroom discourse, particularly in enabling students to communicate with teachers about language” (Borg, 1999, p. 97).

Example 6 *Grammar Focus: the difference between adjectives with “ed” and with “ing”*

(from episode h – appendix III - November 6th, 2001)

1. S1: como que eu vou saber quando o ed é adjetivo?
2. T: já vou explicar + let's start by the title + I think they are going to help you + what's
3. an adjective? it's a word or it's a quality that you use to differentiate the nouns + red
4. card + green card ++ participle is related to verbs + so here we are going to see
5. adjectives that are derived from verbs + that's why they are participles + we have
6. seen a lot of times the past participle which the verb is used with the present perfect
7. remember? so we have two kind of participles + present participle and past participle
8. + and here we have present participles as verbs ending in *ing* and past participles
9. ending in *ed* + right? this means that from the most of the verbs we can transform
10. them in adjectives + we have this in Portuguese too but in English for example we
11. have the verb to bore right? even if you don't know the meaning + bore plus *ing* is
12. ((writing it down on the board))
13. Ss: boring
14. T: ah boring you know right? ok bore plus *ed*
15. Ss: bored
16. T: great so we see that from the verb we derive two adjectives + what's the
17. difference between boring and bored?
18. S2: external in the past in the past

19. S1: things are boring
20. T: boring yes we use the *ing* form when the adjective is internal + for example ++ the
21. English class is boring + I know that you don't agree but it is the example
22. Ss: ((laughs))
23. T: so boring is a characteristic which is internal too + right? o que que é boring?
24. S1: é chata
25. Ss: a aula de inglês
26. T: então é interna + é uma característica da aula + não é de alguém que tá na aula + é
27. da aula + ok? so + I am in this English class and this English class is boring so: if I
28. am in this English class I can say + I am boring?
29. Ss: no
30. T: I am
31. Ss: bored by this English class
32. S3: tem que ser by ou não?
33. T: most of the time is BY and sometimes IN + ok when we say I am bored + who's
34. bored?
35. Ss: I am

After S1 asks the teacher about the adjective ending in *ed* (line 1), the teacher gives a long grammar explanation, focusing on form without interaction between him and his students, in order to show them that some adjectives are derived from verbs. Then, the teacher and the learners start interacting and focusing on form together at the moment they start negotiating meaning and form, in lines 13, 14, and 15. Next, in line 16, the teacher *calls their attention to form* (scaffolding function # 2) by telling them where both adjectives derive from. By means of a question, in lines 16 and 17, he *tries to maintain pursuit of the goal* (scaffolding function # 3). Next, he *controls frustration during problem solving* (scaffolding function # 5), leading them to construct another form for another meaning, in line 28. Then, students construct form and meaning in line 31, when they conclude that if the class is boring, they will be bored. Finally, both teacher and learners start focusing on form again when another doubt emerges from S3: not about the adjective, but about the right preposition to be used after *bored* (line 32). Thus, the teacher *demonstrates the idealized version of the act to be performed* (scaffolding function # 6), in line 33.

3.2.2.2. Keys, statements and code-switching

The following grammar-instructional episode will illustrate that the teacher used some keys and statements (Kennedy, 1996) in his explanation in order to help his students understand the construction of this grammar point more easily.

When teachers use questions as keys, these questions can be seen as essential elements of *scaffolding* which can trigger comprehension in learners. In this way, teachers try to create real-life situations in which learners need to be aware of the relationship between grammar, meaning, and function. They create this situation by asking learners from general to more specific questions or vice-versa. In this sense, teachers try not to give ready answers in order to lead their learners to higher levels of competence (Kennedy, 1996). The following example presents a kind of collective scaffolding which shows the different ways the teacher can support learners.

In this example, students interact with their teacher and negotiate form and meaning by using code-switching as a strategy to better express themselves, as they do not know how to say some sentences in English. According to Neves (1995), code-switching “...refers to the moments when a participant changes the linguistic code from L1 to L2 or from L2 to L1 (p. 72)”. The fact that learners use Portuguese in their English classes is due to the lack of understanding in L2. They use the L1 as a way to maintain the flow of the conversation (Neves, 1995, p. 69). For Spratt (1985), there are different reasons why learners use code-switching in their classes: When “students struggle to say or write things they do not know, students are less controlled to use L2 due to the number of pair and group tasks with the teacher out of earshot and many times the teacher focuses on the language required for an activity, but not on the language for class management” (p. 72). Spratt adds that the teacher is responsible for the students’ higher or lower proportion of L1 speaking in their classes.

Example 7 *Grammar Focus: Modal May/negative (from episode g – appendix III -*

November 6th, 2001)

1. T: let's go to the review now + now I'm open for your questions + your doubts +
2. your problems + I'm all yours +
3. S1: então eu vou fazer uma pergunta bem nada ver
4. T: vamo lá
5. S1: por que que não pode ser assim + maybe it means you don't may
6. T: you don't may? ok + let's start on the beginning + uh + don't means DO NOT + and
7. than you have MAY and you have fish + right? ok + what's the auxiliary verb in don't
8. may fish?
9. S1: do
10. S2: may
11. T: do? may? remember that all modals are also auxiliary verbs + remember that? they
12. are modal auxiliary verbs + and then we have a DO real auxiliary verb + the fact is + the
13. point is + you never have in this situation + a modal with another auxiliary verb and then
14. the negative comes from the auxiliary + that's why may not fish + eu nunca vou Ter
15. coisas do tipo don't may don't can don't must NEVER
16. S1: tá + por que que o not vem depois?
17. T: por que que o not vem depois do MAY?
18. S1: é
19. T: olha a formação de negação + auxiliar negação
20. S1: ahhhhhhh
21. T: ok? bem + questions?

The teacher focuses on form through a proleptic instruction, in which explanation is embodied in a discursive negotiation between him and his students (Donato & Adair-Hauck, 1992). In the very beginning of this episode (lines 1 and 2), the teacher *calls learners' attention to the review of modals* (scaffolding function # 1). Then, S1 has a doubt about the negative form of *may* (line 5). The teacher *simplifies the task* (scaffolding function # 2) by explaining the meaning of *don't* as an auxiliary verb (lines 6, 7, and 8). After that, the teacher *tries to maintain pursuit of the goal* (scaffolding function # 3) when he asks the learners if they remember that all modals are also auxiliary verbs (lines 11-15). The teacher asks this question in order to make the learners reflect about *modals* form and function in the utterance. Next, he shows them that they cannot use two auxiliary verbs in the same sentence, thus

marking critical features (scaffolding function # 4). He also *controls frustration during problem solving* (scaffolding function # 5) by saying clearly, and in Portuguese, “eu nunca vou ter coisas do tipo don’t may...” (lines 14 and 15).

The changing of languages, from the foreign language to the mother tongue, called code-switching, arises from the need for a greater understandability of a grammar focus. In this case, both the teacher and learners use the two languages interchangeably (lines 5, 14, 15, 16, 18, 19).

In some situations, the teacher uses focal statements, such as repetition of a word or of the whole sentences (e.g. line 19), and higher intonation or stress on certain words (in lines 12, 15, and 17). These language devices are very relevant to the learning process, especially when the teacher uses them to call learners’ attention to certain points of the explanation. Learners’ consciousness-raising could make them capable of recognizing important features of input that can transform input into intake (Kennedy, 1996).

Finally, S1, who has had this doubt since the beginning of the class, seems to indicate that he has clearly comprehended the teacher’s explanation when he says “ahhhhhhh”, in a very expressive way, in line 20.

3.2.2.3. Self-repetition and statements

The following episode shows how the teacher and the learners deal with grammar at the moment they focus on *If clauses*. On this day, as an introduction to the grammar lesson, the class was divided into small groups for a discussion of the meaning of the word *honesty*. In Example 8, the meaning is introduced by the teacher before introducing form. After a discussion about the meaning of the word, the teacher tries to introduce, in a given context, the relation between the clauses and the correspondent verb tense.

Example 8 *Grammar Focus: If clauses (from episode 1 – appendix IV - November 8th, 2001)*

57. T: what do you have here + present + past or future?
58. Ss: present
59. T: yeah + if I find \$ 750,000 today + I will return tomorrow + present and future + ok?
60. + what would you do if you found money on the street?
61. G1/S1: I would take it to the police
62. T: do you think the police would return the money?
63. Ss: ((laughs))
64. T: so + did you take the idea? + remember the beginning of the semester ++ I started
65. explaining the if clauses ++ let's refresh your mind ++ if I found \$ 750? + again
66. you have two clauses + this sentence here + present + past + or future?
67. Ss: ((nobody answered))
68. T: look at the verb ((pointing to the verb on the board and underling it)) + present +
69. past or future?
70. Ss: past
71. T: ok + past ++ I wouldn't return + what tense?
72. Ss: future ++ past
73. G1/S2: passado perfeito
74. T: the idea is the future + right? if I find the money + I will return it ++ if I found the
75. money + I would return it + when?
76. G1/S2: tomorrow
77. T: the idea is present + in the first sentence you have present and future + and in the
78. second you have past and the idea is related to present + look + if I found + we have
79. the verb is in the past + the past plus would plus verb ++ you are always talking
80. about condition + hypothetical situation + and ++ we can also use another modal + or
81. could + or might + or may + is it clear?
82. G3/S3: can I use may instead of would?
83. T: it is very rare + the most common is might + ok? + do you have any questions so
84. far? + which is more hypothetical?
85. G3/S2: I don't see the difference +
86. T: ok + you have the verb in the present + a real situation + let's see this example +
87. how was the test last class? easy or difficult? + what would you do if you got a zero?
88. G1/S1: I will cry
89. T: you will cry? I just said if I got a zero
90. G1/S1: I will cry
91. T: look + if a get a zero + I will cry certainly + but if you got a + but if I got + I don't
92. know if I get + so + I would + what would you if I get + so + I would + what would
93. you do if you got a ten with a lot of stars? would you cry too?
94. G1/S1: I would ++
95. T: would you cry too?
96. G1/S1: no ((laughs)) I would pular + festejar
97. T: would you make a party?
98. G1/S1: I would make a party
99. T: I'm gonna give you a ten

First, the teacher *recruits students' interest in the task*, which pertains to time expressions to be used in *if clauses*, in line 57 (scaffolding function # 1). Next, he agrees (line 59) with the students' answer (line 58) and gives them an example – which shows the relationship between the *if clauses* and the *verb tenses* - in order to *simplify the task* (scaffolding function # 2). At this point, he involves learners in the grammar point, leading them to focus on form by asking them what they would have done if they had found money on the street (line 60). After one group replies that they would take it to the police, the teacher asks them if the police would return the money in order to *keep the learners motivated* in the conversation, in line 62 (scaffolding function # 3). In line 64, the teacher reminds them that they saw this grammar point at the beginning of the semester. In line 66, the teacher points out that there are two clauses in the same sentence, leading them to think about the proper verb tense. Up to this point, the learners do not seem to remember this grammar point, as they do not answer. Maybe they are laughing because of the lack of honesty on the part of the police in our country (line 63). As the teacher notices they are not answering, only laughing, he *highlights certain relevant grammatical features by calling their attention to the verb* (scaffolding function # 4) in order to make them recognize the relationship between the verb and time within a context (line 68).

In this episode the learners participate, although they do not say much. They try to define the verbal tense by saying whether it is present, past, or future. However, they do not yet build sentences applying the tenses, because of the degree of difficulty the learners have. Thus, the teacher uses **self-repetition** and **statements** as a strategy to help the learners. This help provides the learners the support they need to carry on speaking in English (Cipriani, 2001), especially when they have to use a complex grammar structure.

In order to help learners understand the idea of present and past, the teacher focuses on form, making them reflect on the real and the hypothetical situation (lines 77-80). He uses the

same moment to introduce a possible substitution for modals, in this case, modals with a similar meaning (lines 80 and 81). By means of this grammar explanation, learners ask more questions about the use of other modals besides *would*.

Besides the grammar point in the lesson plan, other topics and grammar points emerge in the classes. Both teacher and students try to teach and to learn, respectively, the flexibility of some grammar focuses. It is not only that the teacher teaches this flexibility, but also that these learners show great interest in learning it. Thus, when they start focusing on form together, they interact through a dialogic way, that is, through negotiation of forms of discourse to co-construct linguistic knowledge (Donato & Adair-Hauck, 1992).

3.2.2.4. Feedback types in dialogic interaction

The kinds of feedback given by the teacher in some episodes were analyzed in order to see how the teacher gives feedback at the moment he and his learners focus on form. The results about feedback types presented in this section are based on the categories of corrective kinds of feedback suggested by Lyster (1998) and Robert (1995), based on Long (1977), in response to learners' errors. These categories were also analyzed from a sociocultural perspective to show some moments of scaffolding between the teacher and his learners, which could provide the learners the means of improving their level of competence (Donato, 1994).

In order to facilitate the understanding of the different kinds of feedback to be used in this study, feedback categories were placed in sub-sections together with their corresponding examples of error-correction given by the teacher in his classes.

a) Explicit correction

As already mentioned in the Review of the Literature (Chapter I), explicit correction is the manner in which a teacher shows the inaccuracy of a learner's utterance by supplying its correct form. An example of this can be seen in the following episode.

(from episode i – appendix III – November 6th, 2001)

1. T: let's correct this sentence + I was commuting to work when I lived out of town
2. + you have to use suburbs
3. S1: what is the preposition to use here?
4. T: in
5. S1: in a
6. T: in a NO + in THE + in the suburbs + why? why not a suburbs? very simple +
7. just one question + do you know what suburbs are? in Portuguese is subúrbio but
8. in English suburbs are residential areas of big cities

In this example, besides correcting S1 in line 6, the teacher gives him an implicit grammar explanation about singular and plural nouns, showing the solution to the problem in order for him to notice that *suburbs* is plural and *a* is singular. The teacher's intention with this explanation is probably to help S1 not make this error again.

b) Recast

In some situations, the teacher used recasts, although, according to Lyster (1998), it is the least effective form of feedback, as recasts are mere reformulation of learners' utterances. Thus, the learners could not notice the aspects of grammar when they were corrected by means of recasts. The following examples show some recast correction.

a) (from episode b – appendix III – October 30th, 2001)

104. Group 4: you don't can't

105. T: you CAN'T

b) (from episode b – appendix III – October 30th, 2001)

147. Group 2: the dreams is important

148. T: the dreams are important

As can be observed here, the teacher responds to the learners by correcting the verb which agrees with the subject, immediately showing them, at the moment feedback was provided, that the verb was used incorrectly.

c) Elicitation

Elicitation is the type of feedback by which teachers elicit a reformulation of learners' utterances, and is very profitable for skill- and knowledge-development because it leads learners to reflect consciously about the errors they make. The following example reveals the teacher's concern for giving learners a different way to interact in order to develop their linguistic awareness.

In the two examples that follow, the teacher is making learners aware of a grammatical rule about the use of modals before main verbs. He is adopting a proleptic kind of instruction in order to encourage participation and negotiation in the classroom as well as to develop learners' conscious awareness (Donato, 1994).

a) *(from episode episode f – appendix III – November 6th, 2001)*

4. S1: maybe it means you may not to fish here
5. T: maybe it means?
6. S1: you may not
7. T: fish here + is it correct?
8. S2: is not to fish?
9. T: let's see + maybe it means you may not fish here + that's the question + is it fish or
10. to fish?
11. S1: fish
12. T: fish or to fish?
13. Ss: fish

b) *(from episode xv – appendix II – October 16th, 2001)*

1. T: what were you doing Saturday night?
2. S1: I were visiting my friends
3. T: you were what?
4. S1: I was visiting my friends
5. T: GREAT + very good

d) Metalinguistic clues

According to Roberts (1995) and Lyster (1998), metalinguistic clues are comments or any information provided by the teacher which is related to the accuracy of the learner's utterances. In this study, metalinguistic clues was the strategy most often used by the teacher, which shows that he worries about learners' noticing and their conscious awareness about how language works, that is, the relationship that exists among its form, meaning, and function.

In the following episode, by means of scaffolding (which is the support the teacher gives to help S1 build the sentence accurately), the teacher helps S1 notice where his mistake

is, showing him that he forgot the subject of the sentence in order to make him notice how grammar works.

(from episode e – appendix III – November 1st, 2001)

11. S1: ok + now remember + can't go above the speed limit
12. T: repeat + you forgot to say the subject + can you repeat? + now remember?
13. S1: you can't
14. T: good: + go on

e) Clarification recast

The teacher also used this strategy, frequently accompanied by facial expressions or body gestures. Many times, the teacher approaches the learner who made the mistake in order to scaffold him at the moment the learner was trying to reconstruct the utterance, thereby making him notice the correct form. The following example presents a clarification recast.

(from episode xiv – appendix II – October 11th, 2001)

1. T: what were you doing when the plane crashed?
2. S1: I watched TV
3. T: you WHAT? ((facial expression showing something is incorrect))
4. S1: I was watched TV
5. T: YOU WERE WATCHED? ((facial expression again))
6. S1: I was saw the TV
7. T: I was watching TV ++ you have to use the verb in the gerund with *ing* to indicate
8. an action you were doing when the plane crashed

In this example, the teacher led S1 to notice his mistake by using intonation and facial expressions. In lines 3 and 5, the teacher's higher intonation acts as an indicator that S1's

answer is incorrect. S1 reconstructs his sentences in a different way in lines 4 and 6. Finally, in lines 7 and 8, the teacher shows him the correct form of the verb in a sentence in order *to control the student's frustration* (scaffolding function # 5).

f) Repetition

According to this category, after the learner tries to self-repair his mistake, which the teacher indicates through a stressed intonation, the teacher repeats the correct sentence, giving him positive feedback by showing him that his reconstruction was successful. The example below presents aspects of this corrective feedback type.

(from episode viii – appendix II – September 20th, 2001)

1. S1: everybody is happy with your work
2. T: MY WORK?
3. S1: yes + your work
4. T: but WHY is everybody happy with my work?
5. S1: ha ++ ok + with his work
6. T: RIGHT

g. Other Cues

In some situations, the teacher uses cues to show learners that something is wrong in the sentence. The learners could then reformulate their ill-formed utterances. Even though cues have negative evidence, the result could be positive at the moment students reprocess their output (Ellis, 1994; Swain, 1995). Some examples are presented below to show the cues this teacher gave in his classes.

a) *(from episode xii – appendix II – October 4th, 2001)*

1. S1: I see a man yesterday
2. T: not see + past ((the teacher points backward with his finger indicating a past action))
3. S1: saw
4. T: uh GOOD

b) *(from episode xiii – appendix II – October 9th, 2001)*

1. S1: because she haven't money
2. T: she?
3. S1: because she hasn't money
4. T: hasn't?
5. S1: yeah
6. T: past ((the teacher points backward with his hand indicating a past action))
7. S1: hadn't
8. T: she didn't have
9. S1: ok

These examples demonstrate that the teacher uses cues to help learners notice their errors in their speech. Those cues, which represent gestures, are also known as keys. Cues are a way in which the teacher can facilitate learners' language learning (Kennedy, 1996).

3.3. Analysis of monologic talk

Although the teacher usually uses a dialogic approach, which involves negotiation of forms of discourse for the co-construction of linguistic knowledge (Donato & Adair-Hauck, 1992; Adair-Hauck & Donato, 1994), he sometimes uses, through direct grammar instruction,

a monologic approach, which consists of explicit explanation of a rule. The problem in this case is not the explicit explanation, but the lack of relating form, meaning, and function, as well as the lack of giving learners the opportunity to practice verbal interaction with their teacher during his explanation. The following example is a typical demonstration of a monologic grammar instruction.

Example 9 (*Grammar Focus: Past Continuous and Present Perfect (from episode g – appendix III – November 6th, 2001)*)

25. T: let's see past continuous and present perfect + let's see if I got past continuous and
26. present perfect simple ok
27. S2: they all start in the past and finish in the past ++ no?
28. T: hummmmm not necessarily but +YES: let's see how it works + remember that class?
29. we start talking about past continuous that it never exists alone right? it depends on the
30. tense + it needs either a simple past together or another past continuous that's all +
31. past continuous is used to establish relation of something that happened in a simple
32. past for example while at the same time that one thing happened another thing was in
33. progress + one example ((writing it on the board)) I was sleeping when the phone rang
34. there's always the idea of interruption + so I was sleeping + in the past yes? but in +
35. during a period of time + in progress + the phone rang punctual + it happens and
36. interrupts the first section + right? so + past continuous there is no relation to the
37. present + it's not started in the past and it still happens: + NO + it's always related to the
38. past or for example + while I was reading uh she was cooking + two sentences in the past
39. continuous in the past or in progress happening and there is no interruption of one by
40. other continuous action happening in a parallel right? now + present perfect + here we
41. have a certain idea of PROGRESSION + but it's different because the verb is not in a
42. continuous sense + it's not in the ING form + right? and here so it's in the past start
43. and finish in the past + that's all + perhaps this is the problem + this is the difference
44. at all + right? past continuous NEVER comes to the present and present perfect simple
45. MAY come to the present or NOT + right? did I answer the question?
46. Ss: yes
47. T: good

Sometimes, as in the example above, the teacher focused on form throughout the instructional episode, excluding discursive negotiation which could forge language awareness and co-construct linguistic knowledge

(Adair-Hauck & Donato, 1992). Probably, the teacher's intention here was not to disregard learners' awareness. However, it was presumably due to the degree of difficulty and to the complexity of the grammatical structure which was being taught (Kennedy, 1996; Celce-Murcia, 1992). According to Kennedy (1996), a large number of studies suggest that grammatical instruction be given explicitly in language classrooms, mainly in complex structures. Kennedy also claims that teachers have different reasons for explaining a certain topic and that explanation takes up a very significant part of teacher talk and classroom discourse (Kennedy, 1996, pp. 26-37). In this case, the role of the teacher is to make knowledge accessible to students. Kennedy (1996) also suggests that language teachers have to explain many things to their students, not only grammatical explanation, but also the objectives of the tasks and activities as well as the context of the texts with which students are engaged.

3.4. Conclusion of the Chapter

In this Chapter, the analysis of the dialogic episodes showed the importance of *scaffolding* for development of focus on form in the EFL classroom.

First, the consciousness-raising mechanisms potentially developed through dialogic talk were shown: *formal noticing, pragmatic noticing, metalinguistic noticing, and meaning-form relationships*. These were illustrated by the episodes.

Second, the following discursive elements of scaffolded focus-on-form episodes were shown: *explicit terminology, keys, statements, code-switching, self-repetition, and feedback*

types in dialogic interaction. This last category includes *explicit correction, recast, elicitation, metalinguistic clues, clarification recast, repetition, and cues.*

Third, an episode of monologic talk was presented in order to contrast it with dialogic talk.

The final section of this thesis, the conclusion, will discuss the answers to the research questions here proposed, present pedagogical implications, and recommend suggestions for further research.

CONCLUSION

This final chapter will be divided into three sections. In the first section, I will answer the research questions proposed in this investigation. In the second question, I will provide some pedagogical implications. Finally, in the third section, I will indicate some limitations of this study and offer suggestions for further research.

- **Answering the research questions**

- a) **Do the teacher and the learners focus on form? b) How do the teacher and the learners deal with form, function and meaning in the EFL classes?**

Yes, the teacher and the learners observed did focus on form by means of scaffolding. When focusing on form, the teacher and the learners interacted mainly through dialogic talk in negotiation of grammar, meaning, and function, so that students could make sense of lexico-grammatical structures in context. In most cases, the teacher's concern in explaining grammar was evident. He tried to explain not only the correct grammar to be used in a sentence, but also the learners' errors, leading students to understand why they made such errors, and showing them the correct way to build grammar in an utterance. This kind of talk could potentially benefit the students, because at the precise moment they were constructing grammatical structures, they could have noticed the role of each part of grammar within a context (Donato, 1994; Schmidt, 1995).

c) What focus-on-form mechanisms are potentially being developed?

Some **consciousness-raising mechanisms** were identified in the data of the scaffolded episodes, through dialogic talk, when the teacher and the learners were attempting to develop learners' ability to notice form, pragmatics, metalinguistics, and meaning-form relationships. Since the teacher and the learners focused on form when necessary, these mechanisms might have made learners aware of how grammar is built and how it works. Through this kind of focus-on-form talk, the learners may have developed some consciousness-raising and noticing during grammar instruction. In other words, by means of noticing, learners may have had a better understanding of grammar-meaning-function relationships in contextualized situations.

d) What discursive elements are being used in the focus-on-form episodes?

In some situation, the main discursive elements used in the dialogic construction of focus-on-form were also identified: explicit terminology, keys, statements, code-switching, self-repetitions, and feedback types in dialogic interaction.

The teacher dealt with these discursive elements in order to focus on form and interact with his learners. Since the teacher and the learners had a very good relationship, they were able to spontaneously interact at the moments of the teacher's explanations and the students' doubts. In addition, this group was very interested in learning English, and this interest resulted in students' frequent questions about grammar, its functions within a context, and the meaning of words. The teacher constantly used those elements in his discourse in order to lead learners to notice grammar and also to comprehend the use of language.

- **Pedagogical implications**

This study revealed that the way in which **formal instruction** was dealt with in the EFL classroom, as described in the thesis, seems to be a positive factor for the EFL teaching/learning process. Because of this, it is important to consider the reciprocal roles of the teacher and the students during formal instruction. In this case, the data showed strong support for proleptic forms of instruction within the Vygotskian Theory of cognitive Development (Donato & Adair-Hauck, 1992).

For this reason, **focusing on form** and **scaffolding learners** can be very important strategies in EFL teaching/learning, since students need to know whether they have correctly understood what has been taught, and teachers need to know to provide appropriate answers. Consequently, both teacher and learners may achieve their goals in the construction of grammar as an important source of communication, with the aim of learning the ability that human beings have been developing in their minds since the beginning of the world: *language*.

- **Limitations of this study and suggestions for further research**

The

In spite of these limitations, this study may serve as a starting point for further research, for example, by replicating this study in different contexts: with different teachers, different levels of students, and also a longer period allowed for research.

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APPENDIXES

APPENDIX I

TRANSCRIPT CONVENTIONS OF CLASSROOM DATA

The following transcript conventions were adapted from Hatch (1992):

[overlappings
(())	analyst's comments
+	pause
++	long pause
(xxxxx)	inaudible
:	long sound
CAPITAL	stressed word
?	questioning intonation
T	teacher
S	unidentified student
Ss	students altogether
Ric:	Abbreviated name of identified student

APPENDIX II

TRANSCRIPTIONS FROM NOTE-TAKING

August 28th, 2001

Episode i *Grammar Focus: Verb “to go” + “preposition to”*

1. T: can you read your sentence?
2. S2: go a party
3. T: remember when we have go + in 99 % is go to ++ go to a place
4. S2: ok + go to a party

August 30th, 2001

Episode ii *Grammar Focus: Adjectives*

1. S1: I'd never have a professional very dark
2. T: a very dark profession
3. S2: I'd never be a physical teacher
4. T: what is a physical teacher?
5. S2: how can I say?
6. T: physics teacher
7. S2: it's more hard
8. T: harder

September 4th, 2001

Episode iii *Grammar Focus: Verb “to like” + ing*

1. S1: because she like watching TV
2. T: she what?
3. S1: she like +
4. T: she like?
5. S1: she likes

September 6th, 2001

Episode iv *Grammar Focus: Why/Because*

1. T: why? ((the teacher wrote why? on the board))
2. S1: why what?
3. S2: why what?
4. T: why did I put why on the board? + think about why + where do you use why?
5. S3: because
6. T: because is in the answers + and why?
7. Ss: in the questions
8. T: RIGHT

September 11st, 2001

Episode v *Grammar Point: For/Because*

- 1.. T: what's the difference between + I need to learn Japanese because I'm going to
2. Japan and I need to learn Japanese for I'm going to Japan + what is the difference?
3. Ss: I don't know
4. T: they are ok + but the second is more formal
5. S1: I thought one of them was wrong
6. T: no + for is a formal way of because

September 13rd, 2001

Episode vi *Grammar Focus: Passive Voice*

1. look at this example + the statue was given to the U.S.A. by the people of France +
2. and the people of France gave the statue to the U.S.A + is it different?
3. Ss: yeah
4. T: yes + but the emphasis is different + read the second example
5. S1: Romeo and Juliet was writing by Shakespeare
6. T: was what?
7. S1: written?
8. T: RIGHT + WRITTEN

September 18th, 2001

Episode vii Grammar Focus: Modals

1. S1: why do you correct me when I write she shoulds?

2. T: because + do you remember the modals? we never modify modals + they are
3. always the same
4. S1: ok

September 20th, 2001

Episode viii *Grammar Focus: Possessive Pronouns*

1. S1: everybody is happy with your work
2. T: MY WORK?
3. S1: yes + your work
4. T: but WHY is everybody happy with my work?
5. S1: ha ++ ok + with his work
6. T: RIGHT

September 25th, 2001

Episode ix *Grammar Focus: Adjectives/Personality*

1. S1: Jô Soares is a level-headed person
2. S2: what is it?
3. T: the opposite of moody
4. S2: ok ok

September 27th, 2001

Episode x *Grammar Focus: Simple Past/Pronunciation*

1. S1: I washed his biography
2. T: you washed? with soap?
3. ((everybody laughed))
4. I watched it
5. ok + pay attention to the pronunciation

October 2nd, 2001

Episode xi *Grammar Focus: Simple Present*

1. S1: he don't
2. T: he?
3. S1: he doesn't know nothing about her
4. T: he doesn't know anything about her

October 4th, 2001

Episode xii *Grammar Focus: Simple Past*

1. S1: I see a man yesterday
2. T: not see + past ((making gestures to the past))
3. S1: saw
4. T: uh GOOD

October 9th, 2001

Episode xiii *Grammar Focus: Simple Past*

1. S1: because she haven't money
2. T: she?
3. S1: because she hasn't money
4. T: hasn't?
5. S1: yeah
6. T: past ((making gestures to the past))
7. S1: hadn't
8. T: she didn't have
9. S1: ok

October 11th, 2001

Episode xiv *Grammar Focus: Past Continuous*

1. T: what were you doing when the plane crashed?
2. S1: I watched TV
3. T: you WHAT? ((facial expression showing something is incorrect))
4. S1: I was watching TV

5. T: YOU WERE WATCHED? ((facial expression again))
6. S1: I was saw the TV
7. T: I was watching TV ++ you have to use the verb in the gerund with ing to indicate
8. an action you were doing when the plane crashed

October 16th, 2001

Episode xv *Grammar Focus: Past Continuous*

1. T: what were you doing Saturday night?
2. S1: I were visiting my friends
3. T: you were what?
4. S1: I was visiting my friends
5. T: GREAT + very good

October 16th, 2001

Episode xvi *Grammar Focus: Past Continuous*

1. S1: she was writing a newspaper
2. T: she was what?
3. S1: she was writing
4. T: writing or reading?
5. S1: reading

October 16th, 2001

Episode xvii *Grammar Focus: Preposition*

1. S1: she was reading in the sofa
2. T: not in
3. S1: she was reading at the sofa
4. T: not at
5. S1: she was reading on the sofa
6. T: yeah + GOOD

October 18th, 2001

Episode xviii *Grammar Focus: Past continuous*

1. T: what were you doing yesterday at 2 p.m?
2. S1: I don't worked yesterday
3. T: I didn't work

October 23rd, 2001

Episode xix *Grammar Focus: Simple Past*

1. T: what happened to her? + she
2. S1: found
3. T: she found?
4. S1: no
5. T: she got engaged
6. S1: she what?
7. T: engaged + fiancé for man and fiancée for woman ((the teacher wrote these
8. words on the board)) it's more than boyfriend and girlfriend + more then dating +
9. but it's before getting married ((the teacher was explaining meaning of vocabulary))
10. S1: ok: I didn't know that

October 23rd, 2001

Episode xx *Grammar Focus: Present Perfect Continuous*

39. T: I've been studying Journalism for two years + it means that the action started
40. in the past + and continues until now
41. S1: can I use I've studied Journalism for two years?
42. T: yes + but there is an ambiguity
43. S1: how?
44. T: because maybe the action finished or not
45. S1: and how do you know?
46. T: using I've been studying journalism to say that
47. S2: posso usar I studied?
48. T: NO + this is past + vou explicar mais uma vez + pensem em contexto + não em
49. coisas isoladas + procure juntar as coisas e pensar nesta frase dentro de um contexto
50. Ss: ok:
51. S3: na terceira pessoa + can I use she has been studying?
52. T: yes + GOOD + look ((the teacher went to the board and wrote down on it:
53. have/has been + (plus) the main verb in the gerund + she has been a pain since she
54. broke up with her boyfriend))
55. S2: posso usar for in the simple past?

56. T: não combina com simple past + it's better to use with present perfect
57. S2: can I say I lived here for ten years?
58. T: when? in which time?
59. S2: não posso?
60. T: NO + you need a specific time with simple past + ok + let me explain again ((he
61. went to the board)) fora de contexto + see the example + I went to the beach
62. yesterday + this is simple past + now + I have been to the beach + é complicado
63. porque em português a gente usa sempre a mesma coisa + let's open the book on
64. page 75 + so if you meet a friend after a long time + you can say + what have you
65. been doing lately? + ok + let's practice + Ric + what have you been doing lately?
66. S1: I've been working
67. S2: I've been sleeping
68. S3: I've been watching TV because of the greve
69. T: ok + the strike + what programs have you been watching?
70. Ss: ((laughs))
71. T: and you Ric?
72. S4: I've been boring
73. T: quem que você está chateando?
74. S4: no + eu estou ficando chateada com a greve
75. T: UH + OK + you have been bored with the strike
76. S4: ok + I understand now

APPENDIX III

TRANSCRIPTION FROM THE AUDIO-RECORDINGS

1st class recorded
Oct 25th, 2001

Episode a *Focus: Meaning of proverbs*

1. T: so + why don't you refresh my memory? + tell me + what did you see last class?
2. what did we talk about last class?
3. Ss: (xxxxx) inaudible
4. T: about?
5. S1: emotion
6. T: EMOTION : right + the last thing we did was the exercise on page 88 + with
7. different expressions ++ like expressions with different feelings and emotion
8. Ss: yeah
9. T: yeah? ok + uh + let's see the following now + let's go to page 89 + do you know
10. what a proverb is?
11. S1: it ((rising intonation)) it modifies the verb?
12. S2: (xxxxxxx) inaudible
13. T: your idea is correct + the idea is that so + what is a proverb?
14. S3: a popular dictation
15. T: a popular?
16. S3: dictation
17. T: a popular dictation? WONDERFUL
18. Ss: ((laughs))
19. T: ok + that's a modern definition from the dictionary + so + what is a popular
20. dictation? what are ++ what is a function of a proverb?
21. S4: knowing
22. T: first of all a proverb has not to do with a verb + but it's a sentence
23. S2: have a title + the proverbs
24. T: ok + typical proverb + typical proverb + right + it's a sentence + and each sentence
25. has at least two meanings + right? what are the two meanings that each proverb has? a
26. literal meaning + which is not important + that's not a really cause + and we have a
27. moral meaning + by moral + what do you mean? it's the meaning of + a proverb has
28. been intentioned of always bringing a lesson + of teaching it something right? you
29. looking teaching something is good for you + do you remember a brief proverb in
30. Portuguese?
31. S2: oh right + in Portuguese?
32. T: yeah + in PORTUGUESE
33. S2: mais vale um pássaro na mão do que dois voando
34. T: ok + what does that mean about? in English

35. S2: that's better if you have one + if you are certain that you be +
36. T: that you be what?
37. S2: be certain
38. T: right + that you want to be certain?
39. S2: that you want to + conseguir?
40. T: get
41. S2: to get + to think did you maybe + you didn't get anyone
42. T: right + to think that it's better to have little than to have nothing + that's an idea +
43. it's that what you'd like to say? right?
44. S2: right! ((laughs))
45. T: ok + right + any other examples of proverbs? do you remember a proverb in
46. Portuguese? would you like to share with us?
47. S5: uh-uh
48. T: sorry?
49. S5: burro amarrado também pasta
50. T: burro amarrado também pasta + ok + what does it mean?
51. Ss: ((laughs))
52. T: that's an interesting one + do you use that a lot? do you use this proverb a lot?
53. Ss: no ((laughs))
54. T: no? what's the meaning of that?
55. S5: uh + married + no + he or she + maybe interesting on ++
56. T: maybe interested in?
57. S5: in an other person
58. T: in another person + that's a little bad don't you think?
59. S2: yeah
60. T: ok + it means that when you have a relationship + a very serious relationship + it
61. doesn't mean that you can not be interested in other people + which is not good + I
62. think + but anyway + any other examples?
63. S6: quem pensa muito não casa
64. T: quem pensa muito?
65. S6: não casa
66. T: não casa!
67. Ss: ((laughs))
68. T: well + what does it mean?
69. S6: it means that you no can't
70. T: you can't?
71. S6: you can't + uh ++ pensar?
72. T: think
73. S6: about many things ++ você não pode pensar muito se não você não faz
74. T: you can't think much about anything? right? ok? do you know any of these
75. proverbs in English?
76. Ss: (xxxxxx)
77. T: proverbs are always connected to culture + there are some proverbs that happen ++
78. that have the same meaning + and + some others are completely different from one
79. culture to another + do you know any different proverbs in Spanish?
80. S6: no
81. T: no? but in English there are some + ones + a big different + do you know any
82. proverbs in English?
83. Ss: no
84. T: no + so take a look on page 89 + exercise # 7 + you have there six examples of

85. proverbs + don't worry about understanding right now, ok? who can read the proverb
86. # 1? can you read? ((pointing to one student))
87. S7: me? a penny saved is a penny earned
88. T: a penny saved is a penny earned + did you understand?
89. Ss: no!
90. T: NO? ok! wait! who can read # 2? can you read? ((pointing the finger to another
91. student))
92. S8: a ++ a ++
93. T: STICH
94. S8: a stich in time saves nine
95. T: a stich in time saves nine + ok + we are going to see the meanings + who can read
96. # 3?
97. S3: don't burn your bridges behind you
98. T: RIGHT don't burn your bridges behind you + uh-uh + you + can you read # 4?
99. S9: every cloud ((wrong pronunciation with chuá))
100. T: every cloud ((correcting pronunciation with an opened /a/))
101. S9: has a silver lining ((wrong pronunciation with sound of /l/))
102. T: every cloud has a silver lining ((correcting pronunciation with sound of /aI/))
103. who can read # 5 for us?
104. S10: one person's meat is another one's
105. T: one's poison
106. S10: ones poison + one person's meat is another one's poison
107. T: and + can you read the last for us? ((pointing the finger to one student))
108. S3: don't count your chickens before they
109. T: before they? HATCH + very good + don't count your chickens before they hatch +
110. ok +? I know that there are some words that you have never seen before + right? maybe
111. something that you can understand from the context + maybe others you can't + the
112. exercise in the following in groups of three
113. Ss: three?
114. T: three + you are going to try to identify the meaning of the proverbs + you can check
115. dictionary if you want for the meaning for those that you don't know, right? and you
116. are going to try to come to a possible meaning for each other these proverbs right?
117. remember the special of possibilities that we saw last class? try to use them + in order
118. to identify the possible meanings for each one + fresh right? you'll see that most of
119. them perhaps all of them we have a proverb in Portuguese sometimes we got the
220. difference sometimes we got the similar + try to identify the meaning, right? so +
221. work in a group of three + make small circles if you can + come on: humm + can you
222. work with this group here?
223. S2: yeah!
224. ((Everybody made groups and started working in circles))
225. T: just one more thing + let me just tell you just one more think + try not to translate
226. literally + the proverb + try to understand the meaning + the whole meaning + because
227. sometimes for us + they don't have any meaning
228. Group 1: teacher + we don't have a dictionary
229. T: you don't have any dictionary? does anyone have + does any group have an extra
230. dictionary to lend to the group here? ((pointing to a group))
231. ((nobody answered))
232. T: sorry + I don't have a dictionary with me + do you have a dictionary to lend the
233. girls for a moment?

Episode b October 30th, 2001

Group work - Focus: meaning of proverbs

1. S1: what's cloud?
2. S2: cloud? let me see in the dictionary + nuvem + nublado
3. S3: and silver?
4. S2: let me see ++ prateado
5. S1: mas o que é lining? (wrong pronunciation in the first vowel /I/
6. Ss: LINING (correct pronunciation of the vowel /aI/
7. S2: teacher + silver é prateado?
8. T: yeah
9. S2: I think that because that if the sky has cloudy + nublado
10. S1: sky?
11. S3: yeah + silver in the sky
12. S1: SKY?
13. S3: se tá nublado + tipo ++ acho que tem alguma coisa a ver com nublado e com
14. quando tem sol + né?
15. S1: é porque acima das nuvens vai tá o sol + né?
16. S2: ah + então depois da chuva ++ depois da tempestade vem + como que é aquele?
17. T: bonança
18. S2: é
19. T: não mistura as coisas não mistura + já tá puxando o outro pro outro lado?
20. S2: será que não é?
21. S3: será que é ++ tudo tem o seu lado bom?
22. S1: yes + ((he agreed moving the head))
23. S2: tá + então tudo tem o seu lado bom + ah + é pra escrever o significado em inglês
24. S2: teacher + como que é lado?
25. T: side
26. S2: ah é isso que eu tava tentando lembrar
27. ((then they passed to the second proverb))
28. S2: poison? vamos ver no dicionário ++ deixa eu olhar aqui + poison ++ veneno:
29. ((laughs)) tóxico envenenar ++ one person's meat + meat é carne?
30. S1: não não é conhecer?
31. S2: não conhecer é com dois es + aqui é carne
32. S1: uma grande pequena diferença
33. S2: carne ++ carne ++ one person's meat is another one's poison + tipo ++ é aquela
33. coisa + a carne da carne será + a carne é fraca
35. S3: oh
36. S1: no + no + no
37. S2: yeah + a carne é fraca
38. S1: no + no
77. S2: yeah + person's meat é a carne da pessoa + one person's meat seria uma carne da
78. pessoa + uma coisa assim + and another's one poison
79. S1: uma pessoa é carne
80. S2: é o veneno da outra + a carne de uma é o veneno de outra + eu acho que é assim +
81. a comida de um é o veneno de outro + é assim
44. S1: e + a alegria de um e a alegria de outro

45. S2: ah
46. S1: eu acho que é aquele + pimenta nos outros é refrescante
47. S3: é no olho
48. Ss: ((laughs))
49. S2: ok + ok acho que é isso + né? one person's meat is another one's poison + so bad
50. things for one person
51. S1: no + a good thing for one person can be bad
52. S2: for news? or good thing?
53. S2: for one can be bad or not
54. ((they passed to the next))
55. S2: don't count your chickens before they hatch + que? galinha?
56. S3: don't count your chickens before they hatch
57. S2: tá + ta + ta + ta + to procurando + escotilha? postigo alçapão chocar + chocar será
58. que é galinha?
59. S1: chickens before they ++
60. S3: tipo + não conte com os ovos antes da galinha botar
61. S2: é + não conte com a coisa antes dela acontecer + né?
62. S1: é
63. ((another group asked if anybody had a dictionary))
64. S2: ok + we don't need it more + nós não temos este problema ((laughs))
65. because don't count with something before it happened ((wrong pronunciation at the
66. and of the verb)) happened happened ((right pronunciation of /d/ with vibration, he
67. made the correction by himself)
68. T: happen
69. S2: ah ++ pensei que era happened n acaba com um n longo
70. S1: finish?
71. S2: é doesn't count, não é? ou é don't count?
72. T: it's don't count
73. S2: não + ok + but I explicate + no + explicando é ++
74. T: explaining
75. S2: explaining the don't count with one thing before it happened + então é don't ou
76. doesn't?
77. T: don't
79. S3: don't
80. S1: don't
81. S2: ok + then we finish ((wrong verbal tense)
82. T: ok : two more minutes +
83. S2: I write the proverbs in Portuguese
84. T: NO + this is not what I want + I want the possible meaning for the proverb in
85. English
86. S2: como que é bem feito?
87. S1: bem feito?
88. S2: é + uma coisa bem feita + well + well
89. S1: ah + eu não sei
90. T: let's start checking one by one + and see the possible differences that you are in the
91. correct meaning or not + so + proverb # 1 is a penny saved is a penny earned + this
92. group here + what is the meaning that you have given to this proverb? explain it to me
93. + go on
94. Group 2: if you save today + you will have more

95. T: ok + if you save today + you'll have more ((speaking and writing down on the board))
96. + ok + good + that's a possible meaning + group 3 please
97. Group 3: don't lose opportunities
98. T: oh : it's quite wrong
99. Group 3: to take advantages of the opportunities
100. T: to take advantages of the opportunities + yes + you can take advantages of the
101. opportunities + it's right ok? you + group 1 : go on
102. Group 1: if you do one thing well + you don't need to do the same thing again
103. T: ok + you
104. Group 4: you don't can't
105. T: you CAN'T
106. Group 4: you can't leave for tomorrow what you can do today
107. T: ok + what's the meaning of stitch? ((going to the next proverb))
108. Ss: we don't know
109. T: ok + it can be costura + ponto de costura ou sutura também ++ a stitch in time saves
110. nine + nine what?
111. Ss: nine ++
112. T: nine stitches + so + if you do one stitch know + you don't need to do nine stitches
113. later + so + what's the possible meaning for that? that + you have to solve your
114. problem while it is still very small + right? because then it will become more difficult
115. to solve ++ so + do it now + don't leave for tomorrow + it can't be said in this way +
116. if you have something to do it + and if it is important + do it now while it's still small
117. + tomorrow it will be bigger + then you'll have more and more trouble + and you will
118. have more and more to solve + the same problem you had yesterday + why? what did
119. you say?
120. S2: you +
121. T: if you do something well to do you don't need to do it + humm + it could be + but
122. not for this one + not for this one + but it's fine + you got the idea + GREAT
123. Number 3 + don't burn your bridges behind you + you read please
124. Group 4: don't forget about where you ++ já passou
125. T: where you + how do you say já passou?
126. you have + have passed + you have got through
127. Grupo 4: yes + because you você pode precisar
128. T: you may
129. Group 4: you may need
130. T: may what?
131. Group 4: you may need
132. T: to go back
133. G4: go back
134. T: or to return + that's a possible meaning + don't forget the place you have passed
135. through + because you may need to go back
136. T: right + girls:
137. Group 3: don't forget you can need to return
138. T: you may need to return
139. Group 3: don't forget the people who helped you
140. T: OK + EXCELLENT + RIGHT + I think all groups have the same meaning + we have
141. have something similar in Portuguese + what's the similar proverb in Portuguese?
142. Group 2: não feche as portas atrás de você + right? + always remember people who
143. have helped you
144. Group 3: não feche a porta para as pessoas

145. T: sim : claro + é para pessoas + não é porta no sentido literal + ok + right?
146. # 4 + every cloud has a silver lining + this is difficult ;
147. Group 2: the dreams is important
148. T: the dreams are important
149. Group 3: maybe + the dreams are important + next
150. T: there are other meanings behind the appearance + OK + so + the appearance is not
151. important + ok + that's a possible meaning
152. Group 3: all the things have a good side
153. T: all the things have a good side + ok it's a possible meaning + and you?
154. Group 2: equal
155. T: the same + ok + so + you all know what a cloud is + RIGHT?
156. Ss: yeah
157. T: what's a cloud?
158. Ss: nuvem
159. T: can you imagine a cloud? + how can you imagine a cloud? fluffy? like cotton
160. candy?
161. Ss: hu-hu ((laughs))
162. T: ok : what about the silver lining? + what's a silver lining of a cloud? + imagine the
163. following situation ((drawing on the board)) + here's the sun + ok? + and then
164. suddenly fluffy little clouds come and covers the sun + what happen?
165. Ss: (xxxxx)
166. T: oh COME ON + look here + it's sunny + you are on the beach + and + blá + blá +
167. blá + hot + and having beer + and then : the cloud come and hides the sun + what
168. happen?
169. S3: dark
170. T: it gets darker + you don't see the sun anymore + right? so + it's exactly what you
171. said + you can see the light of the sun around the cloud + right? this is the silver lining
172. + what's the moral meaning of this?
173. S4: after the storm +
174. T: NO + the moral meaning is exactly what you have said + I mean this possibly is a
175. problem + because there is no sun anymore + but there is a good side + so forever +
176. problem there's always a good side + forever bad situation + it's a bad situation +
177. right? but there is something beautiful around the bad situation + so every + each
178. every bad situation has or may have a good side
179. S5: to think (xxxxxx)
180. T: Hum : yes + something like that + do you know Ric?
181. yes
182. T: yes? ok? if you don't + read Ric and you'll see something like this + ok?
183. that's always see the good side or blá + blá + blá + ok?
184. S6: nada ou ninguém é totalmente ruim + né?
185. T: exactly + that's it + nothing is too bad to be horrible + and to good to be wonderful
186. + nothing is too bad to be completely horrible + everything has some good side that
187. you have to find + # 5 + this one is easy + one person's meat is another one's poison
188. Group 2: there are things good for ones and bad for others
189. T: ok + that's a possible meaning + you
190. Group 1: tá igual
191. T: read
192. Group 1: good thing for some can be bad for others + ok girls now
193. Group: what's good for one + not good for another

194. T: what's good for one + may not be good for another + well + if you could choose to
195. have a wonderful dinner tonight + what would you choose? + meat or poison?
196. S3: meat
197. T: so + we are going to have a wonderful dinner tonight + everybody + right? and you
198. can choose to have these two things for your meal + what do you choose + meat or
199. poison?
200. Ss: MEAT
201. T: why?
202. S2: because ++ kill ++
203. T: ok + the idea is that ++ one thing is positive or has a positive meaning + and the
204. other has a negative meaning + so + we have meat as something positive and poison as
205. something negative ++ so + that's the idea, the idea that one person's meat is another
206. one's poison + so + one + something that can be positive for one person + maybe
207. negative for another + so we have a difference of values ++ what maybe good for me
208. may not be good for someone else + right? so : this is the idea ++ one same thing + the
209. same situation can be good for some + and bad for others + for example + the day of
210. the exam + is it good or bad for you? ((pointing the finger to one student))
211. S6: bad
212. T: BAD + but it is good for me + because I can sit down here and read ((laughs)) so +
213. my meat is your poison + this is the idea + and the last one ((going to the next))
214. don't count your chickens before they hatch + you + you know that + don't you? ok?
215. can you start girls?
216. Group 3: don't come things that you don't have the certain
217. T: ok + don't come through things that you don't have the certain + right? that's a
218. possible meaning + you :
219. Group 3: the future is (xxxxx)
220. T: the future is :
221. Group 3: uncertain
222. T: the future is uncertain + ok + that's a good meaning + you :
223. Group 4: don't count with one thing before it happens
224. Group 2: you only have to have a decision if you are certain
225. T: ok + we have a similar proverb in Portuguese for this + but let's start + what's the
226. verb to hatch?
227. S2: jogar
228. T: LOOK ((drawing on the board)) ++ the egg + what do you have inside the egg?
229. S2: a little chick
230. T: a chick + a chick is inside the egg + ok? ((showing the design on the board))
231. S2: or :
232. T: or not
233. T: or what?
234. S2: yolk
235. T: ok + ok + fine + you can have yolk or white + but usually + ok + let's talk about
236. real eggs + not about the eggs that you find in the supermarket
237. Ss: ((laughs))
238. T: so + this egg has a chick inside + the chick needs to go out + to break the egg so
239. this is to hatch + to hatch is to go out of + get out of the egg + so if this proverb says +
240. don't count your chickens + you have six eggs + how many chicks do you have?
241. S2: six
242. S3: one?
243. T: no + you have no chicken + you have six eggs that may become six chickens but +

244. you don't have six chickens here + so this is the idea of the proverb + you got all right
 245. Ss: ((laughs))
 246. T: do you have any questions? let's bring some proverbs other day and let's play
 247. more
 248. Ss: yeah ((laughs))
 249. T: ok + now let's go to page

((the following transcript episode is about another topic, however it was recorded in this sequence, in the same class and date))

Episode c October 30th, 2001

Focus: Reading signs

1. T: so + let's go back to the real hard work + let's go back to page 89
2. Ss: 89
3. T: hmm + how many of you can drive? drive a car?
4. Ss: me + me ((some of the students said they could))
5. T: ok + almost + do you have a license?
6. S3: no + I ++
7. S2: study
8. T: you are studying + you are learning how to drive?
9. S3: yeah
10. T: I don't want to take a ride with you
11. Ss: ((laughs))
12. T: ok + so + I believe who all of you that can drive have taken the driver license?
13. ((nobody answered))
14. T: talk about something that you've learned
15. S2: you take care S4: oh + how can I park?
16. T: how to park
17. S4: about the think
18. T: you learn how to THINK?
19. S4: sign
20. T: oh + about the signs + ok
21. Ss: about the mechanic of the car
22. T: mechanics + so this is also what I learn but specially about the fines + eu lembro
23. que quando eu fiz ainda era com a legislação antiga e eu decorei todos os todos +
24. todos ++ so take a look at the page 89 + so we have some signs here + so we have
25. some signs here + so I'm going to give you two minutes to read the conversation + try
26. to observe the picture about the signs to illustrate and see if you have any doubts +
27. then we'll come back and discuss
28. ((two minutes passed away))
29. T: ok + so we have Vickie and John + what's the situation? where are they?
30. Ss: (xxxxx)
31. T: they are?
32. Ss: in the car
33. T: where?

34. Ss: in a highway
35. T: yeah + do you know what a highway is?
36. Ss: yeah
37. T yeah? what's a highway?
38. ((they said nothing))
39. T: ok it's a road in which you can drive faster into the city that's a highway and what's
40. happening here?
41. Ss: the signs are confusing
42. T: hu-hu + the signs are confused so + for example + they talk about the lines of the
43. road + what do these lines of the road mean?
44. S5: it's allowed to pass here
45. T: but my question is : is she certain?
46. Ss: no
47. T: no + she's not certain she doesn't know + they must mean that you aren't allowed
48. to pass here + does John agree?
49. Ss: (xxxxx)
50. T: no no about the dialogue he passes the car + even if he doesn't know if he can do or
51. if not or he doesn't anyone
52. S5: what's (xxxxx)
53. T: sorry?
54. S5: allowed? permitted?
55. T: what about the signs?
56. S4: (xxxxx)
57. T: ok + look this is the highway + then you have the place + then you can drive + each
58. place is a way RIGHT? it's a place in the highway in which we can drive + so you
59. have the middle lane
60. S5: lane não é saída?
61. T: não lane é pista : saída é diferente
62. S5: pista de corrida
63. T: não isso é diferente
64. S3: for example + on Beira Mar Avenue there are three different positions that you can
65. drive + so ok what happens + it maybe means you can take a left what do you mean to
66. take a left?
67. S3: esquerda
68. S4: direita
69. T: direita ou esquerda?
70. Ss: esquerda
71. T: ok right + does John agree?
72. Ss: no
73. T: it maybe means you can turn left it you want to what you are not oblige to + I think
74. I have
75. S4: I have
76. T: I think I'll just go straight + what does it mean?
77. S4: uh
78. T: yeah he may turn left but he wasn't go straight my question is + you have Vickie
79. and John they are good drivers
80. Ss: no
81. ((laughs))
82. T: no ok who do you think is driving the car + the man or the woman?
83. S6: the man

84. S7: the woman
85. T: the man or the woman?
86. S2: the woman
87. Ss: the woman
88. T: the woman or the man?
89. S4: the man
90. T: right + neither of them can drive well + that's the point + do you drive better than
91. them?
92. S3: yes
93. T: yeah ((laughs))
94. T: so now let's listen to the rest of the conversation right + you have two pictures +
95. which picture shows the highway they were driving one ? which sign is the police
96. officer talking about? just like in Brazil + no different
97. ((next the teacher played the tape twice because they asked him to put it again; then, they explored the listening very much))

Tape 2

Episode d Nov 1st, 2001

Focus: *terminology and reading*

1. T: what's a noun?
2. Ss: substantivo
3. T: ok + e quando é que vai ser gerúndio? quando tiver o verbo to be + junto com o
4. verbo + tem?
5. Ss: (xxxxx)
6. T: quando vier precedido de preposição ou quando for núcleo do sujeito + tem alguma
7. das duas? tem preposição antes? tem verbo depois? não + substantivo + quando é que
8. tem substantivo? quando ele for núcleo de um grupo nominal + ou seja a forma mais
9. importante de um grupo nominal ++ se eu tenho aqui drinking water + ta? qual é a
10. palavra mais importante aqui?
11. Ss: water
12. T: então drinking não é um substantivo + para ser adjetivo tem que estar ligado a um
13. substantivo + modificando um substantivo + ta ligado ao substantivo?
14. Ss: (xxxxx)
15. S1: teacher what's got milk?
16. ((laughs))
17. T: ok + that is a ++ so + first of all there is a slogan for an American campaign to drink
18. milk + to suggest to + how can I say? to encourage suggestion of milk because the
19. research said that blá blá blá + for you not drink + a idéia é a mesma + have you got
20. milk? do you have? have you been drinking? + primeiro eu parti para do you have ++
21. ok + let's go back # 7 drinking water + permission + prohibition or obligation?
22. Ss: permission
23. T: permission + and where do you find?

24. S2: parks
25. T: shopping malls
26. ((laughs))
27. S3: schools
28. T: can you read # 8?
29. S4: no playing balls
30. T: no playing balls + what does it mean?
31. S5: you aren't allowed to play ball in the play ball in this place
32. T: permission + prohibition + or obligation?
33. S: prohibition
34. T: and where can you find a sign like that?
35. S2: hospitals
36. S6: public gardens
37. T: public gardens or squares ++ uh-uh + what else? what else?
38. S4: private garden
39. T: private garden also + uh-uh + on a highway + inside the hospital + in the shopping
40. mall
41. S5: in a library /llibrary/
42. T: in a library? (correcting pronunciation)
43. T and Ss: ((laughs))
44. S7: at the beach
45. T: Ummm + some beaches yes

Episode e November 1st, 2001

Focus: correcting homework - grammar focus: use of must, have to, can, can't, aren't allowed to and are allowed to

1. T: let's go to your workbook to check very clear the exercises + let's start with the
2. exercise # 5 page 82 + complete the sentences using the words and phrases in the box
3. + use each word or phrase only once + you see we have five short dialogues + # 1 is
4. the example + we have a father teaching a son how to drive + right? + ok + has your
5. father taught you how to drive? or no?
6. Ss: no
7. T: no? ok + so the first is the example + the father said well + first you have to start the
8. car and the son said oh + yeah: I almost forgot + who can read # 2?
9. ((no volunteers))
10. T: ok + you are the father and you are the son ((pointing to two students))
11. S1: ok + now remember + can't go above the speed limit
12. T: repeat + you forgot to say the subject + can you repeat? + now remember?
13. S1: you can't
14. T: good: + go on
15. S1: you can't go above the speed limit
16. T: you can't go above the speed limit + prohibition? permission? or obligation?
17. Ss: prohibition
18. S2: can be aren't allowed to?
19. T: you aren't allowed to go above the speed limit + can I say aren't allowed to instead

20. of I can't? yes or no?
21. Ss: no + yes + yes
22. T: yes yes the same thing + it's possible + they are both prohibition + so they are both
23. possible + two volunteers to read # 3
24. S3: what does that sign mean?
25. S4: that means you aren't allowed to turn left
26. S5: ok
27. S1: ((laughs))
28. T: that means you aren't allowed to turn left or ++
29. S3: can't
30. T: you can't turn left + uh-hu + ok + # 4 + you can read the father? Ric. can you
31. read the son?
32. S9: uh-uh
33. S4: see that sign? it means you are allowed to go left or you can go straight + let's turn
34. left + but be careful
35. S6: ok this is great dad + it' easy
36. T: uh-uh that you can turn left or are allow to go straight + they are both what?
37. permission + prohibition or obligation?
38. Ss: permission
39. T: they are both permission right + and the last one + # 5 + can you read the father?
40. can you read the son? ((the teacher chose two students to read the last exercise))
41. S7: hey stop + didn't see any sigh? it means you must come to a complete stop
42. S8: what sign? I don't see any sign
43. S7: that's the problem
44. Ss: ((laughs))
45. T: ok + you must come to a complete stop if you don't see any sign + questions here?
46. S6: must is obligation?
47. T: must is obligation + correct?

Episode f Focus November 6th, 2001

Homework Correction - Grammar focus: use of may, might, allowed, and probably

1. T: ok + # 6 + you have to rewrite these sentences and find another way to say them
2. using the words given + one volunteer to read # 1 you? ok maybe it means you are not
3. allowed to fish here + and you have to you write it using may?
4. S1: maybe it means you may not to fish here
5. T: maybe it means?
6. S1: you may not
7. T: fish here + is it correct?
8. S2: is not to fish?
9. T: let's see + maybe it means you may not fish here + that's the question + is it fish or
10. to fish?
11. S1: fish
12. T: fish or to fish?
13. Ss: fish
14. T: why

15. S3: because ++
16. T: no it's correct + you may not fish + remember? it's a modal + it's a real modal so real
17. modals the the uh the main verb never goes with to + always may fish ok + maybe it
18. means you may not fish here + the original sentence says you are not allowed to fish
19. here + this is the original sentence + so what Ric did was she changed it + you are
20. not allowed or you may not + my question is you are not allowed to + permission
21. prohibition or obligation?
22. Ss: prohibition
23. T: ok it's a prohibition + can you use may for prohibition
24. S4: permission
25. T: may is for permission + so my point is that when we change one thing for another +
26. in this case we change the meaning of the sentence + right + uh + does anyone have
27. any different alternatives? go on
28. S3: (xxxxx) you are not allowed to fish
29. T: good
30. ((everybody talked at the same time, but it was inaudible))
31. T: because what she did was the following remember? the maybe here express the
32. of uncertainty which is the same thing that may here does + it may means I'm not sure
33. + I think it may mean and she keeps the prohibition it is still prohibition but I'm not
34. sure if it is really a prohibition or not + did you understand Ric?
35. S5: yeah
36. T: ok good + any question about # 1?
37. S1: é sempre o not vem depois né do modal
38. T: yeah + another volunteer to read # 2
39. S6: me
40. T: ok the original sentence is + you can't light a fire here + and you have to rewrite it
41. with allowed this is easy
42. S6: you aren't allowed to light a fire here
43. T: you aren't allowed to light a fire here
44. S7: allowed to light?
45. T: allowed to allowed to
46. S7: ummm
47. T: that's what she said you aren't allowed to light a fire here and you?
48. S8: it isn't allowed to light a fire + a não
49. T: light or to light?
50. S8: to light
51. T: ok + my question is what the difference between these two sentences? do they have
52. the same meaning?
53. S5: the first you speak to another person and to (xxxxx)
54. T: the meaning is the same exactly the same only the structures are a bit different what
55. she did is you have you and you in general is when you are speaking to a specific
56. person + you have a subject here ++ what she did was ((pointing the finger to the other
57. student)) it isn't allowed to light a fire here + empty subject + both they are the same +
58. this is to show that there are innumeral alternatives to say the same thing using different
59. structures + right? so it is what I said before + there is no ah there is not the idea of
60. exactly right or exactly wrong + there possibilities + and the possibilities may fit or
61. may not fit into each situation + let's read # 3 + go on + the original sentence says +
62. perhaps that sign means you're not allowed to swim here + with might
63. S3: ah that sign might mean you're not allowed to swim here
64. T: ok ++ that sign might

65. S3: might
66. T: means?
67. S3: mean
68. T: ummm ok right that sign might mean you're not allowed to swim here +
69. excellent + sign + why mean and not means? it's a modal here and then
70. always + infinitive ((the teacher is saying and writing on the board)) ok? look + it
71. means blá blá blá CERTAINTY + I know + I'm sure it means this + might mean + all
72. the moment I put a modal verb the main verb is always in the infinitive form +
73. ALWAYS
74. S4: but might mean + it might mean you're not allowed to
75. T: uh-uh + you can say it might mean or you can keep the perhaps if you want to + but
76. remember that you don't need to + right? you can + it's a permission + you can say
77. that sign might mean or perhaps that sign might mean they are both correct + the idea
78. of certainty is still maintain + ok? and the last one? # 4 + who can read # 4? can you
79. read # 4 for us? I think that sign means you can get food here
80. S6: I think that sign means you probably can get food here
81. T: let's take a look ++ ok this is the original sentence ((writing it down on the board))
82. I think that sign means you probably can get food here + so let's divide the sentence in
83. two + I think that sign mean and you can get food here + of the one side of the
84. sentence we have the idea of uncertainty right? I think + ok + in the other side +
85. permission prohibition or obligation?
86. Ss: permission ++ prohibition ++ no permission
87. T: permission + prohibition or obligation?
88. Ss: ((xxxxxx))
89. T: here is the idea of ability that it means I think that sign means it is POSSIBLE + to
90. get food here ((showing the sentence on the board)) right? that you are able to + that it
91. is possible + that you can find food here + right? so + this CAN isso eu fiz prá vocês
92. persistirem + apesar de a gente estar batendo na mesma tecla permission prohibition
93. and obligation não é só isso + principalmente o CAN ele vai extrapolar essa coisa de
94. permission prohibition and obligation + o nosso propósito aqui é o que importa mas
95. ele também tá aqui no sentido que já fogue + ability + so + the ability is probably +
96. PROBABLY brings the idea again of uncertainty + now where can you put this
97. probably?
98. Ss: probably that sign means
99. T: ok one + you have here some alternatives + one alternative is to substitute I think
100. by probably + probably that sign means this is one alternative + what's another
101. alternative?
102. S5: that sign probably mean
103. T: that sign probably means
104. S4: or it probably means
105. T: or it probably means FINE if you know that are talking about the sign + another
106. alternative
107. S3: you get
108. S7: you can get
109. T: you can probably get food here + one of this three alternatives + not the three + so
110. you choose one + why does it happen? probably is an adverb and as all adverbs they
111. are mobile you can put in the beginning in the middle and in the end
112. S8: vai vírgula?
113. T: só se for deslocado no começo + probably, that sign means + se for deslocado no
114. começo sim sempre com vírgula + se ele tiver aqui não precisa ((showing on the

115. board))
116. S6: means não muda né?
117. T: NO
118. S1: eu não entendi na realidade por que que +
119. T: por que que?
120. S1: porque que eu não podia botar you are + you are not
121. T: you may not fish here + OK uh look ((writing the sentence on the board)) because
122. the use of MAY is particularly interesting + the idea of may is the idea of possibility +
123. possibility in the sense of probability of a chance of something you have + for
124. example look outside + it may rain or it may not rain + it is the same idea that is
125. indicated here + this + the same idea is not + it's a different idea + that's why you have
126. to avoid to use MAY in this sentence + because the idea that + if you say you are not
127. allowed + it means you can't + this is a very strict thing that means you are prohibited
128. this is prohibition + it's impossible to do that + legally you can't do that right + right?
129. it's different to say that you have a possibility even if it's negative + it's different + so
130. it's different if you say you can or you may not unless it's used as a permission + if
131. you have in the context a question using MAY than you know that you are asking for
132. permission and than in the answer for example yes you may this may is permission +
133. no you may NOT + this is prohibition + that only if you have a question before + only
134. if you ask first + there is no question in that context + so you cannot use may + got it?
135. ok

Episode g Nov 6th, 2001

Focus: Review of some grammar points: the use of the modal may and the difference of past continuous and present perfect

1. T: let's go to the review now + now I'm open for your questions + your doubts +
2. your problems + I'm all yours +
3. S1: então eu vou fazer uma pergunta bem nada ver
4. T: vamo lá
5. S1: por que que não pode ser assim + maybe it means you don't may
6. T: you don't may? ok + let's start on the beginning + uh + don't means DO NOT + and
7. than you have MAY and you have fish + right? ok + what's the auxiliary verb in don't
8. may fish?
9. S1: do
10. S2: may
11. T: do? may? remember that all modals are also auxiliary verbs + remember that? they
12. are modal auxiliary verbs + and than we have a DO real auxiliary verb + the fact is + the
13. point is + you never have in this situation + a modal with another auxiliary verb and then
14. the negative comes from the auxiliary + that's why may not fish + eu nunca vou ter
15. coisas do tipo don't may don't can don't must NEVER
16. S1: tá + por que que o not vem depois?
17. T: por que que o not vem depois do MAY?
18. S1: é
19. T: olha a formação de negação + auxiliar negação

20. S1: ahhhhhhh
21. T: ok? bem + questions?
22. S3: what's the main difference between (xxxxx)
23. T: ok
24. Ss: laughs
25. T: let's see past continuous and present perfect + let's see if I got past continuous and
26. present perfect simple ok
27. S2: they all start in the past and finish in the past ++ no?
28. T: hummmmm not necessarily but +YES: let's see how it works + remember that class?
29. we start talking about past continuous that it never exists alone right? it depends on the
30. tense + it needs either a simple past together or another past continuous that's all +
31. past continuous is used to establish relation of something that happened in a simple
32. past for example while at the same time that one thing happened another thing was in
33. progress + one example ((writing it on the board)) I was sleeping when the phone rang
34. there's always the idea of interruption + so I was sleeping + in the past yes? but in +
35. during a period of time + in progress + the phone rang punctual + it happens and
36. interrupts the first section + right? so + past continuous there is no relation to the
37. present + it's not started in the past and it still happens: + NO + it's always related to the
38. past or for example + while I was reading uh she was cooking + two sentences in the past
39. continuous in the past or in progress happening and there is no interruption of one by
40. other continuous action happening in a parallel right? now + present perfect + here we
41. have a certain idea of PROGRESSION + but it's different because the verb is not in a
42. continuous sense + it's not in the ING form + right? and here so it's in the past start
43. and finish in the past + that's all + perhaps this is the problem + this is the difference
44. at all + right? past continuous NEVER comes to the present and present perfect simple
45. MAY come to the present or NOT + right? did I answer the question?
46. Ss: yes
47. T: good
48. S2: can you give one example
49. T: for example I've seen Jim here a lot of times + ok? my question is + when did this
50. action happened? Can I ask this question of WHEN?
51. S4: está acontecendo
52. T: sorry?
53. S4: está acontecendo?
54. T: está acontecendo? NO + my question is I've seen Jim a lot of times + when?
55. S9: we don't know
56. T: we don't know + there is no idea of time involved + so
57. S1: this is what we call ++
58. T: unknown past + desconhecido + I don't know + so even when we have I have seen
59. here + eu vou bater de novo na mesma tecla em português + enquanto vocês tiverem
60. pensando em português vocês nunca vão entender isso + porque a tendência é traduzir
61. quando eu tenho visto e da idéia de que a coisa tá acontecendo e não é + I have seen
62. her + I have seen Jane here a lot of times + em português faz o mesmo sentido de
63. pretérito perfeito + eu a vi aqui muitas vezes + even in Portuguese it doesn't matter
64. with the time + it's explicit or we use both simple past + in English no simple past
65. you have for example + I saw him here yesterday ((writing on the board)) and se
66. tirar o YESTERDAY vira I've seen him here
67. S1: tá mas mas I've seen não é presente perfect
68. T: não?
69. S1: não

70. T: o que que é?
71. S1: não tem que ter ing?
72. T: continuous present perfect continuous
73. S1: ah tá ((laughs))
74. T: so + then I have been seeing him here se fosse present perfect continuous but the
75. question was about the present perfect simple + right? what else? more questions? I
76. need your questions ++ more questions + more problems you have ++
77. S4: I've been interested in movies seen I was a child
78. T: ok
79. S4: can I use I've been working blá blá blá it's another +
80. T: it's another structure it's another tense
81. S4: yes
82. T: yeah if you say ++ if you say for example I've been interested in movies since I
83. was a child then ++ I've been working here since 1999 for example
84. S4: for for eight months
85. T: ok
86. S4: my doubt is I can use for or since? with different tense
87. T: you can't the idea is a bit different but the tense is the same + I will show you +
88. I've been working + so you have HAVE + BEEN + VERB WITH ING ((writing it
89. down on the board)) what's this?
90. S4: the present perfect continuous
91. T: GOOD present perfect continuous + good + now I've been interested
92. S4: past continuous
93. T: look you have HAVE plus BEEN + is there another verb? + is interested another
94. verb?
95. Ss: yes no no
96. T: NO it's not a verb + remember this is an adjective with ED and ING remember the
97. participles as adjectives + pay attention be careful with that + how do I know that this
98. is not a verb? + very simple + you have two possibilities of present perfect + simple
99. and continuous + only TWO possibilities + present perfect SIMPLE have or has which
100. is auxiliary + ((saying and writing)) + the verb in the
101. S5: particípio
102. T: in the? PARTICIPLE that's the only possibility + CONTINUOUS plus HAVE plus
103. BEEN plus ALWAYS HAVE plus BEEN plus VERB IN THE GERUND + two
104. auxiliary verbs + and main verb + here auxiliary auxiliary main + so we have here +
105. this been here is auxiliary
106. S5: ah professor eu não entendi
107. S1: as I have present perfect continuous I have to say period of time as when I was I
108. child I was ++
109. T: not necessarily that's my second part of the question that the sentences are not
110. different because they are both perfect they are both present perfect one is simple and
111. the other is continuous so when do I use FOR and when do I use SINCE? only if I
112. want to I' not obliged it's not an obligation it's a permission + so if I want to use FOR
113. if I want to use SINCE either present perfect simple or present perfect continuous fine
114. I can but I don't have to + if the context doesn't need them fine + for example what
115. have you been doing lately? I've been working as a photographer or I've been working
116. as a photographer for ten years or ten months + you can + you can do that + you said
117. you didn't understand what?
118. S5: the first
119. T: the first + I'm interested in movies

120. S5: só usa I'm or I was
121. T: uh-uh simple present or simple past + ou eu posso usar future se eu quiser + isso
122. vocês tem que ter em mente não seguir apenas os exemplos do livro só + eu posso
123. dizer I will be interested in movies in the future I don't know + I can use it with those
124. structures we have seen + I may be interested + today I am not but I may be
125. S2: it's always past participle in the present perfect + and continuous with have been
126. ++
127. T: aqui não muda tanto quer ver? you have have mais participle + qual é o verbo
128. auxiliar do continuous?
129. Ss: (xxxxx)
130. T: a verb to be mais o verbo principal com ing + isso aqui é present and isso aqui é
131. present continuous ((showing the example on the board)) se eu juntar essas duas coisas
132. o que que eu vou ter? eu vou ter o have e o present perfect tem que ter um lugar para
133. partícipio e para o verbo to be + have plus to be in the participle que é?
134. Ss: been
135. T: yes and mantém o verbo principal + a matemática + a matemática pura e simples
136. S5: o adjetivo ali naquele exemplo ele pode ser com ing também?
137. T: NO ele é um adjective com duas formas + existe interested and interesting agora
138. não quer dizer que eu possa usar que eu possa intercambiar eles em todos os contextos
139. + I can say I'm interested in movies because the movies are interesting + got it?
140. S4: external +
141. T: when it's external to me ED when it's internal ING
142. S1: pode colocar had?
143. T: se eu botar had fica past perfect daí fica diferente bem diferente
144. S2: o que diferencia um do outro se os dois podem começar no passado e terminar no
145. presente?
146. T: present perfect and continuous o que diferencia um do outro?
147. S2: yeah
148. T: tá remember I said that present perfect simple is unambiguous + to finish with the
149. ambiguity of present perfect simple we have present perfect continuous + present
150. perfect continuous a única possibilidade é isso aqui + o significado é isso aqui started
151. in the past and it is happening until the present ONLY + present perfect simple pode
152. ser tanto um quanto o outro tem mais alguns que são menos usados + so it's
153. ambiguous + present perfect continuous is only to finish with the ambiguity of
154. present perfect + the only possibility of present perfect continuous is starting in the
155. past and it is still happening + the consequences are visible in the present + for
156. example + we've been studying together for three months + we've started sometime
157. in the present and we are still doing this + in the present + right? + more questions?

Episode h November 6th, 2001

Grammar point: the difference between adjectives with ed and with ing

1. S1: como que eu vou saber quando o ed é adjetivo?
2. T: já vou explicar + let's start by the title + I think they are going to help you + what's
3. an adjective? it's a word or it's a quality that you use to differentiate the nouns + red

4. card + green card ++ participle is related to verbs + so here we are going to see
5. adjectives that are derived from verbs + that's why they are participles + we have
6. seen a lot of times the past participle which the verb is used with the present perfect
7. remember? so we have two kind of participles + present participle and past participle
8. + and here we have present participles as verbs ending in ing and past participles
9. ending in ed + right? this means that from the most of the verbs we can transform
10. them in adjectives + we have this in Portuguese too but in English for example we
11. have the verb to bore right? even if you don't know the meaning + bore plus ing is
12. ((writing it down on the board))
13. Ss: boring
14. T: ah boring you know right? ok bore plus ed
15. Ss: bored
16. T: great so we see that from the verb we derive two adjectives + what's the
17. difference between boring and bored?
18. S2: external in the past in the past
19. S1: things are boring
20. T: boring yes we use the ing form when the adjective is internal + for example ++ the
21. English class is boring + I know that you don't agree but it is the example
22. Ss: ((laughs))
23. T: so boring is a characteristic which is internal too + right? o que que é boring?
24. S1: é chata
25. Ss: a aula de inglês
26. T: então é interna + é uma característica da aula + não é de alguém que tá na aula + é
27. da aula + ok? so + I am in this English class and this English class is boring so: if I
28. am in this English class I can say + I am boring?
29. Ss: no
30. T: I am
31. Ss: bored by this English class
32. S3: tem que ser by ou não?
33. T: most of the time is BY and sometimes IN + ok when we say I am bored + who's
34. bored?
35. Ss: I am
36. T: ok why am I bored?
37. Ss: because the English class
38. T: yes this is a characteristic + boring is the English class but now I'm talking about
39. the effects on me + so this characteristic is external to me + é o resultado disso aqui
40. em mim + a aula é chata e eu tô chateado
41. S3: effect
42. T: YES cause and effect there is a good relation between cause and effect + the cause
43. is boring + and the effect I am bored + excellent + and the idea of being present and
44. past is only because of this + because + this is internal ACTIVE or this is external or
45. PASSIVE
46. S4: sempre tem que ir by
47. T: yes but depends on the context + for example se eu sei que você está sonolento por
48. causa do filme + você não precisa dizer I am bored by this movie no right? agora tu
49. simplesmente entrar na sala de cinema e dizer I am bored
50. Ss: ((laughs))
51. S4: mas eu posso dizer isso
52. T: bored by why?
53. S4: é

54. T: SURE + yeah the idea of context
Episode i November 6th, 2001

Grammar focus: preposition

1. T: let's correct this sentence + I was commuting to work when I lived out of town +
2. you have to use suburbs
3. S1: what is the preposition to use here
4. T: in
5. S1: in a
6. T: in a NO + in THE + in the suburbs + why? why not a suburbs? very simple + just
7. one question + do you know what suburbs are? In Portuguese is subúrbio but in
8. English suburbs are residential areas of big cities

APPENDIX IV

TRANSCRIPTIONS FROM THE VIDEO-RECORDINGS

Episode 1 Nov 8th, 2001

Grammar Focus: If clauses

1. Group 1: we disagreed
2. T: why?
3. G1/S1: an honest person is true about her feelings + and about feelings of someone
4. else ++ she or he never lie +
5. T: so + according to you an honest person is a person who always says the truth
6. G1/S2: say the truth?
7. T: yes
8. G1/S3: always ++
9. G1/S2: no + not always
10. T: why? + let me give you an example + you go to somewhere with your boyfriend +
11. and your boyfriend says you are very ugly
12. Ss: ((laughs))
13. T: what do you think? + do you understand?
14. G1/S2: no + ah + ok ok
15. T: you go to a party with your boyfriend + and you spend a long time combing your
16. hair and making up + and your boyfriend says: you look very ugly
17. G1/S2: no problem
18. T: no PROBLEM? ok + fine
19. Ss: ((laughs))
20. T: anything else?
21. G1/S1: I + I + start to + to think about money to
22. T: but + are there many kinds of honesty?
23. G1/S2: yeah :
24. T: do you think so?
25. G1/S2: yeah
26. T: ok + keep this in mind + let's see you +
27. Group 1/S3: honesty (xxxxx) social act (xxxxx)
28. T: social acts? do you have any examples?
29. G2S4: someone who follows his or her own principles or someone who speaks
30. always the truth
31. T: this discussion was important before we see the conversation + now open your
32. book on page 92 + let's see example # 1 + we have five stories of honesty + discuss
33. in groups what would you do in each situation + so read them and discuss

34. ((they discuss the stories about five minutes))
35. T: one volunteer to read the first situation
36. G3/S5: if you find \$ 750,000 and you stay only with a phone call +
37. T: what would you do in this situation? you find the person + you give the money
38. and the person only says thank you very much bye bye + my question is wouldn't
39. you regret?
40. G3/S6: regret? what's that?
41. T: arrepende-se
42. G3/S7: não + it is not mine
43. T: ok Joe + could you read the 2nd one?
44. G3/S8: jewelry + what's that?
45. T: jewelry? Rings + necklace + bracelet
46. G3/S7: uh
47. ((xxxxxx))
48. T: has anything similar to you ever happened to you? you've lost something and
49. someone returned to you?
50. ((the teacher wrote down on the board the following sentences If I find some money,
51. I will return it))
52. G1/S2: what's you kidding?
53. T: you kidding? you can't be serious about it + so + this is the idea ++ ok + now I'm
54. going to play the CD
55. ((after they listened to the listening exercise, the teacher focused on the sentence
56. again: If I found \$ 750,000, I wouldn't return it so fast))
57. T: what do you have here + present + past or future?
58. Ss: present
59. T: yeah + if I find \$ 750,000 today + I will return tomorrow + present and future + ok?
60. + what would you do if you found money on the street?
61. G1/S1: I would take it to the police
62. T: do you think the police would return the money?
63. Ss: ((laughs))
64. T: so + did you take the idea? + remember the beginning of the semester ++ I started
65. explaining the if clauses ++ let's refresh your mind ++ if I found \$ 750? + again
66. you have two clauses + this sentence here + present + past + or future?
67. Ss: ((nobody answered))
68. T: look at the verb ((pointing to the verb on the board and underling it)) + present +
69. past or future?
70. Ss: past
71. T: ok + past ++ I wouldn't return + what tense?
72. Ss: future ++ past
73. G1/S2: passado perfeito
74. T: the idea is the future + right? if I find the money + I will return it ++ if I found the
75. money + I would return it + when?
76. G1/S2: tomorrow
77. T: the idea is present + in the first sentence you have present and future + and in the
78. second you have past and the idea is related to present + look + if I found + we have
79. the verb is in the past + the past plus would plus verb ++ you are always talking
80. about condition + hypothetical situation + and ++ we can also use another modal + or
81. could + or might + or may + is it clear?
82. G3/S3: can I use may instead of would?
83. T: it is very rare + the most common is might + ok? + do you have any questions so

84. far? + which is more hypothetical?
85. G3/S2: I don't see the difference +
86. T: ok + you have the verb in the present + a real situation + let's see this example +
87. how was the test last class? easy or difficult? + what would you do if you got a zero?
88. G1/S1: I will cry
89. T: you will cry? I just said if I got a zero
90. G1/S1: I will cry
91. T: look + if a get a zero + I will cry certainly + but if you got a + but if I got + I don't
92. know if I get + so + I would + what would you if I get + so + I would + what would
93. you do if you got a ten with a lot of stars? would you cry too?
94. G1/S1: I would ++
95. T: would you cry too?
96. G1/S1: no ((laughs)) I would pular + festejar
97. T: would you make a party?
98. G1/S1: I would make a party
99. T: I'm gonna give you a ten
100. Ss: ((laughs))
101. T: take a look at page 93 with a real condition + do you have any question so far? +
102. which is more hypothetical?
103. G3/S3: I don't see the difference
104. T: once we have the main verb in the present + for example I can go out today + the
105. changes are very big + have you ever seen a casa feliz? ++ I found some money + it's
106. a hypothesis + I didn't find this money + never + but I know what I would do if + I
107. found ++ someone lost the money + we know there is money in somewhere + if we
108. difference of concrete and hypothetical

Episode 2 November 22nd , 2001

Grammar point: Past Modals

1. T: ok + did you understand the whole situation? yeah?
2. Ss: yes
3. T: ok + we have these two girls + Tania and Ruth talking + and ++ what are they
4. talking about? what's the situation here?
5. S1: houseguest + Tania
6. T: is really Tania who is talking about?
7. S2: Ruth's houseguest
8. T: Ruth's + what happens to Ruth's houseguest?
9. S3: ride
10. T: RID + to get rid + to get rid of someone or something bothering you + remember
11. the verb to bother?
12. S3: incomodar
13. T: yes + if there is someone or something bothering you very much + ok? your
14. natural reaction is to get rid of that person or that thing
15. S2: chatear
16. T: yeah + mandar longe

17. S4: aborrecer
18. T: ok + what happens to Ruth's houseguest?
19. S1: she is very (xxxxxx)
20. T: sorry?
21. S1: she is very bored
22. T: ok + how long has the houseguest staying?
23. S4: three weeks
24. T: three weeks ((laughs)) + is it a long time? + would you have a guest in your house
25. for three weeks?
26. S5: yeah
27. S2: no: it depends
28. T: so + what did Ruth do to get rid of her houseguest?
29. S3: she lied
30. T: she lied + she told a lie + right + what was the lie that she told?
31. S2: that her parents ++
32. T: that her parents are coming + and?
33. S3: and she needed the room
34. T: ok + but how does she feel now?
35. S5: bad
36. T: bad + why? why does she feel bad?
37. S2: because she lied
38. T: right + because she lied ++ this is what Ruth did + what would Tânia has done in
39. her situation?
40. S3: get out
41. T: get out + just get out + it's not a very polite thing + ok + at the end Tania makes a
42. request + what was the request?
43. S6: she asked Ruth to stay in her house for two days because her father-in-law was
44. coming
45. T: right + what's Ruth's answer?
46. S6: forget it
47. Ss: ((laughs))
48. T: is this clear?
49. Ss: yes
50. T: ok + did you understand this? that's see the following ((the teacher went to the
51. board)) + so we have a fact that + you have a houseguest too long + that you decide
52. to lie + so + my question is ((writing the question on the board)) what would you
53. have done in her situation? + if you have a houseguest staying for three weeks in
54. your house? Joe + what would you have done?
55. S7: I don't know
56. T: you don't know + try to imagine
57. S7: I get out
58. T: would you get out? why?
59. S7: I don't know +
60. T: what would you have done in this situation?
61. S7: (xxxxxx) take care of me
62. T: what would you have done? ((pointing to another student))
63. S8: the same
64. T: the same + the same what?
65. S4: lie
66. T: would you have lied? what kind of lie?

67. S4: the same thing
68. T: the same lie?
69. S4: yes
70. T: and you?
71. S5: I would lie that I will travel
72. T: and you?
73. S8: I will say the truth
74. S5: many ways ++ many ways to say ++
75. T ok + she lied to her houseguest + she told her parents are coming + and blá blá blá
76. ++ but my question is + what would you have done in her situation? what is that?
77. here we have the 3rd form of conditional clause + remember the 1st one? the 1st one
78. talks about a complete situation which is likely to happen related to present future +
79. if I find money on the street + I will buy a lot of candies + the second one is more
80. hypothetical related to present + if I found money on the street I would buy a lot of
81. candies + but now + if you have + future to the present + we have only one time +
82. one time is missing which is the past and this is the structure of 3rd for conditional
83. clauses ++ you talk about a situation that has happened in the past + and we talk about
84. that putting ourselves in that past + and relate ourselves from the present to the past +
85. and telling what we would have acted in that past situation + so + the situation is over
86. + in fact it is over + but we go back into the past + to tell what we would have done +
87. she lied to her houseguest + it's over + it's past in fact + but we are in the present +
88. but we go back to the past to tell what we would have done + we would have acted
89. in that situation + so you go from the past to talk about a further past + ok + right?
90. S3: então o fato que eu já sei
91. T: yes?
92. S3: então eu atribuo a esse fato o que eu faria?
93. T: yes + let's see the fact in this time line ((writing on the board)) + a time line is a
94. sequence of events in which one past event reaches another future event and becomes
95. the present ++ complicated + we're here in this point of time ((pointing to the board))
96. + Ruth lied in her house yesterday + in fact she did + it's not me + it's not us + who
97. lied + but it was Ruth ++ if we were Ruth + that we are going back to this point + but
98. we are not Ruth + but would we have done if we were Ruth? So + if we were Ruth +
99. we would go back to the past + if as we could change this past + se nós pudéssemos
100. modificar este passado que já aconteceu + só que para modificar a gente tem que ir
101. ainda + é isso + for example + take a look at the example we have seen + if I have
102. found money on the street ++ my question is + why do you say if I found? did I find
103. it? no ++ did I find it?
104. Ss: no
105. T: no + so I did not find it in the past but if I had found in the past + in that past + I
106. wouldn't have bought + so + the idea here is ++ what would I do if I could change the
107. past? there is a fact + it's over + but I go back into the past to see what could I do if I
108. could change it + I can't change it anymore + but if I could + I would have done this
109. and that + and this is the idea of the structure + it is the most complicated that I think
110. (xxxxx)
111. Ss: ((xxxxxxx))
112. T: if I find money I will have money + if I found + so it's a dreaming hypothesis + if
113. the hypothesis is over than you go to the past + now + é sempre a a segunda oração
114. que determina a idéia + so we have ((showing on the board)) one more concrete
115. related to present and future + one more hypothetical to past and present and another
116. completely hypothetical related to past and present perfect + the idea is the past that

117. is over + it can not be changed + but in my dreams ++ imagine what could we have
118. been if we could change it? ++ right ++ tá indo do concreto pro completamente
119. imaginário + é isso ++ questions?
120. Ss: no
121. T: so + now you can do the following + can do this + ok + in order to understand this
122. well we can do this first ++ everything that is not present is past + do you agree? ok
123. + the future doesn't exist + right? + in concrete terms + right? + ok + let's philosophy
124. a little bit
125. Ss: ((laughs))
126. T: so it means that everything up the beginning of our lives is past + the majority of
127. our lives is made of past + so how far can we go back to the past? how many steps
128. can you go to the past in order to remember the past?
129. S1: which past?
130. S2: our past
131. T: two + look + when I was young + I used to go to school + and this point can be
132. related to another + did you understand?
133. Ss: so so
134. T: como que se fala em português?
135. S4: se eu tivesse feito
136. S5: se eu tivesse achado
137. T: exatamente + se eu tivesse achado + se eu tivesse feito + mas eu não fiz +
138. pretérito-mais-que-perfeito+ so it's this + so you relate this thing to simple past
139. s6: eu posso usar when i find money?
140. t: when? when is certainty + não é nem de condição + de possibilidade + é de tempo
141. + por exemplo + eu tenho tanta fé que eu sei que vou achar dinheiro na rua + so +
142. quando eu achar ++
143. s4: só neste tempo?
144. T: it's more complicated to say when I found + quando eu achasse + it's difficult
145. S1: seria quando eu achei ((the teacher started shaking the head)) when I found +
146. quando eu achei + porque esse found apesar de estar no verbo em português + ele é
147. questions?
148. Ss: no
149. T: no? let's see how to practice this in groups of three + workbook 88
150. ((they made the groups and started working in some exercises about this grammar
151. point))
152. T: ok + so you are talking about possibilities of changing something that never have
153. happened + in concrete terms ++ we are talking about imagination + so use your
154. imagination then + the idea is one thing you wouldn't have done in a situation and
155. one thing that you would have done
156. ((they interact in this kind of activity very well / all the time they have doubts they
157. called the teacher to clarify them / after about 20 minutes of discussion, the teacher
158. started checking the answers with the learners))
159. T: #1 John doesn't smoke + what would you have done if you were John?
160. G1: I wouldn't have ask to stop smoking
161. T: I wouldn't have ask to stop smoking
162. G2: I would have sit in another place
163. T: I would have?
164. G2: sat
165. T: I would have sat in another place + what would you have done if you were John?
166. ((pointing to another group))

167. G: I would have change the sit
168. T: uh-uh + ok
169. T: #2 + what would you have done?
170. G: I would have show the device
171. T: SHOWN ((making the letter "n" with his finger in the air)) ++ #3 + this is very
172. funny + Bill invites two friends to have dinner on Friday + but they came on
173. Thursday
174. ss: ((laughs))
175. s1: terrible
176. t: terrible situation + what would you have done?
177. g1: i would invite them to cook dinner
178. t: ok + come on in + but you cook
179. S1: no we cook
180. T: ok + would you like to cook + I help you + ok I have the food + let's cook
181. S5: you can order a pizza
182. T: ok + you can order pizzas and beers + ok + what would you have done
183. S2: I would have asked some delivery food
184. T: ok + what kind of food?
185. S2: pizza too
186. S3: or Chinese
187. T: Chinese food + very good
188. S4: it's more expensive
189. T: more expensive but could also delicious + what about you
190. S6: I would invite them to go out for dinner?
191. T: good + where?
192. S5: Italian restaurant
193. T: ok + would you pay the dinner?
194. Ss: ((laughs)) no
195. T: ok + you would have gone Dutch +
196. Ss: uh?
197. T: do you know this expression?
198. Ss: no
199. T: to go Dutch means a lot of friends go out for dinner + and then you divide in equal
200. portions + the bill
201. S4: is it from Dutch people + Dutch has + have a ++
202. T: a custom?
203. S5: a fama de pão duro + Dutch
204. T: ah + ok + I really don't know where this expression comes from but maybe from
205. that
206. S7: como chama pão duro?
207. T: pão duro? stingy ++ ok # 4 + Bob's neighbor + what would you have done
208. G1: I would have knocked on the door and asked to turn down the volume
209. T: ok + so you wouldn't have called the police?
210. S8: no
211. T: NO + more polite!
212. Ss: ((laughs))
213. G2: I would have turned more loud the TV
214. T: your TV? what would you have done?
215. G3: I wouldn't have called the POLice
216. T: poLIce + ok + everyone is polite here + ok # 5 + Ric what would you have

- 217. done?
- 218. G1: I would have done the same
- 219. G2: I would have done the same too
- 220. T: # 6 Susan + what would you have done?
- 221. G2: (xxxxx) a new vase
- 222. G3: I would have bought another vase
- 223. G4: I wouldn't have been quiet + I would have apologized
- 224. T: do you have questions?
- 225. S1: many
- 226. T: in practice it's not very difficult
- 227. Ss: ((laughs)) oh really? NO?

Episode 3 November 22nd, 2001

Grammar Focus: Have + Past Participle

- 4. T: You should have studied more + look: you have the modal + present perfect = idea of
- 5. past ((the teacher says this example and writes it on the board at the same time)) I should
- 6. have studied for vestibular + it's implicit: 1) I didn't study + 2) I had to study
- 6. T: ok + let's correct the exercise now + can you + read please? ((pointing at one
- 7. student))
- 6. S1: I should have spende
- 7. T: oh-oh + spend is irregular
- 8. S1: oh yeah?
- 11. T: yeah + what is the past participle of spend?
- 12. S1: I don't know
- 11. T: spent
- 12. S1: spent?
- 13. T: yeah + SPENT

Episode 4 November 27th, 2001

Grammar Focus: Would and Should

- 1. S1: teacher + qual é a diferença entre should and would? + eu sei que quando
- 2. pergunta com would responde com would + e quando pergunta com should responde
- 3. com should
- 4. T: ok + I'm going to explain
- 5. S2: é fácil + é só traduzir
- 6. S1: ok + eu sei que os dois são modais + quando eu uso I should go + é porque eu já
- 7. decidi que vou + tenho 70% de certeza que vou e I would go é condition + em

8. português se aproximaria do futuro do pretérito
9. T: de onde tu tirastes este conceito?
10. S1: eu não lembro se foi de um livro de uma gramática + não lembro + só sei que
11. lembro desses conceitos
12. pois bem + esqueça todos os seus conceitos agora + passe uma borracha neles + se eu
13. tenho would + I would go to the beach + if I didn't have to study in January + eu
14. gostaria + mas não posso + você está confundindo com I'd like
15. S1: ah + ok
16. T: should não tem idéia de condition + tem idéia de advice + for example you
17. should study more + é mais básico + não tem nada a ver + já o would + a condição tem
18. sempre que estar ligado com outra coisa + o should não + for example + é muito
19. comum isso + will you go to the party tomorrow? I would + but I have to study
20. S1: pode fazer uma pergunta com um e dar a resposta com o outro?
21. T: claro que pode + o contexto mais real não exige este formalismo de estrutura

Episode 5 November 27th, 2001

Grammar Focus: Reported Speech

13. T: do you have a boyfriend Mel?
14. S1: no I don't
15. T: people + how can we transform what Mel said and keep all the words with the
16. same meaning? Mel said +
17. S2: Mel said she doesn't have a boyfriend
18. T: that she DOESN'T? ok +look: ((he wrote down on the board)) she said that she
19. didn't have a boyfriend + this is what you call reported speech paraphrase + let's
20. analyze how the transformation actions + for example I didn't have a boyfriend +
21. who is this I?
22. Sts: Mel
23. T: ok + now my question is + por que didn't e não doesn't?
24. Sts: I don't know
13. T: look + grammatically speaking in reported speech + a regra geral de reported
16. speech is always one tense back + what does it mean? sempre voltando o tempo para
17. o passado
16. S2: and future becomes present?
30. T: NO: it becomes condition + sorry + I will explain now ++ present becomes past +
31. and simple past becomes past perfect.
32. S2: so + o futuro não existe?
33. T: no + se a gente pensar filosoficamente + o futuro não existe + nem o passado +em
34. inglês coloquial + gramaticalmente + eu tenho sempre que voltar ao tempo
35. gramatical
36. S1: sempre tenho que partir da frase que eu tenho?
37. T: sim + sempre + mas não vamos tão longe + vocês vão aprender no nível 6 + nesta
38. relação ++ Mel said she didn't have a boyfriend ((he wrote on the board))

39. S3: em português é a mesma coisa?
40. T: sim + ela disse que ela não tinha um namorado
41. S1: ok + now I understood
42. Sts: yeah + me too + ok

Episode 6 Nov 29th, 2001

2nd part of the review

Grammar Focus: Reported Speech and Possessive Pronouns

1. T: Ric + can you read the first exercise?
2. S1: can you bring your favorite CDs? + Amanda told them to bring their CDs
3. T: GOOD + their cds + se fosse com me ++ were +
4. S1: told me to bring my CDs
5. Ss: my CDs
6. T: uh-uh + vamos ver as variações ((writing down the following sentences on the
7. board))
8. she told me to bring my
9. she told them to bring their
10. she told us to bring our
11. or
12. she said to him
13. S1: ao invés de told she said
14. T: Tom bring any food
15. S2: she told him not to bring any food
16. T: uh-uh + she told him/ told her/ told them + not to bring any food + excellent + # 4
17. S3: Amanda asked me to bring a small gift
18. T: Amanda asked me/ or asked him/ asked her/ asked us/ asked them to bring a small
19. gift ++ questions? no questions?