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ANALYZING *CODE SWITCHING* IN THE EFL CLASSROOM FROM
QUALITATIVE AND SOCIOCULTURAL PERSPECTIVES

por

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ABSTRACT

ANALYZING *CODE SWITCHING* IN THE EFL CLASSROOM FROM QUALITATIVE AND SOCIOCULTURAL PERSPECTIVES

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This study investigates, from both qualitative and Sociocultural perspectives, the use of *code switching* in interactive exchanges between the teacher and the learners in both a beginner and a pre-intermediate English as a Foreign Language (EFL) classroom. More specifically, this study investigates: a) whether the teachers and the learners use *code switching* in the EFL classroom or not; b) the types of *code switching* they use; c) the moments when there is frequent use of *code switching*; d) the functions of *code switching*; and e) the kind of contribution *code switching* provides to the construction of scaffolded assistance. The data collection of this study followed a qualitative perspective. In total, twelve classes were observed, audio-recorded and analyzed. The data analysis from a qualitative perspective first showed that *code switching* from L2 to L1 and L1 to L2 in teacher-learner interaction had an important role in facilitating interaction among classroom participants as well as in facilitating learning. In a second moment, the analysis of some episodes from a Sociocultural Perspective revealed the beneficial aspect of *code switching* in teacher-learner interaction during problem-solution activities. The sociocultural-based analysis also revealed that the types of *code switching* used by the teachers when providing learners with scaffolded assistance helped them to achieve the functions of *scaffolding* (Wood et. al., 1976). Finally, this study suggests that those who work in the area of foreign/second language learning/acquisition should not disregard the beneficial aspects of *code switching* (L2→L1/L1→L2) in the foreign language classroom.

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RESUMO

ANALISANDO A TROCA DE CÓDIGOS (*CODE SWITCHING*) NA SALA DE AULA DE INGLÊS COMO LÍNGUA ESTRANGEIRA SOB AS PERSPECTIVAS QUALITATIVA E SOCIOCULTURAL

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Este estudo investiga, sob as perspectivas qualitativa e sociocultural, a troca de códigos (*code switching*) na interação professor – aluno(s) na sala de aula de inglês como língua estrangeira em uma turma iniciante e em uma turma de nível pré-intermediário. Mais especificamente, este estudo investiga: a) se professor e alunos fazem uso da troca de códigos (*code switching*) na sala de inglês como língua estrangeira ou não; b) os tipos de códigos que usam; c) os momentos nos quais há freqüente troca de códigos; d) as funções da troca de códigos; e e) que tipo de contribuição a troca de códigos proporciona na construção da assistência *scaffolding* (Wood et. al., 1976). Os dados deste estudo foram coletados sob a perspectiva qualitativa. No total, doze aulas foram observadas, gravadas em áudio e analisadas posteriormente. Em um primeiro momento, a análise sob a perspectiva qualitativa mostrou que a troca de códigos (*code switching*) inglês-português/português-inglês na interação professor-aluno(s) teve um papel importante ao facilitar a interação entre os mesmos e ao facilitar a aprendizagem. Em um segundo momento, a análise de alguns episódios sob a perspectiva sociocultural revelou o aspecto benéfico da troca de códigos (*code switching*) na interação professor-aluno(s) durante a solução de problemas. A análise sob a perspectiva sociocultural também revelou que os tipos de códigos usados pelo professor quando munindo os alunos de assistência *scaffolding* contribuiu nas funções de *scaffolding* (Wood et. al., 1976). Finalmente, este estudo sugere que aqueles que trabalham na área de aquisição/aprendizagem de uma segunda língua ou língua estrangeira não deveriam descartar os aspectos benéficos da troca de códigos (*code switching*) na sala de aula de língua estrangeira.

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CHAPTER I

Introduction

Studies carried out in Brazilian and in other educational contexts around the world have shown that teachers and learners make use of *code switching* from L2 to L1 and vice-versa when communicating and interacting in English as a foreign language (EFL) classroom (Neves, 1995; Antón & Dicamilla, 1999; Cristovão, 1999; Flyman-Mattsson & Burenhult, 1999; Braga, 2000; Cipriani, 2001; Macaro, 2001; Moreira, 2001; Bergsleithner, 2002). Nevertheless, *code switching* in the foreign language classroom has been the main issue of investigation of only a few studies in the area of foreign language learning (FLL). Therefore, the present study examines *code switching* in the EFL classroom from both qualitative and Sociocultural perspectives. It describes and illustrates the use of *code switching* in interactive exchanges between the teacher and the learners in a beginner and in a pre-intermediate EFL classroom during 12 classes observed.

This thesis is organized in six chapters. In Chapter I, I introduce the reader to the problem to be investigated. In Chapter II, I review some aspects of the literature concerning *code switching* in the area of second/foreign language acquisition/learning (SLA/FLA/SLL/FLL). In this second chapter I also present a review of the central concepts of Sociocultural Theory. Chapter III describes the methodology which I used to carry out this thesis, including the type of study performed, the context of investigation and participants, the objective of the study and research questions, and the procedures for data collection and data analysis. Chapter IV presents the data analysis from a qualitative perspective and its findings. Chapter V presents the data analysis from a Sociocultural Perspective and its findings. Finally, in Chapter VI, I conclude this

work by answering the research questions and discussing some pedagogical implications. In the last chapter I also write about the limitations of this study and offer some suggestions for further research.

CHAPTER II

Review of the Literature

2.1 Introduction

The main objective of this chapter is to review the literature concerning *code switching* in the area of second/foreign language acquisition/learning (SLA/FLA/SLL/FLL). This chapter also aims at reviewing some aspects of Sociocultural Theory, since a sociocultural theoretical framework supports this study. Initially, I will present some definitions of *code switching*. Then, I will present a brief history of *code switching* in the area of second/foreign language acquisition/learning and review some studies on *code switching* in the foreign language classroom. Next, I will present and describe the central concepts of Sociocultural Theory. After that, I will discuss the relationship between *code switching* in the EFL classroom and the Sociocultural Theory. Finally, a study on L1 use in the foreign language classroom, carried out from a Sociocultural Perspective, will be reported.

2.2 Definition of *code switching*

Code switching is commonly defined as the alternating use of, at least, two codes in the same conversational event (Downs, 1984). Blom and Gumperz (1972, as cited in Downs, 1984) were the first researchers to study the factors that are needed to account for speakers switching from one code to another, conducting an investigation in a Norwegian community where people used both standard Norwegian and the local dialect of the community. According to Gumperz (1988), *code switching* is an interaction between two languages, a discourse exchange that forms a single unitary interactional whole, which is used by participants to understand each other. He also

states that *code switching* is one of a number of communicative resources available for constructing and interpreting meanings in context.

Still according to another scholar, Hammink (2000), *code switching* refers to a certain point in the developmental time of L2 learners when they are conscious of such behavior and choose to use or not to use it. She also states that *code switching* seems to be a natural cross-linguistic consequence of becoming a bilingual.

In this study, *code switching* refers to each time the teacher or the learners switch the code of communication, that is, when they switch from English to Portuguese or Portuguese to English when speaking in the classroom.

2.3. *Code switching* in second/foreign language acquisition/learning (SLA/FLA/SLL/FLL)

Code switching in the area of second/foreign language acquisition/learning (SLA/FLA/SLL/FLL) was first seen as a linguistic behavior of developing bilinguals in bilingual or multilingual settings. Early studies on this issue were carried out in bilingual contexts in the United States, with the objective of investigating primarily the functions of *code switching* in the speech of bilingual teachers and the frequency with which some languages, usually Spanish or English, were employed to perform different functions (Martin-Jones, 1995). In the 1990's, researchers started focusing on the way *code switching* may contribute to the interactional work that teachers and learners do in bilingual classrooms. Since then, *code switching* has been studied by researchers from other monolingual, bilingual or multilingual settings in South America, Canada, Africa, Europe and South Asia (ibid.). In the following section, I will report some qualitative studies on *code switching* in the area of second/foreign language acquisition/learning.

2.3.1 Qualitative studies on *code switching* in the area of second/foreign language acquisition/learning (SLA/FLA/SLL/FLL)

As already mentioned in the introduction, several studies carried out in foreign language classrooms have shown that teachers and students make use of *code switching* when interacting with each other, especially in beginner and pre-intermediate levels (Neves, 1995; Antón & Dicamilla, 1999; Cristovão, 1999; Flyman-Mattsson & Burenhult, 1999; Braga, 2000; Cipriani, 2001; Macaro, 2001; Moreira, 2001; Bergsleithner, 2002).

Flyman-Mattsson and Burenhult (1999), for example, investigated the functions of three teachers' *code switching* between Swedish and French in Sweden. In their study, they analyzed video and audio recordings of classroom interaction between teachers and Swedish students of French as a foreign language and observed that all the three teachers used both Swedish and French as a teaching medium in their classes. In the analysis of the data, they found out that *code switching* had the following main functions: (1) to make the students understand; (2) to explain rules and structures of the foreign language; (3) to express sympathy; (4) to show teacher's anger; (5) to express solidarity; (6) to signal friendship; (7) to be friendly with the students and; (8) to clarify the message. Flyman-Mattsson and Burenhult (ibid.) also investigated the reasons for teachers' *code switching* in the foreign language classroom. According to them, *linguistic insecurity*, *topic switch*, *affective functions*, *socializing functions*, and *repetitive functions* are some of the main reasons for teachers' *code switching* in the foreign language classroom.

Macaro (2001) analyzed the *code switching* of six student teachers in secondary schools in England where English was the L1 and French the L2. In his study, he found low levels of L1 use by the student teachers, and little effect of this low quantity of

student teachers L1 use on the quantity of L1 or L2 use by the learners. He also observed that most of the time *code switching* was used by the teachers to give instructions for activities and to keep control of the students.

Cristovão (1999) and Moreira (2001) investigated L1 use in Brazilian EFL classrooms. Moreira (ibid.) investigated some teachers' perceptions of their use of the L1 in EFL classes in public schools. In her study, she applied questionnaires to EFL teachers and through the questionnaires she found out that most of the teachers who participated in her study largely used their mother tongue (L1) in the EFL classroom. The main purposes for teachers' *code switching* were: (1) to check comprehension of words, sentences, or texts; (2) to give instructions; (3) to explain grammar; (4) to discuss methodology; (5) to give administrative information; (6) to give commands and requests; (7) to correct homework and; (8) to check understanding of message.

Cristovão (1999) investigated the use of *code switching* in a beginner EFL group in a language school. In her study, she found out that the L1 was used by the teacher to transmit the content and to make the learners act, that is, to make them participate in class [my own translation]. However, the learners hardly ever used the L2. According to Cristovão (ibid.), the L1 would take a special role in contributing to the co-construction of social meaning within interactions among active participants in a classroom.

Other four studies, Neves's (1995), Braga's (2000), Cipriani's (2001), and Bergsleithner's (2002), were also carried out in Brazilian EFL classrooms. These studies differ from the ones described above due to the fact that their researchers did not observe EFL classes with the purpose of investigating *code switching*, but with the objective of seeing aspects such as humor, interaction, participation strategies, and

grammar instruction. However, all of them observed that in beginner as well as in pre-intermediate levels, participants did use *code switching* in class.

Neves (1995), for example, investigating EFL acquisition through interaction observed that, “in a pre-intermediate level class, the use of L1 usually arose from a moment of non-understanding or during real communication. Instead of trying to understand each other through negotiation of meaning, participants, especially learners, chose to use L1 to maintain the flow of the conversation” (p. 69). Neves (ibid.) also observed that *code switching* had important functions in the specific social context of the two classrooms she investigated. The functions identified were: (1) to mark the beginning of the class; (2) to ask/provide equivalent meaning(s) in L1 or L2; (3) to facilitate understanding of new linguistic items; (4) to protect students’ rights and; (5) to maintain the planned structure of the class.

Braga (2000), in her study on humor in a beginner EFL classroom, found out that *code switching* was used by participants as a strategy that signals humorous situations during correcting activities, that is, *code switching* contributed to create a more relaxed atmosphere in the EFL classroom that she investigated.

Cipriani (2001), investigating oral participation strategies in a beginner group, observed that *code switching* was one of the strategies that fostered oral participation among the teacher and learners. She also found out that the teacher made use of *code switching* to clarify vocabulary, communicate tasks and to encourage learners to speak in the L2. The learners, on the other hand, used *code switching* as an oral strategy which enabled them to carry on speaking in the L2.

Bergsleithner (2002), in her study on grammar and interaction in a pre-intermediate EFL classroom, observed that the learners used *code switching* to better express themselves when interacting with the teacher and when negotiating form and

meaning. She also found out that, in some moments, *code switching* arose from the need for a greater understandability of the grammar topics.

The functions of *code switching* discussed in the studies reviewed in this subsection are now summarized and presented in the table below.

	Functions of <i>code switching</i>
Neves (1995)	the teacher: <ul style="list-style-type: none"> • to mark the beginning of the class; • to maintain the planned structure of the class. • to provide equivalent meaning(s) in L1 or L2; • to facilitate understanding of new linguistic items; the learners: <ul style="list-style-type: none"> • to ask equivalent meaning(s) in L1 or L2 and; • to protect students' rights;
Flyman-Mattsson and Burenhult (1999)	the teachers: <ul style="list-style-type: none"> • to make students understand; • to explain rules and structures of the foreign language; • to express sympathy; • to show teacher's anger; • to express solidarity; • to signal friendship; • to be friendly with the students and; • to clarify the message.
Cristovão (1999)	the teacher: <ul style="list-style-type: none"> • to transmit the content and; • to make learners act/participate in class.
Braga (2000)	both the teacher and the learners: <ul style="list-style-type: none"> • to signal humorous situations during correcting activities.
Macaro (2001)	the teacher: <ul style="list-style-type: none"> • to give instructions for activities and; • to keep control of the students.
Cipriani (2001)	the teacher: <ul style="list-style-type: none"> • to clarify vocabulary, communicate tasks, and to encourage learners to speak in the L2. the learners: <ul style="list-style-type: none"> • to carry on speaking in the L2;
Moreira (2001)	the teachers: <ul style="list-style-type: none"> • to check comprehension of words, sentences, or texts; • to give instructions; • to explain grammar; • to discuss methodology; • to give administrative information; • to give commands and requests; • to correct homework and; • to clarify doubts.
Bergsleithner (2002)	the teacher: <ul style="list-style-type: none"> • to achieve a greater understandability of grammar topics. the learners: <ul style="list-style-type: none"> • to better express themselves;

Table 2.1. Summary of the functions of *code switching* presented in the studies reviewed in 2.3.1. Qualitative studies on *code switching* in the area of SLA/FLA/SLL/FLL.

In what follows, I will review the central concepts of Sociocultural Theory which support this study.

2.4. The Sociocultural Perspective

2.4.1. Overview of Sociocultural Theory

Sociocultural Theory, based on the work of Lev S. Vygotsky, a Russian psychologist and theorist who was concerned mostly with general ideas about child development, was initially applied to describe child development in interaction with adults in first language situations. More recently, Sociocultural Theory has also been applied to analyzing L2 learning situations (Antón, 1999).

According to Vygotsky (1978) *higher psychological functions* such as *voluntary memory, voluntary attention, logical problem solving, planning and evaluation, and voluntary learning* originate and develop first, in the social (or interpsychological) domain, that is, in the interaction between individuals. Then, they are transferred within the mental (cognitive or intrapsychological) plane. Vygotsky (ibid.) also maintained that the interpsychological and the intrapsychological planes are interrelated by language, which is the primary and most powerful medium of social interaction on the interpsychological domain, and the medium of thought in the intrapsychological plane. The transposition from the social domain to the cognitive plane occurs throughout the individual's life, within what Vygotsky called the Zone of Proximal Development (ZPD). The ZPD, together with *regulation* and *scaffolding* are the three general concepts of Sociocultural Theory. These concepts will be briefly presented in the following subsections.

2.4.1.1 Regulation

In Sociocultural Theory there are two kinds of regulation: *self regulation* and *other regulation*. Whereas the former refers to an autonomous individual (an *expert*) who needs no help in solving problems, the latter, refers to a person (a *novice*) who needs the guidance of a more capable individual to solve problems (Mitchell & Myles, 1998).

According to Sociocultural theorists, it is through collaborative talk with an *expert* that the *novice* eventually appropriates new knowledge and skills, thus, becoming self-regulated (ibid.). In educational contexts, the kind of assistance that the *expert* (a teacher or a more capable peer) provides the *novice* with is called *scaffolding*, which will be presented next.

2.4.1.2 Scaffolding

The term *scaffolding* (Wood et al., 1976) has been developed in Neo-Vygotskian discussions to “capture the qualities of the type of other-regulation within the ZPD which is most facilitative of learning/appropriation of new concepts” (Mitchell & Myles, 1998, p. 147). Sociocultural theorists have used the term *scaffolding* to describe the kind of interaction that takes place among the *expert* and the *novice* in educational contexts (Antón, 1999). By offering scaffolded assistance, the teacher provides the learners with the help that they need to carry out the tasks. According to Wood et al. (1976), the help that the teacher provides to the learners is characterized by six *scaffolding* functions:

1-‘Recruitment’: the teacher makes the learners interested in the task.

2-‘Reduction in degrees of freedom’: the teacher simplifies the task.

3-‘Direction maintenance’: the teacher keeps the learner motivated and in pursuit of the goal.

4-‘Marking critical features’: the teacher highlights some relevant features and points out discrepancies between what has been produced and the ideal solution.

5-‘Frustration control’: the teacher reduces stress and frustration during problem solving.

6-‘Demonstration’: the teacher models an idealized form of the act to be performed by completing the act or by explicating the learners’ partial solution. (Wood et al., 1976).

According to Stone (1993, as cited in Antón, 1999), it is within the ZPD that *scaffolding* occurs. In addition, Stone (ibid.) points out that other communicative mechanisms such as *prolepsis*, presuppositional triggers, gestures, pauses, etc, are involved in *scaffolding*. One of these mechanisms, *prolepsis*, is a very important concept in understanding interaction within the ZPD, since it refers to “a communicative move which indicates presupposition of some information on the part of the speaker” (ibid. p. 305). The listener on the other hand, is challenged by this presupposition “to make some assumptions in order to interpret the intended meaning of the speaker’s utterance” (ibid. p. 305).

In educational contexts, *prolepsis* refers to a form of teaching in which “the teacher involves the learners through dialogue in order to search for the problem-solution of an activity rather than simply presenting the solution or explicitly showing how to find the solution” (Donato & Adair-Hauck, 1992, p. 28). In conclusion, *prolepsis* is “one of the several devices deployed in teacher-learner interaction to achieve the functions of *scaffolding*”, which occurs within the learners’ ZPD (Antón, 1999, p. 305).

2.4.1.3 The Zone of Proximal Development

According to Sociocultural theorists, the ZPD is not only the domain where the transposition from the interpsychological level to the intrapsychological plane occurs. It is also the domain where learning can most productively take place (Mitchell & Myles, 1998). In the ZPD, the learner is not capable to function autonomously, but can solve problems with the guidance of the teacher or a more capable partner (ibid.). In other words, the *novice* appropriates the tools and knowledge from the *expert* to solve the problems (Antón, 1999). This appropriation happens in the context of social interaction, that is, through collaborative talk between the *novice* and the *master*. According to Wells (1999, p. 249), “the ZPD constitutes a potential for learning that is created in the interaction between participants in particular settings”. Wells (ibid.) also suggests that “the ZPD is emergent, and, as participants jointly resolve problems and construct solutions, the potential for further learning is expanded as new possibilities open-up that were initially unforeseen”.

In the following section I will discuss the relationship between *code switching* in the EFL classroom and the Sociocultural Theory.

2.5 A Sociocultural Approach to *code switching* in the foreign language classroom

As already mentioned, the term *scaffolding* (Wood et al., 1976) “has been developed in Neo-Vygotskian discussions to capture the qualities of the type of other-regulation within the ZPD which is supposedly most facilitative of learning/appropriation of new concepts” (Mitchell & Myles, 1998, p. 147). And as also stated, in the ZPD, the expert (the teacher or a more capable partner) offers scaffolded assistance to the learners, providing a framework to solve the problem (Antón, 1999, p. 305). In the foreign language classroom, the scaffolded assistance may be provided

either in L2 or L1 or in both L2 and L1 (as illustrated in Donato & Adair-Hauck, 1992; Antón, 1999; Antón & Dicamilla, 1999; and Bergsleithner, 2002). Therefore, the present study also has as its focus of attention the use of *code switching* in teacher-learner interaction as an important tool used by both the teacher, when providing learners with scaffolded help, and the learners, when engaged in solving problems.

An example of a study on L1 use from a Sociocultural Perspective can be found in Antón and Dicamilla (1999). These researchers examined the socio cognitive functions of *L1 use* in the collaborative speech of L2 learners engaged in writing tasks in a beginner L2 classroom. In their study, they found out that the L1 was used in order to: (1) help learners to have interest in the task (*scaffolding* function #1); (2) develop strategies for making the task manageable (*scaffolding* function #2); (3) maintain learners' focus on the goal of the task (*scaffolding* function #3); (4) foreground important elements of the task (*scaffolding* function #4); (5) discuss what needed to be done to solve specific problems (*scaffolding* function #5); and (6) explicate and built on learners' partial solutions to specific problems throughout the task (*scaffolding* function #6). Antón and Dicamilla (ibid.) also observed that "L1 served as an important tool for learners in providing each other with scaffolded help" (p. 245). In addition, according to the authors, "L1 use mediated the activity of learners when they were engaged in accessing L2 linguistic forms as well as provided, through collaborative dialogue, an opportunity for L2 acquisition to take place" (p. 237).

2.6 Summary of the chapter

In this chapter, I have reviewed literature concerning *code switching* in the second/foreign language classroom and its relation to Sociocultural Theory. The chapter was divided into five parts. Initially, I presented some definitions of *code*

switching which are found in the area of second/foreign language acquisition. In the first part, I also presented the definition of *code switching* for the present study. Then, I presented the history of *code switching* in the area of second/foreign language learning/acquisition. Next, I reported some qualitative studies on *code switching* carried out in different educational contexts around the world. After that, I presented and described the three central concepts of the Sociocultural Theory: *regulation*, *scaffolding* and the *zone of proximal development* (ZPD). I also presented the six *scaffolding* functions which comprise the *scaffolding* function framework that will be used in this work to analyze the use of *code switching* by the teachers when providing learners with scaffolded help in the two investigated EFL groups. Finally, I presented the relationship between *code switching* in the EFL classroom and the Sociocultural Theory. In the last section, I also reported a study on L1 use in foreign language learning carried out from a Sociocultural Perspective. In the next chapter, I will describe the methodological procedures I used to carry out this study.

CHAPTER III

Methodology

3.1 Introduction

The main objective of this chapter is to describe how the present study was developed. Initially, I will explain why I decided to study *code switching* in the EFL classroom from both qualitative and Sociocultural perspectives. Then, I will provide a description of the two classrooms where data were collected, in order to situate the reader in the context of investigation. Next, I will describe the procedures used in data collection. Finally, I will describe the procedures used in data transcription, segmentation and analysis.

3.2 Interest in conducting a qualitative and Sociocultural study on *code switching* in the EFL classroom

My interest in conducting a qualitative study on *code switching* in the EFL classroom arose through reading the studies of Neves (1995), Braga (2000), and Cipriani (2001) which were based on observations of EFL classrooms at the Extracurricular Course at Universidade Federal de Santa Catarina (UFSC). As already mentioned in the Review of Literature, while investigating issues such as humor, interaction, and participation strategies, these researchers observed that in beginner as well as in intermediate levels, the teacher and the learners did use *code switching* in class. However, as also mentioned, very few studies in the area of foreign language learning (FLL) have taken *code switching* in the foreign language classroom as their main focus of investigation. Therefore, I decided to focus my research on the use of *code switching* in a beginner and in a pre-intermediate EFL classroom. More specifically, I wanted to investigate the use and the functions of *code switching* in those

classrooms. Therefore, following a qualitative perspective (Allwright & Beiley, 1991; Nunan, 1992), I observed and audio recorded naturally occurring classes, and subsequently I described, analyzed and interpreted the collected data.

After having analyzed the data through a qualitative approach, I decided to select some episodes¹ and analyze them from a Sociocultural Perspective. My interest in conducting an analysis from a Sociocultural Perspective arose through reading the studies of Antón (1999) and Antón and Dicamilla (1999). According to these authors, “it is in studies within the Sociocultural Perspective that the use of L1 as an important semiotic tool is noted, especially among L2 learners with the same L1 background and a low level of proficiency in the foreign language” (Antón & Dicamilla, 1999, p. 234).

3.3. The context

The present study draws on data collected during the months of August and September of the year 2002, in *English 2*, a beginner group and in *English 5*, a pre-intermediate group. Both groups were regularly enrolled at the Extracurricular English Course which is offered by the Departamento de Língua e Literatura Estrangeiras (DLLE) at Universidade Federal de Santa Catarina (UFSC).

I chose to investigate the use of *code switching* at the Extracurricular English Program at UFSC for one main reason. The classes at the Extracurricular Course are generally taught by teachers who are usually M.A. or Ph.D. students from the Post Graduate Program in English Language and Literature at UFSC. Thus, at the Extracurricular Course, the teachers and the learners would probably understand my position as a researcher in their classes. This supposition was confirmed when I talked to the teachers and to the learners of the two groups in which I wanted to carry out my

¹ An episode can be defined as a segment of educational activity, for instance a series of actions occurring in a class which are goal directed (Wells, 1993, p. 5)

study. The teachers and the learners were very receptive and immediately accepted my presence as an observer/researcher in their classrooms. In what follows, I will provide a description of each classroom context where data were collected.

3.3.1. The classroom contexts

3.3.1.1 The beginner group

The group *English 2* was composed of 22 learners, 14 females and 8 males. Almost all of them were attending an undergraduate course at UFSC, and most of them had attended *English 1* in the first semester of the year 2002 at the Extracurricular English Course at UFSC, too. The teacher of this group was an experienced teacher in the area of EFL teaching who had been teaching English at the Extracurricular at UFSC for several years and who was a Ph.D. student from the Post Graduate English Program at UFSC.

The classes were twice a week, on Tuesdays and Thursdays afternoon, and lasted ninety minutes each. The textbook used in *English 2* is *New Interchange 1B – English for International Communication* by Jack C. Richards with Jonathan Hull and Susan Proctor. The teacher made use of other didactic resources too, for instance, a CD player, a TV and a VCR. She also used to bring a lot of extra activities for learners to expand their vocabulary, practice grammar or develop their listening skill.

3.3.1.2 The pre-intermediate group

The group *English 5* was composed of 18 learners, 10 females and 8 males. All of them were undergraduate students at UFSC. The teacher of this group was also an experienced teacher in the area of EFL teaching and a Ph.D. student from the Post Graduate English Program at UFSC.

The group had classes only once a week, on Fridays from 6:30 P.M to 9:40 P.M. However, there was usually a break of 20 minutes around 8:00 o'clock. The textbook used in *English 5* is *New Interchange 3A – English for International Communication* by Jack C. Richards with Jonathan Hull and Susan Proctor. The teacher also made use of a CD player to play the activities of the textbook.

3.4 Objectives of the study and research questions

This study aims, first, at analyzing, describing and illustrating the use of *code switching* in interactive exchanges between the teacher and the learners in a beginner and in a pre-intermediate EFL classroom where Portuguese is the L1 and English the L2, at the Extracurricular English Course at Universidade Federal de Santa Catarina (UFSC). Second, the present study has the objective of investigating the use of *code switching* in those two EFL classrooms from a Sociocultural Perspective.

In order to achieve these objectives, this study attempts to answer the following research questions:

1 – Do the teachers and learners *switch codes* in the investigated EFL classrooms? If so,

1a – What types of *code switching* do they use?

1b – Are there any moments when there is a frequent use of *code switching* in the investigated EFL groups?

2 – What are the functions of *code switching* in the interactive work among the teacher and the learners?

3 – What kind of contribution does *code switching* provide to the construction of scaffolded assistance, i.e, a especial type of assistance provided in the speech of the teacher that may lead to learning?

3.5 Data collection

As already mentioned, the data collection for this study followed a qualitative perspective, that is, data were collected naturally occurring and comprised the following different techniques: classroom observation, informal talks with participants, field notes, and audio recordings. In the following subsections I will describe how the data collection, transcription and analysis were conducted.

3.5.1. Classroom observation and audio recordings

I observed and audio recorded a total of twelve hours of classes of *English 2*, the beginner group, and twelve hours of classes of *English 5*, the pre-intermediate group, during the months of August and September of the year 2002. During this period I also took notes, got more information about each group and had informal talks with the two teachers and some learners about the use of *code switching* in their classes.

3.6 Data transcription, segmentation and analysis

This phase of the study comprised the following two steps: first, listening to the tapes; then, the transcription of the audio recorded classes. Once I had the transcriptions of the classes ready, I started analyzing the data transcribed. As already mentioned, in this study, I followed a qualitative approach to data analysis, that is, I analyzed, described and interpreted the collected data.

The data transcribed were first classified into the following moments: *before starting the classes*, *beginning of the classes*, *warm up-review*, *warm up-new topic*, *grammar explanations*, *giving instructions*, *correcting activities*, *monitoring/assisting the learners*, *receiving instructions*, and *requesting for assistance*. *Before starting the classes* refers to the 5 or 10 minutes which anticipated the beginning of each class.

Beginning of the classes refers to the moment when the teacher explicitly or implicitly told the students that the class was going to start. *Warm up-review* refers to the moments when the teacher reviewed the topic(s) studied in the previous class. *Warm up-new topic* refers to the moments when the teacher introduced a new topic. *Grammar explanations* refer to the moments when the teacher explained grammatical points which were in the book or were asked by the learners. *Giving instructions* refers to moments when the teacher explicitly told the students what to do in a task or how to do the task. *Correcting activities* refers to the moments when the teacher and the learners checked the activities done in class. *Monitoring/assisting the students* refers to the moments the teacher walked around the classroom assisting or monitoring the students when they were carrying out a task. Finally, *requesting for assistance* refers to the moments when learners requested the teacher's assistance.

Then, as I had previously noticed, during data collection, that in some moments there seemed to be more *code switching* than in others, I developed a procedure to check the actual *code switching* of participants, and consequently, the moments in which it was more frequent, as well as the type(s) of *code switching* being used in these moments.

Once I had identified the types of *code switching* and the moments when there was a frequent use of *code switching* in teacher-learner interaction in each group, I could start analyzing the functions of *code switching* that appeared more frequently in the speech of the participants in those moments. The analysis of the functions was divided into two parts. In the first part, I analyzed the functions of *code switching* that appeared more frequently in the speech of the two teachers. In the second part, I analyzed the functions of *code switching* that appeared more frequently in the speech of the learners. After identifying the functions of *code switching* that appeared more

frequently in the speech of the participants, I described and illustrated them with examples which were transcribed using the transcription conventions presented in Appendix II.

As already mentioned, the analysis proposed in this study also focuses on analyzing *code switching* in the EFL classroom from a Sociocultural Perspective. Therefore, some interactive classroom episodes were selected and analyzed from this perspective. In this part of the analysis, I applied the *scaffolding function framework* (Wood et al., 1976), already described in Chapter II (Review of the Literature) section 2.4.1.2.

3.7 Summary of the chapter

In this chapter, I have presented the methodology which was used in this study. First, I explained why I decided to study *code switching* in the EFL classroom from both qualitative and Sociocultural perspectives. Then, I provided a description of the two classroom contexts and participants. Next, I presented the objectives of this study and the research questions. After that, I described the procedures of data collection and data transcription. Finally, I described the steps used in data analysis as well as the type of analysis I carried out. The next chapter will present the analysis of data from a qualitative perspective.

CHAPTER IV

Code switching in the two investigated EFL classrooms: a qualitative analysis

4.1 Introduction

The main objective of this chapter is to present a qualitative analysis of the data collected in the two investigated EFL groups, in order to answer Research Questions number 1 and 2 presented in Chapter III. Regarding the organization of the chapter, it will be divided into two main sections, each of them being divided into subsections. In the first section, I will present the analysis of teachers' and learners' use of *code switching*, showing the types of *code switching* identified and the moments when there was a frequent use of L2 and L1 in the two investigated groups. In the second section, I will describe and illustrate the functions of *code switching* that appeared more frequently in the analysis of the transcriptions.

4.2. Teachers' and learners' use of *code switching* in the two investigated EFL groups

The main aim of this section is to address my Research Questions number 1, 1a and 1b which concern the use of *code switching* by participants in the beginning and in the pre-intermediate group investigated in this study. In order to answer these questions, it is important to take into account the field notes and transcriptions. While observing the classes I could see that all learners of the two groups as well as the two teachers made use of *code switching* in class. Therefore, the use of *code switching* in the two investigated groups was analyzed and classified in the following way: **L2** when participants used only English, **L1** when participants used only Portuguese, **minimal** when participants switched into the other code uttering a word or a sentence, and

extended when participants switched into the other code uttering more than a sentence². The result of this preliminary analysis will be presented in Table 4.1. in subsection 4.2.3. In the following subsection, I will provide a description of the use of *code switching* in each classroom context where data were collected.

4.2.1. Teacher's and learners' use of *code switching* in the beginner group

The teacher and the learners of the beginner group were always interacting in L1, Portuguese, before starting the classes. In that group, Portuguese, thus, was the code of communication used by both the teacher and the learners before starting the classes. When it was time for the class to begin, the teacher then, switched the code to English (L1→L2). The learners, on the other hand, usually continued using Portuguese (L1) to communicate with the teacher and with other learners.

The use of *code switching* after starting the class was common in the beginner group. The teacher was observed to use a lot of *code switching* from English to Portuguese (L2→L1) and vice-versa (L1→L2). Since the first day I observed the classes, I noticed that the teacher used both English and Portuguese as a teaching medium in the beginner group.

The learners used a lot of *code switching*, too, especially when carrying out the tasks in pairs or in groups. They were also observed to use *code switching* (L2→L1) when speaking to the teacher or when invited by her to answer questions about their personal experiences. The low level of proficiency in English was observed to be one of the main reasons for learners' *code switching* in the beginner group. According to Harbord (1992, p. 351), "to let students use their L1 is a humanistic approach in that it permits them to say what they want". Auerbach (as cited in Martínez, 2001, p. 2)

² The terms *minimal* and *extended* were not preestablished, but emerged from the data analysis.

argues that “to let learners use their L1 provides a sense of security and validates the learners’ lived experiences, allowing them to express themselves”.

The following example will illustrate the use of *code switching* by the teacher and by the learners in the beginner group.

Example 1

136 T: okay+ for example+ I’ve+ I have never tried bungee jump okay+ but I’d like to because I think it’s very interesting nanananana and so on+ I’ve never tried raw fish+ but I’d like to try because my mother says it’s very good+ narana+ narana+okay+ so you’re going to write about+ okay+ for example ((reading the paragraph from the book))+ I’ve never gone white water rafting+ I’d like to because it sounds exciting+ tananan+ tananan+ tananan++ and then+ I’d like you to take a look at the text here+ **não vamos ler aqui senão vai demorar muito tempo**+ taking the risk okay ((reading from the book))+ **então correndo o risco aqui+ vocês vão ler o textinho sobre estes esportes que apresentam mais riscos+ voar de asa delta+ o homem subindo ali na pedra+ escalando a pedra+ a mulher lá embaixo no mar+ esse tipo de coisa+ okay vocês vão ler+ pra aula que vem também++** okay+ and then we’re going to start unit eleven okay? it’s a very exciting city ((reading the title from the book))

137 St1: **esse aqui é pra ler**

138 T: read+ you’re going to read the text and write the composition+ okay

139 St: XXX

140 T: for next class+ you have to write a composition+ for Tuesday+ you have to read the text+ for next week+ okay+

141 St2: **como?**

142 T: for next week you have to read the text+ for Thursday you have to write the composition+ okay++ **então+ um textinho+ lindo e maravilhoso pra quinta+ e a leitura pra terça+** okay+ ahhh+

143 St1: **não é pra fazer agora?**

144 T: **não+ é pra aula que vem** okay+ ((laughing)) it’s a very exciting city ((reading the title from the book)) ++ which of the cities here in Brazil+ do you think are very exciting?+ do you understand the meaning of exciting?

145 Sts: no

146 T: what’s the meaning of exciting?

147 St2: **interessante**

148 T: ahan+ you have many things to do+ **tem bastante coisa pra fazer+ bastante né+ noite não sei o quê+ shopping center+ um monte de coisas+ né**

(From Example 1- Appendix III)

As can be seen from this Example, in some turns, participants use *extended code switching*. We can see that in turns 136, 142, 144 and 148 when the teacher switches from L2 to L1, uttering more than a sentence when giving instructions and when

introducing the new unit. In other moments, however, participants use *minimal code switching*. We can see that in turns 137, 141, 143 and 147 when the learners switch into the L1, uttering only a word or a sentence. At this point, it is important to mention that, even though in most moments the learners switched from L2 to L1, uttering only a word or a sentence, the use of *code switching* by the learners in the beginner group was *extensive* due to the fact that they often resorted to Portuguese when speaking.

In the following subsection, I will present the moments when there was a frequent use of *code switching* by the learners or by the teacher in the beginner group.

4.2.1.1 Moments when there was a frequent use of *code switching* in the beginner group

The beginner group teacher made use of *code switching* (L2→L1/ L1→L2) especially in four moments: **when explaining grammar, giving instructions, monitoring/assisting the students, and when correcting activities**. The use of *code switching* from L2 to L1 by the teacher in these moments usually arose from her need to clarify words, expressions, structures and rules of the L2 and to make sure the learners understand her utterances.

The beginner group learners also resorted to *code switching* (L2→L1/ L1→L2) in some moments: **during grammar explanations, when receiving instructions, when requesting for assistance, and when correcting activities**. The use of *code switching* from L2 to L1 by the learners in these moments usually arose from their need to communicate, interact and participate in class.

4.2.2. Teacher's and learners' use of *code switching* in the pre-intermediate group

Like in the beginner group, the teacher and the learners of the pre-intermediate group were always interacting before starting the classes. The difference however, was on the code of communication used by the teachers and by the learners. The pre-intermediate group teacher was observed to use English (L2) since the moment he opened the classroom door. The learners, on the other hand, used both English (L2) and Portuguese (L1) with the teacher and Portuguese among themselves before starting the classes.

The use of Portuguese was not common in the pre-intermediate group after starting the classes. The teacher hardly ever switched codes from English to Portuguese (L2→L1) and when he did so, he immediately switched back to English (L2→L1→L2). I observed that the teacher switched codes (L2→L1) only in moments when it was really necessary, for instance, to clarify a structure or a rule of the L2. The learners were also observed to switch codes (L2→L1). However, despite switching codes, they were observed to try to communicate in English as much as possible.

The following example, Example 2, will illustrate the use of *code switching* by the teacher and by the learners in the pre-intermediate group.

Example 2

1091 St1: I can use this informal+ ask her?+

1092 T: ask her+ if she is+

1093 St1: yeah

1094 T: yes+ you can

1095 St2: if he is a friends++ **você pode perguntar?**

1096 T: you see I'm giving you the formal stuff+ I'm going by the book+ of course in spoken language we can change everything+ so this is a very good example that he is raising+ can I use instead of+ could you+ can you just ask her if she is+ yeah+ so+ you can go straight to the point+ yeah

1097 St3: could is more formal?

1098 T: yeah could is much more formal+ like ah+ **poderias perguntar pra ela se ela vai à festa à à noite+ eu estou pensando será que++ tu poderias perguntar pra ela se ela vai à festa hoje à noite+** so this is+ this is modality+ you should adjust how are

you gonna use the language and the context will give you that+ so very good+ how about number three?++ do you agree? +can I or I can?+

1099 Sts: I can

1100 T: I can because you see the question part is in the beginning+ could you ask Tonny how many of my friends I can bring to his party?+ because of could+ **a inversão do verbo com o pronome já tá no início**+ could I?

1101 St4: **então quando é pergunta permanece**

1102 T: yeah so the second part is not the beginning of the question anymore+ it's just a continuation+ you don't need to invert

(From Example 7- Appendix III)

We can see from this Example that most of the time the teacher and the learners use the L2, English. However, in some turns they use *minimal code switching* from L2 to L1 (turns 1095, 1100 and 1101). There is also a turn when the teacher uses *extended code switching* from L2 to L1 (turn 1098). At this point, it is important to mention that, even though in some moments the teacher switched from L2 to L1, uttering more than a sentence, the use of *code switching* by the teacher in the pre-intermediate group was considered *minimal* due to the fact that he predominantly used the L2 in class. The following subsection will present the moments when there was a frequent use of *code switching* in the pre-intermediate group.

4.2.2.1 Moments when there was a frequent use of *code switching* in the pre-intermediate group

As already suggested, the pre-intermediate group teacher was observed to use little *code switching* (L2→L1) in his classes. He resorted to *code switching* from L2 to L1 especially in two moments: **when explaining grammar**, and **when correcting activities**. The teacher's use of *code switching* (L2→ L1) in these moments was also observed to arise from his need to clarify understanding of structures and rules of the L2.

The pre-intermediate group learners were also observed to resort to *code switching* from L2 to L1 during **grammar explanations**, and **correction of activities**. Like in the beginner group, the learners' *code switching* (L2→L1) in these moments was observed to arise from their need to communicate and participate in class as well as to clarify understanding of the topics under study.

4.2.3 Summary of the analysis of teachers' and learners' use of *code switching* in the two investigated EFL groups

The analysis presented in this section is now summarized and presented in the table below.

	Beginner group		Pre-intermediate group	
	Teacher's use of <i>code switching</i>	Learners' use of <i>code switching</i>	Teacher's use of <i>code switching</i>	Learners' use of <i>code switching</i>
Before starting the classes	None (only L1)	None (only L1)	None (only L2)	Minimal (L1 & L2)
Beginning of the classes	Minimal (L1→L2)	None (only L1)	None (only L2)	Minimal (L1→L2)
Warm up-review	Minimal (L2→L1)	Minimal (L2→L1)	None (only L2)	None (only L2)
Warm up-new topic	Extended (L2→L1)	Minimal (L2→L1)	None (only L2)	None (only L2)
Grammar explanations	Extended (L2→L1)	Extended (L2→L1)	Minimal (L2→L1)	Minimal (L2→L1)
Giving instructions	Extended (L2→L1)		None (only L2)	
Receiving instructions		Extended (L2→L1)		Minimal (L2→L1)
Requesting for assistance		Extended (L2→L1)		Minimal (L2→L1)
Assisting/monitoring the students	Extended (L2→L1)		None (only L2)	
Correcting activities	Extended (L2→L1)	Extended (L2→L1)	Minimal (L2→L1)	Minimal (L2→L1)

Table 4.1. Summary of the analysis of teachers' and learners' use of *code switching* in the two investigated EFL groups

As can be seen from this table, in both groups, participants switched codes. However, whereas the teacher and learners of the beginner group predominantly used *extended code switching* in their classes, that is, in most moments they switched into L1 uttering more than a sentence, the teacher and the learners of the pre-intermediate

group used both **L2** and *minimal code switching* in their classes. This finding suggests that the use of *code switching* by the teacher and by the learners in the EFL classroom may be mainly related to the learners' level of proficiency in the L2. The qualitative analysis presented in this section shows that, in a beginning level, the use of *code switching* by the learners and by the teacher may be more common than in a pre-intermediate level.

According to the two teachers investigated in this study, the use of L1 in beginner groups is much more common and even necessary than in other levels due to the learners' low level of proficiency in the L2 (from field notes). Both teachers also mentioned that they use more *code switching* (L2→L1/ L1→L2) in beginner groups than they do in pre-intermediate or intermediate levels. However, according to the teacher of the pre-intermediate group, sometimes it is necessary to switch the code from L2 to L1 even with more proficient learners: "sometimes if you try to go around not using L1, it's going to be even more complicated than using it" (from field notes). The teacher of the pre-intermediate group also argued that "sometimes translating words or expressions for learners and helping them to understand the content by using the L1 is part of the foreign language teacher's work" (from field notes).

In what follows, I will describe and illustrate the functions of *code switching* that appeared more frequently in the speech of the teachers and the learners in the moments presented in table 4.1 above.

4.3. Functions of *code switching* in the two investigated EFL groups

Code switching, mainly from L2 to L1, was observed to have several functions in the interactive work among the teacher and the learners in the two investigated EFL groups. In this section, I will describe and illustrate the functions that appeared more

frequently in the analysis of the transcriptions. I will start by describing and illustrating the functions of *code switching* that appeared more frequently in the speech of the teachers. Then, I will describe and illustrate the functions of *code switching* that appeared more frequently in the speech of the learners of the two investigated groups.

4.3.1. Functions of teachers' *code switching*

4.3.1.1 Functions of teacher's *code switching* in the beginner group

As already suggested, the analysis of transcriptions revealed extensive use of *code switching*, mainly L2→L1, in teacher-learner interaction in the beginner group. In this subsection, I will describe and illustrate the functions of *code switching* that appeared more frequently in the speech of the teacher. The functions of teacher's *code switching* were: (1) **to mark the beginning of class (L1→L2)**; (2) **to get the learners' attention (L2→L1)**; (3) **to maintain the planned structure of the class (L1→L2)**; (4) **to facilitate/clarify understanding of grammatical rules and structures (L2→L1)**; (5) **to provide equivalent meaning(s) in L1/to translate vocabulary (L2→L1)**; and (6) **to give advice (L2→L1)**. I will describe these functions by illustrating them with examples.

Example 3 illustrates one of the moments when the teacher's *code switching* marks the beginning of class. As already mentioned, the learners and the teacher of the beginner group were always interacting in Portuguese before starting the classes. When it was time for the class to begin, the teacher then, switched the code into L2. The teacher's *code switching* (L1→L2) in those moments marks the beginning of class.

Example 3

- 01 T: let's start+ yes?+ all right+ so+ I'd like you to open your books on page 63++ any news from the weekend?++ ((students go on speaking with each other in Portuguese))
did you do anything special over the weekend?++ **nada interessante pra contar?++ não?**
- 02 St1: yes+ my Avaiiiii
- 03 T and Sts: ahhhhhhhhhhh ((laughs and comments about the two teams Avai and Figueirense))
- 04 St2: **alguma coisa interessante**
- 05 Sts and T: ((laughs and comments in Portuguese))
- 06 T: okay+ **vamo lá**+ aah+ we're going to move to exercise 7+ we're going to skip pronunciation for you to do at home+ okay+ pronunciation **é tudo pra fazer em casa+ vocês estão fazendo?**
- 07 Sts: **ahhh estamos** ((laughing))
- 08 T: okay+ so+ let's take a look at the listening+ exercise 7+ **vamo lá meninas?**+ you're going to listen to Clarisse and Karl talk about interesting things they've done recently+ okay+ then you're going to complete this chart

(from Example 2 - Appendix III)

In addition to illustrating a moment when the teacher's *code switching* (L1→L2) marks the beginning of class, the Example transcribed above also illustrates two other functions of *code switching* that appeared frequently in the speech of the teacher in the beginner group. The other two functions are: **to get the learners' attention** and **to maintain the planned structure of the class**.

In the Example above, the teacher signals that it is time to start the class by switching codes from L1 to L2 (turn 1). After starting the class, the teacher immediately asks the learners to open their books. While the learners were taking and opening their books she asks them "any news from the weekend?" (turn 1). However, no one pays attention to her. In a few seconds she asks another question "did you do anything special over the weekend?" (turn 1). Again, the learners do not pay attention to the teacher and go on talking with each other in Portuguese. The teacher then, switches from English to Portuguese (L2→L1) "nada interessante pra contar?++" (turn 1). By doing so, she gets the learners' attention. What is interesting to observe in the Example above is the fact that one of the learners (St1) not only pays attention to the

teacher, but also answers in English “yes, my Avaiiiiiiiii!” (turn 2). This answer generates laughs among the teacher and the other learners who start commenting on the performance of Avai and Figueirense, the two biggest soccer teams of the city.

We can also see from the Example transcribed above that the teacher makes use of *code switching* (L1→L2) to maintain the planned structure of the class. After a few minutes laughing and interacting in Portuguese with the learners, the teacher, in turn 6, switches back to English (L1→L2) in order to get the learners’ attention again and also to maintain the planned structure of the class.

As already mentioned, the teacher of the beginner group also switched codes **to facilitate/clarify understanding of grammatical rules and structures and word and expressions**. This function will be illustrated in Example 4 below. In the Example, the teacher is explaining the difference in the use of the *simple past* and *the present perfect*. During the explanation, she often switches codes from English to Portuguese (L2→L1) and vice-versa (L1→L2) in order to facilitate understanding of the two grammatical structures under study.

Example 4

- 5 T: **lembram?**+ eat+ **comer**+ participle?+ eaten+ okay? ((writing the example on the board)) **então eu posso perguntar se você já comeu escargô+ não tô dizendo+ quando**+ okay+ **então eu vou perguntar**+ have you ever eaten escargô+ or snails+ sorry+ I’m using the French word+ ((writing the example on the board)) **então+ você já comeu o escargô?**+
- 6 St1: **e pra perguntar+ especificando o tempo?**
- 7 T: **ai tu vais pa+ perguntar no passado simples+ mesma coisa**
- 8 St1: **no passado simples**
- 9 T: **ahan+ no passado simples**
- 10 St1: XXX
- 11 T: **é o did+ não é o have com o verbinho no particípio+**
- 12 St1: **ai não+ eu não posso perguntar**+ you ate snails+
- 13 T: did you **né+ did you+ did you porque XXX auxiliar**
- 14 St1: **aaah XXX precisa do auxiliar**
- 15 T: ahan+ did you+ did you eat escargô+ when you+ when you went to France? ((writing on the board))+ okay+ **você comeu escargô quando você foi pra França?+ tá certo?**+
- 16 St1: **ai como did tá no passado+ aí já o verbo fica no presente**

17 T: ++isso+ claro+ ahan+ se eu uso did na pergunta+ o verbinho fica no presente

(from Example 3 - Appendix III)

We can see from this Example that by switching codes from English to Portuguese (L2→L1), the teacher aims at facilitating understanding of the use of the *simple past* and the *present perfect*. At this point, it is important to mention that the teacher of the beginner group often switched codes (L2→L1) if the situation demanded a comment or an explanation of a grammatical rule or structure. Moreover, *code switching* seemed to be a necessary means of explaining rules and structures of the L2 in the beginner group. According to Harbord (1992, p. 353), “most often, teachers resort to L1 to explain grammar because they feel that L2 explanation is too complicated, or may even feel themselves incapable of giving a clear and unambiguous explanation of the structure in question exclusively in English”.

The teacher of the beginner group also switched codes (L2→L1) **to provide equivalent meaning(s) in L1 or to translate vocabulary** when the learners did not know the meaning of L2 words or expressions, or when they asked the meaning of L2 words and expressions in Portuguese. Before describing and illustrating this function, it is important to mention that there are many instances in which the teacher provided the meaning of L2 words or expressions by using synonyms or gestures. However, there are also several moments when the teacher makes use of *code switching* (L2→L1) to translate vocabulary.

Example 5 illustrates a moment when the teacher switches codes (L2→L1) to provide the meaning of L2 words. In the Example, the teacher and the learners are correcting a listening activity. One of the questions of the activity was “What did Karl do?” During the activity, most learners had difficulties in understanding that “Karl went

mountain climbing in Switzerland”. Therefore, after playing the conversation three times, the teacher herself answers “he went mountain climbing” (turn 36). In order to clarify understanding, she asks “what does it mean?+ mountain climbing?” (turn 42). However, no one answers. The teacher then, switches code (L2→L1) to provide the meaning in Portuguese.

Example 5

- 36 T: ahan+ he went to Switzerland +and what did he do there?++ ((no one answers)) **que que ele fez lá na suíça?++** ((no one answers)) **não escutaram alguma coisa?++**
- 37 St: XXX
- 38 T: **não?+** ((the teacher plays the conversation again)) he++
- 39 St3: went++ **tem uma palavra ali**
- 40 T: went mountain+ ((writing the sentence on the board))
- 41 Sts: aaaaaaaaaah
- 42 T: he went mountain climbing+ what does it mean?+ mountain climbing?++ ((no one answers)) **que que é?++** he went mountain climbing++ ((no one answers)) **subi a montanha lá** in Switzerland+ and did he like it? ((she plays the tape again))
- 43 St3: really exciting
- 44 T: really exciting+ very good+ it was really exciting ((writing the sentence on the board))+ of course it was dangerous+ but I liked it a lot++ okay+
- 45 St5: **o que que é** mountain climbing?
- 46 T: mountain climbing **é subir a montanha+ escalar a montanha++ vamos escutar esta coisa** ((the tape)) **em casa+ não tão escutando a fita em casa+ cem vezes quando chega em casa+ tem que escutar todo dia pra acostumar o ouvido+ todo dia todo dia senão a gente esquece tudo+ okay?+**

(from Example 2 - Appendix III)

We can see from this Example that the teacher initially switches the code from L2 to L1 to make sure the learners understand the question “what did he do there?” (turn 36) and then to provide the meaning of “mountain climbing” in Portuguese (turn 42). After providing the meaning in L1, she goes on to correct the rest of the activity. However, in turn 45 a learner asks “o que que é mountain climbing?” Again the teacher resorts to *code switching* (L2→L1) to provide the meaning of “mountain climbing”.

We can also see from Example 6 above that in turn 46, the teacher makes use of *code switching* (L2→L1) **to advise the learners**. The use of *code switching*

(L2→L1) by the teacher to advise the learners was common in the beginner group. Every time she realized the learners had difficulties in understanding the conversations listened to in class, she switched codes (L2→L1) to advise them they should listen to their tapes which contained the contents presented in their textbook, so that they could improve their listening skill at home. By switching the code from English to Portuguese to give advice, the teacher would probably be sure the learners would understand her advice.

The following subsection will present the functions of *code switching* that appeared more frequently in the speech of the teacher in the pre-intermediate group.

4.3.1.2 Functions of teacher's *code switching* in the pre-intermediate group

As already stated, the teacher of the pre-intermediate group used little *code switching* (L2→L1/L1→L2) in class. In the analysis of transcriptions, four functions of *code switching* appeared more frequently in his speech. The functions were: (1) **to facilitate/clarify understanding of grammatical rules and structures** (L2→L1); (2) **to facilitate/clarify understanding of words and expressions** (L2→L1); (3) **to elicit L2 vocabulary and grammatical structures** (L2→L1); (4) **to call the learners' attention to the correct pronunciation of sounds in English** (L2→L1) and; (5) to bring about humorous effect. Examples 6, 7, 8 and 9 will illustrate these functions.

Example 6 below presents a moment when the teachers' *code switching* (L2→L1) **clarifies/facilitates understanding of the grammatical structure under study**. In the example, the teacher and the learners are talking about ways of making requests in English. Before the Example began, the teacher had explained how people can make requests with *modal* verbs and *if* clauses. After the explanation, one of the learners had a doubt and asked the following question: "ah+ can you help me is++ encaixa ai?+ in

informal or formal or+” (turn 700). The teacher, then, invited the whole class to discuss the question presented by the learner (St3). At a certain point in their interaction, the teacher makes use of *code switching* (L2→L1) in order to clarify understanding of the grammatical structure under analysis.

Example 6

- 700 St3: ah+ can you help me is++ **encaixa ai+** in informal or formal or+
701 T: okay lets discuss this+ you go to + your are at the library you need+ you need information about a book you can't find+ you're gonna talk to whom?+
702 St4: the the the
703 Sts: **bibliotecária**
704 T: the librarian+ the person in the library+ all right+
705 St4: you don't speak ah+ I was thinking if you++
706 T: no+ wha+ what do you use?
707 Sts: yes+ can you?
708 T: can you help me?
709 Sts: yes+ can you help me?
710 T: it would be effective you think+ in a library+ that's the way you'll use it+ **oh pode me dá uma força+ pode me dá uma ajuda+** something like that + you wouldn't say something like+ **você se importaria de me dizer onde eu posso encontrar o livro?++**
711 St4: **talvez+** maybe
712 St5: maybe+ depends on the++
713 T: see+ so+ depending on the context you will use one or+
714 St: depending where you are

(from Example 11- Appendix III)

In this Example, we can see that the teacher switches from L2 to L1 to provide examples of informal and formal ways of making requests in Portuguese “oh+ pode me dá uma força+ pode me dá uma ajuda”, “você se importaria de me dizer onde eu posso encontrar o livro” (turn 710). By using *code switching* (L2→L1) to provide the examples, the teacher leads the learners to reflect on the form under analysis and facilitates understanding of it. At this point, it is important to mention that in some moments during grammar explanations, the teacher of the pre-intermediate group

encouraged the learners to think in Portuguese in order to facilitate understanding of the L2 grammatical structures under study.

As already suggested, there were also moments when the teacher's *code switching* (L2→L1) **facilitates/clarifies understanding of L2 words and expressions**. Example 7 below illustrates this function. Before the Example began, the teacher had made use of a warm up activity. In order to involve the learners in the warm up, he asked them the following question: "how could I possibly say this 'enquanto eles estavam catando lixo encontraram uma mala cheia de dinheiro'". The learners immediately started constructing the sentence in English. In few minutes, the teacher and the learners had the sentence in English "while they were picking up/collecting the trash, they found a bag full of money". The teacher, then, asked the learners how many actions there were in the sentence they had just constructed. While the learners were trying to answer the teacher's question, a learner (St1) asks the teacher the following: "como é que é aquele filme trash?" (turn 1159). After trying to explain in English the meaning of "trash movies", the teacher makes use of *code switching* (L2→L1) to facilitate understanding of that expression.

Example 7

- 1159 St1: **como é que é aquele filme**+ trash
1160 T: well+ trash movies is like a+ a genre of movies+ it's a kind of movie that+ you know++ have very bad made monsters and+ and is like++ **aquele lado B+ tem um programa na band que dá uns filmes assim**
1161 St1: **as três horas da tarde**
1162 T: **é+ umas criaturas assim+ grotescas**
1163 St1: XXX
1164 St2: teacher?
1165 T: yeah?
1166 St2: junk eh++ can+ can be the same as trash?
1167 T: junk?+ it is a different thing+ trash and garbage+ they are like+ the+ things that will spoil+ do you understand spoil?
1168 Sts: no
1169 T: if you put an egg+ if take an egg out of the fridge an you put it in the sun for three days+ it will rot+ it will spoil+ so+ TRASH+ it's difficult to+ I don't think I can give

you a very good explanation+ junk is not+ for++ you know+ food and and+ yeah it is+
junk food+ XXX **tô aqui batendo cabeça e+ não sei+ me parece que o contexto que
junk é usado+ é é um pouco diferente do contexto que** garbage e trash **é usado+ tu
não vai dizer assim++** ó+ I have to take the junk outside+ I have to take the junk out+
you're gonna say I have to take the trash out or the garbage out+ because
1170 St2: junk **é adjetivo**
1171 T: yes+ well

(from Example 14 - Appendix III)

We can see in this Example that another learner (St2) asks a question “junk+ eh+ can+ can be the same as trash?” (turn 1166). The teacher tries to explain in English the difference between “garbage, trash and junk”. In the middle of his explanation, however, he switches the code to Portuguese (turn 1169) in an attempt to clarify that “junk” is not used in the same context as “trash and garbage” are used. We can see in turn 1170 that the learner (St2) himself finds the answer to his question “junk é adjetivo” therefore it is not the same as “trash” in the sentence “while they were picking up the trash”.

The next example, Example 8 illustrates one of the moments when the teacher makes use of *code switching* (L2→L1) **to elicit L2 vocabulary and the grammatical structure** that would be studied next. Before the Example began, the teacher had asked the learners to compare or contrast two professions. However, before the learners start doing the activity, the teacher demonstrates what he wanted them to do in the task. While giving the example, the teacher makes use of *code switching* (L2→L1) to elicit the vocabulary and the grammatical structure that the learners would need to compare/contrast the two professions.

Example 8

313 T: let's suppose that this would be really exciting+ so+ you would say+ in my opinion+ to me+ ahhhhhhh for me ((writing on the board))+ **ser uma prostituta++**

- 314 St1: being a
 315 T: so you could say+ being a p. ((writing on the board))+ **trabalhar como**++
 316 St2: work as
 317 T: working as a p. ((working on the board))++ is exciting in my opinion+ or in my opinion it is exciting being a prostitute because++ and because++ you can tell me+ why would it be exciting to be a prostitute? being a man or a woman?

(from Example 8 - Appendix III)

By means of *code switching* (L2→L1), the teacher not only elicits L2 vocabulary and the grammatical structures “being a” and “working as”, but also involves the learners in the construction of the example which would serve as a model for them when doing the activity. *Code switching* (L2→L1) was observed to be a useful strategy for eliciting L2 vocabulary and grammatical structures in the pre-intermediate group. By means of L1, the teacher stimulated the learners to remember L2 vocabulary and grammatical structures that they had already studied in previous levels as well as elicited vocabulary and grammatical structures that would be studied in that level.

The following example, Example 9, illustrates one of the moments when the teacher makes use of *code switching* (L2→L1) **to call the learners’ attention to the correct pronunciation of sounds in English**. Before the Example began, a learner (St1) was talking about how interesting it would be working as a journalist. Instead of pronouncing /θ/ and /t/ she pronounced /t/ and /t/. Other learners had already pronounced /θ/ and /t/ in other moments. Then, in order to help the learners to overcome the difficulty of pronouncing the *th* sound in the words *think* and *thing*, the teacher repeats the sound four times “ + + + ” (turn 459) and switches code to Portuguese (L2→L1) to explain how the *th* sound under analysis was produced.

Example 9

- 452 St1: ((reading her paragraph)) I think ((pronouncing / /)) working as a bus collector is too boring because you pass all the day doing the same thing ((pronouncing /t /)) and sometimes people are impolite with this profession+ contrarily+ being a journalist you go to many countries+ to write for a magazine XXX know many cultures+ many interesting people+ delicious food+ visit cool places XXX
- 453 T: MAN+ what am I doing as an English teacher?
- 454 Sts: ((laughs))
- 455 T: I wanna become a journalist!
- 456 Sts: ((laughs))
- 457 T: I chose the wrong profession!+ just allow me to to+ just one correction+ how do we say **coisa** in English?
- 458 Sts: thing+ ting+ thing
- 459 T: so+ + + +
- 460 Sts: thing
- 461 T: **como se fosse cuspi mesmo!**
- 462 Sts: ((laughs))
- 463 T: **essas pessoas que falam assim+ thing+ thing+**
- 464 Sts: ((laughs))
- 465 T: I know it's difficult+ it's but+ go in front of the mirror+ THING+ you get there+ anybody else would like to share?+ + come on!
- 466 Sts: ((laughs))

(from Example 9 - Appendix III)

In this Example, we can see that the teacher encourages the learners to pronounce the *th* sound in the word “thing” by saying “como se fosse cuspi mesmo!” “essas pessoas que falam assim+ thing+ thing+” (turns 461 and 463). We can also see in this Example that the **teacher’s code switching (L2→L1) brings about a humorous effect**, that is, his *code switching* contributes to generate a humorous moment as well as to create a more relaxed atmosphere in class. Moreover, the teacher’s *code switching* from L2 to L1 in the example transcribed above provided an opportunity for the learners to acquire or reinforce the correct pronunciation of the *th* sound in the word under analysis.

The functions and types of *code switching* described and illustrated in this subsection and in the previous one are now summarized and presented in the table below.

Functions and types of <i>code switching</i> that appeared more frequently in the analysis of transcriptions			
Beginner group teacher		Pre-intermediate group teacher	
Ex. 3	<ul style="list-style-type: none"> • to mark the beginning of class (L1→L2); • to get the learners' attention (L2→L1); • to maintain the planned structure of the class (L1→L2); 	Ex. 6	<ul style="list-style-type: none"> • to facilitate/clarify understanding of grammatical rules and structures (L2→L1);
Ex. 4	<ul style="list-style-type: none"> • to facilitate/clarify understanding of grammatical rules, structures, words and expressions (L2→L1); 	Ex. 7	<ul style="list-style-type: none"> • to facilitate/clarify understanding of words and expressions (L2→L1);
Ex. 5	<ul style="list-style-type: none"> • to provide equivalent meaning(s) in L1/to translate vocabulary (L2→L1); • to give advice (L2→L1). 	Ex. 8	<ul style="list-style-type: none"> • to elicit L2 vocabulary and grammatical structures (L2→L1);
		Ex. 9	<ul style="list-style-type: none"> • to call the learners' attention to the correct pronunciation of sounds in English (L2→L1). • to bring about humorous effect (L2→L1).

Table 4.2. Summary of the analysis of the functions and the types of teachers' *code switching* in the two investigated EFL groups.

We can see from this table that two functions of teachers' *code switching* appeared frequently in the two investigated groups: (1) **to facilitate/clarify understanding of words and expressions (L2→L1)** and, (2) **to facilitate/clarify understanding of grammatical rules and structures (L2→L1)**. This finding suggests that even in groups where the learners are supposed to be more proficient in the L2, the teachers may need to switch the code from L2 to L1 in some moments. In the case of the two teachers investigated in this study, both switched codes when they needed to facilitate/clarify understanding of words, expressions, and grammatical rules or structures of the L2. In what follows, I will describe and illustrate the functions of learners' *code switching*.

4.3.2 Functions of learners' *code switching*

The main aim of this subsection is to describe and illustrate the functions of *code switching* that appeared more frequently in the speech of the learners of the two investigated groups. The functions that appeared more frequently in the transcriptions

of the learners' speech were: (1) **to maintain the flow of conversation** (L2→L1); (2) **to fill a linguistic gap** (L2→L1→L2); (3) **to provide equivalent meaning(s) in L1/to translate vocabulary** (L2→L1); (4) **to ask equivalent meaning(s) in L1 or L2** (L2→L1); (5) **to ask about grammatical rules or structures** (L2→L1); and (6) **to clarify understanding of grammatical rules/structures** (L2→L1). These functions will be also described and illustrated with examples.

Example 10 and Example 11 below present two moments when the learners make use of *code switching* (L2→L1) **to maintain the flow of conversation**. Whereas Example 10 illustrates this function of learners' *code switching* in the pre-intermediate group, Example 11 illustrates the use of *code switching* to maintain the flow of conversation in the beginner group.

In Example 10, two learners of the pre-intermediate group are telling the group something they had heard on the news.

Example 10

1125 St1: ah+ we talking about that+ that+ you told us+ eh+ the the+ like german+ the peugeot+ do the the++ **credito carbono**
1126 St2: the the++ Peugeot eh+ eh+ is growing ah++ tre trees+ in the brazil to++ **pra recompensar o que+ o que**
1127 T: what they what they've polluted
1128 St2: **o que eles tão jogando de carbono na atmosfera+ eles tão plantando árvore no Brasil pra compensar**
1129 T: very diplomatic+ very diplomatic

(from Example 13 - Appendix III)

As can be seen from this Example, both learners (St1 and St2) start speaking in English. However, at a certain point in their speech, one of them, St2, in turns 1126 and 1128, switches codes (L2→L1) in order to maintain the flow of the conversation.

The following example, Example 11, illustrates the learners' use of *code switching* (L2→L1) to maintain the flow of conversation in the beginner group. In the Example, a learner (Edi) is talking about her hometown. In some moments she does not know how to say in English what she wants to say. Then, she switches to L1 in order to maintain the flow of the conversation (turns 72, 76 and 82).

Example 11

- 59 T: you're going to talk about your hometowns again+ okay+ let's take a look at the questions+ okay+ ah+ for example+ where are you from? ((pointing and asking to one of the learners))
- 60 St5: Marilena
- 61 T: Marilena?+ where is it?
- 62 St5: Paraná
- 63 T: in Paraná?+ okay+ Marilena+ okay+ ah+ is it an interesting place?
- 64 St5: ((makes a negative gesture with her head))
- 65 T: no+ it isn't+ okay+ is it+ is it very big?
- 66 St5: no+ it's small
- 67 T: no+ it's small+ is it safe?
- 68 St5: +yes
- 69 T: yes+ is it clean?
- 70 St5: no ((laughs))
- 71 T: no+ it's dirty?
- 72 St5: ((incomprehensible comments in Portuguese)) yes+ **tem aquele barro vermelho**
- 73 T: ah+ it's+ ahan+ okay+ so+ it's a problem+ you do not have++ ah+ sidewalks++ pavement
- 74 St5: no pavement XXX
- 75 T: ahan
- 76 St5: **não sei como é que se diz+ tem poeira**
- 77 T: dust+ dust+ ahan
- 78 Sts: dust
- 79 T: **não tem então calçada+ calçamento** XXX+ we love it here ((laughing))+ is it expensive?
- 80 St5: no+ it's cheap
- 81 T: cheap+ what's the nightlife like?+ is it very exciting? ((laughs))
- 82 St5: ((laughs)) **não tem nada pra fazer**
- 83 T: there aren't good restaurants+ no bars+
- 82 St5: NO+ XXX

(from Example 5 - Appendix III)

As already suggested, the learners of the two investigated groups also switched codes **to fill a linguistic gap**. This function, which appeared more frequently in the pre-intermediate group, will be illustrated in Example 12 below. In the Example, a learner of the pre-intermediate group is talking about India. At a certain point in her speech,

she needs the word for “marriage candidate”. Since she does not know that word in English she says it in Portuguese (turns 1199 and 1203). Once the linguistic gap is filled she immediately switches back to English (L2→L1→L2).

Example 12

- 1199 St1: Indian people+ ah+ because they don't choose who they will marry++ the married ((marriage)) in India+ when the children born ah+ the parents choose the+ **pretendente**+ the the the wife or+ the husband+ eh+ eh+ man eh+ the+ THE HUSBAND
- 1200 Sts: ((laughs))
- 1201 St1: because the the wife+ the man can choose+ her his wife+ for sometimes+ eh+ **mais** eh+
- 1202 Sts: ((laughs because Amanda started talking in Portuguese))
- 1203 St1: ((laughs)) okay eh+ the mother+ there is modern families there+ they they let the children ah+ refuse the first **pretendente**
- 1204 T: candidate
- 1205 St1: candidate+ but the second no
- 1206 Sts: ((laughs))

(from Example 17 - Appendix III)

As can be seen from Examples 10, 11, and 12 above, *code switching* (L2→L1) was an important communication strategy which enabled the learners to carry on speaking, to express their ideas and to participate in class. In the given examples, the learners tried to express their ideas in English. However, they switched to Portuguese (L2→L1) in moments when they felt they were unable to carry on speaking in L2, or when they did not know how to say in English what they wanted to say, that is, when they needed to maintain the flow of conversation or to fill a linguistic gap.

The learners of the two groups also made use of *code switching to provide equivalent meaning(s) in L1/to translate vocabulary*. This function appeared more frequently in the speech of the learners in the beginner group. In that group, the teacher used to check understanding of new vocabulary by asking the learners the meaning (s) of new L2 words or expressions in Portuguese, as it is illustrated in Example 13 below.

In the Example, the teacher is giving instructions to the learners who were supposed to complete some sentences with the verbs suggested in their textbook. However, before the learners start doing the activity, the teacher quickly checks the meaning(s) in L1 of the vocabulary presented in the activity (turns 69, 75, 77, 79 and 81). The learners, then, make use of the L1 to provide the meaning(s) of the words, that is, they use the L1 to translate L2 vocabulary (turns 70, 76, 78, 80 and 82). At this point, it is important to mention that the use of *code switching* from L2 to L1 by the learners to translate vocabulary was a common task carried out in the beginner group.

Example 13

69 T: okay+ so+ you have here a list of things to do in France+ okay+ and in this box here you have some verbs+ okay+ the first one+ should spend+ what's the meaning of should spend?

70 St1: **é deveria gastar**

71 T: **GASTAR?+ é no sentido de mais+ passar+ passar um tempo**

72 St1: **ah+ confundi**

73 T: **é que aqui não vai ter coisa pra gastar dinheiro+ passar+ okay+ você deve passar um tempo na praia por exemplo+** you should spend some time at the beach

74 St: XXX

75 T: **mas o gastar também pode ser+ só que não aqui neste contexto++** can see++ what's the meaning of see?+

76 St2: **pode ver**

77 T: ahan+ can go?

78 St3: **pode ir**

79 T: aham+ **ai depende do que tem aqui depois+** should visit+

80 St1: **deveria visitar**

81 T: should try

82 St3: **deveria experimentar**

83 T: **experimentar+** here they talk about food++ and shouldn't miss+ **não pode perder+ okay+ então vamo lá+ tentem colocar ali+ só completar com um desses verbinhos**

84 St1: **o que que é flea market?**

36 T: flea market **é mercado das pulgas+ onde vende coisa usada+ antiguidades**

(from Example 6 - Appendix III)

As already suggested, the learners of the pre-intermediate group made use of *code switching* (L2→L1) to provide equivalent meaning(s) in L1/to translate

vocabulary, too. In that group, however, this function appeared only when the learners did not know the meaning of L2 words or expressions and not as a common task carried out in class. The following example, Example 14, illustrates this function. Before the example began, the teacher had asked the learners to write a paragraph comparing different professions. Nevertheless, before the learners start doing the activity, the teacher invites them to give an example using the professions suggested in their textbook “let’s make an example ++ let’s compare ahhhh++ let’s use some professions they say there ((in the textbook)) ah++”. While the teacher was modeling the activity, a learner (St1) asks the meaning of “landscaper’ in Portuguese (turn 593 and 597). Another learner (St3) makes use of *code switching* (L2→L1) to provide the meaning of that word.

Example 14

- 593 St1: what’s a landscaper?
 594 T: good question+ can you provide the answer anybody? what’s a landscaper?
 595 Sts: ((no answer))
 596 T: what’s landscape?
 597 St1: is a **paisagem?**
 598 T: yes it is+ landscaper would be what then?
 599 St2: **paisagista**
 600 T: and on the other hand+ what would be intern?++ MAN+ I don’t think I know what intern is++ I have a slight idea++ I haven’t checked this+ nobody has a dictionary?++ do you know what an intern is? ((asking to me))
 601 Researcher: I don’t+ sorry
 602 St3: **estagiário**
 603 T: no+ I don’t think so+ is it? have you checked?
 604 St2: what?
 605 St3: **estagiário+ tá escrito aqui**
 606 T: oh+ okay+ in your book?
 607 St3: **é ((laughs)) ah deixaram isso escrito aqui+ não sei quem foi**
 608 Sts: ((laughs))
 609 T: oh+ that means that your book has all the answers
 610 Sts: ((laughs))
 611 T: everything
 612 Sts: ((laughs))

(from Example 10 - Appendix III)

We can see from this example that the teacher himself asks the learners if they know the meaning of “intern”, another new word which was presented in the activity. One of the learners (St3) who was using a second hand book, had the word “intern” translated in his book. Then, he uses Portuguese to provide the meaning of that word (turn 602 and 605). St3 also uses Portuguese to reinforce that “intern” means “estagiário” in Portuguese “tá escrito aqui” (turn 605), and to defend himself because his book already had the answers to the activities “deixaram isso escrito aqui+ não sei quem foi” (607). This sentence in Portuguese contributes to generate a humorous moment, since everyone started laughing.

The learners of the two investigated groups also made use of *code switching to ask equivalent meaning(s) in L1 or L2*. While the learners of the pre-intermediate group often asked the teacher equivalent meaning(s) in L2, the learners of the beginner group usually asked the teacher equivalent meaning(s) in L1. The use of *code switching* by the learners to ask equivalent meaning(s) in L1 or L2 will be illustrated in Example 15 and Example 16 below.

Example 15 illustrates a moment when the learners of the beginner group switch codes (L1→L2→L1) to ask equivalent meaning(s) in Portuguese. In the example, the teacher is introducing a new topic. She provides the meaning(s) of new L2 words by giving examples in L2 (see turns 168, 171 and 174). The learners, on the other hand, make use of *code switching* (L1→L2→L1) **to ask equivalent meaning(s) of L2 words** (turns 167, 170, 175 and 177).

Example 15

167 S1t: o que que é cheap?

168 T: cheap? what's the meaning of cheap?+ for example+ São Paulo is not cheap+ São Paulo is expensive

169 St: Florianópolis is not cheap

170 Sts: **caro**
171 T: São José do Cedro is cheap ((referring to the hometown of one of the students))
172 Sts: ((laughs))
173 St2: **o que que é** boring
174 T: boring is+ it's not interesting+ then what's the meaning of boring?
175 St: **o quê?**
176 T: what's the meaning of boring?+ ((no one answers)) **chato**+ okay
177 St3: **entediado**

(from Example 4 - Appendix III)

The following Example illustrates a moment when the learners of the pre-intermediate group make use of *code switching* to ask equivalent meaning(s) in L2. In the example, the learners are engaged in a speaking activity in which they had to compare/contrast some professions. While they were speaking they often asked the teacher equivalent meaning(s) of L1 words in L2.

Example 16

400 St1: teacher? how can I say **vendedor**?+ is it seller?
401 T: yeah seller+ you can say vendor+ but then vendor is someone who usually works outdoors++ no+ correcting what I said about vendor+ **VENDOR**+ is+ is like people who work in+ fairs++ you know fairs?+ where you buy fruits+ buy vegetables it's more like that+ a seller can also work outdoors
402 St2: teacher?
403 T: yeah?
404 St2: **restauração**
404 T: SEE?+ you don't stop asking me!+ I look like a dictionary! ((laughing))
405 Sts: ((laughs))
406 T: ahh+ good one+ does anybody have a bilingual dictionary?+ I'm not sure about that+
407 St3: **conservação**
408 St4: conservative
409 T: **restauração**++ I'm not very sure about it+ I would attempt to say+ restoration+ but then+ it would be a crime to the language
410 St5: **professor?**
411 T: sure
412 St5: **devedor**
413 T: ((writes the word "own" on the board)) wait++ I'm triping today man++ TO OWE is **dever** ((writing the word on the board))

(Example 18 - Appendix III)

The learners of the two investigated groups also made use of *code switching* to **ask about grammatical rules/structures** and **to clarify understanding of grammatical rules/structures**. These functions will be illustrated in Examples 17 and 18 below. In Example 17, already discussed in section 4.3.1.1, the beginner group teacher is explaining the use of the *simple past* and the *present perfect*. During the explanation, a learner (St1) makes use of *code switching* to ask about the grammatical structure under study (turns 6 and 12). At this point, it is important to mention that, the use of Portuguese by the learners to ask about grammatical structures and to clarify understanding of grammatical structures during grammar explanations and correction of activities was very common in the beginner group.

Example 17

- 5 T: **lembram?**+ eat+ **comer**+ participle?+ eaten+ okay? ((writing the example on the board)) **então eu posso perguntar se você já comeu escargô+ não tô dizendo+ quando+ okay+ então eu vou perguntar+** have you ever eaten escargô+ or snails+ sorry+ I'm using the French word+
- 6 St1: **e pra perguntar+ especificando o tempo?**
- 7 T: **ai tu vais pa+ perguntar no passado simples+ mesma coisa**
- 8 St1: **no passado simples**
- 9 T: **ahan+ no passado simples**
- 10 St1: XXX
- 11 T: **é o did+ não é o have com o verbinho no particípio+**
- 12 St1: **ai não+ eu não posso perguntar+** you ate snails+
- 13 T: did you **né+** did you+ did you **porque XXX auxiliar**
- 14 St1: aaah **XXX precisa do auxiliar**
- 15 T: ahan+ did you+ did you eat escargô+ when you+ when you went to France? ((writing on the board))+ okay+ **você comeu escargô quando você foi pra França?+ tá certo?+**
- 16 St1: **ai como did tá no passado+ aí já o verbo fica no presente**
- 17 T: ++**isso+ claro+ ahan+ se eu uso did na pergunta+ o verbinho fica no presente**

(from Example 3 - Appendix III)

Example 18 below illustrates a moment when the learners of the pre-intermediate group switch code to clarify understanding of the grammatical structure under study. In the Example, the teacher and the learners are correcting a grammatical

activity which involved *direct* and *indirect requests*. Before the example began, the learners had done an activity in which they had to rewrite a few sentences as *indirect requests* (see activity 1 in Appendix I). During the correction of the activity some learners were confused and did not understand why the question “Could you ask Tony how many of my friends can I bring to his party?” was not grammatically correct. The teacher then, explains the grammatical structure again. After the explanation, a learner (St1) makes use of *code switching* (L2→L1) to clarify understanding of the grammatical structure under analysis.

Example 18

1098 T: do you agree?+ can I or I can?

1099 St1: I can

1100 T: I can because you see the question part is in the beginning+ could you ask Tonny how many of my friends I can bring to his party?+ because of could **a inversão do verbo com o pronome já tá no início**+ could I?

1101 St1: **então quando é pergunta permanece**

1102 T: yeah+ so the second part is not+ the beginning of the question anymore it's just a continuation+ you don't need to invert

(from Example 7 - Appendix III)

We can see from this Example that a few words in Portuguese “a inversão do verbo com o pronome já tá no início” uttered by the teacher seemed enough for the learner (St1) to understand the grammatical rule under analysis. The learner (St1), on the other hand, uses the L1 to make sure he understood the teacher's explanation (turn 1101).

The table below summarizes the functions and types of learners' *code switching* described and illustrated in this subsection.

Functions and types of <i>code switching</i> that appeared more frequently in the analysis of transcriptions			
Pre-intermediate group learners		Beginner group learners	
Ex. 10	<ul style="list-style-type: none"> to maintain the flow of conversation (L2→L1) 	Ex. 11	<ul style="list-style-type: none"> to maintain the flow of conversation (L2→L1);
Ex. 12	<ul style="list-style-type: none"> to fill a linguistic gap (L2→L1→L2) 	Ex. 13	<ul style="list-style-type: none"> to provide equivalent meaning(s) in L1/to translate vocabulary (L2→L1);
Ex. 14	<ul style="list-style-type: none"> to provide equivalent meaning(s) in L1 (L2→L1); 	Ex. 15	<ul style="list-style-type: none"> to ask equivalent meaning(s) in L1 (L1→L2→L1);
Ex. 16	<ul style="list-style-type: none"> to ask equivalent meaning(s) in L2 (L2→L1→L2); 	Ex. 17	<ul style="list-style-type: none"> to ask about grammatical rules or structures (L2→L1); to clarify understanding of grammatical rules or structures (L2→L1)
Ex. 18	<ul style="list-style-type: none"> to ask about grammatical rules or structures (L2→L1); to clarify understanding of grammatical rules or structures (L2→L1) 		

Table 4.3 Summary of the analysis of the functions and the types of learners' *code switching* in the two investigated EFL groups.

We can see from this table that even though the two groups investigated in this study were in different levels of proficiency, the functions of *code switching* that appeared more frequently in the speech of the learners were the same in both groups. However, as shown in section 4.2.3, Table 4.1., whereas the learners of the beginner group predominantly used *extended code switching* in their classes, the pre-intermediate learners predominantly used *minimal code switching*.

4.4 Summary of the chapter

This chapter presented the qualitative analysis of the data collected in the two investigated groups. In order to organize the discussion, the chapter was divided into two main sections.

In the first section, I presented the analysis of teachers' and learners' use of *code switching*, showing the types of *code switching* used by participants and the moments when there was a frequent use of L2 and L1 in the two investigated groups.

In the second section, I described and illustrated the functions of *code switching* that appeared more frequently in the analysis of the transcriptions. The analysis of the functions of participants' *code switching* presented in this chapter highlights the importance of *code switching* from L2 to L1 in teacher-learner interaction in beginner and in pre-intermediate EFL classrooms. The next Chapter will present the analysis of some episodes from a Sociocultural Perspective.

CHAPTER V

Analysis of episodes from a Sociocultural Perspective

5.1 Introduction

In this chapter, some episodes will be analyzed from a Sociocultural Perspective, in order to answer Research Question number 3 presented in Chapter III, which is: What kind of contribution does *code switching* provide to the construction of scaffolded assistance? In order to do so, first, an analysis of two different types of instruction found in the episodes will be presented. Then, I will present the analysis of some episodes in order to illustrate the use of *code switching* in *scaffolding* in the two investigated groups. Finally, I will compare the findings from the two groups.

5.2. Types of instruction found in the episodes

While observing the classes I had already noticed that one of the teachers was more *dialogic* and the other more *monologic* when instructing the learners. The analysis of the transcriptions confirmed that whereas the teacher of the beginner group used a *monologic/direct* type of instruction, the teacher of the pre-intermediate group used a *dialogic/proleptic* mode of instruction. In the following two subsections I will describe and illustrate these two types of instruction which are relevant to the analysis of data from a Sociocultural Perspective.

5.2.1 *Monologic/direct* instruction

Monologic/direct instruction is characterized by explicit explanation by the teacher. According to Donato and Adair-Hauck (1992), this type of instruction provides little opportunity for problem solving in the classroom. This way of instruction was

predominantly used by the teacher in the beginner group. Example 19 below illustrates the *monologic* character of teacher's instruction in the beginner group.

Example 19

- 36 T: okay+ so now we're going to listen to the grammar focus+ okay+ number 9++ ((the teacher plays the tape with the grammar focus))
- 37 T: okay+ so here they are using two different modals+ okay+ the first one+ CAN+ do you understand the meaning of the question?++ can you tell me about Mexico?++
- 38 Sts: uhum
- 39 T: okay+ **pode me falar um pouco do México+**
- 40 St: uhum
- 41 T: **não tá perguntando assim++ tu podes por favor++ né+ NÃO+ NÃO POSSO+ quer dizer+ dá pra falar+ conhece+ tem conhecimento+ neste sentido aqui++** can you tell me about Mexico?+ yes+ I can or + no+ I can't ((reading the sentences from the book))+ I don't know Mexico+ okay++ what can you do there? ((reading the question from the book))+do you understand?++
- 42 St1: **o que você fez lá?**
- 43 T: **o que que você pode fazer lá?++** okay+ for example+ a tourist comes to Florianópolis+ okay++ then+ ah+ you are in the United States+ okay+ then a tourist comes to Florianópolis+ in order to visit+ okay+ as a tourist++ **então ele vai perguntar pra vocês++** what can you do there in your city?++ okay+ **o que que pode fazer aqui++** oh+ you can go to Lagoa da Conceição+ you can visit ah+ Cruz e Souza museum okay ((laughing))+ you can see the cathedral+ okay++ vocês vão dá umas opções pra eles+ okay++ and then you have should here++ should I go to the Palace of Fine Arts? ((reading the sentence from the book++ what's the meaning of?++
- 44 St1: **você+ você deveria ir**
- 45 T: **é++ahan+quer dizer+ eu deveria+ eu deveria né+ quer dizer+ é bom + não é bom+ eu devo+ vou perder meu tempo++ eu devo ir lá vê a catedral?+ou não vale a pena?+** okay+ yes+ you should + or no+ you shouldn't+ what should I see there?+ okay+ you should visit the National museum+ for example+ what should I see+ downtown?+ here Florianópolis?++ you should go to Praça XV++ okay+ you should visit the cathedral+ you should go to++ Cruz e Souza museum++

(from Example 6 - Appendix III)

As can be seen from this Example, there is little opportunity for verbal interaction between the teacher and the learners. During the explanation, the teacher does not invite the learners to construct the grammar explanation about the use of the modal verbs "can" and "should" with her, but she explicitly tells them how and when to use those modal verbs (turns 41, 43 and 45). Moreover, the teacher herself gives the examples (turns 43 and 45). The learners' contribution appears only in two moments: to

check understanding of the message (turn 42) and to provide equivalent meaning(s) in L1 (turn 44). The *monologic/direct* way of instruction used by the beginner group teacher did not provide any opportunity for problem solving in the situation illustrated above. At this point, it is important to recall that according to sociocultural theorists, it is through collaborative dialogue with the teacher or with a more capable partner that the learners eventually appropriate new knowledge and skills, thus developing cognitively (Mitchell & Myles, 1998). However, the lack of collaborative dialogue (*scaffolding*) between the teacher and the learners in the example illustrated above does not mean that the learners did not learn or develop cognitively.

5.2.2 Dialogic/proleptic instruction

As already mentioned in Chapter II, *prolepsis* refers to a form of teaching in which “the teacher involves the learners through dialogue in order to search for the problem-solution of an activity rather than simply presenting the solution or explicitly showing how to find the solution” (Donato & Adair-Hauck, 1992, p. 28). And as also stated, *prolepsis* is “one of the several devices deployed in teacher-learner interaction to achieve the functions of *scaffolding*” (Antón, 1999, p. 305). In other words, *dialogic/proleptic* teaching is the type of instruction in which the teacher carries out formal instruction in collaboration and negotiation with learners (Donato & Adair-Hauck, 1992). This type of instruction was predominately used by the teacher in the pre-intermediate group. In that group, the teacher often invited the learners to help in the construction of the explanations. The following example, Example 20, illustrates the *dialogic* character of teacher’s instruction in the pre-intermediate group.

Example 20

- 658 T: all right+ so+ there are many different circumstances many different ways to ask people favors+ there are many different kinds of favors we ask
- 659 St1: favors?
- 660 T: favors yes+ I put here on the board some of the things that you could perhaps ask people++ you know+ how could you ask somebody+ somebody else's toothbrush
- 661 St2: what's toothbrush?
- 662 T: it's the thing you use to wash your teeth ((gesturing like someone brushing his/her teeth))
- 663 Sts: ((laughs))
- 664 T: very personal item right?
- 665 Sts: ((laughs))
- 666 T: what is the classic way of asking somebody for something?
- 667 St3: could you
- 668 T: so+ she told me here+ could you ((writing on the board))+ and then in relation to the toothbrush what would be the verb?
- 669 St3: could you borrow me your toothbrush?
- 670 T: is it really?+ could you borrow me?
- 671 St3: não+ could you lend me
- 672 T: RIGHT+ maybe here you would have the verb lend ((writing on the board))++ then we're talking about the toothbrush+ what else can you ask?+ with lend here
- 673 St4: could you lend your car
- 674 T: but then you have another verb here+ use ((writing on the board))+ okay but this is not important+ the most important part is how you ask++ of course what you ask is important too+ but how you ask it+ so++ could you++ I could also+ use can you++ which are informal way right?++ ah+ you could perhaps also say+ is it okay if+ I++
- 675 St5: use your car
- 676 T: is it okay if I use your car?+ then what you think is more formal+ if you say can I use your car or is it okay if I use your car?
- 677 Sts: is it okay
- 678 T: is it okay+ is it okay if I+

(from Example 16 - Appendix III)

We can see from this Example that the teacher involves the learners in the explanation of the grammatical structure under study. He does so in turns 660, 666, 668, 670, 672, 674 and 676. The *dialogic/proleptic* way of instruction used by the pre-intermediate group teacher provided several opportunities for him to assist and involve the learners in the construction of the grammar explanation rather than simply explaining the grammatical structure to the learners. In the Example above, the teacher poses the problems and guides the learners to a correct problem solution without solving the problems for them.

The two types of instruction described above are relevant to the present study due to the fact that the way the teachers instructed the learners influenced on the number of opportunities for problem solving. Whereas there were many opportunities for problem solving in the pre-intermediate group, in the beginner group, very few opportunities for scaffolded assistance occurred. In other words, when a teacher has a more *dialogic/proleptic* type of instruction, there are more possibilities for scaffolded assistance to occur than when a teacher has a *monologic/direct* style. In the following section, I will present the analysis of some episodes in order to illustrate the use of *code switching* by the teachers when providing learners with scaffolded assistance.

5.3. Code switching and scaffolding in the two investigated EFL groups

The main objective of this section is to present the analysis of some episodes in order to show how the scaffolded assistance was provided in the two investigated EFL groups as well as to see up to what extent *code switching* had an important role within *scaffolding* moments.

The analysis of some episodes in the following two subsections will illustrate the use of *code switching* by the teachers to provide scaffolded assistance to learners in the two investigated EFL groups. This analysis will be based on the *scaffolding* function framework proposed by Wood et al. (1976). The *scaffolding* function framework, composed of six functions, is here presented again.

***Scaffolding* function framework**

1- '**Recruitment**': the teacher makes the learners interested in the task.

2- '**Reduction in degrees of freedom**': the teacher simplifies the task.

3- '**Direction maintenance**': the teacher keeps the learner motivated and in pursuit of the goal.

4- '**Marking critical features**': the teacher highlights some relevant features and points out discrepancies between what has been produced and the ideal solution.

5- '**Frustration control**': the teacher reduces stress and frustration during a problem solving.

6- '**Demonstration**': the teacher models an idealized form of the act to be performed by completing the act or by explicating the learners' partial solution. (Wood et al., 1976)

In what follows, I will firstly present three examples, which illustrate the teacher's use of *code switching* in *scaffolding* in the pre-intermediate group. Then, one example will illustrate the teacher's use of *code switching* in *scaffolding* in the beginner group. After illustrating the use of *code switching* in *scaffolding* in both groups, I will compare the findings for each of them.

5.3.1 Code switching and scaffolding in the pre-intermediate group

The analysis of episodes recorded in the pre-intermediate group revealed that *code switching* was deployed by the teacher to provide the learners with the help they needed to solve the problems and to carry out the tasks. The following example, Example 21, illustrates the use of *code switching* by the teacher in *scaffolding* during correction of an activity. Before the Example began, a learner had read the following sentence from the textbook: "while divers were working on the coast of Florida+ they discovered a one hundred year old shipwreck+ the shipwreck contained gold bars worth two million". However, instead of pronouncing / ɜr / the learner pronounced / ʒr /. The teacher, then, calls the learners' attention to the correct pronunciation of the word "worth". In the Example, the teacher makes use of *code switching* (L2→L1) in an attempt to help the learners to overcome the difficulty of pronouncing the "th" sound in the word "worth".

Example 21

- 1185 T: very nice+ so+ ((reading the sentence that had just been read by the learner)) while divers were working on the coast of Florida+ they discovered a one hundred year old shipwreck+ the shipwreck contained gold bars worth two million+ WORTH?++
- 1186 Sts: ((silence))
- 1187 T: can you repeat with me this word?+ WORTH
- 1188 Sts: wort+ wort+ worth+ worth ((laughing))
- 1189 T: **vocês** ((pronouncing /vo ês/)) **tem que cuspi** ((pronouncign /cu pi/))+ worth
- 1190 Sts: worth + wort ((laughing))
- 1191 St1: worst
- 1192 T: that's worst+ WORTH
- 1193 Sts: worth+ worth ((laughing))
- 1194 T: **o ar tem que ficar passando assim por cima da língua**
- 1195 Sts: ((laughs)) worth+ worth
- 1196 T: **entre os dentes e a língua**
- 1197 Sts: ((laughing and trying to make the sound)) worth+ worth
- 1198 T: **para com isso** (pronouncing /i o/))+ WORTH
- 1199 Sts: worth
- 1200 T: THAT'S IT
- 1201 Sts: worth

(from Example 15 - Appendix III)

In this Example, we can see that the teacher first presents the problem “the shipwreck contained gold bars worth two million+ WORTH?++” However, the learners’ silence indicates that the problem was not explicit for them, that is, they did not realize that “worth” was a difficult word to pronounce. The teacher then, tries to make the problem explicit by saying “can you repeat with me this word?+ WORTH”. By inviting the learners to repeat the word with him, the teacher enlists their interest in the task (*scaffolding* function #1) (L2). The learners immediately get involved in the task by repeating the word “worth”. However, some of them were still pronouncing “/w3rt/” instead of “/w3r /”. We can see in turn 1189 that the teacher makes use of *code switching* (L2→L1) to simplify the task (*scaffolding* function # 2). When the teacher says “vocês têm que cuspi” in turn 1189 he is, in fact, not only simplifying the task, but also keeping the learners motivated to achieve the correct pronunciation of the word “worth” (*scaffolding* function # 3). The teacher’s *code switching* (L2→L1) in turn 1194

“o ar tem que ficar passando assim por cima da língua” has the function of helping the learners to realize that there is a discrepancy between the sound they have produced and the correct sound (*scaffolding* function # 4). When the teacher says “entre a língua e os dentes” (L2→L1) he is again keeping the learners motivated to produce the correct sound (*scaffolding* function # 3). Finally, in turn 1198, the teacher makes use of *code switching* (L2→L1) to model the correct sound to be produced by the learners (*scaffolding* function # 6). We can see in turns 1199 and 1201 that, after the scaffolded assistance provide by the teacher in L2 and L1, the learners finally pronounced the word “worth” correctly.

The next example, Example 22, already discussed in section 4.3.1.2, illustrates another moment when the teacher switches codes (L2→L1) when providing scaffolded assistance in the pre-intermediate group. In the Example, the teacher and the learners are talking about *ways of making requests* in English. Before the example began, the teacher, through *dialogic/proleptic* instruction, had presented some formal and informal ways people may use to ask for favors. While the teacher was presenting the different ways, a learner (St3) had a doubt and posed the following question “ah+ can you help me is++ encaixa ai+ in informal or formal or+?”. The teacher then invites the whole group to discuss the question presented by St3. At a certain point in their interaction, the teacher makes use of *code switching* (L2→L1) in an attempt to make the learners think about the structures under analysis as well as to reach understanding of those structures.

Example 22

700 St3: ah+ can you help me is++ **encaixa ai** in informal or formal or
 701 T: okay+ let’s discuss this++ you go to+ your are at the library you need+ you need
 information about a book you can’t find+ you’re gonna talk to whom?+
 702 St4: the+ the+ the+

703 Sts: **bibliotecária**
 704 T: the librarian+ the person in the library+ all right+
 705 St4: you don't speak ((meaning you don't say)) ah+ I was thinking if you++
 706 T: no+ wha+ what do you use?
 707 Sts: can you?
 708 T: can you help me?
 709 Sts: yes+ can you help me?
 710 T: it would be effective you think in a library that's the way you'll use it+ **oh pode me dá um força+ pode me dá uma ajuda**+ something like that + you wouldn't say something like+ **se se importaria de me dizer onde eu posso encontrar o livro?**
 711 St4: **talvez**+ maybe
 712 St5: maybe depends on the context
 713 T: see+ so+ depending on the context you will use one or++
 714 St6: depending where you are

(from Example 11 - Appendix III)

In this example, the teacher has several opportunities to engage the learners in scaffolded activity. Firstly, in turn 701, he makes the learners interested in solving the problem presented by St3. Then, he gives an example of a context in which the learners might use the grammatical structures under analysis and engages them in the solution of the problem (*scaffolding* function # 1) by asking “you’re gonna talk to whom?” (turn 701). Then, another learner (St4), in an attempt to contribute to the solution of the problem, says “ah+ you don’t speak ah+ I was thinking if you++”. The teacher agrees with the learner by saying “no+ wha+ what do you use?” In doing so, once again he tries to involve the learners in the search for the solution of that problem (*scaffolding* function # 1). The learners then present the solution “can you?”. The teacher acknowledges the learners’ contribution by verbalizing in a complete sentence the idea that the learners’ response suggests “can you help me?”. We can see in turn 710 that the teacher makes use of *code switching* (L2→L1) to provide some examples of *formal* and *informal requests* in Portuguese “oh+ pode me dá uma força+ pode me dá uma ajuda”, “você se importaria de me dizer onde eu posso encontrar o livro”. In doing so, he makes the learners relate the grammatical structure under study to the grammatical

structure that they already knew in their L1. A few examples in L1 seem to be enough to help the learners to notice the critical feature of the point under discussion (*scaffolding* function # 6). By saying “you wouldn’t say something like+ você se importaria de me dizer onde eu posso encontrar o livro” (L2→L1), the teacher makes the learners realize that maybe that way of making a request would be too formal in the context of a library, but might not be formal in another context. This critical grammatical feature is verbalized by St5 in turn 712 (L1→L2) “maybe+ depends on the context” and highlighted by the teacher (*scaffolding* function # 4) in turn 713 when he says “see+ so+ depending on the context you will use one+ or++”.

The next example, Example 23, also illustrates the use of *code switching* (L2→L1) by the teacher when providing scaffolded assistance in the pre-intermediate group. In the Example, the learners are engaged in making requests using the cues suggested in their textbook (see activity 1 Appendix I). While the learners were doing the task, one of them (St3) asked a question “in this case+ we don’t use the+ parti+ participle” (turn 794). The teacher then invites the learners to think about the difference between “if I use”, the structure in the infinitive, and “if I used”, the structure in the participle (turn 795). By doing so, he enlists the learners’ interest in the task (*scaffolding* function #1) (L2). From that moment on, other learners get involved and try to solve the problem posed by St3 in turn 794.

Example 23

788 T: right+ so+ have a look at number 2+ you want to use somebody’s desk

789 St1: what is a desk?

790 T: this is a desk ((pointing to his table)) you want to use it+ how do you ask?

791 St2: desk is++ **MESA?**

792 T: yeah it’s a desk+ it’s like table right?+ same family

793 Sts: ((laughs))

794 St3: in this case+ we don’t use the+ parti+ participle ((meaning past participle))

795 T: think about it

796 St4: is it okay if you use if?

- 797 T: what difference would make?+ what difference would it make if I change the verbal tense?++ is it okay if I use+ is it okay if I used?
- 798 St5: **se eu usasse**
- 799 T: RIGHT!+ but what is+ in terms of+
- 800 St6: conditional
- 801 T: in terms of the+ the+ the
- 802 St1: formal
- 803 T: YES+ which is more formal
- 804 St3: the+ the+ participle
- 805 T: EXACTLY
- 806 St1: **está tudo bem se eu usasse**
- 807 St2: **estaria tudo bem se eu usasse**
- 808 T: **tudo bem se eu usasse**
- 809 St1: **tudo bem se eu usar**
- 810 T: **tudo bem se eu usar a tua mesa+ tudo bem se eu usasse a tua mesa?**+ which one is more formal? **ASSE né?**+ is that? so+ that's another formality thing+ the verb tense you're using+

(from Example 12 - Appendix III)

In this Example, six learners are engaged in discovering the answer to the problem posed by the teacher in turn 790. We can see in turn 796 that another learner (St3) poses another problem while trying to solve the problem posed by the teacher. The teacher, then, again makes the learners interested in the task by asking them “what difference would make?+ what difference would it make if I change the verbal tense++ is it okay if I use+ is it okay if I used?” (turn 797). A learner (St5) immediately provides an answer in Portuguese by translating what he believes to be the structure in Portuguese (L2→L1). St5's answer is immediately accepted by the teacher. However, it is not enough to answer the question posed by him in turn 797. The teacher then continues to provide the support that the learners need to solve the problem presented by him (*scaffolding* function # 3). In turns 806, 807 and 809 the learners (St1 and St2) switch codes from English to Portuguese (L2→L1) in an attempt to identify which sentence was more formal. In turns 808 and 810 the teacher makes use of *code switching* (L2→L1) in order to draw a parallel between the way people may request for something in English to the way people may ask for something in Portuguese. In doing

so, he provides a final conclusion to the problem that the learners were trying to solve (*scaffolding* function # 6).

As can be seen from the last three examples analyzed, *code switching* was an important element in the construction of scaffolded assistance in the pre-intermediate group. In the following subsection I will illustrate the use of *code switching* in the construction of scaffolded assistance in the beginner group. However, before presenting the example, it is important to mention that although the type of instruction used by the beginner group provided few opportunities for engaging the learners in problem solving situations, in that group, *code switching* was also observed to be important in the few moments when the teacher tried to involve the learners in the solution of a problem.

5.3.2 *Code switching and scaffolding in the beginner group*

The analysis of transcriptions of the episodes recorded in the beginner group also revealed that, in that group, the *scaffolding* functions were performed in Portuguese in some moments. However, as already mentioned, in the beginner group, the teacher used a *monologic/direct* way of instruction. For this reason, very few possibilities for *scaffolding* occurred. Yet, some of the *scaffolding* functions appeared in some situations.

The use of *code switching* by the teacher when providing learners with scaffolded assistance will be described and illustrated in Example 24 below. The example, already discussed in section 4.3.1.1, illustrates the use of *code switching* (L2→L1) by the beginner group teacher in *scaffolding* during correction of a listening activity. Before the Example began, the teacher had played a tape with a conversation for the learners to answer a few questions. While they were correcting the activity, the teacher noticed that no one had gotten the answer to one of the questions. The teacher then, switches

codes (L2→L1) in order to direct the learner's attention to the information she wanted them to get from the conversation they were listening.

Example 24

- 34 T: what did he do?++ ((no one answers)) he+ went+ ((writing the sentence on the board))
- 35 St2: Switzerland
- 36 T: ahan+ he went to Switzerland +and what did he do there?++ ((no one answers)) **que que ele fez lá na suiça?++** ((no one answers)) **não escutaram alguma coisa?++**
- 37 St: XXX
- 38 T: **não?+** ((the teacher plays the conversation again)) he++
- 39 St3: went++ **tem uma palavra ali**
- 40 T: went mountain+ ((writing the sentence on the board))
- 41 Sts: aaaaaaaah
- 42 T: he went mountain climbing+ what does it mean?+ mountain climbing?++ ((no one answers)) **que que é?++** he went mountain climbing++ ((no one answers)) **subi a montanha lá** in Switzerland+ and did he like it? ((she plays the tape again))
- 43 St3: really exciting
- 44 T: really exciting+ very good+ it was really exciting ((writing the sentence on the board))+ of course it was dangerous+ but I liked it a lot++ okay+

(from Example 2 - Appendix III)

We can see from this Example that the teacher makes the learners interested in the task (*scaffolding* function # 1 (L2)) by asking the question “what did he do there?” (turn 36). However, no one answers. The teacher then switches to Portuguese (L2→L1) in order to make sure the learners understand her question. By repeating the question in Portuguese, the teacher simplifies the task (*scaffolding* function # 2 (L2→L1)). However, again she did not get any answer from the learners. The teacher then plays the tape again and keeps the learners motivated in pursuit of the goal by answering “he ++” (*scaffolding* function # 3 (L2)) and expecting that the learners would complete the sentence. Then, one of the learners (St3) presents part of the solution to the problem: “went” (turn 39) she indicates that she knows her answer solves part of the problem “tem uma palavra ali” (L2→L1). The teacher, feeling that the learners would not be

able to solve the problem by themselves, completes the act (*scaffolding* function # 6 (L2)) by saying “went mountain++ he went mountain climbing”. After providing the solution to the problem, the teacher creates another problem for the learners to solve “what does it mean?+ mountain climbing?++” However, again no one answers. The teacher then, in an attempt to clarify the question, switches to Portuguese (L2→L1) “que que é?++ he went mountain climbing?”. Again she did not get any answer from the learners who seemed unable to answer her question. The teacher then switches codes (L2→L1) to provide the equivalent meaning of the expression in Portuguese (turn 42). By doing so, she reduces tension (*scaffolding* function # 5 (L2→L1)) of that problem solving.

The table below summarizes the analysis of *scaffolding* and *code switching* presented in this and the previous subsection.

<i>Scaffolding</i> functions and types of <i>code switching</i> found in the analyzed episodes			
Pre-intermediate group		Beginner group	
Ex. 21	<ul style="list-style-type: none"> • Recruitment=SF 1 (L2) • Reduction in degrees of freedom=SF 2 (L2→L1) • Direction maintainance=SF 3 (L2→L1) • Marking critical features=SF 4 (L2→L1) • Demonstration=SF 6 (L2→L1) 	Ex. 24	<ul style="list-style-type: none"> • Recruitment=SF 1 (L2) • Reduction in degrees of freedom=SF 2 (L2→L1) • Direction maintainance=SF 3 (L2) • Demonstration=SF 6 (L2) • Frustration control=SF 5 (L2→L1)
Ex. 22	<ul style="list-style-type: none"> • Recruitment=SF 1 (L2) • Demonstration=SF 6 (L2→L1) 		
Ex. 23	<ul style="list-style-type: none"> • Recruitment=SF 1 (L2) • Reduction in degrees of freedom=SF 2 (L2) • Demonstration=SF 6 (L2→L1) 		

Table 5.1 Summary of the analysis of *code switching* and *scaffolding* found in the analyzed episodes.

As can be seen from this table, *code switching* from L2 to L1 had an important role within *scaffolding* moments, especially in the pre-intermediate group where the teacher had a *dialogic/proleptic* style of teaching. In that group, the teacher, by means of *code switching* from L2 to L1, simplifies the task (*scaffolding* function # 2), keeps

the learners motivated in pursuit of the goal (*scaffolding* function # 3), clarifies some rules and structures of the language (*scaffolding* function # 4), and tries to present to the learners the ideal or partial solution of the problem (*scaffolding* function # 6).

Code switching from L2 to L1 also had an important role within *scaffolding* moments in the beginner group. Even though, as already suggested, few moments of *scaffolding* occurred in that group. By means of *code switching* from L2 to L1, the teacher of the beginner group simplifies the task (*scaffolding* function # 2) and reduces stress and frustration during problem-solving (*scaffolding* function # 5).

The analysis presented in this subsection, thus, shows that the use of *code switching* by the teachers may benefit the learners during problem-solving situations in the EFL classroom.

5.4 Summary of the chapter

In this chapter, I presented the proposed analysis from a Sociocultural Perspective. The chapter was organized into two sections. In the first section, I presented the analysis of the two types of instruction found in the episodes: *monologic/direct* and *dialogic/proleptic*. The analysis of these two types of instruction has shown that whereas the teacher of the pre-intermediate group had a *dialogic/proleptic* style of instruction, the teacher of the beginner group had a *monologic/direct* mode of instruction. The analysis of these two types of instruction has also shown that when a teacher has a more *dialogic/proleptic* type of instruction, there are more possibilities for scaffolded assistance to occur than when a teacher has a *monologic/direct* style.

In the second section, I illustrated the use of *code switching*, mainly (L2→L1), in *scaffolding* in the two investigated groups. The analysis from a Sociocultural

Perspective has shown that by using *code switching* from L2 to L1 to provide learners with scaffolded assistance when they are engaged in problem solving, the teachers may be helping them to develop cognitively.

The next chapter will conclude this work by answering the research questions and discussing some pedagogical implications. It will also identify the limitations of this study and offer suggestions for further research.

CHAPTER VI

Conclusion

This chapter will be divided into three sections. In the first section, I will answer the Research Questions presented in Chapter III of this thesis. In the second section, I will discuss some pedagogical implications. Finally, in the third section, I will indicate the limitations of this study and offer suggestions for further research.

6.1. Answering the Research Questions

As stated in this thesis, this study has attempted to investigate, from both qualitative and Sociocultural perspectives, the use of *code switching* in a beginner and in a pre-intermediate EFL classroom. In order to achieve this objective, five research questions were addressed and now are answered.

6.1.1 Research Questions 1, 1a and 1b

Do the teachers and learners switch codes in the investigated EFL classrooms? If so,

What types of code switching do they use?

Are there any moments when there is a frequent use of code switching in the investigated EFL groups?

Through classroom observation and transcription analysis, it can be seen that the two investigated teachers as well as their learners made use of *code switching* from L2 to L1 and L1 to L2 in their classes. It was also observed that the use of *code switching* (L2→L1) was *minimal* in some moments, that is, participants switched into the other code uttering only a word or few words within a sentence. In other moments, however, the use of *code switching* (L2→L1) was *extended*, that is, participants switched into the other code uttering more than a sentence. The analysis of transcriptions has also shown

that the teachers and the learners made a frequent use of *code switching* (L2→L1) in some moments. In the beginner group, the teacher was observed to make a frequent use of *code switching* from L2 to L1 in four moments: **when explaining grammar, giving instructions, when assisting/monitoring the learners and, when correcting activities**. The beginner group learners made a frequent use of *code switching* (L2→L1) in four moments, too: **during grammar explanations, when receiving instructions, requesting for assistance and, when correcting activities**. On the other hand, in the pre-intermediate group, the teacher and the learners made a frequent use of *code switching* (L2→L1) in only two moments: **during grammar explanations and, when correcting activities**.

While observing the classes in the two investigated groups, I had already noticed that the use of *code switching* from L2 to L1 by the teacher and by the learners in the EFL classroom was mainly related to the learners' level of proficiency in the L2. The qualitative analysis presented in chapter IV confirms that in a beginner level the use of *code switching* (L2→L1) by the teacher or by the learners may be more common than in a pre-intermediate level.

6.1.2 Research Question 2

What are the functions of code switching in the interactive work among the teacher and the learners in the investigated EFL classrooms?

Through the analysis of transcriptions, it could be seen that code switching (L2→L1/L2→L1) had several important functions in the interactive work among the teacher and the learners in the two investigated groups. The functions that appeared more frequently in the speech of the teacher in the beginner group were: (1) to mark the beginning of class (L1→L2); (2) to get the learners' attention (L2→L1); (3) to

maintain the planned structure of the class (L1→L2); (4) to facilitate/clarify understanding of grammatical rules and structures (L2→L1); (5) to provide equivalent meaning(s) in L1/to translate vocabulary (L2→L1); and (6) to give advice (L2→L1). The functions of teacher's code switching in the pre-intermediate group were: (1) to facilitate/clarify understanding of grammatical rules and structures (L2→L1); (2) to facilitate/clarify understanding of words and expressions (L2→L1); (3) to elicit L2 vocabulary and grammatical structures (L2→L1); and (4) to call the learners' attention to the correct pronunciation of sounds in English (L2→L1).

The functions of code switching that appeared more frequently in the speech of the learners were: (1) to maintain the flow of conversation (L2→L1); (2) to fill a linguistic gap (L2→L1→L2); (3) to provide equivalent meaning(s) in L1/to translate vocabulary (L2→L1); (4) to ask equivalent meaning(s) in L1 or L2 (L2→L1); (5) to ask about grammatical rules or structures (L2→L1) and; (6) to clarify understanding of grammatical rules/structures (L2→L1).

6.1.3 Research Question 3

What kind of contribution does code switching provide to the construction of scaffolded assistance?

Through the analysis of some episodes which were selected based on teacher and learners' interaction during problem-solving activities, it could be seen that *code switching* (L2→L1) had an important role within some *scaffolding* moments found in the two investigated groups. In the analyzed episodes, the teachers used *code switching* (L2→L1) as a form of verbal assistance to the learners when they were engaged in problem-solving, that is, the teachers used *code switching* (L2→L1) in *scaffolding*

moments to help the learners to find the solution to the problems or to carry out the tasks.

Under a sociocultural analysis, *code switching* from English to Portuguese emerged not only as a tool for communication or for reflecting on the language under study, but also as an important device for the two teachers in providing learners with scaffolded help.

6.2 Pedagogical Implications

In this study, I have attempted to show that *code switching* from L2 to L1 and L1 to L2 has, especially in a beginner and in a pre-intermediate level, several important functions to play in teacher-learner interaction in the EFL classroom. This finding agrees with Neves (1995), Cristovão (1999), Cipriani (2001), Moreira (2001), and Bergsleithner (2002), and suggests that *code switching* (L2→L1/L1→L2) in teacher-learner interaction in the EFL classroom may have an important role in facilitating interaction among classroom participants as well as facilitating learning.

The analysis from a Sociocultural Perspective of some episodes revealed the beneficial aspect of *code switching* in teacher-learner interaction during problem-solution activities. In other words, the sociocultural-based analysis revealed that the *code switching* used by teachers when providing learners with scaffolded assistance may help them to achieve the functions of *scaffolding*.

These findings, thus, suggest that those who work in the area of foreign/second language learning/acquisition should not disregard the beneficial aspect of *code switching* (L2→L1/L1→L2) in teacher-learner interaction and within *scaffolding* moments in the foreign language classroom.

6.3 Limitations of the study and suggestions for further research

Some limitations of this study which can be pointed out are related to the methodology and data analysis. These limitations need to be taken into account when interpreting the results. First, concerning the methodology, at the beginning of this research my intention was to observe a beginner and a pre-intermediate EFL group and record their classes during a whole semester, that is, from August to November. In the end, it was only possible to observe 12 classes in each group, during the months of August and September. I also intended to interview the learners of the two groups. However, the month of September was the last month of the semester 2002.1 at UFSC. Therefore, most learners argued that they were too busy to set a time for an interview. Then, I decided to send them an e-mail asking a few questions regarding the use of *code switching* in their classes. Nevertheless, only three learners from the beginner group answered the questions. For this reason, I decided not to take into account the learners' view on their use of *code switching* in the EFL classroom in the analysis of data. Thus, the second limitation of this study is the fact that the findings presented here are based on classroom observation and on the transcriptions of the audio recordings, not taking into account participants' perceptions or beliefs on the use of *code switching* in their classes.

In spite of these limitations, the present study may serve as a starting point for future studies related to the use of *code switching* in the EFL classroom. Some suggestions for further research on this issue may include: (1) observing the use of *code switching* in different groups of the same level of proficiency; (2) investigating teachers' and learners' perceptions and beliefs about the use of *code switching* in the EFL classroom; and (3) investigating the functions of learners' *code switching* in pair or group work.

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APPENDIX I

Activities

Activity 1

APPENDIX II

Transcript conventions of classroom data³

T	teacher
Sts	students altogether
St1, 2, 3 ...	identified student
St	unidentified student
+	short pause
++	long pause
(())	analyst's comments
XXX	inaudible
?	questioning intonation
CAPITAL	stressed word

³ The transcription conventions used in this study were adapted from Gil (1999), who based on Hatch (1992).

APPENDIX III

Complete transcriptions of the examples analyzed

Example 1 (Episode 1 - August, 22nd / Beginner group)

134 T: então+ have you ever+ já fizemos esse aqui né+ mesma coisa aqui+ a gente já fez antes+ okay+ ahhh+ then you have *writing* here+ for you to do at home+ homework for next class write there homework okay+ I've never okay+ so+ what are you supposed to do?+ you are going to write a paragraph describing something you've never done +but would you like to do+ do you understand?+

135 Sts: aham

136 T: okay+ for example+ I've+ I have never tried bungee jump okay+ but I'd like to because I think it's very interesting na na na na na and so on+ I've never tried raw fish+ but I'd like to try because my mother says it's very good+ narana+ narana+okay+ so you're going to write about+ okay+ for example ((reading the paragraph from the book))+ I've never gone white water rafting+ I'd like to because it sounds exciting+ tananan+ tananan+ tananan++ and then+ I'd like you to take a look at the text here+ não vamos ler aqui senão vai demorar muito tempo+ taking the risk okay+ então correndo o risco aqui+ vocês vão ler o textinho sobre estes esportes que apresentam mais riscos+ voar de asa delta+ o homem subindo ali na pedra escalando a pedra+ a mulher lá embaixo no mar+ esse tipo de coisa+ okay vocês vão ler+ pra aula que vem também++ okay+ and then we're going to start unit eleven okay? it's a very exciting city ((reading the title from the book))

137 St1: esse aqui é pra ler

138 T: read+ you're going to read the text and write the composition+ okay

139 St1: XXX

140 T: for next class+ you have to write a composition+ for Tuesday+ you have to read the text+ for next week+ okay+

141 St2 como?

142 T: for next week you have to read the text+ for Thursday+ you have to write the composition+ okay++ então+ um textinho+ lindo e maravilhoso pra quinta+ e a leitura pra Terça+ okay+ ahhh+

143 St1: não é pra fazer agora?

144 T: não+ é pra aula que vem okay+ ((laughing)) it's a very exciting city ((reading the title from the book))+ which of the cities here in Brazil+ do you think are very exciting?+ do you understand the meaning of exciting?

145 St3: no

146 T: what's the meaning of exciting?

147 St4: interessante

148 T: ahan+ you have many things to do+ tem bastante coisa pra fazer+ bastante né+ noite não+ sei o quê+ shopping center+ um monte de coisas+ né

149 St5: Búzios

150 T: Búzios+ do you think is a very exciting?

151 St6: Ribeirão Preto

152 T: Ribeirão Preto?+ I've never been there+ ah+ and how about+ do you think Florianópolis?

153 Sts: yes

154 Sts: sim

155 T: is an exciting city?+ yes?+ no?+ not very exciting like São Paulo né+ Rio+ you have many things to do+ tem bastante coisas pra fazer

156 St7: é+ mas é caro

- 157 T: yeah+ it's expensive+ but we're not talking about money okay?+ é caro mas não deixa de ser ((interessante)) com dinheiro tá bom+ okay+ so here you have two columns of adjectives+ okay?+ in the first column you have some adjectives and in the second column+ column b+ you have the opposites okay+ of the first column ah+ ah+ adjective+ okay+
- 158 S: uhum
- 159 T: okay+ of the first+ columns of adjectives for example+ number +1 beautiful+ what is the opposite of beautiful?+ here in the second column?+
- 160 Sts: ugly
- 161 T: ugly né+ beautiful+ Julia Roberts+ and ugly Pedro de Lara
- 162 Sts: ((laughs))
- 163 St: oh+ yes!
- 164 T: okay+ so you just have to match+ the first column with the second+ vamo lá++ tem ali dois espaçozinhos tão vendo?+ pra vocês colocarem os outros+ okay+

Example 2 (Episode 2 - August, 27th / Beginner group)

- 01 T: let's start+ yes?+ all right+ so+ I'd like you to open your books on page 63++ any news from the weekend?++ ((students go on speaking with each other in Portuguese)) did you do anything special over the weekend?++ nada interessante pra contar?++ não?
- 02 St1: yes+ my Avaiiiii
- 03 T and Sts: ahhhhhhhhhhhh ((laughs and comments about the two teams Avai and Figueirense))
- 04 St2: alguma coisa interessante
- 05 Sts and T: ((laughs and comments in Portuguese))
- 06 T: okay+ vamo lá+ aah+ we're going to move to exercise 7+ we're going to skip pronunciation for you to do at home+ okay+ pronunciation é tudo pra fazer em casa+ vocês estão fazendo?
- 07 Sts: ahhh estamos ((laughing))
- 08 T: okay+ so+ let's take a look at the listening+ exercise 7+ vamo lá meninas?+ you're going to listen to Clarisse and Karl talk about interesting things they've done recently+ okay+ then you're going to complete this chart ((in their books))+ so Clarisse and Karl+ two different people+ okay+ they have done something interesting+ então+ you have to listen here+ the information+ okay+ where he or she went+ for example+ ah+ I went to Biguaçu+ okay+ I went to Bailão do Albino ((a famous place where people go dancing)) okay+ depois
- 09 Sts: ((laughs))
- 10 T: why he or she liked it ((reading the question from the book))+ the reason okay+ I liked it because the music was very nice++ oh I loved Bailão do Albino okay+ então vamo lá
- 11 Sts: ((laughs and comments about Bailão do Albino in Portuguese))
- 12 T: ((the teacher plays the tape with the conversation then she asks)) did you get it?
- 13 Sts: NO
- 14 T: okay+ once more ((she plays the tape again)) what did she do?
- 15 Sts: restaurant+ restaurant
- 16 T: ahannn+ she tried+ a new restaurant+ very good+ remember the name?++ classical++
- 17 Sts: classical café
- 18 T: ahann+ classical café+ okay+ now the reason why she liked ((she plays the rest of the conversation)) so+ the reasons+
- 19 St3: wonderful
- 20 T: ahan+ it's wonderful
- 21 St2: the food is great+
- 22 St1: wonderful

- 23 St3t: it's okay+ reasonable
- 24 T: food is great+ what else?++ what is reasonable?
- 25 St4: prices
- 26 St3: a comida
- 27 St4: prices
- 28 T: ahan+ the prices are reasonable+
- 29 St5: e XXX alguma coisa+ alguma coisa
- 30 T: and the most interesting things?+ um detalhezinho que ela falou ali ((no one answers, then she plays the tape again)) ++ah?
- 31 St3: waiters
- 32 T: the waiters?
- 33 St3: the waiters
- 34 T: ahan+ what's the meaning of waiters?++ ((no one answers)) garçons+ sing ló ló ló ló++ they sing+ it's very interesting ((she plays the second conversation))+ what did he do?++ he+ went+ ((writing the sentence on the board))
- 35 St2: Switzerland
- 36 T: ahan+ he went to Switzerland +and what did he do there?++ ((no one answers)) que que ele fez lá na suiça?++ ((no one answers)) não escutaram alguma coisa?++
- 37 St: XXX
- 38 T: não?+ ((the teacher plays the conversation again)) he++
- 39 St3: went++ tem uma palavra ali
- 40 T: went mountain+ ((writing the sentence on the board))
- 41 Sts: aaaaaaaah
- 42 T: he went mountain climbing+ what does it mean?+ mountain climbing?++ ((no one answers)) que que é?++ he went mountain climbing++ ((no one answers)) subi a montanha lá in Switzerland+ and did he like it? ((she plays the tape again))
- 43 St3: really exciting
- 44 T: really exciting+ very good+ it was really exciting ((writing the sentence on the board))+ of course it was dangerous+ but I liked it a lot++ okay+
- 45 St5: o que que é mountain climbing?
- 46 T: mountain climbing é subir a montanha+ escalar a montanha++ vamos escutar esta coisa ((the tape)) em casa+ não tão escutando a fita em casa+ cem vezes quando chega em casa+ tem que escutar todo dia pra acostumar o ouvido+ todo dia todo dia senão a gente esquece tudo+ okay?+
- 83 T: so+ let's take a look here at the next exercise++ you have here *word power*+ *collocation*+ so+ here you have in this table+ you have here six different verbs+ so+ let's take a look here++ climb means?
- 84 Sts: subir
- 85 T: subir+ escalar+ it depends+ drink+ what's the meaning of drink?
- 86 Sts: beber
- 87 T: beber+ drive?
- 88 Sts: dirigir
- 89 T: ahan+ eat?
- 90 Sts: comer
- 91 T: lose?
- 92 Sts: perder
- 93 T: perder+ and ride?
- 94 Sts: andar de
- 95 T: andar de alguma coisa né+ okay+ and here++ you have some words+ and phrases+ that you're supposed to collocate with these verbs+ vocês vão usar aqui junto com cada verbinho+ por exemplo a gente tem aqui+ a camel+ do you understand the meaning of camel?+ the animal
- 96 St3: ride a camel

Example 3 (Episode 1 - August, 22nd / Beginner group)

- 1 T: okay+ so+ as you can see here ((in the book))+ they present the difference+ one of the differences okay+ use the present perfect for an indefinite time in the past+ um tempo indefinido no passado+ okay+ por exemplo++ vou dizer assim+ I've been to+ okay+ I've I've eaten ((writing on the board))+ já que a gente escreveu isso aqui no quadro na aula passada+ I've eaten snails+ okay+ então+ eu comi o escargô+ tá certo+ não tô me referindo quando que eu comi esse escargô+ tá certo?++ só tô dizendo que eu comi o escargô++ se eu quiser dizer que eu comi o escargô ontem+ já tem assim um tempo definido no passado+ não tem?++ okay+ eu comi o escargô lá em 1950 ((laughing and writing the example on the board)) I've+ eaten+ snails+ two weeks ago+ então aqui eu tô especificando quando que eu comi esse escargô+ no passado+ tá certo?+ então se eu digo quando que eu fiz essa ação+ eu tenho que passar+ pro++
- 2 St1: past tense
- 3 T: past simple+ okay
- 4 St1: past simple
- 5 T: lembram?+ eat+ comer+ participle?+ eaten+ okay? ((writing the example on the board)) então eu posso perguntar se você já comeu escargô+ não tô dizendo+ quando+ okay+ então eu vou perguntar+ have you ever eaten escargô+ or snails+ sorry+ I'm using the French word+ então+ você já comeu o escargô?+
- 6 St1: e pra perguntar+ especificando o tempo?
- 7 T: aí tu vais pra perguntar no passado simples+ mesma coisa
- 8 St1: no passado simples
- 9 T: ahan+ no passado simples
- 10 St1: XXX
- 11 T: é o did+ não é o have com o verbinho no particípio+
- 12 St1: aí não+ eu não posso perguntar+ you ate snails+
- 13 T: did you né+ did you+ did you porque XXX auxiliar
- 14 St1: aaah XXX precisa do auxiliar
- 15 T: ahan+ did you+ did you eat escargô+ when you+ when you went to France? ((writing on the board))+ okay+ você comeu escargô quando você foi pra França?+ tá certo?+
- 16 St1: aí como did tá no passado+ aí já o verbo fica no presente
- 17 T: ++isso+ claro+ ahan+ se eu uso did na pergunta+ o verbinho fica no presente
- 18 St1: e se não tiver especificado+ o+ o tempo+
- 19 T: se tu não tiveres falando daquela ação+ por exemplo+ se eu começar a contar+ eu posso dizer assim+ have you ever ((writing the example on the board)) vamo fazer a pergunta direitinho+ have you ever eaten snails ((writing on the board))+ você já comeu o escargô+ simplesmente eu digo+ yes+ I have ((writing on the board))+ sim+ eu comi+ se eu começar a falar da ação+ da comida do escargô+ tá certo+ que aconteceu num dia específico+ eu já tenho que usar o passado simples+
- 20 Sts: XXX
- 21 St2: eu poderia no caso+ eu poderia usar didn't
- 22 T: não não+ yes I have+ aí vocês vão mudar
- 23 St2: se a pergunta fosse did you
- 24 T: aaah+ did you+ ahan+ se a pergunta é num tempo+ tu responde no mesmo tempo+ se a pergunta é no presente+ a resposta é no presente+ now let's take a look at activity one+ one of the grammar focus ((the teacher asks the learners to do activity 1, then they correct it))

Example 4 (Episode 2 - August, 27th / Beginner group)

- 166 T: okay+ so you just have to match+ the first column with the second+ vamo lá++ tem ali dois espaçozinhos tão vendo?+ pra vocês colocarem os outros+ okay+
- 167 St2: o que que é cheap?
- 168 T: cheap? what's the meaning of cheap?+ for example+ São Paulo is not cheap+ São Paulo is expensive
- 169 St3: Florianópolis is not cheap
- 170 Sts: caro
- 171 T: São José do Cedro is cheap ((referring to the hometown of Neymar, one of the students))
- 172 Sts: ((laughs))
- 173 St: boring
- 174 T: boring is+ it's not interesting+ then+ what's the meaning of boring?
- 175 St: o quê?
- 176 T: what's the meaning of boring?+ ((no one answers)) chato+ okay
- 177 St3: entediado
- 178 T: you can also use for a person+ for example+ for example Faustão+ I think he is boring ((laughing))

Example 5 (Episode 3 - August, 29th / Beginner group)

- 59 T: okay+ home sweet home+ okay+ let's move to the next page+ it's the last exercise in which you are going to talk about your hometowns+ okay+ let's take a look+ ah+ here you've got some questions+ and you are going to talk in pairs again+ I'm going to change the pairs+ and you're going to talk about your hometowns again+ okay+ let's take a look at the questions+ okay+ ah+ for example+ where are you from? ((pointing and asking to one of the learners))
- 60 St5: Marilena
- 61 T: Marilena?+ where is it?
- 62 St5: Paraná
- 63 T: in Paraná?+ okay+ Marilena+ okay+ ah+ is it an interesting place?
- 64 St5: ((makes a negative gesture with her head))
- 65 T: no+ it isn't+ okay+ is it+ is it very big?
- 66 St5: no+ it's small
- 67 T: no+ it's small+ is it safe?
- 68 St5: +yes
- 69 T: yes+ is it clean?
- 70 St5: no ((laughs))
- 71 T: no+ it's dirty?
- 72 St5: ((incomprehensible comments in Portuguese)) yes+ tem aquele barro vermelho
- 73 T: ah+ it's+ ahan+ okay+ so+ it's a problem+ you do not have++ ah+ sidewalks++ pavement
- 74 St5: no pavement XXX
- 75 T: ahan
- 76 St5: não sei como é que se diz+ tem poeira
- 77 T: dust+ dust+ ahan
- 78 Sts: dust
- 79 T: não tem então calçada+ calçamento XXX+ we love it here ((laughing))+ is it expensive?
- 80 St5: no+ it's cheap
- 81 T: cheap+ what's the nightlife like?+ is it very exciting? ((laughs))

82 St5: ((laughs)) não tem nada pra fazer
 83 T: there aren't good restaurants+ no bars+
 84 St5: NO+ XXX
 85 T: no cinemas+ nothing to do+ what's the weather like?+ is it cold in the winter?
 86 St5: no
 87 T: no
 88 St5: it's hot+
 89 T: hot+ okay+ always
 90 St5: [hot+ in the summer+ in the winter
 91 Sts and T: ((laughs))
 92 T: it's a terrible city ((laughing))+ okay+ do you like it?
 93 St5: no
 94 Sts and T: ((laughs))
 95 St5: yes
 96 T: yes+ you do
 97 St5: I don't ah+ah+ ah live
 98 T: you don't live there+ okay+ but you prefer living here+ in Florianópolis
 99 St5: YES
 100 Sts and T: ((laughs))
 101 St5: here+ we have what to visit
 102 T: yeah+ what to visit+ it's interesting
 103 St5: is a++ relax
 104 T: relaxing ahan+ and do you have a++ your father+ and your+ mother+ still live there?
 105 St5: yes+ my family+ live
 106 T: ahan+ lives there+ very interesting+ okay+ so+ now+ you are going to talk like this+ I'm gonna change the pairs+ okay+ we are going to change the pairs ((most learners get excited)) take it easy+ okay+ you two ((and she goes on changing the pairs)) ((then the learners talk in pairs about their hometowns))

Example 6 (Episode 4 - September, 3rd / Beginner group)

34 T: okay++ ah+ I'd like to open your books+ let's start+ on page 69++ 69+ are you there?++ do you remember that we have to listen to the++ the grammar focus? já vimos ali conversation+ lembro do Mexico+ Palace of Fine Arts+ etc
 35 St: uhum
 36 T: okay+ so now we're going to listen to the grammar focus+ okay+ number 9++ ((the teacher plays the tape with the grammar focus))
 37 T: okay+ so here they are using two different modals+ okay+ the first one+ CAN+ do you understand the meaning of the question?++ can you tell me about Mexico?++
 38 Sts: uhum
 39 T: okay+ pode me falar um pouco do México+
 40 St: uhum
 41 T: não tá perguntando assim++ tu podes por favor++né não+ não posso+ quer dizer+ dá pra falar+ conhece+ tem conhecimento+ neste sentido aqui++ can you tell me about Mexico?+ yes+ I can or + no+ I can't+ I don't know Mexico+ okay++ what can you do there?++do you understand?++
 42 St: o que você fez lá?
 43 T: o que que você pode fazer lá?++ okay+ for example+ a tourist comes to Florianópolis+ okay++ then+ ah+ you are in the United States+ okay+ then a tourist comes to Florianópolis+ in order to visit+ okay+ as a tourist++ então ele vai perguntar pra vocês++ what can you do there in your city?++ okay+ o que que pode fazer aqui++

- oh+ you can go to Lagoa da Conceição+ you can visit ah+ Cruz e Souza museum okay ((laughing))+ you can see the cathedral+ okay++ vocês vão dá umas opções pra eles+ okay++ and then you have should here++ should I go to the Palace of Fine Arts?++ what's the meaning of?++
- 44 St1: você+ você deveria ir
- 45 T: é++ahan+quer dizer+ eu deveria né+ quer dizer+ é bom + não é bom+ eu devo+ vou perder meu tempo++ eu devo ir lá vê a catedral?+ou não vale a pena?+ okay+ yes+ you should + or não+ you shouldn't+ what should I see there?+ okay+ you should visit the National museum+ for example+ what should I see+ downtown?+ here Florianópolis?++ you should go to Praça XV++ okay+ you should visit the cathedral+ you should go to++ Cruz e Souza museum++
- 46 St: o que que tem pra fazer?
- 47 T: yes+ downtown+ I'm talking about downtown+ the city center+ okay++ lá pro mercado público+ alfândega++né?+
- 48 St: Box 32
- 49 T: Box 32+ okay+ you should have a beer at Box 32+ okay++ and so on+
- 50 St1: aqui+ nesse sentido+ poderia só ser assim+ o que eu veria lá+ ou o que eu+ deveria ver lá?
- 51 T: what should I see+ o que que eu deveria ver lá
- 52 St1: deveria ver
- 53 T: ai vai dá um conselho+ tá tudo++
- 54 St: conhecer
- 55 T: isso+ pode colocar qualquer verbo+ what should I see there?+ o que que eu devo ver?++ ah++ você deve ir no Box 32+ what should I drink there?+ o que que eu devo beber lá+ qual é a+ né+ o quente lá+ é o chop+ a caipirinha+ o que que é+ okay+ então pode+ you place here+ and then you have++ you shouldn't miss+ the Pyramid of the Sun+ what's the meaning of you shouldn't miss?+ do you remember from last class?+++ you shouldn't miss+++
- 56 St1: éh++ perder né+
- 57 T: não pode perder né+ for example+ here in Florianópolis+ you shouldn't miss++
- 58 St: ummmm((thinking))
- 59 T: o que em Florianópolis+ que não pode perder
- 60 St: Lagoa
- 61 T: Lagoa da Conceição+ ahan+ you shouldn't miss ah++ Hercílio Luz Bridge+ okay+ também+ tem dá uma olhadinha
- 62 St1: à noite ela tá linda ((Hercílio Luz Bridge))
- 63 T: à noite é bonita+ okay+ então+ aqui vocês vão usar+ can do+ can see+ should see+ should visit+ without to+ okay+ então não é you should to go++ you should go não tem o infinitivo depois ali
- 64 Sts: uhum
- 65 T: é o verbo direto+ okay+ and here you have some sentences+ okay+ about things to do in France+ have you ever been to France?++ here?+ No?+ nobody?+
- 66 St4: my father
- 67 T: you did?
- 68 St4: no+ my father
- 69 T: your father+ okay+ so+ you have here a list of things to do in France+ okay+ and in this box here you have some verbs+ okay+ the first one+ should spend+ what's the meaning of should spend?
- 70 St1: é deveria gastar
- 71 T: GASTAR?+ é no sentido de mais+ passar+ passar um tempo
- 72 St1: ah+ confundi
- 73 T: é que aqui não vai ter coisa pra gasta dinheiro+ passar+ okay+ você deve passar um tempo na praia por exemplo+ you should spend some time at the beach
- 74 St: XXX

- 75 T: mas o gastar também pode ser+ só que não aqui neste contexto++ can see++ what's the meaning of see?+
- 76 St1: pode ver
- 77 T: ahan+ can go?
- 78 St3: pode ir
- 79 T: aham+ ai depende do que tem aqui depois+ should visit+
- 80 St1: deveria visitar
- 81 T: should try
- 82 St3: deveria experimentar
- 83 T: experimentar+ here they talk about food++ and shouldn't miss+ não pode perder+ okay+ então vamo lá+ tentem colocar ali+ só completar com um desses verbinhos
- 84 St1: o que que é flea market?
- 85 T: flea market é mercado das pulgas+ onde vende coisa usada+ antiguidades ((then the learners do the activity))

Example 7 (Episode 2– August, 30th /Pre-intermediate group)

- 1091 St1: I can use this informal ask her?+
- 1092 T: ask her+ if she is+
- 1093 St1: yeah
- 1094 T: yes+ you can
- 1095 St2: if he is a friends++ você pode perguntar?
- 1096 T: you see I'm giving you the formal stuff+ I'm going by the book+ of course in spoken language we can change everything+ so this is a very good example that he is raising+ can I use instead of+ could you+ can you just ask her if she is+ yeah+ so+ you can go straight to the point+ yeah
- 1097 St3: could is more formal?
- 1098 T: yeah could is much more formal+ like a+ poderias perguntar pra ela se ela vai a festa à à noite+ eu estou pensando será que++ tu poderias perguntar pra ela se ela vai à festa hoje à noite+ so this is+ this is modality+ you should adjust how are you gonna use the language and the context will give you that+ so very good+ how about number three?++ do you agree? +can I or I can?+
- 1099 Sts: I can
- 1100 T: I can because you see the question part is in the beginning+ could you ask Tonny how many of my friends I can bring to his party?+ because of could+ a inversão do verbo com o pronome já tá no início+ could I?
- 1101 St4: então quando é pergunta permanece
- 1102 T: yeah so the second part is not the beginning of the question anymore+ it's just a continuation+ you don't need to invert

Example 8 (Episode 1– August, 23rd / Pre-intermediate group)

- 299 T: let me model+ you choose the two professions+ let's make a model here+ ahh+ we have a prostitute and we compare++ this is a great profession+ well depending on a point of view
- 300 Sts: ((laughs))
- 301 T: we have a prostitute and we have++
- 302 Sts: ((silence))
- 303 T: give me a profession
- 304 St1: a father

305 T: A FATHER?
 306 St1: padre
 307 T: ohhhh+ priest+ good
 308 Sts: ((laughs))
 309 T: is father a profession?+ I guess it is
 310 Sts: ((laughs))
 311 T: so+ let's suppose that you are contrasting the prostitute and the priest+ very good
 opposites+ ahhh+ represent very distinct things
 312 St2: I don't know
 313 T: ahhhh?++ why not?+ anyway+ let's suppose that this would be really exciting+ so
 you would say+ in my opinion++ to me++ ahhhhhhh+ for me ((writing these words on
 the board))++ ser uma prostituta++
 314 St3: being a
 315 T: so you could say+ being a p. ((writing this sentence on the board)) trabalhar
 como++
 316 St4: work as
 317 T: working as a p.++ is exciting in my opinion+ or in my opinion it is exciting being a
 prostitute because++ and because++ you can tell me+ why would it be exciting to be
 a prostitute?++ being a man or a woman?
 318 St2: it is prostitute for man+ too?
 319 T: yes?++ why not?
 320 St2: no+ I mean the word
 321 T: yes+ yeah+ we don't say + ele é um prostituto+ what do say for men?
 322 St2: garoto de programa
 323 T: good+ ahh+ euphemism+ so women is prostitute+ men is garoto de programa+ it's
 convenient
 324 St4: prostitute is euphemism+ man++
 325 T: what?
 326 St4: prostitute is eufemismo também
 327 T: well+ I think prostitute is the++
 328 St: we+ we++ say other+ other names
 329 T: yeah you can call that a whore+ and you can call it a slat++ but I think this is the+
 you know+ a common term as well

Example 9 (Episode 1 – August, 23rd / Pre-intermediate group)

452 St1: ((reading her paragraph)) I think ((pronouncing / /)) working as a bus
 collector is too boring because you pass all the day doing the same thing
 ((pronouncing /t /)) and sometimes people are impolite with this profession+
 contrarily+ being a journalist you go to many countries+ to write for a magazine XXX
 know many cultures+ many interesting people+ delicious food+ visit cool places
 XXX
 453 T: MAN+ what am I doing as an English teacher?
 454 Sts: ((laughs))
 455 T: I wanna become a journalist!
 456 Sts: ((laughs))
 457 T: I chose the wrong profession!+ just allow me to to+ just one correction+ how do we
 say coisa in English?
 458 Sts: thing+ ting+ thing
 459 T: so+ + + +
 460 Sts: thing
 461 T: como se fosse cuspi mesmo!

462 Sts: ((laughs))
463 T: essas pessoas que falam assim+ thing+ thing+
464 Sts: ((laughs))
465 T: I know it's difficult+ it's but+ go in front of the mirror+ THING+ you get there+
anybody else would like to share?+ + come on!
466 Sts: ((laughs))

Example 10 (Episode 2– August, 30th / Pre-intermediate group)

587 T: very well+ then if we make a little jump to page 11+ you have another+ the
grammar focus+ this is really+ I'm gonna pass really quickly through it because this is
something you know already+ I guess+ how to compare things+ right+ it's not very
difficult to say that something is more or less than+ but how do we compare things that
are equal?++ right?
588 St2: like?
589 St3: as as
590 St4: as as
591 St5: like
592 T: as as++ like+ depending on the construction of your sentence+ yes+ so here what
you're gonna do+ you're gonna make a blá blá blá about using this+ comparing
different professions and using some arguments for example+ let's make an
example++ let's compare ahhhh++ let's use some professions they say there ah++ a
landscaper
593 St2: what's a landscaper?
594 T: good question+ can you provide the answer anybody?+ what's a landscaper?++
595 Sts: ((no one answers))
596 T: what's landscape?
597 St2: is a paisagem?
598 T: yes it is+ landscaper would be what then?
599 St2: paisagista
600 T: and on the other hand+ what would be intern?++ MAN+ I don't think I know what
intern is++ I have a slight idea++ I haven't checked this+ nobody has a dictionary?++
do you know what an intern is? ((asking to the researcher))
601 Researcher: I don't know+ sorry
602 St1: estagiário
603 T: no+ I don't think so+ is it?+ have you checked?
604 St2: what?
605 St3: estagiário+ tá escrito aqui
606 T: oh+ okay+ in your book?
607 St3: é ((laughs))++ ah deixaram isso escrito aqui+ não sei quem foi
608 Sts: ((laughs))
609 T: oh+ that means that your book has all the answers
610 Sts: ((laughs))
611 T: everything
612 Sts: ((laughs))
613 St3: advinha como é que é ampulheta?
614 T: I don't know
615 St3: hourglass
616 T: great++ great+ hour glass ((writing *hour glass* on the board))
617 St3: é junto
618 Sts: ((laughs))
619 T: THANK YOU FOR THE CORRECTION ((correcting the spelling of the word
hourglass))++ hourglass is ampulheta+ very nice+ good to know+ I'll try not forget

that++ so coming back to the thing here++ there is another name that I know for estagiário which is trainee+ that's a more common word+ comparing a trainee with a landscaper using more or less+ not looking at the board

Example 11 (Episode 2– August, 30th / Pre-intermediate group)

- 697 T: anyway+ these are very effective ways+ this is really really good information for you+ so that you can get the things you want+ so++ the way you ask may be the way you get something or not++ that's the point I'm trying to make+ ah++ you could also+ you know+ say+ tava aqui pensando++ sera que++ so+ let me give you a context++ you are in a library++ and you need information about a book++ who are you gonna ask?++
- 698 St3: and teacher ah+
- 699 T: WHAT?++ yeah+ I'm asking who+ sorry+ yes?
- 700 St3: ah+ can you help me is++ encaixa ai in informal or formal or
- 701 T: okay++ let's discuss this+ you go to+ your are at the library you need+ you need information about a book you can't find+ you're gonna talk to whom?+
- 702 St4: the+ the+ the+
- 703 Sts: bibliotecária
- 704 T: the librarian+ the person in the library+ all right+
- 705 St4: you don't speak ah+ I was thinking if you++
- 706 T: no+ wha+ what do you use?
- 707 Sts: yes+ can you?
- 708 T: can you help me?
- 709 Sts: yes+ can you help me?
- 710 T: it would be effective you think in a library that's the way you'll use it+ oh pode me dá um força+ pode me dá uma ajuda+ something like that + you wouldn't say something like+ se se importaria de me dizer onde eu posso encontrar o livro?
- 711 St4: talvez+ maybe
- 712 St5: maybe depends on the XXX
- 713 T: see+ so+ depending on the context you will use one or++
- 714 St: depending where you are
- 715 T: okay+ now you went downstairs now and ah+ you ask the man in the bar to get you a cafezinho+ how do you ask that?

Example 12 (Episode 2– August, 30th / Pre-intermediate)

- 788 T: right+ so+ have a look at number 2+ you want to use somebody's desk
- 789 St1: what is a desk?
- 790 T: this is a desk ((pointing to his table)) you want to use it+ how do you ask?
- 791 St1: desk is++ mesa?
- 792 T: yeah it's a desk+ it's like table right?+ same family
- 793 Sts: ((laughs))
- 794 St2: in this case +we don't use the+ parti+ participle?
- 795 T: think about it
- 796 St3: is it okay if you use if?
- 797 T: what difference would make?+ what difference would it make if I change the verbal tense?++ is it okay if I use+ is it okay if I used?
- 798 St2: se eu usasse

799 T: RIGHT!+ but what is+ in terms of+
 800 St3: conditional
 801 T: in terms of the+ the+ the
 802 St2: formal
 803 T: YES+ which is more formal
 804 St2: the+ the+ participle
 805 T: EXACTLY
 806 St1: está tudo bem se eu usasse
 807 St2: estaria tudo bem se eu usasse
 808 T: tudo bem se eu usasse
 809 St1: tudo bem se eu usar
 810 T: tudo bem se eu usar a tua mesa+ tudo bem se eu usasse a tua mesa?+ which one is more formal? ASSE né?+ is that? so+ that's another formality thing+ the verb tense you're using+ so you have some blá blá blá there

Example 13 – (Episode 3, September, 6th / Pre-intermediate group)

1120 T: okay+ last class+ our final discussion was that+ if this was useful language or not+ and+ ah+ I believe that you said+ you+ that you said the problem was using this when you need+ and then I told you we do that all the time in Portuguese as well+ ó diz pro cara+ maybe you're talking on the phone+ you're friend is talking on the phone+ and you know the person who's on the other side+ you say ô diz pra ele+ pergunta pra ele como é que foi a festa+ ou diz pra ele que+ this kind of thing right?+ so moving on+ in the next unit we'll be talking about or involving the news+ media+ this is something+ this is something good to talk about+ I think+
 1121 St1: what?
 1122 T: media+ right?
 1123 St2: before the
 1124 T: it's gonna be unit four+ right?+ I'm moving straight to that++ so+ ah
 1125 St1: ah+ we talking about that that+ you told us+ eh the the+ like german+ the peugeot do the the+ credito carbono
 1126 St2: the the +Peugeot eh+ eh+ is growing ah+ tre trees+ in the brazil to+ pra recompensar o que+ o que
 1127 T: what they what they've polluted
 1128 St2: o que eles tão jogando de carbono na atmosfera+ eles tão plantando árvore no Brasil pra compensar
 1129 T: very diplomatic+ very diplomatic
 1130 T: how could I possibly say this+ enquanto eles estavam+ catando lixo+ encontraram uma mala de dinheiro
 1131 St1: while they+ they were
 1132 St2: catching
 1133 St3: collecting
 1134 St4: pick+ pick up the+ the trash
 1135 T: GOOD
 1136 St4: pick up the trash+ picking up the trash
 1137 T: while they were collecting or picking up the trash
 1138 St5: they they found
 1139 St4: found
 1140 T: uma mala cheia de dinheiro
 1141 St5: a bag
 1142 Sts: a bag of money
 1143 St6: suit?

1144 T: that's a big one
 1145 St4: wallet?
 1146 T: wallet?+ oh no+ wallet is what you carry in your pocket
 1147 St4: a bag?
 1148 St7: XXX
 1149 T: YES+
 1150 Sts: ah+ briefcase
 1151 T: ah+
 1152 Sts: ((laughs))
 1153 T: they found a briefcase+ cheia de dinheiro
 1154 Sts: full of money
 1155 T: full of money+ very well+ then I ask you a very simple question about this sentence+ how many actions do you have?

Example 14 – (Episode 3, September, 6th / Pre-intermediate group)

1159 St1: como é que é aquele filme+ trash
 1160 T: well+ trash movies is like a+ a genre of movies+ it's a kind of movies that you know have very bad made monsters and+ and is like aquele lado B+ tem um programa na band que dá uns filmes assim
 1161 St1: as três horas da tarde
 1162 T: é+ umas criaturas assim+ grotescas
 1163 St1: XXX
 1164 St2: teacher?
 1165 T: yeah?
 1166 St2: junk eh++ can+ can be the same as trash?
 1167 T: junk? it is a different thing+ it like trash and garbage+ they are like that +things the will spoil+ do you understand spoil?
 1168 St2: no
 1169 T: if you put an egg+ if take an egg out of the fridge an you put it in the sun for three days+ it will rot+ it will spoil+ so TRASH+ it's difficult to+ I don't think I can give you a very good explanation+ junk is not+ for++ you know+ food and and+ yeah it is+ junk food+ XXX tô aqui batendo cabeça e+ não sei+ me parece que o contexto que junk é usado+ é é um pouco diferente do context que garbage e trash é usado+ tu não vai dizer assim ó I have to take the junk outside+ I have to take the junk out+ you're gonna say I have to take the trash out or the garbage out+ because
 1170 St2: junk é adjetivo
 1171 T: yes+ well

Example 15 – (Episode 3, September, 6th / Pre-intermediate group)

1184 St1: ((reading the sentence from her book)) while divers were working on the coast of Florida+ they discovered a one hundred year old shipwreck+ the shipwreck+ contained gold bars++ worth ((pronouncing /wɜrt/)) two million dollars
 1185 T: very nice+ so+ ((reading the sentence that had just been read by the learner)) while divers were working on the coast of Florida+ they discovered a one hundred year old shipwreck+ the shipwreck contained gold bars worth two million+ WORTH?++
 1186 Sts: ((silence))
 1187 T: can you repeat with me this word?+ WORTH
 1188 Sts: wort+ wort+ worth+ worth ((laughing))

1189 T: vocês ((pronouncing /vo ês/)) tem que cuspi ((pronouncign /cu pi/))+ worth
 1190 Sts: worth + wort ((laughing))
 1191 St1: worst
 1192 T: that's worst+ WORTH
 1193 Sts: worth+ worth ((laughing))
 1194 T: o ar tem que ficar passando assim por cima da língua
 1195 Sts: ((laughs)) worth+ worth
 1196 T: entre os dentes e a língua
 1197 Sts: ((laughing and trying to make the sound)) worth+ worth
 1198 T: para com isso (pronouncing /i o/)+ WORTH
 1199 Sts: worth
 1200 T: THAT'S IT
 1201 Sts: worth

Example 16 (Episode 2, August 30th / Pre-intermediate group)

658 T: all right+ so+ there are many different circumstances many different ways to ask
 people favors+ there are many different kinds of favors we ask
 659 St1: favors?
 660 T: favors yes+ I put here on the board some of the things that you could perhaps ask
 people++ you know+ how could you ask somebody+ somebody else's toothbrush
 661 St2: what's toothbrush?
 662 T: it's the thing you use to wash your teeth ((gesturing like someone brushing his/her
 teeth))
 663 Sts: ((laughs))
 664 T: very personal item right?
 665 Sts: ((laughs))
 666 T: what is the classic way of asking somebody for something?
 667 St3: could you
 668 T: so+ she told me here+ could you ((writing on the board))+ and then in relation to the
 toothbrush what would be the verb?
 669 St3: could you borrow me your toothbrush?
 670 T: is it really? could you borrow me?
 671 St3: não+ could you lend me
 672 T: RIGHT+ maybe here you would have the verb lend++ then we're talking about the
 toothbrush+ what else can you ask? with lend here
 673 St4: could you lend your car
 674 T: but then you have another verb here+ use+ okay but this is not important+ the most
 important part is how you ask++ of course what you ask is important too+ but how
 you ask it+ so++ could you++ I could also+ use can you++ which are informal way
 right?++ ah+ you could perhaps also say+ is it okay if+ I++
 675 St5: use your car
 676 T: is it okay if I use your car?+ then what you think is more formal+ if you say can I
 use
 your car or is this okay if I use your car?
 677 Sts: is it okay
 678 T: is it okay is it okay if I+

Example 17 (Episode 3, September, 6th / Pre-intermediate group)

- 1199 St1: Indian people+ ah+ because they don't choose who they will marry++ the married ((marriage)) in India+ when the children born ah+ the parents choose the+ **pretendente**+ the the the wife or+ the husband+ eh+ eh+ man eh+ the+ THE HUSBAND
- 1200 Sts: ((laughs))
- 1201 St1: because the the wife+ the man can choose+ her his wife+ for sometimes+ eh+ **mais** eh+
- 1202 Sts: ((laughs because Amanda started talking in Portuguese))
- 1203 St1: ((laughs)) okay eh+ the mother+ there is modern families there+ they they let the children ah+ refuse the first **pretendente**
- 1204 T: candidate
- 1205 St1: candidate+ but the second no
- 1206 Sts: ((laughs))

Example 18 (Episode 1, August, 23rd / Pre-intermediate group)

- 400 St1: teacher? how can I say vendedor?+ is it seller?
- 401 T: yeah seller+ you can say vendor+ but then vendor is someone who usually works outdoors++ no+ correcting what I said about vendor+ VENDOR+ is+ is like people who work in+ fairs++ you know fairs?+ where you buy fruits+ buy vegetables it's more like that+ a seller can also work outdoors
- 402 St2: teacher?
- 403 T: yeah?
- 404 St2: restauração
- 405 T: SEE?+ you don't stop asking me!+ I look like a dictionary! ((laughing))
- 406 Sts: ((laughs))
- 407 T: ahh+ good one+ does anybody have a bilingual dictionary?+ I'm not sure about that+
- 408 St3: conservação
- 409 St4: conservativo
- 410 T: restauração++ I'm not very sure about it+ I would attempt to say+ restoration+ but then+ it would be a crime to the language
- 411 St5: professor?
- 412 T: sure
- 413 St5: devedor
- 414 T: ((writes the word "own" on the board)) wait++ I'm tripping today man++ TO OWE is dever ((writing the word on the board))