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THE SERIOUS MATTER OF LANGUAGE PLAY IN TWO EFL CLASSROOMS

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To my beloved grandfather
Duilio Marostica who I deeply
miss.

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ABSTRACT

THE SERIOUS MATTER OF LANGUAGE PLAY IN TWO EFL CLASSROOMS

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The present study aims at investigating the phenomenon of Language Play (LP) within the interactions in two EFL classrooms as it is believed that LP may facilitate the development of the process of learning EFL in such a formal learning environment. The ideas of play in the processes of learning suggested by Guy Cook (1997, 2000) and different studies based on the sociocultural perspective (Mitchell & Myles, 1998; Kramsh & Sullivan, 1996; Sullivan, 2000a, 2000b; Broner & Tarone, 2001) gave the theoretical background for this study. The purpose was to determine how LP was characterized and categorized, and to verify which functions the occurrences of LP would perform in these two EFL classrooms. Ethnographic techniques were applied for a clearer perspective of the participants. Seventy-four (74) episodes of LP were identified and analyzed. Thirteen (13) different types of LP were identified within these episodes. From the 74 episodes of LP, 22 illustrative episodes were chosen to be analyzed in more detail so that the functions of the LP occurrences could be detected. The functions performed were mostly related to the relationships between teachers and

students and among students themselves and the FL. LP seemed to be fostering these kinds of relationships making the formal learning environment of the EFL classroom more relaxed and favorable for the development of the learning processes. Other functions related to vocabulary development, to the general communication in the FL, to the development of the classes and to the development of the FL learning process in general were also identified. The results reveal that the occurrence of LP in EFL classes seems to foster the development of the FL learning process in the aspects indicated by the functions LP performed in these two EFL classrooms. This study is relevant to teachers, teacher trainers, EFL courses' coordinators and all those involved in the development of teaching and learning processes within the formal environment of a classroom.

RESUMO

O ASSUNTO SÉRIO DA LINGUAGEM LÚDICA EM DUAS SALAS DE AULA DE LÍNGUA INGLESA

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O presente estudo teve como objetivo investigar o fenômeno da Linguagem Lúdica (LL) nas interações em duas salas de aula de Língua Inglesa (LI), pois se acredita que a LL pode facilitar o desenvolvimento dos processos de aprendizagem da LI no ambiente de ensino formal de sala de aula. As idéias sobre o lúdico nos processos de aprendizagem sugeridas por Guy Cook (2000) e diferentes estudos baseados na perspectiva sociocultural (Mitchell e Myles, 1998; Kramsh e Sullivan, 1996; Sullivan, 2000a, 2000b; Broner e Tarone, 2001) deram o embasamento teórico para este estudo. Propôs-se determinar como a LL era caracterizada e classificada e verificar quais as funções as ocorrências de LL estariam exercendo nestas duas salas de aula de LI. Técnicas etnográficas foram aplicadas para que uma mais clara perspectiva dos participantes fosse obtida. Setenta e quatro (74) episódios de LL foram identificados e analisados. Treze (13) diferentes tipos de LL foram identificados dentro destes episódios. Dos 74 episódios, 22 episódios ilustrativos foram escolhidos para serem

analisados com mais detalhes para que as funções das ocorrências de LL fossem detectadas. As funções lá exercidas eram na sua maioria relacionadas às relações entre os participantes e entre eles e a LI. A LL pareceu favorecer estes tipos de relações tornando o ambiente formal de ensino de sala de aula de LI mais relaxado e favorável ao desenvolvimento dos processos de aprendizagem. Outras funções relacionadas ao desenvolvimento do vocabulário, à comunicação em geral na LI, ao desenvolvimento das aulas e ao desenvolvimento do processo de aprendizagem da LI em geral também foram identificadas. Os resultados revelam que as ocorrências da LL nas salas de aula de LI parecem favorecer o desenvolvimento dos processos de aprendizagem da LI nos aspectos indicados pelas funções que a LL exerceu nestas duas salas de aula de LI. Este estudo é relevante a todos professores, treinadores, coordenadores de cursos e todos aqueles envolvidos no desenvolvimento dos processos de ensino e aprendizado da língua inglesa no ambiente formal da sala de aula.

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CHAPTER 1

INTRODUCTION

The processes involved in learning and teaching a foreign language have always been one of the major concerns in the field of applied linguistics. Different types of research have tried to answer questions concerning the various variables involved in these processes in different kinds of contexts. Learning a foreign language can take place in a formal environment like the EFL classroom or in a more naturalistic one, so to speak. The present study is concerned with the process of teaching and learning English as a foreign language in the context of the classroom. It is concerned more specifically with one variable involved in this process which is Language Play (LP).

LP certainly occurs in EFL classes and in other social contexts as well. More or less frequently, this variable is present in this kind of learning and teaching environment. This is due to the social aspects intrinsic to these processes in such context. Social interactions are important means by which a foreign language is taught and learned. LP is a phenomenon that occurs within the social interactions in the EFL classes and it seems to work as facilitator of the teaching and learning of the foreign language. Because of the social aspects involved in such phenomenon, ethnographic principles of research, which better account for the interactions in social groups, were applied in the collection of the data. For a better description and understanding of LP in the EFL classes analyzed, sociocultural ideas were the basis of this work.

Although the subject of LP in EFL classes is not commonly found in the literature of applied linguistics, different authors have discussed some ideas about play in general and LP in foreign language classes (see Cook, 1997, 2001; Kramsh & Sullivan 1996;

Sullivan, 2000a, 2000b; Broner & Tarone, 2001; Warner, 2004). The present study has primarily focused on the ideas of Guy Cook (1997, 2000) about play in general and LP in the processes of teaching and learning a foreign language. One of the major ideas that permeates the work of Cook is an understanding of LP as a social phenomenon that has to be taken into account through a sociolinguistic perspective in qualitative studies that can better describe and assess the occurrence of those social events. Cook's sociocultural view of LP is taken in this study as the starting point for the data collection and analysis as it is believed that LP is an important aspect of the EFL classroom influencing the relations among the participants and the learning processes of the students.

The purpose of this research is to analyze real data of interactions in EFL classes of two different groups learning EFL. These two groups, one of basic and the other of intermediate level, are part of the extracurricular program of foreign languages of Universidade Federal de Santa Catarina (UFSC) in Florianópolis, Santa Catarina, Brazil. The data were gathered during the second semester of 2003 by two researchers collaboratively. EFL classes were video and audio recorded while field notes were taken. Impressions and field notes were shared and discussed by the researchers complementing the data collection.

After the data collection, the occurrences of LP within the interactions of the classes were transcribed in 74 different episodes. From these 74 episodes, 22 more illustrative of different types of LP that emerged from both classrooms were described and analyzed in more detail. The analysis of the episodes of LP in this study aimed at answering the following research questions:

1.1- Are there any elements of LP in the classrooms investigated?

1.2- If so, how can they be characterized and classified?

2- What are the most frequent elements?

3- What functions do these elements perform in the foreign language classrooms in relation to the group interaction and to the kinds of things the students are likely to be learning?

The study is divided in five parts: introduction (Chapter 1), review of literature (Chapter 2), methodology (Chapter 3), data analysis (Chapter 4) and final remarks (Chapter 5). In the first part of Chapter 2, I review the work of Guy Cook (1997, 2000) about play and LP in the learning of EFL by highlighting the main ideas in his work that influenced my view of LP in both classes analyzed here. For him, play in general brings various advantages for human lives such as relaxation, escapism from reality and entertainment, and the play element in language itself would work as a destabilizing agent making this complex system, the language, to change in various ways. If language is considered a complex system constantly changing, language learning also has to be taken as one subsystem, so to speak, that also changes constantly, and LP is one of the elements in this learning process that influences positively its results.

In the second part of the second Chapter, I consider the view of some of the authors that have already talked about LP. This sociocultural approach to LP is based on Vygotskian ideas of a great social influence in the learning process of the child. These researchers are Cook (1997, 2001), Kramsh and Sullivan (1996), Braga (2000), Sullivan (2000a, 2000b), Broner and Tarone (2001) and Warner (2004). In the third part of Chapter 2, the types of LP that have already been considered by some of the authors reviewed are mentioned.

In Chapter 3 the methodology of the research is described. The ethnographic principles of data collection and analysis mentioned in the work of Watson-Gegeo (1988) and Frank (1999) are described so as to give the reader the exact path through

which the research followed according to a qualitative perspective of this social phenomenon that is LP. Still in Chapter 3, the context of investigation as well as the participants of the research are presented. The environment of each classroom is described for a better understanding of the occurrences of LP in the two groups. Further in Chapter 3, I describe how the episodes of LP were selected taking into account the presence of laughter and how they were divided into sub-episodes.

Chapter 4 is about the analysis of the data. Thirteen types of LP were identified, described and classified. They were then organized in four broader groups according to their characteristics: lexical emphasis, rhetorical devices, pragmatic intentions and formal characteristics. The frequency in which each of the thirteen types of LP appeared in each classroom was also stated. The 22 most illustrative episodes of LP are fully described revealing the functions that the types were performing in each case.

From these 22 episodes, various different functions emerged, but they could also be grouped into five broader categories: relationships among the group, development of vocabulary, functions related to the general communication in the FL, development of the classes and development of the learning process of the FL in general. Finally, in the last chapter, I summarize the findings answering the research questions and pointing out the conclusions from the reflections upon the analysis of the data. Some suggestions for further research are posed as well as some limitations of the study.

CHAPTER 2

LANGUAGE PLAY: A SERIOUS MATTER

2.1 Introduction

The type of Language Play (LP) considered in this study is an interactive phenomenon that deserves attention from the ones who intend to understand the whole process of language development, mostly in a formal environment as the EFL classroom. In this chapter, I will review Guy Cook's general ideas of play and LP as the starting point of the research. Even though I will focus on one type of LP the entertaining LP, I will review here Cook's discussion of Play in general, and its influence on the development of the society. This will be done so as to set the scenery of an understanding of play as a social phenomenon. Furthermore, the particular way Cook sees the relation between LP and FL development shows the great significance of LP within this process.

Still in this chapter, the importance of play as social interaction in the development of other learning processes seen in the light of the ideas of Lev Vygotsky will help to establish the basis for this research with ethnographic orientation. Later, some studies in the area of play within the FL learning environments will also be reviewed therefore supporting the present study. The types of LP recognized by these authors as well as the functions that these types perform in relation to the learning process and to the social relations within the learning environment will be viewed in order to help elaborating the categorization and detailed analysis of the LP episodes proposed here.

2.2 Guy Cook's view of Language Play and language learning

The choice of investigating the phenomenon of LP in EFL classrooms is due to the belief of the great importance that it seems to have in relation to language learning. Guy Cook (1997, 2000) also shares this belief. Moreover, he believes that LP is “of particular relevance to mental adaptation, for individuals, for societies, and for the species” (Cook, 2000; p. 5), in other words, essential for learning. This author reinforces the idea of studying this subject claiming that LP is “there to be exploited to our advantage in many areas of human activity”(p.5). According to Cook humans would enjoy playing with the language probably because of the benefits that this phenomenon is likely to bring to us all.

In his book “Language Play, Language Learning”, when talking about children’s LP, Cook defends the possibility of the innateness of such ability. He reminds us about the importance of LP in social interactions and in memory power of children. Citing Turner (1992, in Cook, 2000), Cook mentions these advantages of the use of verse rhythms. This activity would release pleasurable endorphins into our bodies and the benefits of that would continue into adulthood (p. 21). For him “rhythm and interaction provide a pathway to language through existing gateways” (p.23). The use of these kinds of playful infant interactions, as suggested by Cook, would help children to acquire their first language.

Another type of LP which is highlighted by Cook is fiction. Fiction is not only appreciated by children but also grown ups often engage in this kind of activity. As spectators more often, says Cook, in being exposed to fictional discourse, we learn by watching others “playing”. This human ability is what Reynolds (1972, cited in Cook, 2000) would call “meta-play” (p. 40). But not only learning by the action of others is provided by fiction as LP. Humans, when dealing with the “serious” matters of life

related to survival in the real world often get stressed. Fiction would, then, provide the “escapism, relaxation and wish fulfillment” needed for the balance of life (p. 41).

Fiction and other kinds of LP that involve more meaning than form, as well as the formal types of LP, allow people to engage in “imaginary worlds”, i.e., to come out of real life. The formal patterning of language “may act as a catalyst in the creation of imaginary worlds” (p. 58). This escapism from reality has, according to Cook, two basic functions: one cognitive and the other social. The cognitive function of the engagement into imaginary worlds would be that it allows people to foresee eventualities that were out of their normal course of living. As to the social function of playful uses of language, Cook makes reference to ritualistic (religion, magic rituals) and artistic uses of language as originated by play in a far past (Spencer, 1898; Dissanayake, 1988, cited in Cook, 2000, p. 90). Although it is possible that the uses of such types of discourses are completely disconnected from their original (probably playful) uses, Cook states that

The persistence of playful language may be due to its power not only in the interpersonal, aesthetic, and spiritual spheres, but also in scientific understanding, innovative thinking, and the survival and adaptability of individuals, societies, and species. (Cook, 2000, p.91)

For instance, verbal dueling, riddles, jokes and puns function in relation to some basic social interactions, in particular competition and collaboration. In addition, Cook believes that formal patterning in LP leads to creativity and adaptability as well as in complex systems and in games. What he means is that “play introduces into language use a random element which works against more rational forces and destabilizes them” (p.139). According to the field of complexity studies, language is the kind of complex adaptive system which goes, without external forces, into change, adaptation, self-organization, and increasing complexity consequently originating periods of order and periods of chaos (p. 140) (Gell-Mann, 1992, 1994; Kaufmann 1995 cited in Cook,

2000). For Cook, LP would work as the destabilizing agent making the language, as a complex adaptive system it is, to change creating new meanings and relationships.

Cook, then, turns to the most important point in relation to this research: LP in language learning. If it is true that LP brings the social and individual benefits already mentioned, mostly mastering of the language and acculturation for children's first language acquisition, it is natural for Guy Cook to recognize the usefulness of LP in the process of acquiring a second language. Cook believes that LP is not only a means in the process of language learning, but also an end (p. 150). He believes that the mastery of the foreign language (FL) entails the playful use of it. If the learner is able to play with the language, it means that he/she has the tools to use the language in the more ordinary occasions. Furthermore, Cook, comparing LP to the "pedagogic tasks" in Prabhu's (1984, 1987, cited in Cook, 2000) Procedural Syllabus, which has no purpose other than the completion of the task itself, recognizes that such events would help learners to cope with the difficulties of life outside the classroom (p. 154).

As to current FL teaching methodologies, Cook criticizes the restriction of subjects that many course book writers make in order to avoid polemic and problematic topics. They do that so as to reach as many cultures as possible increasing the amount of consumers. According to Cook, the problem here is that LP would focus primarily on those polemic and problematic subjects such as sex, race discrimination, abuse, AIDS, terrorism, violence, religion, and so on. These topics would be outside the "bulge" mentioned by Wolfson (1988, cited by Cook, 2000) in his "Bulge Theory". The bulge would be the area of language use where the unemotional day-to-day interactions belong (Cook, 2000, p. 63). The fact that traditional teaching methods and materials would exclude such topics in order to avoid any controversy is the problematic issue for

Cook. This is because if LP involves mostly those subjects, this way of approaching the FL would leave out the numerous benefits of the LP phenomenon.

For Cook, LP is the kind of language use where meaning, form and function interact and these three aspects of language should be considered in a theory of language learning. According to him, the meaning-only approaches to teaching an FL are in opposition to an LP influence on FL teaching. He believes that alternative theories such as Vygotskian sociocultural approaches and variable competence models, where learners are considered to produce different versions of particular constructions (Cook, 2000, p. 175) are the ones that best apply to an understanding of LP in the language learning process. Cook defends these theories saying that language learning is not such a hard science that could be investigated with completely reliable and valid results through the traditional methods of SLA (Chomsky, 1988; Ellis, 1997; Larsen-Freeman 1997, cited in Cook, 2000, p. 176-177). Learning and teaching a second language, as a process full of variables, many of them social, would have to be taken into account as the complex adaptive system that it is.

Finally, Cook emphasizes the idea of the use of play within the teaching of FL. He believes that a play element in teaching the language would bring many positive influences as the ones mentioned above. He does not defend, however, the idea of equalizing play and learning. That is why he refers to a *play element* in language learning (p. 181). He says that the ability to play shows ability with the language and that LP can occur within different levels of proficiency. Moreover, he says that LP should “no longer (be) seen as a trivial and optional extra but as a source of language knowledge, use, and activity” (p. 204).

2.3 The sociocultural lenses in the study of Language Play

If we take into account Cook's idea of language as a complex adaptive system, we have to consider the multiple variables that operate within it when studying this system. Many of these variables are social ones, including the cultural and social context in which the use of the language occurs, the interactions within it and other social aspects involved. It means that language varies according to the use that people make of it and the context where it is inserted. If language varies this way, it is natural that language learning is seen as a varying process in the same way, with all the social and cultural variables somehow affecting it.

Sociocultural theories of learning, based on Vygotskian thoughts, imply the idea of a strong social interactive influence on learning (Vygotsky, 1978; Cook, 2000; Sullivan, 2000). In Vygotsky's sociocultural theory the idea of the child learning and developing through the "scaffolding" (Mitchell & Myles, 1998, p. 145) of teachers and/or more capable peers is very strong. "Scaffolding" refers to the tasks and activities that the learner is capable of doing with the guidance of an expert (a more capable peer or the teacher). In scaffolding learning, the child is working in his/her Zone of Proximal Developing (ZPD). In Vygotsky's words the ZPD "is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). So scaffolding learning would be the bridge to actual development over the ZPD.

As can be seen, scaffolding learning, as well as other elements of Vygotskian sociocultural theory, is filled with social aspects. Interaction, cooperation and co-construction of knowledge (Donato, 1994, cited in Mitchell and Myles, 1998) are social features present in a sociocultural view of the learning process. Theoreticians of SLA

have been adapting this sociolinguistic view of learning into their work when considering LP in language learning (Sullivan, 2000; Cook, 1997, 2001). This is because LP, inserted in such an environment full of social interactions as the FL classroom, is also socially influenced. The present study, looking at the same phenomenon, also sees LP through the social lenses offered by Vygotskian ideas and sociolinguistics present in the work of Mitchell and Myles (1988), Cook (1997, 2001), Kramsh and Sullivan (1996), Antón (1999), Braga (2000), Sullivan (2000a, 2000b), Broner and Tarone (2001), Cameron (2003), Warner (2004) and others.

2.4 Types of Language Play in different studies

Sociocultural theories, such as Vygotsky's, influenced many authors in their work on LP (Cook, 1997, 2000; Sullivan, 2000a, 2000b; Kramsh & Sullivan, 1996; Broner & Tarone, 2001; Cameron, 2003; Warner, 2004). Taking into account their work, the types of LP described in this study and their definitions were influenced by the types of LP, their characteristics and functions presented by the researchers just mentioned. Nevertheless, the types of LP, their functions and the categorization of these types and functions were determined according to each situation described for the two specific classrooms here. Those sociocultural authors operationalized LP in slightly different ways described as follows.

Some of the types of LP in the data, such as pun, repetition, rhythm, coinage, teasing and metaphor are found in the cited applied linguistics literature about play in FL classrooms. Cook (2000 p. 80-84; 11-23; 28-30), for instance, talks about *puns*, *rhythm and repetition* as ways of playing with the language in general. When Cook mentions *puns*, he says, based on Raskin (1985, cited in Cook, 2000), Bergson and Ahl

(1988, cited in Cook 2000), that pun “rests upon the use of formal semantic ambiguities”(p. 80) and that it “seems to create an inversion, in which language itself seems to dictate meaning, rather than the other way round”(p. 80). In his words “pun is a miniature of language play functioning creatively, apparently forcing its users to surrender to chance coincidences in the language, as though to powers beyond their control” (p. 83-84) As can be seen, Cook emphasizes the idea of form creating meaning in puns as a type of “miniature” LP.

Cook also mentions *repetition and rhythm* as kinds of LP. He does so when discussing children’s verse. Cook argues that rhymes with their particular rhythms serve to create social relations between the adult who is saying the verses and the child in a pre-linguistic level. When talking about adult’s rhythmic language, e.g., poetry reciting, this author states that they would enjoy using language “richer” than the one they are used to using “allowing them the sensation of being more fluent speakers of the language than they actually are” (2000 p. 16). In the present study, this type of formal LP is filled with enjoyment as states Cook. The learners and the teachers, users of rhythm and repetition, are entertained when playing with the language with rhythm and repetition. It can be observed by the presence of laughter. However the use of these types of LP do not appear in the form of reciting poetry or any other literary form, but in casual conversations or task practice, corroborating the idea that people have fun while playing with the language with repetition and rhythm.

Coinage is mentioned by Sullivan (2000a, p. 75) when she talks about wordplay as being a kind of performance in FL classrooms. In her work coinage is defined as: “making up a new word for humorous purposes”. That is probably the kind of coinage observed in the EFL classrooms analysed in this research. I say probably because it is not possible to determine for sure whether the intention of the user of coinage was to be

humorous or not. Sullivan also recognizes *repetition* as a type of wordplay saying that it is often this type (repetition) that is revealed in a playful performance in FL classrooms (Sullivan, 2000a, p. 75). Citing Heath (1982,1986 cited in Sullivan 2000a) Sullivan asserts this kind of performance for children language learning together with rhyming patterns and *varying intonation contours* (p.75). Cook also mentions repetition when he talks about children's verses as forms of LP.

One other type of LP, *comic situation/story* is also mentioned by Sullivan (2000a, p.74) as a kind of performance in FL classrooms. Actually, she does not include storytelling as a kind of play, but she recognizes based on Norrick (1993, cited in Sullivan 2000a, p. 43) that humour "...is often intertwined with storytelling" making the atmosphere favourable for play. Here I considered as one kind of LP the occurrence of description of comic situation and narratives of comic stories because they appeared in very similar playful contexts within the classes.

Kramsh and Sullivan (1996, p.209) observed the occurrence of *teasing* when analysing the discourse of a Vietnamese EFL classroom in search for the "appropriate language" for the culture of that country. They concluded that playful teasing was common between teacher and learners. For these authors, teasing in the Vietnamese culture, as well as fun and playfulness within teaching and learning processes were common features, which stimulated socializing among learners and teachers, and also to create bonds among them. As in Kramsh and Sullivan's study, in the two classrooms observed teasing was pretty common.

Metaphors have been investigated in several studies but rarely within a playful approach. Metaphors are not usually interpreted in a humorous way as it occurs in the data presented here. Cameron (2003) discussed metaphor use in educational discourse describing it as a teaching technique used by teachers in their discourses (p.28). The

relation between her work and the metaphors found in both classrooms here analysed is the presence of “incongruity” in the interaction where metaphor occurs. She describes examples of metaphors in which their cores (the focus) are incongruous to the context of discourse. That is, Cameron says that this element of incongruity is one of the indicators for a metaphor to be found. What is common to the type of LP in this research is that humour, according to Raskin (1985, cited in Cook, 2000) has also incongruity as a distinguishing feature. What makes a humorous situation many times is the presence of an incongruous element within any kind of everyday common situation. Cook (2000) says that, different from a non-humorous situation where incongruity is avoided, it is this feature that makes people laugh at a joke, for instance. It is this unexpected incongruity that becomes funny (p. 75). Thus, funny metaphors naturally have this element of incongruity, as stated by Cameron (2003), and when this unexpected element becomes humorous in the data it will be considered as a playful metaphor, which is a type of LP.

2.5 Summary of the chapter

In this chapter, I have presented the theoretical approaches which guide my research on LP. Cook’s ideas of play and LP are the main guides in my work. The importance of such phenomenon in the EFL classroom is very clear in his work as it is in mine. Cook believes that LP brings several benefits for language learning as well as play in general brings to humans. In the second section of the chapter, I commented on the sociocultural theory of Vygotsky in studies of play and second language learning. As in many studies in the field of classroom research and play, the sociocultural view of the phenomenon seems to be the most appropriate for the analysis of LP, since it is a

sociocultural phenomenon. Finally, the types of LP found in the works of Cook, 1997, 2000; Sullivan, 2000a, 2000b; Kramsh and Sullivan, 1996; Broner and Tarone, 2001 and Cameron, 2003 and their descriptions were mentioned so as to make a comparison to the types of LP found in this research and the descriptions of them specially determined for this work.

CHAPTER 3

METHOD: THE ETHNOGRAPHIC APPROACH

3.1 Introduction

In this chapter, I will describe in detail the procedures used during the whole process of this study as well as describe the kind of research that guided my work. In the first part of this chapter, I will explain the reasons why I chose the qualitative research and how it was carried out. Still in this first part of the chapter, the characteristics of an ethnographic research will be presented and why this kind of research was chosen to guide the study. In the third part of the chapter, the questions of research will be presented. In the fourth part, the context and the participants of the study will be described in detail. Finally, in the fifth part of the chapter, I will describe how the data were collected and gathered, and how it was selected for analysis and categorized in types of LP.

3.2 Qualitative research of ethnographic orientation

The research reported in this study took into account the main principles of an ethnographic work. In the words of Watson-Gegeo (1988) “ethnography is the study of people’s behaviour in naturally occurring, ongoing settings, with a focus on the cultural interpretation of behaviour.(...) The ethnographer’s goal is to provide a description and an interpretive-explanatory account of what people do in a setting (...) the outcome of their interactions, and the way they understand what they are doing.” (p. 576). Carolyn Frank (1999) when talking about student teachers and their ethnographic observations

of classrooms in the United States declared “An ethnographic perspective provides a lens to understand the (...) particular patterns of classroom life which often become invisible because they become so regular, patterned, and ordinary.” (p. 3). Frank also mentions the importance of having an “emic” point of view of social interactions in the classroom, which means the perspective of the participants or “insider’s knowledge of the way things are” (p. 4).

The present study included different principles of the ethnographic research, thus having an ethnographic orientation. The research included *naturalistic* observation, i.e., the observation occurred in the natural environment where the events of LP, which were the objective of this study, occurred. This means that the natural environment for those interactions was the EFL classroom. According to Watson-Gegeo (1988) another aspect of the ethnographic research is *holism*. Holistic observation must be implemented in this kind of work in order for the researcher to better perceive the whole interaction environment and the relations among participants and between them with the environment. Holism concerns the description of each interaction and behaviour explained in relation to the system as a whole (Watson-Gegeo, 1988, p. 576). In this study the elements of LP that occurred in each classroom were described and analysed in relation to the characteristics of the culture of each classroom.

The emic perspective, which is one of the goals of an ethnographic research, was better perceived in this research through the attentive observation of the classes during one semester, through the field notes taken in the moment of the classes and the video and audio recordings in the natural environment of the classrooms gathered during this period of time. The interpretive-explanatory account (Watson-Gegeo, 1988) was achieved by the triangulation of those sets of data in a holistic analysis taking into

account the culture of each classroom and the relations established in those environments.

As in the case of other types of research, an ethnographic work is based on theory presented by the literature in the area. However an ethnographic analysis is not determined by this theory. As Watson-Gegeo (1988) mentions, ethnographic research may focus on phenomena not previously found in the literature (p. 579). This particular understanding of the specific situation is related to grounded theory, i.e., theory emerged from the data analysis itself. Quoting Watson-Gegeo “by grounded we mean theory based on and derived from data and arrived at through a systematic process of induction” (p. 583). So, the present analysis leads to ideas that emerge from the specific environments and cultures being studied here.

3.3 Research Questions

With the ethnographic principles and the theory of Language Play in mind the following research questions were elaborated in order to obtain the best picture of the phenomenon of Language Play within the classrooms and the participants being analysed.

3.3.1- Are there any elements of LP in the classrooms investigated?

3.3.1.2 - If so, how can they be characterized and classified?

3.3.2 What are the most frequent elements?

3.3.3 What functions do these elements perform in the foreign language classrooms in relation to the group interaction and to the kinds of things the students are likely to be learning?

3.4 Context and participants

In order to obtain a better picture of the phenomenon in each of the classrooms, in the next section the environment of the classrooms analysed will be described in more detail originated by the observation together with the recordings of the classes during the semester. Such description will show how the relations among the participants (learner-learner and teacher-learner) were established improving the view of an emic perspective of the phenomenon and for a better understanding of it.

The context of investigation was two EFL classrooms from the Extracurricular course of languages at Universidade Federal de Santa Catarina (UFSC). This course is directed to the public in general, mostly to UFSC's students. The EFL classes in this course are held twice a week with the duration of one hour and thirty minutes each meeting. The classes are given in the classrooms of the Letras Course building in the campus of the university in Florianópolis, Santa Catarina, Brasil. The teachers in this course are mostly students of the post-graduation program of English language.

3.4.1 The beginners' group: classroom A

There were from 15 to 20 students in this beginning group. But only about 10 students regularly attended to the classes. The learners here seemed to have a good peer relationship, i.e., they normally participated in group activities and engaged in conversations about any kind of subject before and after the classes, during the breaks and even throughout the classes. This relationship among the learners became more evident after the first two or three weeks of classes.

Most of the students here were undergraduates studying at UFSC and adults from the general community. The youngest learner was a teenage girl still in high school. She was the youngest and also the shiest of the girls there. She did not engage in other learners' conversations and most of the time stayed quiet only participating in the class when the teacher directly asked her to do so. On the other hand the four most outgoing learners in this classroom were also the oldest there. They were three women and a man, who showed a lot of interest in learning the language and seemed to be having a good time during the classes. It might have been that this kind of behaviour occurred because of the difference of age they had in relation to the other students who were, most of them, undergraduates (some of them teenagers). No competition environment could be perceived throughout the semester. Most of the students normally engaged in the activities proposed and, at least in the beginning of the semester, most of them seemed to enjoy going to classes and participating.

The teacher did not normally present more than three different activities per class. Considering that each class took 1 hour and 30 minutes, the teacher left some free time for the learners. They sometimes even left the room during the class because they had already finished the proposed task but the teacher seemed to take too long to notice that. This situation seemed to affect motivation of the learners. They would "lose the track" and get bored eventually. One other issue was the varied level of fluency among the students. There were some students who seemed to follow very little of what was happening in the class, and there were some who seemed to get bored with so little work to do. Both situations seemed to make learners less involved in the process of learning the FL and in the whole interaction that each of the classes allowed for.

On the last day I went to observe this group, the teacher gave just one activity, talked about the oral tests previously done and did oral tests with four students with

missing grades. While doing the oral tests in a separate room, the teacher left the group discussing about the meaning of the lyrics in a song he had previously given to the group. The vocabulary in the song was quite advanced for the beginning level, which clearly created barriers to the development of the discussion. Following the trend for this group, the students discussed the meanings the whole time in Portuguese because they had already translated the whole song at home. When the teacher arrived, they all started to discuss what the song was all about and even the teacher talked in Portuguese. It was probably because he was not able to develop the ideas that consequently emerged from the song in the FL without compromising learners' understanding. Surely, at this time, the class was not about English anymore and the episodes of play here, although they might have been episodes of LP, do not contribute to the analysis because the language being used was their L1.

The teacher used to give group activities, which seemed to be a positive behaviour in relation to the fluency gap in the group. It would contribute to establish stronger relations among the learners, thus providing the group with a better environment. The problem with the group activity was that the teacher would ask the class to be divided in two smaller groups: one formed by men and the other by women. Two consequences emerged from this situation. First, the groups were too big, which caused some students with lower proficiency not to participate in the tasks. The other issue was the gender division. The behaviour within each group used to be really distinct. While men tried to develop the activities using mostly the FL, women were less able to convey their messages in English. However, the teacher in the beginning group was very friendly inside and outside the classes. Despite that, there was a certain degree of dissatisfaction among the learners. It was revealed to me during the classes when I could perceive the lack of interest of some students who were not following the teacher's instructions and

his comments. It was also perceived while I and some of the students in the group waited for the teacher to arrive (usually late) for the classes, they would complain about him with me. In sum, they would say that the teacher seemed to be very intelligent and proficient in the language, but he did not seem to have the ability to pass his knowledge to the learners, mostly because they were beginners and the teacher in most times did not simplify his speech for the learners' comprehension. They complained about not understanding the messages. Despite that, students had a good relationship with the teacher demonstrating empathy for their instructor.

The problem that emerged from the lack of comprehensibility by the learners of the teacher's discourse is that the occurrence of LP in this classroom, when originated from the teacher, was not shared with most of the students, thus not enhancing their relationship (teacher-learner) and consequently increasing the distance between the learners and the FL during the classes. The meetings, which were supposed to be a moment of immersion in the FL in the sense that FL is what the classes should be all about, in an environment of learning and satisfaction, became, for some of the learners, a moment of hard work and frustration in relation to their own skills.

The consequence of this kind of classroom environment is also shown in the data in relation to one other aspect. The number of funny linguistic moments is rare if compared to the other group investigated. However, the difference in the level of proficiency between the two groups might have been a factor that contributed to the difference in the amount of LPs. It could be that analysing the teacher's perspective of entertainment, i.e., the moments where only the teacher had fun through play with language, some other episodes of LP could have been transcribed. But, taking into account the perspective of the whole group of participants, the moments of clear enjoyment were those presented in the eleven episodes presented in appendix B I.

3.4.2 The intermediate students' group: classroom B

Since the beginning of this intermediate course, this group, as well as the beginning group, showed good attitude towards the classes and the teacher. Most of the twelve (12) learners were undergraduates studying at UFSC. Few students belonged to the general community. Since the first day of observation they demonstrated great interest in learning the language, which was each day encouraged by the teacher.

The teacher, in this group, seemed to have a great experience in teaching EFL. She had a great variety of activities prepared for the classes and the students appeared to be much more engaged in the activities than in group A classroom. The great majority of the learners participated and showed enthusiasm towards the activities suggested by the teacher. Most of them used the foreign language to communicate during the classes. The fact that group B demonstrated more enthusiasm throughout the whole term than group A might have been due to the way the teacher conducted her classes. Differently from the beginning group here the teacher clearly seemed to have prepared the classes in advance, which helped her to keep the rhythm of the classes helping them with the learning process without having the learners bored. There were at least five activities for each class, and despite the lack of break during the meeting students seemed not to get tired.

Consequently, the classroom had a very relaxed atmosphere. The students seemed to be very interested in learning the language, which helped the development of the classes. The teacher in this group had a very positive attitude. She stimulated the students to participate in the activities by making the classes very attractive. Each day she gave different activities, which were not taken from the pedagogical material

adopted in the course, but brought by the teacher as extra material. In this group, there were apparently no signs of dissatisfaction in relation to the learners' own learning skills nor towards the teaching techniques applied. Here the teacher seemed to fulfil learners' expectations towards teaching and learning processes.

For instance, one day the teacher brought a backpack full of objects of her own, like a remote control, a bottle of shampoo, a book, and so on. The purpose of the activity was to practice ways of borrowing things, which was the subject being taught in the students' book. She asked the students to pass around the backpack and to take one object. Then, each one of them should elaborate one way of asking her to lend that object justifying the request. During the activity students seemed to be having fun and enjoying what they were doing, and some episodes of language play emerged from it.

According to what has been observed for group A, some different moments, other than the transcribed episodes, in which fun and entertainment existed originated by linguistic play might have happened. However, what clearly signalled fun for the purpose of this investigation was the presence of laughter, thus the presence of humour. If there were such moments where entertainment occurred but the presence of laughter or giggling was not recorded, they were not included in the investigation because these were the signals chosen in this research to indicate occurrences of episodes of LP. It will be better explained in part 3.5.2 Data selection of this chapter. And if the difference between the number of transcribed episodes in this group, and the number of episodes transcribed for group A, which is believed to be due to the difference in the atmosphere created in each classroom, is taken into account, it is probable that the amount of other instances of linguistic play not transcribed here was also greater in group B.

The example of the backpack activity illustrates the way in which the classes developed in this intermediate group. What I could observe from the data was that this creative and positive environment, enhanced by the teacher, together with the learners' attitude, turned out to be a favourable environment for the occurrence of the phenomenon of LP. This phenomenon seems to be the effect of this kind of relaxed learning atmosphere. It can be seen from the data that LP is widely used in this classroom probably due to the positive environment that prevails in the group. Not, of course, only the teacher is responsible for such favourable atmosphere. The engagement of the learners in the classes, together with their interest and enthusiasm in relation to the teacher's activities and the foreign language, which is the purpose of these meetings, led to the creation of such positive atmosphere and consequently to the occurrence of episodes of LP. The higher proficiency of this group, if compared to group A, might have worked as a facilitator of the communication among learners and teacher thus facilitating the occurrence of episodes of LP as well.

3.5 Data collection, selection and analysis

3.5.1 Data collection

74 (seventy-four) episodes of LP are presented in this study. For their selection, different techniques of data collection were applied. At first, it was decided that the data would be collaboratively gathered with another researcher with different research purposes from the same post-graduation program at UFSC. Both researchers attended to the whole semester of classes alternatively. We audio recorded the majority of the classes. Two classes of each group were video recorded. The field notes taken from the

observation of the classes were then shared between the researchers as well as comments and impressions. After the end of the semester, we had about 960 (nine-hundred and sixty) minutes of audio records and about 60 (sixty) minutes of video recordings. This kind of data collection contributed for a better view of the perspective of the subjects and of the environment of each classroom.

3.5.2 Data selection

Having in mind that Cook (1997, 2000), in his definition of PLAY, points out that one of the primary features of this phenomenon is *fun*, I decided that a common sign between the episodes, which most clearly indicated the presence of this important feature in LP should guide this primary selection. Such common sign, which indicated the occurrence of entertainment within the interactions, was *the presence of laughter or giggling* within the interactions. Fun could be more clearly detected throughout the recordings, field notes and observations of the classes considering laughter and giggling as the criterion for this first selection, the presence of.

Some ethnographic principles and techniques were applied, such as naturalistic observation, i.e., the observation of the phenomenon in the environment in which it occurs. So, two EFL classrooms, one of beginner and the other of intermediate level, were chosen to be observed during one semester. Because an ethnographic approach entails the emic, i.e., the inner perspective of the participants (Watson-Gegeo, 1988), the description of the environment in each one of the classrooms was found to be crucial for a better understanding of the phenomenon of LP there.

Then, the next step was to transcribe only the episodes where verbal events originated the laughing moments (see transcript conventions in appendix A). These

linguistic events followed by the presence of the signal of entertaining (laughter or giggling) were considered to be the episodes of LP for the purpose of the analysis in this study. Specific criteria for episode identification were used. At first, each episode was separated from the others based on the topic being discussed there, i.e., each separate episode corresponds to a moment when one topic was the focus of the interactions. Parts of some episodes were excluded because they did not present occurrences of LP originating then sub-episodes like the example below:

Episode B I 3.1

The teacher had written a list of six categories on the board: 1: general appearance; 2:hair, 3: face, eyes, etc.; 4: clothes, 5: body size and image, 6: attitude towards people. The students had some words, which they should connect with one or more categories.

- 1- T= BALD!
- 2- Ss= bald? bald
- 3- S1= hair hair!
- 4-S2= NO hair!
- 5- S3= oh! face face! + no no no
- 6- T= oh! there is a connection I would say there is a connection + but I would say [number +]
- 7- S3= [hair!]
- 8- T + Ss= number 2!
- 9- T= bald is NO hair!
- 10- S3= no hair?
- 11- T= yeah!
- 12- Ss= ((laugh))
- 13- S4= careca?
- 14- T= so it's number 2
- 15- SS= ((laugh))
- 16- T= it's number 2 even though it's NO hair!
- 17- Ss=((laugh))

Here no more laughing was registered but the activity went on, then when a new episode of LP occurred, the transcription started again establishing the sequence of the episode:

Episode B I 3.2

- 1- T= what about DARK?
- 2- Ss= clothes clothes
- 3- T= it can be + [clothes]
- 4- Ss= [(XXX)]
- 5- T= [and (XXX)] If you're talking about eyes yes?
- 6- S1= six?
- 7- T= yeah + I thought about something like that like "he's dark in the movie"((using a "dark" voice))
- 9- Ss= ((laugh))
- 10- T= something underground + + vampires may be
- 11- S1= ((laughs))

- 12- T= Darth Vader he was dark yeah
13- S1= ((laughs))

As can be seen from this episode, as well as from all of them, they were organized by lines. They are numbered lines in order to facilitate later retrieval. What happens is that each episode, including its subdivisions, may reveal one or more types, thus one or more occurrences of LP. Needless to say, the numbers of episodes do not correspond to the numbers of occurrences of LP in the data. Moreover, one occurrence of LP many times belonged to more than one type (or category) of LP. Actually, this multiple occurrence of types of LP in the same example and the multiple appearances of examples of LP in one episode was frequently the case in the data. At the end, the 74 episodes mentioned before were identified and transcribed, 11 for group A and 63 for group B (see complete list of episodes in appendix B).

3.5.3 Data analysis

With the view of each classroom in my mind provided by the description previously presented, and the criteria of selection of episodes established, I could start the analysis of the corpus.

According to the ethnographic principles, (Watson-Gegeo, 1988, p. 585) the episodes analysed in details in this study were the most representative of LP events and the elements (types) that are part of these LP moments recorded in the two groups. The episodes analysed were the following: from group A were (see appendix B) B I 1, B I 2, B I 3.1, B I 3.2, B I 3.3, B I 4, B I 5, B I 6, and B I 8. From group B, the episodes analysed were B II 1, B II 2, B II 6, B II 17.2, B II 18, B II 22, B II 31, B II 32, B II 34, B II 51.1, B II 51.2, B II 56.2 and B II 60.3 (where B stands for the appendix, the

Roman numbers stand for the group where the episodes were recorded and the cardinal numbers for the episodes of LP). These episodes illustrate how the moments of LP occurred in each classroom and exemplify all the elements of LP moments found in both groups.

3.6 Summary of the chapter

In this chapter I presented the method in this study. At first the ethnographic orientation of the research was presented according to the ideas of Watson-Gegeo (1988) and Frank (1999). The next part of the chapter presented the research questions that were elaborated so as to guide the whole analysis in this study. In the next section of this chapter, I described the context and the participants of investigation focusing on the environment that prevailed in each classroom investigated. In group A, the predominant feature was the apparent dissatisfaction of the learners in relation to their skills and to the teacher's way of conducting the classes. In group B, a more relaxed atmosphere prevailed with many more occurrences of LP. Then, the criteria for data selection were presented with the attention turned to the chosen signal of entertainment within the episodes of LP: laughter. Finally the episodes analysed and the ones excluded were cited.

CHAPTER 4

LANGUAGE PLAY IN GROUPS A AND B

4.1 Introduction

The main objective of this chapter is to provide a classification of the elements of LP found in the data and to present a detailed description of episodes which better illustrate the occurrences of these types throughout the observed classes. Here I will define each type of LP that appeared within both groups' interactions and later will divide these types or categories into four different groups according to the characteristics of each type.

After describing the types and the groups of categories of LP and after stating the frequency in which they appear throughout the data, I will analyse illustrative examples of occurrences of episodes of LP, describing in each situation, how they appeared and which function they were likely to be playing in that particular context. Then the functions of the occurrences of LP will be divided into five groups according to their influence on the learners' process of FL learning.

4.2 Analysis

4.2.1 Main elements of LP found in the data analyzed

Here I will describe each type of LP found in the data analysed. Some of the elements of LP were based on the literature reviewed, while other categories emerged

from the analysis. Looking at the way that LP occurred in each classroom, patterns have emerged leading to a division of the occurrences into the thirteen types: pun, parallelism, coinage, funny comment, comic situation/story, teasing, homophony, metaphor, irony, hyperbole, parody, repetition and rhythm/intonation. At first, sixteen types of LP were categorized, but in a second more detailed analysis, four types were considered to be overlapping, so they were later excluded.

It is important to mention that such categories or elements of LP were mostly based on the real situations that appeared throughout the research. Those types match the situations for the data being analysed here. The name of the types of LP presented here may appear anywhere else with slightly different applications. Again, these names were used as reference for what has been observed in the data.

With the definitions of the categories in mind and based on the use that the interlocutors made of them, a broader division emerged originating four groups of categories of LP. They are as follows: Group I: lexical emphasis (pun, parallelism, coinage, homophony). The types that belong to this group are used in situations where the most outstanding feature of the discourse of LP is lexical or semantic. Group II: pragmatic intentions (funny comment, comic situation/story, teasing). The interlocutors normally use the elements of LP belonging to this group so they can achieve, intentionally or not, a specific pragmatic end. Group III: rhetorical devices (metaphor, irony, hyperbole and parody). In this group, the categories of LP serve as discourse devices that eventually provoke funny entertainment. Finally, group IV: formal characteristics (repetition and rhythm/intonation). To this group belong the types of LP that are funny primarily due to formal characteristics, although this is not the only entertaining feature present on these elements of LP.

The denomination of the categories within their groups is as follows:

Group I: Lexical Emphasis

I.1-Pun: Is the use of the same word twice with different meanings as in a funny contrast; or the use of a word in a context where the meaning conveyed is the least expected one (incongruity). This type is found in the following episodes: group A: B I 1 and B I 3. In group B: B II 17.2 and B II 32.

I.2-Parallelism: Where two words (or parts of words) are implicitly compared making it entertaining, interesting. It is rather a lexical parallelism. In group A: B I 1 and B I 3.3. In group B: B II 12, B II 17.2, B II 25.2, B II 25.3, B II 34 and B II 64.

I.3 -Coinage: As described by Kramsh and Sullivan (1996) it is the use of a new word or idiomatic expression created by the speaker, having here a funny feature. In group B: episode B II 34.

I.4 -Homophony: The use of a word or group of words, which have the same sound of another word or group of words in the FL or L1 making participants to laugh. In episode B I 8.

Group II: Pragmatic Intentions

II.1-Funny comment: Close to teasing, this refers to a funny comment about anything that must not be taken literally or seriously. The commentator does not convey the meaning of the words. Here there is a clear intention to say something funny. In group A: B I 3.2 (2 occurrences), B I 4, B I 5 and B I 11.2. In group B: B II 16, B II 17.2, B II 38, B II 39.1, B II 39.3, B II 40, B II 45, B II 46.1 and B II 53 (2 occurrences).

II.2 -Comic Situation/Story: is the description or narration of any situation or a sequence of events, not necessarily true, in which the image created makes the hearer and/ or the speaker to laugh. In group A: episodes B I 2, B I 6 and 10. In group B: B II 4,

B II 5, B II 8 (3), B II 9 (2), B II 14, B II 19, B II 20, B II 25.3, B II 27.1, B II 28, B II 31, B II 40 (2), B II 49 (2), B II 51 (5), B II 53, B II 54.1, B II 55, B II 57 (2), B II 58.1, B II 58.2, B II 59, B II 60.1, B II 60.2, B II 60.4, B II 62, B II 64 (4), B II 65, B II 66 and B II 67.

II.3 -Teasing: In this type of LP where the speaker talks directly to the hearer(s) purposefully trying to make him/her annoyed, worried or embarrassed with their own attitudes or ideas making the situation funny for the hearer or the others present in the classroom. In group A: B I 3.3, B I 6, B I 10 and B I 11.1. In group B: B II 3, B II 4 (2), B II 5 (2), B II 6 (4), B II 7, B II 10 (3), B II 11, B II 13 (2), B II 14 (3), B II 15, B II 17 (2), B II 19, B II 20 (3), B II 21, B II 24, B II 25, B II 27.2 (2), B II 28, B II 31 (2), BII32.1, B II 32.2, B II 35, B II 36.2, B II 39.1, B II 39.2, B II 39.3, B II 41, B II 45, B II 46.2 (7), B II 48, B II 50, B II 54.1 (3), B II 56.1 (2), B II 61 (2), B II 67 and BII68.2.

Group III: Rhetorical Devices

III.1 -Irony: The use of the language to talk about reality (usually negative situations) in a funny way, as if it had another connotation. In group A: B I 4, B I 5, B I 7 (2) and B I 11.2. In group B: B II 21, B II 40, B II 46.2 (3), B II 52, B II 56.2 (3) and B II 68.2.

III.2 -Hyperbole: It is the use of the language in an exaggerated manner making it funny for the hearer and/or the speaker. In group B: B II 28, B II 31, B II 46.2 and B II 67.

III.3 -Metaphor: The use of different words or expressions to describe meanings creating new images for them so that they are understood from a different, here funny, perspective. In group B: B II 14, B II 25.2, B II 25.3, B II 45, B II 60.3, B II 66 (2).

III.4 -Parody: The use of other person's words that had been said or that could have been said by this person. In group A: B I 2. In group B: B II 2, B II 17 (2), B II 22 (2), B II 25.1, B II 25.2, B II 27.1, B II 30.2, B II 36.1, B II 53, B II 63, B II 64 (3) and B II 66.

Group IV: Formal Characteristics

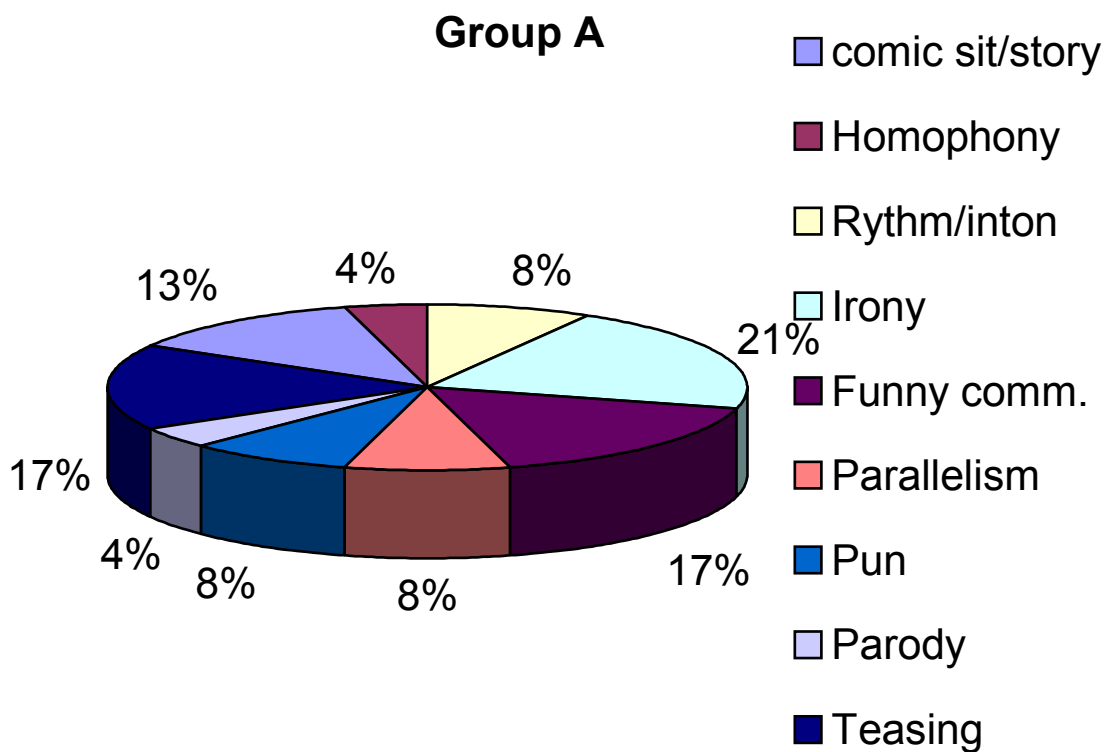
IV.1 -Repetition: Repetition of words that had been said before in a playful context. In group B: B II 3, B II 16, B II 18, B II 19, B II 24, B II 25.1, B II 33, B II 37, B II 55, B II 56.2 and B II 64.

IV.2 -Rhythm/Intonation: Here the speaker uses the language in a rhythm, pace or intonation which was not expected by the hearers (incongruous), making them laugh. In group A: B I 3.2 and B I 8. In group B: B II 1, B II 13, B II 20(4), B II 29, B II 32.3, B II 36.1, B II 37 (2), B II 39.3, B II 50, B II 55, B II 61, B II 62 (2) and B II 67.

The division of the elements of LP in four groups presented here has one main point in relation to the development of this study: it helps better visualize and understand how each of the episodes of LP happened in both classrooms. With the elements of LP identified in each episode and having in mind which features of discourse (lexical, pragmatic, rhetorical or formal) they present, it is easier to understand and to point out the function or functions they seem to be playing in that moment. This will be revealed throughout the detailed analysis of the 22 illustrative episodes.

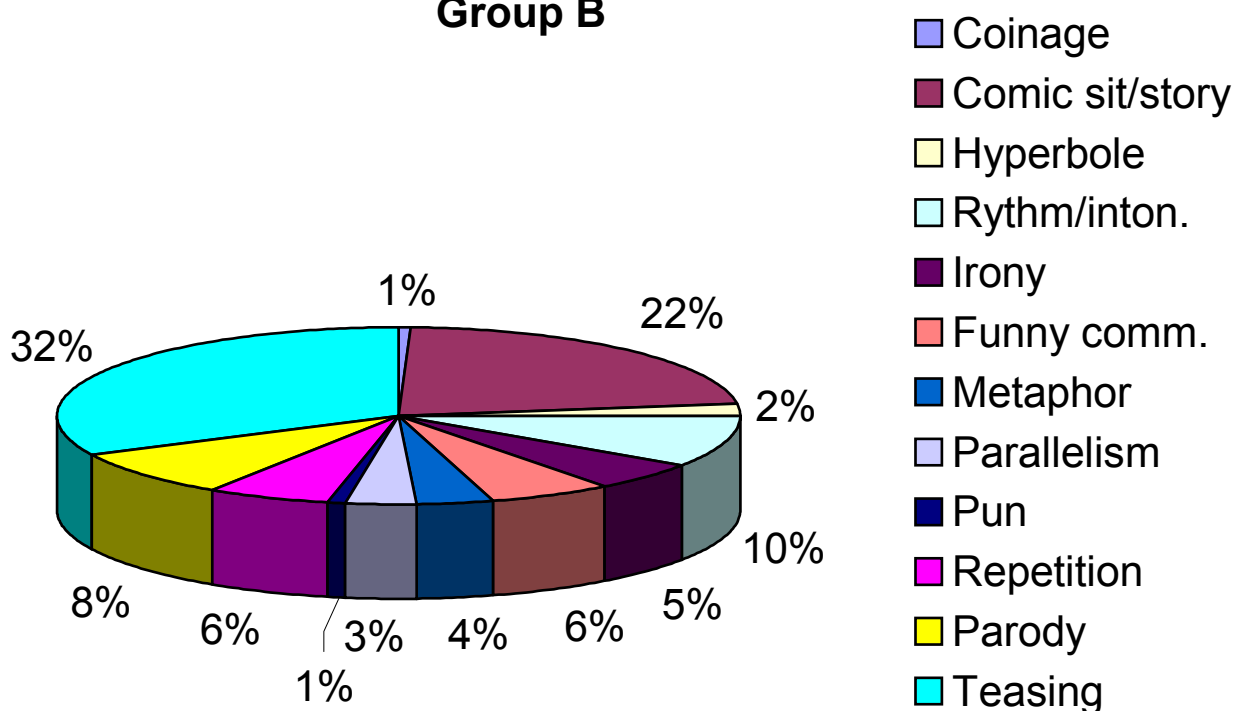
4.2.2 Frequency of LP elements (types) in the two groups investigated

The proportion in which each type of LP appeared in the data of both classes is presented in the tables below:



	<i>occurrences</i>
Comic sit/story	3
Homophony	1
Rythm/inton.	2
Irony	5
Funny comm	4
Parallelism	2
Pun	2
Parody	1
Teasing	4

Group B



occurrences

Coinage	1
Comic sit/story	42
Hyperbole	4
Rythm/inton.	18
Irony	10
Funny comm.	11
Metaphor	7
Parallelism	6
Pun	2
Repetition	11

As can be seen, three types of LP, i.e., coinage, repetition and hyperbole were not found for group A. The occurrences of the types, in general, were much more frequent in group B than in A. The total occurrences of types of elements of LP found in group A was 24 whereas in group B there were 189. In group B we can see that almost ten times more types were observed. This fact reveals a great difference between the two groups analysed. This difference may be due to the difference in the level of fluency between the groups. However, the characteristics of each group described in the

analysis of each environment, contribute to the idea of an influence of the kind of culture that prevailed for group B. A more relaxed atmosphere and a more close relation between the group and the teacher may have established the more playful environment. These results will be taken into account further in the analysis when the most important circumstances around the phenomenon being studied will be determined and discussed. After having answered the research questions previously posed, I will clarify the significance of these occurrences within the results of the analysis.

4.2.3 Illustrative episodes of LP and the functions likely played by the LP elements

The episodes analyzed next are the most illustrative of the types or elements (expressions that are being used interchangeably in this study) of LP among the 74 pre-selected ones. The types of LP in each episode are described according to the definitions previously posed and according to the discourse features represented by the four groups of categories of elements determined above. The 22 episodes are also analyzed in relation to the functions that the elements of LP presented are likely to be playing in those interactions in relation to the relationships among the participants and in relation to the things that the students are likely to be learning. Further in this chapter, the functions that appeared during the following analysis will be divided into five groups according to their characteristics. The analysis presented in this section will answer the fourth question posed in the third section of the second chapter about the functions of LP. The functions of the types are considered in relation to the specific examples analyzed and do not apply to other elements of LP presented in other episodes. (See appendix B for all transcribed episodes)

4.2.3.1 Group A

Episode B I 1: semantic parallelism, pun and teasing

The teacher tells the students to go for the break.

- 1- T= guys we have a break now + + er + and then we go back
- 2- S1= coffee break?
- 3- T= yeah+ coffee break + you can have a “water break”
- 4- S2= water break?
- 5- T= or bathroom break+ you decide.
- 6- Ss= ((laugh)).

Looking at this conversation between teacher and students, the first type that emerged here was the *semantic parallelism* between the words, coffee break, suggested by S1, water break and bathroom break as expressions came from the teacher. Actually, what could be seen in this episode was that three types of LP were overlapping. The teacher, when suggesting to the students that they could have “water break” instead of “coffee break”, was playing with the meaning of the words suggesting a parallel one (water break) and at the same time, *teasing* the students and offering them an alternative way of seeing the break. The third type that could be considered here is *pun* because the teacher is using the same word “break” but in slightly different contexts. In fact, using these parallel expressions (water break and bathroom break) the teacher was telling the students that they could do whatever they wanted during their break time. The two first suggested elements (pun and parallelism) belong to the lexical, semantic group establishing this feature in the teacher’s discourse here. Despite the lexical emphasis presented here, the teasing element shows the pragmatic intentions behind the teachers discourse.

So, the function that the types of LP observed for this episode were playing in relation to the participants of the class seemed to be one of *establishing friendly relations* between the teacher and his students. When the S1 asks if they were going to have a coffee break, he was probably confirming his previous knowledge of vocabulary of the word coffee break. He was not playing. But then the teacher, in a way confirming the student’s question, saw an opportunity for him to play with the words and with the student himself revealing his pragmatic intentions. Most of us would agree that people play when they are on the best mood and that this kind of mood is easier to emerge in the presence of people that we have good relations with. Here students and teacher seemed to be starting good relations.

Another function that could be perceived in the occurrence of the parallelism here, was that students were *experiencing alternative vocabulary* for the same situation they were used to. Coffee break seemed to be the known expression, while water break and bathroom break are variations of the same expression that were maybe impossible for the learners to use by themselves if they had not heard it from their teacher. As beginners, the learners in this classroom seemed to be constrained in communication by the things they learned inside the classroom and they seemed not to be safe when creating their own conversation. The semantic or lexical emphasis of this type of LP corroborates for the understanding of the vocabulary related function.

Episode B I 2: parody and comic situation/story

The teacher had given homework where the students had to complete a story with an end. The story started with a baby polar bear asking many questions to his mother to make sure he was really a polar bear. Then the students had to write a reason why the polar bear had so many doubts about his nature.

- 1- T= Amy. you have yours there right?
- 2- Amy.= the baby polar bear woke up and said: “so now I’m totally convinced that I am a polar bear I was in an exis + não sei dizer essa palavra
- 3- T= EXISTENTIAL
- 4- Amy. = existential crisis (XXX) I’m cured! ((laughs))
- 5- T= Right right! ((laughs))
- 6- Amy = now I’m so happy! ((laughs))

The first LP that emerged in this episode was one of *parody* and at the same time the description of a *comic situation/story* (1.4). The student reading seemed to think the development of her own story to be funny, i.e., a polar bear in an existential crises and

at the same time she may have found it funny that the polar bear was saying that to his mother. Actually both types of LP presented here are overlapping. The continuation of the LP was that the teacher also engaged in the laughing and in the students' interpretation (l. 5). In line 6 the learner ends the story with the best end for the polar bear and plays the role of the bear as stating that it was so happy.

The engagement of the learner in the activity proposed by the teacher is what could be observed here. She was clearly pleased and entertained in doing her homework (what did not happen to many of the students in that classroom). The elaboration of the story (comic story) as well as the playing of the part of the polar bear (parody) seemed to be helping in *developing the learner's ability to create communicative situations as in writing and speaking*. In developing her own funny end to the story her pragmatic intention was to sound funny and in doing so she was likely to be progressing in her interlanguage level. As it was stated before, this was a group of beginners and, in general, the learners here were not confident about their communicative skills. The approval of the teacher in line 5 seemed to reinforce the learner's ability. She seemed pleased in being communicating in her own words. That is the reason why these types of LP here seemed to be contributing for the learner's communicative skills.

Episode B I 3.1: pun

The teacher had written a list of six categories on the board: 1 general appearance; 2-hair, 3: face, eyes, etc.; 4- clothes, 5- body size and image, 6- attitude towards people. The students had some words which they should connect with one or more categories.

- 1- T= BALD!
- 2- Ss= bald? bald
- 3- S1= hair, hair!
- 4-S2= NO hair!
- 5- S3= oh! Face, face! + no, no, no
- 6- T= oh! there is a connection I would say there is a connection + but I would say [number+]
- 7- S3= [hair!]
- 8- T + Ss= number 2!
- 9- T= bald is NO hair!
- 10- S3= no hair?
- 11- T= yeah!
- 12- Ss= ((laugh))
- 13- S4= careca?
- 14- T= so it's number 2
- 15- SS= ((laugh))
- 16- T= it's number 2 even though it's NO hair!
- 17- Ss=((laugh))

In this episode the type of LP that emerged was *pun* (l. 9). The pun here was in relation to the category #2 which was "hair". No hair would fit into the category of "hair". It had already been suggested by S2 in line 4 but the other students seemed not to understand or not to trust other students' responses. When the teacher then says bald was no hair, they found it funny. There were students who do not know the meaning of the word bald. When the teacher explained it meant *no hair*, they seemed to engage in the pun of no hair in the category of hair. The use of the pun here puts this feature of their discourse into the lexical emphasis category of group I. The lexical semantic relation between hair (category #2) and Bald (no hair) was the funny feature in this episode.

As to the relations between teacher and students and students and students, what could be perceived here was that the pun served to show that students in this group trusted much more their teacher than their classmates. Despite the same pun had been suggested before by another learner they only laughed when the teacher confirmed (l. 11) that bald was NO hair. This relation of trust between the teacher and the students mostly in the beginning of the course of a basic level is supposed to be the rule. Learners believe that their teacher is the one that has the knowledge of the language and that the other students know as much as themselves, i.e., very little. The LP here only contributed to the establishment of such relationship. Some students in the group may have perceived S2's manifestation in line 4, which was the same as the teacher, and then they may have changed the view they had in relation to that peer. Actually, S2 was one that seemed to be a bit ahead the others. It may have contributed for his being considered a more advanced peer. So the LP here seemed to serve to *establish roles inside the group's relationship*.

Clearly, another function that this lexical pun had in relation to the majority of the learners is the *development of their vocabulary*. They seemed not to know the meaning of the word bald before the use of the pun "no hair=bald". As in episode 1, the elements of group I, lexical emphasis is related to the development of vocabulary.

Episode B I 3.2: intonation and funny comment

- 1- T= what about DARK?
- 2- Ss= clothes clothes
- 3- T= it can be + [clothes]
- 4- Ss= [(XXX)]
- 5- T= [and (XXX)] If you're talking about eyes yes
- 6- S1= six?
- 7- T= yeah + I thought about something like that like "he's dark in the movie" ((using a "dark" voice))
- 9- Ss= ((laugh))
- 10- T= something underground + + vampires may be
- 11- S1= ((laughs))
- 12- T= Darth Vader he was dark yeah
- 13- S1= ((laughs))

The types of LP here are *intonation* (l. 7) and *funny comment* (l.10 and 12). When trying to fit "dark" in the category of "attitude towards people" the teacher comes up with an example of a dark attitude using the intonation of his voice to make it clear. That seemed to be what made the learners laugh. The formal aspect of the discourse (group IV) was the funny aspect of the LP. In the development of the conversation, the teacher brings more examples as the one of Darth Vader (from the movie Star Wars). The comments on the movie (l. 7) and the one on the vampires (l. 10) are best fit in the category here defined as *funny comment* (pragmatic intentions, group III). The intentions of the teacher revealed by his funny comment on "dark attitude" (l.12) were to make students entertained by his discourse.

Again, the alternative use of the words "dark" emerged within the examples of LP here. This is a function already found in previous episodes for this group. Trusting the teacher as these learners did, it was clear that they accepted the alternative meanings proposed by the teacher in the funny comments and the LP with intonation. Besides the *relaxing atmosphere* that was brought to the classroom by the use of these resources by the teacher - which was relatively rare for this group - the function of *improving learners' vocabulary* was also perceived in this example. Thus, playing with form

(intonation) may lead to vocabulary development, as well as having the intention to make funny comments, may lead to better relationships within interlocutors.

Episode B I 3.3: parallelism and teasing

- 1- T= HANDSOME!
- 2- S1= five + five and [one]
- 3- S2 = [one]
- 4- S3 = teacher, escreve essas palavrinhas
- 5- T = oh sorry which ones?
- 6- S3 = friendly
- 7- T= friendly is FRIEND plus LY
- 8- Ss= (XXX)
- 9- T= and then HANDSOME is like this HAND ((showing his hand and writing it on the board))
- 10- Ss = ((laugh))
- 11- T= and SOME like something or someone
- 12- S4 (girl) = For example: BRAD PITT
- 13- S3 (girl) = [oh!]
- 14- S4 = [is handsome]
- 15- S5 (man) = ((laughs)) isto é um julgamento muito específico!
- 16- S4 +S3 = ((laugh))
- 17- S5 = nisso a gente não pode admitir exemplos

Another kind of *parallelism* was found here. When the teacher explains how to write the word “handsome” on the board he uses the comparison of the spelling of the word “hand”, thus using a form parallelism. The students may have found it funny because it was easy for them to write the word “hand” or they may have found it funny that the teacher showed his hand in order to make a reference. Actually this is rather a formal parallelism than a semantic one, fitting this extra non-mentioned type into the fourth group of formal characteristics. The way of spelling words was the funny aspect of the discourse here. The other type of LP that emerged in this episode was *teasing*.

But now teasing originated from the learners, revealing their pragmatic intentions.

When a girl gives an example of somebody handsome, the actor Brad Pitt, a male student teased back using L1 in order to keep himself neutral in relation to her judgment. This whole teasing situation seemed to be engaged by S3, S4 and S5 only.

As to the kind of parallelism presented in this episode, it seemed to be helping learners to connect the sounds of the word handsome with its spelling. When the teacher showed that the word was formed by the spelling of two other words they already knew, it seemed to help them link those sounds with those specific spellings. In this sense it is likely that the use of the entertaining parallelism here fostered some kind of *development in their learning process* related to spelling. It seems to be likely that formal language play develops other kinds of language abilities besides vocabulary development but also orthography development. In relation to the teasing episode being restricted to three of the students, it seemed to be helping them to develop friendly relationships. Probably this friendly atmosphere influenced them in *establishing positive connections with the learning environment* for those three students. Again, the pragmatic playful intentions revealed by teasing or funny comments (as in the previous episode) seem to improve relationships inside this EFL classroom.

Episode B I 4: funny comment and irony.

They are discussing which word in Portuguese would be the correspondent of double bed in English.

- 1- T = in Portuguese we have three words for this
- 2- S1 = cama de casal
- 3- T = then I thought and I did a little research then I came with ONE word for that in Portuguese+ it's a very OLD word+ I think it's the kind of word that Machado de Assis would use+ and this word refers to the BED and sometimes it refers to the ROOM which is ALCOVA
- 4- Ss = ah ((demonstrating little understanding))
- 5- T = some people say that ALCOVA is the ROOM that after people get married they go to the alcova to do what normally couples do after they++
- 6- S2 = ((laughing)) sleep!
- 7- T = what?
- 8- S3 = ela disse SLEEP!
- 9- T = sleep! right! because they are so tired! ((laughs))
- 10- Ss = ((laugh))

In this episode two types of LP overlap in the same conversation. In line 6 when S2 suggests that the just married couple go to bed to sleep, she is probably making a *funny comment* about it. In line 9 the teacher engaged in the funny comment and in an ironic tone completes the observation saying that the couple has to be very tired, which is the reason why they go to bed to sleep. This was considered in this study as an occurrence of *irony* revealed by the rhetorical device chosen by the teacher to engage in the learner's funny comment. However, as can be seen from this episode, many LP type occurrences overlap, and one LP element may belong to more than one type.

In the beginning of the episode, the teacher tries to explain the possible translation for the word double bed in Portuguese. In doing so, he gives a quite a long explanation about it. Most part of the learners showed little understanding. As I said before, one of the features of the teacher in group A was that he used an advanced vocabulary for the level of his students as it can be seen from this episode. Nevertheless, one of the students engaged in his comments and was able to make a funny comment about it in line 6, showing some understanding of what was being said and showing her intention of being funny or *breaking the ice*. Another function that this funny comment may have played within this communicative event was to *give the teacher feedback* on his efforts to make learners understand his message. The fact that the teacher used more advanced vocabulary with his students shows it is likely he was using one strategy to make them understand his message. If the strategy was the most appropriate or not is not in question here. What is important for this research is to identify the function that funny comment (l. 6) performed. In this sense, the funny comment seemed to give feedback on his communicative strategies to talk to his students. The other LP presented was the ironic comment by the teacher. Here the teacher seemed to be using this rhetorical device in order to engage in the previous funny comment, thus seeming to contribute to the students' efforts to participate in conversations and in the classes in general.

Episode B I 5: irony.

One student is reading a clear description of Rio de Janeiro from the students' book, which they had to guess what city they were talking about. After the reading the teacher says:

- 1- T = Mexico City right?

2- Ss = ((laugh))

The type of LP presented in this short episode was *irony*. The teacher's question in line 1 was ironic because the description of the city of Rio de Janeiro was very clear in the book, mostly for Brazilians. This question would not fit in this activity if not in an ironic context. The functions of the irony used by the teacher was probably only *to make fun of the book* through the use of this rhetorical device. The learners did not even answer the question. They started laughing right away seeming to have agreed with the teacher's comments. Again this could be considered an overlapping type, of funny comment and irony.

Episode B I 6: comic situation/story and teasing.

They are discussing the difference between loose and miss:

- 1- T = normally when you say "miss" with the sense of loosing you miss the TIME when something should happen+ like I miss the bus you missed the TIME to get to the bus or the train
- 2- Ss = (XXX) but I loose++
- 3- T = or if you loose the bus I really don't know where the big thing is
- 4- Ss = ((laugh))
- 5- S2 = não sabe onde deixou
- 6- T = yeah
- 7- S1 = ((laughs))
- 8- S2 = às vezes você perde o carro no estacionamento
- 9- T = ((laughing)) that's right!
- 10- S1 = (XXX)
- 11- T = you lost your car right? ((laughs))

For this episode two types of LP were observed. The first, in lines 3, 5 and 8 is *comic situation/story*. The teacher is describing one awkward event of loosing a bus.

This incongruity with the sense of missing the bus is what makes the event funny. Actually, it seemed to be his intention, to make the interaction funny by describing this comic situation. The second type of LP presented in this episode is *teasing* in line 11. When S2 engages in the conversation started by the teacher saying that the situation of loosing a bus is the related to the one when we loose cars in parking lots, the teacher teases her suggesting that she has lost her car. In the episode what was seen was that only the teacher laughed at his comment.

The first type of LP that would be the description of the comic situation, served as explanation of the difference between lose and miss, consequently *improving learners' vocabulary*. Here, a different function is related to pragmatic intentions (description of comic situation). This time, the development of learners' vocabulary is also related to this category of elements of LP. As I stated before, this episode shows that each interaction has its own characteristics and categories related differently. In this case, the teacher found a funny way to show the students his point. It is likely that the students will remember the difference between lose and miss because it was funny, which led them to pay more attention to the explanation. When the student engages in the conversation about losing a bus, she shows the teacher that she understood the meaning of the verb to lose. Then the teacher teases her asking if she has lost her car. That

teasing may have not any clear function in this event, but any kind of play between the participants is likely *to consolidate their relations*.

Episode B I 8: intonation, homophony and coinage.

They are filling the blanks of the lyrics of a song.

- 1- Song = and I'm turning to the horoscope ((teacher stops the tape))
- 2- Some Ss= horoscope!
- 3- Some Ss = come é?
- 4- T = (XXX) listen listen
- 5- Ss = (XXX)
- 6- T = listen to it again
- 7- Song = and I'm turning to the horoscope
- 8- S1 = "horáscope"
- 9- S2 = ((laughs))
- 10- S1 = horácios cope ((laughs))
- 11- T = ((with the right pronunciation and laughing)) HOROSCOPE!

The type of LP presented in this episode emerged from the learner this time: *intonation* (formal characteristics) in line 8. This kind of LP was entertaining here because of the way the word was pronounced by S1, apparently not in purpose. S2 seemed to laugh because of they way S1 pronounced it. Perceiving that her classmate laughed about it, S1 decides to go on with the wordplay and says another word that became the second type of LP here: *homophony*. Again this is a case where two kinds of LP could be overlapping. As an homophony, where Horácios Cope could be considered a name which had the same sound of her bad pronunciation, or it could be considered *coinage* in which S1 has created a new word. Both homophony and coinage belong to the same group of elements: the one of lexical emphasis. However, I considered it to be closer to the type of *homophony* because to this new word has not been given any meaning.

As could be perceived in other cases, the LP with intonation and with homophony may play no important function. It may have been the case that S1 wanted to "break the ice" in the activity. Her classmate, S2 and the teacher engaged in her play. Again any kind of play, mostly for this group A, was important for them to create bonds. The relationship in this classroom showed to be problematic in some moments, mostly in the end of the course when some students showed dissatisfaction in relation to their development in the language. A playful learning atmosphere is no doubt better than a tense one. As can be seen here, for this specific case (episode B I 8) the development of a better atmosphere could also be related to LP with form (intonation) and lexical LP (coinage and homophony).

4.2.3.2 Group B

Episode B II 1: intonation.

Teacher is miming some idioms they had already learned and she wants them to guess. Then she asks the group:

- 1 – T: did I forget anything?
- 2 – S1: to go Bananas?
- 3 – T: ah. + do we have a miming for that? did we have an action for this last class?
- 4 – Ss: no
- 5 – T: no + but we could have one ++ to go bananas ((the teacher makes funny moves together with the tone of her voice as if she was a crazy person))
- 6 – Ss: [laughs]

- 7 – T: [what does it mean “to go bananas”?]
 8 – Ss: [laughs]
 9 – T: to go Bananas is to++
 10 – S2: go crazy
 11 – T: crazy+ could be crazy: crazy or crazy: MAD+ for example driving can make you go bananas
 12 – S2: (xxxxx)
 13 – T=make you mad

This episode presented one type of LP that appears in many other situations: *intonation*, in line 5. The teacher tries to show the meaning of the idiom through the way she is saying the words “to go bananas”. The students probably laugh because of the intonation that the teacher uses (formal aspect of the discourse) as well as the movements, the physical representation of the meaning of the idiom. Another possible reason for the funny event may be that the sound of someone “going bananas” is really awkward for the students’ culture. This incongruity of cultures may have been the reason for the episode to be entertaining.

As to the possible functions of intonation here, it served mostly for the teacher to improve her interpretation of the meaning of the idiom. The intonation was one more technique that *helped the learners to recollect the meaning* of the idiom improving their vocabulary. Again, as it was observed for group A, this entertaining event related to the fact that the use of the idiom “to go bananas” may cause the learners to remember the meaning of it easily because the funny interpretation of the teacher called their attention in a way to add the idiom to their long term memory. And once more, the playing with form may have helped learners enhance vocabulary.

Episode B II2: parody and comic situation/story

Teacher is asking the students for an example of the idiom “to play gooseberry”

- 1 – T: give me an example + +an example Cathy give me an example
 2 – Tara: go to the movie with er + (xxxx)
 3 – T: uhum+ that’s an example+ uhum+ You go to the movies++ Tara goes to the movies with her boyfriend+ right? ((playing the role of Tara)) “oh I invited my English teacher to go to [the movies with us]
 4 – Ss: [((laugh))]
 5 – T: [and then it can be Tara her boyfriend and me]
 6 – Ss: [((laughs))]
 7 – T: [and I’m gonna be playing] gooseberry
 right? ok

In this episode two kinds of LP were presented: one in line 3, which is *parody* and the other in line 5, which could be considered as the narration of a *comic situation/story*. Again the occurrence of such types is related to the meaning of an idiom. Actually meanings were frequently discussed in this classroom. The teacher used to keep a “vocabox”, a word that she coined and which meant a box where she kept in pieces of papers the new words they have learned throughout the course. In line 3 the teacher is playing the role of one student. She is speaking as if she was a girl who is going to the movies with her boyfriend and asks the teacher to go with them. Connected to this LP episode, another one appears in line 5: the description of a comic situation. Actually the reasons for these events to sound funny to the learners are mostly

the same. In the Parody, may have been the interpretation of the teacher of the role of one student that made the situation comic, but probably the fact that somebody was bringing the English teacher to a date was the funniest feature of the situation. That was probably the same reason of the laughter in line 6.

Here too, the *development of the vocabulary* may have been the function of those two elements of LP in the episode. The use of playful rhetorical devices (parody) and the playful intentions in narrating the comic situation can also be related to the development of vocabulary. Although those elements of LP were not directly related to meaning, this kind of entertaining situation emerged from the explanation of the meaning of an idiom. It seemed to help learners to pay more attention in that specific item of the lesson, fostering learners' recollection of the meaning of the idiom later on.

Episode B II 6: teasing.

Task: Students are asked to complete the sentences the teacher is sticking on the board. She uses pieces of paper with some clauses on them. The sentence is: I like it when...

- 1-S1: I like it when people remember my birthday
2-T: aha! when is your birthday Tara by the way+
3-Ss: ((laugh))
4-T: maybe she's dropping a hint+ maybe her birthday is today ((laughs))
5-Ss: ((laugh))
6-T: when is your birthday? tell us+
7-S1: November 8
8-T: hmm so it's close!
9- Ss:((laugh))
10- T: so guys write it down ((laughs)) I like it when people remember my birthday+ ok

The LP here is the same but it is diffused throughout the episode. The teacher is *teasing* the learner who suggested an example of the sentence on the board. The teasing happens in lines 2, 4, 8 and 10. This type of LP was the most common type observed for this group. This episode brings good exemplars of the category. When teachers or learners play with their students, classmates or their instructors, this reveals features of the relationship established among them. As stated before, this classroom was the one that presented the largest number of LP in the data. Within this number, teasing was the type that occurred the most. It is probably connected to the fact that the relations in this group were friendlier, so to speak, than the relations in the first group, which seemed to reveal a more practical teacher-student relation in the latter. Teasing is one element of

LP that reveals pragmatic intentions of the speaker: to tease the learner. Thus, the function of this type of LP is normally related to the *establishment of relationships among the participants*. In the case of the episode above, teasing was connected to the form focused activity which was to complete the sentence "I like it when...". Also here, as it happened in episodes before, the funny event is likely to help learners to focus their attention to the point of the lesson. Thus, *development of students' L2 structures* could be one more function of this type of LP in this episode. Again, these kinds of pragmatic intentions may reveal the attitude of the participants one in relation to the other and may also contribute to the development of the students' learning process.

Episode B II 17.2: funny comment, pun and parallelism.

The group is doing an activity about a song of the singer Alanis Morissette.

- 1-T= this is a story+ it's a song by Alanis Morissette + do you know Alanis Morissette?
 2-S1= [yeah]
 3-S2 = ["thank you Brazil" (XXX)]
 4-T= ["thank you Brazil" yeah! she was in Brazil]
 5-S2 = [in Lima] In Lima!
 6-T= oh! she said "thank you Brazil" in Lima?
 7-Ss= ((XXX))
 8-T= oh, but she was in Brazil
 9-S3 = yeah+ Brasilia
 10- S1 = [she was]
 11- T= [in Brasilia?] and there she said "thank you Peru"?
 12- S3 = ((laughs))

The LP in this episode is in line 10. The group was talking about the Canadian singer Alanis Morissette and the mistake that she made in a concert in Peru saying "thank you Brazil". As usual for this teacher, she did not miss the opportunity to play with her students in their conversations. As they stated that the same singer had been to Brazil, she then asks if she had said "thank you Peru" here. The fun of this LP probably resides in the fact that they were commenting on a true fact about the singer and they were being, in a way, critical of the artist probably because she could not distinguish between Brazil and Peru. Later on, they even commented on the fact that she had been really drunk.

The kind of LP here, according to the categorization proposed in this study, is an overlapping of *funny comment*, *pun* and *parallelism* (l.10). When the teacher uses the polemic sentence of Alanis Morissette to ask if she had made the same mistake in Brazil, a playful pun is perceived (l.10) Also, this pun was used as a funny comment about the situation characterizing the presence of a funny comment as determined in the categorization of LP used here. The use of the same structure to suggest the same mistaken situation in a different country can be considered as semantic parallelism.

What this LP brought to the classroom was a better atmosphere. Making funny comments this teacher usually captivated her students and her actions in general seemed *to make her students really fond of her, of her classes and consequently of the FL*.

The funny comment feature of the LP here reveals one other kind of pragmatic intention of the teacher. Again pragmatic intentions influence the relations among the participants in this group, as well as in the previous episode analysed. The other two LP features (pun and parallelism) show a semantic emphasis of the discourse of the teacher. It shows that there may be situations, like the present one, where lexical semantic playful emphasis will influence the social relationships in the environment.

Episode B II 18: repetition.

Teacher was asking the meaning of a word for a student to check if she knew it.

- 1-T= what's a date?
 2-S1= a date? er + + two people + have a date?
 3-Ss+T= ((laugh))
 4-T= ok you got it!

In this short episode the occurrence of the LP emerged from the student. It was probably not intended, but S1 ended up giving a funny answer to her teacher's question.

In trying to explain the meaning of the word “date” the learner repeats the same word “date” in her answer adding a couple of words more. This *repetition* was what made the event funny. What made the teacher understand that she had got the meaning of the word was probably the student’s mentioning the words “two people” before. This type of LP moment here seemed not to have any function that deserves more attention but to break the ice of the moment. The student hesitated in finding the correct answer (l. 2) but then she came up with the simple solution of using the same word to explain its meaning, which sounded funny. So, *breaking the ice* was the function perceived for the LP in this episode. As can be seen, formal characteristics of playful moments may also have the function of breaking the ice in this formal learning environment.

Episode B II 22: comic situation/story and parody.

They are talking about the expression “What’s up?” and they have said it was informal. The teacher has asked whether they would say that to their professors at University and they’ve said they would. Now she asks:

- 1- T= ok if you met the queen of England++
- 2- Ss = ((laugh))
- 3- T= in the corridor would you say: “hi queen what’s up?”
- 4- Ss = ((laugh longer now))
- 5- T= what would you say in this situation?((the students are still laughing))
- 6- S1 = “how are you?”
- 7- T = ah!
- 8- S1 = “hi queen how are you?” ((laughs))

In this situation two types of LP were observed. One in line 1, where the teacher describes a *comic situation*, and the other type, which is *Parody*, occurs three times in the episode, in lines 3, 6 and 8. In the case of line 1, the Queen of England is not funny herself but the fact that they would meet her in the corridor of the university is at least bizarre. Again, the incongruity of the situation of meeting the queen in the corridor is probably the reason for the laughter. The parody that teacher and S1 use is caused by the comic situation described previously by the teacher and they were funny for the same reason stated before: incongruity.

The point the teacher was trying to make when she suggested the situation of meeting the queen of England in the corridor was one of making the students to learn how to greet formally. She had tried before asking if they would say “what’s up” to their professors, but she was probably thinking about a situation in England. The

culture in Brazil allows the students to act informally in this kind of environment. Then she extrapolates and comes up with the queen example. Consequently the students gave different suggestions (more formal ones) of how to greet the queen. Both types of LP occurred helping the students *understand the appropriate use* of the greeting expressions developing their level of L2. The difference is that the first LP, spoken by the teacher was intended to make students understand the situation. She used that as a teaching strategy. That seemed to be her intention. On the other hand, S1 engaged in the conversation giving a satisfactory response and making the others experience the more appropriate use of the language. So, the pragmatic intention of the teacher in setting the comic situation of meeting the Queen of England in the corridor and the playful rhetorical devices (parodies) that followed this situation seemed, in this particular case, to be helping the development of the learners' learning processes in general.

Episode B II 31: comic sit/story, hyperbole and teasing.

The teacher had corrected their homework and she is commenting on that.

1-T=did you see Fred's sentence? + the question is: "what upsets you?" and his answer was "when I have to do English homework"

2-Ss = ((laugh))

3- T = it was raining in a Sunday afternoon and I was correcting this + I almost jumped out of the window

4- S1, S2, S3 = ((laugh))

5- T = he said he would explain + we're going to give him a chance

6- Ss = ((laugh))

This is another episode where we can see that the phenomenon of LP appears regularly in this EFL classroom. In this short episode three distinct types of LP emerged. One was not the cause of the other but they were related. In line 1 the teacher is telling a *comic story*. The students probably laughed not because of the answer of their classmate itself but because of the teacher's attitude in the story. The relationship

between these learners and their teacher was close enough for them to make fun of her. In fact, she seemed to be putting herself in this situation. She provoked it. That seemed to be her pragmatic intention in telling the comic story. Then, within the narration of the story in line 3, she used a kind of LP that has not been seen in this study until now: *hyperbole*. This kind of figure of speech is not always considered to be LP as the one considered on this research. Neither is metaphor nor irony. What happens is that in some situations the use of hyperbole in this classroom created the entertaining environment that is being considered in this analysis. The exaggeration of the teacher almost “jumping out of the window” because of a student’s answer probably brought this funny image to the learners’ mind. Finally the third type that emerged here is *teasing* (l. 5), the most common one for this classroom.

It seemed that the teacher made use of these elements of LP in this episode *to convey her feelings* in relation to Fred’s opinion about the homework she asked them to do. Telling them the story of the homework the teacher also gave them opportunity to manifest their opinions in relation to the subject. She probably intended to be funny but nothing more than that. Speaking hyperbolically she tried to make it even funnier. But in line 5 she teases Fred to explain his answer and the other students laugh at it. Here she changes the situation putting the student in the position that she was before: the target of the fun. Once more the occurrence of LP appears to be fostering the relations between the participants. Moreover, the exchange of positions between the teacher and Fred seemed to be *establishing a relation of equality*. In that moment there was no hierarchy relations in the group. As can be seen from the analysis of this episode, pragmatic intentions or even rhetorical devices appear to enhance social relations within EFL learning environments.

Episode B II 32.1: pun.

Teacher had asked students to ask the Researcher a personal question:

1-T = just think about a personal question not too personal

2-Ss = ((laugh))

This episode was chosen to be described because it shows the clearest example of the use of *pun*. (1.1) A personal question not too personal may be viewed as contradicting. But it actually served the purpose intended by the teacher. She could have used the words “not too private”, but she chose the words that would make the sentence more interesting to the ears, so to speak. This teacher seemed to be always trying to *make the classes more pleasant* for her students. She seemed to believe that it was important to captivate them in order to make the group enjoy learning the L2. The analysis of this episode, together with the whole process of classroom observation, environment description and transcription of episodes, suggest it. It also revealed that the lexical emphasis of the discourse may be used in order to make classes more entertaining, interesting for the learners influencing the development of the EFL classes.

Episode B II 34: coinage and parallelism.

The teacher wrote the final part of a word from the vocabox on the board and she expects people to guess which the word was. Kate had already guessed two words.

1-Kate = gossip!

2-T = yeah! ((laughs)) uau! Kate is a walking vocabox!

3-T & Ss= ((laugh))

In line 2 the teacher calls Kate a “walking vocabox” because she demonstrated to know a lot of the words that belong to their box of new words (the vocabox). Here we may have the occurrence of a *coinage*, with funny connotation, or it could also be called semantic *parallelism* if we think about the expression in Portuguese (*dicionário*

ambulante). Again, this kind of event is likely to occur in this classroom. The teacher makes funny comments about many things throughout the classes. In this case she seemed to be complimenting the student on her knowledge calling her a “walking vocabox”. Besides collaborating for the good environment in the classroom, the teacher’s use of lexical emphatic discourse seems to be *a way of motivating* Kate as well as the other students in their process of learning the language.

Episode B II 51.1: comic situation/story.

The teacher was telling about her “hen’s night” party that her friends gave her. She was telling that she was already drunk when she arrived at the nightclub.

- 1-T= and then they ((her friends)) decided that I had to drink one tequila with each friend
- 2-S1 = oh my God!
- 3-Ss = oh!
- 4-T = the second time I was already++
- 5-Ss = ((laugh))
- 6-T= I don’t remember how I got home+ the driver the model was carrying me ((laughing)).
- 7-Some Ss = ((laugh))

Episode B II 51.2: comic situation/story.

- 1-T= in Veneza in this club there was a fashion show+ bikini fashion show+ very trendy fashion show+ and they put me on the catwalk!
- 2-R= ((laughs))
- 3-T= in the end my friends arranged me to walk on the catwalk+ I had to do that!
- 4-Some Ss = ((laugh))
- 5-T = but I don’t remember anything about it
- 6-Ss = ((laugh louder))

Throughout this episode one type of LP predominates: the *comic story*. The story is about the teacher’s hen’s night (like a bachelor party for the bride). The teacher described everything in detail, thus creating a funny story. If it were not an EFL classroom we could tell that this is an excited conversation among very good friends. Again this teacher is putting herself in the position to be made fun of. There is no teacher-student hierarchy. They act as if they were outside the classroom. As it is believed by those who defend the use of the communicative approach, which is the case in the EFL course at the extracurricular at UFSC, this is a good example of authentic language resembling language used outside the classroom. If this premise of the

communicative approach is really true then it is likely that the pupils were *learning how to communicate outside the classroom*. Besides this effect of this interesting kind of LP, it is believed that listening to stories, as one way of getting input in L2, would help learners to *acquire vocabulary*. Thus, pragmatic intentions in telling a comic story may help learners in their learning process.

Episode B II 56.2: irony and teasing.

The activity was to observe other people's conversation and later comment with the partners. The teacher asks about the comments the boys have made on the girls' conversation.

- 1-T = what comments did you get? can you give me examples?
- 2-S1 = good comments
- 3-T = only good ones?
- 4-S2 = only good ((ironically)) of course teacher they [(XXX)]
- 5-Ss = [(laugh)))]
- 6-T = [they're perfect!]
- 7-Ss & T = [(laugh)))]
- 8-S3 ((girl))= he's a gentleman!! ((laughs))
- 9-T = (XXX) he's a gentleman!
- 10- Ss = ((laugh))

The predominant type here is one figure of speech that could not have the funny entertaining effect seen here if there were not a close relationship between them: *irony* (l. 4, 6 and 8). S2, a boy, thought that the girls spoke well so that he only had good comments about their conversation. Then the teacher engages in his comments and completed that "they are perfect" (l. 6). The situation was that usually the girls in this classroom were more proficient than the boys. S3, a girl, also engaged in the ironic comments in line 8. This entire ironic event was funny because they did not take the comments negatively, they knew S1, teacher and S3 were making fun of each other and this was a common way to relate inside this classroom. It could be also considered as *teasing*. This again had no function but *to reveal the way relations are established within the group*. Rhetorical devices also reveal and help the establishment of social relations within the classroom environment. Very relaxed and entertaining learning

atmosphere prevailed during the semester. The fact that the learners, and not only the teacher, were able to play with the language showed that they were quite comfortable in using it, thus developing their communicative skills.

Episode B II 60.3: metaphor.

They had just watched a part of an episode of the sit-com “Friends”. The teacher is asking the students to say whether the sentences are true or false and explain why they are false. In the episode of “Friends” Will and Ross had spread a rumor that Rachel was hermaphrodite. Rachel uses “half and half” to refer to hermaphrodite.

- 1-S1 = Rachel wants Ross to call everyone at school and tell Rachel is skinny
- 2-T = true or false?
- 3-Ss = false!
- 4-T = why?
- 5-S2 = because she wasn't fat
- 6-T = but she wants Ross to call them + why?
- 7-Ss = (XXX)
- 8-S3 = to tell she was not half and half
- 9-Ss & T = ((laugh))
- 10- T = to tell she was not half and half she's not hermaphrodite!

The type of LP presented here is a *metaphor*. It emerged from the scene they had just watched in video. "Half and half" refers to the word “hermaphrodite”. This is a funny metaphor probably due to the reason that Cook (2001, p. 62) talks about: the bulge theory. According to Cook, the topic of sexuality would not be part of the bulge of topics, “allowed” for the “appropriate” pedagogic environment suggested by the communicative approach. The topic discussed here, the sexual anatomical anomaly, would be better approached with a term such as “half and half”. S3 chooses to use the same metaphor used in the video to refer to the word “hermaphrodite”.

Although I have included this element of LP in the type of metaphor, another type of LP, which is not listed in this study, could have been considered: *euphemism*. Euphemism is the figure of speech, which is normally present in the culture of the interlocutors and it is used in order to avoid the most direct terms for any given reason. For example, the words *Gosh*, instead of God, *shutt*, instead of the other word, are

common uses of euphemism. Nevertheless, an euphemism, having the feature of being of common use within one particular culture, does not seem to fit in the case of the use of the expression “half and half” instead of hermaphrodite. This is so because this replacement of lexical items would not be of common use in the culture of the video.

The video they had watched was funny and was authentic in the sense that it was not created for the class. The story was full of traces of the American culture and the video itself was probably a good source of L2 input. The use of the rhetorical device presented in the video and used for the first time by the learner, is likely to *bring her closer to the culture of the language she is learning, and improve her amount of vocabulary* as well as the other students. The uses of any rhetorical devices of this kind may play these functions in other EFL classrooms as well.

4.2.4 The functions of LP

The episodes of LP analysed until now revealed that different categories of LP may present different functions. It is not true that each element of LP presents the same function in each situation. The episodes are particular interactions with particular characteristics and elements of LP with their particular functions for each specific episode. In the analysis and description of LP episodes some different functions were pointed out for each particular occurrence of LP. The 22 (twenty-two) episodes analysed in detail here, presented different kinds of functions within each interaction. As in the case of the LP categories, the functions of each occurrence of LP presented some patterns. According to these patterns the functions were divided into five different groups. In the following section I will present the groups of functions found in the data.

4.2.4.1 The groups of functions

These functions were then divided into five groups according to what they influence in the relationships among participants and according to what the students may have learned through the LP phenomenon. The groups are the following:

Group 1 – Functions related to the relationships within the classroom environment.

The analysis proceeded in this study revealed that LP events are many times connected to the ways relationships are established among the participants and between them and the FL and the learning environment. The functions of the LP occurrences in episodes of group A , B I 1 (establishing friendly relations), B I 3.1 (establishing roles inside the group's relationship), B I 3.2 (bringing a relaxing atmosphere to the classroom)-, B I 3.3 (establishing positive connections with the learning environment), B I 5 (getting students to engage in his opinion about it), B I 6 (consolidating relations) and group B, B II 6 (establishing relationships among the participants), B II 17.2 (making her students really fond of her, her classes and consequently of the FL), B II 31 (establishing a relation of equality), B II 31 (conveying feelings) B II 32 (making the classes more pleasant; making the classes more interesting), B II 34 (collaborating for the good environment in the classroom), B II 56.2 (revealing the way relations are established within the group) are all related in this group. LP works here in the social aspect of the FL classroom. The importance of the relations that are established among the participants resides in the fact that they certainly influence the process of teaching and learning a FL. Motivation is intrinsic to the relations developed within the FL classroom either among participant or between them and the language. In the episodes cited above, the presence of the LP interaction seemed to influence the relationships in

the classroom. For this reason also is the study of LP crucial in the understanding of the processes developed during the FL classroom.

Group 2 – Functions related to vocabulary development.

In this group are the functions related to improvement of learners' vocabulary. From the episodes analyzed in detail in this study, the ones that showed possible improvement of vocabulary due to the occurrence of the LP were considered to present the vocabulary functions related in this group. The idea of LP developing learner's amount of vocabulary was suggested before by Sullivan (2000a). She also observed the possibility of an improvement of vocabulary within such entertaining interactions.

The analysed episodes that presented this vocabulary function were the following: Group A: B I 1(experiencing alternative vocabulary), B I 3.1 (development of their vocabulary), B I 3.2 (improving learners' vocabulary), B I 6 (improving learners' vocabulary) and group B: B II 1 (helping the learners to recollect the meaning), B II 2 (developing vocabulary), B II 51.1, B II 51.2 (helping learners to acquire vocabulary), B II 60.3 (improving her amount of vocabulary). The appearance of this function in this analysis reveals one aspect of the role of LP in the FL classroom. As a vocabulary developer, LP could be deeper investigated so as to inform material developers, teacher trainers, teacher themselves and researchers in the field, about the importance of such phenomenon for the FL classroom.

Group 3 – Functions related to general communication in the FL

Both groups of functions 1 and 2 were the most common in the episodes analyzed here. But other functions of LP could also be perceived and may appear to be more significant in further research. One of these kinds of functions is the one related to general communication in the foreign language. It is very likely that the amount of vocabulary influences the effectiveness of communication in the FL. But certainly other aspects also play a role in this process. In this third group of LP functions, I gathered the ones presented in the episodes of LP which seemed to be helping learners to communicate better. They appeared in episode B I 2 of group A (developing the learner's ability to create communicative situations as in writing and speaking) and in episodes B II 22 (understanding the appropriate use of the greeting expressions) B II 51.1, B II 51.2 (learning how to communicate outside the classroom) and B II 60.3 (bringing her closer to the culture of the language) of group B.

In group A, episode B I 2, LP seemed to help learners to create communicative situations as in writing and speaking. In having to create the end for the story of the polar bear, the learner came up with a funny end originating, then the LP. The activity probably had the purpose of developing creative abilities in the learners, but as Cook (2000) mentioned, playing with the language reveals a better control of it. Besides, it helps learners develop their creativity with the FL. Finocchiaro (1989) cited the role of LP as to stimulate creative speaking and writing. The aspect of creativity present in the phenomenon of LP is another factor to influence the processes of learning and teaching the FL. Consequently, the importance of such phenomenon to the study of Applied Linguistics concerning FL teaching and learning, becomes clearer.

In the LP episodes of group B, the functions of understanding the appropriate use of a given expression; learning how to communicate outside the classroom; and getting

closer to the FL culture were also included in this group of communication facilitators. The occurrence of LP, being it planned or not, is likely to bring benefits on this matter of communication. Again, the relevance of the study of LP is clearly demonstrated through this specific part of the analysis.

Group 4 – Functions related to the development of the classes

The episodes that presented the functions that belong to this category are in group A, episode B I 4 (giving teacher feedback), episode B I 5 (making fun of the book) and in group B, episode B II 32 (making the classes more pleasant). The functions that belong to this category are the ones related to the development of the classes in general. They are not related to the processes of learning a FL directly but they are somewhat linked to the process of teaching the FL in this particular pedagogical environment. For instance, in group A, episode B I 4, the function related to the occurrence of LP in that case was one of giving the teacher feedback about learners' understanding of the message. This is related also to teacher's quality of speech as input for FL acquisition (Krashen, 1996). Again, this kind of function has to do with the process of teaching the language. In fact, the processes of teaching and learning a FL are closely related in a classroom-learning environment. Making fun of the book (episode B I 5, group A) is another function related in this group because in this case, the way the pedagogical material is used relates to the development of the EFL classes, thus being part of this group of functions. Although it seems not to have greater consequence for the learning process, it could be considered as a kind of criticism against the material used in classes, thus influencing the relationship of the group with the development of the classes using that book.

In episode B II 32 of group B, the teacher seems to be using the pun “personal, but not too personal” as a way of making the classes more pleasant for her students, as she seemed to be always doing in this group. This kind of LP function could be related to a teaching style. A teaching style that seems to motivate students for the classes and for learning the FL. This function could also be in group 5 of functions related to the learning process in general. This is because of the presence of the motivating feature in this moment of LP fostering the development of the learning process in general.

Another example of this category is the LP function of breaking the ice (episodes B I 4 and B I 8, group A, and B II 18, group B). This may seem to be the first thing that comes to one’s mind when thinking about LP in the classroom. It may appear to be the most frequent function that this phenomenon can play within the FL classroom. Nevertheless, the results here show that it is not true. Actually, breaking the ice was one of the least common functions for the LP episodes analyzed in this study. Rather the functions related to the relationships established within the classroom environment were the most common here.

Group 5 – Functions related to the FL learning process in general

Two episodes of LP – B I 3.3 group A (developing learning process) and B II 6, group B (developing students’ L2 structures) - seemed to be functioning in a way not related to the other categories mentioned above. Thus, in this group the functions generally related to the process of learning the FL were gathered. In episode B I 3.3 the way the teacher explained how the word “handsome” was spelled was the reason for laughter. It seemed to be improving their knowledge in spelling words in English. That is the reason for relating this function to the learning process in general. In the case of

episode B II 6 in group B, the teacher teases the learner that had to complete the sentence: “I like it when...” The student completed the sentence with “...people remember my birthday”. Then the teacher teases the learner suggesting that probably that day was her birthday and she was giving everybody a hint of that. This may have functioned as a device for the students to fixate the structure being taught. Again, further research could discuss the influence of LP in these two aspects of the learning process.

4.2.4.2 The functions of LP within the process of learning the FL

After having established the categories of the probable functions that LP may have performed in the analyzed episodes, some of my initial ideas have changed and some others have been confirmed. When I started collecting data for this study, I was looking for the ways LP would appear in those two classrooms. One thing that I expected to find was that the most common function of LP would be of “breaking the ice”. Due to my experience in teaching EFL and knowing that the method of teaching in the course being investigated is mainly guided by the communicative approach, I knew that episodes of LP were, normally, not planned. So I believed that they would appear to fill in gaps in the development of the classes as in the case of breaking the ice.

Different from my beliefs is the situation revealed here. The majority of the episodes analyzed functioned in relation to the relationships established in the classroom, relationships among the participants, the FL and the learning environment. This situation shows a strong social influence of the phenomenon of LP. Learning a language seems to rely much on social interactions. After all, the use of a language is normally interactive. LP episodes are full of social elements, which contribute to a

better use of the FL. The social relations established in the pedagogical environment of the EFL classroom are likely to influence many factors in the development of the FL. According to the observation of both classrooms, the quality of the relationships between teacher and students, between students and the L2 and between the students themselves is probably related to motivation to learn the FL in the classroom. It seems that if LP functions positively as to relationships in the classroom environment, the occurrence of such phenomenon will influence positively as well the development of learning the FL.

The functions related to vocabulary development are evidences even clearer of the influence of LP in the process FL development, as well as the functions related to communication in the FL and the FL learning process in general. It is not possible to assure whether the students were acquiring the structures, vocabulary and spelling of words as suggested by the results in this study. Learners would have to be tested on that. On the other hand, it is likely that the learners were positively influenced by LP occurrences in relation to these aspects of the process of learning the FL in the way described in the analysis of each episode. In short, the occurrence of LP in the EFL classrooms analyzed is, in one way or another, positively influencing the process of learning of the students who were participants of this research.

4.3 Summary of the chapter

This chapter presented the results of the observation and analysis of the phenomenon called Language Play in two different EFL classrooms. Seventy-nine (74) episodes were identified but only the twenty-two (22) most illustrative episodes were described in detail. From the whole amount of episodes, thirteen elements of LP were

described: pun, parallelism, coinage, funny comment, comic situation/story, teasing, homophony, metaphor, irony, hyperbole, parody repetition and rhythm/ intonation. Then they were categorized in four groups: the group of lexical emphasis, the group of pragmatic intentions, the group of rhetorical devices and the group of formal characteristics. They were further quantified. In the end of the chapter, the functions that were identified within the twenty-two most illustrative episodes of LP were categorized in five groups of functions: the group of functions related to the relationships in the classroom, the group of functions related to the vocabulary development, the group of functions related to communication in the FL in general, the group of functions related to the development of the classes and, finally, the group of functions related to the learning process in general.

The conclusion that rises from all this analysis and categorization is one of emphasis on the importance of LP for the process of learning a FL. The kinds of elements of LP described here with their classification into separate categories served to reveal with the best accuracy possible how was that the phenomenon of LP appeared in each particular situation. The kinds of LP and their groups of categories also helped in the understanding of the functions that LP performed in both environments. Furthermore, the functions of the occurrences of LP are considered evidences of the importance of the study of the phenomenon of LP. All the elements exposed in this chapter give the ground for the conclusion of the whole study, which will be elaborated in, the following Chapter.

CHAPTER 5

FINAL REMARKS

5.1 Summary and findings

This study aimed at showing the way LP occurred in two EFL classrooms, how they were characterized and which functions these occurrences could be performing within those groups and in relation to the aspects of the FL the students were learning. The theoretical background that guided the study was overviewed in Chapter 2.

In the second chapter, the main ideas of Guy Cook (1997, 2000) about play and LP were posed. The influence of LP on civilizations' development and in humans' lives in general is very strong in his work, mostly in the learning of an FL. This is why the ideas of Cook turn out to be of crucial importance in this study. For him, LP in the development of the learning process of the FL has been somehow neglected over the years within the literature about language learning. He believes that LP is not only a means for learning the language but it is also an end. Moreover, in his work he makes clear that when playing with the language one shows a certain degree of proficiency in this language.

In this study, one aspect of Guy Cook's ideas of LP was focused on, namely the entertaining aspect within the interactions in the EFL classroom. And because these interactions occur in an environment dedicated to the development of the processes of learning and teaching EFL, the sociocultural perspective is also important here. Following the ideas of Vygotsky (1978, 1986) who considers the processes of learning in general as well as other sociocultural studies, this research looks with more attention

at the social aspects of the interactions that originate the phenomenon of LP. Guy Cook also believes in this kind of sociocultural approach for the understanding of the phenomenon of LP.

The method applied in this study was described in Chapter 3. At first an ethnographic approach was chosen so that the perspective of the participants of the research could be better obtained. The techniques for data collection applied in the study were the video and the audio recordings of each of the classes observed. While the classes were being observed and recorded, field notes were also being taken so that the amount of data collected could be triangulated later on. The data was gathered collaboratively with another researcher who had different research purposes. The field notes and impressions were exchanged and debated improving the view of the emic perspective for both groups.

In the end of the semester of observation, there were about 960 (nine hundred and sixty) minutes of audio recordings and 60 (sixty) minutes of video recordings. Then, the next step was to determine the occurrences of LP. The signal, which would indicate the occurrence of LP within the recordings, was chosen to be the presence of laughter. Thus, the episodes of LP were those where laughter appeared and was caused by any verbal event. Other causes of laughter were not considered. Some episodes of LP where the person who had played with the language, also originated the occurrence of laughter, were not considered either. It means that if an attempt of a playful interaction did not succeed, it was not considered as an occurrence of LP. As it is believed that LP is full of social influences as well as the process of learning a FL, the unsuccessful attempt of social playful interaction was excluded from the analysis here.

Still in Chapter 3, I described the way the episodes were organized. They were divided according to the topic being talked about or the activity being implemented.

Some episodes were subdivided, e.g. B I 3.1, B I 3.2, because the topic or the activity was the same within them, but some parts of the interaction were excluded for not presenting laughter, thus, not presenting occurrences of LP. It is important to remind that in each episode more than one occurrence of LP may have happened. Actually, this was the usual case for both groups.

In Chapter 4, I proceeded a preliminary analysis of the whole corpus of data in order to find the general characteristics of the occurrence of LP, one of the goals of this research, in each of the classrooms analyzed. In this preliminary analysis, I found 13 (thirteen) different types or elements of LP. They are the following: pun, parallelism, coinage, funny comment, comic situation/story, teasing, homophony, metaphor, irony, hyperbole, parody, repetition and rhythm/intonation. These names and their definitions presented in Chapter 4 were specifically chosen for this study and the interactions here.

The frequency in which LP occurred in both classes turned out to reveal the characteristics inherent to each of the groups. The number of episodes of LP in each of the groups was surprisingly different. While 63 episodes were registered for group B, only 11 episodes could be transcribed for group A. It is true that the level of EFL proficiency of the intermediate group may have worked as a facilitator of the occurrences of LP. On the other hand, it seems that the relaxed and more intimate environment present in group B, was the major reason for this discrepancy.

As I was looking at the way LP was characterized within the groups investigated I found that these thirteen types were linked to each other forming four distinct groups of elements. In the first group I gathered the categories of LP, which gave a lexical emphasis in the discourse. Three elements belong to this first group: pun, parallelism, and coinage. In the second group the pragmatic intentions predominate within the LP elements. They are: funny comment, comic situation/story, teasing. In the third group

the elements of LP serve as rhetorical devices: homophony, metaphor, irony, hyperbole, parody. And finally, in the fourth group the elements of LP with formal characteristics: repetition and rhythm/intonation. The thirteen types of LP and the groups they form give a clear picture of how the phenomenon of LP is characterized and classified within both groups investigated (see appendix C for the table of the elements of LP in each of the 74 episodes).

This study also had the purpose to indicate which functions the elements of LP could be performing within the group and in relation to the things students are likely to be learning. In order to find that, I chose to analyze in detail 22 (twenty-two) illustrative episodes of LP. Finding which functions were likely to be performed in each of the occurrences of LP was too demanding to be carried out in each of the 74 episodes. Thus the 22 illustrative episodes mentioned.

Because each of the occurrences of LP – more than one per episode – may present one or more functions, these functions were also divided into groups according to the patterns that emerged from these functions. The first group is the group of functions related to the relationships established within the group. The LP elements that perform the functions related in this group stimulate the relationships among the participants (teacher-student, student-student) and between them and the foreign language. In the second group are the functions related to vocabulary development. The types of LP that perform these functions work in relation to the development of the learners' vocabulary. In the third group are the functions related to the general communication in the foreign language. The occurrence of LP here seems to be improving the learners' ability to communicate in the foreign language. The fourth group gathers the functions related to the development of the classes. The LP here seems to be facilitating the

development of the classes. And the last group is the group of functions related to the learning process of the foreign language in general.

Different from what I expected to find, the most common functions for the occurrences of LP were the functions related to the relationships within the group and between the group and the FL. Based on a background in the communicative approach to teaching EFL, which was the one adopted in the course investigated, I was expecting the LP to function as a filler where there was a gap in the development of the classes or to “break the ice” in uncomfortable situations. But those were not the most outstanding functions of the occurrences of LP in both EFL classes. The relationships between the participants and between them and the FL were most influenced by the occurrences of LP. According to what I expected, the social aspect of LP prevailed. And if it is believed that the process of learning a FL is strongly influenced by the social aspects, I conclude that LP seems to be positively influencing the process of teaching and learning EFL.

5.2 Pedagogical implications

According to what has been said until now in relation to the phenomenon of LP in the EFL classrooms, I believe that teachers, teacher trainers, EFL course coordinators and all those involved in the development of teaching and learning processes within the formal environment of a classroom should pay more attention to the phenomenon of LP in the EFL classes. The social aspects of the EFL classes should also be taken into account more often so that the formal environment of learning a FL can offer better chances for the development of the learning processes. It seems to be of great

importance to stimulate closer relationships between teacher and learners and between learners themselves and the FL. As Cook (2000) has already stated, language is a complex system in which several variables act changing and transforming it. So is the learning of a language and LP certainly has a strong role in the changing and development of such a complex system.

5.3 Limitations and suggestions for further research

For the present study, there could have been some kind of consultation with the participants in relation to how they see the phenomenon in their teaching and learning environment enlarging the amount of data for triangulation. Future studies could include this alternative set of data.

Finally, further research can investigate the functions of each of the 74 episodes here described providing a better idea of the usefulness of the phenomena described. What could also be done in relation to the functions presented in this study is to test the learners to verify if the occurrence of LP in those specific moments really influenced them in relation to the aspects they seemed to be learning from it.

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APPENDIX A

TRANSCRIPT CONVENTIONS

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

[] overlappings

(()) analyst's comments

+ pause

++ long pause

(XXX) inaudible

: long sound

CAPITAL stressed word

? questioning intonation

T teacher

S unidentified student

Ss students altogether

R. *Abbreviated name of identified student*

APPENDIX B

Episodes Transcribed

APPENDIX B I

GROUP A (BASIC)

Episode B I 1

- 1- T= guys we have a break now + + er + and then we go back
- 2- S1= coffee break?
- 3- T= yeah+ coffee break + you can have a “water break”
- 4- S2= water break?
- 5- T= or bathroom break+ you decide.
- 6- Ss= ((laugh)).

Episode B I 2

The teacher had given homework where the students had to complete a story with an end. The story started with a baby polar bear asking many questions to his mother to make sure he was really a polar bear. Then the students had to write a reason why the polar bear had so many doubts about his nature.

- 1- T= A.M. you have yours there right?
- 2- A.M.= the baby polar bear woke up and said: “so now I’m totally convinced that I am a polar bear I was in an exis + não sei dizer essa palavra
- 3- T= EXISTENTIAL
- 4- A M. = existential crisis (XXX) I’m cured! ((laughs))
- 5- T= Right right! ((laughs))
- 6- S2 = now I’m so happy! ((laughs))

Episode B I 3.1

The teacher had written a list of six categories on the board: 1 general appearance; 2-hair, 3: face, eyes, etc.; 4- clothes, 5- body size and image, 6- attitude towards people. The students had some words which they should connect with one or more categories.

- 1- T= BALD!
- 2- Ss= bald? bald ((play for rehearsal))
- 3- S1= hair, hair!
- 4-S2= NO hair!
- 5- S3= oh! Face, face! + no, no, no
- 6- T= oh! there is a connection I would say there is a connection + but I would say [number+]
- 7- S3= [hair!]
- 8- T + Ss= number 2!
- 9- T= bald is NO hair!

- 10- S3= no hair?
- 11- T= yeah!
- 12- Ss= ((laugh))
- 13- S4= careca?
- 14- T= so it's number 2
- 15- SS= ((laugh))
- 16- T= it's number 2 even though it's NO hair!
- 17- Ss=((laugh))

Episode B I 3.2

- 1- T= what about DARK?
- 2- Ss= clothes clothes
- 3- T= it can be + [clothes]
- 4- Ss= [(XXX)]
- 5- T= [and (XXX)] If you're talking about eyes yes
- 6- S1= six?
- 7- T= yeah + I thought about something like that like "he's dark in the movie"((using a 8- "dark" voice))
- 9- Ss= ((laugh))
- 10- T= something underground + + vampires may be
- 11- S1= ((laughs))
- 12- T= Darth Vader he was dark yeah
- 13- S1= ((laughs))

Episode B I 3.3

- 1- T= HANDSOME!
- 2- S1= five + five and [one]
- 3- S2 = [one]
- 4- S3 = teacher, escreve essas palavrinhas
- 5- T = oh sorry which ones?
- 6- S3 = friendly
- 7- T= friendly is FRIEND plus LY
- 8- Ss= (XXX)
- 9- T= and then HANDSOME is like this HAND ((showing his hand and writing it on the board))
- 10- Ss = ((laugh , maybe thinking how easy this part was))
- 11- T= and SOME like something or someone
- 12- S4 (girl) = For example: BRAD PITT
- 13- S3 (girl) = [oh!]
- 14- S4 = [is handsome]
- 15- S5 (man) = ((laughs)) isto é um julgamento muito específico!
- 16- S4 +S3 = ((laugh))
- 17- S5 = nisso a gente não pode admitir exemplos

Episode B I 3.4

- 1- T= OVERWEIGHT.
- 2- S1 = peso?
- 3- T= yeah weight yes but then not this one
- 4- Ss = ((tried to demonstrate they did not understand))
- 5- T= technically there is an ideal height and an ideal weight right?
- 6- S2 = guarda-roupas?
- 7- T = uhm?
- 8- S2 = um guarda-roupas seria
- 9- T= oh no! we're talking about people
- 10- Ss= ((laugh probably because of the misunderstanding))

- 11- T= like a person who is 1,70m should quantos quilos? 60Kg right? so if the person is 1,70m and weights a 100, 120 ok is OVERWHEIGHT
- 12- S1 = peso médio?
- 13- T= that would be average weight but then overweight would be+
- 14- S3 = ACIMA!
- 15- S2 = por isso que eu disse um armário
- 16- T + Ss= ((laugh louder))

Episode B I 4

They are discussing which word in Portuguese would be the correspondent of double-bed in English.

- 1- T = in Portuguese we have three words for this
- 2- S1 = cama de casal
- 3- T = then I thought and I did a little research then I came with ONE word for that in Portuguese+ It's a very OLD word+ I think it's the kind of word that Machado de Assis would use+ and this word refers to the BED and sometimes it refers to the ROOM which is ALCOVA
- 4- Ss = ah ((demonstrating little understanding))
- 5- T = some people say that ALCOVA is the ROOM that after people get married they go to the alcova to do what normally couples do after they++
- 6-S2 = ((laughing)) sleep!
- 7- T = what?
- 8- S3 = ela disse SLEEP!
- 9- T = sleep! right! because they are so tired! ((laughs))
- 10- Ss = ((laugh))

Episode B I 5

One student is reading a clear description of Rio de Janeiro from the students' book, which they had to guess what city they were talking about. After the reading the teacher says:

- 1- T = Mexico City right?
- 2- Ss = ((laugh))

Episode B I 6

They are discussing the difference between loose and miss:

- 1- T = normally when you say "miss" with the sense of loosing you miss the TIME when something should happen+ like I miss the bus you missed the TIME to get to the bus or the train
- 2- Ss = (XXX) but I loose++
- 3- T = or if you loose the bus I really don't know where the big thing is
- 4- Ss = ((laugh))
- 5- S2 = não sabe onde deixou
- 6- T = yeah
- 7- S1 = ((laughs))
- 8- S2 = às vezes você perde o carro no estacionamento
- 9- T = ((laughing)) that's right!
- 10- S1 = (XXX)
- 11- T = you lost your car right? ((laughs))

Episode B I 7

- 1- S1 = como é favela?
- 2- T = como é favela?
- 3- S2= (XXX)

- 4- T = yes yes favela is one of + I think It's + normally we have linguistic nouns from other countries+ we have words in Portuguese that come from French come from English come from Spanish+ and now we have our word our own word that we EXPORT ((laughing)) the word favela +favela is favela all over the world
- 5- S3 = olha que bonito!
- 6- T = yes
- 7- S4 = (XXX)
- 8- T = yes [we have something]
- 9- S3 = [uma palavra]
- 10- Ss = ((laugh a lot))
- 11- T = yeah+ something we can be very proud of

Episode B I 8

They are filling the blanks of a song's lyrics.

- 1- Song = and I'm turning to the horoscope ((teacher stops the tape))
- 2- Some Ss= horoscope!
- 3- Some Ss = come é"?"
- 4- T = (XXX) listen listen
- 5- Ss = (XXX)
- 6- T = listen to it again
- 7- Song = and I'm turning to the horoscope
- 8- S1 = "horáscope"
- 9- S2 = ((laughs))
- 10- S1 = horácios cope ((laughs))
- 11- T = ((with the right pronunciation and laughing)) HOROSCOPE!

VIDEO

Episode B I 9

The teacher is drawing on the board the pictures that appeared in the oral test they had done. The students should describe what happened in the pictures while he draws he describes what is drawn.

- 1- T = and the two children were her((they were poor children)) +there was a small girl only she + ela estava de fralda com uma sandalhinha de salto alto
- 2- S1 = bem sensual
- 3- T & Ss= ((laugh))

Episode B I 10

He was explaining the results of the oral test, then he told that many people when asked about the relation between the woman in the picture and the child next to her, they would say "she was YOUR mother".

- 1- T = whenever I asked the relationship between the woman and the boy everybody would say : "the woman is your mother"
- 2- S1 = ((laughs))
- 3- T= outra coisa: "do they live alone?" "no, they live with YOUR parents"
- 4- Ss= ((laugh))
- 5- T = ah, ele mora com os meus pais((laughs))

Episode B I 11

The teacher had previously spoken to this pair of students that it's better to say "It snows" than saying "The snow falls". Then he asks if the pair had finished the activity:

- 1- S1 = we're talking about São Joaquim+
- 2- T= that's right
- 3- S1 = there it snows +it falls snow
- 4- Ss +T= ((laugh))
- 5- T = no no ((laughs)).

Episode B I 11.2

Teacher was asking the same pair what are the best sites for tourism in their cities. They were talking about Florianópolis this time.

- 6- S2 = Hercílio Luz+
- 7- S1 = bridge ((laughs because they were talking about the blackout started at hercílio Luz Bridge))
- 8- S2 = (XXX) ((laughs))
- 9- S1 = com ou sem light! ((laughs))
- 10- T =with or without lights

APPENDIX B II

GROUP B (INTERMEDIATE)

Episode B II 1

Episode 1

Teacher is miming some idioms then she asks the group:

- 1 – T: did I forget anything?
- 2 – S1: to go Bananas?
- 3 – T: ah. + do we have a miming for that? did we have an action for this last class?
- 4 – Ss: no
- 5 – T: no + but we could have one + + to go bananas ((the teacher makes funny moves together with the tone of her voice as if she was a crazy person))
- 6 – Ss: [laughs]
- 7 – T: [what does it mean “to go bananas”?]
- 8 – Ss: [laughs]
- 9 – T: to go Bananas is to++
- 10 – S2: go crazy
- 11 – T: crazy+ could be crazy: crazy or crazy: MAD+ for example driving can make you go bananas
- 12 – S2: (xxxxx)
- 13 – T=make you mad

Episode B II 2

- 1 – T: give me an example + +an example C. give me an example
- 2 – S: o to the movie with er + (xxxx)
- 3 – T: uhum+ that's an example+ uhum+ You go to the movies++ T. goes to the movies with her boyfriend+ right? ((playing the role of T.)) “oh I invited my English teacher to go to [the movies with us]
- 4 – Ss: [((laugh))]
- 5 – T: [and then it can be T. her boyfriend and me]
- 6 - Ss: [((laughs))]
- 7 – T: [and I'm gonna be playing] gooseberry right? ok

Episode B II 3

((activity: teacher is showing some pictures of faces conveying some feelings. She shows one with a mad face))

1 – T: uhum+ and what about this one? + I don't know what this person is + How can you + define the feeling of this person here?

2 - S1: Japanese?

3 – T: ((Laughs))

4 – Ss: ((laugh))

5 – T: maybe the person is speaking Japanese+

6 – Ss : ((laugh))

7 – S2: [opinionated]

8 - T: a person speaking Japanese + [what do you think]

9 – Ss: [sick, sick]

10 – S3: ah! Furious

11 – T: ah maybe it could be furious

Episode B II 4

((Task: They have to play the dialogue with the intonation of one kind of feeling. Teacher is going to demonstrate and she wants a volunteer to play with her.))

1 – we are going to try to say the dialogue “in a hurry” + + how can you say the dialogue in a hurry? + any volunteer to do it with me?

2 – Ss: ((students remain in silence))

3 – T: any volunteer? + + let's choose something easier: IN LOVE!

4- Ss: [((laugh))]

5- T: [any volunteer?]

6- S1: ((raises her hand to make a question, not to be the volunteer))

7- T: yes? [I see a volunteer there!]

8- S1: [no, no]

9- Ss: ((laugh))

10- T: C.!

11- S1: [I'm a girl!]

12- Ss: [((laugh))]

13- T: we're two girls in love

14- S1: [oh, so beautiful] ((in a sarcastic manner))

15- T: ok ((they start playing the dialogue))

Episode B II 5

((Task: two students play a dialogue in the same activity and the others have to guess which feeling they're interpreting))

1- S1: we're running in Beiramar

2- Ss: ((laugh))

((S1 and S2 play the dialogue as if they were out of breath. After they finished teacher starts commenting.))

3- T: ok ok+ What's the feeling?

4- Ss: tired

5- T: yeah! Tired+ but you know when you are jogging you shouldn't stop and talk to other people

6- Ss: ((laugh))

7- T: it's bad for your heart

8- Ss: ((laugh))

Episode B II 6

((Task: Students are asked to complete the sentences the teacher is sticking on the board. She uses pieces of papers with some clauses on them. The sentence is: I like it when...))

11- S1: I like it when people remember my birthday

12- T: aha! when is your birthday Talita by the way+

13- Ss: [((laugh))] ((they already knew what the teacher meant with that question))

- 14- T: maybe she's dropping a hint+ Maybe her birthday is today ((laughs))
 15- Ss: ((Laugh))
 16- T: when is your birthday? Tell us+
 17- S1: November 8
 18- T: hmm so it's close!
 19- Ss: [((laugh))]
 20- T: so guys write it down ((laughs))
 21- T: I like it when people remember my birthday+ ok

Episode B II 7

((Task: Teacher is sticking the clauses on the board..))

- 1- T: hmm! T. can say: 'It embarrasses me when I don't remember other people's birthday' ((laughs))
 2- T.: [((laughs))]

Episode B II 8

((Teacher is asking students for some of their examples with the feelings. Then she asks an example for "I can't stand it..."))

- 1- T: great + and I can't stand it+ one thing you feel very strongly ++ against
 2- S1: I can't stand it when ++ the person listen to music that I don't like
 3- T: oh [yeah]
 4- Ss: [((laugh))]
 5- T: this weekend I was on the beach and this "kombi" appeared + and they opened this + sound system and put this very loud + I don't know if it was "sertanejo" [but it was very++]
 6- Ss: [((laugh))]
 7- T : [they liked it very much] and it was very loud+ they started making a barbecue
 8- Ss: ((laugh))
 9- T: and then they spent the whole morning listening to that very loud song + and I was very ++ upset

Episode B II 9

- 1 – T: you were talking something about laughing
 3- S1: yes ah+
 4- T: what were you saying M.?
 5- S1: it embarrasses me when people laugh me and I don't why + don't know why
 6- Ss: ((laughs))
 7- T: [ah yeah this can be really embarrassing when people laugh at you and you don't know why +yeah+ this is terrible ++ and what really embarrasses me is when I can't remember a person's name and the persons says: 'hello J.']
 8- S2: [((laughs))]
 9- T: ['it's been a long time'] and I want to call the person by his name+ and I can't remember

Episode B II 10.1

((During the warm up teacher asks the students about the weekend))

- 1- T: tell us + tell us what you did
 2- S1: went out with boyfriend
 3- T: oooooohh ((laughs))
 4- Ss: [((laugh))]
 5- T: she's recording! ((pointing to me as if she was advising the student to watch out what she was going to say))
 6- Ss: [((laugh louder))]
 7- T: ((to another student)) tell us one interesting thing you did last weekend
 8- S1: we eat sushi sashimi
 9- T: you did? where? at home? or did you go to a sushi place?
 10- S1: er + it were with a friend of us

- 11- T: really? ah + er + a friend + at his house?
- 12- S1: mhm
- 13- T: that's nice and does he know how to prepare sushi?
- 14- S1: my boyfriend knows also
- 15- T: mmmm so maybe in December for our end of the semester party we're going to invite C.'s boyfriend to prepare a sushi for us
- 16- Ss: ((laugh))

Episode B II 10.2

- 1- T: ((asking another student about his weekend)) it was quite warm wasn't it?
- 2- S1: I went to the beach on Saturday and spent all day
- 3- T: Really? yeah Saturday was the best day because on Sunday it was already a little bit cloudy
- 4- S1: yeah
- 5- T: where did you go J.? what beach?
- 6- S1: er + Moçambique
- 7- T: mmm+ did you practice any sports there?
- 8- S1: surfing
- 9- T: surfing,+mmmmm. I could tell by his tan!
- 10- Ss: ((laugh))

Episode B II 10.3

- 1- T: anybody else went to the beach?
- 2- S1: I
- 3- T: you? where did you go T.?
- 4- S1: I + er + I went to + Jurerê
- 5- T: Jurerê? International or the other one?
- 6- Ss: ((giggle))
- 7- S1: International
- 8- T: oh good

Episode B II 13

((One student arrives late. He has a t-shirt with the sentence "Are you ready?" on the front))

- 1- T: hi R. how are you? ((reading)) "are you ready"[for what?]
- 2- Ss: [((laugh))]
- 3- T: turn! is there something on the back of your shirt?
- 4- S1: no?
- 5- T: no?
- 6- S1: oh just + ((then he turns his back to the teacher))
- 7- T: "are you ready?" show them ((S1 turns the back to the group. There is a number 40' on the back of the t-shirt.))
- 8- S2: ((laughs))
- 9- T: did you understand?
- 10- Ss: no
- 11- T: no so R. is gonna explain to us+ are you ready for what?
- 12- S1: it's just a number!
- 13- Ss: ((laugh))

Episode B II 14

Teacher is going to explain an activity that she has to write on people's back one word and they have to guess what the word is.

- 1- T: now I need a volunteer + to get a massage+ I'm gonna give this person a massage+ so it's something very good + anybody would like a massage? ++ nobody wants my massage?
- 2- Ss: ((laugh))
- 3- T: nobody wants my massage ++ it won't hurt+ it's relaxing very relaxing + remember? what's my second job? I'm a teacher +my second job is++

- 4- Ss (xxx)
- 5- T: what we saw last class last week
- 6- S1: a person who sees the future (xxx)
- 7- T: ah! a person who sees the future is a ++
- 8- S2: fortune teller?
- 9- T: so, I'm a teacher a fortune teller and now I have a third job
- 10- S2: a massagist?
- 11- T: a masseuse I give massage to people +very relaxing +anybody wants to try?
- 12- Ss = ((laugh))
- 13- T: you don't trust me! you don't trust my massage+ come on! I'm gonna call G.((the researcher))
- 14- Ss: ((laugh))

Episode B II 15

They were making a list of professions and the teacher asks:

- 1- T= did anybody say teacher? I was worried
- 2- Ss = ((laugh))

Episode B II 16

Teacher starts the class dividing the group in three groups.

- 1- T= so this group here from Al. to + An. you are going to be the doing group
- 2- S1= qué?
- 3- T= what?
- 4- S1 = ((laughs))
- 5- T = don't worry+ it doesn't make any sense
- 6- Ss= ((laugh))

Episode B II 17.1

- 1- T= ok I need you to promise something+ say + right hand: "dear teacher J.
- 2- Ss= ((Some students laugh)) "dear teacher J."
- 3- T= "I promise"
- 4- Ss= "I promise"
- 5- T= "I won't laugh"
- 6- Ss= "I won't laugh"
- 7- T = "at your pictures"
- 8- Ss = ((laugh))
- 9- T = you promised ok? you're gonna see some pictures ((starts showing them))
- 10- Ss = oohhh! ((as admiring the pictures))
- 11- T= thank you!
- 12- Ss = ((laugh))

Episode B II 17.2

The group is doing an activity about a song of the singer Alanis Morissette.

- 1- T= this is a story+ it's a song by Alanis Morissette + do you know Alanis Morissette?
- 2- S1= [yeah]
- 3- S2 = ["thank you Brazil" (XXX)]
- 4- T= ["thank you Brazil" yeah! she was in Brazil]
- 5- S2 = [in Lima] In Lima!
- 6- T= oh! she said "thank you Brazil" in Lima?
- 7- Ss= ((XXX))
- 8- T= oh, but she was in Brazil
- 9- S3 = yeah+ Brasília
- 10- S1 = [she was]

- 11- T= [in Brasília?] and there she said “thank you Peru”?
 12- S3 = ((laughs))

Episode B II 18

Teacher was asking the meaning of a word for a student to check if she knew it.

- 5- T= what’s a date?
 6- S1= a date? Er + + two people + have a date?
 7- Ss+T= ((laugh))
 8- T= ok you got it!

Episode B II 19

They were talking about researches in Brazil.

- 1- T= is research in Brazil well paid or badly paid?
 2- Ss = badly paid
 3- T= so it’s not good business?
 4- S1 = sometimes it’s NOT paid
 5- T= not paid ((laughs))+ for example G. ((the researcher)) can’t pay you to be the participants in her research + if she could + imagine she had a thousand Dollars and we would divide it into all the participants
 6- Ss= ((giggle))
 7- T= I bet students would talk more in the classes
 8- Ss = ((laugh))

Episode B II 20

They have some situations written on the book and they have to say which of the situations is the least annoying one for them.

- 1- S1= (XXX)
 2- T= giving rides! by car+ how old are you Di.?
 3- S1= ah? N0 I go eighteen today
 4- T: ahaa! that’s why he doesn’t ++((changing intonation as if she had realized that that was his birthday)) today is your birthday??
 5- Ss= ((laugh))
 6- T= I can’t believe it! now we have to sing! but that’s why Di. doesn’t mind driving people to the airport
 7- Ss= (((laugh)))
 8- T= [because he has just started driving!]
 9- Ss = ((laugh))
 10- T= because when you have been driving for a long time asking for a ride to the airport can be very annoying + it’s your birthday today + and it was D.’s birthday last week wasn’t it?
 11- S2 = yes and I ++
 12- T= on the 8th
 13- S2 = the 9th
 14- T = the 9th last week
 15- S2 = and I missed the class
 16- T= aaah! [because I noticed (XXX) it was her birthday]
 17- Ss = [laugh]
 18- S2 = yes
 19- T= aha! and Di. is here +so we have to sing “happy birthday” for two people
 20- S1=oh!
 21- Ss= ((laughs))
 22- T = where we put “dear” we have to say “dear Di. And D.” ok?
 23- Ss = ((laugh))

24- ((They started singing the song and laughed when they were supposed to say dear Di. and D. because it was quite fast to fit in the rhythm of the song))

Episode B II 21

They are talking about the listening exercise the teacher had just played. In the exercise, one man asks the other his video camera borrowed. So the teacher asks:

- 1- T= I want to film my baby+ would you lend me your video camera?
- 2- S1 = yes ((some others nodded))
- 3- T= you're such nice people
- 4- Ss = ((laugh))
- 5- T= you are exceptions
- 6- S2 = I don't have a video camera!
- 7- Ss + T = ((laugh))

Episode B II 22

They are talking about the phrase "What's up?". And they have said it was informal. The teacher has asked whether they would say that to their professors at University and they've said they would. Now she asks:

- 9- T= ok if you met the queen of England++
- 10- Ss = ((laugh))
- 11- T= in the corridor would you say: "hi queen what's up?"
- 12- Ss = ((laugh longer now))
- 13- T= what would you say in this situation?((the students are still laughing))
- 14- S1 = "how are you?"
- 15- T = ah!
- 16- S1 = "hi queen how are you?" ((laughs))

Episode B II 23

After a listening activity:

- 1- T= how many "if" clauses do we have?
- 2- S1 + S2 = four
- 3- T= ((the answer was wrong and the teacher makes a noise as if it was a bell)) bééééé!
- 4- S3 = nove?
- 5- T = bééééé!
- 6- S4 = Six? ((laughs))
- 7- T= yeah!

Episode B II 24

The group is giving definitions for words they had already seen. They were talking about the word DATE:

- 1- T= do you have a date for this weekend?
- 2- S1 = yes.
- 3- T= is it a new date?
- 4- S1 = [the same old date]
- 5- S2 = [the same old date]
- 6- Ss = ((laugh))
- 7- T= so are you planning to go out with your date this weekend?

Episode B II 25.1

The are discussing collocations. The verb is return and they are discussing which words are better with “return”

- 1- T= compliment is “elogio” + you can return a compliment
 - 2- S1 = (XXX)
 - 3- S2 = and a problem?
 - 4- T = return a problem?
 - 5- Ss = ((laugh)) (XXX) return a problem
 - 6- T = I don’t want this problem!
 - 7- Ss = ((laugh))
 - 8- T = I’m returning it to you
- They keep discussing collocations

Episode B II 25. 2

- 1- T = What can you offer?
- 2- S1 = a gift
- 3- T = uhm?
- 4- S1 = a gift
- 5- T = a gift
- 6- Ss = (xxx)
- 7- T = you can offer yourself! ((laughs))
- 8- T & Ss = ((laugh))
- 9- T = oh yes why not?

Episode B II 25.3

They are telling what they have discussed.

- 1- T= lright +what can you return?
- 2- Ss =(XXX)
- 3- T = return an offer
- 4- Ss = (XXX)
- 5- T = return yourself! [((laughs))]
- 6- Ss = [((laugh))]
- 7- T = to whom? ((laughs)) to God! to your parents! ((laughs))
- 8- S1 = to your mother
- 9- T = yeah “I’m returning myself mom”!
- 10- Ss = ((laugh))

Episode B II 26

- 1- T= we have the word in Portuguese “declinar” +but it’s VERY formal: “vou declinar seu convite”
- 2- Ss = ((Laugh))

Episode B II 27.1

They have listened to a dialogue where Jack calls Sofia asking her out but she is not at home. So jack asks the person to leave the message and the person says “alright, Peter”. “no my name’s Jack and who’s Peter?”

Ss = ((laugh))

Episode B II 27.2

They have a picture of Jack in the book.

- 1- T = is he good looking Karine?
- 2- K = yes he's pretty good looking
- 3- T = ((laughs)) yeah
- 4- K = blue eyes
- 5- T = ((laughs)) yes he wears a tie so probably he's well (XXX)

Episode B II 28

They are talking about a new idiom they have added to the "vocabox" = "pain in the neck".

- 1- T = tell me somebody famous you think is a pain in the neck. + + I think Silvio Santos is a pain in the neck
- 2- Ss = ((laugh))
- 3- T = what else can I say?
- 4- S1 = Fasutão
- 5- T = Faustão!
- 6- S2 = Gugu Liberato
- 7- S3 = Xuxa
- 8- T = all these (XXX)
- 9- S4 = Gugu is the greatest pain in the neck ((laughs))
- 10- Ss = ((laugh))
- 11- T = he's the champion!

Episode B II 29

In another task people had to make a sentence with the word in the "vocabox" they had previously taken. In the place of the word in the sentence they had to clap and the others had to guess the word.

- 1- S1 = teenagers ((claps)) a lot about their parents
- 2- S2 = ((right after)) complain
- 3- T = ((laughs)) very good!

Episode B II 30.1

The teacher is explaining another task. She has a backpack full of things and students had to take one object and make a request to have it borrowed and give an explanation for that.

- 1- T = it's going to get interesting if for example a boy gets + the nail polisher
- 2- Ss = ((laugh))

Episode B II 30.2

- 1- S1 = would you mind if I borrowed your cappuccino because I need to do a cake then I bring a piece of cake for you
- 2- T = oh ! I don't mind at all!
- 3- Ss = ((laugh))

Episode B II 31

They had to answer the question "What upsets you?" and the teacher had corrected the homework at home.

- 7- T = did you see Milton's sentence? + the question is: "what upsets you?" and his answer was: when I have to do English homework.
- 8- Ss = ((laugh))

- 9- T = it was raining in a Sunday afternoon and I was correcting this. I almost jumped out of the window
- 10- S1, S2, S3 = ((laugh))
- 11- T = he said he would explain + we're going to give him a chance
- 12- Ss = ((laugh))

Episode B II 32.1

Teacher had asked students to ask the Researcher a personal question:

- 3- T = just think about a personal question not too personal
- 4- Ss = ((laugh))

Episode B II 32.2

- 1- S1 = Jane can you ask Grace if she lives alone or with + er + or with your family?
- 2- T = Grace do you live alone or with your family?
- 3- G = I I do not live alone+
- 4- T = uhmmm
- 5- Ss = ((laugh))

Episode B II 32.3

- 1- S1 = Can you ask Grace what does she do with the recorded?
- 2- T & Ss = ((laugh))

Episode B II 32.4

- 1- S1 = can you ask Grace where were she born?
- 2- T = ((saying to the student)) where she was born ((To the researcher))where were you born?
- 3- G = I was born in Porto Alegre
- 4- T = were you born in Moinhos de Vento?
- 5- G = yes!
- 6- T = me too!! ((very enthusiastic with the coincidence))
- 7- G = yeah!?
- 8- Ss = ((laugh))

Episode B II 33

- 1- T = what is a flat tire Kate?
- 2- K = when the tire of the car is +
- 3- T = flat!
- 4- T & Ss = ((laugh))

Episode B II 34

The teacher wrote the final part of a word in the vocabox and she expects people to guess. Kate has already guessed two words.

- 4- K = gossip!
- 5- T = yeah! ((laughs)) uau! Kate is a walking vocabox!
- 6- T & Ss = ((laugh))

Episode B II 35

They had to mime.

- 1- T = who wants to mime for everybody?
- 2- ((silence))
- 3- T = come on!
- 4- Ss = Daisy wants
- 5- T = Daisy
- 6- Ss = ((laugh))

Episode B II 36.1

The students are playing a game where two of them pretend to be a just married couple and the others are making indirect questions to them.

- 1- S1= they want to know if you have breakfast with somebody
- 2- S2 = alone ((she forgets she is answering as a “just married woman”)) ++ but + I prefer with my husband++((in a sensual tone))
- 3- T& Ss = ((laugh very loud))

Episode B II 36.2

The teacher is explaining what the listening task is about, the girl who had been the wife in the previous episode asks:

- 1- Ss= (XXX)
- 2- S1 = (XXX) today is?
- 3- T = no it's about two people + two people having a conversation
- 4- S1 = ah!
- 5- T = husband and wife by the way
- 6- T & Ss = ((laugh))

Episode B II 37

There was a contest to see if the groups could give the right definitions to the words the teacher had presented.

- 1- S1 = someone who has a limited point of view
- 2- T= oh ((as “I’m sorry, you’re wrong”))
- 3- S2 = oh ((laughs))
- 4- T = opinionated is not someone who has a limited point of view
- 5- Some Ss = no no
- 6- T = that’s what? what was the vocabox word for that?
- 7- S3 = narrow-minded
- 8- T = yeah!
- 9- S3 = haha! ((Laughs as he had won the contest))
- 10- Ss = ((laugh))

Episode B II 38

After they had decided which group won the contest. Teacher pretends the prize is the chocolate candy “confeti”.

- 1- T= ok they won they won+ they got the confeti + open your mouth!
- 2- Ss = ((Laugh))
- 3- T = I’m going to throw I have to throw the confeti from here +if the confeti falls inside your mouth ok
- 4- Ss = [((laugh))]
- 5- T= [if it doesn’t+] ((laughs))
- 6- Ss = ((laugh))
- 7- T = no I’m just kidding

Episode B II 39.1

In this task they should look at the pictures of the teacher’s life and make her time line. She makes a comment about her picture as a baby naked.

- 1- T = oh a porno picture!
- 2- Ss = [((laugh loud))]
- 3- T = [(XXX)] a baby!

Episode B II 39.2

- 1- T=you got the porno pictures!

- 2- Ss = ((laugh))
- 3- S1 = ((laughs)) I told them ((laughs)) not this one!

Episode B II 39.3

They have to take one picture each and put in the correct order in the teachers time line.

- 1- T= who has the first one? ((the baby naked))
- 2- Ss = Mike Mike has
- 3- T= so Mike
- 4- M = who? the baby? ((the teacher has a baby son, Peter, and he thought it was Peyter's picture))
- 5- T = but who is the baby?
- 6- M = who is this? Baby? + oohh...
- 7- T & Ss = ((laugh loud))
- 8- T = it's not Pedro right?
- 9- T & S = ((still laughing))
- 10- T = it's definitely not Pedro because Pedro is not a hermaphrodite! ((laughs))

Episode B II 40

The researcher is asking if the group agrees to have the classes videotaped .

- 1- R = would you mind if I videotaped the classes?
- 2- T = oh I have to go to the hairdresser's !
- 3- Ss = ((laugh loud))
- 4- T = oh my God I have to call and make an appointment I have to wear my Sunday clothes + can we watch it later?
- 5- R = sure!
- 6- S1 = I don't want
- 7- T = ((laughs)) you don't want to watch?
- 8- S2 = (XXX)
- 9- T = we're going to be History people! she's going to be a famous linguist soon and we're going to be part of this History when she's a millionaire she's very wealthy+
- 10- Ss = ((laugh louder))
- 11- T = she's going to share her wealth with us!
- 12- Ss = ((laugh)) (XXX).

Episode B II 41

Now they are making sentences about teacher's life.

- 1- S1= Jane had got married before she got pregnant
- 2- T = ahã alright anything else?
- 3- S2 = Jana had gone to Bahia before she got pregnant
- 4- T = very good+ but she didn't get pregnant there
- 5- Ss = ((laugh))

Episode B II 45

The teacher makes a comment about a girls who was not following the class.

- 1- T = Mary you know who she's thinking of= she can't concentrate anymore
- 2- Ss = ((laugh))
- 3- T = she's thinking about whom?
- 4- T + S1 = Reginaldão
- 5- Ss = ((laugh))

Episode B II 46.1

The teacher is talking about something that she wants the students to remember.

1-T= do you remember? It was before the blackout

- 1- S1 = yeah!
- 2- Ss = (XXX) before the blackout
- 3- T = now our lives are going to be divided before the blackout [and after the blackout] ((laughs))

4- Ss = [((laugh))]

Episode B II 46.2

- 1- T= medieval times + no internet!
- 2- Ss = [((laugh))]
- 3- S1 = [But I liked] I liked the blackout+
- 4- T= you did Dani? Why? tell us (XXX)
- 5- S1 = because I don't need to work ((laughs))
- 6- T = uhmmmm.
- 7- Ss = ((laughs))
- 8- S1 = and I stay home
- 9- T = uhmmmm
- 10- S1 = do the things that I + normally++
- 11- T = uhmmmm ((in a malicious manner))
- 12- Ss = ((laugh))
- 13- S2 = like playing cards+((laughs))
- 14- T = [ah! playing cards!] alright
- 15- Ss = [((laugh))]
- 16- S1 = alone!
- 17- Ss = [((laugh))]
- 18- S2 = [I, I bought a bottle of wine] I was, er, I was
- 19- T = [uhmm, she's got drunk ((laughing))]
- 20- S2 = reserved for a [good]
- 21- T = [a good occasion?] ((laughs))
- 22- S2 = ((laughs)) occasion
- 23- T = she drank a bottle of wine! ((laughing))
- 24- S2 = with my daughter!
- 25- T = you got drunk on the beach? ((laughs))
- 26- Ss = ((laugh))
- 27- T = specially wine because when you get drunk you get sleepy
- 28- S2 = yeah!
- 29- T = you get drunk and then you cry ((because of the situation of the blackout))
- 30- T&Ss = ((laugh))

Episode B II 47

- 1- T= what's "I ran out of gas"?
- 2- Ss = (XXX)
- 3- T = it's not "eu corri pra fora da gasolina"
- 4- Some Ss = ((laugh))

Episode B II 48

They were organizing two circles. One inner circle with boys and the bigger circle with girls.

- 1- one lucky guy is gonna have two girls!
- 2- S1((a girl))= haha! ((in a sarcastic manner))

Episode B II 49

They are discussing what they are and what they aren't expected to do in a wedding reception.

- 1- S1 = eat and drink so much (XXX)
- 2- Ss & T = ((laugh))
- 3- T = but SO much?
- 4- S1 = yeah!
- 5- T = are you expected to get drunk?
- 6- S2 & S3 = no!
- 7- T = and make a big mess?
- 8- Ss = ((laugh))
- 9- T = no alright

Episode B II 50

They are talking about bridal shower. The teacher was asking the married girls about theirs.

- 1- T = and you Cindy? are you married?
- 2- C = I am ((sounding not very sure about it))
- 3- T& Ss = ((laugh))
- 4- T = what do you mean “yeah”?
- 5- SS & C = ((laugh))
- 6- C = not officially
- 7- T = uhmm so you’re married
- 8- C = I just had a party or
- 9- T = did you have a bridal shower?
- 10- C = no
- 11- T = ok

Episode B II 51.1

The teacher was telling about her “hen’s night”. She was telling that she was already drunk when she arrived at the club.

- 8- T= and then they ((her friends)) decided that I had to drink one tequila with each friend
- 9- S1 = oh my God!
- 10- Ss = oh!
- 11- T = the second time I was already++
- 12- Ss = ((laugh))
- 13- T= I don’t remember how I got home+ the driver the model was carrying me ((laughing)).
- 14- Some Ss = ((laugh))

Episode B II 51.2

- 1- T= in Veneza in this club there was a fashion show+ bikini fashion show+ very trendy fashion show+ and they put me on the catwalk!
- 2- R= ((laughs))
- 3- T= in the end my friends arranged me to walk on the catwalk+ I had to do that!
- 4- Some Ss = ((laugh))
- 5- T = but I don’t remember anything about it
- 6- Ss = ((laugh louder))

Episode B II 52

The teacher had given some social situations and the students, in pairs, had to say what they are expected to do in each situation.

- 1- T= what about you guys? graduation?
- 2- S1 = (XXX) ((he does not know))
- 3- T = you’re expected to get a good job
- 4- T & Ss = ((laugh loud))
- 5- T = your parents your parents expect that

Episode B II 53

They are talking about customs.

- 1- T= what do they say about Brazil here?
- 2- S1 – people don’t go to be early.
- 3- T = is it true?
- 4- Ss = no
- 5- T = where did they get this idea?
- 6- S2 = maybe in Rio de Janeiro ((laughs))

- 7- T = oh yeah or Bahia+ in Salvador
- 8- Some Ss = ((laugh))
- 9- T= maybe they think : ok Brazil carnival mulatas party so they don't sleep
- 10- Some Ss= ((laugh))

Episode B II 54

They are talking about two Dutch guys that one of the students met one day in a bus station. They have phoned her back.

- 1- T = and they called you?
- 2- S1 = they sent a message to (XXX)
- 3- T = uhmmm ((maliciously)) is it a private message?
- 4- ++ yeah.
- 5- Ss = ((laugh))
- 6- T = they called you on the cell phone! But did they call from Netherlands? or did they call from Brazil?
- 7- S1 – er they they are here
- 8- T = and what did they say? tell us I'm curious
- 9- Ss = ((laugh))
- 10- R = that she's got beautiful hair+
- 11- S1 = ((She interpreted as if the Dutch got beautiful hair)) AND beautiful eyes!!
- 12- Ss & T =uhmm! ((laugh))
- 13- T = the two of them or only one?
- 14- S1 = only one
- 15- T = the one who has strange hair?
- 16- Ss = ((laugh))
- 17- T = you see+ it's destiny

Episode B II 55

The teacher is calling some students to check their answers. He's calling a pair of one boy and a girl.

- 1- T= so girls what about + ((realizes the mistake)) girls((laughs))
- 2- Ss = ((laugh))
- 3- T = Mike and Kate
- 4- SS = (XXX) ((laugh))
- 5- T = ok guys, what about this one? ((laughs))

Episode B II 56.1

They formed two circles one inner circle where people were talking and another circle of students who should observe the conversation that was happening inside. First the boys had observed the girls and now it's the other way around.

- 1- T= so Andrew do you think you can observe two girls at the same time?
- 2- Ss & T = ((laugh))
- 3- T = can you try?
- 4- S1 = if they are er boys+
- 5- T = ((laughs)) if they were boys you couldn't! ((laughs))

Episode B II 56.2

The teacher asks about the comments the boys have made on the girls conversation.

- 11- T = what comments did you get? can you give me examples?
- 12- S1 = good comments
- 13- T = only good ones?
- 14- S2 = only good ((ironically)) of course teacher they [(XXX)]
- 15- Ss = [(laugh)]
- 16- T = [they're perfect!]
- 17- Ss & T = [(laugh)]
- 18- S2 = he's a gentleman!! ((laughs))

- 19- T = (XXX) he's a gentleman!
- 20- Ss = ((laugh))
- 21- T = he wants another chocolate

Episode B II 57

Now the teacher is telling a story about her exchange family abroad. There was a little eight-year-old girl that had said she hated Brazilians.

- 1- T= first I said hello and shook hands with her and she said: "I hate Brazilians" I said: "why?" (...)"because every time there are Brazilians in the house they do this ((she makes as if she was squeezing the cheeks of a kid)) "que bonitinha!"
- 3- ((laugh))
- 4- T= and she said "I hate when they touch my cheeks! I hate when they say that you're not gonna do that" I said "no"
- 5- Ss = ((laugh))

Episode B II 58.1

They are trying to end a story together where there is a girls that goes to the hairdresser to have dinner. They try to guess what is this dinner for. Many have suggested many things but nothing was the correct option

- 1- S1 = er enterro!!
- 2- Ss & T = ((laugh))
- 3-T= no she's gonna have dinner!

Episode B II 58.2

After they had known that the girl was going to a dinner at her teacher's house, they give suggestions of what she's expected to do in this situation.

- Ss = (XXX)
- S1 = [if it's a barbecue] she can take, er, what's the name for maionese?
- Ss = ((laughu))
- Ss & T = mayo

VIDEO

Episode B II 59

The teacher is giving some examples of false cognates in English and in Portuguese . They are talking about the word "actually".

- 1- T=many people would say : "actually I've been living in Bombas" which is wrong
- 2- Some Ss = ((laugh a little))

Episode B II 60.1

After the teacher had played on the video one part of the American sitcom "Friends" they talk about it.

- 1- T ok Will and Ross they had a club in high school+ what was the name of the club?
- 2- S1 = Rachel Green
- 3- T= yeah but there was [something before]
- 4- S2 = [I hate Rachel Green!]
- 5- Ss & T = ((laugh))

Episode B II 60.2

- 1- S3 = but they say there was "I love Rachel" club too
- 2- T= ah! it's because + actually what was the real meaning?
- 3- Ss = ah!!
- 4- T= because they loved Rachel and she was too +you know popular so they founded the club+ you know love and hate are very
- 5- Ss=((laugh))

Episode B II 60.3

The teacher is asking the students to say whether the sentences are true or false and explain why they are false. In the episode Will and Ross had spread a rumor that Rachel was hermaphrodite. Rachel uses “half and half” to refer to hermaphrodite.

- 11- S1 = Rachel wants Ross to call everyone at school and tell Rachel is skinny
- 12- T= true or false?
- 13- Ss = false!
- 14- T = why?
- 15- S2 = because she wasn't fat
- 16- T = but she wants Ross to call them + why?
- 17- Ss =(XXX)
- 18- S3 = to tell she was not half and half
- 19- Ss & T = ((laugh))
- 20- T = to tell she was not half and half she's not hermaphrodite!

Episode B II 60.4

In one of the lines Will talks about one Thai student. He said that he's name was “tacatacata”, because it sounded like that but he couldn't pronounce, probably.

- 1- S1 = why did he say tacatacata?
- 2- T = it was the name of the Thai student
- 3- S1 = ((laughs))

Episode B II 61

One student starts talking about two foreigners to whom she had spoken English. (This is the first time they talk about it).

- 1- T = was he good looking?
- 2- S1 = good looking handsome!
- 3- Ss = ((laugh))
- 4- T = did he have blond hair?
- 5- S1 = ((laughing)) yes!
- 6- Ss = [((laugh))]
- 7- S1 = [they had blue eyes!]
- 8- T= blue eyes and blond hair + in Holland they are all blond right?

Episode B II 62

They are talking about the weekend in the warm up.

- 1- T = who else?
- 2- S1 = I went to colonial coffee
- 3- T = aha!
- 4- S1 = we + er+ there with + er + soroptimistic + uma ONG + organization + er + American soroptimistic
- 5- T = ahã.
- 6- S1 = you know?
- 7- T= yes, I've heard about this organization.
- 8- S1 = (XXX)
- 9- T = right+ did you speak some English there?
- 10- S1 = no ((laughs a little))
- 11- Some Ss =((laugh a little))
- 12- S1 = we were only Brazilians there
- 13- T = Brazilian people ++ was the food good?
- 14- S1 = yeah! oh! ((laughs))
- 15- Some Ss & T= ((giggle))

Episode B II 63

The teacher calls two girls and asks one to introduce her to the other student as if they were in the US. The teacher is trying to show how different the customs in each country are.

1-T = Daisy come here+ it's the first time I meet Daisy+ and we need a friend to introduce us+ Mary come here + you're going to say: "Jana, this is Daisy and Daisy this is Jane" we are in the United States

- 3- M = Daisy this is Jane+ Jane this is Daisy ((laughing))
- 4- D = ((with a surprised face)) hi how are you?
- 5- T = how are you? ((shaking hands))
- 6- D = nice to meet you
- 7- T = now+ the same situation but we are in Brazil ok? + now Mary is going to introduce us
- 8- M= Jane essa é a Daisy Daisy, essa é a Jane.
- 9- D & T = [oi tudo bom??] ((they kiss and hug each other)) prazer!!
- 10- Ss & T = ((laugh))

Episode B II 64

Teacher had shown some pictures of gestures and they were discussing what their meanings were in each country.

- 1- T= for example: I have a sign here+ my sign is this ((she moves her shoulders up and down repeatedly)) what does it mean in Brazil?
- 2- S1 = não me importo?
- 3- S2 = não tô nem aí ((laughs))
- 4- T = I don't care+ não tô nem aí
- 5- Ss = ((laugh))
- 6- T = ((laughs)) like the song. + what do you think? can you do this in a another country? + + like: it's our teacher's birthday today ((she does the gesture again))
- 7- Ss = ((laugh))
- 8- T = I'm going to HawaB Ifter the class. ((does it again))
- 9- Ss = ((laugh))
- 10- T = I have a new boyfriend ((does it again))
- 11- Ss = ((laugh))
- 12- T = can you do that in Brazil?
- 13- S3 =in Brazil yes?
- 14- T = yeah! and what about in other countries+ is it ok, or is it a little bit impolite?
- 15- S3 = impolite
- 16- T = yeah+ it's the same thing here in Brazil+ you can be a little impolite

Episode B II 65

The students start to demonstrate the signs they have.

- 1- T= and you Don?
- 2- D = ((turns his finger around his ear))
- 3- S2 = oh this is crazy!
- 4- Ss = ((laugh))

Episode B II 66

They are doing an activity in which they have to identify the situations that are unproblematic in Brazil. They are discussing if it is ok to ask people's religion in Brazil.

- 1- T= and you think it's alright here to ask people's religion?
- 2- S1 = yeah
- 3- S2 = [it's ok]
- 4- T = [yeah?]
- 5- S3 = only in the Israel "oh you are judeu?" ((makes as if he was pointing a gun to someone and shooting))
- 6- Ss = ((laugh))
- 7- T = that's a good point+ in some countries that wouldn't be a good thing

- 8- Ss = ((laugh))
- 9- T = it would be something very personal + but here in Brazil I think it's ok
- 10- S4 = here people change the religion every time
- 11- T = as people change clothes right?
- 12- Ss = ((laugh))
- 13- T = as politicians change political parties ((laughs)) we change the religion all the time
- 14- Ss = ((laugh))

Episode B II 67

- 1- T = what if you go to your boyfriend's or girlfriend's house for the first time and you don't like the food and your mother in law insists ++
- 2- Ss = ((laugh))
- 3- T = "would you like a second helping?" what would you do?
- 4- S1 = I would die ((laughs))
- 5- T = you would accept or say: "I'm on a diet" or "I'm full" ?
- 6- Ss = (XXX)
- 7- T = even if you really don't like the food for example: I hate dobradinha+ even if it's dobradinha would you accept Mary?
- 8- M = yes
- 9- T = uuhh! ((disgusted))
- 10- Ss = ((laugh))
- 11- T = or figado+((some ss laugh some other are disgusted as well))

Episode B II 68.1

The teacher makes a list of words in the board related to a piece of movie they are going to see later. She asks if the words are positive or negative.

- 1- T = anxious N negative
- 2- S1 = o que é anxious? what is anxious?
- 3- T = anxious? what does anxious mean?
- 4- S2 = when you have + when you feel+ ((makes an anxious face))
- 5- Ss = ((laugh))
- 6- S1 = ((laughs)) I understand!

Episode B II 68.2

- 1- T = comfortable?
- 2- Ss = ((silence))
- 3- T = for example: are you comfortable or uncomfortable with the camera? ((the researcher's camera))
- 4- Ss = ((laugh))
- 5- T = COMFORTABLE! ((answering for them))
- 6- Ss = ((laugh))

APPENDIX C

The amount of occurrences of LP in each episode is not presented here, only the categories that appeared in each episode.

GROUP A

<u>Group A</u>	Lexical emphasis	Pragmatic intentions	Rhetorical devices	Formal characteristics
Episode B I 1	Parallelism + pun	Teasing		
<i>Episode B I 2</i>		Comic sit/hist	Parody	
Episode B I 3.1	Pun			
Episode B I 3.2		Joke		Intonation
Episode B I 3.3	Parallelism	Teasing		
Episode B I 3.4		Joke		
Episode B I 4		Joke	Irony	
Episode B I 5		Joke	Irony	
Episode B I 6		Comic sit/hist + teasing		
Episode B I 7			Irony	
Episode B I 8			Homophony	Intonation
Episode B I 9			Irony	
Episode B I 10		Teasing + Comic sit/hist		
Episode B I 11		Teasing		
Episode B I 11.2		Joke	Irony	

GROUP B

<u>Group B</u>	Lexical emphasis	Pragmatic intentions	Rhetorical devices	Formal characteristics
Episode B II 1				Intonation
Episode B II 2			Parody	
Episode B II 3		Teasing		Repetition
Episode B II 4		Comic sit/hist + Teasing		
Episode B II 5		Comic sit/hist + Teasing		
Episode B II 6		Teasing		

<u>Group B</u>	<i>Lexical emphasis</i>	<i>Pragmatic intentions</i>	<i>Rhetorical devices</i>	<i>Formal characteristics</i>
Episode B II 7		Teasing		
Episode B II 8		Comic sit/hist		
Episode B II 9		Comic sit/hist		
Episode B II 10		Teasing		
Episode B II 11		Teasing		
Episode B II 12	Parallelism			
Episode B II 13		Teasing		Intonation
Episode B II 14		Comic sit/hist + Teasing	Metaphor	
Episode B II 15		Teasing		
Episode B II 16		Joke		Repetition
Episode B II 17		Teasing	Parody	
Episode B II 17.2	Parallelism + Pun	Joke		
Episode B II 18				Repetition
Episode B II 19		Comic sit/hist + Teasing		
Episode B II 20		Teasing + Comic sit/hist		Intonation + Rhythm
Episode B II 21		Teasing	Irony	
Episode B II 22		Comic sit/hist	Parody	
Episode B II 24		Teasing		Repetition
Episode B II 25.1		Teasing	Parody	Repetition
Episode B II 25.2	Parallelism + Pun		Metaphor	
Episode B II 25.3	Parallelism	Comic sit/hist	Metaphor + parody	
Episode B II 27.1		Comic sit/hist	Parody	
Episode B II 27.2		Teasing		
Episode B II 28		Comic sit/hist + teasing	Hyperbole	
Episode B II 29		Comic sit/hist		Rhythm
Episode B II 30.1		Comic sit/hist		
Episode B II 30.2			Parody	
Episode B II 31		Comic sit/hist + teasing	Hyperbole	
Episode B II 32.1	Pun			
Episode B II 32.2		Teasing		
Episode B II 32.3		Teasing		
Episode B II 32.4				Intonation
Episode B II 33				Repetition
Episode B II 34	Coinage + parallelism			
Episode B II 35		Teasing		
Episode B II 36.1			Parody	Intonation
Episode B II 36.2		Teasing		
Episode B II 37				Repetition +

<u>Group B</u>	<i>Lexical emphasis</i>	<i>Pragmatic intentions</i>	<i>Rhetorical devices</i>	<i>Formal characteristics</i>
				Intonation
Episode B II 38		Joke		
Episode B II 39.1		Joke + Teasing		
Episode B II 39.2		Teasing + Comic sit/hist		
Episode B II 39.3		Comic sit/hist + Teasing		Intonation
Episode B II 40		Joke + Comic sit/hist	Irony	
Episode B II 41		Teasing		
Episode B II 45		Teasing + Joke	Metaphor	
Episode B II 46.1		Joke		
Episode B II 46.2		Teasing + Comic sit/hist	Hyperbole + Irony	
Episode B II 49		Comic sit/hist		
Episode B II 50		Teasing		Intonation
<i>Episode B II 51</i>		Comic sit/hist		
Episode B II 52			Irony	
Episode B II 53		Joke + Comic sit/hist		
Episode B II 54.1		Teasing + Comic sit/hist		
Episode B II 55				Repetition + intonation
Episode B II 56.1		Teasing		
Episode B II 56.2			Irony	Repetition
Episode B II 57		Comic sit/hist		
Episode B II 58.2		Comic sit/hist		
Episode B II 59		Comic sit/hist		
Episode B II 60.1		Comic sit/hist		
Episode B II 60.2		Comic sit/hist		
Episode B II 60.3			Metaphor	
Episode B II 60.4		Comic sit/hist		
Episode B II 61		Teasing		Intonation
Episode B II 62		Comic sit/hist		Intonation
Episode B II 63			Parody	
Episode B II 64		Comic sit/hist	Parody	Repetition
Episode B II 65		Comic sit/hist		
Episode B II 66		Comic sit/hist	Parody + Metaphor	
Episode B II 67		Comic sit/hist + Teasing	Parody + hyperbole	Intonation
Episode B II 68.2		Teasing	Irony	