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PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA CORRESPONDENTE

INVESTIGATING THE EFFECTS OF LANGUAGE LEARNING STRATEGIES
TEACHING ON THE LEARNING PROCESS OF EFL STUDENTS
WITH LANGUAGE LEARNING DIFFICULTIES

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ABSTRACT**INVESTIGATING THE EFFECTS OF LANGUAGE LEARNING STRATEGIES
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The present study aimed to investigate the effects of the teaching of language learning strategies on the learning process of six EFL students with learning difficulties. There were 16 participants in this study: six in the experimental group, and ten in the control group. In order to carry out this investigation, 46 90-minute classes were observed, of which 34 were observed through note taking, and 24 were audio recorded. In addition, each participant answered six questionnaires, and filled in learner diary pages. Also, each participant was interviewed once, and each teacher was interviewed twice. A Language Learning Strategy Instructional Program was devised and given to the participants in the experimental group. The analysis of the data showed that (1) participants had difficulties in listening, speaking, reading, and writing, (2) most participants in the control group remained with the difficulties identified in the beginning of the course and some other difficulties were identified until the end of the course, and (3) after attending the instructional program, the experimental participants had changes mainly in regard to their attitude towards English, since they became more willing to participate in class, seemed to be cheered up and to believe they could overcome their difficulties. These results suggest that the explicit teaching of language learning strategies to students with learning difficulties – in conjunction with the conscious use of these strategies either in class or in another environment (such as at home) – has a positive effect on students' learning process.

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RESUMO

INVESTIGATING THE EFFECTS OF LANGUAGE LEARNING STRATEGIES TEACHING ON THE LEARNING PROCESS OF EFL STUDENTS WITH LEARNING DIFFICULTIES

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Este estudo teve como objetivo investigar os efeitos do ensino de estratégias de aprendizagem de língua no processo de aprendizagem de seis alunos de inglês como língua estrangeira, que possuem dificuldades de aprendizagem. O estudo contou com a participação de 16 alunos: seis no grupo experimental e dez no grupo de controle. Para efetuar essa investigação, foram observadas 46 aulas de 90 minutos, das quais 34 foram observadas através de anotações e 24 através de gravação em áudio. Além disso, cada participante respondeu seis questionários e preencheu diários. Cada participante foi entrevistado uma vez e cada professora foi entrevistada duas vezes. Finalmente, um Programa de Instrução em Estratégia de Aprendizagem de Língua foi desenhado e dado ao grupo experimental. A análise dos dados mostrou que (1) os participantes apresentaram dificuldades em ouvir, falar, ler e escrever em Inglês, (2) a maioria dos participantes no grupo de controle permaneceu com as dificuldades encontradas no início do curso e, além disso, outras dificuldades foram identificadas até o final do curso, e (3), depois de participar do programa de instrução, o grupo experimental sofreu mudanças principalmente no que se refere à sua atitude diante da língua inglesa, pois se tornou mais disposto e motivado a participar em aula e também começou a acreditar que era capaz de superar suas dificuldades. Esses resultados sugerem que o ensino explícito de estratégias de aprendizagem de língua para alunos com dificuldades de aprendizagem – associado ao uso consciente dessas estratégias tanto em sala de aula quanto em outro ambiente (por exemplo, em casa) – tem um efeito positivo no processo de aprendizagem de tais alunos.

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LIST OF CONVENTIONS AND ABBREVIATIONS

- **Italics** = words in italics are those which are to be emphasized or those to which the author wants to call attention. They are titles of books (for example, *The Method of Inference in Foreign Language Study*, p. 2), important details (for example, *general learning*, p. 3, wants the readers to draw their attention to the fact that the learning is not related to a specific area of learning, such as Math).
- **Capital letters** = capital letters have a specific use in this dissertation in regard to the strategies' names. All strategies' names had the first letter capitalized.
- **LLS** = Language Learning Strategies
- **LD** = Learning Difficulties
- **LLSIP** = Language Learning Strategies Instructional Program
- [] = researcher's comments (in the transcription of data)
- ... = pause (in the transcription of data)
- **SILL** = Strategy Inventory of Language Learning

CHAPTER I

INTRODUCTION

1.1 Preliminaries

Language learning strategies (LLS) are defined in the present study as steps or actions consciously selected by learners either to improve the learning of an L2, the use of it, or both, being consciousness on the part of the learner the essential element in the use of a strategy (Cohen, 1998, p. 4).

Research on language learning strategies formally started in 1966 with the publication of *The Method of Inference in Foreign Language Study*, by Aaron Carton, in which a discrepancy in learners' propensity to make inferences and learners' willingness to take risks and their ability to make reasonable inferences were identified (Rubin, 1987, p. 19). Subsequent studies started to identify what actions were taken by "good learners" and by "bad learners" in order to learn a language, so that the LLS could be classified. In the scenario of English learning either as a foreign or a second language, these studies have demonstrated that the use of LLS aids students improve their performance in the language (Paiva, 2004; Lucena & Fortkamp, 2001; Lessard-Clouston, 1997; Varela, 1997; Yang, 1996; Dadour & Robbins, 1996; Wollstein, 1995; Oxford, 1994; Oxford, 1989, O'Malley et al., 1985; Politzer & McGroarty, 1985; Cohen & Aphek, 1980, among others).

My interest in LLS arose since I first entered an English classroom as a teacher – to meet the requirements of the practicum in the Letras Course, in 1998. During the teaching of those classes, I noticed that many students in the class did not seem to take learning English seriously and that intrigued me. After I graduated and started my teaching career, the presence of this non-commitment of learners towards learning English still haunted me. Even at home, I could experience this non-commitment, since a member of my family could not study at any costs, would struggle to learn, not only

English but also other school subjects (such as Language and Math). This fact made me decide to endeavor in this subject of the learner's role in the classroom. That was when I was first introduced to LLS. However, I was not still aware of how LLS would arise in the learners the expected commitment to learning. The answer came when I started to understand the varied reasons why some learners are seen as not committed to their learning. Two resources brought me insights on that. The first one was Ehrman's *Understanding Second Language Learning Difficulties* (1996). In her book, Ehrman demonstrates that many of the behaviors that students have inside classrooms are more related to their difficulties to learn rather than to an inherent lack of commitment or to an inherent desire of being undisciplined. That is the same subject approached by the movie *Misunderstood minds*, which led me to rethink about the learners' behavior in class. Blumenthal (n.d.) makes use of this movie to address the kind of student whom I tended to label as undisciplined and/or non-committed to learning. As she puts it, they are in regular classrooms, they struggle to learn – some have trouble reading, some can not express themselves orally or in writing, others try hard to pay attention and stay focused, and others act out and become discipline problems. The author states that these students are frequently mistaken and if their real problems with learning are not considered, these problems can have “a devastating impact on the student's self-esteem and future academic and social success” (Introduction, 2nd paragraph, 3rd line).

Adam Dunning was typed as the "good kid, but lazy student" by his teachers. Not being able to keep up with his friends, especially in reading, made Adam feel dumb and angry. Despite school tests that found him "average," by seventh grade Adam was severely behind in reading. Rather than face the daily humiliations of not being able to keep up in class, Adam started skipping school, became involved with drugs and alcohol, and eventually crashed a car he had stolen. Landing in juvenile detention for three months, Adam actually thrived academically. The small classes, individualized attention and differentiated **learning strategies were what he needed** [bold mine]. Unfortunately, once out of juvenile detention Adam's return to school was not positive. At the end of the series, Adam has dropped out of school, and is working odd jobs around town. In March 2002 Adam was arrested at a party that got out of control. Dr. Andrea Weiss who evaluated Adam when he was in seventh grade and saw him before his second arrest, presaged Adam's continued downward spiral. "When you don't give a

student what they need, the potential for falling apart and giving up is so high." (Blumenthal, n.d., The story of 5 kids, 5th paragraph)

Our classrooms are full of students and, as Blumenthal underscores, among them teachers can find other *Adams* and students with difficulties to learn. These students are not those labeled as students with special needs, because their disabilities are not so severe, thus offering them the support that APAE¹ offers their students seems to be unnecessary. Rather, they are called students with learning difficulties, that is, learners who face problems in learning, who under the appropriate intervention may get over their learning problems. It was then that I understood how LLS would help the students whom I used to label as undisciplined or non-committed to learning. My hypothesis was that LLS would assist them overcome their difficulties and thus reach more success in class, and consequently in life. Research carried out with students with learning difficulties has suggested that when these students employ learning strategies they may cope with most of their difficulties and thus achieve the success in *general learning* that they are expected to reach (Boudah and Weiss, 2002; Finlan, 2001; Sturromski, 1997; Blumenthal, n.d.; Gersten & Baker, n.d.; Lamb, Wood, Leyden & Bibby, n.d.; Lyon, n.d.)². Since LLS play an important role in the learners' language learning process and LLS assist students with learning difficulties achieve more success in general learning, the present study is based on the hypothesis that LLS affect the language learning process of students with learning difficulties. Here, students with learning difficulties are those who reported facing problems to learn the foreign language in their daily classroom routine.

¹ APAE stands for Associação de Pais e Amigos dos Excepcionais.

² These studies were mainly carried out with a focus on issues such as Math learning and L1 learning rather than with a focus on L2/EFL learning.

1.2 Statement of the Problem

Some studies in Brazil touch upon a problem that has surrounded our schools: school failure (Carneiro, 2002; Zucoloto, 2001; Souza, 2000; Bazi, 2000; and Bispo, 2000), and most of them relate school failure to learning difficulties. Although these recent studies have considered learning difficulties, it is my belief that teachers, in general, may not consider students' misbehavior or dearth of success in class as signs of learning difficulties, just as I did not use to. Students with learning difficulties – who at times do not know what way to take to study vocabulary, or to keep their attention held at what is important in class, and are not able to develop their own strategies to reach success in learning – may be simply coined as bad or unsuccessful learners. This action of categorizing is not bad itself, since it demonstrates that teachers are aware of their students' performance; it also demonstrates that teachers can assess to what extent their students are learning. Nevertheless, as Moura (1992, p. 3) puts it, although teachers are able to group their students into bad or good learners, teachers usually and unconsciously tend to favor the good students, by segregating the ones under the “bad learner” label. My position is that if teachers are aware that in their classrooms there is the presence of “bad learners” (to whom I refer as students with learning difficulties), they can do more than simply labeling. They can help these students overcome their difficulties, since most teachers want their students to learn. In addition, if LLS show to be effective to language learning students with learning difficulties, teachers will then have a tool with which to assist their students.

1.3 Objective and Research Questions

The present study aimed at investigating whether the teaching of LLS has an effect on the learning process of L2 learners with learning difficulties. It did not set out to investigate the causes of learning difficulties in each student, although their difficulties were considered and addressed. I observed 46 90-minute classes, of which

34 were observed through note taking, and 24 were audio recorded. In addition, each participant answered six questionnaires and filled in learner diary pages. Also, two interviews were carried out with each teacher and one interview with each participant. I devised and gave a Language Learning Strategy Instructional Program (LLSIP) to the participants in the experimental group. These procedures served as a basis to answer the research question that guided this study: *What are the effects of the teaching of language learning strategies on the learning process of L2 learners with learning difficulties?*

1.4 Relevance of the Study

Although studies on LLS abound in the literature, not many of them address the use of LLS by students with learning difficulties. Studies deal either with the use of LLS or the explicit teaching and use of LLS for L2 learners in general, in order to investigate either strategy use or the effects of instruction on students' performance or the frequency of strategy use, with focus on one specific skill. These studies are consistent with the present investigation in providing instruction in the use of strategies. However, the focus of this work is not only on specific skills, but also on the students' output as a whole, that is, their learning process. The target here was on students' output (their performance) after they had received explicit strategy instruction. Therefore, the results in this case would, first of all, significantly corroborate the idea that LLS may aid learning in the many skills involving language learning.

While in many studies students received strategy instruction regardless of being successful or unsuccessful in learning, the present study focused on students whose learning was not so successful if compared to others who belonged to the same group, that is, students who reported having learning difficulties. To the best of my knowledge, the studies involving learning difficulties, LLS and L2, and those which were carried

out in countries other than Brazil are not of easy access. The articles available that review the results of some of these studies underscore the positive effects that learning strategies in general (not *language* learning strategies) have over learners' learning difficulties. The only study carried in Brazil on the subject is the one conducted by Sardo, Oliveira and Ostroski (2001). This survey shares the same focus of their research. However, it differs from that study in the number and variety of instruments used as well as in its interventionist nature. The second significance of this work may be to provide more feedback on the relationship between LLS and learning difficulties.

A third relevance is that its results may instigate teachers who have access to this thesis to look at their students with different eyes, by seeking to understand what lies beneath their students' performance in class, be their performance successful or not. Oxford (1996), in light of some studies, asserts that, before strategy instruction for students can occur, strategy instruction for teachers is often necessary. The results of this thesis may also motivate teachers to seek continuum education, mainly in the area of LLS and L2/EFL learning in order to better help their students.

Finally, the results of the present study may cause the participating students, as well as those who read this thesis, to have the desire to be introduced to LLS and master their strategy use, as a way to lead them to learning without much struggling. They will then believe that learning is possible despite their difficulties and limitations.

1.5 Organization of the Thesis

The thesis is organized into five chapters. This chapter (Chapter 1) briefly introduced the thesis by stating the problem, the objective and research questions, and the relevance of the study. Chapter 2 defines LLS, and learning difficulties. In addition, it reviews some relevant studies on the subject of LLS and language learning, and also some studies that investigate the relationship between LLS and learning difficulties. Chapter 3 describes the context, participants and the objective of the study. Moreover, it

includes the procedures and instruments of data collection, and explains the method adopted for the analysis of the data. Chapter 4 contains the analysis of the data itself and the discussion of the results. It includes information on the participants' learning difficulties and learning styles, their previous knowledge about LLS, and the changes identified in the experimental group. It also discusses the effects of the teaching of LLS on the learning process of the participants. Finally, Chapter 5 brings a summary of the findings, the limitations of the study, suggestions for further research, and discusses some pedagogical implications.

CHAPTER II

REVIEW OF LITERATURE

Research about language learning strategies (LLS hereafter), especially with focus on the gains that LLS can bring to performance, has been carried out in the last three decades (Paiva, 2004; Lucena & Fortkamp, 2001; Lessard-Clouston, 1997; Varela, 1997; Yang, 1996; Dadour & Robbins, 1996; Wollstein, 1995; Oxford, 1994; Oxford, 1989, O'Malley et al., 1985; Politzer & McGroarty, 1985; Cohen & Apeh, 1980, among others). This chapter defines LLS and includes some relevant studies on LLS and language learning. Learning difficulties are defined and some studies which investigate the relationship between LLS and learning difficulties are also reviewed. The chapter is organized into five sections. Section 2.1 includes some definitions of LLS, their features and classification. Section 2.2 brings the definition and classification of learning difficulties. Section 2.3 reviews some relevant studies on LLS carried out in Brazil and in other countries. Section 2.4 analyzes some articles and studies involving learning difficulties and LLS in the L2 learning context. Finally, section 2.5 briefly summarizes the chapter.

2.1 Language Learning Strategies

2.1.1 Language Learning Strategies Defined

When reviewing the literature on LLS, one can find different terms used to describe the concept of the word *strategy* (Cohen, 1998, p. 3); thereby, adopting one of them or reaching a consensus on the most appropriate term may be somewhat difficult. According to Lucena & Fortkamp (2001, p. 89) some of the most common terms are: *techniques, tactics, potentially conscious plans, cognitive abilities, language processing*

strategies, and *problem solving procedures*. Cohen (1998, p. 9), in a discussion about the most prominent terms in the LLS literature, includes the terms *strategies*, *substrategies*, *tactics*, and *move*. Determining which term better represents the action implied by the term itself is somewhat relative. Thus, as Cohen (1998, p. 10) proposes, a good option would be to refer to all of these terms simply as *strategies*, bearing in mind that there is a continuum from the broadest (strategy) to the most specific (strategy). In the present study, Cohen's suggestion is followed, and hence the term strategy – as opposed to techniques, tactics, and the like – is adopted.

There is a discussion among researchers about the boundaries and differences between skills and strategies. Alexander, Graham and Harris (1998) argue that the difference lies in the automaticity of performance and in learner awareness or intentionality (p. 135). They state that *skills* are procedures that have been routinized (automatized), habits of performance, or actions that a learner typically takes, while *strategies* are actions taken when the skill is not enough – that is, when learners encounter difficulties or gaps in performance which can not be surpassed by their automatized procedures, strategies come into play (p. 135).

Language Learning Strategies are defined by Oxford (1994) as “specific actions, behaviors, steps, or techniques students use – often consciously – to improve their progress in apprehending, internalizing, and using the L2” (p. 1). She points out that appropriate LLS are those which lead learners towards communicative competence³, enabling, encouraging, and giving them the necessary tools to develop such competence within an L2 (Oxford, 1989). O'Malley and Chamot (1990) define LLS as special thoughts or behaviors that learners use to “help them comprehend, learn, or retain new information” (p. 1). In the present study, I adopt the definition suggested by Cohen (1998, p. 4), who proposes a broad definition of strategies that embraces both second language learning strategies – which are used to aid learning a given language – and

³ Oxford (1989) defines *communicative competence* as the ability to communicate, either by using spoken or written language. She underscores that communication does not occur only by means of speech, but also of gestures, facial expressions, and the like (p. 7).

second language use strategies – which are used to aid using a given language – as steps or actions consciously selected by learners either to improve the learning of an L2, the use of it, or both, being awareness the essential element in the choice to use strategies.

2.1.2 Features of Language Learning Strategies

Oxford (1989, p. 9) mentions the following features of LLS: 1) they “contribute to the main goal” of studying an L2 (reaching communicative competence); 2) they “allow learners to become more self-directed” in their learning; 3) they “expand the role of teachers”, since learners get more involved with their learning; 4) they “are problem-oriented” (that is, they come into play when a problem appears); 5) they “are specific actions taken by the learner”; 6) they “involve many aspects of the learner” other than the cognitive one; since language learning is indisputably an emotional and interpersonal process, LLS are not restricted to cognitive functions, but are expanded to affective, social and metacognitive ones; 7) they “support learning both directly and indirectly”; 8) they “are not always observable”; 9) they “are conscious”; 10) they “can be taught”; 11) they “are flexible”; and 12) they “are influenced by a variety of factors”, such as degree of awareness, stage of learning, task requirements, teacher expectations, age, sex, nationality and ethnicity, general learning style, personality traits, motivation level, and purpose for learning an L2 (p. 9).

Feature 9, which states that LLS are conscious, has been a focus of discussion among researchers. For Cohen (1998), the definition of strategy is linked to the notion of consciousness, but he himself considers this a “controversial issue” (p. 4). He stresses the “absence of consensus as to whether strategies need to be conscious in order for them to be considered strategies” (p. 10). When discussing this matter, he cites some studies, which are summarized in Table 1.

Table 1: Studies on conscious use of LLS cited by Cohen

Researcher	Case study findings	Arguments
Bialystok (1990)	Young children behaving strategically without being conscious of their strategizing.	Children, especially young ones, are not capable of describing their strategy use.
Chamot (1996) Chamot et al (1996)	Young children were not only capable of describing their strategies, but also improved their performance as a result of the training that they received.	

The studies show two opposing situations: one in which young children were not able to report on their use of strategies, and the other in which young children were able to report on their strategy use. It was not specified, however, whether the first group of young children (in Bialystok's study) received LLS instruction, as did the second (in the study by Chamot et al.). Considering the assumption that receiving LLS instruction makes it easier to report on the use of strategy, this piece of information (LLS use) would be crucial for the comprehension of the discrepancies between the two studies.

A prior study conducted by O'Malley, Chamot, Stewner-Manzanares, Kupper, and Russo (1985) with a sample of 70 beginner and intermediate ESL students in three high schools found that both beginners and intermediate-level ESL students were able to describe their use of a wide range of LLS with specific language tasks, even though they had not received strategies training.

According to Cohen (1998, p. 11), there has been a discussion on the role of consciousness in L2 learning which would suggest a useful terminology for this issue, which is (1) *focal attention* and (2) *peripheral attention*. In both focal and peripheral attention, when asked, students are able to report what they have just done. An example to illustrate this is the following: while reading a text full of references to authors in parentheses, the learner can skip what comes in parentheses in order to read only the text content information. Cohen (1988) remarks that, if the learner is capable of reporting, upon request, the reason for taking that action while reading (focal attention) or after reading it if asked (peripheral attention), the action taken is considered a strategy. However, if the definition of strategy taken into consideration is that of a conscious action taken by the learner (with the use of peripheral attention), the action

taken would not be considered a strategy, since it was not consciously selected at the moment the action was being taken. Cohen cites Ellis (1994, in Cohen, 1998), who claims that a strategy becomes a process once it becomes automatized, that is, it is not describable any more. Nevertheless, there is no mention to this happening the other way round, that is, a process becoming a strategy. Considering feature number 8 (LLS are not always observable), it could be argued that consciousness is an aspect needed in order to apply the strategy, but not essential to its existence, and being a product of description would have something to do with the degree of observability of LLS. Moura (2002, p. 31) argues that learners at times make use of strategies even though they do not realize it. Nevertheless, discussion on this topic has not led to a consensus, and more research is needed on the relationship between consciousness and learning strategy use.

2.1.3 Language Learning Strategies Classified

While there exist several models for the classification of LLS (Weinstein and Mayer, 1986; O'Malley & Chamot, 1990), Oxford (1989, p. 16) systematically arranges the actions taken by learners which are found in the literature into 2 broad categories, each further subcategorized as follows:

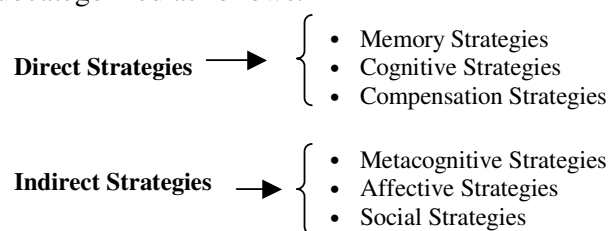


Figure 1 – Direct and Indirect Strategies (adapted from Oxford, 1989, p. 16)

Direct strategies are those that directly involve the L2, all of them requiring mental processing of the language. This mental processing, however, takes place in different ways and for different purposes in each of the subcategories (Memory, Cognitive, and Compensation strategies). Memory strategies, such as Grouping or Associating, have the highly specific function of helping students store and retrieve new

information. Cognitive strategies, such as Repeating or Recombining, make learners capable of understanding and producing new language by many different means. Compensation strategies, such as Guessing or Using synonyms, allow learners to use the L2 even when there are large gaps in knowledge.

Indirect strategies are those that involve the management of learning, by giving it a focus, organization, and guidance, and by checking and correcting it. They coordinate the learning process (Metacognitive strategies), regulate learners' emotions (Affective strategies), and are involved in learners' interactions with others (Social strategies).

All the LLS categories, as seen by Oxford (1989), can be applied to the four language skills: listening, reading, speaking, and writing. To illustrate this classification, Tables 2, 3, 4 and 5 bring some strategies classified into each of the four skills⁴.

Table 2: Instances of strategies for listening

Strategy category	Strategy set	Strategy
Memory	Creating mental linkages	Grouping
Cognitive	Practicing	Repeating
Compensation	Guessing intelligently	Using linguistic clues
Metacognitive	Centering your learning	Overviewing and linking with already known material
Affective	Lowering your anxiety	Using progressive relaxation, deep breathing, or meditation
Social	Cooperating with others	Cooperating with peers

Table 3: Instances of learning strategies for reading

Strategy category	Strategy set	Strategy
Memory	Creating mental linkages	Grouping
Cognitive	Practicing	Recognizing and using formulas and patterns
Compensation	Guessing intelligently	Using linguistic clues
Metacognitive	Centering your learning	Paying attention
Affective	Lowering anxiety	Using music
Social	Empathizing with others	Becoming aware of others' thoughts and feelings

Table 4: Instances of strategies for speaking

Strategy category	Strategy set	Strategy
Memory	Creating mental linkages	Placing new words into a context
Cognitive	Practicing	Recognizing and using formulas and patterns
Compensation	Overcoming limitations in speaking and writing	Using mime and gesture
Metacognitive	Arranging and planning your learning	Seeking practice opportunities
Affective	Lowering your anxiety	Using laughter
Social	Asking questions	Asking for correction

⁴ To view the complete classification, please refer to Appendix 19.

Table 5: Instances of strategies for writing

Strategy category	Strategy set	Strategy
Memory	Creating mental linkages	Placing new words into a context
Cognitive	Creating structure for input and output	Summarizing
Compensation	Overcoming limitations in speaking and writing	Selecting the topic
Metacognitive	Evaluating your learning	Self-monitoring
Affective	Encouraging yourself	Making positive statements
Social	Cooperating with others	Cooperating with peers

Tables 2, 3, 4, and 5 show a categorization of the strategies into (1) memory strategies, (2) cognitive strategies, (3) compensation strategies, (4) metacognitive strategies, (5) affective strategies, and (6) social strategies. The same strategies are also categorized according to their purpose, organized in *strategy sets*. Note that one singular strategy can be used in different skills but will always belong to the same strategy set (for instance, Grouping).

Classifying LLS according to their purpose is another issue under debate among researchers. Cohen (1998) supports the idea that, although a single strategy can have many functions, one of those functions may work as a main function. For present purposes, the selection of the strategies taught were also based on the difficulties with reading, writing, listening and/or speaking reported by the participants.

2.2 Language Learning Difficulties

In the literature, terms such as *unsuccessful learners* (Vann & Abraham, 1990; Wollstein, 1995), *bad learners*, *less competent learners*, and *less successful learners* (Rubin, 1981) are used to refer to learners who face difficulties with the learning of a foreign or second language and, thus, do not reach the rate of success they are expected to achieve in the learning process. Here I chose to refer to those students as learners with learning difficulties, considering their difficulties to learn.

Ehrman (1996) points out that, during the past years of her professional life, many references of students (in over 60 languages), who are having learning difficulties, have

been made. For her, “students are often referred when the teachers and supervisors are not able to look beyond the ‘presenting problem’, for example, emotional outbursts or learning blocks, to find an underlying cause or set of causes” (p. xi). When a language teacher has to deal with that, she suggests that being a good listener is helpful: “my role is to listen to the student and then help the language section do the same” (p. xi). Boudah and Weiss (2002) state that the causes of learning difficulties are still uncertain, and agrees with Lerner (1997, p. 4) who asserts that learning difficulties may appear in all cultures, nations, and language groups. For Ehrman (1996), most of the difficulties stem from: 1) mismatches of student learning styles or patterns of abilities and the teaching methodology; and 2) causes that involve cognition, personalities, and feelings. Ehrman (1996) says that the probable solution for the difficulties is teaching through a manner that is “student driven”, not “methodology driven” (p. xii).

The question of what a learning difficulty is may not be simple to answer. Some of the terms that refer to the difficulties encountered by individual learners are *language acquisition issues*, *learning disability* (Litt, n.d.), and *learning difficulties* (Adoniou, n.d). However, it may be the case that there is a difference between the terms *learning difficulty* and *learning disability*. According to Erhman (1996, pp. 262-263), a learning disability is a dysfunction in one of the mechanisms of learning that occurs in the brain, that is, a learning disability is a learning problem that is related to the brain. She adds that a learning disability refers to learning as a process and students’ with learning disabilities will not improve; moreover, their problems may not disappear under appropriate language instruction. In contrast, a *learning difficulty* may not interfere with learning, and when it markedly does, it may be a learning disability. *Learning difficulties* refer to the language, and errors in the student’s oral skill may not only improve over a period of time, but also be eliminated under appropriate language instruction.

According to the NSW Regional Disability Liaison Office⁵ (1999), the distinction between the two terms lies on the fact that each term carries a framework that makes them different from each other. One of the differences is the result of effective education intervention of academic skills. This intervention may result in a change in the academic achievement of an individual with learning difficulties whilst it will minimally affect individuals with learning disabilities. Another difference is that learning disabilities remain even after the individual receives LLS support and this educational intervention (they are a lifelong condition), while learning difficulties tend to be minimized.

The Queensland School Curriculum Council (2001, pp. 1-2) also acknowledges the distinction between the two terms. They list the characteristics for students with learning difficulties and for students with learning disabilities. Students with learning difficulties may (1) “exhibit frustration, anxiety or tenseness”, (2) “not volunteer” or take risks, (3) “give up easily”, (4) “like structure and few surprises”, (5) “need time to process information and requests”, (6) misperceive stimuli and thus “misunderstand instructions” and are unaware of their own mistakes, (7) “have perception difficulties”, (8) “have poor handwriting because of poor visual perception and/or motor integration skills”, (9) “have spatial problems”, and (10) lack the ability to “read well out aloud” (pp. 1-2). They also underscore that students with learning disabilities may be those whose learning difficulties have persistent long-term needs in the areas of literacy, numeracy, and/or learning how to learn, because of the neurological basis of their difficulties. Also, their difficulties may inhibit their learning at school.

However, Ehrman (1996, p. 263) states that this distinction is not exact. That may be the reason why in some countries such as Australia, *learning difficulties* and *learning disabilities* are terms used interchangeably (NSW Regional Disability Liaison Office, 1999). Because of the nature of such a distinction, I decided to refer to all *learning*

⁵ NSW is a Universities Disabilities Co-operative Project that was set up to provide assistance to universities in supporting students with learning disabilities.

disabilities and *learning difficulties* as *learning difficulties* (LD hereafter). Silver (in Ehrman, 1996, p. 263) presents a taxonomy of the components of learning that may be affected by LD: 1) *input*; 2) *integration*; 3) *memory*; and 4) *output*. Ehrman (1996) organizes common LD based in these categories. These LD are reviewed in the next subsection.

2.2.1 Learning Difficulties Classified

According to Ehrman (1996, pp. 263-264), the senses through which learners receive input of more impact on classroom learning are hearing and sight. The LD under this *input* category (which refers to the recording of information in the brain) are (1) *visual perceptual disabilities*, and (2) *auditory perceptual disabilities*. The first refers to (a) “problems with subtle differences in position or relationships”, (b) “difficulties with depth perception”, (c) “orientation of self in space”, (d) “judging distances”, (e) “eye-body coordination”, and (f) “difficulties focusing on the most important stimulus from among many” (pp. 263-264). The second refers to the difficulty (a) in “distinguishing differences among sounds”, such as minimal pairs, and (b) in “picking out the appropriate vocal stimulus from other sounds” (p. 264). Signs of LD⁶ of these input LD are: (1) difficulty in hearing “rhyme well”, (2) trouble in “picking out appropriate auditory stimulus from others”, (3) the individual may be “perceived as not paying attention”, (4) “miss part of what is said by others”, as well as (5) have a “slow processing of sounds, words”, and “sentences” (auditory), (6) transpose and invert letters, (7) have “difficulties with copying”, (8) with “picking out the appropriate visual stimulus from others”, (9) have “problems with depth perception, judging distances”, and (10) “eye-body coordination dysfunctions” (visual) (p. 270).

Under the *integration* component, that is, the organization and comprehension of information, Ehrman (1996, p. 264) presents three LD: (1) *sequencing disabilities*; (2)

⁶ Ehrman (1996, p. 269) underscores that most signs of LD appear in most individuals, the intensity and frequency of these signs, however, are what make the difference.

simultaneous processing disabilities; and (3) *abstraction disabilities*. The first kind of LD usually appears in narratives, when handling sequences of ideas or events. Spelling problems may also be present. The second one embraces the disability of taking notes when listening to the contents of a listening exercise, for example. Abstraction disabilities refer to difficulties in “[a] making inferences, [b] appropriate categorizing, [c] seeing interrelations, or [d] going from specific to general” (Ehrman, 1996, p. 264). Signs of LD in this category are: (1) problems in “keeping things in order” (e.g., months of year), (2) problems in “doing two things at once” (e.g., listening and taking notes), (3) “difficulties with organizing work, projects, notes, life activities”, (4) “problems working with background noise” (sequencing and simultaneous processing), (5) the individual “may not understand humor”, (6) take “what is said literally”, (7) miss “nuances”, have (8) “difficulties with categorizing information and seeing interrelations”, (9) “problems with organizing activities, learned material”, and (10) “with generalizing and applying new rules” (Abstraction) (p. 270).

According to Ehrman’s classification, under the *memory* component (storage and retrieval of information), two LD are possible: (1) *short-term memory disabilities*, and (2) *long-term memory disabilities*. Short-term memory disabilities tend to appear when an unusual number of repetitions is required in order for a (language) learner to commit a new word/some new material to memory. Long-term memory disabilities can be suggested by “difficulties with [a] organized retrieval (speed, precision, and effort required), and [b] ability to transfer what is learned from the original learning context to a new one” (Ehrman, 1996, p. 265). Signs of these LD are: (1) “poor short-term auditory and visual memory”, (2) being “a quick forgetter as much as [3] a slow learner”, (4) having “difficulties memorizing facts, new terminology, etc.”, (5) having the need of “a great many repetitions”, and (6) having trouble “with transferring new information to different contexts” (p. 170).

Finally, under the *output* component (communication or use of information) two LD are possible: (1) *language disabilities*, and (2) *motor disabilities*. According to

Erhman (1996, p. 265) the first can take place either in (a) *language production* – during the use of *spontaneous language* (the individual begin a conversation, organize her/his thoughts, and gather the language needed) or under *demand conditions* (individual uses language *on-line* in a conversational setting, with little delay for mental language processing) – or (b) *reception* – which affects listening and reading (see integration and memory components in the previous paragraphs of this section). Motor disabilities refer to the difficulties with the coordination of groups of muscles, which may affect writing and speaking, for example. Signs of LD under this category may be: (1) taking “time to mentally process conversation in native language”, (2) having “pronunciation problems in the native language”, (3) having “problems with word-finding in native language”, (4) having “difficulty responding to questions in native language”, (5) having “marked dysfluency in native language conversation” (speaking and listening), (6) reading “native language slowly”, (7) having “difficulties with reading comprehension in native language” which leads “to problems with summarizing”, (8) demonstrating “persistent inaccuracies in writing the language” (reading), (9) having “severe handwriting problems” – dysgraphia, (10) demonstrating “persistent inaccuracies in writing”, (11) having difficulties “in listening and taking notes”, having (12) “difficulties with copying”, (13) “severe and persistent spelling problems in native language”, (14) difficulties with “putting ideas on paper” (writing), (15) with “physical coordination”, and (16) “with copying” (motor activity) (pp. 170-171).

Erhman (1996, p. 271) lists other signs of LD that are under a *general functioning* label. These signs are: (1) having “general abilities and language skills which are inconsistent with each other”; (2) having a “level of work that varies from day to day” (bad and good days); (3) becoming “disoriented, confusing right and left, north and south”; (4) having “difficulties remembering time”; (5) having a “negative self image” (e.g., lazy, stupid); (6) ‘switching off’ or reporting doing so; (7) having a “short concentration span”; and (8) needing “to be given information more than once” (p. 171).

In the present study, I attempted to identify these signs of LD in students who reported and were identified as having LD, in order to verify whether the instruction on LLS would have any effect on their learning process.

2.3 Studies on LLS

Research on LLS comes from a shift in an orientation from behaviorist to cognitive theories of learning (Weinstein & Mayer, 1986). Taking into consideration that the learning of an L2 is a complex cognitive skill (O'Malley & Chamot, 1990, p. 19), and that LLS are not always observable (Oxford, 1989), some techniques have been developed for eliciting thought processes through learner reports. Cohen (1987, pp. 83-86) distinguishes between three kinds of reports: self-reports, self-observations, and self-revelations. *Self-reports* are those in which the learners describe their learning behavior in general, with generalized statements. *Self-observation* refers to a review of specific language behavior and is classified by Cohen in two types: *retrospective reports*, which takes place right after an activity, and *self-observation (itself)*, which takes place after a delay of a few hours, days or weeks. *Self-revelation* refers neither to a description of general behavior nor to specific ones, but to thought processes reported in a series of think-aloud protocols while the learner carries out a task. These learner reports may be helpful in discerning processes that would not necessarily be detected by the human eye (Naiman et al., 1978), mainly when used concurrently with other records of behavior (videotaping, tape-recording, note taking). In this study I decided to use the retrospective self-observation report, in the form of learner diary pages, to identify the participants' strategy use.

Oxford (1996) brings a summary of what has been learned about LLS around the world. She points out that, although advantages and disadvantages exist for each kind of assessment technique (such as the ones described in the previous paragraph), not all of them are useful in every culture (mainly think-alouds, questionnaires, and group

interviews). She remarks that strategy questionnaires and observations seem to be the most neutral assessment techniques in terms of cultural aspects. As Oxford (1996, p. 247) sees it, diaries – whereas guided/structured – and computer tracking – since it is unobtrusive – are also effective tools.

Regarding the period of time spent on LLS instruction, Oxford (1996, p. 248) argues that more possible timeframes exist for teaching learners to improve their LLS than it had been reported in the past. To illustrate, she comments that some researchers prefer long-term Learning Strategy Instructional Programs (LSIP) with gradually increasing awareness and control (such as Chamot and colleagues), while others (like Robbins, Park, Dadour, and Yang) would rather carry out short-term LLSIPs.

According to Oxford (1996, p. 248), lesson plans used in strategy instruction can be teacher-led or student-led, but all in all, lesson plans need to be devised for ordinary language learning tasks and must contain explicit discussion, modeling, practice, evaluation, and transfer of learning strategies. The selection of LLS might be influenced by the TL (target language) and by the L1. With regard to awareness, she asserts that the levels of consciousness – awareness, attention, intention, and control – are directly related to strategy instruction. Regarding the question of whether LLS should be taught or not, Oxford, in light of some studies, alerts that before strategy instruction for students can occur, strategy instruction for teachers is often necessary. The LLSIP that I devised for the purposes of this study attempted to comprise tasks which enabled explicit discussion, modeling, practice, evaluation, and transfer of LLS.

Little research on the importance of explicit instruction of LLS to individuals with LD has been carried out in the last decades. Boudah and Weiss (2002) state that the “best instructional practices for students with LD include direct instruction of specific skills and learning strategy instruction” (Best practices, 1st paragraph), since this kind of instruction provides appropriate modeling, practice as well as strategies to be used in varied situations, inside or outside classrooms. The following subsections review both studies that deal with LLS and studies that involve both LLS and LD.

2.3.1 Studies on the effects of strategy use and instruction in countries other than Brazil

There is a range of studies that correlate strategy use with measures of language proficiency and language gains. For instance, a study carried out by Politzer and McGroarty (1985) investigated the linguistic gains of 37 Asian and Spanish students enrolled in an intensive eight-week ESL course in preparation for graduate study in the US. The participants were given a self-report questionnaire made up of 51 “yes/no” questions in order to report strategy use. Reported strategy use was correlated with pretest and posttest scores of oral comprehension, grammar, and communicative competence. Results showed that improvement in the oral comprehension test as well in grammatical knowledge had considerable positive associations with the strategies used, such as saying the correct form silently when one had made an error, asking the teacher for confirmation of grammatical correctness, using list of cards to study vocabulary words, and practicing words or sentence constructions in class. It was also found that, depending on the level of proficiency and frequency of use, (1) a strategy might have a negative output – for example, the use of the strategy of Avoiding Association With the Native Language showed to be negative for the students who used it, while students who made associations with their native language had more gains in their performance – (2) there might be strategies for specific skills – that is, a strategy which well serves the purposes of listening and that may be of little, if any, help for speaking, for example – and (3) cultural background has a great deal to do with the choice of learning strategy.

O’Malley et al. (1985a, in Varela 1997) and Vann and Abraham (1990) propose that the inappropriate use of strategies may lead to ineffective learning. A study carried out by Patron and Waxman (1988) adds support to this idea. These researchers correlated positive and negative actions taken by 82 third-, fourth-, and fifth-grade Hispanic ESL students with successful results in reading comprehension tests. Instruments used were The Stanford Diagnostic Reading Test and a Reading Strategy Questionnaire (comprised by 14 items: seven positively associated with reading

achievement, and seven negatively associated with reading achievement). The study revealed that participants' strategy use is either positively or negatively related to reading achievement. Strategies such as Saying the Main Idea Over and Over and Thinking About Something Else While Reading hindered participants' reading comprehension, which led to ineffective reading, while others, such as Self-generated questions, aided reading comprehension.

Regarding interventionist LLS studies, that is, studies in which LLS are taught to participants, O'Malley and Chamot (1990) pose that, compared to research carried out on instruction of LLS in L1 settings, research on LLS in the L2 still has a number of shortcomings. For instance, no studies in L2 acquisition in which LLS have been trained with integrative language skills have been done; there are few studies on the effects of strategy instruction; few of the L2 acquisition studies have been performed in real classroom-size groups; some have only concentrated on isolated strategies instead of on combinations of strategies, and most have also concentrated on a single set of tasks presented immediately after training. One study conducted by Chamot and Rubin (1994) emphasizes the importance of the teaching of a combination of strategies. Their study suggested that the effective management of a repertoire of strategies may lead to improved performance rather than the teaching of isolated strategies. More recently, Varela (1997), in her review of literature, seeking for studies which quantify the effects of strategy training on learning, mentions that there are few studies which have examined the effects of strategy training on L2 settings. In addition, she states that a portion of those studies fails to quantify the effects of LLS training, for they rely on learners' reports of the benefits of strategy instruction for learning. The next paragraphs review some relevant interventionist LLS studies.

There is some empirical justification for the claim that the use of strategies such as Making Associations aids recall of new vocabulary words, as the study conducted by Cohen and Apeh (1980) demonstrates. Twenty-six adult learners of Hebrew as an L2 were first administered a Baseline Measure of Hebrew Vocabulary and Reading

Comprehension, and then given instruction on how to learn second language vocabulary through the aid of associations. They were given a List of Associations, a reading passage from which they should select 20 words to be learned, and Hebrew Word Lists. It was found that the use of associations aided recall. However, it may be that this finding was not decisive since the study had no control group that had not received instruction on associations.

One interventionist study (O'Malley et al., 1985) – involving strategies and listening, vocabulary and reading skills – was conducted with a sample of 75 intermediate level ESL students from three high schools⁷, 27 receiving training in a combination of metacognitive, cognitive, and social-affective strategies (metacognitive group), 26 receiving training in cognitive and social affective strategies (cognitive group), and 22 receiving no training (control group). The training consisted of 8 daily 50-minute sessions, within two weeks, which were preceded by a full 50-minute period for pre-testing and followed by another for post-testing. The analysis showed mixed findings: (1) the treatment groups achieved gains, though their scores failed to reach significance in the listening test, and (2) both groups receiving treatment improved significantly their speaking in the speaking test. This study demonstrates that strategy instruction can be successfully implemented in a natural teaching environment with L2 learners for listening and speaking tasks. Although the authors state that less competent learners can benefit from the use of LLS, it seems that O'Malley et al.'s study (1985) dealt with *regular* learners, who could either be seen under the label of competent or less competent learners or learners with little, if any, LD. Their work suggested that being the listening task too difficult, LLS would offer little help, which was of little significance. Moreover, the training was maximally comprised by three LLS (metacognitive group: 3 strategies; cognitive group: 2 strategies), which limited students

⁷ There were also 22 teachers participating in the study. The teachers were responsible for providing instruction to the students.

with different learning styles in choosing the LLS which would best benefit their language learning.

With regard to interventionist studies involving speaking strategies, one such study (Dörnyei, 1995) was conducted with a sample of 109 Hungarian secondary school students of English as an L2, who were assigned to three groups: 1 experimental ($n = 53$) and 2 control groups (No-Treatment Group – $n = 24$; and Conversational Training Group – $n = 32$) (Dörnyei, 1995). The treatment consisted of a period of six weeks, and the program was embedded in the learners' official secondary school English Course. The training provided direct instruction in three strategies: (1) Topic Avoidance and Replacement, (2) Circumlocution, and (3) Using Fillers and Hesitation Devices. All the participants took a written and an oral test before the program and another oral test after six weeks. The elicited speech was recorded and transcribed. The treatment group also filled out a questionnaire assessing how interesting and useful they had thought the instruction to be. It was found that (1) the effectiveness of the training is unrelated to the student's competence; (2) the experimental group enhanced their quality of word definitions, while the control groups' quality of word definitions decreased; (3) the experimental group used more circumlocution and fillers, while the control groups did not; (4) the experimental group's speech rate increased significantly, the conversational training group also had a meaningful increase, while the no-training group had no increase in the speech rate. The conclusion was that the teaching of communication strategies is significant. One shortcoming of this study is the focus on only three communication strategies.

Another study on the speaking skill was conducted on the effects of strategy instruction on oral communication classes for 122 first-year and fourth-year university prospective English teachers studying at the Damielta Faculty Education, in Egypt (Dadour & Robbins, 1996). The participants were divided into four groups: 2 control groups, and 2 experimental groups, who received 15 three-hour sessions of strategies instruction. Four instruments were used: (1) the EFL Teacher's Speaking Skills

Inventory, (2) the CLEAR Oral Proficiency Exam, (3) the SILL, and (4) the Style Analysis Survey. Results showed that the Strategy Instruction Course given significantly affected the speaking performance and frequency of strategy use of the students in the experimental group regardless of proficiency level and gender. This study supports the idea that a well-structured LSI course can have a positive effect on oral communication and on the use of strategies of all kinds, as well as reinforces the teachability of LLS.

Departing from the premise that teaching learners how to learn is crucial, Yang (1996) attempts to investigate how EFL students improve their use of LLS through awareness-raising in group interviews and informal learner instruction. The participants in this study were 68 college students from two freshman English classes at two major Taiwanese universities. They answered a questionnaire at the beginning and at the end of the semester, and were interviewed in small groups about their use of strategies during the semester. Results show an increase of strategy use for cognitive and memory strategies, since students' increased awareness resulted in greater use. Yang (1996) also argues that the interview provided learners with an important opportunity to focus not only on language but also on the learning process itself. One shortcoming of this study is that it did not have a comparison group to assure that the increase in the strategy use was due to strategy instruction.

Varela (1997) conducted a study to investigate the effects of learning strategy instruction on English language learners' planned oral academic language in an English as a Second Language (ESL) science class. Participants were two teachers and 41 students from different grades (six, seven, and eight) in an intermediate level of English language instruction. The learner participants were assigned to two groups: experimental (20 students, who received explicit instruction on the use of Grouping, Selective Attention, Cooperation, Note-taking, Self-assessment, and Self-talk), and control (21 students, who had unguided practice of contents). The instruments used were (1) a videotaped student oral report and (2) the corresponding rubric for rating the

report, (3) an interview for eliciting student LLS use, (4) learner diaries, and (5) a teacher journal. Results show that the experimental group increased the reported use of strategies significantly, orally outperformed the control group, and significantly improved their oral presentations, and therefore suggest that it is feasible and beneficial to implement LLS instruction in ESL content classrooms in order to prepare learners for a more successful performance in academic language tasks.

Cohen, Weaver and Li (1998) conducted a study on the impact of strategy-based instruction on speaking a foreign language for 55 students from intermediate level foreign language classes at the University of Minnesota, with the participation of six teachers. Participants were assigned to a comparison group (7 advanced intermediate French students⁸; 11 intermediate French students; and 14 intermediate Norwegian students), who followed the syllabi, and an experimental group (7 advanced intermediate French students; 11 intermediate French students; and 5 intermediate Norwegian students), who received instruction in LLS (in a broad range, with emphasis on strategies for speaking), incorporated in the regular class activities. The instruments used were the SILL (The Strategy Inventory for Language Learning), a speaking task battery, strategy checklists, and verbal report protocols. Results showed that strategy-based instruction makes a difference in speaking performance since participants in the experimental group outperformed the comparison group in specific tasks. However, results also revealed that some resourceful learners who did not receive explicit strategy instruction could utilize strategies effectively. The study in point had some drawbacks, such as emphasis on the *frequency* instead of emphasis on the *successful* use of strategies, and the instruments (Checklists and the SILL) used gave the comparison group suggestions for the use of strategies.

Two more recent studies also highlight the importance of including LLS instruction and LLS awareness-raising into regular classes, even though they do not

⁸ *Advanced Intermediate* was used by Cohen to describe the level of those students. They were in their sixth academic quarter or 10-week class of French (Cohen et al., 1998, p. 115).

include LLS instruction in their study. The first study is the one conducted by Sheorey and Miokhtari (2001) on the differences in the metacognitive awareness of reading strategies among 150 native and 152 non-native readers, studying in the United States. The instruments used were the SORS (Survey of Reading Strategies) and a background questionnaire. The study concludes that it is important for native and non-native readers to be aware of the significant strategies proficient reading requires, and supports the idea that it is important to integrate (metacognitive reading) strategies instruction within the overall (reading) curriculum. The second study was conducted by Derwing and Rossiter (2002) on learners' perceptions of both their pronunciation difficulties and the strategies that they use to overcome communication problems and to convey their messages, with a sample of 100 adult ESL learners from 19 different native language groups. Participants were interviewed over a period of six weeks about the difficulties they had in pronunciation and the actions they would take to overcome those difficulties. The strategies reported were: Paraphrasing, Self-Repetition, Writing/Spelling, Volume Adjustment, Speaking Clearly, Slowing Speech Rate, Calming Down, Miming, and Asking for Help. The participants reported that difficulties were in pronunciation and/or language. It was suggested that the inclusion of global strategies (Voice Quality, Stress, Intonation, Rhythm, Body Language, and the like) in both pronunciation classes and general language instructions is desirable and may aid students become more capable of overcoming their pronunciation difficulties, and thus of enhancing their speaking ability.

2.3.1.1 Conclusion

The studies summarized in the previous subsection (Derwing & Rossiter, 2002; Sheorey & Miokhtari, 2001; Cohen et al, 1998; Varela, 1997; Dadour & Robins, 1996; Yang, 1996; Dörnyei, 1995; Patron & Waxman, 1988; Politzer & McGroarty, 1985; O'Malley et al, 1985; Cohen & Aphek, 1980) deal either with the use of LLS or the explicit teaching and use of LLS for L2 learners in general, in order to investigate either

strategy use and the effects of instruction on students' performance or the frequency of strategy use, with focus on one specific skill. These studies are relevant to the present study in that they provide instruction in the use of strategies. However, here the focus is not only on a specific skill, but also on the students' learning process and on students' performance after they have received explicit strategy instruction. While in the reviewed studies students received strategy instruction regardless of being successful or unsuccessful in learning, this work focused on students whose learning is not so successful if compared to others who belong to the same group, that is, on students who reported having LD. Subsection 2.4 reviews some studies that are consistent with the last specificity.

2.3.2 Brazilian studies on language learning strategies

While studies about LLS formally started in 1966 (Rubin, 1987, p. 19), it was only in 1980, according to Moura (1992), that studies in this respect had their starting point in Brazil. Moura emphasizes that those studies were attained to specific areas, such as reading. Since then, the production of studies focusing on reading strategies has abounded (Oliveira, 2002; Gentil, 2001; Lima, 2000; Donato, 1999; Maes, 1999; Matos, 1999; Retorta, 1996; Amorim, 1994; Freitas, 1992; Grigoletto, 1987). These studies have investigated the facilitative effects of the Verbal Imagery Mnemonics and the Guessing from Context strategies on the retention of vocabulary and reading comprehension in public schools (Donato, 1999), the teaching and use of reading strategies in public schools in Florianopolis (Maes, 1999), and the use of metacognitive strategies for the identification of the main idea in expository texts in both the English and the Portuguese languages (Matos, 1999), for instance.

LLS studies have also been carried out in the past 10 years in Brazil in the area of (1) vocabulary acquisition (Paiva, 2004; Laxer, 2001; Freitas, 1990), (2) speaking (Lucena & Fortkamp, 2001; Boralli, 1993), (3) writing (Ferreira, 1993; Martins, 1996),

(4) listening (Nóbrega, 1998; Cardoso, 1997), and (5) LLS use and/or frequency and learners' performance (Vidal, 2002; O'Sullivan, 2000; Conceição, 1999; Faustino, 1995; Moura, 1992), some being reviewed in the next paragraphs.

Freitas (1990) conducted a study on the LLS used for vocabulary acquisition of 33 EFL students, who were taught LLS, tested and interviewed. The analysis of the data showed that the teaching of LLS led more often to successful performance than to errors in the L2; this successful performance showed to be dependent on variables such as age, though.

Boralli (1993) investigated the communication strategies and the signals of hesitation commonly found in the speech of a group of 24 adult Brazilian EFL learners from three different institutions. Participants were tested on their oral proficiency in English, and assigned to three groups: (1) low-proficiency speakers, (2) intermediate-proficiency speakers, and (3) high-proficiency speakers. Participants in the three groups performed three production tasks (an oral description of a sequence of pictures, the retelling of a story, and the explanation of four concrete and four abstract concepts), answered a questionnaire, and were interviewed. It was found that even though those speakers basically employed the same types of strategies to overcome communicative problems, their choice of strategies varied to a small extent, whereas the frequency of strategy use varied to a large extent, according to the learners' performance – the more proficient learners were, the less frequent was their use of strategies.

One interventionist LLS study was conducted on the effects of LLS instruction in the oral performance of beginning EFL learners of a Brazilian public school, in Florianópolis (Lucena and Fortkamp, 2001). The 20 participants were assigned to an experimental group and a control group, carried out oral presentations, answered a biographical data questionnaire and a questionnaire assessing strategy use and students' attitude towards speaking English. In addition, the experimental learners received explicit LLS instruction which was embedded in their regular English classes. The analysis of data showed that both experimental and control learners improved in their

oral communication. However, this improvement was slightly better for the experimental group, who made use of additional resources during presentation and whose contents were richer. The results of Lucena and Fortkamp's study (2001) corroborates the idea that strategy instruction should be included in the classroom.

Vidal (2002) conducted a study on the correlation between reported language learning strategy use, actual strategy use and achievements, with focus on writing, involving eight Brazilian English-Portuguese majors from Universidade Federal Fluminense, in Brazil. The instruments used were (1) the SILL, (2) a battery of writing tasks, and (3) verbal protocols. It was found that reported strategy use corresponds to actual strategy use. She slightly suggested that task type has an effect on strategy use. A shortcoming is that this researcher could not count on all her data to reach a conclusion about the relation between task type and strategy use. In addition, there is no mention of whether participants were instructed on LLS. This factor would have influenced reported strategy use and actual strategy use, mainly for student 6, who was not able to report the strategies that she had actually employed.

Moura (1992) investigated the LLS employed by 10 beginner and post-intermediate-level EFL learners of low and high achievement. Besides, the study also took into account the influence of the teaching approach. The instruments used were classroom observation, audio and tape recording, transcription of data, three questionnaires, verbal reports, and school documents. It was found that the LLS used by the participants varied in number and type, not only due to the participants' level of proficiency, but also due to the teaching approaches and resources used in the classroom context.

Wollstein (1995) investigated the relationship between frequency of LLS use and the performance of 24 learners attending the Bilingual Executive Secretarial course at Universidade Regional de Blumenau. The instruments used were (1) the SILL, (2) a semi-structured interview, and (3) tasks and tests involving the four major language skills (listening, speaking, reading, and writing). The results of data analysis led to the

following conclusions: 1) even though not statistically significant, there seems to be a relationship between the learners' performance and the frequency of the strategies used; 2) metacognitive strategies were not used solely by successful learners; 3) success in performance is related to strategy choice, that is, the use of sophisticated or higher-level strategies use can lead to more successful learning. This study supports the idea that strategy training itself does not guarantee successful language learning, while training with appropriate sophisticated strategies might do so.

Paiva (1998) investigated the LLS used by individual EFL students at Faculdade de Letras of Universidade Federal de Minas Gerais (UFMG). The instruments used were written reports and the Brazilian version of the SILL. The study consisted of three phases. In the first phase, 57 participants (successful learners) answered written reports about the strategies they used to learn English, during the period from 1994 to 1996. In the second phase, the written compositions that 61 different participants (successful learners) had written about their experience as language learners were analyzed. The strategies pointed out by the second-phase participants were then listed and compared to the ones which comprise the SILL. In the third phase, the many strategies used by 58 learners of different languages (7 German, 9 French, 19 English, and 23 Spanish) were investigated. This third group was classified according to their performance in the course as successful and unsuccessful. It was found that the unsuccessful participants relied more on memory, while the successful ones showed to wisely deal with their knowledge limitations and make more use of social strategies. In addition, the results indicated that individuals learn under different conditions and forms, according to their learning styles and learning contexts. Paiva's study (1998) strengthens the idea that the teachers' role is to encourage students to take a more responsible role over their own learning, to develop effective LLS, and to become more successful and autonomous language learners.

Almeida (2000) investigated the LLS used by EFL learners leaning English through the aid of computer-based online classes. Sixteen participants attended a

computer-based online course in parallel to their regular English classes. The instruments used were online learner diaries, two questionnaires, and the researcher's field notes. The analysis of the data shows that students made use of both direct and indirect strategies; the indirect ones being used more often. It was also found that participants employed strategies other than those listed in the SILL and used varied strategies to solve a given problem. These new strategies were under the Memory, Cognitive, Metacognitive, and Affective categories.

2.3.2.1 Conclusion

The studies summarized in subsection 2.3.2 (Vidal, 2002; Lucena & Fortkamp, 2001; Almeida, 2000; Donato, 1999; Maes, 1999; Matos, 1999; Paiva, 1998; Wollstein, 1995; Boralli, 1993; Moura, 1992; and Freitas, 1990) have the following characteristics: they deal with LLS and investigate the effects of LLS over a specific skill (except for Moura, 1992 and Paiva, 1998); they do not always make use of LLSIP (except for Donato, 1999 and Freitas, 1990); they have *regular students*⁹ as participants. These studies are consistent with the present one in attempting to investigate the effects of LLS. However, as stated in subsection 2.3.1.1, the focal point of this investigation is not only on a specific skill, but the students' learning process. Additionally, it also centered on students' performance after they had received explicit strategy instruction on a combination of strategy categories. While in the reviewed studies strategy instruction was given to students regardless of their success in learning (except for Paiva, 1988, who intentionally dealt with successful students), the case here involved students whose learning is not so successful if compared to others who belong to the same group, that is, students who report having LD. The section that follows reviews some studies that include this last variable.

⁹ The authors do not classify the students under the categories "successful" or "unsuccessful" learners.

2.4 Studies on learning strategies and learning difficulties

2.4.1 In countries other than Brazil

According to Lombardi (n.d.) there are students who are able to develop their own strategies when facing a problem. In the same way, there are students who consider this cognitive process a challenge. They have to read and re-read information and they struggle to understand what is being said and do not get to retain the ideas. He cites Ellis et al. (1991), Harris (1988), and Pressley et al. (1989a) to state that the difference between these groups of students is the LLS comprehension and the use of good LLS. Vann and Abraham (1990) confirm this idea and add that less successful learners (learners with learning difficulties) lack specific necessary higher-order processes (metacognitive strategies or self-regulatory skills). Wollstein (1995) refutes this idea by arguing that although this group of learners does use metacognitive strategies, they might not use an appropriate repertoire of strategies.

A few articles about the importance of the explicit instruction of LLS to individuals with LD are available. Although it is pointed out that the use of specific LLS are negatively related to gains in performance for students with LD (Marshall, 2003, who states that intensive or systematic drill in phonemic awareness or phonetic decoding strategies may actually be harmful to dyslexic children), in other articles the opposite is declared (Sturomski, 1997¹⁰; Blumenthal, n.d.; Gersten & Baker, n.d.; Finlan, 2001; Lamb, Wood, Leyden & Bibby, n.d.; Lyon, n.d.; Modern Foreign Languages and Dyslexia: A survivors' guide to Languages and the National Curriculum, n.d.). Boudah and Weiss (2002) set forth that the “best instructional practices for students with LD include direct instruction of specific skills and learning strategy instruction” (Best practices, 1st paragraph), since this kind of instruction provides appropriate modeling, practice, as well as strategies to be used in varied situations, inside or outside classrooms.

¹⁰ Sturomski (1997) reviews a considerable number of articles which pose that learning strategies do aid students with LD learn how to overcome their difficulties.

The ERIC¹¹ Clearinghouse on Disabilities and Gifted Education (2003) holds that students with LD face some organizational problems when assigned homework. Those students usually need help in (1) identifying a location for doing homework that is free of distractions, (2) having material available and organized, (3) allocating enough time to complete activities and keeping on schedule, (4) checking assignments for accuracy and completion, (5) turning in completed homework on time, and the like. It seems that receiving this organizational support (Organizing strategy by means of a *homework planner*¹²) might allow these learners to effectively do their homework and thus give more chance for learning to happen.

2.4.2 Brazilian studies on learning strategies and learning difficulties

In Brazil, some studies have investigated the employment of learning strategies by students who show anxiety (Costa, 2000), depression (Cruvinel, 2003), but none of them involve language learning. Likewise, Universities offer courses involving LD and learning strategies, but not in the field of language learning¹³. As far as I am concerned, there is only one study in Brazil which directly deals with LD and LLS in the language learning context (Sardo, Oliveira & Ostroski, 2001), and one which indirectly addresses this question (Moura, 2002). It seems that it is now the moment in which these close relationships between LD and LLS in language learning are coming to have place for discussion in Brazil¹⁴. There also are some studies dealing with learning difficulties with indirect involvement of strategies (they were just mentioned in the text) – in writing (Guerrero, 2002; Zucoloto, 2001; Carneiro, 2002; Souza, 2000; Bispo, 2000), and in reading and writing (Bazi, 2000), although they are not related to EFL learning.

¹¹ Educational Resources Information Center.

¹² A “homework planner” is a kind of calendar developed by Bryan and Sullivan-Burstein, through which learners can better organize their homework assignments and accomplishments.

¹³ For instance, Universidade São Francisco

(<http://www.saofrancisco.edu.br/cursos/propep/mestrado/educacao/ementa.asp>).

¹⁴ Recently, a Conference has been held in which this relationship was addressed. Additional information can be gathered at <http://www.psicopedagogia.com.br/entrevistas/entrevista.asp?entrID=59>.

The next paragraphs review the studies conducted by Costa (2000), Crunivel (2003), and Sardo, Oliveira and Ostroski (2001).

Costa (2000) conducted a study on the learning strategies used by 155 elementary school learners, investigating the relationship between learning strategies and anxiety. Two instruments were used to collect data: (1) a structured interview, consisting of open-ended and close-ended questions, and (2) an anxiety scale. It was found (1) that a considerable number of participants use LLS in an improper way, and (2) that anxiety can either favor LLS use or interfere with LLS use negatively. Results suggest that the inclusion of the teaching of LLS into students' regular classes could benefit their learning, by helping students deal with their anxiety and develop a positive motivation for learning.

Crunivel (2003) investigated the relationship among depressive symptoms, LD, and learning strategies of 169 third-, fourth-, and fifth-grade students in a public school in Campinas. The instruments used were an interview, a Learning Strategy questionnaire and a Children's Depression Inventory. Participants' performance in Math and Portuguese language was also considered. It was found that depressive symptoms might interfere with the use of learning strategies and with students' performance, and also that the more depressive symptoms a student has, the fewer learning strategies the student employs. The results emphasize the need for intervention programs aiming at the development of both cognitive and affective strategies of students with LD and depressive symptoms.

Sardo, Oliveira and Ostroski (2001) conducted a study on the styles and difficulties in learning English, involving four groups of middle school students, two groups of public high school students, and one group of first-year college students. Participants answered a written questionnaire, which revealed that students need to be given more planning time for communication in class, and to be taught strategies and conversational devices. These findings, however, do not seem to reflect deeply or substantially enough the difficulties faced by EFL learners, for two main reasons.

Firstly, the findings relied on only one instrument, without triangulation of data, such as classroom observation and teachers' report. Secondly, whether purposefully or not, the study concentrated only on the speaking skill, while listening, reading, and writing were apparently ignored, as no mention to them was made.

2.4.3 Conclusion

To the best of my knowledge, the studies involving LD, LLS and L2, and those which were carried out in other countries than Brazil are not of easy access. The articles available which review the results of some of these studies underscore the positive effects that learning strategies (in general) have over learners' LD. The only study on the subject carried in Brazil is the one conducted by Sardo et al. (2001), reviewed in the previous subsection. The present study shares the same focus of their study. Nevertheless, it differs from that study in the number and variety of instruments used as well as in its interventionist nature.

2.5 Chapter Summary

This chapter defined LLS, LD, and also reviewed some studies involving LLS, LLS and LD in the language teaching context. According to the review carried out, there appears to be few studies that focus on LD and LLS in the L2 learning context, which is the subject of this study. Chapter 3 provides more details on the instruments employed and purposes established.

CHAPTER III

METHODOLOGY

The data for the present study was collected in three phases: a pre-instructional phase consisting of the selection of the participants and the identification of their learning styles, learning difficulties (LD), and availability to attend the LLS Instructional Program (LLSIP); an instructional phase consisting of the instruction of fifteen different LLS; and a post-instructional phase consisting of the identification of the possible effects of the instruction given on the learning process of learners with LD. This chapter describes the objectives of the study, the instruments, and the procedures of data collection. It is organized into five sections. Section 3.1 includes the objectives of the study. Section 3.2 is subdivided into three subsections: subsections 3.2.1 and 3.2.2 deal with the context, and subsection 3.2.3 concerns the participants. Section 3.3 describes the procedures and instruments of data collection. Section 3.4 addresses the analysis of data, and finally, section 3.5 briefly summarizes this chapter.

3.1 Objective and Research Question

In the last decades, research has shown that the conscious use of LLS enhances learning (Paiva, 2004; Lucena & Fortkamp, 2001; Lessard-Clouston, 1997; Varela, 1997; Yang, 1996; Dadour & Robbins, 1996; Wollstein, 1995; Oxford, 1994; Oxford, 1989, O'Malley et alii, 1985; Politzer. & McGroarty, 1985; Cohen & Apehek, 1980; among others). Based on the literature, it was thought that the teaching of LLS to students with LD could have considerable potential for improving the development of the skills of these L2 learners. The present work, thus, aimed at investigating whether the teaching of LLS has an effect on the learning process of L2 learners with LD. To reach this goal, I observed 46 90-minute classes, of which 34 were observed through

note taking, and 24 were audio recorded. Besides, each participant answered six questionnaires and filled in learner diary pages. Also, two interviews were carried out with each teacher and each participant. I devised and gave a Language Learning Strategy Instructional Program (LLSIP), described in section 3.4.4, to the participants in the experimental group. These procedures served as a basis to answer the following research question: *What are the effects of the teaching of language learning strategies on the learning process of L2 learners with learning difficulties?*

3.2 Context and participants of research

3.2.1 The course

The study was conducted with 16 students from the Extracurricular Language Course, at UFSC – Universidade Federal de Santa Catarina, in Florianópolis-SC. The course is offered every semester to students from the university as well as from the community. The books used in the course for levels 1 to 8 belong to the *New Interchange* series, by Richards with Hull and Proctor (1997) and, for advanced levels, the *Passages* series, by Richards and Sandy (1998). The teachers of English at the Extracurricular are undergraduate students and M.A. and Ph.D candidates from the English Graduate Program in English Language and Literatures at UFSC. The next subsection of this chapter describes the teachers of the two participating groups.

3.2.2 The Teachers

As the section 3.2.3 (p. 3) describes, the survey was carried out with two groups attending English 1 classes. At the time of data collection, there were no two equivalent English level classes being taught by the same teacher. Hence, two teachers were invited to contribute. Table 6 summarizes information on the two teachers.

Table 6: Teacher Participants

Identification	Age	Course	Area of interest	Degree	Teaching experience
T1	30	Doctoral Course (graduate program)	Discourse Analysis	Master of Arts	8 years
T2	40	Letras (undergraduate program)	Discourse Analysis	None	6 years

As table 6 shows, T1, who had been teaching English as a foreign language for eight years, was taking a PhD in English Language. T2, who had been teaching English for 6 years, was taking an undergraduate course (Letras). Both teachers seemed to be considerably committed to their teaching practice and willing to contribute to the development of this research, factors which allowed the researcher to successfully observe the classes and learn about the participants, who are described in the next subsection.

3.2.3 The Participants

Participants were from English 1 classes at the Extracurricular Language Course. Two English 1 groups were chosen aiming at controlling for proficiency level and for repertoire of strategies. Since this study includes an instructional period, it was thought that learners at a higher level of proficiency could also have a broader repertoire of strategies, which would later interfere in the instruction. Although the two groups selected summed 42 students (22 in group 1 – G1; and 20 in group 2 – G2), only 16, out of the 21 students who reported or were found as having LD, participated in this study. In order to identify which students had LD, the 42 students answered questionnaire 1, described in section 3.3.1. In addition, I interviewed T1 and T2 to collect their impressions about students' performance and LD, and observed the students who reported having difficulties as well as those mentioned by the teachers as having LD. The 21 participants chosen filled in a schedule chart (see Appendix 3, part B) and were assigned to two groups, experimental and control, according to their availability to attend the LLSIP. However, the final pool consisted of 16 participants, since five

students quit the course. Appendix 13 provides detailed information about these five students.

Ehrman (1996, p. 163) argues that biographic background information – that is, sex, age, native language and culture, socio-economic status, educational background, exposure to other cultures and languages, subject matter interests, and career focus – has an effect on students’ motivation, preparedness for language classrooms, and capacity to make use of different resources (external or internal). Hence, this information was collected through questionnaire 4, described in subsection 3.3.3, and analyzed in order to aid identify and/or understand the participants’ LD. Table 7 presents the background data collected.

Table 7: Experimental and Control group data

ID	TRF	Age	Sex	Work	MI	Course	GPA	SS	CELC
<i>Experimental Group</i>									
E1	13 years	14	Female	No	Music Religion Family Animals Entertainment Carrier	Elementary School (8 th grade)	6	Unkown	None
E2	5 years	23	Male	No	Politics Education Economy Sports Movies Music	Graduate Course (Education)	9	low	Extensive
E3	3 years	22	Male	No	Environment Dance Music Swimming	Undergraduate (Mechanical Engineering)	7	Medium	Extensive
E4	1 year	18	Female	No	Music Religion	Undergraduate (Chemical Engineering)	6	Medium	Extensive
E5	4 months	17	Female	No	Sports “Moda” Tourism Health	Undergraduate (Nutrition)	9	Medium	Extensive
E6	18 months	19	Male	No	Music Technology Science Computer	Undergraduate (Electrical Engineering)	8	Medium	Little

<i>Control Group</i>									
C1	2 years	20	Female	No	Literature Music Religion Sports Artes Marciais Science History Technology Tourism	Undergraduate (Physics)	7	High	Extensive
C2	12 years	35	Male	Yes	Theater Cinema Music Politics Religion Sports (swimming)	Preparatory course (vestibular)	7	Medium	Some
C3	19 months	24	Female	Yes	Politics Music Dance Arts Philosophy	Undergraduate (Philosophy)	6	Low	Some
C4	34 years	34	Female	Yes	Religion Psychology	None	9	Medium	Little
C5	5 months	36	Female	Yes	Music Religion "Moda" Cooking Theater Sports	Graduate (Biology)	9	Medium	Extensive
C6	30 months	20	Female	No	Music Design Arts	Undergraduate (Visual communication and expression)	8	High	Extensive
C7	2 years	20	Male	No	Music Politics Religion Sociology Philosophy	Undergraduate (Law)	9	Medium	Some
C8	2 years	20	Male	Yes	Music Politics Religion Sports	Undergraduate (Law)	8.5	High	Some
C9	16 years	20	Female	No	Music Tourism Cinema Entertainment	Undergraduate (Business)	6	High	Some
C10	10 years	36	Female	Yes	Reading	None	7	Low	None ¹⁵

ID = Identification; E = stands for experimental; C = stands for control; TRF = Time of residence in Florianópolis; MI = Major Interests; Course; GPA = Grade Point Average (they estimated having in their courses – high school or undergraduate); SS = Socioeconomic Status; CELC = Contact with English Language and Culture.

¹⁵ Although she reported having no contact with English, C10 informally commented that she was at times in touch with English at work (she worked in a hotel).

As can be seen in Table 7, at the time of data collection, participants' age in the experimental group ranged from 14 to 23 years, with a mean of 18.5 years, while in the control group, participants' age ranged from 20 to 36 years, with a mean of 26.5 years. All participants in the experimental group only studied. In contrast, in the control group, six of the participants held a job position, and four of them both held a job position and studied.

Except for one participant, all participants were originally from cities other than Florianópolis. At the time of the study, length of residence in Florianópolis varied from four months to 16 years, with a mean of 4.9 years of residence. Participants were from different areas of study, but shared some interests. Their academic performance in high school/undergraduate courses varied from average 6 to 9, with a mean of 7.6. Participants' socioeconomic status¹⁶ also varied among low (3 participants), medium (8 participants), and high (4 participants). At the time of the study, participants had different degrees of contact with the English language and culture outside the classroom: no contact (2 participants); little contact (2 participants); some contact (5 participants); and extensive contact (7 participants)¹⁷.

Although most participants had a tight schedule because of their course demands, they showed willingness to participate in all the phases of the present study. Finally, the readers' attention is drawn to the fact that the participants of the present study were assigned to an experimental and control group. These groups had students from both

¹⁶ For the purposes of the present study, students who reported owning a house, and having a monthly income superior to R\$2,000.00 were considered of a high socioeconomic status. Those who reported living in a rented place, and having a monthly income between R\$1,000.00 and R\$2,000.00 were considered as having a medium socioeconomic status. Finally, participants who reported living in a rented house, having a monthly income inferior to R\$600,00 were considered of a low socioeconomic status.

¹⁷ For the purposes of the present study, participants considered as having little contact with the English language and culture were those who reported having no English language speaker friends, having never been to an English speaking country, having no reading assignments in English, but having access to the Internet. Participants with some contact with the English language and culture were those who had access to the Internet, were not required to read texts in English in their courses, but had English speaker friends. Finally, the ones who had proficient English speaker friends, were required to read texts in English, and could use the Internet as a tool for enhancing their contact with the new language, were considered as having a lot of contact with the English language and culture.

G1, taught by Teacher 1 (T1), and G2, taught by Teacher 2 (T2). The procedures as well as the instruments used in this study are described in the next section.

3.3 Instruments and Procedures of Data Collection

Based on previous studies addressing LLS (O'Malley et al, 1985; Rubin, 1990; Padron, 1992; Dadour & Robbins, 1996; Varela, 1997; Lessard-Clouston, 1997), I decided to observe classes in order to carry out this study, with the use of the instruments described below.

3.3.1 Classroom observation (observation, note taking, and audio recording)

Data collection took place from April 24, 2003 to July 15, 2003, and a total of 46 90-minute classes were observed, 23 in each group. Based on recent studies (Bergsleithner, 2002; Almeida, 2001), I decided to make no use of note taking or audio recording in the five first classes observed in each group. This delay in using such instruments avoided resistance from students and allowed some more interaction between this researcher and the students. Classes were at first observed with direct attention rather than with selective attention (Ehrman, 1996). In direct attention, there is no selection of a specific participant to be observed. Classes were also observed with what I call "interactive effort" – that is, I was there to get to know students better through interacting with them. In each class I observed, I would sit beside different students, participate as a student, and partake in classroom activities¹⁸. Selective attention (Ehrman, 1997, p. 13) started to be used together with note taking, on the sixth class in both groups, G1 and G2, when students seemed to be more used to my presence in class. Records of the notes taken were kept in order to allow later access to the episodes observed in class. Audio recording started to be used in the eleventh class in G1 and G2. A Panasonic mini cassette recorder, RQ-L11 was used – sometimes held by

¹⁸ This participation happened along the data collection period, except for when, due to personal problems, T2 was unable to teach 4 of the classes in G2. To guarantee the continuation of the research, I taught those classes (June 10th and 17th, July 1st and 3rd).

this researcher, sometimes by a particular participant, which shows that participants seemed to feel comfortable in being audio-recorded. I decided not to use a video camera to record classes due to my own experience with studies using video cameras. A camera usually intimidates students or makes them too excited to pay the required attention to class. In all, during data collection, 46 90-minute classes were observed. From these, 34 were observed through note taking and 24 were audio recorded. The data considered relevant in the cassettes were transcribed and are addressed in the data analysis.

3.3.2 Interviews

Ehrman (1997, p. 26) presents three types of interview: 1) the informal conversational interview (which is spontaneous and during which the interviewee is almost always unaware that s/he is being interviewed); 2) the general interview guide approach (which is semi-structured and whose topics are chosen before hand); and 3) the standardized open-ended interview (which has the questions written and structured beforehand as a guide which is sequentially followed, and whose answers do not follow the “yes/no” or the multiple choice pattern). I made no use of the last type, but of the first and the second types. Informal interviews took place mainly during the LLSIP to verify students’ comprehension of what was taught, as well as to gather other kinds of information, such as their previous strategy use. The semi-structured interview was used in two phases of the study: the pre-instruction and post-instruction.

In the pre-instructional phase the teachers were interviewed about who the students with LD were (see Appendix 2). Due to the fact that G1 and G2 had had only 10 classes by the time the teachers were interviewed, T1 and T2 reported having difficulties in specifying what the exact difficulties of some students were, for various reasons. One of the reasons was the fact that some students were considerably quiet in class. Another reason was that, because of the number of students in class, not all students had had the chance of performing an activity in class which would highlight their difficulties. Moreover, T1 underscored that each student has her/his own pace to

learn, and being quiet is no evidence of having difficulties in speaking, for example. In addition to that, no formal evaluation (oral or written tests) had been carried out. As a result, T1 and T2 mentioned only the students who had called their attention, since the beginning of classes up to the moment of the interview, for presenting some difficulties in performing some tasks, for refusing to participate in some of the class activities, or for not learning as fast as the others.

In the post-instructional phase, I interviewed the teachers and the participants in both experimental and control groups. Teachers were asked about the participants' development along the course, and their interest in explicitly teaching LLS in regular English classes (see Appendix 18, part C). In an attempt to identify participants' strategy use, I asked them whether they had studied for the oral test (part of their classes' regular evaluation system) and, if so, how they had done that. They were also asked about their interest in learning (more) about LLS and how they would like to have access to this teaching of LLS.

3.3.3 Questionnaires

Six questionnaires were given to participants:

1. Questionnaire 1 was answered by the 42 students in G1 and G2, and consisted of two parts: The first part (A) briefly asks for identification data, such as name, sex, and age; the second part (B) assesses English language learning data – length of study and LD (see appendix 1).
2. Questionnaire 2 had two parts and was given to the 16 learners who actually participated in the present study, before they were assigned to the experimental and control groups. Part A consisted of 44 questions that aimed at identifying which learning styles participants favored. Part B was a time-availability chart to verify participants' spare time to attend the LLSIP (see Appendix 3).

3. Questionnaire 3 comprised 5 questions addressing participants' LLS use prior to and right after the LLSIP, as well as their assessment of the LLSIP concerning their learning (see Appendix 7.L), and was given only to the experimental group.
4. Questionnaire 4 had 15 items. These items were related to participants' biographical background information, that is, sex, age, native language and culture, socio-economic status, educational background, exposure to other cultures and languages, subject matter interests, and career focus (see appendix 9). This questionnaire was applied in both experimental and control groups, in the post-instructional phase.
5. Questionnaire 5a was applied to the participants in the control and experimental groups. It had the purpose of detecting the difficulties that participants' felt/experienced while taking the midterm test in their English course, and consisted of six questions (see Appendix 10).
6. Questionnaire 5b had the same purpose of detecting participants' difficulties and the same features as questionnaire 5a (see Appendix 10), except for the book units which it referred to (units 5 to 8), and participants in both groups answered it right after the final test in their English course.

3.3.4 The Language Learning Strategies Instructional Program

The Language Learning Strategy Instructional Program (LLSIP) was devised based on the results obtained in the first phase of this study, that is, on students' LD and learning styles that were identified under the taxonomy presented in Chapter 2 (section 2.3.1), through questionnaires 1 and 2, the interviews with the teachers, and the classroom observation. Varela (1997, p. 127) reinforces the importance of teaching a combination of many LLS categories, for this kind of combined instruction may be more effective than the instruction of isolated strategies. In this sense, the strategies that were selected to be taught in the LLSIP were all related to the difficulties the participants reported and belonged to different categories. These categories were the

metacognitive, cognitive, memory, and social-affective. The LLSIP's objective was to teach 15 LLS to students, raising their awareness about how, when, and why to use each LLS the LLSIP comprised.

Participants in the experimental group attended this 12-hour LLSIP, which was divided into three different sessions, each session consisting of 4 hours. The LLSIP was given by this researcher outside their classroom environment.

The first session

The first day of instruction (June 14, 2003¹⁹) started with the song "Let it Be" (see Appendix 5.A), which was listened to and was discussed, with visual aid (OHP transparency with the lyrics and pictures related to the song). Participants were invited to sing the song and "relax". Next, students were asked to work in pairs. Each pair was given a situation (see Appendix 5.B), which should be discussed. The results of this discussion led the participants to define LLS first with their own words and to later receive a definition of LLS (see Appendix 5.C) based on Cohen (1998). After understanding the meaning of LLS, participants were presented the strategies that would be covered in the instructional program (see Appendix 5.D): 1) metacognitive strategies (Organizing, Planning for a Language Task, Paying Attention, Self-evaluating), 2) cognitive strategies (Reasoning Deductively, Taking Notes, Highlighting, Summarizing), 3) compensation strategies (Asking for Help, Using Clues), 4) memory strategies (Grouping, Making associations, Structured Reviewing), and 5) socio-affective strategies (Talking to Yourself, Relaxing, Taking Risks Wisely, Cooperating with Others). The definition and examples for these strategies were adapted from Oxford (1989). In the sequence, strategies started being taught. First of all, the definition of each strategy was brought by means of an OHP transparency, as all the material in the LLSIP, and was explained in their mother tongue so as to ensure that participants would understand the contents being taught. The definition was

¹⁹ E1 could not attend the LLSIP on that day. So, she received the first day of instruction on June 16, 2003).

immediately followed by a practical example and by a task in which participants had to make use of that strategy. Both practical examples and strategy tasks were mostly based on Oxford (1989)²⁰.

The strategies taught in the first session were: 1) Grouping, 2) Making Associations (using imagery and sounds), 3) Structured Reviewing, and 4) Summarizing. Participants were given handouts containing all the information conveyed (see Appendix 5.J) .

In the end of this session, students were informally interviewed on whether they had already made use of such strategies and were asked to fill in a summary page²¹ (see Appendix 5.I), consisting of two questions, which allowed the researcher to assess participant's comprehension of the first session's content.

The second session

Due to a possible break in the academic activities and the different schedules that participants had during the week, participants had this session separately, sometimes in pairs or alone, on different days of the week (E2 and E3 on June 17, 2003; E4 on June 17 and 18, 2003; E5 and E6 on June 18, 2003; E1 on June 23 and 25, 2003). This part of the LLSIP started with the song *Let it Be*, this time working with the pauses present along the song. It is my belief as a teacher and as a musician that the awareness of the occurrence of such pauses may help students correctly breath while singing the song, allowing them more concentration on the words in the lyrics.

In the sequence, a review of the first session was carried out (see Appendix 6.A), in which students were motivated to recall the meanings of strategies, by performing the activities proposed. After that, I taught the strategies of (1) Organizing (finding a proper place and atmosphere to study, finding time to study, keeping a notebook), (2) Planning for a Language Task, (3) Asking for Help, (4) Self-evaluating (using checklists and diaries, recognizing your emotions in relation to the language, making decisions), (5) Paying Attention (direct and selective attention), (6) Taking Notes, and (7) Highlighting

²⁰ To have a description of each of the tasks, please refer to Appendix 5.

²¹ The summary page was adapted from the one used by Varela (1997).

(marking parts of the written material). Each strategy was modeled and practiced in this session²².

On the whole, this session consisted of the same steps as the first session. After the strategies part, students were informally interviewed about their use of these strategies before the instruction, and were asked to fill in the summary page.

The last session

This session ends the instructional phase. It was started with the song *Let it Be*, as in the previous sessions, except for its purposes. This time, its sentence internal stresses were identified and practiced in order to help students with the song's rhythm. Next, a review of the second meeting was carried out, leading participants to recall the strategies already taught and their importance.

The strategies learned in this part were six: 1) Using Clues (linguistic or contextual cues), 2) Reasoning Deductively, 3) Cooperating with Others, 4) Taking Risks Wisely, 5) Talking to Yourself (encouraging yourself), and 6) Relaxing (using progressive relaxation, deep breathing, meditation, music or laughter).

Differently from the other sessions, this meeting had an awareness raising moment, which had the specific purposes of ensuring that students were in fact aware of when, how and why to use the strategies learned. This moment was comprised by three particular activities. The first was called *grouping activity* and aimed mainly at the use of the following strategies: Grouping, Cooperating with Others, and Reasoning Deductively. The second one was an adapted jigsaw activity and the use of the following strategies was possible: Cooperating with Others, Using Clues, Paying Attention, Taking Notes, and Making Associations. Finally, the last one was a video clip activity, in which the use of the following strategies was possible: Reasoning Deductively, Using Clues, Cooperating with Others, Paying Attention, and Taking Notes²³.

²² For a detailed description of the practice activities, please refer to Appendix 6.

²³ For additional information about the awareness raising activities, please refer to Appendix 7.

After the awareness raising activities, students were informally interviewed on their use of these strategies before the instruction and then were asked to fill in the summary page. Next, they listened and sang the song *Let it Be* along with the CD. In the sequence, the CD was left apart, I played the guitar and participants sang the song *Let it Be* with me. Finally, students answered questionnaire 3 in which they had to formally report the strategies they used prior to the LLSIP, and their opinion about the effects of receiving explicit teaching of LLS (see Appendix 7.L).

3.3.5 Summary pages

The summary page was filled in by each participant in the end of each session of the LLSIP. Each session had a specific summary page with two questions. The first question was the same in the three versions, addressing the meaning of the LLS taught. The second differed in its structure, but had the same purpose in the three versions, which was to make participants summarize the LLS learned in each session (see Appendixes 5I, 6H, and 7K).

3.3.6 Learner diary pages

Participants in the control and experimental groups filled in a learner diary page immediately after each class, starting on June 24, 2003. Participants from G1, taught by T1, answered this page for the last time on July 8, 2003, while participants from G2, taught by T2, answered it for the last time on July 10, 2003. It was composed of eight items that aimed at collecting information about what participants in the control and experimental groups could summarize from the class, their difficulties, the strategies used²⁴, and short-term objectives for their learning.

²⁴ I avoided using the terms strategies or using a strategy checklist in order not to suggest strategy use by the control group. Cohen, Weaver, and Li (1998) in their study on strategy-based instruction, after analyzing the checklists answered by their *comparison group*, assert that, by having access to the strategies, the *comparison group* received suggestions for use of strategies. Although they point out that “power of suggestion” alone is not enough for promoting the effective use of strategies, they consider the possibility that this “suggestion” may have affected the results of the study. In order to avoid this effect, the present study made no use of instruments that may give the *control group* suggestions about LS

3.3.7 Phases of data collection

As already pointed out, data collection was divided into three phases: (1) pre-instruction, (2) instruction, and (3) post-instruction.

The first phase aimed at (1) promoting an interactive relationship between the researcher and the students in both groups, (2) identifying the students with LD, and specifying these difficulties, (3) verifying which learning styles those students favored, and (4) their availability to attend the LLSIP. To accomplish these goals, 14 classes were observed. From these, eight were observed through note taking and four were audio-recorded in each group. Students answered questionnaire one, reporting whether they had difficulties to learn. T1 and T2 were interviewed (first interview) about whom the students with difficulties were. Then, I closely observed the students mentioned by the teachers and those who reported having LD. Next, I identified those with LD as well as their difficulties. These learners were then selected to participate in the present study. Right after their midterm test, participants answered questionnaire 5a. Later, they answered questionnaire two (see Appendix 3), which was analyzed. The analysis of part A showed which learning styles participants favored and the analysis of part B enabled this researcher to assign participants to the experimental group (6 participants with spare time to attend the LLSIP) and to the control group (consisting of 10 participants).

The second phase started on June 14, 2003, with the beginning of the LLSIP (one participant was absent and had this session on June 16, 2003). In the last class before the LLSIP, participants were given a reminder (a slip of paper) to the first session (see Appendix 4). During this phase, four classes were observed and audio-recorded in each group. Participants in the experimental group filled in summary pages at the end of each session of the LSSP and were informally interviewed. Each participant in the experimental and control groups filled in a learner diary page after each class in that

(checklists, questionnaires with strategy names). In this sense, the learner diary page was devised in a way as not to use strategy names, but at the same time to detect their use, should it happen.

phase (four pages each participant). Participants in the experimental group also answered questionnaire four at the end of the LLSIP.

The third phase – the post instructional phase – started right after the LLSIP, on July 1, 2003. In this phase, five classes were observed, through note taking, and audio recording in G1, and six classes in G2. Each participant from G1 and G2 filled in five learner diary pages (86 in all). Participants in the experimental and control groups answered questionnaires 4, and 5b, and were interviewed (the final interview). T1 and T2 were also interviewed. These interviews ended the data collection process. All data collected through the instruments used were assessed in order to answer the research question, as the next section describes.

3.4 Data Analysis

Data analysis consisted of detecting the effects of LLSIP on the learning process of learners who reported having LD, by looking at (a) the answers that participants' gave to the questionnaires 1, 2, 3, 4, and 5a, (b) the first interviews with the teachers – in order to select the participants, identify their difficulties and their learning styles to devise the LLSIP in phase one of this study –, (c) the answers that participants provided to the learner diary pages, (d) the transcripts and (e) the records of the notes taken in the classes observed in the second and the third phase of this study, as well as (f) the participants' answers to questionnaire 5b, (g) the final interview, and (h) T1's and T2's final interviews as to verify the changes, if any, in participants' LD in the experimental and control groups.

3.5 Chapter summary

This chapter described the context and participants of the research, instruments and procedures of the data collection, and then outlined the data analysis, which is discussed in the next chapter.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

As stated in Chapter 1 (Introduction) and Chapter 3, the present study aimed at investigating whether the teaching of LLS has an effect on the learning of L2 learners who reported having learning difficulties (LD). Hence, the guiding research question was: *What are the effects of the teaching of language learning strategies on the learning process of L2 learners with learning difficulties?*

The results of data analysis and the discussion are organized in four sections as follows: section 4.1 – Participants’ learning difficulties and learning styles (further subdivided in subsections 4.1.1 – The selection of participants; 4.1.2 – Participants’ most common problems in learning an L2; 4.1.3 – Learning styles favored by the participants; and 4.1.4 – Participants’ previous knowledge about LLS); section 4.2 – Changes in experimental participants after they had attended the LLSIP; and section 4.3 – General discussion of the effects of the teaching of LLS on the learning process of participants. Section 4.4 summarizes this chapter.

4.1 Participants’ Learning Difficulties and Learning Styles

4.1.1 The selection of participants

Table 8 presents the results of questionnaire 1 (see Appendix 1), which assessed the LD participants reported having in learning English as a foreign language.

Table 8: Results of questionnaire 1

Students	Learn	Use	DS	DW	DL	DR	Total
E1	No	Yes	3	4	4	4	15/3.75
E2	No	Yes	3	4	4	3	14/3.5
E3	No	Yes	3	4	2	1	10/2.5
E4	No	Yes	1	2	3	4	10/2.5
E5	No	Yes	4	2	4	2	12/3
E6	No	Yes	3	1	4	2	10/2.5
C1	No	No	3	3	3	4	13/3.25
C2	No	Yes	4	2	4	2	12/3
C3	Yes	Yes	3	2	4	3	12/3
C4	No	Yes	4	4	4	4	16/4
C5	No	Yes	3	0	2	0	6/1.5
C6	No	Yes	2	3	4	1	10/2.5
C7	No	Yes	4	2	3	1	10/2.5
C8	No	Yes	3	2	4	1	10/2.5
C9	No	Yes	3	2	2	2	9/2.25
C10	No	Yes	2	3	4	2	11/2.75
L1	No	Yes	2	2	2	2	8/2
L2	No	Yes	2	3	2	1	8/2
L3	No	Yes	2	2	2	1	7/1.75
L4	No	Yes	2	2	3	1	8/2
L5	No	Yes	3	2	3	2	10/2.5
L6	Yes	Yes	3	4	3	2	12/3
L7	No	Yes		X	X		
L8	No	Yes	3	2	3	1	9/2.25
L9	No	Yes	2	2	0	1	5/1.25
L10	No	No	2	3	2	2	9/2.25
L11	No	Yes	3	2	2	2	9/2.25
L12	No	Yes	2	2	2	2	8/2
L13	No	Yes	3	1	2	1	7/1.75
L14	Yes	No	2	2	2	2	8/2
L15	No	No	2	3	2	2	9/2.25
L16	No	Yes	2	2	2	2	8/2
L17	No	Yes	2	2	4	1	9/2.25
L18	Yes	Yes	4	2	4	2	12/3
L19	Yes	Yes	4	2	4	2	12/3
L20	Yes	No	3	4	2	1	10/2.5
L21	No	Yes	3	2	2	3	10/2.5
L23	Yes	Yes	4	4	4	3	15/3.75
L24	No	Yes	3	2	3	2	10/2.5
L25	No	Yes	3	2	2	1	9/2.25
L26	No	Yes	4	3	1	1	9/2.25
L27	No	Yes	2	1	1	2	6/1.5

(**Learn** = whether students' self-reported having difficulties in learning English; **Use** = whether students' self-reported having difficulties in using English; **DS** = difficulties in speaking; **DW** = difficulties in writing; **DL** = difficulties in listening; **DR** = difficulties in reading; **Total** = DS + DW + DL + DR / divided by four; **E** = experimental participants; **C** = control participants; **L** = other learners).

As can be seen from table 8, 11 participants reported having a considerable level of difficulty in the skills of speaking, writing, listening, and reading. These participants were E1, E2, E5, C1, C2, C3, C4, L6, L18, L19, and L23. When asked to rate their level of difficulty in the skills, these participants reported having considerable to great difficulty. Another group of participants (E3, E4, E6, C6, C7, C8, C10, L17, L20, and

L26) reported having considerable to great difficulties in some of the skills, but not in all of them. This was the case with C10, who reported great difficulties with writing and listening, and with E6, who reported difficulties with speaking and listening, for instance. The two groups of students – the ones rated as having considerable to great difficulties in all skills as well as the ones having difficulties in one or two particular skills – were then selected by the present researcher in order to have their performance observed in class.

The second step to select the participants was to refer to the results of the first interview with the teachers of the two groups, T1 and T2. Table 9 shows the data gathered in the interview.

Table 9: Students with LD according to their teachers' viewpoint

ID	Possible difficulties according to T1 and T2
E1	. Difficulties with paying attention and focusing. . Looks uninterested in class.
E4	. She does not seem to have the background knowledge that the other students do.
C3	. She is compared to S33 in her difficulties. . She had probably never studied English before, and she also struggles to learn.
C4	. She lacks the background knowledge that the other students have. . She has difficulties with pronunciation, and general language production.
C5	. She takes more time to understand things. Perhaps, she is one of the students who takes more time to learn. . She needs more explanation. . She seems not able to make associations.
C9	. If compared to S22, she is shier, and her difficulties are distinct. . She is slower than the others with difficulties.
C10	. She has difficulties ²⁵ . However, she is faster than the other students with difficulties and also more extroverted.
L15	. Mostly, he has pronunciation problems, adding vowel sounds to the end of words when they should be consonantal. . He does not seem to have difficulties to learn, but he sounds a little anxious about learning.
L18	. She tries, but it seems she cannot focus at times. It seems she is away from class. . Struggles to learn. . She needs special attention. . She is a slow learner.
L19	. She tries hard, struggles to learn, pays attention, and get prepared for all the book activities before coming to class, by reading the directions before hand in order to understand what to do in class. . She is a slow learner, perhaps because she has been absent from classes environment for a long time.
L23	. He is compared to S33 and S27 in his difficulties. . He tries and takes risks, but he struggles to learn.

²⁵ Mostly, when difficulties are not described it is because the teacher felt unprepared for naming them, since no one seemed to be clear or highlighted enough.

From the students who reported having difficulties with learning an L2, listed in Table 9, only eight were mentioned by the teachers: E1, E4, C3, C4, C8, L18, L19, and L23. Although the teachers cited students C5, C9, and L15 (in bold), these students made no references to having considerable difficulties with learning. This discrepancy might be related to the fact that at times beginner students are unaware of their own learning, performance and development²⁶.

Difficulties listed by both T1 and T2 are related to some students' trait of being slow learners (not following the flow and at times holding other students back), and to the fact that some of them struggle to learn. Inability to make associations was also mentioned by the teachers. In addition, having difficulties to focus and pay attention was also pointed out by the teachers. According to Ehrman's classification (1996), these signs spotted by the teachers are under the *perceptual*, *abstraction*, *memory*, and the *general functioning* categories of the components of learning that are affected by LD. These signs of LD were then closely followed by this researcher during the class observation period.

The third step to select the participants was to analyze the data collected through classroom observation (tape scripts and records of notes taken in the first half of the study). This analysis showed that students with LD summed 21: E1, E2, E3, E4, E5, E6, C1, C2, C3, C4, C5, C6, C7, C8, C9, C10, L15, L18, L19, L20, and L23. Students L6, L17, and L26 were recognized as being true beginners, and as having no great difficulties with learning²⁷.

In sum, E1, E2, E3, E4, E5, E6, C1, C2, C3, C4, C5, C6, C7, C8, C9, C10, L15, L18, L19, L20, and L23 were selected to participate in the present study for having been identified as having LD. The next subsection describes these students' signs of LD.

²⁶ One of the findings of a study conducted by Cohen and Aphek (1980, p. 231) supports this hypothesis. In that study, it was found that only one student out of 82 reported being aware of the way he learned vocabulary.

²⁷ For detailed information, please refer to Appendix 19.

4.1.2 Participants' most common problems in learning an L2

This section deals with the identification of the signs of LD encountered in the participants when learning a foreign language. The difference between *learning difficulties* and *learning disabilities* was made in Chapter 2 (Review of Literature), in which I cited Ehrman (1996) to say that there are some signs which signal that a student may have a learning problem. However, whether this problem is just a difficulty or a disability depends on the frequency and intensity of such signs. Because there is not an exact boundary to state when a difficulty finishes and a disability starts, the signs identified in the participants of the present study were considered as signs of *learning difficulties* (LD). In most cases, they do not prevent participants from learning, but hinder their learning in some way (Erhman, 1996). This section describes the LD self-reported by the students, spotted by the teachers, and observed by this researcher. Table 10 shows the three pieces of data in parallel.

Table 10: LD self-reported, LD identified by the teachers and LD signs identified by the researcher²⁸

ID	LDSR	LDIT	LDIR
E1	<ul style="list-style-type: none"> • Great difficulties with writing, listening, and reading. • Considerable difficulties with speaking. 	<ul style="list-style-type: none"> • Difficulties with paying attention and focusing (is perceived as not paying attention and having a short concentration span). • Looks uninterested in class. 	<ul style="list-style-type: none"> • Difficulties in all skills (learning and using the language). • Trouble in picking out appropriate auditory stimulus from others. • Is perceived as not paying attention. • Misses part of what is said by others. • Has problems in doing two things at once. • Has difficulties with organizing work, projects, notes, etc. • Misses nuances. • Has problems with organizing activities, learned material. • Seems to have poor short-term auditory and visual memory. • Is a slow learner²⁹. • Needs a great many of repetitions. • Demonstrates persistent inaccuracies in writing the language. • Difficulties in listening and taking notes. • Has a negative self-image. • Switches off. • Has a short concentration span. • Needs to be given information more than once.

²⁸ These difficulties were classified with regard to their context of learning English as a foreign language. So, difficulties in other areas of learning (e.g., their undergraduate course classes) were not investigated.

			<ul style="list-style-type: none"> • Does not volunteer or risk-take.
E2	<ul style="list-style-type: none"> • Great difficulties with writing and listening. • Considerable difficulties with speaking and reading. 	<ul style="list-style-type: none"> • Not mentioned. 	<ul style="list-style-type: none"> • Difficulties with speaking. • Has difficulties with organizing activities and learned material (difficulties in structuring sentences - using grammar). • Probable difficulties with writing and listening. • Does not volunteer or risk-take.
E3	<ul style="list-style-type: none"> • Great difficulties with writing. • Considerable difficulties with speaking. 	<ul style="list-style-type: none"> • Not mentioned. 	<ul style="list-style-type: none"> • Exhibits anxiety or tenseness.
E4	<ul style="list-style-type: none"> • Great difficulties with reading. • Considerable difficulties with listening. 	<ul style="list-style-type: none"> • She does not have the background knowledge that the other students do. 	<ul style="list-style-type: none"> • Poor memory, quick forgetter. • Gives up easily (Lacks willingness to speak English - she performs some of the activities in Portuguese). • Has a slow processing of sounds, words, and sentences. • Exhibits frustration, anxiety or tenseness.
E5	<ul style="list-style-type: none"> • Great difficulties with speaking and listening. 	<ul style="list-style-type: none"> • Not mentioned. 	<ul style="list-style-type: none"> • Is perceived as not paying attention. • Exhibits frustration, anxiety or tenseness (when having to provide answers to exercises, she speaks in an unsure way). • Gives up easily (Lacks willingness to speak English - she performs some of the activities in Portuguese).
E6	<ul style="list-style-type: none"> • Great difficulties with listening. • Considerable difficulties with speaking. 	<ul style="list-style-type: none"> • Not mentioned. 	<ul style="list-style-type: none"> • Is perceived as not paying attention. • Has a slow processing of sounds, words, and sentences (pauses). • Short concentration span. • Misperceives stimulus (so, may not know what he did 'wrong'). • Exhibits anxiety or tenseness (laughter)
C1	<ul style="list-style-type: none"> • Great difficulty with reading. • Considerable difficulty with speaking, writing, and listening. 	<ul style="list-style-type: none"> • Not mentioned. 	<ul style="list-style-type: none"> • Has a slow processing of sounds, words, and sentences (Difficulties with speaking).
C2	<ul style="list-style-type: none"> • Great difficulties with speaking and listening. 	<ul style="list-style-type: none"> • Not mentioned. 	<ul style="list-style-type: none"> • Difficulties in all skills (learning and using the language). • Trouble in picking out appropriate auditory stimulus from others. • Misses part of what is said by others. • Has problems in doing two things at once. • Misses nuances. • Seems to have poor short-term auditory and visual memory. • Is a slow learner.

²⁹ The students with this sign of LD were identified as slow if compared to the other students belonging to their group. At that moment of their learning, they could not develop nearly as much as the others in their group.

			<ul style="list-style-type: none"> • Needs a great many of repetitions. • Difficulties in listening and taking notes.
C3	<ul style="list-style-type: none"> • Great difficulties with listening. • Considerable difficulties with speaking. 	<ul style="list-style-type: none"> • She is compared to S33 in her difficulties. • Had probably never studied English before. • Also struggles to learn. 	<ul style="list-style-type: none"> • Has a slow processing of sounds, words, and sentences. • Misses part of what is said by others. • Has trouble in picking out appropriate auditory stimulus from others. • Gives up easily. • Has difficulties with organizing activities and learned material (difficulties in structuring sentences - using grammar). • Perceived as not paying attention. • Short concentration span. • Does not volunteer or risk-take.
C4	<ul style="list-style-type: none"> • Great difficulties with speaking, listening, writing, and reading. 	<ul style="list-style-type: none"> • She lacks the background knowledge that the other students have. • Difficulties with pronunciation, and general language production. 	<ul style="list-style-type: none"> • Has difficulties in picking out appropriate auditory stimulus from others. • Misses part of what was said by others. • Has a slow processing of sounds, words, and sentences. • Has problems with organizing activities, learned material. • Needs time to process information.
C5	<ul style="list-style-type: none"> • Considerable difficulties with speaking. 	<ul style="list-style-type: none"> • Takes more time to understand things (misses part of what is said by others; has problems in picking out the appropriate stimulus from others; has a slow processing of sounds, words, and sentences). • Needs more explanation (needs to be given information more than once). • Perhaps, one of the students who takes more time to learn (slow learner). • She seems not to be able to make associations (has difficulties with categorizing information and seeing interrelations; has trouble with transferring information to different contexts). 	<ul style="list-style-type: none"> • Has a slow processing of sounds, words, and sentences. • Omits words while reading aloud or speaking. • Has problems with organizing activities, learned material (Needs guidance). • Has difficulties with copying (motor activity). • Wants reasons for everything. Seems not to let people convince her easily. Not willing to change her way of seeing things.
C6	<ul style="list-style-type: none"> • Great difficulties with listening. • Considerable difficulties with writing. 	<ul style="list-style-type: none"> • Not mentioned. 	<ul style="list-style-type: none"> • Difficulties with listening. • Does not volunteer or risk-takes.
C7	<ul style="list-style-type: none"> • Great difficulties with speaking. • Considerable difficulties with listening. 	<ul style="list-style-type: none"> • Not mentioned. 	<ul style="list-style-type: none"> • Has trouble in picking out appropriate auditory stimulus from others. • Misses part of what is said. • Has a slow processing of sounds, words, sentences. • Does not volunteer or risk-take.
C8	<ul style="list-style-type: none"> • Great difficulties with listening. • Considerable difficulties with 	<ul style="list-style-type: none"> • Not mentioned. 	<ul style="list-style-type: none"> • Has difficulties in picking out appropriate auditory stimulus from others. • Misses part of what is said by others.

	speaking.		
C9	<ul style="list-style-type: none"> • Considerable difficulties with speaking. 	<ul style="list-style-type: none"> • If compared to S22, she is shier, and her difficulties are distinct. • She is slower than the others with difficulties (slow learner). 	<ul style="list-style-type: none"> • Is not able to read well out aloud. • Has a slow processing of sounds, words, and sentences. • Has trouble with transferring new information to different contexts.
C10	<ul style="list-style-type: none"> • Great difficulty with listening. • Considerable difficulty with writing. 	<ul style="list-style-type: none"> • She has difficulties. However, she is faster than the other students with LD. • She is more extroverted. 	<ul style="list-style-type: none"> • Has a slow processing of sounds, words, and sentences. • Needs time to process information and requests. • Needs to be given information more than once. • Is a slow learner. • Needs a great many of repetitions.
L15	<ul style="list-style-type: none"> • Considerable difficulties with writing. 	<ul style="list-style-type: none"> • Mostly pronunciation problems, adding vowel sounds to the end of words when they should be consonantal. • No difficulties to learn, but he sounds a little anxious about learning (exhibits anxiety or tenseness). 	<ul style="list-style-type: none"> • Has a slow processing of sounds, words, and sentences. • Reluctant to new contents.
L18	<ul style="list-style-type: none"> • Great difficulties with speaking and listening. 	<ul style="list-style-type: none"> • She tries, but it seems she cannot focus at times (has a short concentration span). • Struggles to learn. • It seems she is away from class (may “switch off”). • Needs special attention (needs to given information more than once). • A slow learner. 	<ul style="list-style-type: none"> • Has trouble in picking out appropriate auditory stimulus from others. • Has a slow processing of sounds, words, and sentences. • Misses part of what is said by others. • Probable difficulties in writing and reading.
L19	<ul style="list-style-type: none"> • Great difficulties with speaking and listening. 	<ul style="list-style-type: none"> • She tries hard, struggles to learn, pays attention, and gets prepared for all the book activities [which will be supposedly dealt with that class] before coming to class, by reading the directions before hand in order to understand what to do in class. • She has been absent from class environment for a long time. • Slow learner. 	<ul style="list-style-type: none"> • Has trouble in picking out appropriate auditory stimulus from others. • Misses part of what is said. • Has a slow processing of sounds, words, sentences. • Has difficulties with organizing activities and learned material (difficulties in structuring sentences - using grammar).
L20	<ul style="list-style-type: none"> • Great difficulties with writing. • Considerable difficulties with speaking. 	<ul style="list-style-type: none"> • Not mentioned. 	<ul style="list-style-type: none"> • Difficulties with writing.
L23	<ul style="list-style-type: none"> • Great difficulties with speaking, writing and listening. • Considerable difficulties with reading. 	<ul style="list-style-type: none"> • He is compared to S33 and S27. • He tries, takes risks. • Struggles to learn. 	<ul style="list-style-type: none"> • Difficulties in all skills (learning and using the language). • Trouble in picking out appropriate auditory stimulus from others. • Misses part of what is said by others. • Has problems in doing two things at once. • Misses nuances. • Seems to have poor short-term auditory and visual memory. • Is a slow learner. • Needs a great many of repetitions.

			• Difficulties in listening and taking notes.
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(ID = Identification; LDSR = LD self-reported; LDIT = LD identified by the teachers; LDIR = LD identified by the researcher).

Although L15, L18, L19, L20, and L23 were identified as having difficulties, they were not selected as participants in this research because these students, for varied reasons, quit the course (for more information regarding their difficulties and reasons, refer to Appendix 13). The next paragraphs discuss the signs of LD observed by this researcher for E1, E2, E3, E4, E5, E6, C1, C2, C3, C4, C5, C6, C7, C8, C9, and C10, addressed in Table 10.

4.1.2.1 Experimental Group

Participants in the experimental group were E1, E2, E3, E4, E4, and E6. They showed difficulties in the many skills involving language learning, as well as anxiety and uneasiness about learning. Some of them had problems to concentrate and some were considered slow learners.

Table 10 shows that E1, T2, and the researcher agreed that E1 had problems with learning. E1 reported having great difficulties with the listening, reading, and writing skills as well as considerable difficulties with listening. According to T2, E1 looked uninterested in class, did not seem to pay attention and seemed to have a short concentration span. The data collected through classroom observation corroborated the LD reported by both T1 and E1. In addition, it was found that E1 (1) missed part of what was said by others, (2) had difficulties with organizing notes and learned material, (3) had problems in doing two things at once (e.g., listening and taking notes), and (4) was a slow learner. She needed a great many of repetitions and to be given information more than once, had a negative self-image and did not volunteer or risk-take. To mention one example of her level of difficulty, let us draw on an episode in which E1 was supposed to bring her doubts to be discussed with the teacher (T2), after doing the workbook exercises. E1 had her workbook with her and kept staring at it. Seeing this, I approached her and tried to instigate her to ask questions and realized that she had no

questions because she had done none of the exercises in the workbook. When asked why, she reported being incapable of doing them. Therefore, I started giving her directions on how to do the tasks. Part of this interaction is described in episode 9 (Appendix 12). Note that the language addressed in these exercises is basic and had already been taught in previous classes. However, E1 acted as though she was accessing that language for the first time. This event was taken as evidence of her difficulty with learning the language (speech lines 2, 4, 6, and 8). Finally, it is also important to note that E1 would not participate in class, in group discussions or in activities involving the whole class.

E2 reported having great difficulties with writing and listening and considerable difficulties with speaking and reading. The class observation results corroborate his difficulties with speaking, mainly. It was also found that it was troublesome for him to organize activities and learned material. Accordingly, he did not take risks or volunteer in class. Although E2 was not mentioned by T2 during the interview, his report and this researcher's analysis show that he had difficulties with listening, speaking, and probably with writing.

Irrespective of the fact of not being mentioned by T2 in the first interview as having learning difficulties, E3 reported having great difficulties with writing and considerable difficulties with speaking. During class observation, the difficulties reported were not identified, because of his frequent absences from class, which prevented the collection of enough data about his performance that could provide evidence for the difficulties reported. Nevertheless, E3 exhibited some anxiety or emotional strain about learning, mainly when trying to speak. Due to this anxiety and his report, he was selected to participate in the present study.

T1 identified E4 as a student who did not have the background knowledge that the other students in the group had. It may be one of the reasons why E4 reported having great difficulties with reading and considerable difficulties with listening. The data collected through classroom observation was in agreement with T1 and E4's report. It

was also found that E4 seemed to have a slow processing of sounds, words, and sentences and that she had a tendency to give up easily when performing tasks in English (she lacked willingness to try to perform the tasks in English). To illustrate, let us consider an episode in which, while she was performing a task (Richards with Hull & Proctor, 1997, IC-7 activity) in conjunction with a classmate (C9), they both ruined the activity, by asking the questions and giving the answers in their mother tongue (Portuguese). This avoidance of speaking the target language may indicate an escape attitude, by giving up easily, and her difficulty with speaking. Still, she appeared to have a poor memory (forgetting things easily) and exhibited particular frustration and anxiety.

T1 did not mention E5 as having difficulties in learning. However, E5 reported having great difficulties with speaking and listening (see Tables 8 and 10). Similarly, the researcher perceived her as not paying attention, uncertain about what she would say, thus, giving up easily on what to say, and being eventually unwilling to speak much in class. This attitude towards English may have caused her to have difficulties in speaking, mainly. To mention one example of her tendency of being unwilling to speak English in class, let us consider an occasion when she was asked to perform task IC-7 (Richards with Hull & Proctor, 1997). E5 and her partner spoilt the activity, by saying everything in Portuguese (both asking the questions and giving the answers in their own mother tongue). Moreover, she would show little confidence when reading aloud the answers of exercises, and exhibited frustration and anxiety when doing so.

E6 reported having difficulties with listening and considerable difficulties with speaking. However, she was not mentioned by T1 in the first interview. The classroom observation corroborates E6's report. It was also noticed that he seemed to have problems in concentrating in class, which may have led him to misperceive stimulus many times – either auditory or visual. The frequency with which he paused when speaking also deserves some attention. His pauses were frequently filled with laughter. It seems that this was the way he found to disguise his anxiety about performing the

activities, probably due to a slow processing of sounds, words, and sentences. To illustrate, in a pair-work task in which E6 had to ask and answer questions, he produced laughter and mispronounced segments in all sentences (see Appendix 12, episode 4b, speech lines 1, 3, 5, and 7).

In short, participants in the experimental group showed difficulties in the many skills involving language learning, as well as anxiety and tension about learning. Some of them had problems to concentrate and some were considered slow learners. The next subsection includes the difficulties identified in the control group.

4.1.2.2 Control Group

Participants in the control group were C1, C2, C3, C4, C5, C6, C7, C8, C9, and C10. Difficulties with reading, speaking, writing and listening were identified in the control group. The signs of LD identified among these participants were difficulties with the production of specific sounds, misperception of auditory and visual stimulus, slowness to learn, need of a great deal of repetition, among others.

As Table 10 shows, C1 reported having great difficulties with reading, and considerable difficulties with speaking, writing, listening, even though T1 did not mention her in the first interview. The results of classroom observation was in agreement with her difficulty with speaking as she was identified as having a slow processing of sounds, words, and sentences. To illustrate, she had problems to produce some sounds such as /t/ as in “very”. She also refrained from volunteering or taking risks during class. In the first half of the term, C1 was absent from many classes, and for the ones in which she was present, she was usually late. This may have interfered with her learning process, since T1 would sometimes start classes with some practice followed by the teaching of new contents. This lack of exposure to explanations may account for her non-active participation in many episodes in class. Regarding the difficulties with reading, no instances of trouble were identified.

Although C2 was not mentioned by T1 during the first interview, he reported having great difficulties with speaking and listening. This report was consistent with what was detected during class observation, since some signs such as the misperception of auditory stimulus from others and of nuances were identified. To mention one example of his difficulties with speaking, let us refer to episode 7a (Appendix 12) in which C2 was unable of either pronounce basic words, such as *English* and *study*, or structure a sentence (speech line 3). C2 had also showed an inability to do two things at once, e.g. listening and taking notes at the same time. It seems he had a poor short-term auditory and visual memory.

As Table 10 shows, C3 reported having great difficulties with listening and considerable difficulties with speaking. In the first interview, T1 reported that C3 seemed to struggle to learn and had as many difficulties as L19 (see Appendix 13). The results of classroom observation were in agreement with both T1 and C3's view, as some signs that indicate those difficulties were identified (e.g., slow processing of sounds, words, and sentences; misperception of auditory stimuli; slowness to learn; and difficulty to keep concentrated). Furthermore, C3 showed unwillingness to volunteer or risk-take, and a tendency to give up easily on tasks.

C4 reported having great difficulties in the four skills (listening, speaking, writing, and reading). In the first interview, T1 reported that C4 seemed to lack the background knowledge that the other students in her group had, and that she had difficulties with pronunciation and general language production. T1 and C4's report were consistent with the signs of difficulties identified during classroom observation. Those signs were (1) difficulties in picking out appropriate auditory stimulus from others, (2) slow processing of sounds, words, and sentences, (3) problems with organizing notes, activities, and learned material, and (4) the need of additional time to process information. Concerning speaking, she seemed to have a slow processing of sounds, words and sentences.

Although C5 reported having considerable difficulties only with speaking, T1 reported that she seemed to have problems with learning in general; she seemed to be a

slow learner who needed to be given information more than once and additional time to process information and understand either visual or auditory stimuli. According to T1, C5 appeared to be unable to make associations, to categorize information and transfer it to different contexts. The signs of LD recognized in her performance during the observation of classes are consistent with T1's report (e.g., slow processing of sounds, words, and sentences, need of additional time to process information and requests, need of a great many of repetition, among others). Regarding her difficulties with speaking, the observation of classes in the first half of the study showed that C5 was unable to either perceive certain sounds or produce them.

Although C6 was not mentioned by T1 in the first interview, C6 reported having great difficulties with listening and considerable difficulties with writing. C6's report was consistent with the data obtained through the classroom observation mainly with regards to the listening difficulties. In addition, it was also found that she did not volunteer or risk-take during classes. C6 was also a very quiet student. Thus, collecting instances of her participation was a challenge. She would not volunteer to participate in activities such as reading conversations or providing answers to the book exercises. However, she would carry out these tasks when asked upon the teacher's request. When performing these tasks, as well as when acting out a planned dialogue with a partner, she would speak in such a low pitch that it was difficult to identify any pronunciation or grammar imperfections. She would skip classes, which prevented the researcher from collecting all potential instances of LD's signs.

Although C7 was not mentioned by T2 in the first interview, he reported having great difficulties with speaking and considerable difficulties with listening. The signs of LD identified during the classroom observation confirm his report. These signs were (1) trouble in picking out appropriate auditory stimulus from others, (2) missing part of what is said, and (3) slow processing of sounds, words, and sentences. C7 did not volunteer or risk-take during classes, either.

As table 10 shows, C8 was not mentioned by T1 as having LD. Nevertheless, he reported having great difficulties with listening and considerable difficulties with speaking. The observation carried out shows, however, evidence for the former (listening), not the latter. Some signs of his difficulties were (1) problems in picking out appropriate auditory stimulus from others, and (2) missing part of what was said by others.

C9 was seen as a slow learner by T1 and reported having considerable difficulties with speaking. Moreover, this researcher also identified that C9 had considerable difficulty with reading. To illustrate, there was a moment in class in which I was sitting next to her and assisting her in the accomplishment of a task, and considerable guidance was provided so that C9 could answer the questions in the exercise³⁰. This guidance was given mainly with regard to transferring rules to new situations and making associations, an ability which C9 seemed to lack. The difficulty for making associations may be explained by her limited vocabulary. Consequently, this lack of vocabulary might account for her difficulties with reading (as she had reported before, to a low degree, though).

C10 was seen by T2 as having difficulties to learn and reported having great difficulties with listening and considerable difficulty with writing. The data obtained through the classroom observation matches with C10's report which acknowledges difficulty with listening. Some LD signs were also identified: (1) slow processing of sounds, words, and sentences, (2) need of time to process information and requests, (3) slowness to learn, (4) need of receiving information more than once, and (5) need of many repetitions to commit words to memory. To exemplify, let us consider the following excerpt:

1. T1: [S3's name], where are you working this semester?
2. S3: hmm
3. T1: Onde estás trabalhando agora, esse semestre?

³⁰ This instance was neither recorded nor note-taken. This is explained by the fact that the class observation phase was in its very beginning and instruments such as note taking and audio recording were not being used.

4. S3: I am working... hotel.

5. T1: At a hotel, okay?

6. S3: Isso.

This excerpt is inserted in the following context: T1 was explaining how to make the question *Where are you working this semester?* and how to answer to it. She modeled it three times by asking the question to some students. Then, she decided to translate the question into Portuguese, addressing the group as a whole. Next, one more student answered the question. Finally, T1 addressed C10 in English. However, she did not understand the question. T1 had to repeat the same question in Portuguese so that C10 could answer it.

4.1.2.3 Conclusion

All in all, participants in both groups – the control and experimental groups – had difficulties in all the four skills: listening, speaking, reading, and writing, with varying levels of difficulty, under the *perceptual, sequencing, simultaneous processing, abstraction, memory, motor, and general functioning* categories of the components of learning that are affected by LD (Input, Integration, Memory, and Output – Ehrman, 1996, p. 263). Difficulties with speaking and listening were striking. Difficulties with the retention of new vocabulary for later retrieval were also identified. Being aware of these participants' most common problems in learning an L2, I went on to verify these participants' learning styles, subject of the next section of this chapter, for the purposes of preparing the LLSIP.

4.1.3 Learning styles favored by the participants

This section addresses the analysis of Questionnaire 3 in order to identify the learning styles favored by the participants in the experimental group. This identification was necessary because learning styles have a “direct effect on the learning strategies” (Ehrman, 1996, p. 50), that is, the use and efficiency of a specific LLS will be linked to one's learning style. If one favors a visual learning style, for instance, s/he will benefit

from using the strategy of Making Associations through vocabulary cards³¹. Table 11 shows the results of questionnaire 3 for the experimental group³².

Table 11: Results of the learning style questionnaire

Learning Styles	E1	E2	E3	E4	E5	E6
REFLECTIVE			7			1
Active	5	3		9	7	
INTUITIVE		1	3			1
Sensing	3			5	9	
VISUAL	5		5		5	5
Verbal		7		3		
GLOBAL	1		3		3	5
Sequential		1		5		

(1-3 = Mild preference; 5-7 = Moderate preference; 9-11 = Strong preference)

As can be observed from the table, learning styles preferences varied. Two participants favored the Reflexive learning style, while the other four favored the Active learning style³³. Four participants favored the Visual learning style whilst two favored the Verbal³⁴. Equally, four favored the Global learning style whereas two participants favored the Sequential³⁵. Three participants showed preference for the Intuitive learning style, while the other three favored the Sensing one³⁶. This variation was expected and LLS for devising the LLSIP were chosen as to contemplate the preferred learning styles and deal with the LD found (in the skills of listening, speaking, reading, writing, and retaining vocabulary). The subsection that follows includes the results about participants' previous knowledge on LLS.

³¹ These vocabulary cards were used in the LLSIP. For additional details, please refer to Appendix 5F.

³² Control group's learning styles were not considered, since they would receive no treatment.

³³ Reflective learners tend to retain and understand information by thinking about it before doing any kind of task involving it. In addition, this kind of learner prefers to work alone rather than in groups. Active learners tend to learn by doing something active that involves the information being taught and to like group work.

³⁴ Visual learners learn more easily by seeing the information in forms of pictures, diagrams, charts, time lines, etc. whilst verbal learners tend to learn more easily through words (written or spoken).

³⁵ While sequential learners tend to achieve understanding in linear steps, global learners do not seem to need to follow a sequence and they learn in large jumps.

³⁶ Sensing learners tend to like learning facts and solving problems by well-established methods with few complications and surprises. Also, they tend to like details. In contrast, intuitive learners tend to like discovering possibilities, solving problems by using innovation, and they tend to dislike repetition. For detailed information on the learning styles' definition, please refer to Appendix 14.

4.1.4 Participants' previous knowledge about LLS

At first, Questionnaire 1 – questions five and six – was aimed at investigating whether participants had some knowledge about LLS. Table 12 shows the results for questions five and six.

Table 12: Participants knowledge about LLS

ID	Reported having heard about LLS	Could define LLS
E1	Yes	Yes (gave one strategy example)
E2	Yes	Yes
E3	No	No
E4	Yes	Yes (gave one strategy example)
E5	No	No
E6	Yes	Yes (vague)
C1	No	No
C2	Yes	No
C3	Yes	Yes (vague)
C4	Yes	Yes (vague)
C5	Yes	No
C6	No	No
C7	No	No
C8	No	No
C9	Yes	No
C10	No	No

According to the data collected in Questionnaire 1, 9 of the participants reported having heard about LLS. However, only 6 of them were able to write something about LLS, by providing one strategy example or trying out a definition. This may be due to the fact that I myself talked a little about LLS when inviting participants to join the study, even providing some strategy examples to some individual students. This inability to talk about strategies may indicate that participants were not totally aware of strategy use, which was confirmed by the participants in the experimental group, who reported having already made use of some strategies taught in the LLS Instructional Program (LLSIP), but not being conscious of that use before the instruction (see Appendix 15). The instruction aimed mainly at teaching some LLS and enabling participants to be aware of how, when, and why to use those strategies. The effects of this instruction are discussed in section 4.2.

4.2 What are the effects of the teaching of language learning strategies on the learning process of L2 learners with learning difficulties?

This section describes the results of the analysis of LLS use by the experimental group. The data collected during the LLSIP and through the observation of classes in the second half of the study, by means of the instruments mentioned in Chapter 3, are also discussed here.

As previously stated, there were six participants in the experimental group: E1, E2, E3, E4, E5, and E6. Before presenting the data collected about them separately, it would be helpful to assess participants' performance in the LLSIP, since it is important to understand whether they learned how, when, and why to use the LLS. In all sessions, all participants participated actively. Regarding the comprehension of what was explained, in the first session, most participants were able to define LLS with their own words, except for E6, who also misunderstood the reasons why to use the strategy of Summarizing, as his Summary Page portrayed. At the time he was filling in the Summary Page, E6 asked for clarification about the differences between Summarizing and Structured Reviewing. He himself provided the correct answer to his question. This fact made this researcher perceive that it was not necessary to clarify the concept for him. In the second session, the analysis of the Summary Page showed that all participants understood the meaning and use of strategies. In addition, the informal interview carried out at the end of the second session ensured that participants had understood the reason why to use each strategy. In the last session, the Summary Page showed that all participants had the concept of strategies clear in their minds. About the strategies taught in this session, all participants reported having already used the strategies of (1) Relaxing, (2) Using Clues, and (3) Cooperating With Others. They agreed among themselves that consciously knowing about the strategies helped them understand how to use LLS more effectively, why and when to use them (see Appendix 15). Table 13 shows participants' strategy use status.

Table 13: Strategy use: experimental group – questionnaire 3.

ID	SU	SUI	SIUN	SNU	SIU
E1	<ul style="list-style-type: none"> • Making associations. • Structured reviewing • Summarizing. • Paying attention. • Taking notes. • Cooperating with others. • Relaxing. 	<ul style="list-style-type: none"> • Taking notes. • Summarizing. 	<ul style="list-style-type: none"> • Grouping. • Making associations. • Organizing. • Planning for a language task. • Self-evaluating. • Talking to yourself. 	<ul style="list-style-type: none"> • Taking risks wisely. 	<ul style="list-style-type: none"> • Almost all.
E2	<ul style="list-style-type: none"> • Organizing. • Taking notes. • Highlighting. • Using clues. • Reasoning deductively. • Talking to yourself. 	<ul style="list-style-type: none"> • Paying attention. • Using clues. • Reasoning deductively, among others. 	<ul style="list-style-type: none"> • Organizing (keeping a notebook). 	<ul style="list-style-type: none"> • None. 	<ul style="list-style-type: none"> • Planning for a language task.
E3	<ul style="list-style-type: none"> • Using clues. • Paying attention (selective attention). • Asking for help. • Highlighting. • Reasoning deductively. • Talking to yourself. 	<ul style="list-style-type: none"> • Talking to yourself. 	<ul style="list-style-type: none"> • Planning for a language task. • Talking to yourself. • Taking notes. 	<ul style="list-style-type: none"> • None. 	<ul style="list-style-type: none"> • Organizing. • Self-evaluating.
E4	<ul style="list-style-type: none"> • Paying attention. • Making associations. • Cooperating with others. • Structured reviewing. • Summarizing. • Taking notes. • Highlighting. 	<ul style="list-style-type: none"> • Organizing. 	<ul style="list-style-type: none"> • Planning for a language task. • Organizing. 	<ul style="list-style-type: none"> • None. 	<ul style="list-style-type: none"> • Grouping.
E5	<ul style="list-style-type: none"> • Organizing. • Asking for help. • Taking notes. • Highlighting. • Reasoning deductively. • Using clues. • Cooperating with others. 	<ul style="list-style-type: none"> • Asking for help. 	<ul style="list-style-type: none"> • Making associations. • Grouping. 	<ul style="list-style-type: none"> • None. 	<ul style="list-style-type: none"> • Self-evaluating.
E6	<ul style="list-style-type: none"> • Structured reviewing. • Relaxing, among others. 	<ul style="list-style-type: none"> • Summarizing. 	<ul style="list-style-type: none"> • Making associations. 	<ul style="list-style-type: none"> • None. 	<ul style="list-style-type: none"> • Making associations (using vocabulary cards).

(SU = Strategies already used; SUI = Strategies used incorrectly; SIUN = Strategies in use now; SNU = Strategies participants will never use; SIU = Strategies intended to be used in the future)

Even though they might not have been aware of that, participants made use of strategies prior to their participation in the LLSIP. However, as they themselves reported, they were unaware of such actions as being strategies and how these strategies would benefit their learning. This unawareness led them to the incorrect use of some

strategies, such as Taking Notes (randomly), Summarizing (with the purposes of studying from the summary, not of checking their understanding about the topic), Organizing (not actually organizing themselves to the study of English), Talking To Yourself (saying negative statements), Asking for Help (as the first resource, not the last), Paying Attention (direct attention, while selective attention would be more effective), Reasoning Deductively, and Using Clues, among others. The recognition of the inadequate use of these strategies and the awareness of how and when to use them as well as the others taught in the LLSIP encouraged participants to make use of more strategies or to continue using the ones mentioned earlier (LLS already in use, but now, more consciously). Except for one participant, there was no strategy of which they would never make use³⁷. All of them reported their desire to use other strategies in the future, as soon as they would have the opportunity to.

In general, participants reported that taking part in the LLSIP helped them to become aware of the steps that can help them learn and the kind of behavior they should avoid in learning situations. For their own words, please refer to Appendix 15. Table 14 shows the strategies use for participants in both control and experimental groups, according to the information in the Learner Diary Pages.

³⁷ Only participant E1 mentioned not intending to use the strategy of Taking Risks Wisely (see Table 13).

Table 14: Daily strategy use in English classes by control and experimental groups

LLS	E1	E2	E3	E4	E5	E6	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10
Asking for clarification	6							3	4							2
Asking for help																
Cooperating with others			3, 4	4, 5				1				2				
<i>Doing the book exercises</i>								5		1			6			3
Grouping					3											
Highlighting			2, 3, 4													
Making associations	1, 2, 3, 5		1	1, 2, 3, 4, 5	1, 2, 3		1						1, 3, 4, 6		3, 4	
<i>Montar uma tabelinha*</i>			2													
Organizing	1	2, 3, 5, 6														
Paying attention	2, 6	3	3, 4	1, 2, 3, 4, 5				1, 3		3	1, 2, 4	1, 3, 4, 5	4, 5		2	1, 2, 3, 4, 5
Planning for a language task					1											
<i>Practicing (repeating)</i>	1, 5, 6	5	1		1		2	5	2, 3, 4	4			5			1
Reasoning deductively			4													
Relaxing			4													
Self-evaluating			3													
<i>Speak and write</i>															1, 2, 3, 5	
Structured reviewing						1, 3, 4, 5					3	1, 3, 5				
Summarizing		3														
<i>Take a look at the book</i>											1					
Taking notes	2, 3, 4, 5	2, 3, 5, 6	2, 3, 4	1, 2, 3, 4					1, 2, 3, 4	2, 5		2				
Taking risks wisely			4													
Talking to yourself	6	6														
<i>Translating</i>	2															
<i>Trying out sentences in English</i>															1	
Using clues		6	4													
Using the dictionary						1										1

(LLS = Language Learning Strategies; Numbers stand for the classes observed: 1 = the first class observed during the second half, 2 = the second class, 3 = the third class, and so on; if a particular strategy is used in the first class, for example, the number one (1) is placed in the given strategy string, under the participant's ID); LLS in italics are the ones not addressed in the LLSIP.

* It is not clear what "montar uma tabelinha" means, maybe, this participant meant "writing a sketch" or using the T-list format to take notes.

Table 14 shows that all participants in the control and experimental groups made use of strategies. If we consider the number of students who used specific strategies, then the strategies most used were 4: (a) Making Associations (7 participants, 5 from the experimental group); (b) Taking Notes (7 participants, 4 from the experimental group); (c) Practicing Through Repetition (10 participants, 6 from the control group); and (d) Paying Attention (11 participants, 6 from the control group). The strategy least used was Asking For Help. If the number of classes in which the strategies were used is considered, participants in the experimental group made approximately 32% more use of strategies. Regarding the variety of strategies used, the experimental group made use of an average of 5 different strategies, while the control group strategy use varied between 3 and 4 types of strategies. The difference in variation does not seem to be significant, but the way and why such strategies were used is what seems to make the difference between the two groups. The next part of this section addresses the effects of LLSIP on the experimental group participants' strategy use.

E1

According to E1's answers to the Learner Diary Pages, she felt difficulties in understanding spoken English, either in listening exercises or when spoken by T2 (misperception of appropriate auditory stimuli). This inability to understand, as she remarks, would *destroy* her ("*me destrói com coisas bobas*"). In addition to that, she reported having difficulties reading and understanding questions, conversations, and reading exercises. Thus, it seems she remained with difficulties in learning English. There may be some evidence, however, that her attitude towards English changed. To illustrate, it is interesting to note how actively E1 partook the instructional program, considering that she was not active in the English classes observed, prior to the LLSIP. She would ask about the pronunciation of words, and give her opinion about the strategies taught. Moreover, she would ask clarification questions – a behavior totally different from the one adopted in her English classes.

As suggested in subsection 4.1.2, E1 would participate little in class. However, during the second half of the observation of classes – after the LLSIP – the researcher’s field notes show that she seemed to be more open, smiling to her peers, paying attention to T2’s words, taking notes, interacting with her peers, even answering questions orally, in conjunction with the whole class. This change in her behavior corroborates the results found by Costa (2000), whose study suggested that the inclusion of the teaching of LLS into students’ regular classes benefited their learning, by helping them deal with their anxiety and develop a positive motivation for learning.

E1 now showed signals that she was interested in learning. If episode 1 (Appendix 17, class 2) is considered, it is possible to see that she started with little knowledge (speech lines 1-16) and then, by receiving further and detailed explanation, she was able to learn how to put the adverbs at the right position (speech lines 22, 23, and 31 to 37). This fact may seem quite usual for true beginners whose learning is not problematic; for E1, however, it was significantly important, as she stated at the beginning of the semester that she was unable to learn English. In this same class, E1 was able to hold a little interaction in a group consisting of four students, E1 inclusive. If the level of participation is analyzed, she did not do very well. However, if her level of participation in the five last classes and at the beginning of the semester (which was almost null) is compared, it significantly increased (see Appendix 17, class 2, episode 2, speech lines 4, 29, 46, 48, 57, 59, 80, 125, and 133-189). Episode 3, from class 4 (Appendix 17), also illustrates this increase in participation, in which she read a conversation for practice with E2, while in the first half of the study she would not seem so enthusiastic (E1 and E2 practiced the conversation three times³⁸). This increase in participation should lead to a certain degree of learning, although it is difficult to state the degree to which this learning happened. Although she was trying harder, looking up words in the dictionary, taking notes of unknown words, asking for additional explanation, all this did not seem

³⁸ Concerning pronunciation in this specific episode, E1 showed lots of pronunciation problems (see speech lines 8, 12, 22, and 24). However, the last part of this episode shows her ability of learning and making associations with other sounds and words (see lines 25-17).

to be enough in order to enable her to catch up with the language she should have learned during the semester.

Regarding the listening skill, in the second class observed in the second half of the study, E1 was still unable to comprehend oral language. This was reflected mainly via her nonparticipation in the listening activity, with no note taking and no answers to the activity questions.

According to T2's final interview, E1 had little improvement concerning grammar use, speaking, and attitude³⁹ toward English. However, her participation significantly increased in class (see Appendix 18, part C, T2, speech lines 19-22). Under T1's point of view, E1's motivation also increased (speech line 159). Although E1 did not expose her change in feelings about learning English, that is, her change in attitude, the analysis of the data collected through the many instruments show evidence that her attitude towards English changed along the course. It is clear that she had little interest in learning English and that, along the course, this attitude changed. She was now aware of her limitations and had the tools to deal with them (the LLS). As she herself stated, she started to study in an organized way, which did not happen prior to the LLSIP (see Appendix 18, part A, E1, speech line 26). This change in her way of studying reflects one of the LLS features, described by Oxford (1989): "[LLS] allow learners to become more self-directed in their learning" (p. 9).

Considering everything, it seems that her attitude towards English changed, for during the second half of the study she was more open to learning, asking for explanation, clarification, seeking opportunities for practice, and the like. As a result of this attitude, she also showed to be more motivated to study the language. However, stating how much her improvement in learning was appears to be somewhat difficult.

³⁹ According to her teacher, attitude involves the way a student behaves in relation to the target language, involving interest, commitment, and the like. In this specific case, attitude involves E1's behavior of being uninterested in learning English.

E2

According to E2's answers in the Learner Diary Pages, he had difficulties to retrieve the right spelling of common words, such as numbers, and memorize the past form of irregular verbs. In the last classes, however, he reported that, amazingly, it was not being that difficult to learn any longer (*“por incrível que pareça, não tive grandes dificuldades na aula de hoje”*).

E2 used to be a quiet student, with little participation in class. However, during the second half of the study, he showed himself more open and participating in class. An example of this is when he led one of the group activities proposed (the leader was supposed to ask questions and so he did). When coming across an unknown word, he would ask the teacher or the researcher for its meaning, in an attempt to learn by practicing and interacting as much as he could (see Appendix 17, class 2, episode 2), and, finally, he volunteered to provide the answers to that poll (see Appendix 17, class 2, episode 3). Interestingly, in this part of the study, he seemed to better coordinate his speech (see Appendix 17, class 3, episode 2, speech lines 1-7), responding to oral questions without either great hesitation or structural problems. Regarding the pronunciation of words, episode 3 from class 4 (see Appendix 17) shows that his problems with pronunciation are common among true beginner's, such as the pronunciation of /θ/. Note, however, that he knows how to perform this sound properly, as he explained that to E1 in the end of that episode (speech line 26).

Regarding the listening ability, in which E2 was suggested to have difficulties (see subsection 4.1.2), his participation in class during the second half of the study provides evidence that he started to understand the oral language better, as he was able to answer the online questions asked during the correction of these exercises, even when other students, who were considered true beginners, could not. Equally, his performance in pair work activities would not differ much from the ones who were considered true beginners (see Appendix 17, class 5, episode 1, speech line 4 – inadequate pronunciation of /ð/). On the contrary, he would underscore points of language which

seemed improper, in order to solve doubts and reach the most appropriate language (for example, past of *like*, speech lines 10-20). In the third class observed in the second half of the study, E2 announced his intention of leaving one academic subject aside in order to dedicate more of his time to the study of English⁴⁰.

According to T2's final interview, E2 had a great improvement concerning his (1) speaking (see Appendix 18, part C, T2, speech lines 122-128), (2) participation in class (speech lines 135-141), (3) listening skills (speech lines 145-154), and (4) motivation (speech lines 159 and 160). As T2 said, "he changed from water to wine" (sic) [he changed overnight]. E2 reported feeling motivation to study more (see Appendix 18, part A, E2, speech lines 28-30). It seems that consciously having access to LLS made him desire to study more, taking English more seriously, dedicating more hours to language study. Consequently, being more dedicated, he might have learned more, thus feeling more confident to participate in class.

In sum, the observation of classes during this second half of the study shows that E2 had a considerable change (improvement) in his listening ability, in the retrieval of words (including their spelling), in speaking (with regard to coordination and pronunciation), and in the amount of his participation in class.

E3

According to E3's answers in the Learner Diary Pages, it was difficult for him to pronounce some words, "*think in English*"⁴¹, and understand spoken English. E3 used to be a quiet student, of little participation in class. However, during the second half of the study, he showed himself participating in class, even though he had missed many some classes at that time. This increase in participation may mirror his eagerness towards learning the language. An example of this is when, participating in a group activity,

⁴⁰ In fact, after the data collection was finished, I met E2 by chance and was told that he accomplished that by studying in a school where he can study English more hours a week.

⁴¹ There was a trend among teachers of telling students in general that they had to start thinking in English, that is, the mental process to utter the English words would be direct, without going through the filter of the Portuguese language (their mother tongue). That's the reason why this student used these terms ("pensar em inglês").

even not leading it (the leader was supposed to ask questions), he sometimes asked the questions and spoke more than he was requested (see Appendix 17, class 2, episode 2, speech lines 94, 99, 100, 107, 117, 119, 121, 128, 131, 137, 163, and 190-216). This participation may indicate he now felt more comfortable to speak English (no exhibition of anxiety).

Regarding the listening ability, it appears that E3 was able to comprehend more the oral language; he was unable, however, to orally provide the answers to it. Instead, he mimed in an attempt to let T2 know what he had understood (as the records of notes taken in the second class observed in the second half of the study show). As regards his structuring of sentences and pronunciation of words, it can be said that he seemed to have the same problems as a true beginner would, such as producing an epenthetic /i/ in word-final position, like in “spend” (see Appendix 17, class 3, episode 3, speech line 3). Considering his participation in class, E3 seemed to be more active during the second half of the study. In the fourth class, he volunteered to read a conversation aloud in conjunction with another student. Although he sounded a little anxious, he could read the conversation at the level expected from a true beginner, having a few problems with pronunciation (see Appendix 17, class 4, episode 2b).

According to T2’s final interview, E3 had significant improvement towards the end of the level (see Appendix 18, part C, T2, speech lines 84-90), and she called the attention to his progress in speaking, during the oral test (speech lines 94-96). Generally speaking, from the teacher’s report and the data analyzed, E3 showed evidence of improvement of his listening ability, seemed to feel less anxious about speaking English, and also increased his amount of classroom participation.

E4

According to E4’s answers to the Learner Diary Pages, she had difficulties with constructing sentences using the structural (grammatical) language learned in specific

classes, reading and understanding some sentences, understanding what was said in the listening exercises, and pronouncing words either with the letter “i” or “y”.

In the third class, as opposed to her previous anxiety about reading aloud in class, E4 showed herself to be confident while reading aloud the answers she had given to one exercise, having no problems with pronunciation (see Appendix 16, class 3, episode 2b, speech lines 1, 3, and 5). In contrast, while carrying out a grammar focus exercise (see Appendix 16, class 4, episode 4), she mispronounced many words (“around” was pronounced in two different ways – speech lines 31, 35, 45, and 58). She was also unable to organize the sentences into their proper structure. However, she positively led the group activity, motivating her peers to ask questions and carry out the activity (see speech lines 57 and 58). As a matter of fact, it seems that, when working with more proficient speakers, E4 had a more successful outcome (see Appendix 16, class 5, episode 3). She was able to answer the questions and structure her own questions (see speech line 29). This may indicate that she needs a model for the language she is using. Should she receive this modeling, her performance could be more appropriate. Regarding listening, E4 was unable to answer most of the questions to a listening exercise (Richards with Hull & Proctor, 1997, exercise 6, p. 48). Instead of taking notes while listening, she would only copy the answers that T1 would write on the board.

According to T1’s final interview, E4’s increased interest in English learning was clear and her performance improved a bit (see Appendix 18, part C, T1, speech lines 106-113). In sum, in light of what was observed in E4’s performance in class, under T1’s and the researcher’s view, E4 seems to have had a certain progress in her performance as regards confidence in reading aloud, performing pair and group work activities and interacting in class; however, this advance fluctuated along the second half of the term.

E5

According to E5's answers in the Learner Diary Pages, she had difficulties in memorizing some of the new words taught (mainly those whose meaning has no relation to their corresponding Portuguese counterparts), and in utilizing some structures of the English language, such as *there is* and *there are*.

Concerning the speaking ability, in the first class observed during the second half of the study, T1 asked students to carry out a conversation of their own, using the topic taught. As E5 reported, she used the strategy Planning For a Language Task, as could be seen in the output of the conversation, which was well structured and with fillers⁴². In the second class, students were divided into groups of three and were asked to create a story where they had gone abroad on vacation, and then present it to the class. When presenting the story, only E5's peers spoke. This nonparticipation may be linked to the way they decided to present it rather than to E5's lack of willingness to participate. When reading aloud a conversation in conjunction with a peer, E5 pronounced most words perfectly, except for some: *terrific*, *snowed*, and *three* (Appendix 16, class 2, episode 2, speech line 7). Only "*three*" was a word known by the participant⁴³, while the others were being learned, which may account for her trouble in pronouncing those words (see Appendix 16, class 2, episode 2⁴⁴).

In the beginning of the third class, E5 and E6 were using vocabulary cards (the Making Associations strategy) in order to memorize the meaning and form of some

⁴² Fillers are voiced sounds/words/units which do not normally contribute additional lexical information. They can be seen under three categories: 1) nonlexical ("uh"; "um"; 2) sound stretches (vowel elongations); and 3) lexical ("y'know", "I mean") (Riggenbach, 1991). One example of fillers in this student's speech was "*Let me see*".

⁴³ In the third class, while reading aloud item 2 of grammar focus (Richards with Hull & Proctor, 1997, p. 43), as to provide answers, she pronounced all the words properly, in a high pitch (see Appendix 16, third class, episode 2a, speech lines 2, 4, and 6).

⁴⁴ In another moment, E5 and E6 were not as successful in reading the conversation (see Appendix 16, class 4, episode 1a), in which they had pronunciation problems and read in a low voice. I understood this as a result of the situation settled prior to the reading. E5 and E6 were talking to one another while other students were reading the conversation aloud. Then, perceiving this, T1 asked E5 and E6 to read the conversation themselves, which prevented them from continuing their chat, which made them focus on the class. However, this may have embarrassed them (since T1 mentioned that that was the reason why they were being asked to read) and this embarrassment may have affected their outcome; rather than this reason, their lack of attention to the right pronunciation of words may also account for the little problems they faced.

verbs which were meant to be chosen to their daily verb flash test. The outcome of this strategy use was positive since E6 got it 100% correct. At this time, E5 and E6 were the only students who would provide the answers aloud. This attitude may indicate their confidence about their answers for the test. Regarding the listening ability, E5 was able to answer most of the questions to a listening exercise (Richards with Hull & Proctor, 1997, exercise 6, p. 48).

Under T1's point of view, expressed in the final interview, E5 seemed to be more confident and more participative in class after the instructional program (see Appendix 18, part C, T1, speech lines 130-132). In her last interview, E5 asserted that she felt more supported while studying English and that she herself felt surprised with her outcomes in the final oral test (Appendix 18, part A, E5, speech lines 12 and 22). All in all, the observation of classes during the second half of the study and T1's report show that there were considerable improvements in E5's performance regarding the listening and speaking skills (mainly concerning pronunciation and willingness to speak), which is reflected through this more active participation and confidence reported by T1.

E6

According to E6's answers in the Learner Diary Pages, he had difficulties with retrieving specific vocabulary learned during class, and committing some words to memory, such as prepositions.

In the first class observed during the second half of the study, the researcher noticed that E6 was asking more questions in class and was even asking T1 for ways of learning (how to learn the verbs, for instance). In the same class, T1 asked students to hold a conversation of their own, using the topic taught. It seemed that E6 used the Planning for a Language Task strategy, as it could be seen in the output of the conversation, which was well structured and with fillers. However, he might have forgotten about the use of this strategy, since he did not mention it in his Learner Diary Page.

In the beginning of the third class, E6 and E5 were using vocabulary cards (the Making Associations strategy) in order to memorize the meaning and form of some verbs which were meant to be chosen to their daily verb flash test⁴⁵. The outcome of this strategy use was positive since E5 got it 90% correct (one spelling problem). The flash test correction was carried out orally immediately after the test. At this time, E6 and E5 were the only students who could provide the answers aloud. This attitude may indicate their confidence about their answers for the test. Although E6 reported using only the Structured Reviewing in this class, I noticed him using the notebook (Organizing strategy) as well as working cooperatively (Cooperating With Others, see Appendix 16, class 3, episode 1a and 1b) with E5 and the researcher. This strategy use may be a hint that, in the second half of the study, he was more dedicated to the language being learned.

E6 used to laugh continuously – a probable signal of his anxiousness – when working in pairs, and showed the tendency to speak Portuguese, when the aim was English. A change in this behavior was detected in this class. While in those classes, E6 was unable to even read the questions without pausing in excess (laughing), in this class he was able to work in pairs, ask the questions, laughing when there were situations favorable to that (see Appendix 16, class 3, episode 3, speech lines 94-107). Although he kept the use of Portuguese, this time he did not seem to have the purpose of “killing the activity”, but, rather, of carrying out the activity itself (speech lines 21-26).

Regarding E6’s level of attention, it could be proposed that it increased; however, determining how much is somewhat difficult. What could be seen is that he showed himself more willing to participate in class activities. However, he still showed some signs of inattentiveness. For instance, in the third class, when T1 was assigning them a piece of homework, only when she was finished did E6 realize what he was supposed to

⁴⁵ In this context, a verb flash test was a short test given on the past form and meaning of pre-assigned verbs.

do: To write a postcard⁴⁶. When doing the listening activity, (Richards with Hull & Proctor, 1997, p. 44), he was able to answer some of the questions, which may mean he paid a little attention to it, by “switching off” less frequently. Regarding the listening ability, E6 was able to answer most of the questions to a listening exercise (Richards with Hull & Proctor, 1997, exercise 6, p. 48).

Concerning the speaking ability, E6 was able to answer T1’s question when being addressed by her. It is important to say that, he was the first student to whom the question was addressed, and he could answer it appropriately (see Appendix 16, class 5, episode 1, speech lines 1-7). Pronunciation problems seemed to remain in his speaking, though (see Appendix 16, class 3, episode 3, speech lines 21, 27, 49, and 83). Note, however, that the mispronounced words are now mostly the ones usually mispronounced by true beginners, such as *vacation* (speech line 83), and *were* (speech line 27); he also felt uncomfortable with the pronunciation of *beaches* uttered by E5 (see speech lines 38-45). It seems that he knew it was inappropriate; conversely, because he was unsure about the right pronunciation of it, he accepted the mispronunciation, just by dropping the subject (speech line 45). So, it is possible to say that he improved (his awareness of) the pronunciation of English words to a certain degree.

According to T1’s final interview, E6 improved his learning (see Appendix 18, part C, T1, speech line 34); he felt more comfortable to speak English (speech lines 36-40), he grew more mature in his process of learning English (speech lines 42-44) and seemed more motivated in class (speech lines 153 and 154). Concerning motivation, E6 self-reported that he felt more motivated to study after having gone through the LLSIP (Appendix 18, part A, E6, speech line 32). Shortly, the observation of classes during the second half of the study, in conjunction with T1’s impressions, indicate that E6 had some changes in his attitude towards learning English, his questions to solve his doubts

⁴⁶ It is important to say that T1 had asked them to look at the sample provided by the book. Then, she (1) asked them to write a similar post card, (2) read the reading for the unit which was a series of postcards, and (3) gave them ideas on how to do it. When she finished, E6 asked himself (thinking aloud) what he was supposed to do, and realized he had to do the writing of a postcard.

became more mature, his speaking and pronunciation improved (to a certain extent), as well as his level of attention in class.

4.2.1 Conclusion

Participants E1, E2, E3, E4, E5, and E6 changed mainly in regard to their attitude towards English, since they became more willing to participate in class, in pair work tasks, or in tasks involving a group or the whole class. The ones who seemed to avoid speaking English previously, towards the end of the term sounded more willing to try, more confident and motivated. Possibly due to this willingness and motivation to study, most of them had their level of attention increased and outcomes in specific skills, such as listening, improved. Their difficulties mentioned in the Learner Diary Pages seem to be more linked to specific pieces of language, than to a specific skill, but it is doubtful whether those difficulties have disappeared. Rather, they may have remained to a certain degree. However, the participants' attitude towards such difficulties may have affected their behavior in learning, cheering them up and making them believe that they could overcome their difficulties.

If, on the one hand, undergoing the LLSIP caused the participants in the experimental group to have some positive changes in their learning, on the other hand, participants in the control group, who did not undergo the LLSIP, mostly remained with the same difficulties identified during the first half of the study, except for C7 and C10. The former showed improvement in his participation in class and a considerable enhancement in the quality of his pronunciation of English words, but asserted having difficulties with writing. The latter, although still being a "weak student", because of her interest and motivation to learn (which was present since the beginning of the course), succeeded in improving her performance as an English learner⁴⁷. In light of the results obtained with the experimental group, it seems possible to suggest that, should the

⁴⁷ For additional information on the performance of the participants in the control group during the third phase of the study, please refer to Appendix 21.

control group have gone through the LLSIP, they could have undergone considerable changes in their behavior in class, mainly concerning their attitude towards learning English, motivation, interest, and level of attention, which could have led them to study more and, thus, learn the L2 more.

4.3 General Discussion

This study was conducted to investigate whether the teaching of LLS has an effect on the learning of L2 learners who reported having learning difficulties (LD). In order to identify the existence and significance of these effects, participants' difficulties prior to the LLISP and changes in the experimental group after attending it were discussed in sections 4.1 and 4.2, in this chapter. There were 16 participants in this study and they were assigned to two groups: six participants to the experimental group, and 10 participants to the control group. Participants in both groups were recognized as having LD, which varied among difficulties with reading, writing, listening, speaking, and other particular language categories, such as retention and retrieval of vocabulary (see subsection 4.1.2). Participants in the experimental group received explicit instruction on strategies – metacognitive, cognitive, compensation, memory, and socio-affective strategies (see Chapter 3, subsection 3.3.4), and started using most of the LLS in class (see Tables 13 and 14). The analysis of data suggested that such strategy use led the participants in the experimental group to feel more motivated, interested, and dedicated to learning, thus leading most of them to a more intensive study of the language in a more autonomous manner, and, consequently, to an improvement in their learning. This improvement does not seem to be true only for E1. It appeared that E1 had a different type of change: she decided to study and learn English⁴⁸ (see section 4.2). In the beginning of the term she reported having no interest at all in English and being

⁴⁸ Three months after the collection of data, the researcher happened to informally meet E1, who said that she was taking English classes (level 1 again) and was more successful in her learning.

frustrated with the process of learning to an extent which led her to wish she could quit the course at that moment. After getting involved with the study and mainly after undergoing the LLSIP, E1's eagerness to learn English arose, and her attitude towards learning changed. Participants in the control group received no treatment and were found to have no significant changes in their performance, except for students C7 and C10 (see subsection 4.2.1).

The results discussed in the previous sections of this chapter suggest that participants with LD took advantage of the explicit teaching and use of LLS. These advantages signal that there is a relevant relationship between LLS and language LD, one that affects the learning process. Figures 2 and 3 illustrate these effects, which are described in the subsequent paragraphs.

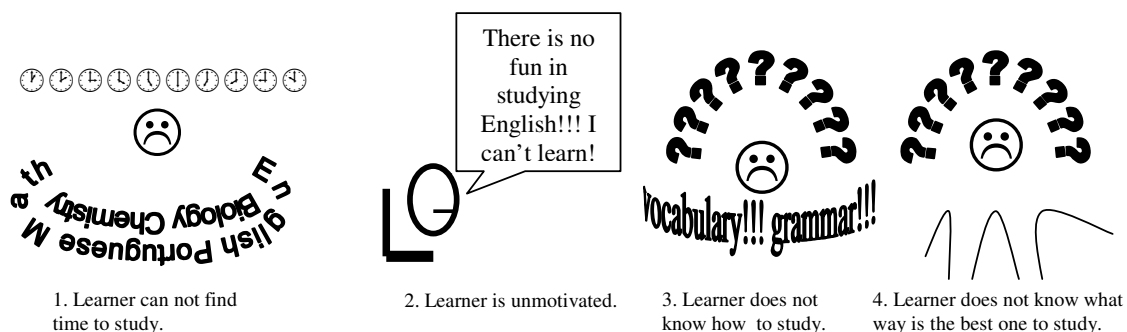


Figure 2 – Student studying with no LLS support

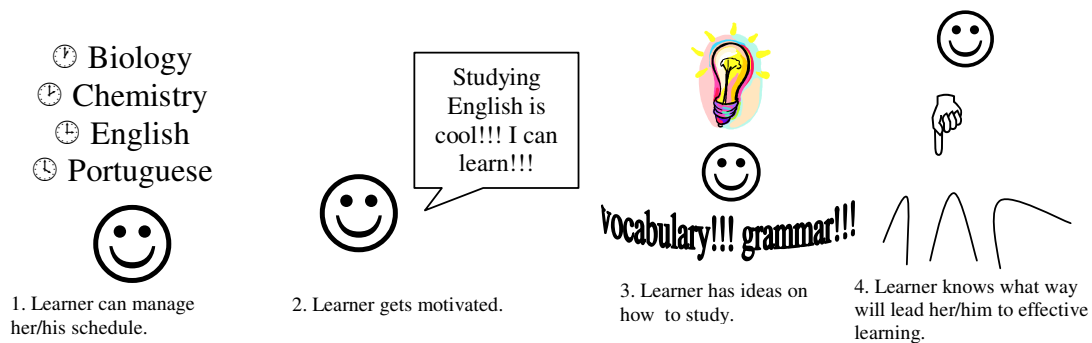


Figure 3 – Student studying with LLS support.

- Time optimization. Students with LD may spend a significant period of time just considering the ways to deal with the contents to be learned in order to learn them (see Appendix 15, E1). Even having figured the ways out, sometimes students with LD did not choose the steps that would lead them to effective learning, which made them need to study even more to learn a specific subject. The use of LLS optimized participants' time, that is, provided them with many options from which they could choose when having to study. Having received explicit instruction on how, when and why to use the LLS taught enabled them to choose the most appropriate strategy, leading them to more successful learning. In addition, the strategy of Organizing helped them manage their schedule, allocate some (available) time and opportunities for the study of English, have a quicker access to their notes about homework, new vocabulary (Keeping a Notebook), and also choose the correct place to study.
- Motivation. Having difficulties many times means being frustrated. Students with difficulties frequently have to face situations that embarrass them, which may make them unmotivated. Oxford (1989) argues that motivation grows as students begin to understand the relationship between their use of strategies and their learning. The results of the present study corroborate this assertion. Results showed that being aware of strategy use made participants feel more confident to take risks and surpass difficult situations, encouraging them to believe that they were able to accomplish the tasks requirements (strategy of Talking to Yourself). The more they continued using strategies, the more they got motivated to study, and the less they feared getting frustrated or failing (see Appendix 18, part A). Consequently, this motivation led them to study more and thus to learn more.
- Ways to study. As stated in the *time optimization* item, students with LD tend to have problems in figuring out the best way to study. LLS had a positive effect over this difficulty since they are actually tools, ways, steps which are taken by

the students (Oxford, 1989). When students with LD are explicitly taught on how, when, and why to use a LLS, it may get less troublesome and less time consuming to find a strategy that will be effective to a given situation.

- Support and direction. In concordance to the features of LLS described in chapter 2, p. 10, LLS were found to be supportive and to provide direction to students when they just did not know what path to take (see Appendix 18, Part A, E5, speech lines 24 and 26; E6, speech lines 50 and 52).
- Facilitator. Alexander et al (1998) list six attributes for LLS. One of them is that strategies are *facilitative*, that is, they enhance performance. For students with LD, learning basic language items may be troublesome. The use of LLS seems to ease the learning of such items and the learning process itself (see Appendix 18, Part A, E6, speech line 50).
- Difficulty awareness. Learners with difficulties may tend to make their difficulties seem worse than they actually are, may not recognize the cause of these difficulties, and may not understand how to use their learning strengths to compensate (or overcome) for difficulties (ALRC, 2004). The use of LLS may give students the steps to assess their actual difficulties and evaluate their own learning. Being aware of their difficulties enables students to deal with and probably surpass their difficulties as time goes by.

Besides motivating, offering different ways to study, providing support and direction, easing what was particularly difficult, and raising awareness of students with LD's about their actual difficulties, LLS were also found to help the participants in the experimental group of this study in other academic subjects, in their undergraduate courses or high school (see Appendix 18, Part A, E5, speech lines 24 and 26; E6, speech lines 50 and 52). All these aspects mentioned lead us to the concept what is known as "learner's autonomy". According to Wenden (1991, p. 163) an autonomous learner is "one who has acquired the strategies and knowledge to take some (if not yet all) responsibility for her language learning and is willing and self-confident enough to do

so”. Participants in the experimental group became more autonomous in varying levels. In other words, some students, such as E2, seemed to have become able to act more independently as a user of the target language and learned how to learn to a greater extent than others (such as E1). Another aspect observed was a chain reaction (effect), which is illustrated in figure 4.

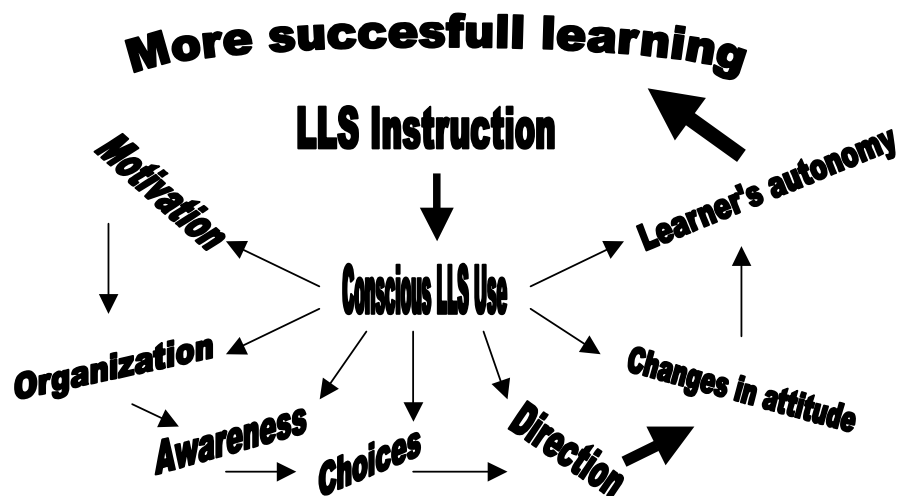


Figure 4 – Chain reaction.

LLS instruction in this study seemed to cause a chain reaction, in which each element made another to come about. As participants received LLS instruction, they started to use LLS consciously. This use seemed to make them feel more motivated. They then started to organize themselves to study English, became aware of their difficulties, were then able to see the many choices they had to study and were also able to make the decision on which choice to take for each learning situation (limited to the ones lived within the time of research and the strategies taught). All this also caused a change in attitude which led to a more autonomous learning. All these reactions culminated in a more successful learning. So, the LLS instruction was the element that triggered this reaction to happen. It would sound naïve to state that LLS instruction itself improved participants success in learning, but it seems reasonable to say that the effects of such instruction over the many elements involving learning did.

In summary, results of this study suggest that not only a significant relationship exists between LLS and learning difficulties, but also that students were open to receive LLS explicit instruction within their regular English classes and believed that LLS use motivated them to study more of the language they wanted to learn.

4.4 Chapter Summary

This chapter presented the results and discussed the research question proposed in this study: What are the effects of the teaching of language learning strategies on the learning process of L2 learners with learning difficulties? Section 4.1 described the selection of the 16 participants in this study (subsection 4.1.1), the participants' most common problems in learning an L2⁴⁹ (subsection 4.1.2), the varied learning styles that participants in the experimental group favored (subsection 4.1.3), and participants' previous knowledge of LLS (subsection 4.1.4). Section 4.2 discussed whether participants in the experimental group had any changes in their behavior and performance in class after attending the LLSIP⁵⁰. Finally, section 4.3 discussed the effects of the teaching of LLS in the learning process of participants in the experimental group. The following chapter brings final remarks to this study and its limitations, as well as some suggestions for future research.

⁴⁹ These varied among problems with signs under the perceptual, sequencing, simultaneous processing, abstraction, memory, motor, and general functioning components, involving the skills of listening, speaking, writing and reading

⁵⁰ No significant changes were found in the control group, whilst there were changes significantly important in the experimental group.

CHAPTER V

FINAL REMARKS

5.1 Concluding notes

The purpose of the present study was to investigate whether the teaching of language learning strategies (LLS) has an effect on the learning process of L2 learners with learning difficulties (LD). To reach this goal, I observed 46 90-minute classes, of which 34 were observed through note taking, and 24 were audio recorded. In addition, each participant answered six questionnaires, and filled in learner diary pages. Also each participant and each teacher were interviewed twice. I devised and gave a Language Learning Strategy Instruction Program (LLSIP)⁵¹ to the participants in the experimental group. These procedures served as a basis to answer the following research question: *What are the effects of the teaching of language learning strategies on the learning process of L2 learners with learning difficulties?*

Analysis of the data showed that participants had difficulties in all of the four skills – listening, speaking, reading, and writing – with varying levels of difficulty, under the perceptual, sequencing, simultaneous processing, abstraction, memory, motor, and general functioning areas. Difficulties with speaking and listening were striking. Difficulties with the retention of new vocabulary to a later retrieval were also identified. These LD persisted along the term for most participants. However, some changes happened in the learning process of some of these students. It was found that participants in the control group mostly remained with the same LD identified during the first half of the study, except for two students, and some other LD were later identified in that group. Participants in the experimental group had changes mainly in regard to their attitude towards English, as they became more willing to participate in

⁵¹ The LLIP is described in Chapter 3, subsection 3.3.4.

class, in pair work, group work, and whole class tasks. After attending the LLSIP, the students who previously seemed to avoid speaking English, sounded more confident, motivated, and more willing to speak in class. Their difficulties, reported in the Learner Diary Pages, appeared to be more linked to specific pieces of language, than to a specific skill, but it is doubtful whether or not those difficulties have disappeared. On the contrary, they may have remained to a certain degree. However, experimental students' attitude before such difficulties may have affected their behavior towards learning, by cheering them up and making them believe that they could overcome their difficulties. It also led them towards learning autonomy. So, what I call a "chain reaction" was established. Students in the experimental group started to make conscious use of strategies, and then had some changes in their willingness and motivation to study (as they seemed to have become more supported, directed, aware, organized and autonomous learners), which, in turn, accounted for the increase in their level of attention and for the improvement in specific skills (such as listening). As a consequence, they started to reach more success in learning (to learn more).

These results suggest that the explicit teaching of LLS to students with LD – in conjunction with the conscious use of these strategies either in class or in another environment (such as at home) – has a positive effect on students' learning process. This effect refers mainly to students' motivation, interest and attitude towards studying English, since LLS seemed to have offered these particular participants tools with which to study in a more pleasant and possibly effective way, as they could optimize their time to study, which seemed to be short.

To conclude, the results obtained in this study suggest that there is a significant relationship exists between LLS and LD and that students were open to receiving LLS explicit instruction within their regular English classes and believed that LLS use motivated them to study more of the language they wanted to learn. Thus, the inclusion of LLS explicit instruction seems to be beneficial to promote more successful learning, mainly to students to whom learning a foreign language seems to be a struggle. Finally,

I would like to emphasize that I do not see LLS as a panacea. The present study reinforced what Dadour and Robbins (1996, p. 166) propose about the strategies instruction program they promoted: it is “an *effective* means of enhancing foreign language teaching and learning”.

5.2 Limitations of the study and suggestions for further research

The present study faced five major limitations. The first limitation was the difficulty in keeping total secrecy about the topic of the study to students in the control group. In order not to suggest control participants with the use of LLS, I had decided not to use a strategy checklist nor provide participants in the control group with strategy names. However, the fact that there were participants of both the control and the experimental groups in the same class caused some curiosity to come about. This curiosity made the students in the control group come to me as well to their classmates in the experimental group to ask for help in how to study. This may have suggested some strategy use for the control group and somehow influenced the results of this study. Having experimental and control participants from distinct classrooms would have avoided this shortcoming. Further studies investigating strategy effects should not allow the presence of participants assigned to experimental and control groups, belonging to the same classroom.

A second limitation was that it made no use of think-aloud protocols as an instrument of data collection. Had this instrument been used, perhaps more reliable data could have been collected. It appears that the proposal of some exercises involving the four skills with the employment of think-alouds could be helpful in that respect. Participants would be advised to verbalize either the difficulties they faced or the strategies they used during the task. Future studies investigating LD and LLS would thus benefit from the use of think-aloud protocols.

For the purposes of this study, participants' LD were identified. In the literature reviewed (Ehrman, 1996 and Litt, n.d., for instance), there was no mention of tests or specific instruments for the identification of LD; only classroom observation with close attention to students' performance and a good understanding of their personal data. The observation of classes, in conjunction with the participants' reports and the teachers' impressions on the students, allowed this LD identification. Questionnaire 4, which was about participants' personal data, was applied only in the third phase of the data collection. Should I have given questionnaire 4 to all students in the beginning of the data collection, that would have enabled me to verify the relationship between background data and LD, as well as to better understand those difficulties. The way I did it – by just giving the questionnaire to the participants of the research – did not offer means to compare the background of students with LD to the background of those with no difficulties. This might have invalidated most of the data collected through that questionnaire. If we consider that understanding the differences in the backgrounds of students with and without LD was not the objective of the study, the lack of match between background data and LD may not have influenced the final results (significantly) although it could have enriched the analysis.

A fourth limitation was that I had to teach four classes in G2 (June 10th and 17th, July 1st and 3rd), due to the fact that, for personal reasons, T2 was unable to teach them. Although these four classes were entirely audio-recorded, this instrument alone was not enough to pick out the variables I was investigating. It may be that if I had video recorded those classes, I could have gathered more instances of participants' performance, and thus enriched my analysis.

Finally, the year in which the study was conducted was also problematic, as 2003 was fairly atypical. Universities were facing the results of a long strike carried out in 2002, which led them to tighter schedules and an abridged period of time to study after its end. Besides, students were apprehensive about a possible incoming strike at the time of data collection, which led their regular professors to attempt to cover the course

contents before the date estimated for the beginning of the new strike. Students inserted in this context were out of their regular routine, with probable additional anxiety to carry out whatever was expected from them, which surely affected their participation in this investigation, and also its results. It may be that a replication of this study in another context would seem desirable.

The literature on LLS shows that the issue of whether or not LLS should be included in the curriculum of regular EFL/L2 classes is beyond dispute. Nevertheless, how it should be included remains troublesome. Future studies should be carried out to attempt to develop and test experimental syllabi. Some important aspects to take into consideration are raised by Lessard-Clouston (1998); they are transcribed below:

1. What types of LLS appear to work best with what learners in which contexts?
2. Does LLS or LLS training transfer easily between L2 and FL contexts? What is the role of language proficiency in LLS use and training? How long does it take to train specific learners in certain LLS?
3. How can one best assess and measure success in LLS use or training?
4. Are certain LLS learnt more easily in classroom or non-classroom contexts?
5. What LLS should be taught at different proficiency levels?

5.3 Pedagogical Implications

In light of the results obtained in the present study, two major pedagogical implications are suggested for enhancing the learning of students with LD and their participation in EFL classrooms. The first implication refers to the inclusion of LLS in the curriculum of regular EFL classes (of schools which belong to the Brazilian Educational System, and of language schools), and the second to the inclusion of LLS as a discipline in the undergraduate Letras Course program.

5.3.1 Inclusion of LLS in the curriculum of regular EFL classes

Students who share the same characteristics with participant E1 may face problems when starting to study a foreign language, due to the fact that they may lack strategic ability and thus may not know how to study – that is, they may not take actions that can help them learn about grammar, vocabulary and pronunciation, or develop their listening, speaking and reading skills, and thus take the most out of the foreign language classes. In an educational system surrounded by school failure and numerous classrooms, these students would hardly ever cope with their difficulties by themselves. A solution to this problem would be the insertion of the teaching of LLS in the curriculum of EFL regular classes of schools which belong to the Brazilian Educational System, if the following factors are considered: the fact (1) that guidance and support from teachers “can do much to foster strategic use and strategy development” (Alexander et al., 1998, p. 146), by explicitly teaching, modeling, and helping learners acquire “relevant” strategies, and by creating situations to promote strategy use to bring about their value and reward, and that (2) LLS instruction and use help students learn and also provide them with more opportunities to take responsibility over their learning (Lessard-Clouston, 1998), associated with (3) the results of the present study. The strategy instruction advised here may lead students to becoming more autonomous, motivated and interested in their own process of learning. In other words, strategy instruction may help them see themselves not as a knowledge recipient, but as a “knowledge seeker” and “producer”.

The same implementation of strategy teaching could be also carried out in language schools such as the one at UFSC (Extracurricular) to help mainly non-strategic beginners to develop their own strategies to improve their learning. This implementation could be carried out in two different ways: A) through an LLS course, given within a term, to whoever is willing to attend it; and B) through the insertion of LLS into the curriculum, mainly for levels 1 and 2 (in which beginners are usually placed). According to participants in this research, both in the control and the experimental

groups, the insertion of LLS into the course curriculum would be more effective mainly for two reasons: 1) students would not have to afford the time to take additional classes, since their schedule is already considerably tight; and 2) having LLS strategies taught in tandem with the contents would allow them to use the strategies right after LLS were taught, to try them out, until they decide which one would more effectively benefit their learning, taking into account their individual learning styles. Regarding the strategies which should be taught, the data collected suggested that the strategy which helped students more effectively, according to their own opinion, was Organizing, because planning their time, keeping a notebook, and seeking the best place to study were definitely significant for the improvement of their learning process. Another strikingly used strategy was Making Associations, which was employed by participants in the experimental group mainly for the memorization of vocabulary (see Table 13). Taking Notes, Paying Attention, Highlighting, and Cooperating with Others were strategies also considerably used by participants. All in all, as stated by Varella (1997), a combination of cognitive, metacognitive, social, affective, memory, and compensation strategies are important to guarantee an effective instruction. Regarding the teachers' willingness to teach LLS together with English language contents, the two teachers involved in this study seemed to be interested and open to this idea. Although they have a positive attitude towards such an implementation, a survey about the Extracurricular teachers' willingness to start teaching LLS in their beginners' classes is needed before stating that the implementation is feasible at present.

Most participants, both in the control and the experimental groups, were identified as having difficulties in speaking, mainly as regards the pronunciation of specific sounds. LLS that are helpful for speaking, such as Representing Sounds in Memory, Structured Reviewing, Repeating, Practicing Naturalistically, Using Music, Taking Risks Wisely, among others, would be helpful to lead those students to cope with their difficulties. Besides teaching LLS, it may be effective to implement the explicit teaching of English sounds, at least the ones which differ widely from Portuguese, for it

may help students surpass the difficulty of realizing how sounds are articulated, what would, under some practice, enable them to produce those English sounds⁵².

Many participants, such as C5, faced difficulties regarding dearth of previous knowledge of English. This lack of schemata may be accounted for by many reasons: 1) the student had never studied English before; 2) the student had little exposure to English (no access to the Internet, for example); 3) the student had been away from a classroom environment for a long time and there was a considerable gap between the last time s/he had studied English and the time s/he restarted attending (language) classes; among others. LLS strategies seem to be very important to help students deal with the lack of previous knowledge of English language, as they can offer help and tips on how to memorize words and thus compensate for this gap. In addition to the teaching of LLS, a recommendation would be that beginning the English course in a lower level would help these students cope with their difficulties. In the Extracurricular, for example, level one starts with the book *New Interchange 1A*. That book series offers two books which are below that level, called *New Interchange Intro A* and *New Interchange Intro B*. The use of these books by students with this reality would provide them a pace to learn which seems to be more compatible with their condition.

There is still the matter that, having the learners decided which strategies they feel comfortable using, there will always be the challenge for teachers to match their own teaching strategies to their students' learning strategies (Politzer & McGroarty, 1985). A promising key for dealing with this challenge is presented in Tavares' (2004) study about learning styles. She argues that it is desirable that teachers use as many resources as they can to bring activities to class which favor different kinds of styles. Transferring this idea to the context of LLS, it is important to consider whether it would be desirable

⁵² Future studies on the importance and significance of the explicit teaching of English sounds in beginners' English classes are still needed.

to have teachers making use of a range of teaching strategies which would possibly correspond to LLS used by their students⁵³.

5.3.2 Inclusion of LLS as a discipline in undergraduate Letras Course programs

The second pedagogical implication refers to the creation of a LLS discipline which should be included in the Letras undergraduate course program. Taking into consideration my own experience with the Letras undergraduate course that I took from 1994 to 1998, no references to LLS were made in any of the disciplines which comprised the course, neither in the Teaching Practice discipline. I am not aware of any university which offers this discipline to prospective teachers. Having in mind that it is surely essential to provide teachers with a basis on LLS before including LLS into EFL regular classes curriculum, this LLS discipline would offer the basis to enable teachers to put the LLS teaching in practice, providing their students with opportunities to develop more successful learning.

Finally, I would like to reemphasize that I do not see LLS as the cure for all the illnesses that we teachers find in our classrooms and against which we try to fight. It is not the case that only by receiving LLS instruction, will our students escape from difficulties during their learning process. However, LLS instruction is one of the ways to help our students, mainly those with LD, find their own path to learn and make the learning experience something more reachable and pleasant.

⁵³ The relationship between teaching strategies and learning strategies is subject to further research.

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APPENDIX 1 – QUESTIONNAIRE 1: PERSONAL DATA, LEARNING STYLES

Source: Original

Caro aluno,

Por favor, responda cuidadosamente as perguntas abaixo. Suas respostas são fundamentais para o bom andamento da pesquisa. Obrigada por sua contribuição,

Leonice Passarella dos Reis

Pesquisadora

Questionário 1

Parte A – Identificação Pessoal

1. Nome: _____
2. Sexo: () Masculino () Feminino
3. Idade: _____

Parte B – Sobre a Língua Inglesa

1. Já estudou inglês em escola de línguas antes? () Sim. () Não.

2. SE SIM, responda às perguntas 2a, 2b e 2c.

2.a Por quanto tempo? _____

2.b Por qual (quais) motivo(s) você interrompeu o curso?

2.c O que o(a) levou a reiniciar o curso?

3. Quanto ao seu aprendizado e de acordo com sua realidade, você poderia afirmar que:

() Você tem dificuldades em APRENDER (estudar) a língua.

() Você tem dificuldades em USAR a língua (falar e escrever; ler e compreender; ouvir e compreender).

4. Considerando as quatro habilidades (*speaking* – falar; *writing* – escrever; *listening* – ouvir; e *reading* – ler), de que forma você classificaria essa dificuldade? Use os valores abaixo para a sua classificação:

4 = grande dificuldade 3 = dificuldade considerável 2 = dificuldade razoável 1 = dificuldade mínima 0 = dificuldade inexistente

() speaking

() writing

() listening

() reading

5. Você já ouviu falar sobre *estratégias de aprendizagem*? () Sim. () Não.

6. SE SIM, comente em poucas palavras o que você conhece.

APPENDIX 2 – TEACHER INTERVIEW (QUESTIONS)

Source: Original

1. Would you say that there are students in your class with learning difficulties? If so, could you name them?
2. Why do you think these students have difficulties? What are their difficulties?

APPENDIX 3 – QUESTIONNAIRE 2: LEARNING STYLES AND TIME AVAILABILITY

Source: Learner Style questionnaire based on the Harper College's learning style survey (translated), at <http://www.harpercollege.edu/doit/dlinfo/learnstyle.shtml>. Timetable source: original.

Caro aluno,

Por favor, responda cuidadosamente as perguntas abaixo. Suas respostas são fundamentais para o bom andamento da pesquisa. Obrigada por sua contribuição,

Leonice Passarella dos Reis

Pesquisadora

Questionário 2

Nome: _____

Parte A – Sobre você...

1. Eu entendo algo melhor depois que eu:
 - tento fazê-lo.
 - reflito sobre isso.
2. Eu prefiro mais ser considerado(a):
 - realista.
 - inovador(a).
3. Quando eu penso sobre o que fiz ontem, é mais provável que eu:
 - pegue uma figura que me ajude a lembrar.
 - use somente palavras.
4. Eu tenho a tendência a:
 - entender os detalhes de um assunto, mas ficar confuso acerca de sua estrutura em geral.
 - entender a sua estrutura em geral, mas ficar confuso sobre os detalhes.
5. Ao aprender algo novo, me ajuda muito:
 - falar sobre isso.
 - pensar sobre isso.
6. Se eu fosse um(a) professor(a), eu preferiria mais dar um curso:
 - que lidasse com fatos e situações reais.
 - que lidasse com idéias e teorias.
7. Eu prefiro mais obter informações em:
 - figuras, diagramas, gráficos ou mapas.
 - instruções escritas ou informações verbais.
8. A partir do momento que eu entenda:
 - todas as partes, eu entendo a coisa como um todo.
 - a coisa toda, eu vejo como as partes se ajustam a esse todo.

9. Em um grupo de estudo, trabalhando com um material difícil, é mais provável que eu:
- participe e contribua com idéias.
 - fique reservado e ouça.
10. Eu acho mais fácil:
- entender os fatos.
 - entender conceitos.
11. Em um livro com bastante figuras e gráficos, é mais provável que eu:
- olhe as figuras e gráficos atentamente.
 - me concentre no texto escrito que explique as figuras e gráficos.
12. Ao solucionar problemas matemáticos:
- eu normalmente vou passo a passo, do meu jeito, até chegar a um resultado.
 - eu freqüentemente já visualizo as soluções e com muita dificuldade consigo descobrir os passos para chegar até elas.
13. Nas aulas que eu tenho feito:
- eu geralmente faço amizade com a maioria dos colegas.
 - eu raramente faço isso.
14. Ao ler coisas verídicas, eu prefiro:
- algo que me ensine novos fatos ou me ensine como fazer algo.
 - algo que me dê novas idéias, nas quais eu possa refletir.
15. Eu gosto de professores:
- que coloque muitos diagramas no quadro.
 - que gaste um monte de tempo explicando.
16. Ao analisar uma história ou romance:
- eu penso nos incidentes e tento associá-los para descobrir o seu tema.
 - eu consigo identificar o tema ao terminar a leitura, mas eu tenho que voltar na leitura para encontrar incidentes que o represente.
17. Ao iniciar um problema de tarefa de casa, é mais provável que eu:
- tente achar a solução do problema imediatamente.
 - tente entender completamente o que o problema diz primeiro.
18. Eu prefiro a idéia da:
- certeza (segurança).
 - teoria.
19. Eu me lembro melhor:
- do que eu vejo.
 - do que eu ouço.
20. Para mim, é mais importante que um instrutor:
- ofereça um material em passos seqüenciais.
 - dê-me uma visão geral e relacione o material a outros assuntos.
21. Eu prefiro estudar:

- em um grupo.
 sozinho.
22. É mais provável que eu seja considerado(a):
 cuidadoso(a) com os detalhes de meu trabalho.
 criativo(a) ao fazer meu trabalho.
23. Ao pegar instruções de como chegar a um lugar, eu prefiro:
 um mapa.
 instruções escritas.
24. Eu aprendo:
 numa velocidade regular. Se eu estudo pesado, eu consigo.
 de forma irregular. Eu posso estar totalmente confuso e, então, de repente, “cai a ficha”.
25. Eu prefiro:
 primeiro tentar fazer as coisas.
 primeiro refletir sobre como fazê-las.
26. Ao ler por prazer, eu gosto que os escritores:
 digam claramente o que querem.
 digam coisas de forma criativa e interessante.
27. Ao ver um diagrama ou um esquema em aula, é mais provável que eu me lembre:
 de uma figura.
 do que o instrutor disse sobre ela.
28. Ao considerar um corpo de informações, é mais provável que eu:
 me concentre nos detalhes e perca o quadro geral.
 tente entender o quadro geral antes de me concentrar nos detalhes.
29. Eu me lembro mais facilmente:
 de algo que eu tenha feito.
 de algo sobre o que eu tenha pensado muito.
30. Ao ter de fazer uma atividade, eu prefiro:
 dominar um jeito de fazê-la.
 encontrar maneiras diferentes de fazê-la.
31. Quando alguém está me mostrando informações, eu prefiro:
 gráficos ou figuras.
 texto resumindo os resultados.
32. Ao escrever um trabalho, é mais provável que eu:
 pense sobre ou escreva o início do trabalho e prossiga.
 pense sobre ou escreva diferentes partes do trabalho e, então, organize-as.
33. Quando eu tenho de trabalhar num projeto em grupo, eu primeiro quero:
 fazer um “brainstorming” onde todos contribuam com idéias.

- pensar individualmente e, então, comparar as minhas idéias com as dos outros.
34. Eu acho que é um grande elogio chamar alguém de:
 sensato.
 criativo.
35. Quando eu conheço pessoas numa festa, é mais provável que eu me lembre:
 de como elas se parecem fisicamente.
 do que elas disseram sobre si mesmas.
36. Quando eu estou aprendendo um novo assunto, eu prefiro:
 ficar concentrado no assunto, aprendendo tanto quanto possível.
 tento fazer conexões entre aquele assunto e assuntos relacionados.
37. É mais provável que eu seja considerado(a):
 extrovertido(a).
 reservado(a).
38. Eu prefiro cursos que enfatizem:
 assuntos concretos (fatos, dados).
 assuntos abstratos (conceitos, teorias).
39. Para diversão, eu prefiro:
 assistir televisão.
 ler um livro.
40. Alguns professores começam suas palestras com um esquema sobre o que vão falar. Para mim, esses esquemas são:
 úteis de alguma forma.
 muito úteis.
41. A idéia de fazer tarefa de casa em grupos, com uma mesma nota para o grupo todo:
 me agrada.
 não me agrada muito.
42. Ao fazer cálculos longos:
 eu tenho a tendência de repetir todos os passos para verificar se fiz os cálculos corretamente.
 Eu acho que verificar o que fiz é muito cansativo e tenho de me obrigar a isso.
43. Eu tenho a tendência de visualizar os lugares que eu já fui:
 com facilidade e com precisão considerável.
 com dificuldade e sem muitos detalhes.
44. Ao solucionar problemas em grupo, é mais provável que eu pense:
 nos passos para o processo de solução.
 nas possíveis conseqüências ou aplicações de uma solução em outras áreas.

Part B – Você tem tempo?

1. Qual é seu momento de disponibilidade, ou seja, em que momentos você não tem compromissos? Por favor, preencha o quadro abaixo:

Hora	Segunda	Terça	Quarta	Quinta	Sexta	Sábado
7h-8h						
8h-9h						
9h-10h						
10h-11h						
11h-12h						
12h-13h						
13h-14h						
14h-15h						
15h-16h						
16h-17h						
17h-18h						
18h-19h						
19h-20h						
20h-21h						
21h-22h						

APPENDIX 4 - LLSIP REMINDER (MODEL)

Source: Original

Dear you,

Nosso primeiro encontro para a instrução sobre estratégias será no **dia 14/6/03, das 12h30 às 16h30**, na **Biblioteca Central da UFSC**, sala Harry Lauss. A sua presença é muito importante. Sem ela, a pesquisa não se realizará.

Obrigada por participar. :o)

Leonice Passarella dos Reis

Pesquisadora-UFSC

(48) 9102-2173/234-9588

leonice@pur.com.br

APPENDIX 5 – FIRST SESSION OF THE LLSIP

- 5.A Song “Let it Be”
- 5.B Strategy definition leading situations
- 5.C Strategy definition
- 5.D Strategies covered in the LLSIP
- 5.E Grouping
- 5.F Making associations
- 5.G Structured reviewing
- 5.H Summarizing
- 5.I Summary page
- 5.J First session handouts

Appendix 5.A Song “Let it Be”

Description: The song was given in the first day of instruction and its message was dealt with, following the steps below:

- The lyrics was shown through an overhead projector as it looks in this appendix (the font was reduced as to fit the format of the thesis).
- Students were invited to make associations of the pictures with the lyrics.
- The general message of the song was conveyed.
- Students were given a handout containing the lyrics.
- They were encouraged to do what the song tells them to: let it be (understood as “let learning happen; relax”). Let it be in their English classes.
- Finally, the lyrics were read as a way of getting used to the word pronunciation and the song was sang.

Let it Be

When I find myself in times of trouble, Mother Mary comes to me,
Speaking words of wisdom, let it be.
And in my hour of darkness, she is standing right in front of me,
Speaking words of wisdom, let it be.



Let it be, let it be. Let it be, let it be.
Whisper words of wisdom, let it be.



And when the broken hearted people living in the world agree,
There will be an answer, let it be.
But though they may be parted there is still a chance that they will see
There will be an answer, let it be.



Let it be, let it be. Let it be, let it be.
That there will be an answer, let it be.
Let it be, let it be. Let it be, let it be.
Whisper words of wisdom, let it be.



Let it be, let it be. Let it be, let it be.
Whisper words of wisdom, let it be.

And when the night is cloudy, there is still a light that shines on me,
Shine on till tomorrow, let it be.
I wake up to the sound of music, Mother Mary comes to me,
Speaking words of wisdom. Let it be!



Let it be, let it be. Let it be, let it be.
There will be an answer, let it be.
Let it be, let it be. Let it be, let it be.
Whisper words of wisdom, let it be.



Appendix 5.B Strategy definition leading situations

Source: Based on Oxford (1989)

Description:

- Students were divided into two groups. One group received situation 1, and the other one (with more members), situations 2 and 3.
- They were given enough time to discuss the situations and come to probable solutions.
- When they were finished, they reported their answers, which I wrote down on a whiteboard, while the transparency with all the situations was projected so that all the participants could have an eye contact to them.
- After having all the steps to deal with each situation listed on the board, the instructor highlighted that those steps were called strategies.

Leia as seguintes situações. O que você faria em cada uma delas?

Situação 1



então?

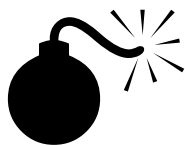
Você é um turista na Grécia. Você nunca esteve lá antes e você não conhece a língua. Você conseguiu encontrar o seu hotel com a ajuda de um taxista. Depois de descansar, você resolve dar uma caminhada pelas redondezas e se perde. Ninguém ao seu redor parece falar outra língua senão grego. Você tem de encontrar seu hotel antes de anoitecer (em uma hora) e você está ficando desesperado. O que você faz

Situação 2



Você está visitando os Estados Unidos. É domingo e você quer ir à Igreja, participar da missa ou culto e, quem sabe, fazer amizade por lá, num daqueles encontros sociais feitos logo após a missa ou culto. Você estudou inglês por dois anos, mas há muito tempo atrás e não sabe se vai saber falar. O que você faz?

Situação 3



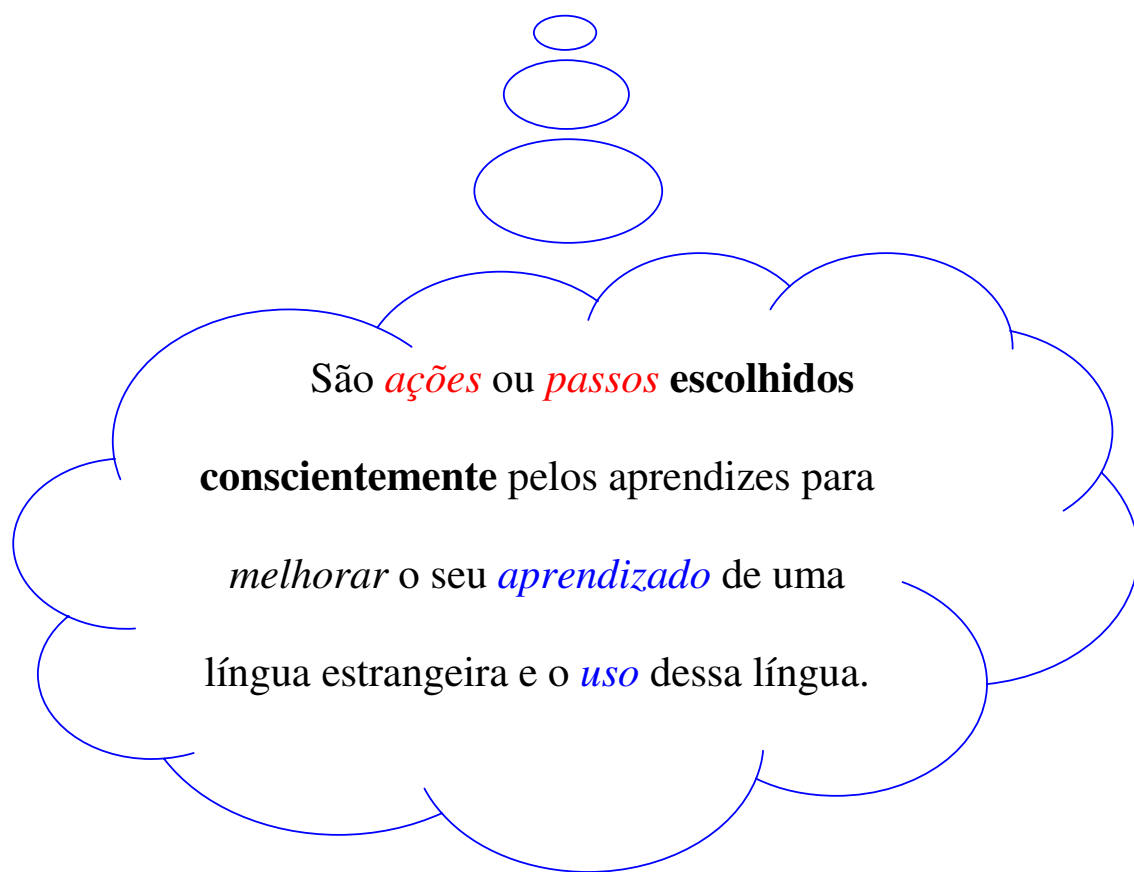
Você está visitando o Japão. Você precisa fazer algumas compras. Precisa comprar algumas **frutas e verduras** numa feirinha local, uma **aspirina** na farmácia e **pão** na padaria. Você não sabe dizer todas essas coisas em japonês. Você tem uma hora para ir às compras. O que você faz?

Appendix 5.C – Strategy Definition

Source: Cohen (1998, p. 4)

Description: This definition was presented in a transparency.

Estratégias



Appendix 5.D Strategies covered in the LLSIP

Source: Based on the strategies listed by Oxford (1989), and O'Malley and Chamot (1990).

Description:

- The strategies were presented in a transparency.
- No special attention was given to the definition of the categories, but the function of strategies under each category.
- This part served only to offer participants an overview of the LLSIP.

Estratégias

Metacognitivas:

- Organização
- Planejamento.
- Atenção seletiva
- Auto-avaliação



Cognitivas

- Deduções (pensamento lógico)
- Anotações, destaques
- Resumo



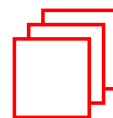
De compensação

- Buscar ajuda
- Usar pistas (lingüísticas ou contextuais)



De memorização

- Agrupamento
- Associações (uso de imagens/sons)
- Revisão



Sociais/Afetivas



- Falar consigo mesmo/relaxamento.
- Arriscar-se (com bom senso).
- Cooperar.

Appendix 5.E Grouping

Source: Based on Oxford (1989)

Description:

- The definition was given with the transparency and explained in a simple language so that students could understand it more easily.
- Examples were provided.
- Students were invited to perform grouping tasks in order to check their comprehension of the strategy.
- Then, participants would practise the use of this strategy.
- Next, an activity showing how important grouping was to help them memorise vocabulary for posterior use was proposed. Students were asked to look at a set of words for 1 minute. Then, they were supposed to write down as many words as they could recall. Next, they were asked to look at other words which were grouped into three categories. The same procedure was utilized in this part. Finally, the numbers of words recalled in both ungrouped and grouped sets were compared.

Agrupamento



É a classificação ou reclassificação de um determinado conteúdo dentro de uma língua em unidades significativas, seja mentalmente ou verbalmente.



Veja as palavras abaixo:

Cat
Bus
Truck
Car
Tiger
Airplane
Dog

Se forem **agrupadas**, em categorias, será mais fácil lembrá-las.

Meios de transporte	Animais
Airplane	Dog
Bus	Cat
Car	Tiger
Truck	

Veja as palavras abaixo. Que categorias você nomearia para classificá-las?

Florianópolis
Marialva
São Paulo
Curitiba
Paraná

Rio Grande do Sul

E nas palavras seguintes?

São José
Rio de Janeiro (cidade)
Biguaçu
Joinville
São Paulo (cidade)
Itapema
Florianópolis

Olhe para a seguinte lista de palavras por um minuto.

Onion, avocado, cauliflower, pineapple, melon, lettuce, green beans, carrot,

albac

Quantas palavras você consegue lembrar?



Agora veja as seguintes palavras:

Quantas palavras você consegue se lembrar?

Temperos: pepper, garlic, salt
Frutas: lemon, apple, watermelon
Verduras: chicory, brocoli, cabbage

Appendix 5.F Making associations

Source: Based on Oxford (1989)

Description: This strategy was divided into categories. Associations with sounds and images were favored. The following steps were taken:

- The definition of this strategy was given, focusing first on making associations by using imagery.
- A situational example was provided.
- Then, focus was given to making association using sounds, and an example was provided.
- Participants were invited to engage in activities for practicing the use of this strategy.
- In the first activity, they were given two cards each. The cards were in blank. They were asked to write down two words that they wanted to commit to memory, one in each card. Then, on the other side, they were to write or draw anything that would remind them of the meaning of those words (an image, a word that sounded similar to the source word, a situation, and the like). After having prepared their word cards, participants were invited to show their cards to each other. Next, they played a memory game utilizing those cards, in order to commit the words to memory more easily. After the memory game, the researcher tested their memory by showing them the word and asking them for the meaning of it. Finally, they were asked to keep the cards and access them as often as they could until they were positive they had already committed the words to memory.
- Finally, in the last activity, students were given some verbs paired according to their sounds. Then, students were asked to exam those verbs and based on those, put three other verbs in the past simple and past participle form. Last, the activity was corrected.

Fazendo associações

Utilizando imagens

Uma ação que contribui para fazê-lo se **lembrar** do que foi **lido** ou **ouvido** é *criar uma imagem mental ou relacioná-la a uma imagem concreta.*

Para se lembrar, por exemplo, da palavra “*three*”, você pode associá-la à sua representação numérica, “**3**”. Isso pode ser feito mentalmente ou através de algo que seja visível.

Uma maneira mais concreta de se fazer associações é através do uso de cartões. De um lado do cartão escreve-se o número **3** e, do outro lado, escreve-se a palavra “*three*”.

Frente

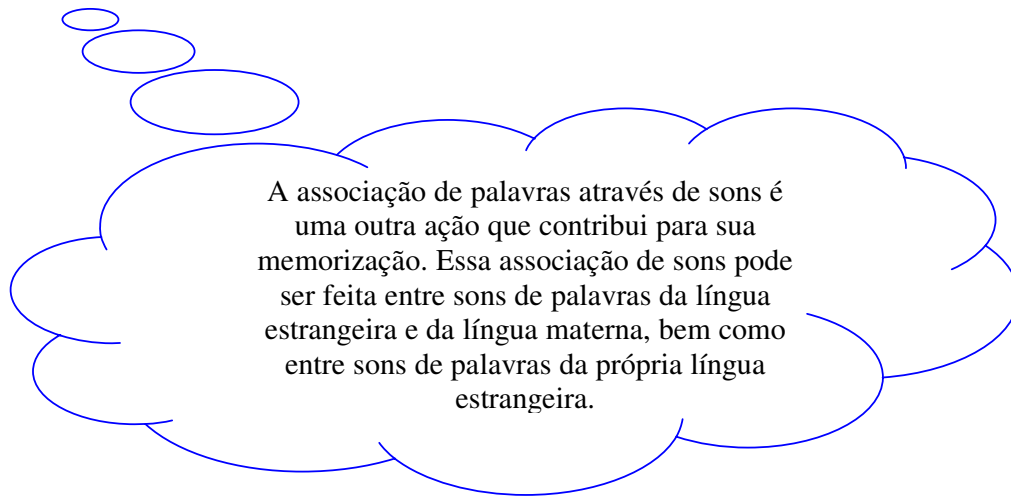
3

Verso

three

Pode-se guardar o cartão (no bolso, na bolsa, no meio de uma agenda) e, posteriormente, pega-se o cartão e olha-se uma de suas faces e tenta-se lembrar o que está na outra. Quando se consegue lembrar do que há nas duas faces do cartão sem olhá-las, já se conseguiu memorizar a palavra.

🔊 Utilizando sons



Por vezes, temos dificuldades para memorizar alguns verbos irregulares em inglês. Agrupando-os de acordo com os seus sons é algo que contribui para que consigamos fazer associações de acordo com o som quando virmos um verbo diferente, mas que possui o mesmo som em sua forma básica.

Write - wrote

Ride - rode

Strike - stroke

Associação com imagens

Escolha suas próprias palavras. Em um cartão, desenhe/escreva o seu significado. Em outro cartão, a palavra em si.

--	--	--

Para memorizar, vamos jogar um jogo da memória.

Homework: tentar memorizar as palavras que você escolheu.

Associações com sons

Veja os verbos abaixo.

Forma básica	Passado simples	Particípio
Rise	Rose	Risen
Write	Wrote	Written
Grow	Grew	Grown
Blow	Blew	Blown
Ring	Rang	Rung
Swim	Swam	Swum

Agora, como você conjugaria os verbos abaixo (no passado simples e particípio), tendo em mente esses que você acabou de ver?

Know: _____

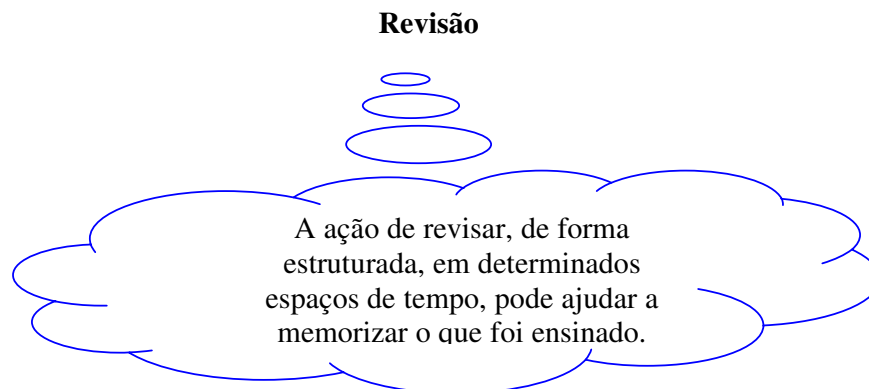
Drive: _____

Sing: _____

Appendix 5.G Structured reviewing

Source: Based on Oxford (1989)

Description: This strategy definition was presented, followed by an example. Participants were also asked about how they would review contents and with which purposes they would review them.



Tome como exemplo as palavras vistas nas atividades de agrupamento e associação. Para memorizar efetivamente as palavras, ter contato repetido com elas é importante.

Desse modo, usando a estratégia de revisão essas palavras poderiam ser revistas:

1. Duas vezes ao dia nos próximos dois dias.
2. Então, uma vez ao dia num período de 3 dias.
3. Após esse período, uma vez por semana, por duas semanas.
4. Então, uma vez a cada duas semanas, por 4 semanas.
5. Após essas 4 semanas, uma vez por mês até chegar a uma vez por ano.

É natural que algumas palavras que sejam utilizadas no seu dia a dia não precisem ser revistas com tanta frequência, sendo que a sua própria utilização se encarrega disso. Assim, selecionar aquelas que serão mais difíceis de ser lembradas a fim de serem memorizadas é importante.

Appendix 5.H Summarizing

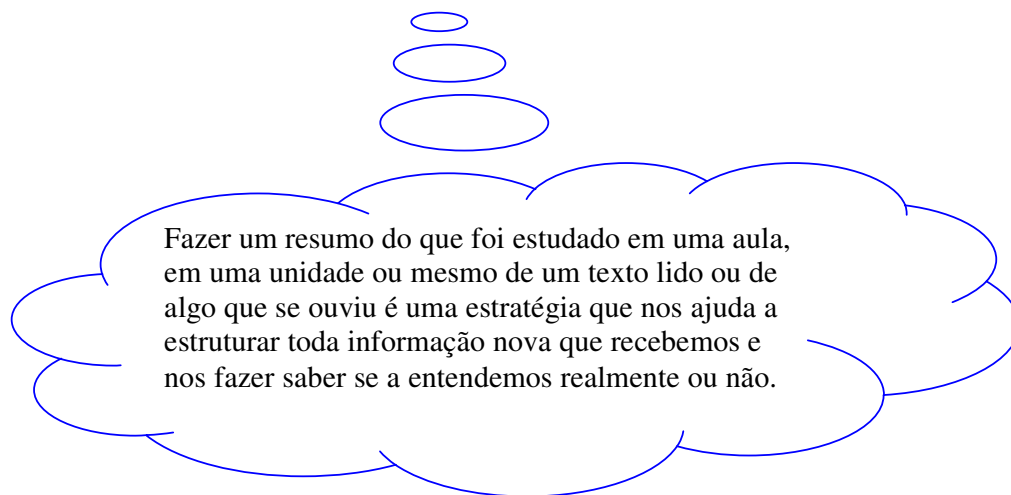
Definition source: Based on Oxford (1989)

Example source: Original

Description: The teaching of this strategy followed these steps:

- Defining the strategy.
- Asking participants what this strategy function was.
- Highlighting this strategy function.
- Students were given a summary page for practicing this strategy. This page was also an instrument of this research.

Resumo



Veja essa entrevista:

A: What is your name?

B: My name is Gertrudes.

A: Gertrudes? Wow... and what's your last name?

B: Bonança. It is my husband's last name.

A: okay. And how old are you?

B: 79.

A: Do you live here?

B: Yes, I do. I live in Trindade, near Racer. Do you know racer?

Um resumo dessa entrevista seria:

Her name is Gertrudes Bonança, she is elderly and lives here.

Isso mostra que toda a informação contida na entrevista foi compreendida.

Appendix 5.I Summary page

Source: Adapted from the summary page proposed in Varela (1997)

Description: Students were asked to fill it in alone, looking at the handouts containing the strategies taught in the first day of instruction only whether extremely necessary.

Atividade de Resumo

Use o esquema abaixo para resumir o que foi visto neste encontro.

1. Eu definiria estratégias de aprendizagem como

2. As estratégias que aprendi foram:

2.1 _____ e ela serve para me ajudar a

2.2 _____ me ajudam a

2.3 _____ me ajuda a

2.4 _____ faz com que

Appendix 5.J First session handouts

Description: In the beginning of the instruction, participants received these handouts as to better follow the explanations provided and take notes when necessary.

Programa de Instrução em Estratégias

Primeiro encontro

Leia as seguintes situações. O que você faria em cada uma delas?

Situação 1

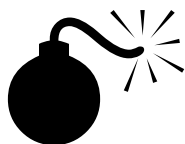


Você é um turista na Grécia. Você nunca esteve lá antes e você não conhece a língua. Você conseguiu encontrar o seu hotel com a ajuda de um taxista. Depois de descansar, você resolve dar uma caminhada pelas redondezas e se perde. Ninguém ao seu redor parece falar outra língua senão grego. Você tem de encontrar seu hotel antes de anoitecer (em uma hora) e você está ficando desesperado. O que você faz então?

Situação 2



Você está visitando os Estados Unidos. É domingo e você quer ir à Igreja, participar da missa ou culto e, quem sabe, fazer amizade por lá, num daqueles encontros sociais feitos logo após a missa ou culto. Você estudou inglês por dois anos, mas há muito tempo atrás e não sabe se vai saber falar. O que você faz?



Você está visitando o Japão. Você precisa fazer algumas compras. Precisa comprar algumas **frutas** e **verduras** numa feirinha local, uma **aspirina** na farmácia e **pão** na padaria. Você não sabe dizer todas essas coisas em japonês. Você tem uma hora para ir às compras. O que você faz?

Estratégias são *ações* ou *passos* escolhidos conscientemente pelos aprendizes para *melhorar* o seu *aprendizado* de uma língua estrangeira e o *uso* dessa língua.

Metacognitivas:

- Organização
- Planejamento
- Atenção seletiva
- Auto-avaliação



Cognitivas

- Deduções (pensamento lógico)
- Anotações, destaques
- Resumo



De compensação

- Buscar ajuda
- Usar pistas (lingüísticas ou contextuais)



De memorização

- Agrupamento
- Associações (uso de imagens/sons)
- Revisão

**Sociais/Afetivas**

- Falar consigo mesmo/relaxamento.
- Arriscar-se (com bom senso).
- Cooperar.

AGRUPAMENTO

É a **classificação** ou reclassificação de um determinado **conteúdo** dentro de uma língua em **unidades significativas**, seja mentalmente ou verbalmente.



Veja as palavras abaixo:

Cat
Bus
Truck
Car
Tiger
Airplane
Dog

Se forem **agrupadas**, em categorias, será mais fácil lembrá-las.

Meios de transporte	Animais
Airplane	Dog
Bus	Cat
Car	Tiger
Truck	

Veja as palavras abaixo. Que categorias você nomearia para classificá-las?

Florianópolis
Marialva
São Paulo
Curitiba
Paraná
Rio Grande do Sul

E nas palavras seguintes?

São José
Rio de Janeiro (cidade)
Biguaçu
Joinville
São Paulo (cidade)
Itapema
Florianópolis

Olhe para a seguinte lista de palavras por um minuto.

Onion, avocado, cauliflower, pineapple, melon, lettuce, green beans, carrot, okra

Quantas palavras você consegue lembrar?



Agora veja as seguintes palavras:

Quantas palavras você consegue se lembrar?

Temperos: pepper, garlic, salt
Frutas: lemon, apple, watermelon
Verduras: chicory, broccoli, cabbage

FAZENDO ASSOCIAÇÕES



Utilizando imagens

Uma ação que contribui para fazê-lo se **lembrar** do que foi **lido** ou **ouvido** é *criar uma imagem mental*.

Para se lembrar, por exemplo, da palavra “**three**”, você pode associá-la à sua representação numérica, “**3**”. Isso pode ser feito mentalmente ou através de algo que seja visível.

Uma maneira mais concreta de se fazer associações é através do uso de cartões. De um lado do cartão escreve-se o número **3** e, do outro lado, escreve-se a palavra “**three**”.



Pode-se guardar o cartão (no bolso, na bolsa, no meio de uma agenda) e, posteriormente, pega-se o cartão e olha-se uma de suas faces e tenta-se lembrar o que está na outra. Quando se consegue lembrar do que há nas duas faces do cartão sem olhá-las, já se conseguiu memorizar a palavra.



UTILIZANDO SONS

A associação de palavras através de sons é uma outra ação que contribui para sua memorização. Essa associação de sons pode ser feita entre sons de palavras da língua estrangeira e da língua materna, bem como entre sons de palavras da própria língua estrangeira.

Por vezes, temos dificuldades para memorizar alguns verbos irregulares em inglês. Agrupando-os de acordo com os seus sons é algo que contribui para que consigamos fazer associações de acordo com o som quando virmos um verbo diferente, mas que possui o mesmo som em sua forma básica.

Write - wrote
Ride - rode

Strike - stroke

Atividade com imagens

Escolha suas próprias palavras. Em um cartão, desenhe/escreva o seu significado. Em outro cartão, a palavra em si.

--	--

Atividades com sons

Veja os verbos abaixo.

Forma básica	Passado simples	Particípio
Rise	Rose	Risen
Write	Wrote	Written
Grow	Grew	Grown
Blow	Blew	Blown
Ring	Rang	Rung
Swim	Swam	Swum

Agora, como você conjugaria os verbos abaixo (no passado simples e particípio), tendo em mente esses que você acabou de ver?

Know: _____
Drive: _____
Sing: _____

REVISÃO

A ação de **revisar**, de forma **estruturada**, em determinados espaços de tempo, pode ajudar a memorizar o que foi ensinado.

Tome como exemplo as palavras vistas nas atividades de agrupamento e associação. Para memorizar efetivamente as palavras, ter contato repetido com elas é importante.

Desse modo, usando a estratégia de revisão essas palavras poderiam ser revistas:

6. Duas vezes ao dia nos próximos dois dias.
7. Então, uma vez ao dia num período de 3 dias.
8. Após esse período, uma vez por semana, por duas semanas.
9. Então, uma vez a cada duas semanas, por 4 semanas.
10. Após essas 4 semanas, uma vez por mês até chegar a uma vez por ano.

É natural que algumas palavras que sejam utilizadas no seu dia a dia não precisem ser revistas com tanta frequência, sendo que a sua própria utilização se encarrega disso. Assim, selecionar aquelas que serão mais difíceis de ser lembradas a fim de serem memorizadas é importante.

RESUMO

Fazer um resumo do que foi **estudado** em uma aula, em uma unidade ou mesmo de um texto lido ou de algo que se ouviu é uma estratégia que nos ajuda a **estruturar toda informação** nova que recebemos e nos fazer saber **se a entendemos** realmente **ou não**.

Veja essa entrevista:

A: What is your name?

B: My name is Gertrudes.

A: Gertrudes? Wow... and what's your last name?

B: Bonança. It is my husband's last name.

A: okay. And how old are you?

B: 79.

A: Do you live here?

B: Yes, I do. I live in Trindade, near Racer. Do you know racer?

Um resumo dessa entrevista seria:

Her name is Gertrudes Bonança, she is elderly and lives here.

Isso mostra que toda a informação contida na entrevista foi compreendida.

APPENDIX 6 – SECOND SESSION OF THE LLSIP

- 6.A LLSIP first session review
- 6.B Organizing
- 6.C Planning for a language task
- 6.D Asking for help
- 6.E Self-evaluating
- 6.F Paying attention
- 6.G Note taking and highlighting
- 6.H Summary page
- 6.I Second session handouts

Appendix 6.A LLSIP first session review

Source: Original

Description: A transparency with the strategies taught in the previous session was projected and students were asked to recall their meaning, uses and functions.

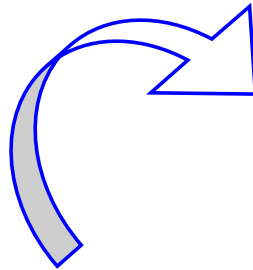
Estratégias


Agrupamento



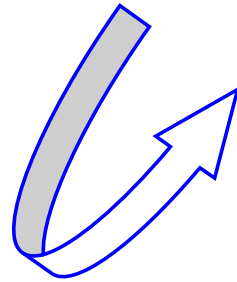
aerobics, baseball, bicycling, soccer, yoga, swimming		
Do	Go	Play

Associações



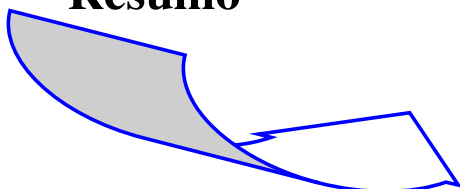
Por imagens	
	

Revisão (rever)



Por sons	
Verb = forgive	Verb = give
Past Simple = forgave	Past simple =
Participle = forgiven	Participle =

Resumo



<p>You won't believe this city!!! It is marvelous! It has, well, many nice beaches!!! Its name is Florianópolis. Do you want to know more? I don't know... do you think you have the time to read about it? Well, hmm, there are many beautiful people (handsome guys and pretty girls) living here! Isn't that wonderful?</p> <hr/> <hr/>
--

Appendix 6.B Organizing

Source: Based on Oxford (1989)

Description:

- Defining the strategy.
- Providing examples.
- Practicing. Students were given a notebook and were asked to choose the sections they wanted it to have. After choosing the sections, the notebook was designed. Depending on the section chosen, a specific number of pages was left for that section, which was labeled for quicker access. Finally, students were asked to keep the notebook at hand.

Organização

A estratégia de organização ajuda o aprendiz a entender e a criar condições ideais para se aprender, a organizar seus horários, a escolher o ambiente ideal (espaço, temperatura, sons, claridade) para estudar e usar um caderno de anotações.

Ambiente ideal



Procure identificar o que ao seu redor lhe prende a atenção em excesso. Por exemplo, Leo ama música. Portanto, toda vez que vai estudar ouvindo música, acaba cantando e não estudando. Ao perceber isso, decidiu-se a ouvir apenas música instrumental enquanto estudava.

Horário

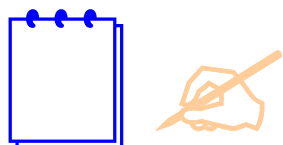


Procure organizar seus horários de forma que tenha uma regularidade para estudar a língua estrangeira, bem como para se divertir e trabalhar (se for seu caso). Se seu horário é apertado, busque horários alternativos.

- Carregue cartões de vocabulário nos bolsos e olhe-os durante o dia.

- Cole cartazes com o conteúdo a ser aprendido nas paredes do seu quarto, de modo que possa visualizá-lo.
- Estude: enquanto espera pelo ônibus, por um amigo, numa fila de banco; enquanto está no banheiro; durante comerciais televisivos.

Caderno de anotações



Um caderno de anotações é útil e possui várias funções. Nele, pode-se anotar estruturas ou expressões e os contextos em que foram usadas (não só em sala de aula, mas também em outros momentos), as tarefas a serem feitas em casa, seus objetivos, estratégias utilizadas apropriadamente e outros fatores que possam parecer importantes.

Um exemplo de seções de um caderno de anotações:

- 🔑 Meus objetivos
- 🔑 Meu homework
- 🔑 Palavras e expressões a serem estudadas e memorizadas
- 🔑 Palavras que ouvi ou li cujos significados desconheço
- 🔑 Regras gramaticais
- 🔑 Registro de “erros” que não quero voltar a cometer (com explicações de como evitá-los)
- 🔑 Estratégias usadas com sucesso/sem sucesso
- 🔑 Registro de tempo dedicado ao estudo do inglês semanalmente.
- 😊 Você pode inserir quantas seções quiser. Dependendo do seu estilo de aprender, pode usar cores e outros atributos para montá-lo.

Appendix 6.C Planning for a language task

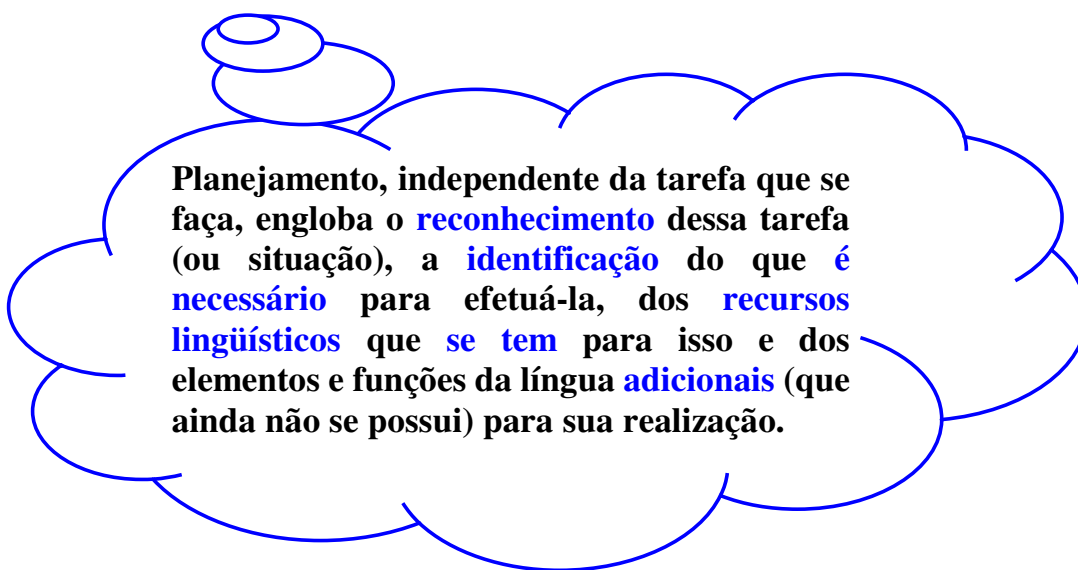
Definition and example source: Based on Oxford (1989)

Activity source: Original

Description:

- Defining the strategy with the use of a transparency.
- Providing practical examples.
- This strategy activity was practiced after the strategy of Asking for Help was taught. For information on the strategy of Asking for Help, please refer to appendix 6.D.

Planejar-se para uma tarefa



Exemplo

Ana Paula tem uma apresentação oral de inglês para fazer. Nessa apresentação, ela:

- ☞ tem de manter um diálogo com outra pessoa sobre as atividades que realizou ontem (reconhecimento da tarefa).
- ☞ Reflete e analisa, descobre que o que ela precisa para a atividade é saber: 1) perguntar o que a pessoa fez ontem; 2) pedir mais informações como “que mais?”; 3) falar em inglês as atividades que ela mesma fez no dia anterior; 4) usar expressões como “que interessante”, “legal”, “que pena” e “deixe-me ver...”.
- ☞ Então, Ana Paula reflete sobre quais desses requisitos ela já possui. Avalia-se e descobre que possui todos, exceto o item três. Assim, ela se decide a buscar informações para suprir essa necessidade e estar preparada para o diálogo.

Appendix 6.D Asking for help

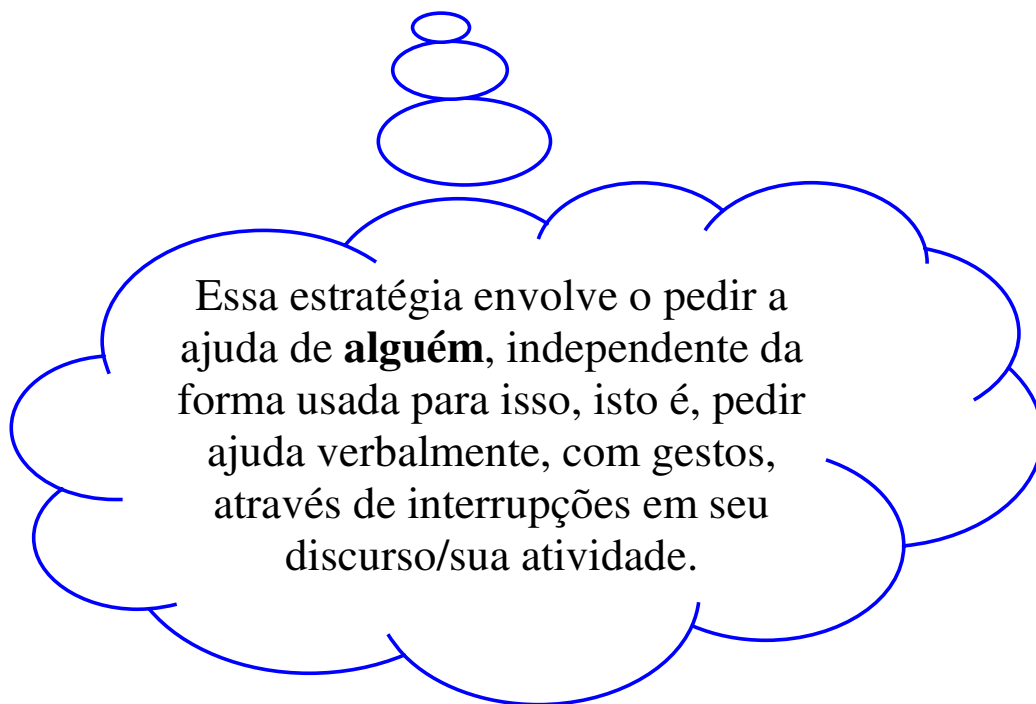
Definition and example source: Based on Oxford (1989)

Activity source: Original

Description: The teaching of this strategy aimed at letting participants aware of the proper use of it. It followed the steps listed below:

- Defining the strategy.
- Giving a practical example.
- Alerting students to the fact that this strategy is only used to compensate their lack of vocabulary or other language item. It should be used only as the last resource.
- Conversation. Students were asked to create a conversation in which they would talk about music and musical instruments. Hence, for doing this activity they should use the strategy “planning for a language task”. They were given enough time for the planning, then the preparation of the activity, some time for practicing was also allowed. Before the presentation, the instructor emphasized the restrictions for the uses of “asking for help”, and, finally, they presented their creation.

Pedir ajuda



Exemplo

Ana Paula está apresentando sua atividade de diálogo, quando, então, esquece como se diz a palavra “ontem” para perguntar “O que você fez ontem?”. Então, ela começa a frase e pára: “What did you do... hmm...”

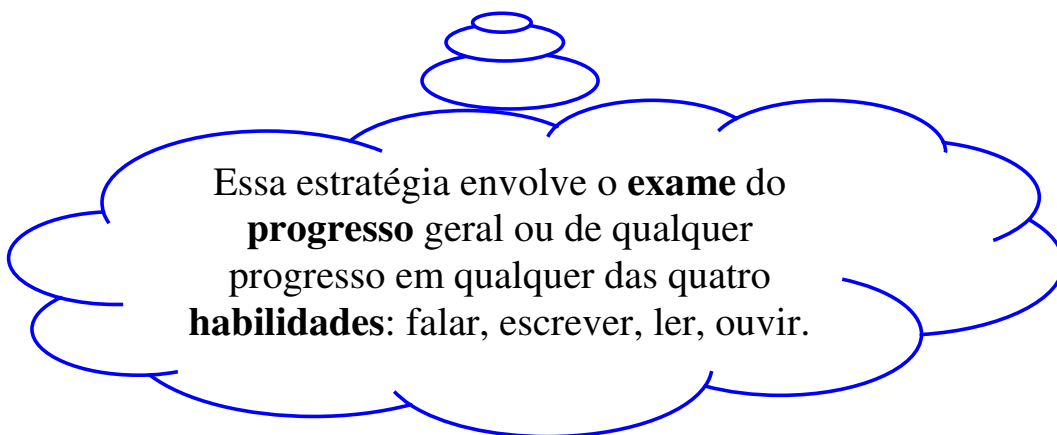
Appendix 6.E Self-evaluating

Source: Based on Oxford (1989)

Description:

- Defining the strategy.
- Giving a practical example.
- Using the strategy. Participants were invited to evaluate their own performance in the previous activity (the creation of a conversation). The importance of being aware of their level of proficiency was highlighted as well as other important elements of evaluating, such as keeping no comparisons between participants' performance and their teacher's (naturally, in beginning levels).

Auto-avaliação



- ☞ Seja **cauteloso** ao se auto-avaliar. Impressões globais geralmente são problemáticas.
- ☞ Quanto mais **específica** for a sua avaliação, mais eficiente ela será.
- ☞ A auto-avaliação deve levar em consideração o **nível de dificuldade** da situação em que se está inserido.

Como se auto-avaliar? Através de:

- ❖ “Checklists”.
- ❖ Diários.
- ❖ Reconhecimento de suas emoções em relação à língua.

A auto-avaliação pode ser seguida de uma **tomada de decisão**, ou seja, se após auto-avaliar-se:

- ❖ houver um resultado **positivo**, a decisão será **manter** o que já vinha sendo feito (maneira de estudar, atividades, horários etc.).
- houver um resultado **negativo**, isto é, se não for possível identificar um nível de progresso, a decisão será a de reformular o que vinha sendo feito = **mudança**.

Appendix 6.F Paying attention

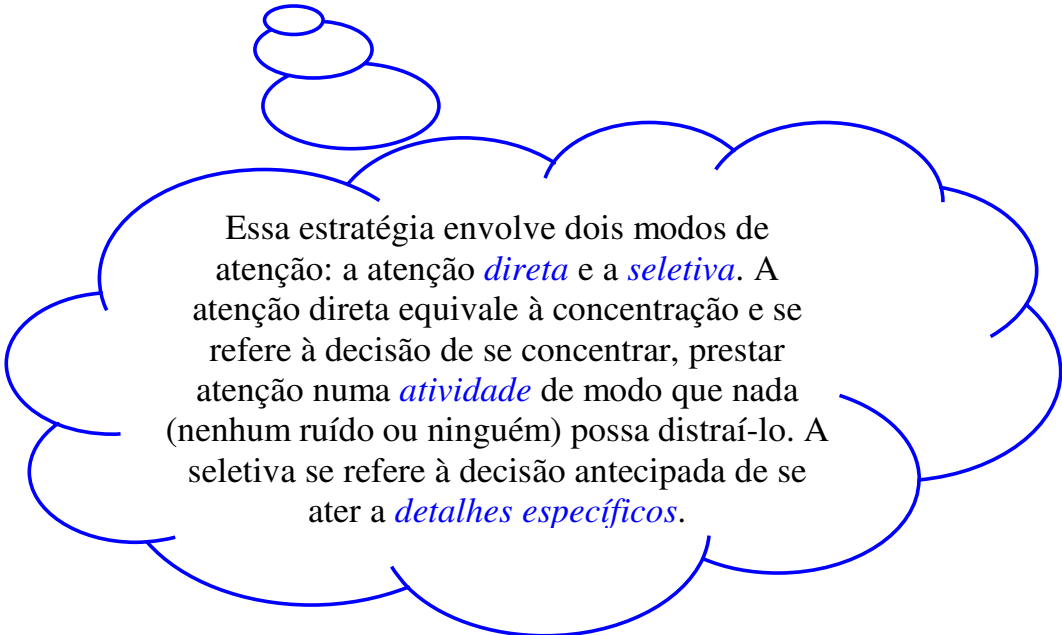
Definition and example source: Based on Oxford (1989)

Activity source: Richards with Hull and Proctor, 1997.

Description:

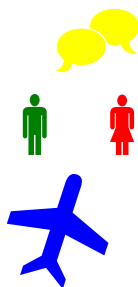
- Defining the strategy, both with the direct and selective uses.
- Providing practical examples.
- Paying attention activity. Students were given a listening exercise (extracted from Richards with Hull and Proctor, p. 29, exercise 3, track 31). They were asked to answer these two questions: 1) Where is Sue's sister working right now? 2) What about her brother? The CD was played three times. Students were advised to listen to key words, such as "working", and "brother". Finally, the exercise was corrected to check participants' outcomes.

Prestar atenção



Essa estratégia envolve dois modos de atenção: a atenção *direta* e a *seletiva*. A atenção direta equivale à concentração e se refere à decisão de se concentrar, prestar atenção numa *atividade* de modo que nada (nenhum ruído ou ninguém) possa distraí-lo. A seletiva se refere à decisão antecipada de se ater a *detalhes específicos*.

Examples



Ana Paula vê dois americanos conversando e decide se concentrar no diálogo que eles estão tendo.

Ana Paula está no aeroporto, esperando o seu vôo. Enquanto espera, lê uma revista. Ao fundo, o aeroporto está fazendo a chamada de vários vôos. Ela não perde a sua concentração no que está lendo, até ouvir o número de seu vôo.

Appendix 6.G Note taking and highlighting

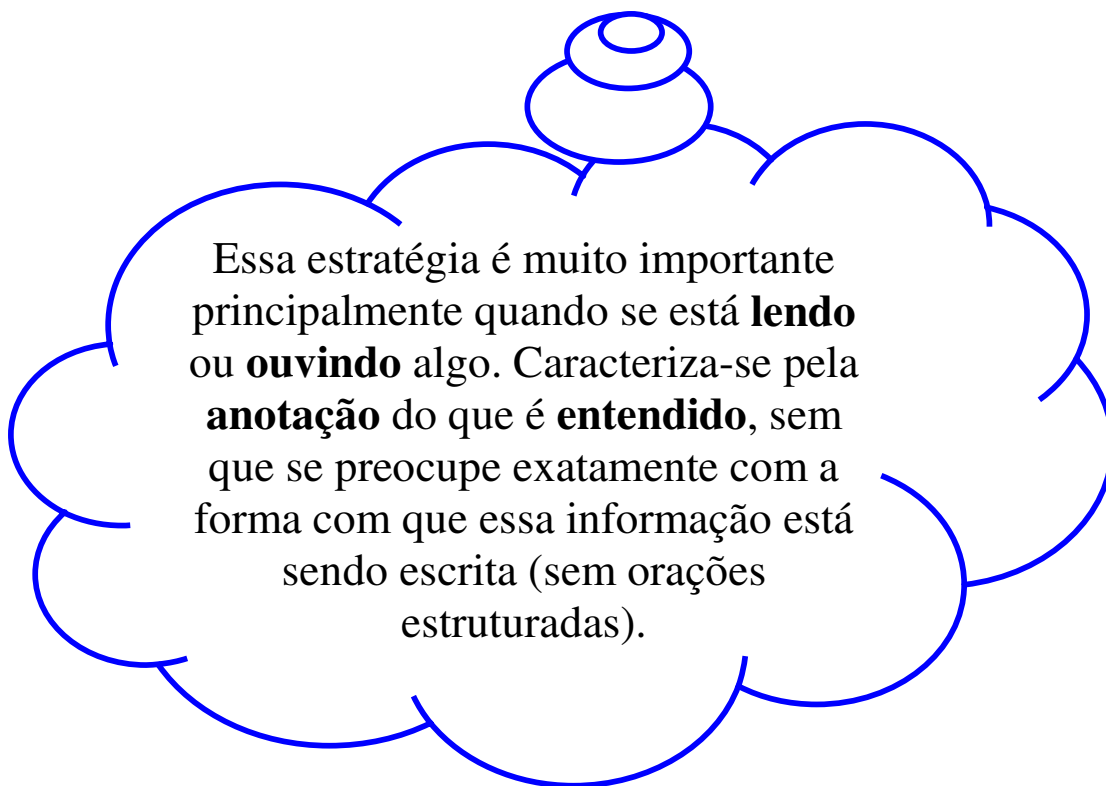
Definition and examples source: Based on Oxford (1989)

Activity source: Based on Oxford (1989), text extracted from New Interchange 1.

Description: For the teaching of these two strategies, the following steps were taken:

- Defining “note taking” and “highlighting” as strategies.
- Providing practical examples for both strategies.
- Strategy activity. Participants were given a conversation to read and were asked to take notes of what information was important in the text. They were also encouraged to use the strategy of Highlighting.

Anotações



Modos de fazer anotações:

- ❖ **Simple**: a informação entendida é simplesmente anotada da forma em que foi ouvida/lida. Tomando como exemplo a atividade feita na estratégia de atenção seletiva, se anotarmos somente o nome das cidades, estamos fazendo uso de uma anotação simples. Veja, no

entanto, que é importante que haja uma organização para isso, ou seja, encabeçando essas anotações estava a pergunta sobre em quais cidades eles trabalhavam, o irmão e a irmã da Sue. Para isso, uma fórmula de organização apropriada é a de *formação em T*.

<i>Where are they working?</i>	
<i>Sue's sister</i>	
<i>Sue's brother</i>	

❖ Através do formato *lista de compras*:

Activities	swimming	soccer	aerobics
Days	Mondays	Wednesdays	Fridays

❖ Através do formato de *esquema em tópicos*:

1. Estratégias de Aprendizagem

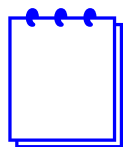
- 1.1 Metacognitivas
- 1.2 Cognitivas
- 1.3 De compensação
- 1.4 De memorização
- 1.5 Sociais/Afetivas

2. Atividades com Estratégias

- 2.1 Para leitura
- 2.2 Para escrita
- 2.3 Para fala
- 2.4 Para compreensão oral

Destques

Essa estratégia contribui para outras como as de anotações e resumo. Ela enfatiza o que se considera importante de uma forma marcante, através de **cores**, sublinhado, LETRAS MAIÚSCULAS, Iniciais Maiúsculas, **negrito**, caixas, círculos, uso de **canetas de destaque** e outros recursos que a criatividade indicar.



Leia o seguinte diálogo e faça anotações do que lhe parecer importante. O modo como fará as anotações fica a seu critério.

Sue: What about your parents, Rita? Where do they live?

Rita: They live in Texas.

Sue: Oh, where in Texas?

Rita: In Austin. It's a small city, but it's very nice.

Sue: And are they still working?

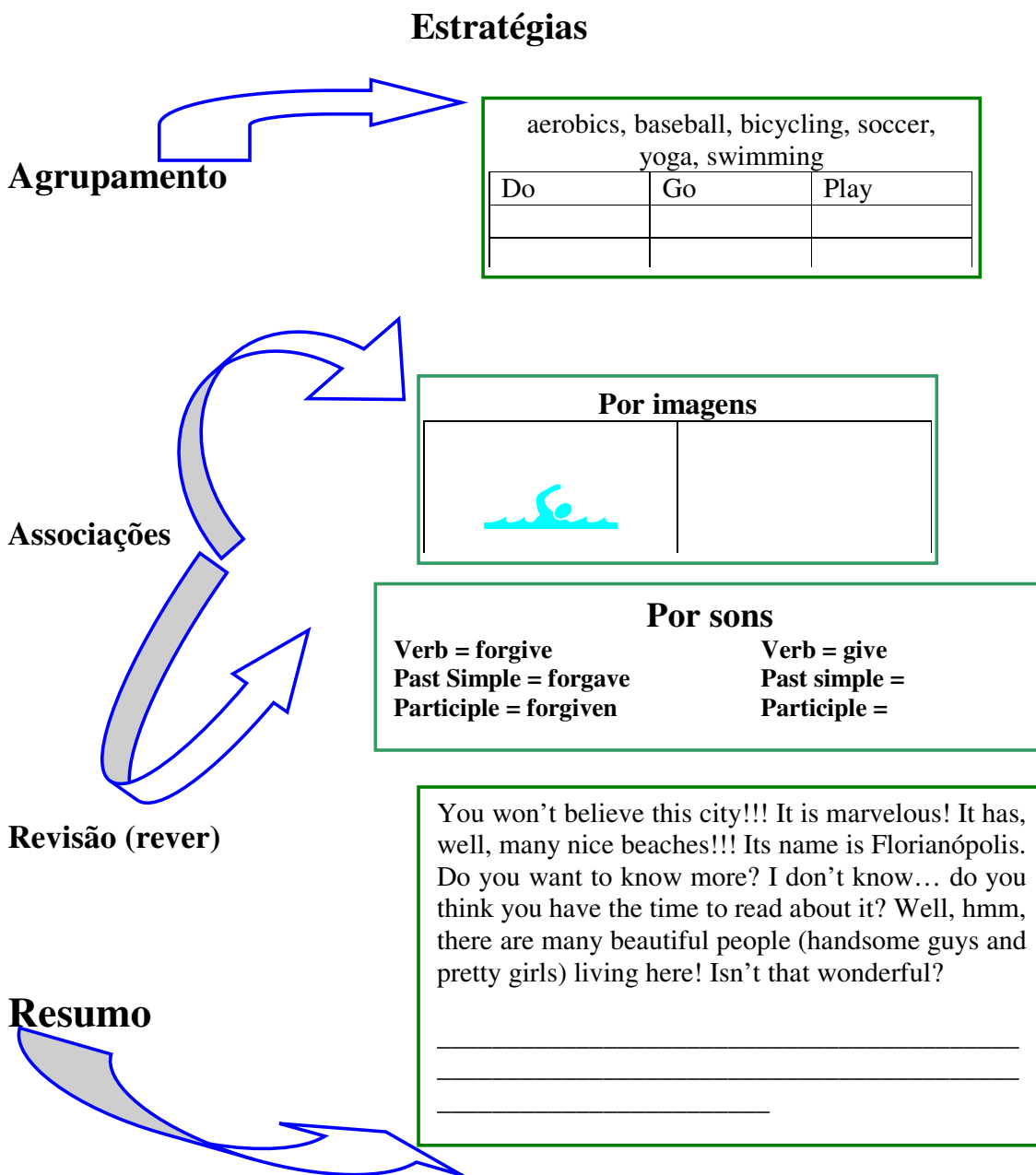
Rita: Oh, yes. My mother is teaching at the university there, and my father is an architect.

Appendix 6.I Second session handouts

Description: In the beginning of the second session, participants received these handouts as to more effectively follow the explanations provided and take notes when necessary.

Programa de Instrução em Estratégias

Segundo encontro



ORGANIZAÇÃO

A estratégia de organização ajuda o aprendiz a entender e a criar condições ideais para se aprender, a organizar seus horários, a escolher o ambiente ideal (espaço, temperatura, sons, claridade) para estudar e usar um caderno de anotações.



Ambiente ideal

Procure identificar o que ao seu redor lhe prende a atenção em excesso. Por exemplo, Leo ama música. Portanto, toda vez que vai estudar ouvindo música, acaba cantando e não estudando. Ao perceber isso, decidiu-se a ouvir apenas música instrumental enquanto estudava.



Horário

Procure organizar seus horários de forma que tenha uma regularidade para estudar a língua estrangeira, bem como para se divertir e trabalhar (se for seu caso). Se seu horário é apertado, busque horários alternativos.

- Carregue cartões de vocabulário nos bolsos e olhe-os durante o dia.
- Cole cartazes com o conteúdo a ser aprendido nas paredes do seu quarto, de modo que possa visualizá-lo.
- Estude: enquanto espera pelo ônibus, por um amigo, numa fila de banco; enquanto está no banheiro; durante comerciais televisivos.



Caderno de anotações

Um caderno de anotações é útil e possui várias funções. Nele, pode-se anotar estruturas ou expressões e os contextos em que foram usadas (não só em sala de aula, mas também em outros momentos), as tarefas a serem feitas em casa, seus objetivos, estratégias utilizadas apropriadamente e outros fatores que possam parecer importantes.

Um exemplo de seções de um caderno de anotações:

- ☞ Meus objetivos
- ☞ Meu homework
- ☞ Palavras e expressões a serem estudadas e memorizadas
- ☞ Palavras que ouvi ou li cujos significados desconheço
- ☞ Regras gramaticais
- ☞ Registro de “erros” que não quero voltar a cometer (com explicações de como evitá-los)
- ☞ Estratégias usadas com sucesso/sem sucesso
- ☞ Registro de tempo dedicado ao estudo do inglês semanalmente.



Você pode inserir quantas seções quiser. Dependendo do seu estilo de aprender, pode usar cores e outros atributos para montá-lo.

PLANEJAR-SE PARA UMA TAREFA

Planejamento, independente da tarefa que se faça, engloba o *reconhecimento* dessa tarefa (ou situação), a *identificação* do que *é necessário* para efetuar-la, dos *recursos lingüísticos* que *se tem* para isso e dos elementos e funções da língua *adicionais* (que ainda não se possui) para sua realização.

Exemplo

Ana Paula tem uma apresentação oral de inglês para fazer. Nessa apresentação, ela:

- ☞ tem de manter um diálogo com outra pessoa sobre as atividades que realizou ontem (reconhecimento da tarefa).

- Reflete e analisa, descobre que o que ela precisa para a atividade é saber: 1) perguntar o que a pessoa fez ontem; 2) pedir mais informações como “que mais?”; 3) falar em inglês as atividades que ela mesma fez no dia anterior; 4) usar expressões como “que interessante”, “legal”, “que pena” e “deixe-me ver...”.
- Então, Ana Paula reflete sobre quais desses requisitos ela já possui.
- Avalia-se e descobre que possui todos, exceto o item 3. Assim, ela se decide a buscar informações para suprir essa necessidade e estar preparada para o diálogo.

PEDIR AJUDA

Essa estratégia envolve o pedir a ajuda de alguém, independente da forma usada para isso, isto é, pedir ajuda verbalmente, com gestos, através de interrupções em seu discurso/sua atividade.

Exemplo

Ana Paula está apresentando sua atividade de diálogo, quando, então, esquece como se diz a palavra “ontem” para perguntar “O que você fez ontem?”. Então, ela começa a frase e pára: “What did you do... hmm...”

AUTO-AVALIAÇÃO

Essa estratégia envolve o exame do progresso geral ou de qualquer progresso em qualquer das quatro habilidades: falar, escrever, ler, ouvir.

- Seja **cauteloso** ao se auto-avaliar. Impressões globais geralmente são problemáticas.
- Quanto mais **específica** for a sua avaliação, mais eficiente ela será.
- A auto-avaliação deve levar em consideração o **nível de dificuldade** da situação em que se está inserido.

Como se auto-avaliar? Através de:

- ❖ “Checklists”.
- ❖ Diários.
- ❖ Reconhecimento de suas emoções em relação à língua.

A auto-avaliação pode ser seguida de uma **tomada de decisão**, ou seja, se após auto-avaliar-se:

- ❖ houver um resultado **positivo**, a decisão será **manter** o que já vinha sendo feito (maneira de estudar, atividades, horários etc.).
- ❖ houver um resultado **negativo**, isto é, se não for possível identificar um nível de progresso, a decisão será a de reformular o que vinha sendo feito = **mudança**.

PRESTAR ATENÇÃO

Essa estratégia envolve dois modos de atenção: a atenção **direta e a **seletiva**. A atenção direta equivale à concentração e se refere à decisão de se concentrar, prestar atenção numa **atividade** de modo que nada (nenhum ruído ou ninguém) possa distraí-lo. A seletiva se refere à decisão antecipada de se ater a **detalhes específicos**.**

Examples



Ana Paula vê dois americanos conversando e decide se concentrar no diálogo que eles estão tendo.

Ana Paula está no aeroporto, esperando o seu vôo. Enquanto espera, lê uma revista. Ao fundo, o aeroporto está fazendo a chamada de vários vôos. Ela não perde a sua concentração no que está lendo, até ouvir o número de seu vôo.

Atividade:

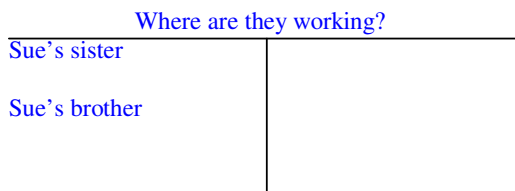
Ouçã o diálogo e responda: 1) where is Sue's sister working right now? What about her brother?

ANOTAÇÕES

Essa estratégia é muito importante principalmente quando se está lendo ou ouvindo algo. Caracteriza-se pela anotação do que é entendido, sem que se preocupe exatamente com a forma com que essa informação está sendo escrita (sem orações estruturadas).

Modos de fazer anotações:

- ❖ **Simples:** a informação entendida é simplesmente anotada da forma em que foi ouvida/lida. Tomando como exemplo a atividade feita na estratégia de atenção seletiva, se anotarmos somente o nome das cidades, estamos fazendo uso de uma anotação simples. Veja, no entanto, que é importante que haja uma organização para isso, ou seja, encabeçando essas anotações estava a pergunta sobre em quais cidades eles trabalhavam, o irmão e a irmã da Sue. Para isso, uma fórmula de organização apropriada é a de *formação em T*.



- ❖ **Formato lista de compras:**

Activities	swimming	soccer	aerobics
Days	Mondays	Wednesdays	Fridays

- ❖ **Formato de esquema em tópicos:**

3. Estratégias de Aprendizagem

- 1.6 Metacognitivas
- 1.7 Cognitivas
- 1.8 De compensação
- 1.9 De memorização
- 1.10 Sociais/Afetivas

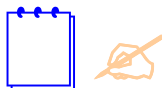
4. Atividades com Estratégias

- 2.1 Para leitura
- 2.2 Para escrita
- 2.3 Para fala
- 2.4 Para compreensão oral

DESTAQUES

Essa estratégia contribui para outras como as de anotações e resumo. Ela enfatiza o que se considera importante de uma forma marcante, através de **cores**, sublinhado, LETRAS

MAIÚSCULAS, Iniciais Maiúsculas, **negrito**, caixas, círculos, uso de canetas de destaque e outros recursos que a criatividade indicar.



Leia o seguinte diálogo e faça anotações do que lhe parecer importante. O modo como fará as anotações fica a seu critério.

- Sue:** What about your parents, Rita? Where do they live?
Rita: They live in Texas.
Sue: Oh, where in Texas?
Rita: In Austin. It's a small city, but it's very nice.
Sue: And are they still working?
Rita: Oh, yes. My mother is teaching at the university there, and my father is an architect.

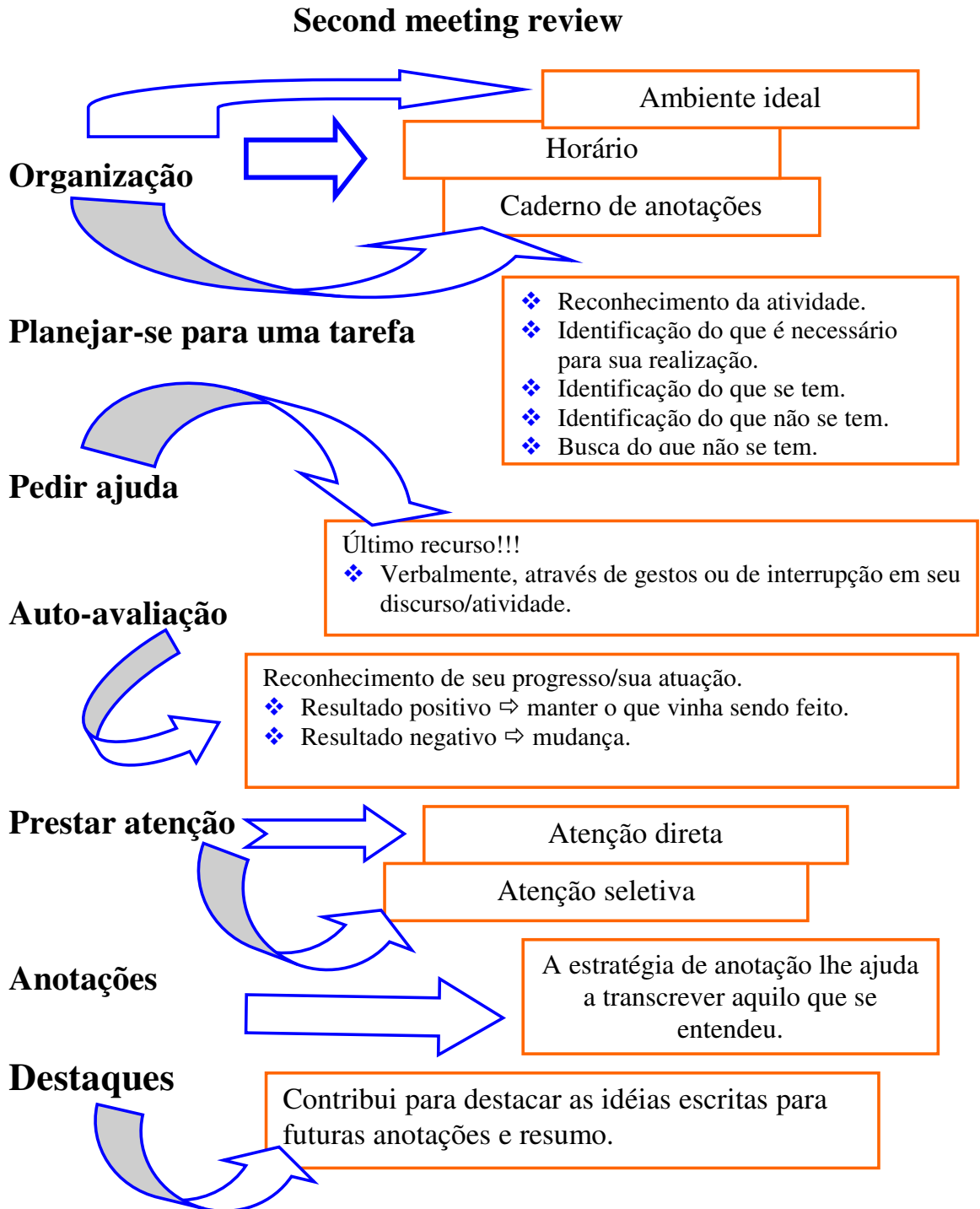
APPENDIX 7 – LAST SESSION OF THE LLSIP

- 7.A LLSIP second session review
- 7.B Using clues
- 7.C Reasoning deductively
- 7.D Cooperating
- 7.E Taking risks wisely
- 7.F Talking to yourself
- 7.G Relaxing
- 7.H Awareness raising activity 1 – grouping
- 7.I Awareness raising activity 2 – video jigsaw
- 7.J Awareness raising activity 3 – video clip
- 7.K Summary page
- 7.L Questionnaire 3
- 7.M Last session handouts

Appendix 7.A LLSIP second session review

Source: Original

Description: Strategies learned in the second session were briefly discussed again, their definitions were recalled, as well as their uses, and significance.



Appendix 7.B Using clues

Definition and example source: Based on Oxford (1989)

Activity source: Adapted from Oxford (1989)

Description:

- Defining the strategy covering linguistics and contextual aspects.
- Providing practical examples.
- Activity. Students watched a one-minute-and-thirty-eight-second piece of a cartoon episode (Dragon & Tales). They were exposed to the video, with no sound aids. After watching the piece twice, participants were asked to describe what happened in that part of the story (it was the introductory part).

Usar pistas

Essa estratégia envolve o uso de dois tipos de pistas: a **lingüística** e a **contextual**. As pistas lingüísticas são os sufixos, prefixos, ordem de palavras e todo conhecimento sobre a língua inglesa e língua materna que se tem. As pistas contextuais se referem a tudo o que é audível ou visível (gestos, entonação, expressão facial etc.), conhecimento cultural e conhecimentos gerais (política, arte, literatura).

Exemplos:

Veja a seguinte passagem:

Marie: You're really fit, Paul. Do you **exercise** very much?

Paul: Well, I almost always get up very early, and I **lift weights** for an hour.

Marie: You're kidding!

Paul: No. And then I often go **Rollerblading**.

Marie: Wow! How often do you exercise like that?

Paul: About five times a week. What about you?

Marie: Oh, I hardly ever **exercise**. I usually just watch TV in my free time. I guess I'm a real couch potato!

→ Se olharmos as palavras em negrito, “exercise, lift weights, rollerblading” vamos usar essas palavras como dicas para adivinharmos do que se trata o texto.

→ Um outro exemplo seria o seguinte: Ana Paula sabe que em inglês o sufixo –ly é adicionado às palavras para formar advérbios. Assim, quando vê a oração “She receives the magazine weekly” ela consegue entender que “weekly” (“week” + “-ly”) quer dizer *semanalmente* e compreende a oração.

Appendix 7.C Reasoning deductively

Source: Based on Oxford (1989)

Description:

- Defining the strategy.
- Providing practical examples.
- Warning participants to be careful with overgeneralizations.
- Activity. Participants were given a table with two columns. In the first column there were verbs in the base form, and in the second, verbs in the simple present (third person singular), whose suffixes were italicized. They were asked to create a rule for the adding of the -s suffix. They were given some time to reason about that. Later, their rules were collected and written down on the board and were checked by the instructor. Next, they had to fill in the second column of another table, whose first column consisted of verbs in the base form. They had to put the verbs in the present simple form, third-person singular, by using the rules they had formulated.

Deduções (uso de pensamento lógico)

Essa estratégia envolve o levantamento de *hipóteses* sobre o *significado* de uma informação recebida (independente de sua forma, ou seja, se oral ou visual) através de *regras* gerais já conhecidas.

Exemplos

1. Ana Paula está aprendendo inglês e morando nos Estados Unidos. Seu amigo lhe diz “Would you like to go to the movies on Saturday?” e ela entende que ele está lhe fazendo uma pergunta que começa com “would” e que a resposta pode ser dada através de um “Yes” ou “No”. Ainda, ela sabe que a estrutura “would you like to” é usada para se fazer convites. Assim, entende que está sendo convidada a algo.
2. Ana Paula está lendo um texto e encontra a palavra “weekend”. Ela sabe que *week* significa *semana* e que *end* quer dizer *fim*. Assim, ela deduz que a palavra *weekend* quer dizer *fim de semana*.
3. Ana Paula está escrevendo um texto sobre a rotina de sua mãe. Como sabe que em inglês é preciso conjugar os verbos no presente simples, na 3ª pessoa do singular (ele, ela), acrescentando o sufixo -s aos verbos, toda vez que tem de escrever algo que sua mãe faz no presente, ela deduz que seja certo acrescentar o sufixo ao verbo. Veja parte de seu texto. “*My Mom works every weekday. So, she gets up very early in the morning.*”



Cuidado!!!

Seja cauteloso!!! Às vezes, *generalizamos* uma regra e acabamos deduzindo algo *errado*. Por exemplo, sabemos que, para conjugarmos os verbos no passado, temos de lhes acrescentar o sufixo *-ed*. No entanto, isso só acontece aos verbos regulares. Se generalizarmos a regra, vamos cometer erros como dizer/escrever: *goed* (went) e *bringed* (brought).



Atividade

Para se conjugar um verbo no presente simples, na terceira pessoa do singular (ele, ela) em inglês, deve-se acrescentar os sufixos **-s**, **-es** ou **-ies** aos verbos. Veja a seguinte lista de verbos. Você conseguiria criar uma regra para adicionar os sufixos aos verbos adequadamente?

Forma básica dos verbos	Verbos conjugados na 3ª pessoa do singular no presente simples
Watch	Watches
Wash	Washes
Teach	Teaches
Bus	Buses
Smash	Smashes
Speak	Speaks
Smell	Smells
Smile	Smiles
Take	Takes
Hope	Hopes
Seem	Seems
Talk	Talks
Study	Studies
Try	Tries
Play	Plays
Stay	Stays
Do	Does

Forma básica dos verbos	Verbos conjugados na 3ª pessoa do singular no presente simples
Kiss	
Publish	
Hug	
Live	
Surprise	
Enjoy	
Start	
Decide	
Go	
Pass	
Buy	
Hurry	
Dry	
Ride	
Catch	
Put	
Set	
See	
Sell	

Appendix 7.D Cooperating

Source: Based on Oxford (1989)


Description:

- Defining cooperating, emphasizing the many kinds of cooperation that can be established.
- Providing practical examples.
- Activity. For information on how this activity was conducted, please refer to Appendix 7.E

Cooperação

Essa estratégia pode se dar de duas maneiras: (1) com os **colegas** em sala ou (2) com *peessoas* com *mais* conhecimento da língua. No primeiro modo, essa estratégia *é o ato de se esforçar para trabalhar em conjunto com* outros alunos de sala de aula em atividades com um mesmo objetivo (ex.: jogos, simulações, entrevistas etc.). A estratégia de cooperação que envolve pessoas com mais conhecimento da língua *é o ato de dar passos para aumentar a comunicação com outros.*

Exemplos:

1. Ana Paula tem de fazer um *diálogo* com um colega. Assim, *esforça*-se para formar o diálogo. Enquanto planejam, vai *anotando* o que precisam, as informações que já possuem e já vai *procurando* no dicionário aquilo que não sabem. Quando não sabe pronunciar alguma palavra *pede* a *colaboração* de seu colega.
 
2. Ana Paula tem um amigo que está em um nível mais avançado de inglês (enquanto ela está no 2, ele está no 8). Ela tem *dificuldades* para *falar* em inglês. Sabendo disso, *pede* a *colaboração* dele para que possa *praticar*. Assim, *liga* para ele regularmente (de 2 a 3 vezes por semana) para que possam *falar* em *inglês*.

Appendix 7.E Taking risks wisely

Definition and example source: Based on Oxford (1989)

Activity source: Original

Description: The strategy was defined, and a warning regarding its use was given. Finally, an activity was carried out as described below.

- Working together, participants were to make up a little play with the following characters: 1) an English teacher, and 2) students of English. The English teacher had to answer students' questions concerning vocabulary. The students had to make questions about vocabulary to the teacher.
- To make the play something more real, participants were given dictionaries to look up words which were unknown for them. At this point, tips on how to use the dictionary were provided.
- After having prepared the play, they were allowed some time for practice. The play was saved for a posterior performance.

Arriscar-se (com bom senso)

Essa estratégia é uma **decisão consciente** de tomar **riscos razoáveis**, não importando se se vai cometer erros ou encontrar dificuldades. Por vezes, essa estratégia tem de ser usada no meio de uma atividade, sem planejamento anterior, apesar do medo de se falhar.



Cuidado!!!

Essa estratégia **não** implica se **tomar** riscos **desnecessários**, tais como adivinhar sem um contexto ou dizer algo sem considerar o seu grau de relevância. Por exemplo, a professora pergunta: “*What is your favorite color?*” e Ana Paula responde: “*My name is Ana*”. Ela tentou, arriscou-se a dizer algo. No entanto, o que disse não era relevante.



O ato de se arriscar tem de ser **acompanhado** de **bom senso**. A estratégia de *falar consigo mesmo* pode ajudar no uso desta estratégia.

Colaboração e arriscar-se (com bom senso)

Atividade

Em grupos, faça um pequeno teatrinho, contendo os seguintes personagens e informações:

1. Professor de inglês: tem de responder às perguntas de vocabulário dos alunos.
2. Alunos: tem de fazer perguntas de vocabulário para a professora.

Você pode precisar usar o dicionário. Para isso lembre-se de que:

- Ao usar um dicionário português/inglês você vai encontrar mais de uma tradução para a palavra que procura, pois ela pode ser usada em contextos diferentes.
- Ao procurar verbos, procure pela sua forma básica, ou seja, se você procurar por um verbo com -ing, por exemplo, talvez você não o encontre (ex.: talking).
- Algumas palavras, como *play*, podem ser tanto um substantivo, *peça*, como um verbo, *jogar/brincar*.

Appendix 7.F Talking to yourself

Definition and example source: Based on Oxford (1989)

Activity source: Adapted from Oxford (1989)

Description: The strategy was defined and practical examples were provided, followed by many instances of sentences of self-encouragement. Each sentence was explained in their meanings and uses. For the description of the activity, refer to Appendix 7.G.

Falar consigo mesmo (encorajar-se)

Esta estratégia pode fazer com que se tenha uma melhora em todas as habilidades: falar, escrever, ler e ouvir. Ela consiste em dizer para si mesmo **palavras positivas**, de forma a se encorajar tanto a ler, a escrever, quanto a falar e a ouvir.

Exemplo: Ana Paula tem uma apresentação oral a fazer. Ela planeja, pratica, prepara-se, mas ainda se sente nervosa e ansiosa para a atividade. Assim, imediatamente antes de iniciá-la, ela se diz: “*Vamos lá, eu vou tentar e vou bem!*” e “*Tudo bem se eu cometer deslizes!*”.

Aqui estão alguns exemplos:

1. Entendo mais o que ouço agora.
2. Sou uma boa ouvinte (leitora, falante, escritora).
3. Eu presto bastante atenção.
4. Agrada-me muito entender uma nova língua.
5. Eu consigo pegar a visão geral de uma história sem saber toda palavrinha.
6. Eu estou lendo mais rápido agora do que um mês atrás.
7. As pessoas me entendem muito mais agora.
8. Eu tive uma ótima conversa em inglês hoje.
9. É! Minha fluência está melhorando!
10. Agrada-me muito escrever em uma nova língua.
11. Escrever me ajuda a me dar conta do que penso.
12. Não tenho de saber escrever tudo antes de começar a escrever.
13. Estou confiante e seguro(a) a respeito do meu progresso.
14. Estou me arriscando e me dando bem.
15. Tudo bem se eu cometer deslizes. Todos cometem erros e eu posso aprender com os meus.



Appendix 7.G Relaxing

Definition and example source: Based on Oxford (1989)

Activity source: Adapted from Oxford (1989)

Description: The definition was provided, as well as examples. Next, students were asked to perform the play they had previously prepared (refer to Appendix 7.E). Before presenting they were asked to practice the strategies of Talking to Yourself and of Relaxing, though, by making use of joke telling (using laughter) and saying positive statements to themselves.

Relaxamento

Esta estratégia ajuda a **reduzir** o seu nível de ansiedade e consiste na busca de relaxar através de ações como **respirar profundamente, meditar, ouvir música e rir** (conversando com amigos, contando piadas, por exemplo).



Exemplos:

1. Ana Paula escuta música clássica antes de ir para a aula de inglês.
2. Ana Paula tem uma prova de inglês. Antes de fazer a prova, ela encontra alguns amigos que lhe contam piadas, ela ri e se diverte. Então, vai para a aula fazer a prova.
3. Antes de uma apresentação oral, Ana Paula respira profundamente várias vezes até relaxar para iniciar sua apresentação.



Atividade

Antes de fazer a apresentação do teatro, vamos relaxar.

- Você sabe contar piadas? Escolha uma piada e a conte para o grupo.

- Diga a si mesmo uma palavra de encorajamento.
- Appendix 7.H Awareness raising activity 1 – grouping**

Source: Adapted from Oxford (1989)

Description:

- Participants were given cards with words extracted from the first half of their text books (which had already been covered).
- They were also given 11 empty card tags.
- Collaboratively, they were supposed to find among those word cards 11 different categories, name them (writing each of them in the empty card tags), and place them as headings for the other word cards, forming a big table.
- Next, they had to put the word cards under the proper category.
- After having all word cards put under each category, they were corrected by the instructor.
- Finally, participants were asked to report which strategies they had used.

Mr.	Ms.	Miss
Mrs.	What	Where
Who	How	Architect
Company director	Fligh attendant	Engineer
Green	Red	White

Brown	Cotton	Gold
Polyester	Plastic	Shirt

Tie	Jeans	Skirt
Salsa	Jazz	Pop
Gospel	Sister	Brother
Sister-in-law	Grandparents	All
Most	Some	Few
Swimming	Bicycling	Jogging

Appendix 7.I Awareness raising activity 2 – video jigsaw

Source: Adapted from Oxford (1989)

Description:

- Each student received one card containing one question and they were asked not to show their questions to one another.
- They were instructed to watch a one-minute-and-twenty-two-second piece of a cartoon (Dragon & Tales) in order to answer the questions.
- After watching the movie three times, each student provided their answers. In the end, by answering the questions, they had the whole episode understood.
- Finally, they were asked to report which strategies they had used, why, and how using such strategies helped them perform the task.

Video Jigsaw

Assista o filme e responda:

Max e Ammy são irmãos ou amigos?

O que acontece quando eles seguram aquela “peça” e dizem “I wish, I wish with all my heart to fly with dragons in a land apart”?

Chegando em Dragon Land, um dragão, Org, os encontra e lhes apresenta a alguém. A quem?

Como Max e Ammy vão ajudá-la?

Qual o problema dela?

Appendix 7.J Awareness raising activity 3 – video clip

Source: Original.

Description:

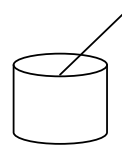
- Participants were given the lyrics of a song (“Hum”).
- Next, they were asked to watch a video clip of the song and try to guess the meaning of “hum”.
- They watched the video clip twice.
- After that, the instructor conducted a discussion to lead them to the meaning of “hum”.
- Then, the whole message of the song was discussed.
- Finally, the message conveyed by the song was left to the students, that is, that they are able, and when they are afraid of trying, they can relax and encourage themselves towards trying.



Song: Hum

The moon comes out as the sun goes down
And your room gets dark.

You start hearing sounds.
You start to worry
As your heart beats like a drum.



So, you can hum (hum), hum (hum),
Hum, let me hear you hum
Oh you can hum (hum), just hum (hum)
Come and let me hear you hum.

When you try something different
You never tried before
Oh it may be scary
And you may not be sure
But I know you can do it
And I'll help you get through it

For you can hum (hum), yeah hum (hum)
Come and let me hear you hum
Yeah you can hum (hum), oh hum (hum)
Now come and let me hear you hum
Oh you can hum (hum), you can hum (hum)
Yeah come and let me hear you hum
Oh you can hum (hum) yeah you hum
Come and let me hear you hum
Oh you can ham (let me hear you) hum.

Now answer: What do you think the meaning of “hum” is?

Appendix 7.L Questionnaire 3

Source: Original

Caro aluno,

Por favor, responda cuidadosamente as perguntas abaixo. Reflita bastante e escreva com calma. Essas informações são essenciais para a análise de dados dessa pesquisa. Obrigada por sua contribuição,

Leonice Passarella dos Reis

Pesquisadora

Nome: _____

1. Você já usava alguma das estratégias que aprendeu na instrução? Se sim, quais?

- 1.2 Alguma estratégia você usava de forma incorreta?

2. Há alguma estratégia que você passou a usar depois de ter participado das primeiras seções de instrução? Se sim, quais?

3. Há alguma estratégia, das que foram vistas, que você não usaria? Quais e por quê?

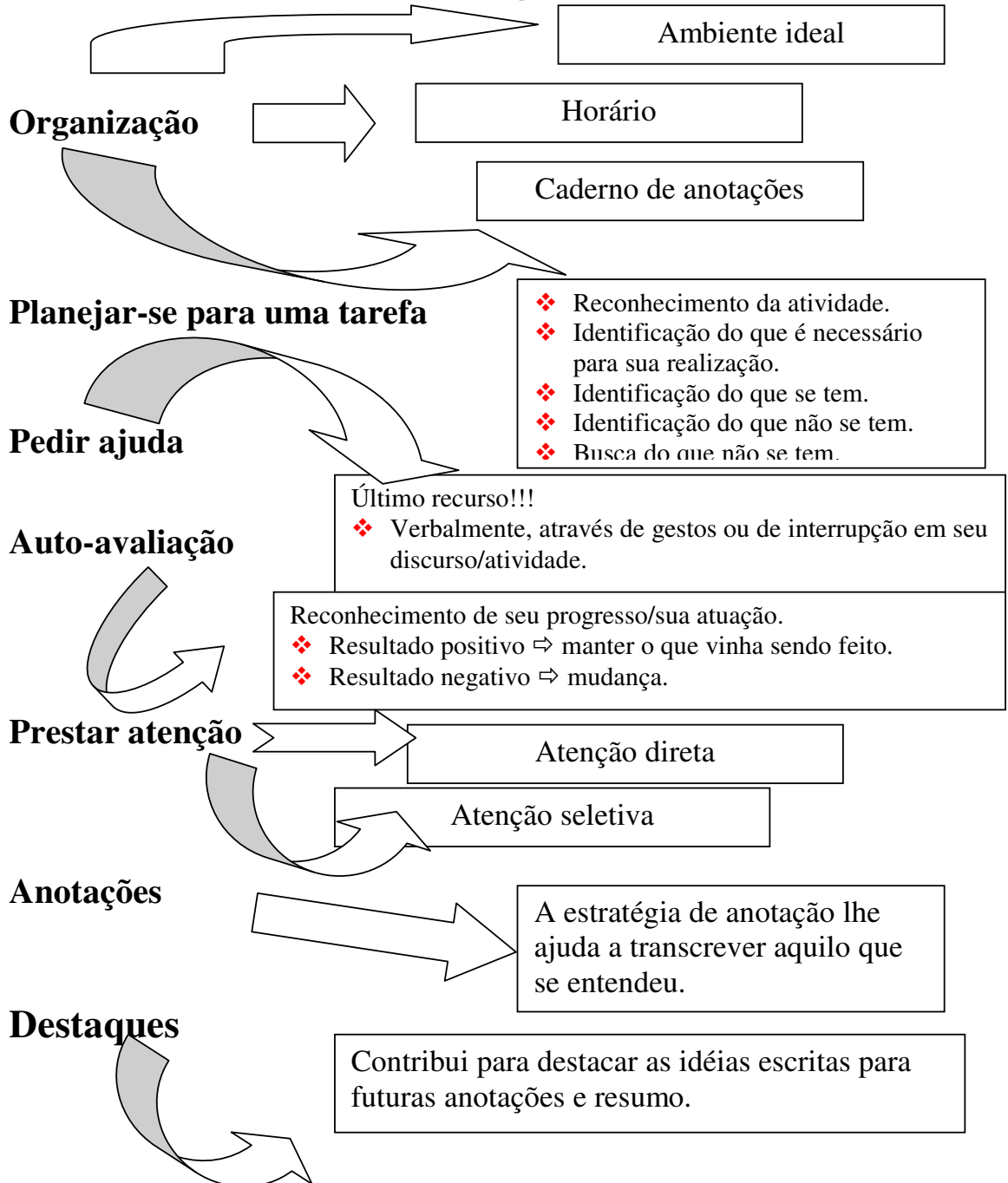
4. Há alguma estratégia que você tem a intenção de usar futuramente? Qual e por quê?

5. Você acha que essa instrução explícita em estratégias lhe ajudou? Se não, por quê? Se sim, de que forma?

Appendix 7.M – Last session handouts

Último Encontro – Instrução em Estratégias de Aprendizagem

Second meeting review



USAR PISTAS

Essa estratégia envolve o uso de dois tipos de pistas: a **lingüística** e a **contextual**. As pistas lingüísticas são os sufixos, prefixos, ordem de palavras e todo conhecimento sobre a língua inglesa e língua materna que se tem. As pistas contextuais se referem a tudo o que é audível ou visível (gestos, entonação, expressão facial etc.), conhecimento cultural e conhecimentos gerais (política, arte, literatura).

Exemplos:

Veja a seguinte passagem:

Marie: You're really fit, Paul. Do you **exercise** very much?

Paul: Well, I almost always get up very early, and I **lift weights** for an hour.

Marie: You're kidding!

Paul: No. And then I often go **Rollerblading**.

Marie: Wow! How often do you exercise like that?

Paul: About five times a week. What about you?

Marie: Oh, I hardly ever **exercise**. I usually just watch TV in my free time. I guess I'm a real couch potato!



Se olharmos as palavras em negrito, “exercise, lift weights, rollerblading” vamos usar essas palavras como dicas para adivinharmos do que se trata o texto.



Um outro exemplo seria o seguinte: Ana Paula sabe que em inglês o sufixo *-ly* é adicionado às palavras para formar advérbios. Assim, quando vê a oração “She receives the magazine weekly” ela consegue entender que “weekly” (“week” + “-ly”) quer dizer *semanalmente* e compreende a oração.

Atividade

Assista a uma parte do desenho *Dragon Tales*. Você conseguiria descrever o que entendeu do que viu?

DEDUÇÕES (USO DE PENSAMENTO LÓGICO)

Essa estratégia envolve o levantamento de **hipóteses** sobre o **significado** de uma informação recebida (independente de sua forma, ou seja, se oral ou visual) através de **regras** gerais já conhecidas.

Exemplos

1. Ana Paula está aprendendo inglês e morando nos Estados Unidos. Seu amigo lhe diz “Would you like to go to the movies on Saturday?” e ela entende que ele está lhe fazendo uma pergunta que começa com “would” e que a resposta pode ser dada através de um “Yes” ou “No”. Ainda, ela sabe que a estrutura “would you like to” é usada para se fazer convites. Assim, entende que está sendo convidada a algo.
2. Ana Paula está lendo um texto e encontra a palavra “weekend”. Ela sabe que *week* significa *semana* e que *end* quer dizer *fim*. Assim, ela deduz que a palavra *weekend* quer dizer *fim de semana*.
3. Ana Paula está escrevendo um texto sobre a rotina de sua mãe. Como sabe que em inglês é preciso conjugar os verbos no presente simples, na 3ª pessoa do singular (ele, ela), acrescentando o sufixo *-s* aos verbos, toda vez que tem de escrever algo que sua mãe faz no presente, ela deduz que seja certo acrescentar o sufixo ao verbo. Veja parte de seu texto. “*My Mom works every weekday. So, she gets up very early in the morning.*”



Cuidado!!!

Seja cauteloso!!! Às vezes, **generalizamos** uma regra e acabamos deduzindo algo **errado**. Por exemplo, sabemos que, para conjugarmos os verbos no passado, temos de lhes acrescentar o sufixo *-ed*. No

entanto, isso só acontece aos verbos regulares. Se generalizarmos a regra, vamos cometer erros como dizer/escrever: *goed* (went) e *bringed* (brought).



Atividade

Para se conjugar um verbo no presente simples, na terceira pessoa do singular (ele, ela) em inglês, deve-se acrescentar os sufixos **-s**, **-es** ou **-ies** aos verbos. Veja a seguinte lista de verbos. Você conseguiria criar uma regra para adicionar os sufixos aos verbos adequadamente?

Forma básica dos verbos	verbos conjugados na 3ª pessoa do singular no presente simples
Watch	Watches
Wash	Washes
Teach	Teaches
Bus	Buses
Smash	Smashes
Speak	Speaks
Smell	Smells
Smile	Smiles
Take	Takes
Hope	Hopes
Seem	Seems
Talk	Talks
Study	Studies
Try	Tries
Play	Plays
Stay	Stays
Do	Does

Forma básica dos verbos	Verbos conjugados na 3ª pessoa do singular no presente simples
Kiss	
Publish	
Hug	
Live	
Surprise	
Enjoy	
Start	
Decide	
Go	
Pass	
Buy	
Hurry	
Dry	
Ride	
Catch	


Put	
Set	
See	
Sell	



COOPERAÇÃO

Essa estratégia pode se dar de duas maneiras: (1) com os **colegas** em sala ou (2) com *peessoas* com *mais* conhecimento da língua. No primeiro modo, essa estratégia *é o ato de se esforçar para trabalhar em conjunto com* outros alunos de sala de aula em atividades com um mesmo objetivo (ex.: jogos, simulações, entrevistas etc.). A estratégia de cooperação que envolve pessoas com mais conhecimento da língua *é o ato de dar passos para aumentar a comunicação com outros*.

Exemplos:

1. Ana Paula tem de fazer um *diálogo* com um colega. Assim, *esforça-se* para formar o diálogo. Enquanto planejam, vai *anotando* o que precisam, as informações que já possuem e já vai *procurando* no dicionário aquilo que não sabem. Quando não sabe pronunciar alguma palavra *pede* a *colaboração* de seu colega.
 
2. Ana Paula tem um amigo que está em um nível mais avançado de inglês (enquanto ela está no 2, ele está no 8). Ela tem *dificuldades* para *falar* em inglês. Sabendo disso, *pede* a *colaboração* dele para que possa *praticar*. Assim, *liga* para ele regularmente (de 2 a 3 vezes por semana) para que possam *falar* em *inglês*.

ARRISCAR-SE (COM BOM SENSO)

Essa estratégia é uma **decisão consciente** de tomar **riscos razoáveis**, não importando se se vai cometer erros ou encontrar dificuldades. Por vezes, essa estratégia tem de ser usada no meio de uma atividade, sem planejamento anterior, apesar do medo de se falhar.



Cuidado!!!

Essa estratégia **não** implica se **tomar** riscos **desnecessários**, tais como adivinhar sem um contexto ou dizer algo sem considerar o seu grau de relevância. Por exemplo, a professora pergunta: “*What is your favorite color?*” e Ana Paula responde: “*My name is Ana*”. Ela tentou, arriscou-se a dizer algo. No entanto, o que disse não era relevante.



O ato de se arriscar tem de ser **acompanhado** de **bom senso**. A estratégia de *falar consigo mesmo* pode ajudar no uso desta estratégia.

Atividade

Em grupos, faça um pequeno teatrinho, contendo os seguintes personagens e informações:

1. **Professor de inglês:** tem de responder às perguntas de vocabulário dos alunos.
2. **Alunos:** tem de fazer perguntas de vocabulário para a professora.

Você pode precisar usar o dicionário. Para isso lembre-se de que:

- Ao usar um dicionário português/inglês você vai encontrar mais de uma tradução para a palavra que procura, pois ela pode ser usada em contextos diferentes.
- Ao procurar verbos, procure pela sua forma básica, ou seja, se você procurar por um verbo com -ing, por exemplo, talvez você não o encontre (ex.: talking).
- Algumas palavras, como *play*, podem ser tanto um substantivo, *peça*, como um verbo, *jogar/brincar*.

FALAR CONSIGO MESMO (ENCORAJAR-SE)

Esta estratégia pode fazer com que se tenha uma melhora em todas as habilidades: falar, escrever, ler e ouvir. Ela consiste em dizer para si mesmo **palavras positivas**, de forma a se encorajar tanto a ler, a escrever, quanto a falar e a ouvir.

Exemplo: Ana Paula tem uma apresentação oral a fazer. Ela planeja, pratica, prepara-se, mas ainda se sente nervosa e ansiosa para a atividade. Assim, imediatamente antes de iniciá-la, ela se diz: “*Vamos lá, eu vou tentar e vou bem!*” e “*Tudo bem se eu cometer deslizes!*”.

Aqui estão alguns exemplos:

1. Entendo mais o que ouço agora.
2. Sou uma boa ouvinte (leitora, falante, escritora).
3. Eu presto bastante atenção.
4. Agrada-me muito entender uma nova língua.
5. Eu consigo pegar a visão geral de uma história sem saber toda palavrinha.
6. Eu estou lendo mais rápido agora do que um mês atrás.
7. As pessoas me entendem muito mais agora.
8. Eu tive uma ótima conversa em inglês hoje.
9. É! Minha fluência está melhorando!
10. Agrada-me muito escrever em uma nova língua.
11. Escrever me ajuda a me dar conta do que penso.
12. Não tenho de saber escrever tudo antes de começar a escrever.
13. Estou confiante e seguro(a) a respeito do meu progresso.
14. Estou me arriscando e me dando bem.
15. Tudo bem se eu cometer deslizes.
16. Todos cometem erros e eu posso aprender com os meus.



RELAXAMENTO

Esta estratégia ajuda a **reduzir** o seu nível de ansiedade e consiste na busca de relaxar através de ações como **respirar profundamente, meditar, ouvir música e rir** (conversando com amigos, contando piadas, por exemplo).



Exemplos:

4. Ana Paula escuta música clássica antes de ir para a aula de inglês.
5. Ana Paula tem uma prova de inglês. Antes de fazer a prova, ela encontra alguns amigos que lhe contam piadas, ela ri e se diverte. Então, vai para a aula fazer a prova.
6. Antes de uma apresentação oral, Ana Paula respira profundamente várias vezes até relaxar para iniciar sua apresentação.

Atividade

Antes de fazer a apresentação do teatro, vamos relaxar.

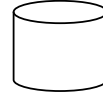
- Você sabe contar piadas? Escolha uma piada e a conte para o grupo.
- Diga a si mesmo uma palavra de encorajamento.



Song: Hum

The moon comes out as the sun goes down
And your room gets dark.

You start hearing sounds.
You start to worry
As your heart beats like a drum.



So, you can hum (hum), hum (hum),
Hum, let me hear you hum
Oh you can hum (hum), just hum (hum)
Come and let me hear you hum.



When you try something different
You never tried before
Oh it may be scary
And you may not be sure
But I know you can do it
And I'll help you get through it

For you can hum (hum), yeah hum (hum)
Come and let me hear you hum
Yeah you can hum (hum), oh hum (hum)
Now come and let me hear you hum
Oh you can hum (hum), you can hum (hum)
Yeah come and let me hear you hum
Oh you can hum (hum) yeah you hum
Come and let me hear you hum
Oh you can ham (let me hear you) hum.



Now answer:

What do you think is the meaning of "hum"?



Let it Be

When I find myself in times of trouble, Mother Mary comes to me,
 Speaking words of wisdom, let it be.
 And in my hour of darkness, she is standing right in front of me,
 Speaking words of wisdom, let it be.



Let it be, let it be. Let it be, let it be.
 Whisper words of wisdom, let it be.



And when the broken hearted people living in the world agree,
 There will be an answer, let it be.
 But though they may be parted there is still a chance that they will see
 There will be an answer, let it be.



Let it be, let it be. Let it be, let it be.
 That there will be an answer, let it be.
 Let it be, let it be. Let it be, let it be.
 Whisper words of wisdom, let it be.



Let it be, let it be. Let it be, let it be.
 Whisper words of wisdom, let it be.

And when the night is cloudy, there is still a light that shines on me,
 Shine on until tomorrow, let it be.
 I wake up to the sound of music, Mother Mary comes to me,
 Speaking words of wisdom. Let it be!



Let it be, let it be. Let it be, let it be.
 There will be an answer, let it be.
 Let it be, let it be. Let it be, let it be.
 Whisper words of wisdom, let it be.



APPENDIX 8 – LEARNER DIARY PAGE

Source: Adapted from Varela (1997)

Learner Diary Page

Name: _____

Date: _____

1) O que nós fizemos na aula de inglês hoje foi: _____

_____2) Eu aprendi _____

_____3) O que fiz para entender/aprender/lembrar-me/usar o que estava
sendo ensinado foi _____

_____4) Isso que fiz (essas ações/esses passos) me ajudou a _____

_____5) Para mim, foi difícil _____

_____6) Eu gostaria de ser capaz de _____

_____7) O que pretendo aprender e praticar (nos próximos dias) é _____

_____8) Outros comentários: _____

APPENDIX 9 – QUESTIONNAIRE 4 – ADDITIONAL PERSONAL DATA INFORMATION

Source: Original

Caro aluno,

Por favor, responda cuidadosamente as perguntas abaixo. Suas respostas são fundamentais para a conclusão da pesquisa. Todas as informações serão mantidas em sigilo. Obrigada por sua contribuição,

Leonice Passarella dos Reis

Pesquisadora

Questionário 4

1. Nome: _____
2. Sexo: () Masculino () Feminino
3. Idade: _____
4. Você: a) Estuda () Curso: _____
 b) Trabalha () Profissão/cargo: _____
5. Responda a essa pergunta se você ainda é estudante: que carreira você pretende seguir? _____
6. Em geral, o que lhe interessa bastante? Por exemplo: música, política, religião, etc.

7. Considerando a sua atuação no curso que faz (ou já fez), qual é (era) a sua nota média?
() 5
() 6
() 7
() 8
() 9
() 10
8. Você mora:
() em casa própria.
() em casa alugada.
9. A sua renda familiar é:
() menor que R\$250,00.

- () entre R\$250,00 e R\$400,00.
- () entre R\$400,00 e R\$600,00.
- () entre R\$600,00 e R\$1.000,00.
- () entre R\$1.000,00 e R\$2.000,00.
- () maior que R\$2.000,00.

10. Você sempre morou em Florianópolis? () Sim () Não
Se não, diga a cidade onde cresceu e há quanto tempo mora em Florianópolis.

11. Você tem amigos que falam inglês fluentemente? () Sim () Não

12. Você já visitou um país cuja língua materna seja a inglesa? () Sim () Não

13. Você tem acesso à Internet? () Sim () Não

14. No que faz (trabalho ou curso), você tem de ler textos em inglês? () Sim () Não

15. Como você avalia o seu aproveitamento nesse nível (Inglês 1)?

Obrigada por ter participado dessa pesquisa. Se você desejar ter acesso aos seus resultados, por favor, deixe o seu telefone e endereço de e-mail ou qualquer outra forma que você possa ser encontrado para que eu lhe envie tais informações. Mais uma vez, obrigada!

APPENDIX 10 – QUESTIONNAIRES 5A AND 5B - TEST

Source: Original

Description: The questionnaire was given after the first midterm test and final written test. Below you will find the one given after the final written test. This one differs from the former only with reference to the text book units. In the first one (5a), units covered were 1 to 4.

Caro aluno,

Por favor, responda cuidadosamente as perguntas abaixo. Suas respostas são fundamentais para o bom andamento da pesquisa. Obrigada por sua contribuição,

Leonice Passarella dos Reis

Pesquisadora

Questionário 5b – Teste unidades 5 a 8

Nome: _____

Responda as seguintes perguntas em relação ao seu DESEMPENHO NO TESTE DAS UNIDADES 5 A 8.

1. Referente ao VOCABULÁRIO necessário para fazer as atividades, você:
- () Teve dificuldades para lembrar-se das palavras estudadas e até deixou de usar algumas delas por não conseguir resgatá-las em sua memória.
 - () Teve dificuldades para se lembrar, mas depois de se concentrar bastante, conseguiu.
 - () Não teve problemas para se lembrar do vocabulário. Tudo estava muito acessível em sua memória.

Outros comentários:

2. Referente aos PONTOS GRAMATICAIS, você:
- () Teve dificuldades para transferir o conhecimento e prática das estruturas em sala de aula, para fazer os exercícios da prova de modo que o fizesse sem ter certeza do estava fazendo. Por exemplo, para falar das coisas que geralmente faz no seu dia-a-dia, sua rotina, você não conseguia se lembrar de que tempo verbal deveria usar e simplesmente deixou de fazer o exercício ou então usou qualquer outra forma verbal (chutou).
 - () Teve dificuldades para se lembrar, mas depois de se concentrar bastante, conseguiu.
 - () Não teve problemas para utilizar, na prova, a gramática e estruturas praticadas durante as aulas. Tudo estava bem claro para você.

Outros comentários:

3. Referente à parte de “LISTENING”, você:
- () Você não conseguiu entender muito do que ouviu e sentiu muita dificuldade para escolher a alternativa correta, tendo até de “chutar” uma das alternativas.
 - () Você não entendeu tudo e até sentiu dificuldade para entender o que estava sendo dito, mas conseguiu assinalar uma alternativa para cada exercício. No entanto, em alguns, ficava em dúvida entre uma alternativa e outra.
 - () Você ouviu e entendeu tudo o que era necessário para assinalar a alternativa correta. Tanto que, ao assinalar, não hesitou. Assinalou e só ouviu mais uma vez para conferir.

Outros comentários:

4. Referente ao “READING”, você:

- () Leu o texto várias vezes, mas não conseguiu entender muito o bem o que ele dizia e chegou a assinalar “true” ou “false” sem estar muito certo(a) se aquilo estava realmente correto ou não.
- () Na primeira vez que leu o texto, não entendeu o que ele dizia, mas após lê-lo mais uma ou duas vezes, conseguiu identificar o que era verdadeiro e o que era falso dentro das questões.
- () Já na primeira leitura, conseguiu entender do que o texto se tratava e só leu novamente para confirmar se as alternativas eram realmente verdadeiras ou falsas.

Outros comentários:

5. Referente ao “WRITING”, você:

- () Teve dificuldades para organizar suas idéias de forma a escrever algo coerente. Escreveu sempre se perguntando se aquela seria a forma mais adequada para comunicar o que estava escrevendo. Ao final, leu a sua produção e achou que poderia ter sido melhor.
- () Escreveu com um pouco de dificuldade e não sabia ao certo se tudo estava correto, mas sentia que estava bom.
- () Escreveu com facilidade, sabia que estruturas usar e o que dizer. Parecia até que já estava tudo pronto em sua cabeça.

Outros comentários:

6. De uma forma geral, como você avalia seu desempenho na prova (independente da nota que irá receber ou que já recebeu).

APPENDIX 11 – LAST INTERVIEWS: EXPERIMENTAL GROUP, CONTROL GROUP, AND TEACHERS

Source: Original

Description: Participants were individually interviewed right after having gone through all the tests: written and oral. On the same way, T1 and T2 were interviewed after having gone through the process of testing and grading.

Interview for the experimental group

1. O que você fez para se preparar para a prova oral?
2. Como você avalia a sua atuação na prova oral?
3. Você acha que teria sido assim se você não tivesse recebido instrução sobre estratégias? (se sim, o que teria sido diferente?)
4. De modo geral, você acha que o ensino das estratégias lhe ajudou a aprender e a usar a língua?
5. Tendo tido acesso a esse ensino explícito de estratégias e tendo experimentado o seu uso em sala de aula e no seu dia a dia, em sua opinião seria pertinente inserir essa instrução no currículo do curso? Ou seja, você acha que essa instrução deveria ser feita no dia a dia da aula de inglês, assim como o ensino da gramática e de vocabulário?

Interview for the control group

1. O que você fez para se preparar para a prova oral?
2. Como você avalia a sua atuação na prova oral?
3. Estratégias de aprendizagem são ações ou passos que tomamos conscientemente e que nos ajudam a estudar e a usar uma língua estrangeira. Você gostaria de ter acesso a essas estratégias?
4. (Se sim) Como? Você acha que elas deveriam vir num livro que você pudesse comprar e ler sobre elas? Ou você acha que o ensino delas deveria ser feito em sala de aula, da mesma forma que o ensino da gramática e do vocabulário de uma língua? Ainda, você acha que elas deveriam ser ensinadas através de uma disciplina extra, oferecida pelo seu curso?

Interview for the teachers

1. How do you evaluate the development of your students? Have the ones in the experimental group improved? Have the ones in the control group improved? In what sense? Give examples?
2. Language learning strategies are steps or actions consciously taken by the students in order to improve their learning of a second/foreign language and the use of it. Do you think students should receive explicit instruction on learning strategies? Why?
3. How do you feel about the idea of teaching language learning strategies in your regular classes?

APPENDIX 12 – TAPE SCRIPTS OF THE EPISODES IN THE FIRST HALF OF THE STUDY

This appendix brings the episodes observed and considered relevant in the first half of the study⁵⁴.

Episode 1: Presentation of a conversation covering the book four first units

Participants: E2 and L17.

1. E2: I'm E2. I'm from [inaudible]. And you?
2. L17: I'm from [inaudible]. What do you do?
3. E2: I'm a study... I stu... I am stu... a student. And you? What do you do?
4. L17: I am a student, too. What... what do you study?
5. E2: I am studying Education in post [pos] graduation level. I'm a physical education teacher. Do you like phy... physical education?
6. L17: oh, I like physical Education, but I'm lazy.
7. E2: Oh really? How do you spend your day?
8. L17: In the morning I go to the University, and in the afternoon I study, I organize my house, because I believe [inaudible] organized.
9. E2: And... the night, what do you do?
10. L17: On weekdays I sleep early and on weekends I go... I go out with my friends or I visit my parents. What do you do on weekends?
11. E2: Well, I am study on week. So, on weekends I am rest... I rest.
12. L17: So, I have to go. Nice to meet you, E2.
13. E2: Ni... nice to meet you, too Ja... Jane.

Episode 2: Questioning about adverb position

Participants: C5 and the researcher

1. C5: O que afinal é pra fazer aqui?
 2. R: [pointing to the book] esses são advérbios. Você tem de colocar... olha aqui [pointing to the book], então você tem de colocar *usually* na pergunta e *almost always* na resposta.
 3. C5: [inaudible]
 4. R: Isso. So, *what do you do on Saturday mornings?*
 5. C5: Aonde que ele vai entrar aqui...
 6. R: Onde *usually* vai entrar?
 7. C5: Aqui [pointing to the book].
 8. R: [inaudible] What do you *usually* do on Saturday mornings?
 9. C5: a tá [inaudible]
 10. R: é.
 11. C5: what do you do usually [mispronounced] on Saturday mornings?
 12. R: Ao contrário: What do you *usually do*. Vem antes do verbo aqui.
 13. C5: Ah! [inaudible]
- [the researcher goes on solving her doubts]

Episode 3: Love or loving?

Participants: E6 and the researcher

1. E6: [inaudible]
2. R: She is loving?
3. E6: [inaudible]
4. R: Okay, there are verbs which are not used in the present continuous. So, *love* is one of the verbs. So, maybe...
5. E6: Então fica assim, né?

⁵⁴ Italics = emphasis

[] = researcher's comments

... = pause

6. R: [inaudible, but the researcher provides him with more information because he had kept “is love”]. So, *love* has to be in the present.
7. E6: She love acting.
8. R: Sim, mas agora, não está no presente?
9. E6: Haham [nodding].
10. R: Então você tem de colocar o –s da terceira pessoa. Senão vai ficar ela... amo.
11. E6: ham [realizing it]. OK [laughing].

Episode 4a: Most of the time, but now...

Participants: E6 and the researcher

1. R: E6, look. Aqui [pointing to the exercise item] alguma coisa está errada. Olha só, aqui diz *most of the time*.
2. E6: hum?
3. R: They live in Chicago *most of the time*, but *now*...
4. E6: O que que é *most of the time*?
5. R: Na maioria do tempo, na maior parte do tempo. But they are staying in Florida this winter. Mas neste inverno eles estão...? [no answer from E6, so the researcher goes on] ficando lá...
6. E6: Na Flórida.
7. R: Então aqui [pointing to the blank spot which is now completed with “is living”] tem de ser presente simples.
8. E6: Ele tá viajando... eu também não tinha visto isso [laughs].
9. R: [laughs] é... tem de pensar um pouquinho.

Episode 4b: Most of the time, but now...

Participants: E6 and another student (AS)

1. E6: [laughs] Is anyone [mispronounced] in your family living [“i” is mispronounced] abroad [/ ə ˈ b r oʊ d /] right now?
 2. AS: No, nobody.
 3. E6: Is anyone in yo... in your family tunking [meant *taking*] a class right now?
 4. AS: No, nobody.
 5. E6: [laughs] Todas as respostas vão ser assim agora [laughs]. Is anyone in your family traveling, traveling [“r” is mispronounced]... opa, [laughs] traveling no, é... [laughs]... excuse me... é [laughs] is anyone in your family... é... moving to a new home?
 6. AS: No, nobody.
 7. E6: [laughs] Is anyone [laughs] in your family [laughs] studying a foreign [mispronounced] a foreign [mispronounced] language [mispronounced] right now?
- [And the task continues with these features.]

Episode 5: Who fits? Most of the time, but now...

Participants: E6, another student (AS), and the researcher

1. E6: Eu não encaixo em nenhuma dessas aqui.
2. AS: Eu também não.
3. E6: Alguém se encaixa em alguma dessas?
4. R: E6, ask your questions... [in a joking and friendly tone]
5. E6: Ninguém tem mais que dois irmãos e nem mais que duas irmãs?
6. R: E6, não mata o exercício... [inaudible].
- ...
7. E6: Tu se encaixa em alguma?

Episode 6: What is interesting about my friend?

Participants: C4 and T1

1. C4: E4 never [mispronounced] wake [/ w i : k /] up, agora essa palavra aqui eu não sei.
2. T1: Without? Without.
3. C4: wi...
4. T1: Without.

5. C4: wi...
6. T1: Without
7. C4: Without [wiˈdaʊt/]
8. T1: huhum [nodding]
9. C4: an alarm clock.

Episode 7a: Conversation – Units 1 to 4

Participants: C2 and C3

1. C2: Hi! My name is C2. But it is prefer [ˈpriːfər/] call me Zanzi.
2. C3: Oh! Zanzi. So call me De?
3. C2: Well, well De. Do you do in UFSC?
4. C3: I study Philosophy [ˈfɪləsəfɪ] and... English [ˈɪŋɡlɪʃ/].
5. C2: Oh really? I too study [sˈtʊdi/] English [ˈɪŋɡlɪʃ/].
6. C3: é... what is classroom [ˈklɛʃum/]?
7. C2: My classroom [ˈklɛʃum/] my class is C1.
8. C3: Oh! We are same [səm/] class.
9. C2: Yes, but I study [sˈtʊdi/] in Tuesday and Saturday é, and Saturday. And you?
10. C3: I study some one [maybe she meant on the same one] and Monday [ˈmɒnˈdeɪ/].
11. C2: Okay, nice to... nice to [without aspiration] meet you, De.
12. C3: Nice to meet you, too, Zanzi.

Episode 7b: Conversation – Units 1 to 4

Participants: E2 and L17

1. E2: I'm E2. I'm from [inaudible]. And you?
2. L17: I'm from [inaudible]. What do you do?
3. E2: I'm a study... I stu... I am stu... a student. And you? What do you do?
4. L17: I am a student, too. What... what do you study?
5. E2: I am studying Education in post [pos] graduation level. I'm a physical education teacher. Do you like Phy... Physical Education?
6. L17: oh, I like Physical Education, but I'm lazy.
7. E2: Oh really? How do you spend your day?
8. L17: In the morning I go to the University, and in the afternoon I study, I organize my house, because I believe [inaudible] organized.
9. E2: And... the night, what do you do?
10. L17: On weekdays I sleep early and on weekends I go... I go out with my friends or I visit my parents. What do you do on weekends?
11. E2: Well, I am study on week. So, on weekends I am rest... I rest.
12. L17: So, I have to go. Nice to meet you, E2.
13. E2: Ni... nice to meet you too Ja... Jane.

Episode 8: How to pronounce -ING

Participants: E2 and T2

- [While doing the grammar focus exercise (p. 30)]
1. E2: [T2's name], please.
 2. T2: Yes...
 3. E2: [inaudible]
 4. T2: I – N – G. I – N – G.
 5. E2: I?
 6. T2: I – N – G.
 7. E2: I – N – G.
 8. T2: I – N – G.
 9. E2: Always?
 10. T2: Yes. Like this... for example: studying and writing... right? it's the verb plus -ing, okay?
 11. E2: hmm... [realizing it]

Episode 9: Help with exercises – Unit 1, page 1

Participants: E1 and the researcher

1. R: For example here, Bob is Robert.
2. E1: [silent]
3. R: Kate is Catherine.
4. E1: [silent]
5. R: And Jenny?
6. E1: [pointing to Jennifer in the book]
7. R: Yes.
- (...)
8. E1: O que seria um título?
9. R: Seria senhora, senhorita, okay? So, here, Ms. Sarah Rachel Jones is um nome completo com um título. [pointing to the next item] A nickname?
10. E1: eh... Sarah?
11. R: No, aqui, a partir dessa gray box.
12. E1: hmm... um nickname? Que é nickname? Kate?
13. R: Kate... hmhm [nodding]. A full name without a title?
14. E1: O que que é isso? [pointing to the word without]
15. R: Without. With com, without? ... sem.
16. E1: [silent for some time] Tá! [silent] então fica esse aqui [pointing to the book]. Yes?
17. R: Yes! All right. All right.

Episode 10: Help with exercises – Continuation

Participants: E1 and the researcher

[Helping E1 with a workbook exercise.]

1. R: E aí, E1? Como é que você vai?
 2. E1: [long pause] bem, fine. [laugh]
 3. R: No... with the exercise...
 4. E1: [inaudible]
 5. R: choose the correct responses. Let's see. Aqui ele já colocou... você tem de escolher... *choose*... como é que você lê esses enunciados dos exercícios?
 6. E1: Eu olho no exercício ... [inaudible] ...
 7. R: Você pega o dicionário? Por exemplo, você sabe o que é *choose*? [E1 signals negatively with her head] Você pega o dicionário para ver o que significa?
 8. E1: Não...
 9. R: Isso te ajuda, tá?
 10. E1: Escolher?
 11. R: é, escolha, hmhm. The correct responses. So, *Hi, I'm Liz*.
- [And the conversation goes on.]

Episode 11: “Morte aos Gangsters”

Participants: E1 and the researcher

1. R: Bom, o que tem na unidade um? Como se apresenta, né? Como pergunta o nome... como se [inaudible] o nome... a gente pode até... a gente pode até... a gente pode até inventar um nome diferente, só pra brincar, assim. Aí também falar o que mais?
2. E1: Mr., Ms., ...
3. R: E o que mais? Perguntar quem é aquele lá, a gente pode usar alguém da sala. “Quem é aquele ali?”, “Ah! Aquele ali é tal!”...
4. E1: E como é?
5. R: Who's that? Quem que é aquele? [pause]
6. E1: [keep silent, taking notes]
7. R: No, it's okay, hmhm [nodding]. Aí a gente vai fazendo umas perguntas... aqui ele está perguntando... are you on vacation? Are you a student? Perguntando o que a gente faz e tudo mais, né? Lembra disso? Okay? [she nods] Aí aqui depois vai essa questão de job, o que que você faz, não é? A gente pode falar [inaudible]... e aqui, onde você trabalha... se você gosta do que você faz, né? Então, falar também sobre a sua rotina, ó [pointing to the book]. I get up, I go to bed, I leave work, I get home, I stay up... [and the researcher goes on explaining the vocabulary]. Então vamos fazer

- assim... o que você acha da gente fazer assim? Uma idéia, você tem uma idéia pra falar pra mim?
8. E1: Uma festa [laughs]. Idéia boa, né?
9. R: [inaudible] Sei lá [kidding], então a gente tá numa festa.
10. E1: Tá, coloca a música.
11. R: Yes, okay, so... In a party, ok? Numa festa: in a party. Daí a gente vem e se apresenta...
12. E1: E se esbarra...
13. R: Oh! I'm sorry.
14. E1: Daí eu derramo suco em você...
15. R: Ok, hmm, quer me destruir já, né?
16. E1: É... e você tá de branco e sua roupa fica manchada.
17. R: Ok, [writing down] "E1: Bumping", bumping? Bumping [gesturing] bumping into Leo, okay? Bumping into Leo! "Oh! I'm sorry!".
18. E1: I'm sorry...
19. R: And then Leo: "hum! You jerk! Go out of here!"
20. E1: [laughs]
21. R: Oh! I'm sorry... "That's okay"...
22. E1: Não, você fica brava. "Eu não acredito! Minha roupa nova!"
23. R: "Oh! No!"
24. E1: [laughs]
25. R: "My favorite dress!"
26. E1: [laughs]
27. R: okay. "What's your name?!" "What's your name?!"
28. E1: é... sinto muito...
29. R: "I'm sorry". I'm sorry [writing it down].
30. E1: Eu não quis fazer isso, foi sem querer.
31. R: Okay, não tenta falar coisa que você não sabe ainda. Eu perguntei pra você qual é o seu nome.
32. E1: hmmm, My name is E1.
33. R: "My name is E1" [writing it down]. My name is E1, E1 what?
34. E1: é, but please call [kɛl/] me Lem.
35. R: "But please call me Lem." [long pause] What's your name? What's *your* name?
36. E1: What's your name?
37. R: É assim, quando você pergunta pela primeira vez é "What's your name?", mas quando você devolve a pergunta pra pessoa, [inaudible] "What's *your* name?" [inaudible]
38. E1: Mas não é a mesma coisa? Qual é o seu nome? Qual é o seu nome?
39. R: É, mas é que agora você está perguntando: "E o seu?"
40. E1: hmmm. Entendi.
41. R: Entendeu? [inaudible] Okay, then I say: Léo, Leonice, but please call me Leo. Tá, daí a gente vai começar a falar. [long pause] A gente vai perguntar o último nome?
42. E1: Não...
43. R: Não né... então não vamos perguntar nenhuma dessas coisas, né? [pointing to the book] que mais?
44. E1: Where are you from?
45. R: So, where are you from?
46. E1: I from Chicago.
47. R: I'm from, I'm from... Chicago. E você? Como pergunta *e* você agora?
48. E1: And you? [questioning]
49. R: And you? [approving] I'm from [writing it down]...
50. E1: Nova Iorque.
51. R: Japan! [enthusiastic]
52. E1: Ahh! [surprised]
53. R: "Really?" Mesmo? Okay... e você "Really?"
54. E1: "Really?"
55. R: Peraí, vamos ver mais... peraí [looking at the book.]
56. E1: Depois a gente volta.
57. R: Okay, vai.
58. E1: What do you... what do you do?

59. R: What do you do... okay... [writing it down]
60. E1: What do you do in... in Japan [/ˈdʒɑːpən/]? “No Japão” como é que fala? O que você faz no Japão?
61. R: What do you do *in Japan*?!
62. E1: In? [surprised]
63. R: hmhm [nodding] Tá certinho... in Japan. What do you do in Japan? [writing down] Aí a Léó: “I’m a... I’m a... I’m a gangster!”
64. E1: Gangster?! [surprised and laughing]
65. R: Gangster.
66. E1: [inaudible] nacional?
67. R: Yeah! What about you? [long pause waiting for an answer]. E você? And you? Oh, and you and what about you é a mesma coisa, tá? Significa a mesma coisa. E você? E você? É assim que se traduz, okay? What about you, E1?
68. E1: I’m advogado...
69. R: A lawyer?
70. E1: Lawyer...
71. R: Você vai lembrar?
72. E1: Lawyer [practicing the word]
73. R: Isso. [pause]. And where do you work?
74. E1: Do you work?
75. R: Yes, and where do you work?
76. E1: Essa pergunta [inaudible]...
77. R: Onde você trabalha?
78. E1: hmmm... [reasoning] sei lá!
79. R: Onde que... que um advogado trabalha? Ele pode ser o advogado de uma firma, de uma empresa...
80. E1: É... pode ser uma empresa, né?
81. R: hmhm [nodding].
82. E1: [not understandable]
83. R: hum?
84. E1: [laughs and repeats it]
85. R: Where? Nort? Nort o quê?
86. E1: [laughs] hmm
87. R: Pode falar, pode falar.
88. E1: O que que você é? Você é um gan... gan...
89. R: I’m a... I’m a gangster.
90. E1: Gangster. “Morte aos Gangsters”.
91. R: Morte aos Gansgers!?! [surprised]
92. E1: [inaudible]
93. R: Okay...
94. E1: [laughs] aí uma empresa...
95. R: “I work in a company”
96. E1: Company?
97. R: Right? In a company... company é uma empresa... “called” chamada... called or named
98. E1: O nome da companhia?
99. R: Yeah, called or named. Você escolhe, tá?
100. E1: hmhm [agreeing].
101. R: é... “I work in a company called ‘Morte aos Gangsters’!” [writing it down]
102. E1: [laughs and pauses]... [inaudible] tá chegando um outro cara. Daí eu [inaudible]... [Then they go on preparing the conversation]

Episode 12: “Morte aos Gangsters” - Presentation

Participants: E1, T2, and the researcher

1. R: We are in a party, okay?
2. T2: Right? You got it? They are at party.
3. R: Drinking... [E1 bumps into the researcher] oh!
4. E1: ah! I’m sorry.

5. R: My favorite dress! *What's your name?*
6. E1: Sorry. My name is S... E1... é... but please call [kɑl/] me... Lem. What y... your name?
7. R: oh... my name is Leonice, but please call me Leo... hmmm [disappointed]... okay, okay... hmm nice to meet you.
8. E1: Nice to meet you, too.
9. R: Where are you from?
10. E1: I am from Chicago. And you?
11. R: I'm from Japan.
12. E1: Really? [class laugh]
13. R: Yes.
14. E1: What do you ... *do in* Japan?
15. R: I am a... gangster? [pause] What about you? What about you?
16. E1: I am lawyer [lɔer/].
17. R: A lawyer? Where do you work?
18. E1: I work in a company name's Morte aos Lawyer [lɔer/].
19. R: Morte aos... what?
20. E1: Lawyer [lɔer/].
21. R: Lawyer?
22. E1: Yes.
23. R: You're a lawyer ok...[note that E1 replaced the word "gangster" with the word "lawyer"] and... gee! Who is that guy? That! That guy! Who is that guy?
24. E1: Be careful [kɑlfur/] é... what y... ge... guy is... é... a policeman. [stress in the first syllable]... é... pretend [pre'ridi/] for ... é... you beco... no...you are you vacation [laughs].
25. R: Okay... pretend I am on vacation. Okay... that's the guy! I am here to kill him! Yeah! Okay... the other day... at court [addressing the class]
26. T2: Do you know at court? [gesturing] with the judge, the lawyers, at court. Julgamento, okay? At court.
27. R: I didn't... I didn't kill him!
28. E1: Okay, let's see. What time [tim/] do you.. é...usually [wi'ju'li/] get you up?
29. R: get up [whispering]
30. E1: get up?
31. R: I get up at 5 a.m. every day?
32. E1: What time do you smerely ...
33. R: do you usually...
34. E1: do you usually [ju:zuali] do you bed?
35. T2: Go to bed...
36. R: I go to bed at 10 a.m. Yesterday, yesterday [gesturing] I left the party at 9.30 p.m.
37. E1: So you are innocent.

APPENDIX 13 – PARTICIPANTS WHO QUIT THE COURSE

Although L15, L18, L19, L20, and L23 were identified as having difficulties, they were not chosen to participate in the present study. The reason lies on the fact that such students, for varied reasons, quit the course. This appendix addresses their difficulties and these reasons.

L18 reported having difficulties with speaking and listening. During classroom observation, she would participate little, only when she was addressed, and she would rarely participate providing answers to listening exercises or volunteering to read a conversation aloud. These facts may indicate that she had some difficulties with understanding oral language, and that she felt unsure about speaking. In all class activities, she needed guidance. L18 was frequently being helped by her classmates, T2 or this researcher, and able of understanding only under much explanation and time to process information. In sum, she seemed to have difficulties in both learning and using English, probably in all skills. At first, she was selected to be part of the control group. However, due to a job opportunity, she had to quit the course, and thus quit her participation in this study.

L19 was a student who had her own strategies to study English. For instance, she would prepare herself to class by looking over the lesson which was going to be studied in class, and by looking up new words in the dictionary. In addition to that, she would make questions for clarification and seemed to focus. These characteristics indicated her interest in learning English. Although she showed this interest, her performance in learning and using the language was not as successful as the majority of the students in that group. Let us see the following excerpt, which illustrates an episode in which she was presenting a conversation prepared together with C7, covering the four first units of the book.

1. L19: [inaudible] am L19. What's your name?
2. C7: My name's C7.
3. T2: Louder? They can not hear you, they don't hear you. Try to speak louder. Okay.
4. L19: Hello. É... am L19. What's your name?
5. C7: My name is C7.
6. L19: Nice to meet you, C7.
7. C7: Nice to meet you, too.
8. L19: What is your last name?
9. C7: My last name is [C7's last name]. And where are [a:re/] you from?
10. L19: I am from Florianópolis. And you?
11. C7: I am from Florianópolis, too.
12. L19: [pause] e agora? I am from Florianópolis. And you? É... when
13. C7: Where do you study?
14. L19: ... when are you a student?
15. C7: I study at UFSC. What do you do?
16. L19: I work é... [inaudible] é... univ... univ...
17. T2: University.
18. L19: University hospital [hospital]... [inaudible] they has... [inaudible] the time... I speak English... they get of my [inaudible] some painting [//paint/]
19. T: Painting
20. L19: Painting... class too.
21. R: Nice talk to you. I hope to see you again.
22. L19: And nice talking to you too. [inaudible] go bye, goodbye.

In light of this excerpt, it can be proposed that L19 felt anxious about speaking. This feeling is expressed mainly by the pauses she makes during the conversation (see speech lines 4, 12, 14, 16, 18, and 20). Although she is reading it, she loses track of what to say next. Sometimes she cannot pronounce some words and mispronounces others. The fact that she lowers her voice pitch many times while performing conversations may be an indication of her insecurity about speaking the language. In addition to that, she seems to have a hard time to coordinate the words. This may signal her difficulties in using grammar properly.

During the correction of listening exercises, she would remain quiet, taking notes at times. This absence of participation may indicate her problems in understanding oral language, that is, her difficulties with listening. At first, L19 was in the experimental group and attended two thirds of the instructional program. Nevertheless, due to personal reasons (health problems), she had to quit. Consequently, she was unable to participate in this study any longer.

L20 answered the first questionnaire given, and missed the subsequent classes. This fact impeded the researcher of identifying who she was and investigating the difficulties reported. As neither the teacher nor the researcher could have any data about the student, what was reported in questionnaire 1 was considered. Thus, L20 seemed to have great difficulties in writing. However, due to her many absences, she was not selected as a participant of this study.

L23 was a quiet student who rarely participated orally in class activities. However, during pair-work activities he would seem to be committed to learning. Listening to the language and understanding it seemed to be a challenge for him. While T2 was working with videos, L23 seemed puzzled. It appears that he had difficulties to understand the message even with visual aids, as he just listened, without note-taking. This might be accounted for by two reasons. The first lays on the presence of the researcher, sitting next to him for the first time, causing him some discomfort. The second lies on the hypothesis that the task was so difficult for him to perform that he was unable to write down a single word. In sum, it is possible to suggest that he had problems with the listening of English.

In addition, speaking looked to be a skill in which he had difficulties. While learning new vocabulary about family, L23 needed close attention in order to perceive and perform the sounds appropriately.

1. T2: Daughter
2. R: Daughter
3. C3: Daughter
4. R: Perfect, hmm, C3...
5. L23: Daughter [/'dɔhər/], daughter, daughter
6. R: Daughter
7. L23: Daughter [/'dɔhər/]
8. R: Daughter
9. L23: Daughter [/'dɔhər/]
10. R: Daughter
11. L23: Daughter [/'dɔhər/]
12. R: ter
13. L23: te [hə]
14. R: ter...
15. L23: Daughter [/'dɔhər/]
16. R: Like in ... say... hmm...
17. L23: How do you say?
18. R: It's [inaudible]?
19. L23: hmhm [nodding]
20. R: daughter, ter
21. L23: ter
22. R: Yes!
23. L23: Daughter
24. R: Daughter, uhmm.

Note the number of times that the word *daughter* had to be repeated in order to give him the right pronunciation of it. This need of repetition may signal his inability of perceiving the sound by himself. This inability may reduce his capacity of speaking English. Let us see the following episode, in which the researcher and L23 are working on a family tree.

1. L23: is ... and mother...
2. R: father and mother...
3. L23: father? And mother [emphasizing the "th" sound, previously highlighted in class]
4. R: [laughs] Good, L23!!! [laughs]
5. L23: father and mother.
6. R: father and mother.[long pause] She is an aunt [pointing to Diane in the family tree] Aunt.
7. L23: Aunt.
8. R: Aunt is tia.
9. L23: ahm [realizing it].
10. R: So, he is the... uncle.

11. L23: ok.
 12. R: hmhm, *uncle*. [long pause]
 13. L23: Uncle?
 14. R: Yes. [long pause] Se Sam is the husband, this is?
 15. L23: Sister?
 16. R: oh, remember? This signal [pointing to the equal sign in the book] means “marries”, right? So they are? [pause] married.
 17. L23: hmm [realizing it].
 18. R: So, he is the husband, and she is the? [long pause] ele é o esposo, [inaudible] ela é a? O que dele?
 19. L23: [laughs]
 20. R: His? [long pause]
 21. L23: Esposa? [low pitch]
 22. R: Yeah!
 23. L23: [points to the word wife in the book]
 24. R: Yeah! Good L23 [laughs].
 25. L23: [laughs] Entendendo a palavra, esposa né? Wife?
 26. R: yeah! His wife.
 27. L23: Wife.
 28. R: Yeah. [laughs]
 29. L23: [laughs]
- [Interaction goes on]

Note that, in this episode, L23 needs great guidance in order to perform the task. In the very beginning the researcher herself had to provide him with the answers and meaning of the words. Then, with the help of questions, he was able to make associations and find the words to be written in the right place in the family tree (wife, for example). Although he had difficulties in pronouncing the words, he enjoyed learning them, which made him laugh. During a particular task, in which he had to present his family to the researcher, L23 talked about his difficulties in speaking.

1. L23: [inaudible] de conversação [he said that he was not good at speaking at all]
2. R: Não, não é.
3. L23: Eu entendo... eu entendo... mas
4. R: Você está no nível 1 L23!
5. L23: Não, mas o que eu entendo, por exemplo, assim, o contexto sabe?
6. R: hmhm [nodding]
7. L23: aquelas palavras [inaudible] agora pra falar, pra sair... é difícil demais... eu misturo português com inglês...
8. R: Mas você tem de continuar tentando... porque se você não tenta... você acostuma a não tentar... e não sai mesmo [the researcher goes on talking about it].

The excerpt shows that L23 was aware of his limitations and anxiety towards speaking. Perhaps, this feeling of inability may lie on the fact that he compared himself to the teacher and wanted to speak the English that the teacher spoke. The strategies of setting goals and objectives would probably help him to set goals which are reachable and pursue them, rather than not trying out the language when attempting to say something which he was unprepared to. In addition, the strategy of Evaluating would aid him parameters with which evaluate his progress as a learner. All in all, L23's difficulties are in speaking and listening, and in writing and reading, as reported. Although he was selected to participate in the experimental group, he could not participate in the study because, with the change of terms, he had to quit the English classes to attend his undergraduate classes, whose schedule conflicted with the English classes schedule.

Finally, L15 was always questioning about the topics that T2 was explaining. This questioning would happen in a way that put the teacher in a defensive position. It seems he had learned some English by himself and that he had some misconceptions and miscomprehensions, but he believed that what he had previously learned was right. See the following excerpt, in a conversation held mainly between the researcher and T2:

1. R: What's the question?
2. T2: The question is o “th”. A pronúncia do “th”.
3. R: Hmm.

4. T2: Ele disse, palavras como por exemplo *think, things* a gente fala o “th”.
5. R: hmhm [agreeing]
6. T2: E por que que outras palavras que têm o “th” não é falado...
7. R: For example?
8. T2: Pois é, terias um exemplo?
9. L15: hmm, eu acho...[inaudible]
10. T2: Cê ta achando que essa palavra aqui não pronuncia...
11. L15: Não, não, não, não é essa!
12. T2: Que é o contrário...
13. L15: É que antes, antes também tinha falado uma palavra [inaudible]...
14. T2: Grandmother.
15. R: Grandmother [emphasizing the “th” sound]
16. T2: But you say it... mother, father...

At this moment, even the researcher interfered, since T2 sounded apprehensive to understand what he was questioning, while he was aggressive to explain his point. L15's attitude about the way of questioning in class, and at times avoiding the acceptance of the answers and the explanations provided may hinder his learning. Another point to be highlighted is his pronunciation. He would participate orally in class, however, with some mispronunciation. This mispronunciation was probably due to the fact that he knew a large amount of vocabulary, possibly learned only in the written form. In addition, it may be that this additional vocabulary previously learned may have interfered with the use of the vocabulary and structures taught in class, since he was unable to structure basic structures properly. In sum, it seems difficult to state that he had difficulties in learning the language itself. However, proposing that his behavior in class might have caused some drawbacks to his learning sounds reasonable. By the time of assigning participants to control and experimental groups, L15 was placed in the experimental group. However, he quit the course for unknown reasons.

APPENDIX 14 – LEARNING STYLES

- 14.A Learning Styles Definitions
- 14.B Learning Styles Survey Results

Appendix 14.A Learning Styles definitions

Source: <http://www.ncsu.edu/felder-public/ILSdir/styles.htm>

LEARNING STYLES AND STRATEGIES

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ACTIVE AND REFLECTIVE LEARNERS

- Active learners tend to retain and understand information best by doing something active with it—discussing or applying it or explaining it to others. Reflective learners prefer to think about it quietly first.
- "Let's try it out and see how it works" is an active learner's phrase; "Let's think it through first" is the reflective learner's response.
- Active learners tend to like group work more than reflective learners, who prefer working alone.
- Sitting through lectures without getting to do anything physical but take notes is hard for both learning types, but particularly hard for active learners.

Everybody is active sometimes and reflective sometimes. Your preference for one category or the other may be strong, moderate, or mild. A balance of the two is desirable. If you always act before reflecting you can jump into things prematurely and get into trouble, while if you spend too much time reflecting you may never get anything done.

How can active learners help themselves?

If you are an active learner in a class that allows little or no class time for discussion or problem-solving activities, you should try to compensate for these lacks when you study. Study in a group in which the members take turns explaining different topics to each other. Work with others to guess what you will be asked on the next test and figure out how you will answer. You will always retain information better if you find ways to do something with it.

How can reflective learners help themselves?

If you are a reflective learner in a class that allows little or not class time for thinking about new information, you should try to compensate for this lack when you study. Don't simply read or memorize the material; stop periodically to review what you have read and to think of possible questions or applications. You might find it helpful to write short summaries of readings or class notes in your own words. Doing so may take extra time but will enable you to retain the material more effectively.

SENSING AND INTUITIVE LEARNERS

- Sensing learners tend to like learning facts, intuitive learners often prefer discovering possibilities and relationships.
- Sensors often like solving problems by well-established methods and dislike complications and surprises; intuitors like innovation and dislike repetition. Sensors are more likely than intuitors to resent being tested on material that has not been explicitly covered in class.
- Sensors tend to be patient with details and good at memorizing facts and doing hands-on (laboratory) work; intuitors may be better at grasping new concepts and are often more comfortable than sensors with abstractions and mathematical formulations.

- Sensors tend to be more practical and careful than intuitors; intuitors tend to work faster and to be more innovative than sensors.
- Sensors don't like courses that have no apparent connection to the real world; intuitors don't like "plug-and-chug" courses that involve a lot of memorization and routine calculations.

Everybody is sensing sometimes and intuitive sometimes. Your preference for one or the other may be strong, moderate, or mild. To be effective as a learner and problem solver, you need to be able to function both ways. If you overemphasize intuition, you may miss important details or make careless mistakes in calculations or hands-on work; if you overemphasize sensing, you may rely too much on memorization and familiar methods and not concentrate enough on understanding and innovative thinking.

How can sensing learners help themselves?

Sensors remember and understand information best if they can see how it connects to the real world. If you are in a class where most of the material is abstract and theoretical, you may have difficulty. Ask your instructor for specific examples of concepts and procedures, and find out how the concepts apply in practice. If the teacher does not provide enough specifics, try to find some in your course text or other references or by brainstorming with friends or classmates.

How can intuitive learners help themselves?

Many college lecture classes are aimed at intuitors. However, if you are an intutor and you happen to be in a class that deals primarily with memorization and rote substitution in formulas, you may have trouble with boredom. Ask your instructor for interpretations or theories that link the facts, or try to find the connections yourself. You may also be prone to careless mistakes on test because you are impatient with details and don't like repetition (as in checking your completed solutions). Take time to read the entire question before you start answering and be sure to check your results

VISUAL AND VERBAL LEARNERS

Visual learners remember best what they see--pictures, diagrams, flow charts, time lines, films, and demonstrations. Verbal learners get more out of words--written and spoken explanations. Everyone learns more when information is presented both visually and verbally.

In most college classes very little visual information is presented: students mainly listen to lectures and read material written on chalkboards and in textbooks and handouts. Unfortunately, most people are visual learners, which means that most students do not get nearly as much as they would if more visual presentation were used in class. Good learners are capable of processing information presented either visually or verbally.

How can visual learners help themselves?

If you are a visual learner, try to find diagrams, sketches, schematics, photographs, flow charts, or any other visual representation of course material that is predominantly verbal. Ask your instructor, consult reference books, and see if any videotapes or CD-ROM displays of the course material are available. Prepare a concept map by listing key points, enclosing them in boxes or circles, and drawing lines with arrows between concepts to show connections. Color-code your notes with a highlighter so that everything relating to one topic is the same color.

How can verbal learners help themselves?

Write summaries or outlines of course material in your own words. Working in groups can be particularly effective: you gain understanding of material by hearing classmates' explanations and you learn even more when you do the explaining.

SEQUENTIAL AND GLOBAL LEARNERS

- Sequential learners tend to gain understanding in linear steps, with each step following logically from the previous one. Global learners tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly "getting it."
- Sequential learners tend to follow logical stepwise paths in finding solutions; global learners may be able to solve complex problems quickly or put things together in novel ways once they have grasped the big picture, but they may have difficulty explaining how they did it.

Many people who read this description may conclude incorrectly that they are global, since everyone has experienced bewilderment followed by a sudden flash of understanding. What makes you global or not is what happens before the light bulb goes on. Sequential learners may not fully understand the material but they can nevertheless do something with it (like solve the homework problems or pass the test) since the pieces they have absorbed are logically connected. Strongly global learners who lack good sequential thinking abilities, on the other hand, may have serious difficulties until they have the big picture. Even after they have it, they may be fuzzy about the details of the subject, while sequential learners may know a lot about specific aspects of a subject but may have trouble relating them to different aspects of the same subject or to different subjects.

How can sequential learners help themselves?

Most college courses are taught in a sequential manner. However, if you are a sequential learner and you have an instructor who jumps around from topic to topic or skips steps, you may have difficulty following and remembering. Ask the instructor to fill in the skipped steps, or fill them in yourself by consulting references. When you are studying, take the time to outline the lecture material for yourself in logical order. In the long run doing so will save you time. You might also try to strengthen your global thinking skills by relating each new topic you study to things you already know. The more you can do so, the deeper your understanding of the topic is likely to be.

How can global learners help themselves?

If you are a global learner, it can be helpful for you to realize that you need the big picture of a subject before you can master details. If your instructor plunges directly into new topics without bothering to explain how they relate to what you already know, it can cause problems for you. Fortunately, there are steps you can take that may help you get the big picture more rapidly. Before you begin to study the first section of a chapter in a text, skim through the entire chapter to get an overview. Doing so may be time-consuming initially but it may save you from going over and over individual parts later. Instead of spending a short time on every subject every night, you might find it more productive to immerse yourself in individual subjects for large blocks. Try to relate the subject to things you already know, either by asking the instructor to help you see connections or by consulting references. Above all, don't lose faith in yourself; you will eventually understand the new material, and once you do your understanding of how it connects to other topics and disciplines may enable you to apply it in ways that most sequential thinkers would never dream of.

Appendix 14.B Learning Styles Survey results

Source: Each questionnaire was submitted at page <http://www.harpercollege.edu/doi/dlinfo/learnstyle.shtml>

E1

Your learning style strengths are most closely matched to the 4 areas shown below. Read through the descriptions of each area to find suggestions for learning success. Remember that this survey only provides an indication of your learning tendencies or habits and is not a success indicator for distance learning courses.



Each area shown below has been assigned a score based on your input. Use the colored bar to help you determine whether you have a mild, moderate, or strong preference for each learning style strength shown. If you have a strong preference for a particular learning style, you may want to use strategies such as those suggested to assist you in being more successful in a course delivered at a distance that does not support that preference.

**You have an Active Learning preference.
Score = 5**

Active learners understand information best by discussion or application of examples in a group setting. Learning strategies include:

- explaining ideas to other study group members.
- working with partners to decide good answers to possible exam questions

**You have a Sensing Learning preference.
Score = 3**

Sensing learners understand information best by seeing how it connects to the real world with facts and details. Learning strategies include:

- asking for specific examples of concepts and procedures.
- finding out how concepts apply in real practice.

**You have a Visual Learning preference.
Score = 5**

Visual learners understand information best by seeing diagrams, photographs, sketches or other visual representations of it. Learning strategies include:

- preparing concept maps by listing key points and drawing arrows to show connections.
- color-coding notes with a highlighter so all related topics are the same color.

**You have a Global Learning preference.
Score = 1**

Global learners understand information best by getting the big picture of a subject before mastering details. Learning strategies include:

- skimming through a new chapter before studying the first section.
- relating the subject material to things you already know

E2

Your learning style strengths are most closely matched to the 4 areas shown below. Read through the descriptions of each area to find suggestions for learning success. Remember that this survey only provides an indication of your learning tendencies or habits and is not a success indicator for distance learning courses.



Each area shown below has been assigned a score based on your input. Use the colored bar to help you determine whether you have a mild, moderate, or strong preference for each learning style strength shown. If you have a strong preference for a particular learning style, you may want to use strategies such as those suggested to assist you in being more successful in a course delivered at a distance that does not support that preference.

You have an Active Learning preference.
Score = 3

Active learners understand information best by discussion or application of examples in a group setting. Learning strategies include:

- explaining ideas to other study group members.
- working with partners to decide good answers to possible exam questions

You have an Intuitive Learning preference.
Score = 1

Intuitive learners understand information best by discovering possibilities and relationships themselves through connecting general information. Learning strategies include:

- asking for interpretations that link facts.
- taking time to read questions thoroughly before answering and then checking the results.

You have a Verbal Learning preference.
Score = 7

Verbal learners understand information best by using written and spoken explanations of it. Learning strategies include:

- writing summaries of outlines of course material in your own words.
- working in groups to hear others' explanations or to share your own.

You have a Sequential Learning preference.
Score = 1

Sequential learners understand information best by following logical steps toward a conclusion. Learning strategies include:

- asking for steps skipped during explanations to be filled in.
- outlining lecture material in logical order

E3

Your learning style strengths are most closely matched to the 4 areas shown below. Read through the descriptions of each area to find suggestions for learning success. Remember that this survey only provides an indication of your learning tendencies or habits and is not a success indicator for distance learning courses.



Each area shown below has been assigned a score based on your input. Use the colored bar to help you determine whether you have a mild, moderate, or strong preference for each learning style strength shown. If you have a strong preference for a particular learning style, you may want to use strategies such as those suggested to assist you in being more successful in a course delivered at a distance that does not support that preference.

You have a Reflective Learning preference.
Score = 7

Reflective learners understand information best by thinking it through alone before proceeding. Learning strategies include:

- reviewing class material by periodically thinking of questions to ask or how you might apply the information.
- writing short summaries of readings or class notes in your own words.

You have an Intuitive Learning preference.
Score = 3

Intuitive learners understand information best by discovering possibilities and relationships themselves through connecting general information. Learning strategies include:

- asking for interpretations that link facts.
- taking time to read questions thoroughly before answering and then checking the results.

You have a Visual Learning preference.
Score = 5

Visual learners understand information best by seeing diagrams, photographs, sketches or other visual representations of it. Learning strategies include:

- preparing concept maps by listing key points and drawing arrows to show connections.
- color-coding notes with a highlighter so all related topics are the same color.

You have a Global Learning preference.
Score = 3

Global learners understand information best by getting the big picture of a subject before mastering details. Learning strategies include:

- skimming through a new chapter before studying the first section.
- relating the subject material to things you already know

E4

Your learning style strengths are most closely matched to the 4 areas shown below. Read through the descriptions of each area to find suggestions for learning success. Remember that this survey only provides an indication of your learning tendencies or habits and is not a success indicator for distance learning courses.



Each area shown below has been assigned a score based on your input. Use the colored bar to help you determine whether you have a mild, moderate, or strong preference for each learning style strength shown. If you have a strong preference for a particular learning style, you may want to use strategies such as those suggested to assist you in being more successful in a course delivered at a distance that does not support that preference.

**You have an Active Learning preference.
Score = 9**

Active learners understand information best by discussion or application of examples in a group setting. Learning strategies include:

- explaining ideas to other study group members.
- working with partners to decide good answers to possible exam questions

**You have a Sensing Learning preference.
Score = 5**

Sensing learners understand information best by seeing how it connects to the real world with facts and details. Learning strategies include:

- asking for specific examples of concepts and procedures.
- finding out how concepts apply in real practice.

**You have a Verbal Learning preference.
Score = 3**

Verbal learners understand information best by using written and spoken explanations of it. Learning strategies include:

- writing summaries of outlines of course material in your own words.
- working in groups to hear others' explanations or to share your own.

**You have a Sequential Learning preference.
Score = 5**

Sequential learners understand information best by following logical steps toward a conclusion. Learning strategies include:

- asking for steps skipped during explanations to be filled in.
- outlining lecture material in logical order

E5

Your learning style strengths are most closely matched to the 4 areas shown below. Read through the descriptions of each area to find suggestions for learning success. Remember that this survey only provides an indication of your learning tendencies or habits and is not a success indicator for distance learning courses.



Each area shown below has been assigned a score based on your input. Use the colored bar to help you determine whether you have a mild, moderate, or strong preference for each learning style strength shown. If you have a strong preference for a particular learning style, you may want to use strategies such as those suggested to assist you in being more successful in a course delivered at a distance that does not support that preference.

**You have an Active Learning preference.
Score = 7**

Active learners understand information best by discussion or application of examples in a group setting. Learning strategies include:

- explaining ideas to other study group members.
- working with partners to decide good answers to possible exam questions

**You have a Sensing Learning preference.
Score = 9**

Sensing learners understand information best by seeing how it connects to the real world with facts and details. Learning strategies include:

- asking for specific examples of concepts and procedures.
- finding out how concepts apply in real practice.

**You have a Visual Learning preference.
Score = 5**

Visual learners understand information best by seeing diagrams, photographs, sketches or other visual representations of it. Learning strategies include:

- preparing concept maps by listing key points and drawing arrows to show connections.
- color-coding notes with a highlighter so all related topics are the same color.

**You have a Global Learning preference.
Score = 3**

Global learners understand information best by getting the big picture of a subject before mastering details. Learning strategies include:

- skimming through a new chapter before studying the first section.
- relating the subject material to things you already know

E6

Your learning style strengths are most closely matched to the 4 areas shown below. Read through the descriptions of each area to find suggestions for learning success. Remember that this survey only provides an indication of your learning tendencies or habits and is not a success indicator for distance learning courses.



Each area shown below has been assigned a score based on your input. Use the colored bar to help you determine whether you have a mild, moderate, or strong preference for each learning style strength shown. If you have a strong preference for a particular learning style, you may want to use strategies such as those suggested to assist you in being more successful in a course delivered at a distance that does not support that preference.

You have a Reflective Learning preference.
Score = 1

Reflective learners understand information best by thinking it through alone before proceeding. Learning strategies include:

- reviewing class material by periodically thinking of questions to ask or how you might apply the information.
- writing short summaries of readings or class notes in your own words.

You have an Intuitive Learning preference.
Score = 1

Intuitive learners understand information best by discovering possibilities and relationships themselves through connecting general information. Learning strategies include:

- asking for interpretations that link facts.
- taking time to read questions thoroughly before answering and then checking the results.

You have a Visual Learning preference.
Score = 5

Visual learners understand information best by seeing diagrams, photographs, sketches or other visual representations of it. Learning strategies include:

- preparing concept maps by listing key points and drawing arrows to show connections.
- color-coding notes with a highlighter so all related topics are the same color.

You have a Global Learning preference.
Score = 5

Global learners understand information best by getting the big picture of a subject before mastering details. Learning strategies include:

- skimming through a new chapter before studying the first section.
- Relating the subject material to things you already know

APPENDIX 15 – PARTICIPANTS’ OPINION ABOUT THE LLSIP

In questionnaire 3, students answered to the following question: “Do you think that the LLS explicit instruction helped you? If not, why not? If so, how?”. The answers are individually posted below.

E1

“Com certeza. Antes eu pensava: - Vou estudar. Daí pegava a matéria e parava ali pois não sabia o que tinha que fazer.

Agora sabendo o que se deve fazer, quais meios para chegar ao teu objetivo, posso escolher o que vai ser de melhor proveito e ajuda para mim entender, aprender e memoriza o que preciso.

Foi uma das melhores oportunidades que eu tive, pois conserteza irei bem melhor em meus estudos.”

E2

“Como disse, boa parte das estratégias estudadas eu já utilizava. No entanto, creio que o maior ganho tenha sido o fato de tomar consciência sobre a utilização de uma determinada estratégia.”

E3

“Sim, me ajudou a perceber o que estava me prejudicando e o que podia me ajudar, como a organização.”

E4

“Sim pois me conscientizei do que uso para aprender, quais estratégias, me aprimorei em outras que usava de forma incorreta e futuramente espero conciliá-las da melhor forma possível.”

E5

“Sim a lembrar-me de forma consciente de como usa-las e assim aprender mais rápido e melhor.”

E6

“Ajudou bastante, me ajudou a reconhecer as forma que eu estudo e ver se ela está correta.”

APPENDIX 16 – EPISODES IN THE SECOND HALF OF THE STUDY (T1's classes)

This appendix brings the episodes observed and considered relevant in the second half of the study in T1's group. They are presented in the order of classes observed.

Class 1

Episode 1: 3A (Richards with Hull and Proctor, p. 41) – make the questions and provide your own answers orally.

Participants: C1 and the researcher

1. R: OK, C1. Did you go out on Friday night?
2. C1: É pra fazer... é pra praticar a pergunta?
3. R: You have to make the question and give your own answer, not the book's. [T1 interrupts the researcher and they hold a conversation for a few seconds]. Did you understand? Você tem de fazer a pergunta e dar a sua resposta, e não a do livro. Você faz a pergunta e dá a sua resposta, e não a do livro.
4. C1: Ah tá.
5. R: Você quer perguntar pra mim?
6. C1: hmhm
7. R: Pergunta pra mim então.
8. C1: é... [she reads the question in very low voice] Friday night?
9. R: é... Friday night... hmm, well, no, I didn't. I stayed at home and watched a movie. I didn't go out. How did you spend your last birthday?
10. C1: [she keeps herself silent].
11. R: Do you understand?
12. C1: é... como que falar... [inaudible] how did you spend [/spɪnd/].
13. R: *Spend*. Spend significa gastar. Como você "gastou" seu último aniversário.
14. C1: Ah gastar...
15. R: Como você *passou* o seu último aniversário. O que você fez? How did you spend your last birthday? [C10 interrupts the researcher to ask about the phonetic transcription placed in the next exercise].
16. C1: é... como que fala... eu não fiz nada de especial.
17. R: I didn't do anything special. I... didn't... do... anything special [writing it down].
18. C1: ...anything special.
19. R: okay...
20. C1: é... What did you do last night?
21. R: Last night... oh! Last night I taught English and then I went to a religious meeting at the temple. Do you understand? [she signals negatively] Religious...
22. C1: Religious.
23. R: Religious... meeting. Uma reunião da Igreja. A church meeting at the temple. No templo.
24. C1: No templo?
25. R: Ecumênico.
26. C1: Ah é?
27. R: hmhm. Yes. Last night. Oh! Did you do anything special over the weekend?
28. C1: hmm, se eu fiz alguma coisa de especial nesse final de semana?
29. R: No final de semana?
30. C1: No, no, no.
31. R: Então aqui tem de corrigir, ó, aqui é *did* you do?
32. C1: did you...
33. R: Yes, você nunca vai usar, C1, o *to be* com o *did*. Eles brigaram, eles são inimigos mortais. Nunca vão estar juntos. É...
34. C1: Então como fica... did?
35. R: Did you *do*... é o verbo [inaudible]. Did you do anything over the weekend?
36. C1: No, I... [hesitates]... que que é fiquei?
37. R: Você ficou onde?

38. C1: É... eu fiquei em casa com o meu namorado.
 39. R: I stayed...
 40. C1: I stayed...
 41. R: at home...
 42. C1: at home...
 43. R: with my boyfriend.
 44. C1: with my boyfriend.
 45. R: I stayed at home with my boyfriend. OK? [she does not repeat the whole sentence]
 Então vamos inverter as perguntas agora?
 46. C1: hmhm.
 47. R: So.. wha... did you go out on Friday night?
 48. C1: é... [long pause] no... no...
 49. R: No, I didn't. You stayed at home. Now you.
 50. C1: How [inaudible]
 51. R: How *did* you...
 52. C1: How did you spend your last birth [/birt/]...birth [/birt/] né?
 53. R: *Birthday*.
 54. C1: Birthday.
 55. R: Yeah! My last birthday I had a birthday party in my boyfriend's house. His Mom was here in Florianopolis and she cooked vatapá, a cupuaçu cake, some rice, and we had a birthday dinner. Dinner? Jantar? We had a birthday dinner. It was very nice.
 56. C1: Wow.
 57. R: Yeah! Wow! What did you do last night?
 58. C1: What did you do last night?
 59. R: hmhm. What did you do last night? Do you understand *last night*?
 60. C1: Esta noite.
 61. R: [gesturing] last night.
 62. C1: ah! Noite passada.
 63. R: é...
 64. C1: I... é... eu descansei. Eu não sei como é descansar.
 65. R: I *rested*.
 66. C1: I rested.
 67. R: I rested. Okay.
 68. C1: Agora sou eu aqui, né?
 69. R: Yes.
 70. C1: Did you do any anything special over the weekend?
 71. R: Nothing special, but I went to the movies to see the Matrix, and I went to the Orange Festival. The Orange Festival, you know?
 72. C1: hmhm
 73. R: I went to the Orange Festival. Only this. Okay, já perguntei para você... okay... só isso. Thank you.

Episode 2: Dialogue creation

Participants: C1 and the researcher [before doing the activity C1 asked personal questions to this researcher – during almost 4 minutes – in order to socialize)

1. R: Vamos fazer a atividade senão não vai dar tempo... [inaudible]. O que que a gente tem de fazer?
 2. C1: Então, a gente tem que montar um diálogo.
 3. R: Tá. Que que a gente vai falar nesse diálogo? [long pauses, C1 is trying to think about the possibilities...]... coisas que a gente fez...
 4. C1: é...
 5. R: pode ser?
 6. C1: Pode.
 7. R: Vamo? Vamos falar o que a gente fez no no... final de semana passado? No final de semana?
 8. C1: [she nods]
 9. R: [long pause] Tá... então... deixa eu te perguntar... Hi [C1's name].
 10. C1: Hi...
 11. R: How are you?

12. C1: Fine, thanks.
 13. R: You look fine, yeah!
 14. C1: yeah?
 15. R: yeah, you look fine. What did you do last weekend? I... I didn't see you. What did you do?
 16. C1: é... I [very long pause]
 17. R: Se você não sabe falar, vamo, vamos ver o que você vai dizer.
 18. C1: é... quarta à noite eu... eu jantei... é... my boyfriend [boy · frɛnd] fez uma janta pra mim.
 19. R: So, my *boyfriend* cooked... cooked dinner for me.
 20. C1: cooked, my... cooked...
 21. R: My boyfriend...
 22. C1: My boyfriend [boy · frɛnd] cooked
 23. R: dinner
 24. C1: dinner
 25. R: for me... hmm How Nice! Very nice! Why?
 26. C1: uma macarronada. Como se fala macarronada?
 27. R: Macaroni. Some macaroni.
 [and they went on preparing the conversation]

Class 2

Episode 1: Exercise 6, p. 42 – Any questions

Participants C10 and C6

1. C10: Did you [coughing] house worked?
 2. C6: [silent]
 3. C10: do dish, do the laundry [· laʊndrɪ/]?
 4. C6: [silent]
 5. C10: O que que cê fez?
 6. C6: I... did the dishes...
 7. C10: Cê fez the dishes? Ah! Só em sonhos, né?
 8. C6: [laughs]... [inaudible] I...
 9. C10: Só the dishes? [something, maybe in Portuguese, inaudible] sleep né?
 10. C6: [laughs]
 11. C10: Só lavou louça. Foi à peça? Art exhibition [/'ezi · biʃən/]?
 12. C6: [silent]
 13. C10: Foi pra São Paulo? Had a vacation [/'vɔ · keɪʃən/]?
 14. C6: [laughs]
 15. C10: Cê não foi? Trip? Viajou?
 16. C6: Ai, você tá falando tudo? Eu tô falando só aqui.
 17. C10: Yes, agora eu peguei aqui. Viajando, viajou. [inaudible]... e, porque eu só fiz isso aqui mesmo. Lavei louça e... no final de semana... é... na semana passada. Aí fui perguntando se você não viajou, a trip [/'trɪpi/], ou não pegou férias, vacation [/'vɔ · keɪʃən/]. De férias você já tá, né?
 18. C6: Desde de... [inaudible].
 19. C10: [inaudible]... safadinha, [inaudible], tempo pra viajar, né? Como que é vacation [/'vɔ · keɪʃən/]?
 20. C6: Vacation [/'vɔ · keɪʃən/]... é...
 21. C10: Deveria... ter viagem... fica estranho, né?
 22. C6: hmhm
 23. C10: Ter viagem... ter viagem... [something, probably in Portuguese, inaudible] um jogo e vi um [inaudible]. Tá certo. Had, had... o que é mesmo? Have, ter, né? A gente tem... ah... eu tenho um tempo livre.
 [and they continue trying to keep the conversation]

Episode 2: Reading the conversation “On Vacation” aloud to the whole class, ex. 8, p. 43

Participants: E5, T1, and another student (AS)

1. AS: Hi, Celia! How was your trip to the... to the United States?
2. E5: It was terrific [/'tærɪfɪk/].
3. T1: *Terrific*. [correcting her pronunciation]
4. E5: Terrific [correcting herself]. I really enjoyed it.
5. AS: Really. How long were [wɛr/] you ... away [/'ɑweɪ /]?
6. T1: Away [correcting his pronunciation]. Ok.
7. E5: I was there for about three [tɹi:] weeks.
8. AS: That's a long time! Was the weather OK?
9. E5: Yes, most of the time. But it... s...
10. T1: *Snowed*
11. E5: Snowed? A lot in Chicago.
12. AS: So, what was the best thing about your trip [tɹɪp/]?
13. E5: Oh, that's difficult to say. But I guess I liked Nashville the best.

Episode 3: Reading the conversation “On Vacation” in pairs, ex. 8, p. 43

Participants: C10 and C6

1. C6: Hi... [long pause, if she said something it was inaudible].
2. C10: não, tudo porque eu sou hi... oh... eu sou Celia, você é o... [laughs].
3. C6: Hi! [she skips the name Celia]. How was your trip to the U...
4. C10: United States [helping her out]
5. C6: United States?
6. C10: It was terrific [/'tærɪfɪk/]. I really enjoyed it [/'ɪtʃ/].
7. C6: Great. É... How long were [wɛr/] you we... away [/'ɑweɪ /]??
8. C10: I was there [dɛrɪ /] for about two weeks.
9. C6: That's a long time! Was the weather [wɪ:də/] OK?
10. C10: Yes, most of the time. But it snowed [snoʊd/] a lot in Chicago.
11. C6: So, what was the best thing about your trip [low voice, not able to really listen to these words].
12. C10: oh! That's difficult [dɪ'fɪkʌlt/] to say. But [bʌtʃ/]... I guess... I liked... Nashville... the best.

Episode 4: Creation of a presentation (traveling abroad)

Participants: C10, C6, and C1

1. C10: ... visitamos... visitamos... é mais fá... é melhor, né? Nós visitamos, não nós fomos a compra, nós fomos ao shopping ao sul da Bahia, nós... visitamos né...
2. C1: Mas é que visitamos...
3. C6: passamos?
4. C1: ó vamos colocar um “and” aqui... and [they repeat the word “and” twice].
5. C10: e passamos, visitamos ou conhecemos? [silence] ó, esquiando, o que é esse aqui? [pointing to the magazine page] patinando?
6. C1: Patinamos.
7. C10: Patinamos no é... no... no Cook Garden... Acho que esse é o nome do parque, né? [laughs]
8. C6: Como será que se diz patinamos?
9. C10: Patinamos...
10. R: Lembra do “I went swimming, I went bicycling, I went bla bla bla”? I went?
11. C10: Roller?
12. R: Ice-skating.
13. C1: Ice-skating?
14. R: hmhm
15. T1: Rollerblading é o no chão... é diferente né...
16. C1: Patinar é...
17. T1: No gelo...
18. C10: Aí é ice-skating. E patinamos como é que ficou?

19. R: We went ice-skating.
20. C1: Tá, mas aí, por exemplo, com -ing?
21. R: Yes.
22. C10: We went, colocou we went
23. C1: Não ó... we we did a Nice shopping and ice skwa... s...
24. C6: Skate.
25. C10: Skate... ice-skating. Patinamos... patinamos... no...
26. C1: Fizemos ótimas compras e patinamos no...
[and they go on preparing it]

Class 3

Episode 1a: The body

Participants: E5 and E6

1. E5: Foot? Você não sabe o que é foot? [taken aback]... football...
2. E6: Foot é comida...
3. E5: Food é comida...
4. E6: Foot é rápido... não...
5. E5: Foot é péééé... aqui ó.
6. E6: Pé... quem disse que é pé...
7. E5: Football...
8. E6: hmm, tá, bola no pé. [laughs] é mesmo.

Episode 1b: The body

Participants: E5, E6, and the researcher

1. E6: ô Leo!... eu não sei algumas palavrinhas tipo essas aqui [pointing to the sheet of paper with many blanks]
2. R: [laughs]
3. E5: [laughs]
4. E6: [laughs] Toe [/tʊɪ/]
5. R: Toe [correcting the pronunciation]
6. E5: Toe
7. E6: Toe
8. R: Você conheceu aquela musiquinha “Head and shoulders, knees and toes, knees and toes. Head and shoulders, knees and toes...” [singing]
9. E6: No...
10. R: Você vai assim [singing and gesturing].
11. E5: Dedinho de pé?
12. E6: É o dedo do pé.
13. R: Toe é o dedo do pé.
14. E6: Ah tá! Eu vou anotar que é dedo do pé pra mim não esquecer mais.

Episode 2a: Reporting the answers for Grammar Focus, p. 43.

Participants: E5, T1, and another student (AS)

1. OS: Were [/wɛr/] you away last weekend?
2. E5: Yes, I was. I was in San Francisco.
3. OS: How was it?
4. E5: It was great!
5. OS: How was the weather?
6. E5: Oh, it was foggy and cool as [/ɛs/] as usual.
7. T1: As usual, very good.

Episode 2b: Reporting the answers for Grammar Focus, p. 43.

Participants: E4 and other student (OS)

1. E4: I was in Istanbul last summer.
2. OS: Really? How long were [/wɛr/] you there?

3. E4: For six weeks.
4. OS: Were [/wɛr/] you there on business or on vacation?
5. E4: I was there on business.

Episode 3: Vacations (ex. 10, p. 44)

Participants: E5 and E6

1. E6: Where did you spend your last vacation?
2. E5: I spent my last vacation in Ilha do Mel.
3. E6: hum?
4. E5: I spent...
5. E6: Sim, mas o que significa isso, essa frase?
6. E5: Passei minhas férias passadas na Ilha do Mel.
7. E6: hum? Passar?
8. E5: é? Tipo você gastar, gastar spend money gastar dinheiro e gastar tempo também, spend the time.
9. E6: Ah tá. Então você gastou o teu tempo. Aonde?
10. E5: Na Ilha do Mel.
11. E6: Onde é que fica isso?
12. E5: No Paraná. No litoral do Paraná.
13. E6: Ah! Não conheço...
14. E5: Pega ali minha caderneta [the notebook].
15. E6: Que?
16. E5: Pega ali minha caderneta... tá debaixo da mesa...
17. E6: Por nada.
18. E5: Thank you. [laughs]
19. E6: [laughs].
20. E5: Pergunta.
21. E6: How long were [/wɛr/] you away?
22. E5: Quando você foi embora?
23. E6: Quanto tempo você ficou fora... eu acho. Tipo eu perguntei pra ela onde ela gastou as férias. Daí essa pergunta é relacionada com essa, né? Quanto tempo você ficou fora, ela ficou lá? [addressing the researcher, who nods].
24. E5: Let me see... [long pause] I was away for two weeks.
25. E6: Two o quê?
26. E5: Weeks.
27. E6: Hmm. Were [/wɛr/] you with your family?
28. E5: No, I was é... with my mother, my mother [criticizing herself because she did not mean mother, but sister], my *sister* and my *uncle* [questioning the researcher]?
29. R: Tia?
30. E5: Tia.
31. R: Aunt.
32. E5: Aunt. Aunt com A-U-N-T. [researcher nods]
33. E6: A-U-N-T. Estranho.
34. E5: My parents no...
35. E6: What did you do there?
36. E5: Esse significa o que você fez... I visited the Fortaleza, the Farol...
37. E6: Fortaleza?
38. E5: É, the beaches [/bi:tʃ/]
39. E6: The beaches [/bi:tʃ/]?]
40. E5: Beach [/bi:tʃ/], beach [/bi:tʃ/], praia.
41. E6: Ah tá, sei. Mas, beach [inaudible].
42. E5: É mas é que eu falei... beaches [/bi:tʃ/].
43. E6: Mas é que praia é beach, B-E-A-C-H...
44. E5: Mas é que eu falei no plural, beaches [/bi:tʃ/].
45. E6: Tá. How was the weather [/wɪtɚ /]? The food?
46. E5: É, the weather was... was... was good.
47. E6: Tem de usar o was?

48. E5: É... daí o tempo estava bom, assim.
49. E6: Ah tá. Did you buy [/bʌɪ/] anything?
50. E5: o que é? Você comprou alguma coisa?
51. E6: Yeah...
52. E5: Yes... I bought a shirt, a T-shirt [correcting herself], T-shirt, camiseta...
53. E6: hmhm... é...
54. E5: é... shirt... and a bring... ring... não tem... me esqueci
55. E6: bring é [inaudible]... [long pause...] como é que é brinquinho [addressing the researcher]
56. R: [inaudible]
57. E6 and E5: Bring, bring...
58. R: Ear... [gesturing] ear... rings... earrings...
59. E6: Como é que se escreve?
60. R: Ear de orelha... ear... earrings... ear... A-R-R... an E, not an I.
61. E6: Hm?
62. R: E [Said in Portuguese]... ear... R...
63. E6: Ah... R... R... then I...
64. R: dois Rs... double R [laughs]
65. E6: [laughs]
66. R: I-N-G... I-N-G...
67. E6: Ah tá... earrings. [T1 interrupts the researcher, then they go on]
68. E5: É dois erres?
69. R: Tem um S aqui no final.
70. E6: Orelha... ear... é como se fosse um orelhando... assim... é a orelha no gerúndio...
71. R: Ah... [E6's name], ring é anel. Ring. Mas é o anel de dedo.
72. E6: hmm...
73. E5: Tá, novamente.
74. E6: Continua...
75. E5: I... I bought ... hmm... one T-shirt...and a... pra par de brincos? A pair... a pair... a pair earrings...
76. R: A pair *of* earrings.
77. E6: Earrings.
78. E5: A pair of earrings.
79. E6: Do you want to go there again?
80. E5: Oh yes! I'd love to live there.
81. E6: Agora a tua vez.
82. E5: Where did you spend your last vacation?
83. E6: I spend my last vacation [/vɔː kɛɪʃən /] in Meia... Meia Praia.
84. E5: How long were [/wɛr/] you away... way... away?
85. E6: I... I... want?
86. E5: How long...
87. E6: I long was ... twice week... no... two weeks... duas semanas...
88. E5: Nossa, vinte semanas!
89. E6: Duas
90. E5: [inaudible] Were [/wɛr/] you with... with your family?
91. E6: Yeah... yes... and... I... I... with my friends [/frɪnds /].
92. E5: What did you do there?
93. E6: hmm
94. E5: What did you do there?
95. E6: Very things... [laughs]
96. E5: Não vale isso, vai. Pode ir falando.
97. E6: ah! I went...
98. E5: Beijou na boca... [laughs]
99. E6: beach... I kissed...
100. E5: [laugh] Seu safado...
101. E6: very good... [laughs]
102. E5: Como que é seu safado? [addressing the researcher]
103. E6: I went Café... não... é... [inaudible]... I went.. é... [inaudible, maybe "tonhonhó"...]
104. E5: Ah é? Skank, gambá [she was referring to the other meaning rather than this]?

105. E6: Tá bom... Chega...
106. E5: How was the weather... [laughs] skankinho... [laughs]... [they say something in this middle which the tape recorder did not capture].
107. E6: Ah! Weather was cool... [laughs]... é... the weather was cool.
108. E5: How was the food?
109. E6: é... the food... the food... was good, very good.
110. E5: Did you buy anything?
111. E6: Oh! Oh!... [laughs] let me see...
112. T1: Finished?
113. E6: No, no, no... I bought clothes... I bought CDs... I bought sei lá...
114. E5: Tá...Do you want to go there again?
115. E6: Oh! ... é... como é que se diz é claro?
116. E5: Of course.
117. E6: Of course.

Class 4

Episode 1: Reading conversation aloud, exercise 2, p. 46

Participants: E5 and E6

1. E5: Excuse me. I'm your new neighbor, Jack. I just moved in.
2. E6: Oh. Yes?
3. E5: I'm looking for a grocery [/ˈɡrɑsərɪ/] store. Are there any around here?
4. E6: Yes, there are some [/sɒm/] on Pine Street.
5. E5: OK. And is there a laundromat near here?
6. E6: Well, I think there's one [/ðerɒn/] across [/ˈeɪkrɒs/] from the shopping center.
7. E5: Thank you.
8. E6: By the way, there is...
9. T1: there's
10. E6: There's a barber shop in the shopping center, too.
11. E5: A barber shop?

Episode 2: Reading conversation in pairs, exercise 2, p. 46

Participants: C4 and the researcher

1. C4: Excuse me. I'm [/aɪæm/] your new... neighbor..., Jack. I just... moved
[mʌvɪd/]... in.
2. R: Oh. Yes?
3. C4: I'm [/i:æmi/] looking for a grocery... a grocery store. Are there [/ðeri/] any...
around ...[əˈrɒndi/] here [/hen/]?
4. R: Yes, there are some on Pine Street.
5. C4: OK. And is there a... Laundromat... near here [/hen/]?
6. R: Well, I think there's one across from the shopping center.
7. C4: Thank [/tɛŋk/]you.
8. R: Oh! By the way[laughs], there's a barber shop in the shopping center, too.
9. C4: A barber shop?
10. R: Vamo trocar? Excuse me. I'm your new neighbor, Jack. I just moved in.
11. C4: Oh. Yes?
12. R: I'm looking for a grocery store. [the researcher pauses and then C4 signals that there
are more words to be read] Oh! [laughs] Are there any around here?
13. C4: Yes, there [/ðeri/] are some... on Pine Street.
14. R: Yes, there are some... OK, OK. And is there a laundromat near here?
15. C4: Well, I thin... think... there's [/deris/] one... across [/ˈʌkrɒs/] from the...
shopping [/ˈtʃɑ:pɪŋ/] center.
16. R: Thank you.
17. C4: É...By the way, there's a barber shop in the... shopping center, too[/tʃu:/>].

18. R: A barber shop?... [C4's name], there are some problems here, pronunciation...
 19. ...
 20. R: Grocery?
 21. C4: grocery [she cannot articulate the sounds in "gro"].
 22. R: gro
 23. C4: gro [mispronounced]
 24. R: fala gro
 25. C4: gro [mispronounced]
 26. R: gro
 27. C4: gro [mispronounced]
 28. R: fala row
 29. C4: [laughs] é esse aí...
 30. R: éééé...
 31. C4: às vezes eu quero socá porque ele não fala... mas é difícil...
 32. R: fala rei...
 33. C4: rei...
 34. R: rei [with American English accent]
 35. C4: gray
 36. R: não, só rei [with American English accent] você tá pondo um g aí no início. Não tem. Rei [with American English accent].
 37. C4: Rei [with American English accent].
 38. R: Agora fala... hmm row
 39. C4: row
 40. R: gro
 41. C4: gro [mispronounced]
 42. R: gro
 43. C4: gro [mispronounced]
 44. R: ah! Você tá falando gro [mispronounced]...
 45. C4: gro
 46. R: gro
 47. C4: gro
 48. R: grocery
 49. C4: grocery
 50. R: hmhm.

Episode 3: C4 speaks about her difficulties

Participants: C4 and the researcher

1. C4: O problema é que eu não consigo assim... falar né inglês assim [inaudible, class is very noisy]...
2. R: Leva tempo... leva tempo... é normal...
3. C4: Eu tô muito tempo sem estudar...
4. R: é... tenha paciência... seja paciente... seja consciente dos seus limites...
5. C4: hmhm
...
6. C4: deixa eu anotar aqui... o ruim é gravar o que significa aquela palavrinha assim, a gente não tá familiarizado... se bem que eu fiquei feliz... assim porque... eu começo a pegar um texto assim coisa que eu não conseguia... não entendia nada... começa assim, alguma coisa assim começa a entender...
7. R: hmhm...
8. C4: [inaudible] agora formular... formular frases assim já é mais difícil.

Episode 4: New Interchange, Exercise 3A (writing down the questions), p. 47

Participants: E4, E5, E6, and C9

1. E4: Ah! Vamos pedir do restaurante... Are there any... ah! Já tem ali restaurante... any gro... gro... grocery store [stɔːri/] ... on... isso daqui é o que, hein? [somebody answers something inaudible] Ah!... hmm
2. C9: Nessa avenida aqui ó...
3. E4: É... na stree... Pine [ˈpiːni/] Street. [long pause]

4. E6: Is there a...
5. E4: Is there a...
6. E6: A library [*ˈlɪbrəri* /], a library [*ˈlɪbrəri* /]...
7. E4: Oh, isso daqui também é... é... vendinha? Esse aqui e esse são vendinhas né? [long pause] E isso daqui é uma farmácia e isso daqui? Parada do sapato? Não, não é...
8. C9: Oh professora, o que que é “tops shoes” [*ˈtɒpsʃoʊz* /]?
9. T1: Top shows?
10. C9: Aqui ó, o ultimo, top shoes [*ˈtɒpsʃoʊz* /].
11. T1: Tops shoes! É... nome da... da... shoe é sapato...é o nome da loja.
12. E4: Ah tá... [long pause] Há alguma biblioteca pública in main... main...
13. C9: hotéis...
14. E5: professora... professora... se me perguntar, assim, existem hotéis nessa rua tal, mas daí eu pergunto quais existem. Como que eu pergunto?
15. T1: Which ones?
16. E5: Which ones... [long pause]
17. E4: ó... vou fazer uma esquina agora... [inaudible]
18. E5: Are there any hotels on Elm Street?
19. E4: Yes, they are. [laughs]... hmm, King Plaza [*ˈplɛɪz* /] Hotel [*ˈhɒtəl* /] e... and Jamison Hotel [*ˈhɒtəl* /].
20. E5: Yes, thank you.
21. E4: Is there a... no... are there any grocery store... hmm, in Pray.. in Pine [*ˈpeɪn* /] Street?
22. E5: Pine [*ˈpeɪn* /] Street, hmm [looking for it in the book page]...Yes, there are many grocery stores.
23. E4: hmm...
24. E5: Não, two, né?
25. E4: Which ones?
26. E5: é... Prince’s Grocery Store and [*ˈændi* /] Mom & Pop’s Grocery Store.
27. E4: Thank you. [laughs]... você agora [pointing to C9]
28. C9: Is there a Laundromat around [*ˈɑːrəʊnd* /] here?
29. E4: O quê?
30. E5: Landromat...
31. E4: Ah! Landromat... around [*əˈrəʊnd* /] here? Yes! And... hmm, espera aí deixa eu achar ela agora. Hmm, atrás é.. behind né? E behind [*ˈbiːhaɪni* /] and... post office... and... behind [*ˈbiːhaɪni* /] and... Street Main [*ˈmen* /].. atrás da rua...
32. ??: Main.
33. E4: é...
34. C9: Tá... agora eu vo...
35. E4: Espera aí, espera aí... is... is there a public [*ˈpublɪki* /] library [*ˈlɪbrəri* /], in... no... around [*əˈrəʊnd* /] here? Há uma biblioteca pública por aqui?
36. C9: Is there a... next to gas station [*sˈteɪʃən* /].
37. E4: Tá... como?
38. E5: Do lado da Biblioteca...
39. C9: Do lado do... posto de gasolina...
40. E4: Next to... do lado é em frente então né?
41. C9: qual... oppositte...
42. E5: Não, é que é esse gas station, não...
43. E4: Ah! Tá.. mas aqui também é, né?
44. E5: hmhm. Tem dois...
45. E4: Ah tem dois... eu achei que você tava falando desse daqui ó... tá... agora deixa eu pedir a outra... is... there are [*wɑːr* /]... are there... any restaurants [*ˈrɛstərənts* /] around [*ɑːrəʊnd* /] here?
46. C9: Pra quem que você perguntou agora?
47. E4: Pras duas... pode ser?

48. E5: In Maple Avenue... é... there are Rosa's restaurant [mispronounced]... no... there is Rosa's restaurant [mispronounced]... só acho... só.
49. C9: Is the [inaudible]...
- ...
50. C9: Agora é eu... are there any hotels in Elm Street?
51. E4: hein? Como é que é aquela tua pergunta?
52. ??: [inaudible]
53. E4: There are any hotels [/ˈhɒtəls/] in Elm Street? [the way it sounds, E4 is addressing E6]. Ele nem...
54. E5: [laughs]
55. E6: [laughs]
56. E4: Yes, in King Plaza [/plɛɪz/] Hotel [/ˈhɒtəl/] e... and Jamison Hotel [/ˈhɒtəl/]
57. C9: Deu né?
58. E4: Não, vou pedir mais do banco... is there a banks around [/ɑˈrɒnd/] here? No... are there... hmm... any banks [/bʌŋks/] on... around [/ɑˈrɒnd/] here? Há bancos por aqui?
- [And they go on doing the exercise...]

Class 5

Episode 1: Asking questions using how much and how many

Participants: Whole class and the teacher (1)

1. T1: [E6's name], where do you live?
2. E6: hum?
3. T1: Where do you live? In Trindade, Corrego Grande?...
4. E6: In Trindade.
5. T1: Trindade? And... hmm... how much [writing on the board] traffic is there in Trindade. Traffic, cars, okay, and everything. [laughs] okay?
6. E6: Hmm, there isn't much.
7. T1: There isn't much? Hmhm... you think so? Hmhm... and where do you live C10?
8. C10: In Palhoça.
9. T1: In Palhoça? And how much traffic is there?
10. C10: hmm, there is much.
11. T1: yes, hmhm. Do you live Palhoça... downtown? The city center [C10 nods]... hmhm. C4, where do you live?
12. C4: Saco dos Limões...
13. T1: Saco dos Limões? Okay... and how much traffic is there in Saco dos Limões?
14. C4: There aren't any.
15. T1: Traffic, traffic, okay? [someone in class says something inaudible] hmhm... yes... hmhm uncountable.
16. C4: é... there isn't any.
17. T1: There isn't any? Hmhm...

Episode 2: Orally correcting exercise 9A (p. 50)

Participants: T1 and C6

1. T1: Number 3, how many bookstores are there, hmm [C6's name]?
2. C6: There aren't any [very low voice]
3. T1: There aren't any... okay...

Episode 3: Exercise 9B (p. 50)

Participants: E4 and the researcher

1. E4: Tá... how... how much crime [/krɪmɪ/]... per aí...
2. R: Crime..
3. E4: Crime... ai essa pronúncia [inaudible]... essa pronúncia é o que dificulta, mas tá... How much crime [/ˈkrɪmɪ/] is there?

4. R: hmm... I think there is little crime. How about you, how much crime is there... in your neighborhood?
5. E4: hmm... tá... how... que que é how?
6. R: E4, how much crime is there in your neighborhood [pointing to grammar focus]...
7. E4: Ah, tá...
8. R: Yeah...
9. E4: hmm... there... there... hmm deixa eu pensar... there is a little.
10. R: There is a little? Okay. And how many parks are there?
11. E4: Parks [inaudible], né? Hmm, there are... there are a few. How many parks... hmm... how many parks hmm... então... is there né? How many parks is there?
12. R: Are there...
13. E4: Are there... ah! Are there...
14. R: yes, yes... there aren't any... I think.
15. E4: hmmm... how mach... how much pollution is there?
16. R: hmm... there is little. How about in your place... how much pollution is there?
17. E4: hmm... there is... [long pause] there isn't any... there isn't any é quase nenhum?
18. R: There is what? ... there isn't any? Não há nenhuma.
19. E4: hmm... ah tá... então there is a little.
20. R: There is a little? Okay. And how many restaurants are there?
21. E4: hmm... there are a lot.
22. R: A lot?
23. E4: hmhm...
24. R: Yeah... in my neighborhood, too. There are a lot of restaurants. I think here, nearby, and everywhere in Florianópolis there are a lot of restaurants.
25. E4: é...
26. R: hmmm... your turn...
27. E4: How many schools are there?
28. R: There are... there are a few... yeah... How about in your neighborhood?
29. E4: hmm... então... my neighborhood... my neighborhood too. [laughs. Note that she used the same structure that the researcher had used above, line 24]
30. R: ah! Okay.
31. E4: É assim que fala [inaudible]... how many stores [/'ɪs'tɔ:rs/] are there?
32. R: hmm... there are... oh there are... there are many... what about your neighborhood?
33. E4: hmm... many, there are many...
34. R: Good.

Episode 4: Orally correcting one exercise from the review extra exercises

Participants: T1 and C6

1. T1: Where are you going next Saturday, hmm C6, como é que ficou?
2. C6: [inaudible – she speaks too low]
3. T1: I am... hmmm, I am going to... né? É sempre no present continuous aqui, tá certo? Não é nada do passado... I am going... sempre. Eu tô pedindo sempre present continuous então... I am going... não sei se já tem ali... okay? To the cinema on Saturday night, OK? Então verbo to be mais o outro verbo que a gente quer usar com o -ing. Okay? Essa questão vai ser só de present continuous, okay? Tem uma outra que a gente vai usar o passado, mas não nessa aqui.

APPENDIX 17 – EPISODES IN THE SECOND HALF OF THE STUDY (T2's classes)

This appendix brings the episodes observed and considered relevant in the second half of the study for T2's classes. They are presented in the order of classes.

Class 1

Episode 1: How often do you exercise?

Participants: T2, C2, and the researcher

1. T2: Which activities or sports do you like?
2. R: Which one do you like? Hum?
3. C2: Jogging.
4. R: You like jogging?
5. C2: hmhm
6. R: Yeah? Do you go jogging at Beira Mar?
7. C2: hmhm...
8. R: Yeah? Me, too.
9. C2: é...
10. R: Twice a week? How many times?
11. C2: Duas ou três vezes por semana.
12. R: Twice...
13. C2: Twice...
14. R: Or three times a week.
15. C2: [laughs]
16. R: *Twice... twice...*
17. C2: hmhm
18. R: or three times... [writing it down]
19. C2: I... joking...
20. R: I go jogging...
21. C2: jogging... jogging...
22. R: Twice...
23. C2: twice... twice...
24. R: Or three times... [long pause] a week.
25. C2: hmhm [he gives up on trying to say the whole phrase]

Episode 2: Conversation practice (p. 35)

Participants: C2, and the researcher

1. R: Oh! You're really fit, [laughs]... you're really fit, yeah! Do you exercise very much?
2. C2: Well, I almost [*'ɑ:lmɔst*] é... al...
3. R: always... [*'ɑ:lwɛɪz*]
4. C2: Always [*'ɑ:rweɪz*] get... é... get up [*/ɪp/*] very early [*'ɪrli*], and I lift...
wei...
5. R: Weights
6. C2: Weights for an... an... an hour [*/wɑ:r/*].
7. R: Hu... You're kidding!
8. C2: No. And then [*/ðeɪn/*] I often [*'ɛfən*] go Rollerblading [*/hɔ:lən'blind/*],
Rollerblading [*/hɔ:lən'blænd/*].
9. R: Wow! How often do you exercise like that?
10. C2: About five times a [*/æn/*] week [*'wi:kɪn*]. What about you?
11. R: Oh, I hardly ever exercise. I usually just watch TV in my free time. I guess I'm a real couch potato!... Let's change?
12. C2: Yeah. You're [*'ju:ər*] really [*'ri:ri*] fit [*'fɪtɪn*], Paul. Do you exercise
very much [*'mʌtʃi*]?
13. R: Well, I almost always get up very early, and I lift weights for an hour.

14. C2: You're kidding! [rising intonation]
 15. R: No. And then I often go Rollerblading.
 16. C2: Wow! É... How often [/'eftən/] do you exercise li... like that?
 17. R: About five times a week. What about you?
 18. C2: Oh, I har... har... como é?
 19. R: Hardly ever.
 20. C2: hardly [/'hɑ:rli/] ever exerci... exercise. I usually [/'u:zuəli/] just... é...
 watch [w'i:tʃi/] TV in my free time. I guess I'm a real [/'ri:əliŋ/] couch
 [/'kʌtʃ/] potato!
 21. R: Vamos praticar a pronúncia?
 22. C2: hmhm
 23. R: You're.
 24. C2: You are...
 25. R: You're.
 26. C2: You are...
 27. R: You're really...
 28. C2: You are...
 29. R: Really...
 30. C2: re... really [mispronounced]
 31. R: Really...
 32. C2: really [/'hɪ:əli/]
 33. R: Really... hmm... fala assim ra [/'rɑ:/]
 34. C2: Como?
 35. R: é o rato, fala rato...
 36. C2: ra...
 37. R: agora faz a pronúncia do americano... rato.
 38. C2: rato... [r mispronounced]
 39. R: rato...
 40. C2: rato... [r mispronounced]
 41. R: rato... [emphasizing the r sound]... ra... ra... ra...
 42. C2: rato...
 43. R: rato...
 44. C2: rato...
 45. R: hmhm... é isso mesmo. Agora fala really...
 46. C2: really...
 ...
 47. R: Sabe uma prática boa pra você, C2? É que é um som que a gente não tem em português...
 48. C2: é né...
 49. R: você pode fazer em casa, assim, pega “o rato roeu a roupa do rei de Roma”
 conhece?
 50. C2: hmhm
 51. R: E fala “O rato roeu a roupa do rei de Roma” (with American English pronunciation for the initial “r”), transforma tudo nesse erre: “O rato roeu a roupa do rei de Roma” (with American English pronunciation for the initial “r”). Até você destravar a língua... porque a língua fica presa...
 [they go on practicing the sound for the initial r on other words, as well as the other pronunciation problems found]

Episode 3: Asking the class how often they exercise

Participants: T2 and C2

1. T2: What about you?
 2. C2: hmhm... I usually [/'u:zuəli/] ... usually [/'u:zuəli/]
 3. T2: *Usually...*
 4. C2: I usually [/'u:zuəli/]... go [/'gɔ:/] jogging... twice... or [/'wɑ:r/]... three... three time a...

5. T2: Jogging, hum?
6. C2: hmm, twice...
7. T2: twice a week.
8. C2: Twice or [wɑ: r/] three time...
9. T2: Three?
10. C2: Or three...
11. T2: Or three...
12. C2: Three time a... week [w' i : kɪn/].
13. T2: Yeah...

[C2 looks at the researcher expecting some comments in his performance and she smiles positively to him.]

Class 2

Episode 1: Adverbs of frequency, ex. 4A, p. 35

Participants: E1 and the researcher

1. E1: Leo, olha só... eu pedi pra T2 me explicar e ela me explicou...
2. R: hmhm...
3. E1: daí aqui vai aqui... [pointing to the book exercise]
4. R: Aí? E por que que vai aí, E1?
5. E1: Porque... [long pause] o que você faz [inaudible] de manhã? [inaudible] de manhã...
6. R: É assim, o advérbio, ela explicou a posição dele?
7. E1: Não...
8. R: Ele tem uma posição pra... pra ir na frase... tá? Ele tem uma posição pra ir na frase. Qual é a posição que ele vai ocupar? Quando é advérbiozinho, assim, que não indica vezes, é só uma frequência... por exemplo, normalmente, às vezes... às vezes, embora tenha a palavrinha *vezes*, *sometimes*, mas ele não dá número, né? Quando for assim, ele sempre vai vir antes do verbo, sempre, tá?
9. E1: Tá... mas nesse caso aqui tem “on Saturday”.
10. R: Mas on Saturday não é verbo. Aqui... [pointing to the sentence] tá o verbo...
11. E1: Do?
12. R: Então quando... é! What do *you usually do*. Okay? Aqui [pointing to number 5] o verbo é “exercise”, ele tá antes do verbo. Tá vendo? [E1 signals positively] Então é isso. *Usually* vai antes do verbo. Agora... [E1 says something inaudible] hum?
13. E1: Então é aqui? [pointing to the book]
14. R: Isso... agora, quando a palavra, quando o advérbio, ele fala vezes, por exemplo, uma vez, duas vezes, once, twice, three times, four times... ele tem de ir no fim da frase...
15. E1: Então ficaria What do... do you do on é... Saturday mornings one time?
16. R: É... aí não faz sentido com a pergunta, né?
17. E1: É, mas no caso seria isso...
18. R: Seria isso, hmhm... daí, “nothing much. I sleep until noon”. Aqui [pointing to “almost always”] tem algum número de vezes? [she nods] Não tem, né? Então, almost always vai vir antes do verbo aqui... [E1 writes it down]. Isso. Agora aqui “Do you go bicycling?”, ever?
19. E1: Do you ever go bicycling?
20. R: Very good.
21. [T2 interrupts to teach about how the adverbs modify the verbs]
22. R: Okay, aí aqui... “Yes, I go bicycling on Saturdays. (often)”?
23. E1: Yes, I often go bicycling...
24. R: On Saturday.
25. E1: Go é ir, né?
26. R: hmhm
27. E1: Eu, eu cumpri o meu objetivo que eu coloquei no caderno.
28. R: hmm?
29. E1: Traduzi todos os verbos do final do livro... agora só falta gravar...
30. R: OK, mas vai devagar, hein? [inaudible] não vai muito... se não você se cansa... and “how often to you play sports? (usually)”.
31. E1: How often do... não... how often usually...do you play sports?

32. R: Onde tá o verbo?
 33. E1: *Do*, não é?
 34. R: *Do* é o auxiliar... é o *play*... *do* é o auxiliar... ele não é o verbo.
 35. E1: Verbo é o que vem antes do [inaudible]... da pessoa...
 36. R: Isso. Então “how often”?
 37. E1: How often do you usually play sports...
 38. R: OK... and then “well”?
 39. E1: Well, I é... como é que fala
 40. R: Twice...
 41. E1: Twice... é... como é que fala [inaudible]
 42. R: Twice a week.
 43. E1: Twice a week [writing down how to pronounce it].
 44. R: Agora aqui tem uma coisa... aqui tem duas vezes... duas vezes é no final. So, “I play tennis twice a week”.
 [T2 starts correcting exercise.]

Episode 2: Exercise 6A, p. 36, New Interchange

Participants: E1, E2, E3, and C3, T2, and the researcher

[They decided that E2 would make the questions and take notes]

1. E2: Do you have a regular fitness program?
 2. E3: Oh, yes.
 3. E2: Tá, okay.
 4. E1: Só eu que não vou anotar, mas tudo bem...
 5. E3: How often?
 6. E2: É, how often do you exercise?
 7. E3: é... twice... twice a week.
 8. C3: He has... T-H-E-C-E [spelling in Portuguese, perhaps the word “twice”]
 9. E2: Week [writing it down], okay. É... 3, do you play... ah, não, tem outra aqui, né?
 10. E3: Ah, você tem de perguntar a 2 né?
 11. E2: Isso aqui faz parte da...
 12. E3: Dois.
 13. E2: Da um.
 14. C3: Não, ó, você já fez as duas perguntas...
 15. E2: Okay, twice a week. Okay... a dois. Do you ever [/'i:viɾ/]? [he missed the class in which this was taught]
 16. C3 and E3: Ever [/'i:viɾ/].
 17. E2: Ever [/'i:viɾ/] go to a gym [/'dʒin/]?
 18. E3: Gym [/'dʒin/] é...
 19. C3: O que que é? Você faz academia, é isso?
 20. E2: No, se ele vai a alguma academia.
 21. E3: No... [laughs]
 22. E2: [laughs] se você não vai não faz nada [referring to the follow-up question: “How often do you go? What do you do there?”] Do you play any sports?
 23. E3: Yeah. [inaudible] e How often do play?
 24. E2: What kind?
 25. E3: Mas não tem what kind aqui...
 26. E2: Mas eu quero saber... [the whole group laughs]
 27. E3: hmm, physical...
 28. E2: [ask something to somebody else] Ping-pong... [and they go discussing about the differences between tennis and ping-pong in Portuguese]
 29. E1: é... é... é... [interrupting them]
 30. E2: Mas não vamos discutir essas coisas... How often do you play?
 31. E3: é... como é que é uma vez?
 32. E2: One a month. [he had missed the class in which it was taught]
 33. E3: One a month.
 34. C3: Como, como que é?
 35. E3: One a month.
 36. C3: One...
 37. E2: One, a, month. How often do you take long walks?

38. E3: One a year. Professora?
 39. T2: So, help... help him... once a year... you said one a year. One what? Uma vez?
 40. E3: é. É once?
 41. T2: How do you say one time in English? Remember?
 42. E3: One time? [laughs]
 43. T2: Once, once... once and twice... and then three times.
 44. E2: humm... aqui é once. Once a month. Once a month. Once a month.
 45. T2: You weren't here last class.
 46. E1: Eu também... too.
 47. C3: Você tava...
 48. E1 or C3: Ela deu isso?
 49. E3: [laughs] Once a year!
 50. E2: How often do you take long walks?
 51. E3: Once a year!
 52. E2: Once a year [writing it down]. [E3 and E2 laughs]
 53. C3: O que é que você disse... once...
 54. E3: Uma vez por ano.
 55. C3: hmm. Tá... como é que se escreve "year"?
 56. E2: Eu acho que é Y-E-A-R [spelling in Portuguese].
 57. E1: As minhas respostas são essas?
 58. E3: É, eu acho que é isso. É com "Y". E a outra? Where do you go?
 59. E1: Do you go?... Where do you go? What's the meaning of where do you go? [Talking to the researcher, who provides her with the answer]
 60. E3: Beach.
 61. E2: In the beach.
 62. E3: In the beach. É in the beach.
 63. E2: Yeah, in the beach.
 64. E3: In the beach. Ou é on? On, in?
 65. E2: Beach...
 66. E3: Eu acho que é assim...
 67. E2: B-A [in Portuguese]
 68. R: B – E –
 69. E2: Hmm.
 70. R: B – E – A – C – H
 71. E3: Ah, C – H.
 72. E2: Ah! Tá certo. C3,
 73. C3: Yeah...
 74. E2: Não, falta a 5 ainda.
 75. E3: What else do you do to keep fit?
 76. E2: What else do you do... to keep fit?
 77. E3: Yes... I...
 78. C3: Qual que é a pergunta da 5?
 79. E3: I do... swimming...
 80. E1: [inaudible] go...
 81. E3: I go swimming.
 82. E2: Swimming? He goes swimming. [the researcher spells it to the group] Okay, vamos lá pra C3. Number one. Do you have a regular fitness program?
 83. C3: Yes.
 84. E2: Yes? How often do you exercise?
 85. C3: Onde está aqui a caminhada? I take long walks...
 86. E2: Nananananão.
 87. C3: Eu faço longas caminhadas...
 88. E2 and E3: Quanto, quanto? *How often!*
 89. C3: ah! Quanto.. ah... sorry, sorry. Hmm... são cinco vezes eu digo five week? [asking to the researcher]
 90. R: Five times a week? Five times a week.
 91. C3: É, five times a week.
 92. E2: Five times?
 93. C3: No, six, six...
 94. E3: Wow!

95. C3: Vocês logo... vocês logo vão saber o motivo.
96. E2: é... número 2. Do you ever go to the gym? [Note that now he has corrected his pronunciation]
...[changing tape sides]
97. E2: How often do you take long walks?
98. C3: Yes...
99. E2 and E3: How! How!
100. E3: Six times a week.
101. C3: Yes, yes. Six times a week.
102. E3: Where do you go?
103. E2: Where do you go?
104. C3: I go... hmm...ai meu Deus... como se fala trabalho mesmo?
105. E2: Work.
106. C3: Work.
107. E3: Work?
108. C3: Não.. trabalho... work, work... eu vou ao trabalho.
109. E2: Pra onde você trabalha?
110. C3: É. Aqui é onde você vai né?
111. E2: é..
112. C3: Eu vou ao trabalho... caminhando...
- ...
113. E2: Agora a 5. What else do you do to keep fit?
114. C3: O que que é essa pergunta aí? O que que você faz?
115. E2: O que mais você faz pra ficar em forma.
116. C3: hmm... caminhadas na Beira Mar.
117. E3: Walks on Beira Mar.
118. C3: Walks... on Beira Mar...
119. E3 and C3: In Beira Mar...
120. C3: Beira Mar [American pronunciation]
121. E3: At Beira Mar.
122. E2: At.
123. C3: At Beira Mar. Será at?
124. E2: Okay, E1!
125. E1: Oi?
126. C3: Eu acho que é in, porque at não é só pra hora, exata assim?
127. E2: Pra informação exata.
128. E3: [says something in the middle which is not audible]
129. C3: Ah tá, então é exato... é...
130. E2: Quando é informação exata...
131. E3: Exatamente, caminhando na Beira Mar é uma informação exata.
132. E2: E1!
133. E1: [makes up she is surprised]
134. E2: Do you have a regular fitness program?
135. E1: Yes.
136. E2: Yes?... yes, she has... e...
137. E3: How often do you exercise?
138. E2: How often do you exercise?
139. E1: é... [long pause] Four.
140. E2: Hum?
141. E1: Four times... four times... four times a week.
142. C3: Four?
143. E1: Four times a week. É... quatro... não muda...
144. C3: é... acho que só muda o um, o dois e o três mesmo...
145. E2: [writes it down] Do you ever go a gym [/dʒɪn/]? Go to a gym [/dʒɪn/]?
146. E1: No... fazia.
147. E2: No... OK... não [inaudible]
148. E1: Ultimamente não [the other members of the group laughs and play with the words E2 last said; however, those were inaudible on the tape]
149. E2: Do you play... play any sports?
150. E1: hmm, yes...

151. E2: Yes?
 152. E1: Yes...
 153. E2: What kind?
 154. E1: Hum?
 155. E2: What kind?
 156. C3: Qual esporte?
 157. E2: Qual esporte?
 158. E1: hmmm... é...soccer e volleyball [Portuguese pronunciation]
 159. E2: Soccer?
 160. R: Wow!!! A sports girl!
 161. E1: Yes...
 162. E2: Soccer... soccer and?
 163. E3: Volleyball [Portuguese pronunciation]
 164. E2: Vo... é Y [Portuguese pronunciation] né? Ball. É... how often do you play?
 165. E1: É... three times a week...
 166. E2: Three times a week...Volleyball?
 167. E1: é... twice [mispronounced]... depende do dia... põe twice [they play around with the pronunciation of “twice”, all of them repeating it]
 ...
 168. E2: Quatro.
 169. E1: Four.
 170. E2: Não... é... quatro... four. How often do you take long walks?
 171. E1: More or less...
 172. E2: hum?
 173. E1: Mais ou menos [laughs]
 174. E2: Mas o que é mais ou menos? [laughs] Você faz ou não faz.
 175. E1: Às vezes ca minha mãe eu faço, quando eu tenho companhia.
 176. E2: Então às vezes, né?
 177. E1: Às vezes...
 178. R: Sometimes... [all the members of the group repeat sometimes]
 179. E2: times [writing the word down]. OK. Where do you go?
 180. E1: Como é que no Bairro?
 181. R: In the district? [Then the researcher discusses with T2 the best English word for bairro]
 182. E2: In district? Vai assim mesmo, agora não dá mais tempo. [the researcher correct the spelling of “district”. There was a C missing.] e a 5, what else do you keep... to... não... how else do you do to keep fit?
 183. E1: Play soccer, play volleyball...
 184. C3: Não, que mais...
 185. E2: Além disso?
 186. E1: hmmm... fecho a boca. [laughs]
 187. R: é... she doesn't eat. É... that's something. [E2 writes it down.]
 188. E2: E depois o meu eu...
 189. E1: Não... vai, pergunta pra ele [addressing E3]
 ...
 190. E3: Do you have a regular fitness program? [C3 says something in the middle of it]
 191. E2: A fit program? No...
 192. E3: No?
 193. E2: no...
 194. E3: Do you ever go to a gym?
 195. E2: No...
 196. C3: Também no!... [laughs]
 197. E3: Do you play any sports?
 198. E2: Yes, chess. I play... [E3 cannot help laughing]... uma vez por mês.
 199. E3: How often do you play?
 200. E2: Once [/ɔns/] a month.
 201. E3: Once a month?
 202. E2: A month.
 203. E3: How often do you take *long* walks?
 204. E2: Oh! Sometimes.

205. E3: Sometimes? Where do go?
 206. E2: At... I walk at Beira Mar.
 207. E1: Beira Mar [laughs]
 208. E2: Avenida... como é avenida? [the researcher answers it] Avenue... in Beira Mar Avenue...
 209. E3: Avenue Beira Mar ou Beira Mar Avenue? [while the researcher answers to his question, E1 goes talking about something else]
 210. E1: What's the meaning of Avenue? [later, the researcher provides her with this answer]
 211. E2: O que mais eu faço?
 212. E3: How... what else do you... [E1 is saying something about making associations to C3]
 213. E2: Então o que mais que eu faço? Mais nada. Nothing. [the researcher advises him to say "nothing else" instead]
 214. E3: Nothing... N-O...
 215. R: Thing... there you go.
 216. E3: thing.
 [T2 interrupts to check their group results]

Episode 3: Exercise 6B, p. 36, New Interchange

Participants: E1, E2, E3, and C3, T2, and Researcher

1. T2: Who in your group has a good fitness program?
2. E2: E1!
3. T2: So.
4. E1: E C3.
5. E2: Ah tá...
6. C3: Caminhada... [inaudible] é só você que faz exercício.
7. E2: She...
8. T2: Listen to the question... who in your group have a good fitness program.
9. E2: E1, E1 have a good program... a fitness, a good fitness program.
10. T2: E1... what?
11. E2: *has...*
12. T2: *has... good... has a good* [writing on the board]
13. E2: Fitness program.
14. T2: Anybody else in your group who has a good fitness program?
15. E2: hmm, C3 and... E3...
16. T2: Okay, you're the last. [people in the class laugh because E2 is a Physical Education teacher]

Class 3

Episode 1: C7 asks a question (researcher is replacing T2) before class start

Participants: C7 and the researcher

1. C7: Deixa eu ver... eu tenho duas palavras também...
2. R: hmm...
3. C7: [inaudible] and to spare
4. R: to spare... tem certeza que é um verbo?
5. C7: Eu não sei. Eu vi ali no cartaz.
6. R: E eu esqueci o dicionário logo hoje... e "rethinking"... ah! Rethinking é repensando.
7. C7: Ah tá.
8. R: Até já sei, foi do... de uma convenção... to spare... to spare... for example to spare your time, to spend you time, gastar...passar o tempo.

Episode 2: How well do you...?

Participants: The researcher, E2, E1, and C2

1. R: And how well do you... do you play volleyball?

2. E2: Hmm, no.
 3. R: No? What do you play? Do you play soccer?
 4. E2: Yes.
 5. R: How well do you play soccer?
 6. E2: hmm, about average, I guess.
 7. R: About average, I guess? OK. [the researcher continues addressing other students]
 ...
 8. R: And, E1, and you? Do you play any sports?
 9. E1: Eu num tô aqui.
 10. R: Ah! You're not here? So come back here, let's concentrate. OK? [class laugh, E1 inclusive]
 ...
 11. R: How good are you at soccer, C2? C2, how good are you at soccer? Are you good, very good, not so good?
 12. C2: Not so good.
 13. R: Not so good?

Episode 3: Class survey

Participants: The researcher, E3, and C2

1. E3: Minha pergunta?
 2. R: hmhm.
 3. E3: É... how much time do you spend [/s'pændi/] watching TV?
 4. R: Ah... watching TV? I spend... I don't watch TV.
 5. E3: Really?
 6. R: No...
 7. E3: Oh... [laughs]
 8. R: Okay. [the researcher moves towards another student] C2.
 9. C2: How long do... [hard to understand]... how [/hew/] long do you spend exercising [mispronounced]?
 10. R: Exercising.
 11. C2: Exercising.
 12. R: I... spend... three hours a month... [the researcher continues listening]

Episode 4: Reporting the class survey results

Participants: The researcher, C3

1. R: OK. C3.
 2. C3: hmm... how long do you... spend [/speɪn/] working ou [/ou/] out? [she says the name of the students to whom the answer she is going to read belong], hmm, I don't work.
 3. R: OK. So, [student's name] doesn't work out.
 4. C3: Doesn't.
 5. R: [student's name] doesn't work out.

[while the others are able to change the answers collected into a report sentence, she is not. She had already listened to more than five other students speaking.]

Class 4

Episode 1: Correcting the reading exercise, p. 39

Participants: C3 and the researcher

1. C3: [holding the marker, which was passing around the class as the music was played, and who was holding the marker at the moment music stopped, had to provide the answer] Ai...
 2. R: OK, C3, five.
 3. C3: Ai meu Deus... eu não sei... [laughs]
 4. R: OK, read it. Read it... Read... OK, can you read? Can... help... read it.
 5. C3: Can help you learn [mispronounced] things better.

6. R: OK, Can help you learn things better. True or false? [other students provide the answer]
- ...
7. R: C3! You like the marker, too. [laughs]
8. C3: Gives you better... en...
9. R: Eyesight.
10. C3: Eyesight.
11. R: Eyesight. Yes [then the researcher explains what eyesight means]. True or false? [other students provide the answer]

Episode 2a: Reading the conversation (The weekend, p. 40) aloud.

Participants: C7 and another student

1. C7: So, what did you do, do this [di:z/] weekend [mispronounced], Kate?
2. OS: Oh, Diane and I went for a drive in the country [/'kauntəri/] on Saturday.
3. C7: That sounds nice. Where did you go?
4. OS: We drove to the lake and had a picnic. É... we had a great time! How about you? Did you do anything special?
5. C7: Not really. I just worked [mispronounced], worked on my car all [mispronounced] day.
6. OS: That old thing! Why don't, why don't you just buy a new one?
7. C7: But then ... ai ai ai... [class laugh, because the researcher had made them repeat that sentence backwards many times in order to try to make them get used to the reading of it] but then what... [long pause] would I do every weekend?

Episode 2b: Reading the conversation (The weekend, p. 40) aloud.

Participants: E3 and another student (AS)

1. E3: So, what did you... do this weekend,... Ka... Ka... Kate?
2. AS: Oh, Diane and I went for a drive in the country on Saturday.
3. E3: That sounds [sɔnɑ/] nice. Where did you go?
4. AS: We drove to the lake and had a picnic. We had a great time! How about [ə'bou/] how about you? Did you do anything special?
5. E3: Not really. I just worked in [he should have read "on"] my car all day.
6. AS: That old thing! Why don't you just buy a new one?
7. E3: [he pauses, and other students laugh... that is so due to the fact that, when practicing in choirs, girls and boys, the boys got stuck in this sentence and then they practiced it a lot] But then ... what would I do... e...every weekend?

Episode 3: Practicing the conversation (The weekend, p. 40) in pairs.

Participants: E1 and E2

1. E2: So, what... what did... you... do this [di:z/] weekend, Kate?
2. E1: Oh, Diane and I... que?
3. E2: Went.
4. E1: Went for a drive in the... é... *country* on Saturday.
5. E2: That sounds nice. Where did you go?
6. E1: We drove [she read "well drive" instead of "we drove"] to the lake, lake [læk]?
7. E2: Lake.
8. E1: Lake and [/'ʌndi/] had [/'hædi/] a picnic. Hmm... We [wəl/] had [dai/] a great times! How about [ə'bouti/] you? Da... é... did you...an... [she skips "do"]?
9. E2: Anything [/'enɪtiŋ/].
10. E1: Anything [/'enɪtiŋ/] special?
11. E2: Not really. I just worked on my car all day.
12. E1: That old [mispronounced] thing! É... why don't you [jɔ:r/] just [ʒʌst/] buy [bout/] a [aɪ/] new [mispronounced] one?

13. E2: A new one.
 14. E1: A new one.
 15. E2: But then [/dɛn/]... then [/dɛn/]... what [/dɛt/] would I do every weekend? But then [/dɛn/] what would I *do* every day? [E1 laughs] Agora vamos trocar? Pode ser?
 16. E1: Yes...
 17. E2: Só pra...
 18. E1: So, what did you are [instead of saying “do”] this [/dɪz/] weekend [mispronounce, she uttered something like “every day”], Kate?
 19. E2: Oh, Diane and I went for a drive in the country on Saturday.
 20. E1: What [instead of saying “that”] sounds [/sɑɪn/] nice. Where did you go?
 21. E2: We drove ... to the lake and had, *had* a pic... picnic. É... we had a great time! How about you? Did you do anything [/ˈɛnɪtɪŋ/] special?
 22. E1: No [instead of saying “not”] really. I just [/ʒʌst/] worked [/wɔrkɪ/] on my car all day.
 23. E2: That, that old thing [/tɪŋ/]! We [instead of say “why”] don’t jus... we [instead of say “why”] don’t you just buy a new one?
 24. E1: But then [/dɛn/] what [/wɑ:tɪ/] would [mispronounced] I do every... week...end, weekend? [they practice it once again]
 ...
 25. E1: Como é que é esse aqui mesmo? [pointing to the word “anything”]
 26. E2: Anything [/ˈɛnɪtɪŋ/], *anything* [/ˈɛnɪθɪŋ/], na verdade é *anything* [/ˈɛnɪθɪŋ/]...*thing* [/θɪŋ/]... é porque *th* tem som de /θ/ [performing the sound], tem de botar a língua entre os dentes.
 27. E1: Tipo pensar, think [/θɪŋk/].

Class 5

Episode 1: Any questions (p. 42)

Participants: E2 and another student (AS)

1. AS: I had... had a party on Saturday night. Where did you go?
 2. E2: É... I went a... birthday party [he had asked for extra vocabulary before starting the exercise].
 3. AS: [laughs] Who did you go with?
 4. E2: É... I’m go... I went with [/wɪt/] my girlfriend.
 5. AS: oh oh [laughs]
 6. E2: É... [laughs]
 7. AS: What time did you go?
 8. E2: I went at around... é... 8... p.m.
 9. AS: P.m. ... How did you like it?
 10. E2: I’m... I’m... I like very much... é... ou eu gostei muito, né? Eu não sei como é like.
 11. AS: é... pode ser...
 12. E2: Como que é like no passado.
 13. AS: I like very much. Eu gostei muito.
 14. E2: é... como que é o... o pa... passado de like...
 15. AS: ah é...
 16. E2: eu não sei como é o passado de like...
 17. AS: é liked [/ˈlɪkəd/]
 18. E2: é liked [with the correct pronunciation]... I *liked* very much.[laughs]
 19. R: hmm, very good, nice pronunciation.
 20. E2: liked... ed [/t/]... [playing around with the sound. [laughs]
 21. AS: [holds a short interaction in Portuguese with the researcher, who responds in English]
 22. E2: And you? Where did you go?
 23. AS: Saturday? Yeah... I had a party.
 24. E2: oh... and... where did you go?

25. AS: [long pause, then he laughs]... I had a party.
 26. E2: Não não... [laughs] sim... eu sei que você foi... mas aonde que cê foi?
 27. AS: ah.. oh.. in my house.
 28. E2: Oh... Oh... [laughs] my house! T2, é... how do you say havia in English?
 29. T2: Plural or singular? Haviam ou havia?
 30. E2: Haviam... *havia*... haviam.
 31. T2: Haviam? [people around say he has to decide it]. There were...
 32. E2: There?
 33. AS: There were [wɛr/]
 34. E2: There were.
 35. T2: Esse é o pro plural, right. And for singular, it's there was. There was a boy on the street, there were two boys...
 36. E2: For question, too?
 37. T2: Was there, was there [inaudible]
 38. E2: Were there many people? In the party?
 39. AS: Yes... [long pause] there were [wɛr/]. Hmm, é... [he says something that is not recognizable in English]... went my... my... my friend.
 40. E2: And what time... é... é... start?
 41. AS: Ah... started ...em... é... 9 p.m.
 42. E2: 9 p.m., all right. É... and... what time finished?
 43. OS: [laughs]... [inaudible]... é... 4 p.m. ... no, a.m.
 44. E2: OH!!! Very long party... [laughs]
 45. AS: yeah
 46. E2: oh! How do you like it?
 47. AS: Yes, I liked very much.

Class 6

Episode 1: Snapshot (p. 49)

Participants: C7 and T2

1. C7: Professora, o que é outings?
2. T2: What is... what is the meaning of what?
3. C7: What is the meaning of outings, for family outings.
4. T2: Outings. Family outings. Family outings. [then teacher provides him with the explanation]

APPENDIX 18 – FINAL INTERVIEW TRANSCRIPTS

This appendix brings the formal interviews carried out in the end of the study with participants in the control and experimental groups, as well as with T1 and T2. It is divided into three parts. Part A includes the interviews carried out with the experimental group. Part B brings the interviews with the control group. Finally, part C contains the interviews with T1 and T2.

Part A

E1

1. R: E1, que que você fez pra estudar pra prova oral?
2. E1: Prova oral? Eu...
3. R: Primeiro, você estudou?
4. E1: Hmhm.
5. R: Como que você estudou?
6. E1: É... eu... reli o... os diálogos. Vi como que se montava algumas frases...as frases... repeti várias vezes... foi só.
7. R: Foi só. E você ficou nervosa quando a T2 te chamou para ir fazer a prova, como foi?
8. E1: Não porque eu tô querendo já... não, que eu não tava com vontade de passar. Eu quero ficar no nível 1. Então é por isso que eu não fiquei nervosa nem pra prova e nem pra prova oral.
9. R: Você quer, você quer reprovar então?
10. E1: Não que eu queira reprovar, se eu passei legal, né... mais...
11. R: Você quer repetir o nível...
12. E1: Não é que eu não tenha vontade de passar.
13. R: Você diria que você não se esforçou tanto pra...
14. E1: Não...
15. R: Ah! E como você acha que foi o seu desempenho oral, na sua prova oral?
16. E1: Foi bem... ela falou algumas coisas assim... mas daí eu eu já... o que me soou familiar eu sabia... eu sabia o que que era... só que eu não lembrava a tradução exatamente o que ela tava perguntando. Daí ela perguntava de outro jeito, eu eu respondia... eu me lembrava, tudo.
17. R: Então você acha que você foi bem?
18. E1: É.
19. R: Razoavelmente bem.
20. E1: É, na prova oral foi.
21. R: Tá... hmm, você acha que você teria ido da mesma forma se você não tivesse recebido instrução em estratégias...
22. E1: Não.
23. R: Tendo recebido fez a diferença pra você?
24. E1: Fez.
25. R: Por que? Que diferença fez?
26. E1: Assim, ó, até pra prova escrita assim, quando... quando eu fui... [laughs] estranho... [she is referring to the person who was passing by], quando eu fui estudar, assim, até não usei só no inglês também usei no colégio pras outras matérias... porque ajuda, porque antes você ia estudar...só que você pulava de um jeito pro outro... e no fim você não usava uma estratégia, não utilizava dela totalmente pra você conseguir obter resultados. Então eu acho que eu obti muitos mais resultados assim.
27. R: Então você acha que teria sido diferente se você não tivesse usado as estratégias.
28. E1: Teria, teria sido pior. Porque, particularmente, eu fico meio... é... perdida pra estudar... não sei como é que começa...
29. R: Isso te deu...
30. E1: Totalmente
31. R: como que um roteiro
32. E1: Como que eu faço pra memorizar, o que que ajuda, o que que não ajuda.

33. R: É... tendo tido essa instrução, tá... você gostaria de ter acesso a mais estratégias? Que acesso você gostaria de ter? Vou te dar três opções. Você gostaria de ter esse acesso, você gostaria de ter esse acesso em um livro, por exemplo, que você pudesse ir lá e olhar. Em um curso, como a gente fez, mas daí... é... com mais tempo. OU junto com a aula de inglês [provides her with details on the last]. Então tem três opções. Qual você acha?
34. E1: O curso... porque assim, o curso você... pra mim, um livro... eu não consigo sozinha... pra mim é muito difícil. Pode ter a pessoa explicando, assim, eu entendo, mas com outra pessoa eu memorizo mais, gravo atitudes... Por exemplo, quando você tava, nesse curso que você deu, quando você fazia “hu!” aquelas assim, eu memorizei, assim, e também dá pra tirar dúvidas. E junto da aula de inglês com a aula de inglês, eu não acho legal, porque você não tá direcionado só praquilo. Quando você tá direcionado só pra aprender as estratégias, você aprende de um modo mais amplo, eu acho.
35. R: Mas, daí as estratégias, E1, seriam dadas, não sei se eu fui clara, na aula de inglês, assim como o conteúdo. Porque toda a estratégia que eu dei eu tive de dar um conteúdo junto pra poder usar...
36. E1: hmhm... entendi.
37. R: Não foi?
38. E1: hmhm
39. R: Então aqui, conforme os conteúdos iam surgindo, ia-se vendo as estratégias e aí, ia-se ensinando as estratégias e já praticando o conteúdo.
40. E1: Ah... tá...
41. R: Entendeu?
42. E1: Entendi. Ah, daí seria interessante... porque daí você poderia ver em prática como você vai usar a estratégia em determinado... agora... você aprende e já usa.
43. R: OK. Tá... é só isso. Obrigada.

E2

1. R: E2, você estudou pra prova oral?
2. E2: Não.
3. R: Não? E... que não redondo... E2...
4. E2: Não, não estudei.
5. R: Não estudou...
6. E2: Tentei, mas não consegui... eu tive um problema hoje, um contratempo [a friend of his died]
7. R: Por falta de tempo, daí?
8. E2: É, por falta... é... é... falta de tempo. Eu tinha me programado pra estudar, mas daí aconteceu um imprevisto e, enfim, eu não pude estudar.
9. R: Certo. E como você se sentiu quando a T2 te chamou pra fazer a prova oral?
10. E2: É... tranqüilo, tranqüilo.
11. R: Foi lá, normal.
12. E2: É, não tive, é, receio e tal. Inclusive conversamos sobre um outro assunto que não da prova. É... eu errei algumas coisas... claro... e, mas consegui me comunicar com ela sobre aquilo que tinha acontecido em inglês e português, né... eu mesclava um pouco.
13. R: Certo.
14. E2: Mas que algumas frases... algumas expressões... frases mesmo eu falei só inglês, né. Ela perguntava, eu entendia o que ela estava perguntando, mas responder não sabia, não tinha vocabulário pra responder.
15. R: Então, no geral assim, como você acha que foi seu desempenho?
16. E2: NO que?
17. R: Na prova oral.
18. E2: Na prova oral? Considerando... é... acho que foi bom... é... é... regular, melhor, de bom a regular assim. Não foi ótimo porque de fato não foi. Mas não foi ruim também. Ficou entre bom e regular, assim, nada muito bom, mas também... achei que poderia ter sido melhor, tá, mas é que também não poderia, mas dentro dos limites que eu tenho, que eu apresento no momento, não poderia ser também muito melhor. Alguma coisa poderia ser, mas não foi.

19. R: Certo. Você acha que... é... se você não tivesse tido acesso às learning strategies, às estratégias de aprendizagem, você teria tido o mesmo resultado?
20. E2: É...
21. R: Ou você acha que não fez diferença alguma?
22. E2: Fez diferença, fez. Mas sobretudo... é... algumas estratégias, porque outras eu já adotava... Então, é... na verdade, eu já conhecia todas elas assim... vamos dizer, ou pelo menos, não, eu digo assim, conhecer como funciona essa estratégia ou as estratégias... mas não utilizava de forma tão consciente no meu dia a dia de estudo, sabe?
23. R: hmhm.
24. E2: É... e algumas delas me ajudaram bastante. Por exemplo, vou nominar uma: o caderno de anotações [organizing]. Isso foi algo que me ajudou bastante, e que... tanto a me organizar, no sentido de registrar o estudo semanal, enfim, se procurei estudar algumas horas durante a semana... claro que não é o ideal, o ideal seria estudar, sei lá, duas horas por dia, né... é, pra quem estudava nada além das aulas de inglês passar a estudar, por exemplo, quatro horas por semana já é um avanço.
25. R: É, e muito.
26. E2: Então, enfim, esses tipos de coisa. É esse, essa foi uma estratégia que me ajudou e muito, na organização... da... do meu tempo e pra estudar inglês mesmo. Senti, senti uma diferença significativa depois... é... que passei a... ter os workshops, né... é agora não saberia precisar se foi exatamente por conta das estratégias ou se foi por conta do volume de estudo que eu acabei adquirindo nas aulas de inglês, entendeu? Eu não saberia precisar exatamente. Porque eu passei a me dedicar com mais afinco a estudar inglês.
27. R: Você acha então que isso te motivou a estudar...
28. E2: Isso é fato, é... isso é... não sei se esse era o objetivo, se isso estava no escopo de seus objetivos, mas o, o, as estratégias me levaram ou obtiveram um acréscimo é... na minha motivação de estudar inglês. Então eu passei a estudar mais inglês. Fato. Isso é fato. Depois das estratégias...
29. R: Foi uma consequência pra você...
30. E2: isso é... eu passei a estudar mais inglês, mais tempo e com mais qualidade. Agora não sei dizer se se o meu progresso que eu notei, que eu notei por exemplo que eu fui bem nos exercícios de reading, em casa, sobretudo, né... que eu podia consultar algumas coisas... enfim, se nesse, se esse desempenho é fruto desse maior volume de estudo ou se é fruto das estratégias. Isso não dá pra precisar.
31. R: Certo, certo. Muito bem. OK. Então, essas estratégias que você recebeu acesso são algumas. Tem muitas outras... é... tendo recebido essa instrução você acha que foi válido?
32. E2: Foi, foi importante.
33. R: Foi... pra você foi válido. Você... vamos supor que se cogitasse de se receber mais essa instrução... [then the researcher gives the three options: book, a separate discipline, integrated in the English classes].
34. E2: Ah, aí o terceiro caso. O terceiro, porque o segundo eu descartaria... é... é... assim de primeira... eu não faria um workshop de estratégias pra... de aprendizagem, não faria. Se eu tivesse uma opção lá... uma lista de...é, por exemplo, um curso de workshop pra fazer, né... e tivesse essa opção, seria a última. Talvez não a última, depende dos outros... se fossem... mas não faria...
35. R: Certo.
36. E2: Acho muito... é... acho que seria muito mais proveitoso se pudesse, é... ser inseridos nos programas mesmo, entendeu, de ensino, porque aí passaria a ter uma aplicação mais imediata, né... porque você veria exatamente, olha, aqui, isso aqui melhor se aplica nesse caso... ou seja, uma aplicação mais imediata pro aluno... e ele teria... como... é, talvez se sentisse mais motivado a estar praticando né, esse tipo de estratégia, do que num livro, lendo e depois pensando... ah isso aqui eu poderia usar lá ou acolá...
37. R: hmhm. OK.
38. E2: É isso?
39. R: Yeah. Thank you. That's all.

E3

1. R: Você estudou pra prova oral?
2. E3: Pra prova oral, não.
3. R: Não?
4. E3: Não.
5. R: Nada.
6. E3: Nada.
7. R: Nada. Como você se sentiu quando a T2 te chamou pra prova oral?
8. E3: Normal.
9. R: Normal.
10. E3: Normal. Talvez se eu tivesse esperado pra fazer depois...
11. R: ah... aí talvez você ficasse um pouco ansioso.
12. E3: Um pouco ansioso... mas não...
13. R: Mas não... foi legal?
14. E3: Foi bem legal sim.
15. R: Como você avalia seu desempenho na prova oral, como você se saiu?
16. E3: Ah... no prin... assim, no início ela falou “fale, né, sobre você, né” opa! E aí agora, por onde que eu vou começar, né... mas ela começou a fazer uma pergunta, outra, aí foi mais fácil né? A não ser uma partizinha que ela perguntou uma outra palavra lá e eu não sabia o significado, mas aí ela explicou e foi bem simples daí.
17. R: hmhm... então você acha que você foi bem?
18. E3: ah... é comuniquei.
19. R: Se comunicou pelo menos. Tá... mas isso quer dizer que você foi bem, que você foi mal?
20. E3: ah... eu achei que dei uma gaguejada... e enroscava... [laughs]
21. R: Certo... então se você desse uma nota pra você, que nota você se daria?
22. E3: Um sete, por aí...
23. R: Sete? OK, OK. Você acha que o seu resultado teria sido diferente se você não tivesse tido acesso às estratégias?
24. E3: Hmm, eu acho que poderia ser...talvez eu tivesse ficado nervoso.
25. R: Talvez tivesse ficado mais nervoso.
26. E3: E aí, deixa eu ver, e aí essas estratégias de se pegar no ar, as pistas, essas coisas... [laughs]
27. R: Ah, e aí você usou as estratégias durante a prova.
28. E3: Durante a prova e durante o listening mesmo, que eu tava sacando o que ela tava perguntando... [laughs]
29. R: hmhm. Tá bom. Então fez a diferença pra você.
30. E3: Fez.
31. R: Então as estratégias ajudou.
32. E3: Ajudou.
33. R: Ajudou, ajudou a você fazer o quê? Como que elas te ajudaram?
34. E3: hmm, assim, uma uma coisa, eu nunca tinha pensado em me organizar, eu achava assim que me organizar não era tão escrito, sabe?
35. R: hum... OK.
36. E3: E isso, assim, no início foi um choque sabe? Olha, isso aí tá parecendo muito... é... burocrático, né... mas daí quando você vai vendo que se você não faz isso você se perde completamente. Que fica as palavras... que o vento leva, né...
37. R: Por isso que existe agenda, né...
38. E3: É por isso que existe... [both laugh] Eu só sabia pegar a agenda pra anotar recado... é... recordações, né...
39. R: Não, não é pra isso... ah... deixa eu só ver o que eu tenho de te perguntar mais... então fez diferença as estratégias pra você, né...
40. E3: Fez... teve muitas que eu não usei, porque eu não me organizei mesmo... eu peguei assim, foi do bonde andando, sabe? Daí eu já tava atropelado por muitas coisas, talvez se eu tivesse me organizado desde o início, fosse bem diferente, né...
41. R: Tá... você diria que as estratégias te motivou a estudar inglês de alguma forma ou não?
42. E3: Como assim? Aquela do cartãozinho lá... tá... estudando na hora que você não tem pra fazer nada, né... [laughs]
43. R: Você chegou a fazer o cartãozinho?

44. E3: Cheguei a fazer.
 45. R: É? Ah, que bom, que bom. [laughs] é legal o cartãozinho, né?
 46. E3: É legal aquela...
 47. R: Você fica “jogando” consigo mesmo, né?
 48. E3: Hmhm, aquela é legal mesmo.
 49. R: Aquela é legal.
 50. E3: Porque você acaba aproveitando o seu tempo inútil, que você não faria outra coisa, então.
 51. R: Legal. Tá, que mais... é... tão tá, tem mais estratégias... você gostaria de ter acesso a mais estratégias?
 52. E3: Ah... no mínimo teria de praticar mais essas estratégias...
 53. R: Essas estratégias que você já aprendeu... Tá... pensando em geral, assim, vendo o ensino, vendo lá de fora, vendo os seus colegas... como você acha que seria interessante que uma pessoa tivesse acesso às estratégias? Você acha que deveria ser através de um livro que ficasse disponível pra eles lerem? Através de um curso, de um workshop, um curso extracurricular que você fosse lá, se matriculasse e fizesse? Ou através da inserção das estratégias na sala de aula [the researcher provides him with details about the last option].
 54. E3: Eu acho que é mais... que surtiria um efeito bem mais... é... proveitoso, talvez, dentro mesmo do curso.
 55. R: Ah tá então você acha...
 56. E3: porque aí tem uma responsabilidade, professor, curso... pelo menos eu vejo assim que muitas pessoas, inclusive eu, me coloco nesse grupo, que precisa ter ... sentir uma responsabilidade... sabe? Se não é algo... tem um interesse naquilo, ah... aquilo é curiosidade... não é nada importante. Aí não dá a devida importância ao que é, entende?
 57. R: hmhm.
 58. E3: Aí vira um conhecimento a parte. Só vai usar... ah “agora vou usar”, entende, mais depois ah “agora não vou usar”, porque não é importante... é curioso só.
 59. R: Então, de repente, tendo em sala de aula...
 60. E3: É, porque daí acaba percebendo a importância disso, e a utilidade da ferramenta.
 61. R: Tá bom, entendi. É só isso.
 62. E3: É só isso?
 63. R: Só.

E4

1. R: O que que você fez pra se preparar pra prova oral?
 2. E4: Ah... eu... peguei e li as frases, assim, do que ela... as situações do que ela podia eventualmente pedir, né... que foram bem previsíveis, as que tinham no livro , assim,... daí eu vi mais ou menos como que era as estruturas das frases, mas é claro que, chega na hora assim...
 3. R: Então você só olhou, só leu...
 4. E4: É, só.
 5. R: Você não tentou memorizar, não fez anotações...
 6. E4: Ah, sim, fiz anotações à respeito das frases que eu podia usar pra cada situação, só...
 7. R: OK, hmhm, e como você acha que você se saiu na prova?
 8. E4: Ah, eu acho que... claro poderia ser melhor né... é que na hora, assim, pra formular o que você quer dizer, é meio difícil. Que no livro tá... parece que você lembra, assim, só que chega na hora não é tão fácil.
 9. R: De 1 a 10, quanto você se daria?
 10. E4: 6. [both laugh] E um 6 bem... só pra não dizer 5, né? Ah, é que, não foi... dizer... ah! Podia ter me saído melhor, só que foi falta de esforço eu acho.
 11. R: falta de esforço?
 12. E4: hmhm.
 13. R: Você acha que se você não tivesse tido acesso às estratégias poderia ter sido diferente? Ou as estratégias foi indiferente... conhecer as estratégias ou não conhecer as estratégias.
 14. E4: hmm, pra essa prova?
 15. R: hmhm

16. E4: Ah, eu acho que, é claro que se... agora eu já tenho uma visão. Toda vez que eu vou estudar inglês eu lembro das estratégias assim. Ah, eu acho que melhorou. De uma certa forma sim. Pelo menos mais a consciência de que de que tem todas as... elas. É claro que, toda as vezes que você vai estudar você não vai pegar as estratégias e ficar olhando, né... mas agora você já tem consciência... “ah! Essa aqui faz tempo que eu não uso... eu posso até usar”. Aquela de agrupamento, pra outra prova escrita, né... pros verbos lá foi bem importante... pra... ver as terminações dos verbos no passado... que alguns tinha iguais... aí pra... eu tentei agrupar, ficou bem melhor assim, pra estudar.
17. R: Tá, mas pra prova oral em si... você acha que ajudou, que não?
18. E4: Ajudou, ajudou.
19. R: Ajudou como?
20. E4: De... ah! No sentido de assim ó, de anotações que eu lembrei e das a... associações também. Porque acho que alguma palavra ou outra, assim, dava pra associar, de estruturas, de frases, assim, também...
21. R: hmhm...
22. E4: que... eu acho que tá bom...
23. R: tá bom...
24. E4: [laughs] é que eu não sei dizer no que ao certo... eu sei que de alguma forma...
25. R: Não tá muito claro pra você...
26. E4: É, não tá muito claro. É que são muitas as formas, as estratégias. Talvez eu não tenha ... empregado a melhor forma, sei lá. É isso.
27. R: Tá. E, agora, tendo tido acesso a esse treinamento de estratégias, e tudo mais, você acha que as outras pessoas também deveriam ter acesso a essas estratégias?
28. E4: Ah, eu acho que sim.
29. R: E como você acha que poderia ser acesso? Vou te dar três opções. Primeira: através de livros que elas pudessem ler sobre estratégias. Segunda: através de um treinamento intensivo como nós fizemos [the researcher provides more details]. E a terceira opção seria dentro do... do... da grade curricular do curso de inglês [the researcher provides more explanation].
30. E4: ó... se for pra deixar um livro, o pessoal não lê. E se for pra vim assim, dificulta também vim fora do horário de aula, é difícil conciliar horário assim. E tipo as nossas foram cansativas porque eram no sábado. E acho que deveria ser na prática mesmo. A professora mesmo começar a pregar mais isso, assim, “ó, gente, se vocês quiserem, essa é a mais fácil, assim...” os macete mesmo pra aprender melhor, tipo, se ela dissesse assim “ó, pra decorar vocês podem agrupar, ver as terminações dos verbos, que fica mais fácil assim”. Acho que fica bem mais acessível.
31. R: Tá bom... só isso.
32. E4: Nossa, só?

E5

1. R: O que que você fez pra se preparar pra prova oral?
2. E5: pra...
3. R: É. Pra estudar, pra se preparar pra prova oral. O que que você fez?
4. E5: Eu... revi todas as lições. É... fiz algumas anotações, assim, algumas palavras-chaves, de algumas frases-chaves, assim, do assunto né..., que falava, referente ao assunto. E... algumas frases também que eu não sabia assim que era muito difícil de, de decorar e tal, assim, de memorizar. Eu fiz aquelas, assim, escrevi no papelzinho, daí fechava...
5. R: A do cartãozinho.
6. E5: É, o cartãozinho lá. Daí eu fiz. Acho que foi isso assim. E repeti, em... en... ensaiava umas vezes assim.
7. R: E quando ela te deu o papelzinho pra pra prova, como é que você fez pra...
8. E5: A gente se planejou assim, que a gente fez as perguntas, né? Cada uma fazia uma de cada vez as perguntas pra outra, entendeu? Fazia as perguntas de um papelzinho e ela fazia do outro. Então assim, quando era que eu planejava as perguntas, e ela planejava as respostas. Daí, e... é... do pessoal, sabe, ela que ia responder. E quando ela era, perguntava, ela planejava as perguntas e eu as respostas.
9. R: as respostas. E como você acha que se saiu na prova?

10. E5: ah acho que me saí bem, assim, eu pensei que eu ia sair... que ia gaguejar mais, que eu ia... ah eu acho que saí bem, bem mesmo. Depende da nota, assim sabe? É só... é só...
11. R: Mas a sua avaliação pessoal.
12. E5: É só uma pergunta assim que eu fiquei assim “ah, será que eu falo, será que eu não falo”. Daí eu arrisquei, né. [inaudible – she speaks too fast] que eu não sabia mesmo. Mas o resto eu acho que eu me saí muito bem. Eu gostei assim. Me achei, eu achei que me superei até.
13. R: Ah que bom, que bom, que bom. Hmm, deixa eu só ver, você acha que teria sido assim se você não tivesse recebido instrução sobre estratégias? Você acha que teria sido diferente?
14. E5: Eu acho que talvez pra eu estudar tanto pra prova escrita e pra prova oral, seria mais trabalhoso assim sabe? Eu... ajudou assim, porque é umas dicas né, as estratégias assim... são dicas que a gente usa assim, então, sei lá, ajudou assim muitas coisas. Principalmente os cartãozinhos porque eu usei bastante, e... anotar assim, de uma forma mais sistematizada assim e tal... acho que me ajudou bastante. Talvez eu não me tocasse de que existisse essas outras formas de, de memorizar, você memorizar... e... daí ia ser bem mais complicado, assim, acho que ajudou, assim, bastante.
15. R: Ajudou assim a estudar.
16. E5: É... eu poderia assim ir bem do mesmo jeito, só que...
17. R: De uma maneira mais sofrida...
18. E5: É, é, às vezes, assim, de uma maneira mais rápida. Porque se precisasse de mais tempo talvez pra estudar.
19. R: hmhm. OK. Isso otimizou o seu tempo.
20. E5: Isso.
21. R: Ah! Isso é importante. Pra nossa vida de estudante [both laugh]. OK, então, de um modo geral, você acha que o ensino de estratégia lhe ajudou a aprender a usar a língua. Você acha que isso lhe ajudou?
22. E5: Ajudou sim porque eu... eu me saí bem melhor do que eu esperava me sair na prova oral, assim, então... eu acho que me ajudou a usar.
23. R: OK. Tá... tenho uma pergunta pra você... última. [both laughs] Tendo tido acesso a esse ensino explícito de estratégias, que a gente fez o treinamento, expliquei certinho quando usar uma estratégia, o, a estratégia em si, pra que ela servia. Você gostaria de ter acesso a mais estratégias?
24. E5: hmhm. Eu, por mim, assim, eu tô aberta a aprender outras estratégias porque me ajudou bastante, sabe? Não só em inglês assim, não só aprendendo outra língua, mas assim em relação a outras...
25. R: Você transferiu pra outras coisas também...
26. E5: ... disciplinas. Mas principalmente nas... nas em algumas disciplinas da faculdade, assim sabe. Que eu tava usando assim algumas estratégias porque eu tava cheia de provas e tal. Daí você tem que usar bem o seu tempo, e tem muita coisa pra ver... então é legal você saber assim utilizar melhor.
27. R: Ah que bom que bom.
28. E5: Eu gostaria de aprender assim.
29. R: O que você acha, sua opinião. Hmm, como você acha que as estratégias deveriam ser ensinadas? Vou te dar três opções. Você acha que deveria ter um livro falando sobre estratégias que você poderia ter acesso? Ou você acha que deveria ser dado um treinamento intensivo, como eu dei pra vocês, mas como num semestre por exemplo com todas as estratégias? Ou, ainda, você acha que a estratégia... e, o ensino de estratégia deveria ser incluído no currículo de inglês [the researcher provides detailed information about the last one]. Como você acha que seria melhor: o livro, o treinamento intensivo, ou a inserção das estratégias no programa?
30. E5: Eu acredito que, hmm... eu não sei se eu já falei pra você, mas a inserção da estratégia no programa. Porque pode ser também às vezes tem uma pessoa que não sejam muito interessadas né... mas são toques, assim, que ajudam qualquer pessoa né... são dicas, assim, muito boas então.. acho que é útil assim. E não é cansativo também aprender assim. Eu não achei assim tanto... apesar de nossos encontros ser meio longos assim nos sábados, mas eu achei que não é cansativo, assim, e durante a aula fica menos ainda...
31. R: Fica dissolvido na aula... fica melhor.

32. E5: É, fica melhor ainda. E daí a pessoa não precisa dispor de mais um tempo fora da aula. Eu acho que é bem útil e bem mais prático, assim, na aula assim.
33. R: Legal. Só isso.
34. E5: Eu acho que é bem válido pro nível 1, porque às vezes a gente não sabe como estudar. E isso ajuda sabe? A gente fica meio perdido, assim. E depois nos outros níveis eu acho que você vai se acostumando com a língua assim...
35. R: Vai desenvolvendo as suas próprias estratégias...
36. E5: Vai... é isso mesmo. E no nível 1 você tá meio perdido assim. Eu acho que é bem válido.

E6

1. R: Que que você fez para se preparar para a prova oral?
2. E6: Ah... eu dei uma revisado no, no, no, ah! Pra prova oral?
3. R: É, pra prova oral... [he says in the middle “não pra escrita”] não pra prova escrita.
4. E6: Tá, a gente pegou... viu o que precisava, né? As perguntas, que precisava. É, É, o que que a gente fez mais? Ah, a gente foi vendo as palavrinhas que a gente não se lembrava e foi perguntando pra professora, né? Aí foi bolando as frases, né, o diálogo, né? O que que tinha de ser perguntado, como é que perguntava.
5. R: Você usou alguma estratégia, alguma coisa assim?
6. E6: Ah eu usei muito a estratégia de pedir ajuda mesmo, né... pra ela né, pra pra companheira ali, pra professora também algumas palavrinhas...
7. R: De cooperação então...
8. E6: Isso. De cooperação.
9. R: Ah tá, como você avalia sua atuação na prova oral, como você acha que você foi?
10. E6: É... [making faces, researcher laughs] sei lá, eu fui mais ou menos até... porque... não digo que eu fui bem... porque... é difícil, eu ainda não tava bem assim... hmm, calmo, né, durante a...
11. R: a prova...
12. E6: É, durante a prova. Mas, assim, consegui até... fazer uma prova legal.
13. R: Então você não usou a estratégia de relaxamento [he laughs], você não usou...
14. E6: Usa eu usei, mas não adiantou muito...
15. R: Usou? Usou mesmo? Usou?
16. E6: Usei... usei um pouco assim, né...
17. R: O que que você fez?
18. E6: Ah, antes de ir [he breaths deeply]
19. R: Uma respirada só, né? [laughs]
20. E6: É...[laughs]
21. R: Ah! Isso não é, tem de ser mais de uma. [laughs] Então você acha que você teria sido... é... você acha que se você não tivesse recebido essa instrução em estratégias como você teria ido? Teria sido diferente?
22. E6: É... eu acho que sim. Eu acho que teria sido diferente...
23. R: Em que sentido teria sido diferente?
24. E6: No sentido de eu me preparar melhor pra prova, porque antes eu ia fazer a prova no seco assim, né... é... aí chegava na hora, hmhmhm gaguejava assim, não sabia o que perguntar, né...
25. R: Você chegou a estudar em casa para a prova oral?
26. E6: Pra prova oral não, eu estudei... é... se bem que eu estudei pra tudo né? Eu dei uma olhada geral assim nas perguntas, né... nos verbos...
27. R: Tá... de um modo geral, você acha que o ensino em estratégias lhe ajudou a aprender e a usar a língua. Não mais só agora na prova oral, mas em geral. Ter recebido instrução em estratégias lhe ajudou?
28. E6: hmhm, ajudou, ajudou bastante.
29. R: Como?
30. E6: É... como? É... deixa eu pensar como. [both laugh] Eu sei que ajudou, mas... deixa eu ver como... ah, me ajudou... sei lá... hmm, ver a maneira como eu estudava, eu melhorar a maneira como eu estudava, né, usar outras estratégias para aprender mais fácil, né? É... que mais? Me motivar mais a estudar um pouco mais.
31. R: A motivar... ela... sabendo sobre estratégias... é interessante, lhe motivou a estudar?
32. E6: Me motivou a estudar mais... aí até é, hoje vou fazer uma estratégia, não sei o que, é... entendeu?

33. R: É uma coisa diferente disso de motivação. Nunca tinha ligado estratégia com motivação. Nunca. OK, minha última pergunta. Tendo tido acesso então a esse treinamento que a gente fez de estratégias em que eu ensinei pra vocês estratégia por estratégia, como usar, quando usar, explicando... é, por exemplo, pedir ajuda é a última estratégia que você vai usar, né?
34. E6: E eu usei... [laughs]
35. R: Mas você pediu ajuda pra professora?
36. E6: Sim... [laughs]
37. R: Pediu? [doubting it]
38. E6: Sim... [laughs]
39. R: Ah é? Eu não lembro de ter visto assim.
40. E6: É, uma hora eu chamei a professora e outra hora eu pedi de lá mesmo, assim...
41. R: Não... mas você estava pedindo a cooperação da professora, de repente...
42. E6: É... é cooperação.
43. R: Você estava buscando clarification que a gente chama que é explicação.
44. E6: Sei... aqui no caso seria durante a prova.
45. R: Você vai usar aquilo depois. Ajuda seria: [miming] Como que se diz mesmo? Isso.
46. E6: Ah tá...
47. R: Tá? Isso é ajuda.
48. E6: Não, não cheguei a pedir.
49. R: Isso não chegou a pedir... aí tá vendo... não tinha ficado claro pra você né? [both laugh] Então tendo recebido toda essa instrução, toda, tudo isso que a gente, as explicações, as práticas nas estratégias... você, você a... tendo recebido tudo isso, você acha que isso que a gente viveu, isso que você aprendeu deveria ser parte do currículo de uma aula de inglês? Por exemplo, elas ensinam gramática, vocabulário, hmmm, expressões da língua, você acha que também, da mesma forma, na sala de aula, deveria ensinar estratégia. É claro, não dar o curso tudo de uma vez, mas, no dia a dia, por exemplo, nós temos atividades de agrupamento no livro, falar “ó, isso aqui é agrupamento, isso ajuda, a gente vê as palavrinhas ali”, associar, fazer associações. Você acha que seria interessante ter mesmo como assunto em sala de aula?
50. E6: hmhm, eu acho que seria muito interessante porque isso daí ajuda bastante né? É, por exemplo, eu vejo assim os meus colegas, assim, que não tiveram essas aulas de de estratégias, é assim, que eu estou aprendendo algumas coisas que, pô, tava difícil aquele negócio pra aprender, pensava assim né, e coisas que eu aprendi mais fácil usando estratégias né. É, eu acho que isso daí ajudaria bastante até a melhorar as notas do colégio.
51. R: Não só nas aulas de inglês aqui então... você acha que poderia...
52. E6: Também como uma matéria assim, de... assim, incluindo todas as matérias.
53. R: Então, não criar uma matéria, estratégias de aprendizagem, mas inserir estratégias de aprendizagem em todas as disciplinas.
54. E6: Isso, em todas as matérias. Tipo, aí cada professor... ah isso aqui você pode fazer dessa forma.
55. R: Não só estratégias de aprendizagem pra língua, mas também para matemática e para outras coisas.
56. E6: É.
57. R: Tá bom, tá jóia. Obrigada, E6.

Part B

C1

1. R: Você estudou pra prova oral?
2. C1: Não.
3. R: Não estudou pra prova oral?
4. C1: Não.
5. R: E como você fez pra se preparar pra prova oral agora? Quando ela te deu o papelzinho...

6. C1: Ah... a gente formulou as perguntas e eu tentei memorizar, né... a pronúncia e como [inaudible]
7. R: E como?
8. C1: E como... me expressar, né... montar um diálogo...
9. R: E como você fez para tentar memorizar?
10. C1: Repeti várias vezes.
11. R: Repetiu várias vezes...
12. C1: Hmhm.
13. R: Ah... e como você acha que você se saiu na prova?
14. C1: Mal.
15. R: Mal? [both laugh] Por que mal?
16. C1: ah... porque eu não tive tanto tempo, assim, pra estudar, sabe?
17. R: Hmhm.
18. C1: E eu queria ter tido, assim, mais tempo, para ter me dedicado mais, assim, sabe?
19. R: Hmhm. Então você acha que não teve tempo pra isso?
20. C1: É...
21. R: Hmm, deixa eu explicar uma coisa pra você [then the researcher explains about the research design, defines LLS, and provides her with examples]. Você gostaria de ter acesso às estratégias?
22. C1: Hmhm.
23. R: Hmhm? Gostaria? Gostaria?
24. C1: Hmhm.
25. R: OK, como você gostaria de ter acesso às estratégias? Você acha que pra você seria mais interessante se elas viessem em um livro que você pudesse acessar? OU que elas viessem em forma de um curso que você pudesse fazer, só em estratégias, tá? OU, então, que, dentro do programa do curso de inglês, elas já fossem inseridas [gives details on the last option]. Como você acha que é melhor? Qual das 3 opções? [silent] pra você...
26. C1: Eu acho assim, ó, que a do livro seria uma ótima opção, porque não me custaria tempo de deslocamento, porque como o meu tempo é curto, cada tempo é cronometrado, né? E que a professora já usasse durante a aula, as estratégias.
27. R: Então ela não ensinaria... na aula.
28. C1: Ela... ela já utilizaria na aula...
29. R: Mas ela não ensinaria a estratégia na aula?
30. C1: Ensinaria... e a gente já... já utilizaria no mesmo momento.
31. R: ah! Então você... você acha que... o livro é interessante, mas a professora teria de ensinar também na sala de aula?
32. C1: É... um dos ... os dois seriam bem interessantes, sabe?
33. R: De repente os dois poderiam ser conjugados?
34. C1: Conjugados... exatamente.
35. R: ah, tá... tá... entendi. É só isso.
36. C1: Ah! É só isso?
37. R: É só, só.
- ...
38. C1: é... e também assim, eu tenho bastante dificuldade, por exemplo, pra ouvir e entender...
39. R: Hmhm...
40. C1: Sabe? Aí, eu não se é porque eu tô fazendo errado, porque, por exemplo assim, ó, eu até entendo, por exemplo, tá falando uma frase, a tá, entendi isso. Aquilo que eu não entendi, eu paro, fico pensando, e esqueço de ouvir o que tá...
41. R: O resto.
42. C1: O resto.
43. R: Tudo depende da sua atenção, daí. Aí a estratégia de atenção seletiva vai lhe ajudar.
44. C1: E também, tenho tipo, tenho dificuldades, assim, é, de realmente falar, não tem? De pronunciar, por exemplo, eu tô ouvindo uma música, né [inaudible]. Depois eu vejo como é que ela escreve, assim, mas é isso, se pronuncia assim?
45. R: Ah! É bem diferente. Tem uma estratégia também pra isso. Tem várias coisas. Seria, ajudaria bastante.
46. C1: Porque, num texto assim, ó, eu pego... e sei mais ou menos a idéia, mais ou menos, sabe? Mas aí não consigo falar nem escutar, né?

47. R: Então o problema é mais falar e... e entender?
 48. C1: É...
 49. R: É a parte oral.
 50. C1: É.

[they continue talking about other things]

C2

1. R: Primeiro, o que que você fez pra estudar pra sua prova oral?
 2. C2: Prova oral, bom, é... eu não estudei nada especificamente pra prova. Eu estudei pra enfrentar a prova escrita, e, daí... [inaudible] específico pra prova oral, não...
 3. R: Você não estudou...
 4. C2: Não.
 5. R: E o que você fez pra se preparar pra prova oral quando foi chamado?
 6. C2: Prova oral? Então, já fui com medo porque nunca fiz prova oral...
 7. R: hmhm...
 8. C2: de Inglês, né... nunca tive inglês, tal... então ela sentiu minha dificuldade...espero que eu não seja reprovado.
 9. R: Ok. OK.
 10. C2: Porque ela teve que me ajudar bastante, assim.
 11. R: A falar e tal...
 12. C2: É... eu tenho mais facilidade em... em... em ler. Tudo o que ela me perguntou, se eu... se eu... se estivesse lendo...
 13. R: Você entenderia...
 14. C2: Com certeza, assim, eu não teria nenhuma dificuldade pra responder, pra formular minha resposta, mesmo em inglês, né... mas ela perguntando, assim, não foi legal... assim, tive bastante dificuldade.
 15. R: Você já ouviu falar em estratégias de aprendizagem?
 16. C2: Não...
 17. R: [the researcher explains about LLS and their use, and provide him with examples]. Você gostaria de ter acesso a essas estratégias?
 18. C2: Sim.
 19. R: Sim? Você acha que seria interessante pra você.
 20. C2: É, eu achei... nunca fiz. Tentar.
 21. R: Poderia tentar. É... como você gostaria de ter acesso a essas informações. Ó, vou te dar três opções. Através de um livro que você lesse, através de um treinamento em que haveria um instrutor ensinando todas as estratégias e como usá-las e quando usá-las. Ou dentro da sala de aula, na aula de inglês normalmente [provides him with more details about the last option]. Como você acha que seria melhor?
 22. C2: Eu acho que essa terceira opção, na sala de aula...
 23. R: Na sala, já junto com o conteúdo já vai usando.
 24. C2: Já... já... eu acho.
 25. R: Tá bom.
 26. C2: Porque facilita... facilita... pela, pelo tempo né... já está em sala de aula... aproveita e já...
 27. R: já usa.
 28. C2: É você não tem, tipo assim, de procurar uma outra pessoa pra ajudar, mais um tempo, mais um dia, mais um horário, essas coisas né...
 29. R: OK. Tá, era isso só. Obrigada.
 30. C2: Obrigada.

C3

1. R: O que que você fez pra se preparar pra sua prova oral?
 2. C3: Nada... porque eu não sabia que ia ter.
 3. R: E quando você soube que ia ter, o que que aconteceu?
 4. C3: Ah... eu fiquei bem nervosa, não conseguia falar nem meu nome [both laugh]
 5. R: Okay, você não conseguia falar nem o seu nome... ficou [inaudible]
 6. C3: É... ela pediu pra eu falar sobre eu... e eu só falei que eu era estudante, não falei nem meu nome, mas...
 7. R: hmhm. OK. Então você ficou nervosa.

8. C3: Fiquei, fiquei.
9. R: Tá... não fez nada pra se acalmar, ficou nervosa ficou, e pronto não deu tempo de nada.
10. C3: Fiquei... não, não deu tempo de me acalmar também.
11. R: E como você avalia a sua atuação na prova oral daí? Você acha que mesmo nervosa você foi bem, você, o que que você acha?
12. C3: Ah... eu achei meu desempenho... quase que insignificante. Não consegui falar quase nada.
13. R: hmhm
14. C3: Acho até que... por mais que eu saiba que o meu desempenho durante todo o curso não foi *tão* bom assim, eu acho que mesmo assim eu teria me saído um pouco menos pior. Assim, eu poderia ter falado coisas que eu sei...
15. R: Se?
16. C3: Se houvesse... né, que tivesse preparada psicologicamente pra isso. [both laugh]
17. R: Então você precisava, na verdade, de um preparo psicológico.
18. C3: Saber que eu ia ter que falar.
19. R: assim é complicado, né? Deixa eu falar uma coisa pra você... [then the researcher explains about the definition of LS, and provides examples]. Então você gostaria de ter acesso a essas estratégias? Essa é uma, tem muitas, tem mais de 40 estratégias. Você gostaria de ter acesso a estratégias?
20. C3: Muito, muito mesmo.
21. R: Hmhm. E como você acha que... você gostaria que esse acesso fosse? Você gostaria que existisse uma apostila com as estratégias ou, então, que existisse um curso: como usar estratégias, apresentando as estratégias e você fosse lá e fizesse o curso, ou, ainda, são três opções, tá? Primeira, numa apostila; segunda, num curso intensivo de estratégias; e uma terceira seria, na sala de aula, a professora, conforme ela vai ensinando a gramática, a língua, o vocabulário, ela também ensinaria estratégias. Por exemplo, listening, “oh pessoal, pra gente fazer esse listening tem uma estratégia x que pode ajudar... pra vocês entenderem o que está sendo dito”, aí já explica e ensina a estratégia e já usa a estratégia na hora, no momento. Qual dos três você acha que seria mais interessante?
22. C3: Ah, eu acredito que assim, a professora mesmo já repassando em sala de aula te ajudaria um monte, porque... claro que escrito, uma apostila ajudaria, mas não é a mesma coisa. Eu acho que o professor ele falando na mesma hora que tá te passando o conteúdo de uma gramática como que você pode memorizar aquilo, ah, seria muito melhor, você conseguiria muito mais compreender, memorizar... né? Eu lembro o dia que eu vi um exemplo teu, que você falou do “had” e do “head” que o “had” é mais nojento, né cabeça [memória], aí ó... então isso é uma coisa que fica na tua cabeça, você consegue memorizar legal, quando é... bem passado alguma coisa pra ti assim.
23. R: Estrategicamente passado.
24. C3: Com estratégias.
25. R: hmhm, beleza.
26. C3: É só isso?
27. R: É só isso.
28. C3: Nossa! Até que não doeu muito. [both laughs]

C4

C4 did not take the final test and thus was not interviewed.

C5

1. R: O que que você fez pra se preparar pra prova oral?
2. C5: Eu estudei em casa.
3. R: Você estudou em casa. Como?
4. C5: Eu estudei, eu peguei o livro, as unidades todas, fiz uma revisão, tentei lembrar alguns pontos que eu tinha feito. Eu não pude treinar parte do listening porque eu não tenho o CD nem fita. Mas eu pude estudar da maneira que eu tinha [inaudible – background noise] e revisto as lições anteriores.

5. R: É... como que você acha que você se saiu na prova oral, como você acha que foi pra você, seu desempenho?
6. C5: Ah! Eu acho que foi bom, mas precisava ser melhor. Se eu tivesse... estudado mais tempo. Poder ter muitas coisas, também né, não deu pra estudar muito. Deu pra estudar, mas eu precisava estudar mais.
7. R: Você acha que se você tivesse estudado mais talvez iria melhor.
8. C5: Isso, também. Também eu tô com um pouquinho de ansiedade da viagem. Isso também me bloqueou. Eu viajo hoje, amanhã de manhã, pra minha cidade Macapá, bem longe. Eu tô ansiosa né, então isso dificultou um pouquinho, deu um pouquinho de preguiça mental. [both laughs]
9. R: OK. Você já ouviu falar sobre estratégias de aprendizagem, né? Deixa eu só passar pra você mais ou menos o que é.. o que são estratégias de aprendizagem. [the researcher defines it and give examples] Então, você gostaria de ter acesso a essas estratégias de aprendizagem?
10. C5: Gostaria.
11. R: Você gostaria. E de que modo? Você acha que deveria ter um treinamento, uma disciplina, estratégia de aprendizagem, onde todas as estratégias seriam ensinadas. OU você acha que, de repente, isso poderia ser incorporado à sala de aula. Por exemplo, você tem aula de língua inglesa aqui, toda terça e toda quinta, e durante os momentos em que as professora fosse dando aula, ela poderia... é... ensinar uma estratégia por aula, ou então diante de tal atividade ela falar “gente, para vocês fazerem esse listening, vocês podem usar a estratégia de atenção seletiva”, explicar a estratégia e vocês praticarem a estratégia em sala de aula e usar isso durante o curso. O que você acha? Deveria ter um curso separado ou poderia ser... é... fazer... ensinado assim como a gramática é ensinada, o vocabulário é ensinado, a estratégia assim em conjunto.
12. C5: Eu acho que deveria ser associado mesmo ao curso de inglês, extra-curriculares, todos os cursos de inglês. Porque eu preciso fazer tradução e às vezes eu esqueço de vocabulário. Preciso de vocabulário. Então eu acho que também isso é um ponto positivo pra... o vocabulário, pra você fixar o vocabulário.

C6

1. R: Primeiro, eu queria de saber o que você fez pra se preparar para a prova oral.
2. C6: Prova oral?
3. R: É.
4. C6: Eu... eu... peguei o livro, né? Revisei os textos que tinha diálogo, assim, né? E... procurei assim algumas frases assim no final do livro, o que dizia, as expressões, assim, pra falar. E revisei algumas... é... unidades de gramática pra ver direito como que perguntava algumas coisas...
5. R: Então você basicamente leu? Leu e...
6. C6: É.
7. R: e... deu... deu... você praticou de alguma forma ou você só leu? Você repetiu? O que você fez?
8. C6: É, primeiro eu... também escrevi algumas coisas, né? Hmm tentei ver a pronúncia ver se eu lembrava...
9. R: Ah! Você tentou ver se você conseguia pronunciar as palavras?
10. C6: hmhm
11. R: ah! Tá bom. E como você acha que você foi na prova oral?
12. C6: Acho que fui bem, mas, poderia ter ido melhor, né... porque teve algumas coisas que eu esqueci de colocar, tipo na pergunta eu esqueci de colocar are there, algumas coisas assim no meio, é... preposições, não sei... pra é...“in”. Aquelas coisas... pra encaixar. Eu nunca consigo colocar direito isso.
13. R: O que você acha que você poderia ter feito para não esquecer isso? Você sabe?
14. C6: hmm. Ai, não sei direito... é porque sempre vejo e nunca na hora de colocar nunca... nunca sai... nunca sei o que colocar.
15. R: OK, OK. Deixa eu explicar uma coisa pra você [the researcher explains the definition of LLS and provides her with examples]. Você gostaria de ter acesso às estratégias?
16. C6: Ah, sim.
17. R: Sim?

18. C6: hmhm.
19. R: Vou te dar três opções. Como você gostaria de ter acesso às estratégias? Através de um livro, em que tivesse todas as estratégias e que você pudesse ler sobre elas. 2. Através de um curso intensivo em estratégias, que você pudesse fazer, um curso extracurricular, tipo semestral, em que você visse todas as estratégias e como usá-las. Ou, ainda, dentro do curso de inglês, no programa fixo do curso, da mesma forma que você aprende vocabulário, da mesma forma que você aprende gramática. Por exemplo, essa dica do, essa estratégia do cartãozinho, a professora lhe passar quando estivesse ensinando vocabulário, aí você já usaria e assim por diante. O que ... qual das opções.
20. C6: Eu acho que... conforme ela... tipo assim, na aula assim seria bom mesmo.
21. R: Dentro do programa, então.
22. C6: Porque daí eu já ia aproveitar o tempo pra daí junto lendo tentando adquirir mais assim conhecimento, estr... pra conseguir gravar melhor as coisas... entender. Seria melhor eu acho.
23. R: Tá, e você se sentiria melhor fazendo dentro do curso mesmo...
24. C6: Ah, sim. Porque aí tipo é... quando tem que formar alguma frase, alguma coisa, já vou tá mais ou menos sabendo melhor, me desenvolvendo melhor, durante o curso.
25. R: Então tá. É isso.

C7

1. R: É... você estudou pra prova oral?
2. C7: Não.
3. R: Pra prova oral você não estudou.
4. C7: Não.
5. R: Nem um pouquinho, então...
6. C7: Nem um pouquinho.
7. R: hmm, é... como você se sentiu quando a T1 te chamou pra fazer a prova oral? O que que você fez? Você se levantou, foi, beleza...
8. C7: Não, tranquilo...
9. R: Tranquilo, não ficou nervoso, nada.
10. C7: Não, não... o único problema é que tu não consegue falar, né... mas nervoso não.
11. R: OK, OK. Então, como você avalia seu desempenho na, na sua prova oral? Como você acha que você foi? Foi bem? Mais ou menos?
12. C7: Não, eu acho que eu não fui bem não. Eu não sei porque... eu não sei como foram os outros... eu não sei se eu tô mal porque eu tô no nível um... ou se eu tô mal porque eu sou mal mesmo... [laughs]
13. R: Ah tá... então você acha que você poderia ter ido melhor.
14. C7: Sem dúvida, poderia...
15. R: é... referente a estratégias ... [the researcher defines LLS, and provides him with examples]. Você gostaria de ter acesso às estratégias?
16. C7: Gostaria.
17. R: Tá... como você acha que esse acesso deveria ser oferecido? Através de um livro, através de um curso, como um curso extracurricular, que você fizesse, se matriculasse e fosse, ou você acha que essas estratégias deveriam ser ensinadas dentro da sala de aula [the researcher provides more information about the last]?
18. C7: Eu acho que o ideal seria... ensinar dentro da sala de aula, junto. Mas o problema é que nem todo mundo vai ter uma estratégia pra memorizar uma determinada coisa.
19. R: Certo, mas a professora vai apresentar várias estratégias, e você vai escolher o que você deve usar. Vocês vão praticar, vocês praticariam tudo junto.
20. C7: Eu acho que seria ideal.
- ...
21. R: Pode falar.
22. C7: Eu pego lá um livro e começo a ler, não tem? Aí leio umas três quatro vezes e eu decoro. Eu não sei, eu não sei se o meu desempenho se desse sobre estratégias podia ser melhor que esse, não tem, que eu acho um método meio maçante assim, que tenho de ficar lendo 100 páginas duas, três vezes até decorar...
23. R: [the researcher speaks about the strategies for memorizing].

C8

1. R: O que é que você fez pra estudar pra prova oral? [C8 remains silent] Você estudou?
2. C8: Não... [laughs]
3. R: Não?
4. C8: Não.
5. R: Não estudou... não estudou pra prova oral. É... como você fez, então, pra se preparar pra atividade da prova oral? Ela deu os papezinhos, o que você fez pra se preparar?
6. C8: Eu começava a pensar... escrevi... a frase tava em português, né... no textinho dela. A gente começava a pensar, daí um perguntava pro outro o que o outro lembrava. Fazia um... uma mistura assim... tipo assim, tinha fa... frases que eu tinha feito, cada um fez uma fala que a gente tava em três cada um fez uma fala. Então, o outro via e daí “ó, isso aqui tá errado, isso aqui é assim” e outro já...
7. R: Então vocês trabalharam em grupo ali, cooperativamente.
8. C8: Em grupo. [inaudible] Tinha feito uma frase errada assim “ah! Não é assim. É assim!” e aí eu fui fazendo, fui fazendo... de modo que ficasse correto no máximo que a gente conseguiu.
9. R: Tá, e vocês ensaiaram?
10. C8: Ensaíamos no mínimo duas vezes cada um.
11. R: Certo, hmhm, OK. Como você acha que você se saiu na apresentação oral?
12. C8: Eu acho que, como a professora falou, assim, dá pra dar uns 8.0, 8.5, foi mais ou menos isso. Porque, tinha 20 falas eu errei três. Errei não completamente, errei... tipo nos advérbio... que é... o que mais pega no inglês é isso, né... é o uso correto dos tempos verbais.
13. R: Então você acha que sua performance foi boa?
14. C8: Acho que sim, acho que foi boa.
15. R: Hmhm [then the researcher explains about the research, defines LLS and provides him with examples]. Você gostaria de ter acesso a elas [estratégias]?
16. C8: Sim...
17. R: Tá... você pode ter acesso de várias formas. Vou te dar três formas. Me diz qual que você preferiria. A primeira: se você tivesse acesso através de um livro que você pudesse consultar. Ou através de um curso extracurricular semestral, de repente, que você fosse lá e estudasse só estratégias. Terceiro: dentro do... se fosse integrado, as estratégias, dentro do programa do curso de inglês. Como assim? [the researcher provides details on the last option]. Qual que você acha que seria melhor?
18. C8: A primeira.
19. R: A primeira? Através de um livro?
20. C8: É... livro, ou se não se tivesse na internet era bom também...olhar de vez em quando... precisava e já olhava.
21. R: hmhm
22. C8: No mínimo onde eu pudesse consultar.
23. R: Tá jóia. É só isso então. Obrigada.

C9

1. R: É... que que você fez pra estudar pra prova oral?
2. C9: Ah eu não estudei...
3. R: Ah, você não estudou...
4. C9: Não, é porque eu perdi meu livro. Eu deixei aqui. Eu não perguntei pra ela até... o livro, o ... não... o book mesmo... o livro não de exercícios, o livro..
5. R: o livro texto.
6. C9: o texto... e não deu, eu acabei nem estudando.
7. R: Não estudou então.
8. C9: Nada.
9. R: E na hora que ela te deu o papelzinho, que que você fez pra se preparar? Pra prova, pra atividade?
10. C9: pras questões... ah... eu tentei lembrar do que eu estudei, do que eu sabia, assim. Eu e a E4 junto assim. Tipo, uma dizia uma palavra pra ajudar a outra... a gente tentava ler e reler e falar, vê se tava certo assim...
11. R: hmhm... e como você acha que se saiu na prova?
12. C9: Oral agora?
13. R: hmhm.

14. C9: Meio mal assim... porque a gente ficou nervosa... e também porque eu não tinha estudado e a E4 a gente não tinha... tinha frases que a gente não tinha certeza se tava certa assim.
15. R: hmhm
16. C9: a última mesma a gente fez sem saber, assim.
17. R: não se sentiram seguras...
18. C9: hmhm.
19. R: Tá. [the researcher explains about the research objectives, LLS definition and provide her with use examples]. Então, eu quero saber se você teria interesse em ter acesso a essas estratégias.
20. C9: hmhm. Teria.
21. R: Teria?
22. C9: Teria.
23. R: E como você acha que seria melhor você ter acesso às estratégias? Vou te dar três opções. Primeira opção: através de um livro que você pudesse ler? Através de um treinamento intensivo de estratégias [the researcher provides her with a brief explanation on this]. Ou se as estratégias fossem inseridas no currículo do programa do curso de inglês [the researcher provides her with a brief explanation on this]? Como você acha que seria melhor então?
24. C9: A terceira... de... na aula a professora dar as estratégias.
25. R: Dar as estratégias...
26. C9: É... quando a gente vai aprendendo mesmo... pra gente já treinar.
27. R: Tá bom... é só isso.

C10

1. R: O que que você fez pra se preparar pra prova oral?
2. C10: Eu estudei...
3. R: Como?
4. C10: Eu fechava o livro e imaginava eu conversando o diálogo com alguém, né... aí eu fechava, fazia o diálogo e eu mesma respondia o próprio diálogo. É um monólogo diálogo, né? [both laugh]
5. R: Você praticou consigo mesma, então...
6. C10: Sim, é... foi isso. Dava branco na hora porque tem perguntas que não conseguia fazer, tinha que olhar né? A resposta eu sabia, eu não sabia a pergunta, como formular a pergunta, né? Sabia a resposta, mas não sabia a pergunta, né... então eu tinha de olhar pra ver a pergunta... foi a mais difícil ali na hora foi isso, foi a pergunta.
7. R: Ah, tá, fazer pergunta pra você foi mais difícil.
8. C10: Isso, foi mais complicado.
9. R: Tá, então, como foi que você acha que você saiu no test, no test oral?
10. C10: Mais ou menos por causa dessas perguntas, eu esqueci de colocar um monte de palavrinhas nas pergunta, né... is there eu não coloquei, "goodbye" e a do "crime" ali... [this part is complicated to understand what she says because of her pronunciation] os mais simples eu não colocava ali... perguntava direto. É isso que complicou ali...
11. R: Eu não sei se você já ouviu falar, essa minha pesquisa é sobre estratégias de aprendizagem [the researcher explains the meaning of LLS and provides her with examples]. Você gostaria de ter acesso, há várias estratégias, há mais de quarenta estratégias...
12. C10: Eu gostaria, imagina, gostaria.
13. R: Você gostaria de ter acesso a elas...
14. C10: gostaria, hmhm.
15. R: E como você gostaria de ter acesso a essas estratégias? Vou te dar três opções: você gostaria de ter um livro disponível para que você pudesse pesquisar, olhar, ler, e tentar entender; ou você gostaria que fosse oferecido um curso, um treinamento intensivo em estratégias, em que seriam explicadas estratégias e como usá-las; ou, ainda, você gostaria que as estratégias fossem, hmm, incorporadas ao programa de ensino de língua inglesa, no curso mesmo [the researcher continues explaining it]. Qual você acha que seria melhor?
16. C10: esse último aí. No curso mesmo...

17. R: No curso mesmo...
18. C10: No curso mesmo... é mais fácil. Você já tá mesmo, né... então se ela já fala alguma coisa... cê já... no curso eu acho mais fácil. Porque [inaudible] você vai falar que não tem tempo de ver, de ler, no curso você é obrigada, ela já te fala, fazem isso, coloca o papelzinho, e você já tá indo no curso, eu acho bem mais fácil, o do curso.
19. R: Tá bom, é só isso, C10.
20. C10: É só isso?
21. R: É só isso. [both laughs]

Part C

T1

1. R: The first question concerns the development, the improvement of your students in the language. Maybe, I don't know, maybe you should go, hmm, student by student, talk about them... is that okay with you?
2. T1: Yeah.
3. R: [then they talk about S11, who was not considered, at last, in the result]
4. T1: C1, in my opinion, she is... she is not very good, and, hmm, she didn't improve ... her English very much, I think.
5. R: Did she decrease, or not?
6. T1: No.
7. R: She kept the same...
8. T1: Yes... stable... stabelized [laughs] and hmm, yeah, I can not see any improvement.
9. R: Any improvement. Alright.
10. T1: C5.
11. R: C5.
12. T1: I think she improved.
13. R: OK.
14. T1: Hmm, her... hmm written exam was good, I think. Hmhm. The oral, she had some problems, but... I think... I think she has a different personality [laughs] she is a different person; so, she is different from the others... we have already commented on the...
15. R: Concerning her speaking, do you think she has improved her speaking?
16. T1: Ah... a little bit. Hmhm.
17. R: How would you...
18. T1: I think...
19. R: How... if you had to measure... I know it is difficult...
20. T1: Hmhm...
21. R: How would you measure that? How much percent? Like... one percent, ten percent, twenty percent, from a scale from 0 to 10?
22. T1: [silent] I don't know. Twenty percent.
23. R: Twenty, twenty percent?
24. T1: Yes.
25. R: OK.
26. T1: It was only [laughs]
27. R: It was just a little.
28. T1: Yeah, yeah.
29. R: OK.OK.
30. ...
31. R: What about E6?
32. T1: E6? Hmm... I think... hmm... he improved... I don't remember his oral exam... but I think he worked with C5... I don't know where I took notes from their...
33. R & T1: Oral exam...
34. T1: But, hmm, at the beginning I think he had more problems than he has nowadays...
35. R: Now...

36. T1: I don't know if it's... just an impression, but he had a good grade, and his oral exam was very good. He... hmm... sometimes he corrected C5 during the... the oral exam...
37. R: Oh, Ok. He was able to correct her.
38. T1: Yeah... I think he was more relaxed, more comfortable...
39. R: with English?
40. T1: Yes, hmhm. More self-confident.
41. ...
42. R: Do you think in class he has improved his... hmm, has increased his...
43. T1: The kind of doubts he has nowadays, I think in the beginning he had more.. hmm... sillier doubts. But still he has some problems...
44. R: hmhm... okay, but has improved.
45. T1: I think so.
46. R: Thank you. C9.
47. T1: C9... she is still not very good. And... hmm, but at the beginning I think she was worse... she improved, of course, everybody... some... she is also quiet, and she still has some doubts during the classes.
48. R: hmhm
49. T1: hmhm.
50. R: OK. Just, hmhm, the improvement of... E6's improvement, how would you rate it? From 0 to 100? How much do you think he has improved?
51. T1: Fifty.
52. R: Fifty percent. OK. And C9?
53. T1: Twenty percent.
54. R: Twenty percent.
55. T1: hmhm, like this.
56. R: Concerning her speaking.
57. T1: She doesn't speak.
58. R: She doesn't speak...
59. T1: Hmhm... the oral exam was not very good.
60. R: So, do you think that she, she hasn't improved a lot in her speaking. Would you say that?
61. T1: Speaking and writing, I think.
62. R: Speaking and writing.
63. T1: Hmhm, everything.
64. R: hmhm. Okay.
65. T1: I think she didn't come to the review. I am not sure... but I think she didn't come. She missed class, last class.
66. R: hmhm... her participation in class, did it improve during the semester?
67. T1: She parti... I think she called me when she had some doubts... so, which I think it's good.
68. R: Ok.
69. T1: But she is still not very good, but she improved. [laughs]
70. R: A little.
71. T1: It's complicated.
72. R: It is, it is. I think in a way everyone improves a little. How much, that's the, the...
73. T1: C4
74. R: Ah C4!
75. T1: She was not here. I think she has many problems...
76. R: hmhm... ok, comparing her performance in the beginning and her performance now...
77. T1: I would say 20 percent... but I can not tell because she didn't come. That's it.
78. R: What about C10?
79. T1: I think she improved...
80. R: In what, T1? In her pronunciation, her speaking...
81. T1: Yes, pronunciation. Speaking also. She was... she is very interested...
82. R: In learning.
83. T1: yes... and she has some... hmm, experience with English in her workplace... and, hmm, but still, I think she has a different background from the other students. She is a housekeeper. And, hmm, I think she finished only... I don't know if she finished

- high school. But she doesn't study here, at the University, so it's different from... the background is different. So, but I think she improved. She connects the things that happen... in the... in her workplace with the ... things that happen here in the class.
84. R: And that's nice for her.
85. T1: hmhm, but she has some problems, I think due to her poor background, let's say in this way, poor in general, I'm not talking about money.
86. R: Okay, I understand that. And, how would you rate it, the improvement that she had?
87. T1: I think 40 or 50%. She is still very weak, but I think she improved.
88. R: hmhm.
89. T1: Although, today the test wasn't that good, but...
90. R: But in class...
91. T1: Hmhm, yes, comparing to the... her performance in the beginning it's...
92. R: It's better now.
93. T1: Hmhm. C6... that's an interesting ... because I thought she is *very* [laughs] quiet. She is very, I don't know if she is shy or... she doesn't speak very loud... hmhm... I thought in the beginning that she was okay, but then, at the end I realized she wasn't that good. And... I was wrong. And... hmhm, she has some problems also... some speaking problems, I think, more than... hmhm, problems to write or to read. Because she did...
94. R: OK in the written part. And how was the oral part?
95. T1: Hmm... That's it. I... it was a misunderstanding [laughs] in this sense... because I thought she was good...
96. R: And she was not.
97. T1: And she was not, hmhm. I realized like two weeks ago. I don't remember if it was because you asked me to pay attention to the names... and, hmhm, I thought she didn't speak during the class because she was shy, but I think...
98. R: It is more than that.
99. T1: Hmhm...
100. R: Because she has difficulties in speaking.
101. T1: But it was interesting.
102. R: You have no way of measuring if she has improved...
103. ...
104. T1: E4...
105. R: hmhm
106. T1: I think she is ... she is.. hmhm, she is very interested in English and in learning... and I think she improved a bit...
107. R: In what she improved? In the writing, in the listening?
108. T1: In everything...
109. R: In everything a little.
110. T1: and... hmhm, there are some... problems
111. R: problems...
112. T1: of course, but I think she is more confident also. And I would say like 30 or 40 %.
113. R: So, she is more selfconfident.
114. T1: hmhm... I think so.
115. R: What about C8, the guy.
116. T1: yeah... he thinks he knows more than he actually does. [both laugh] And... hmhm, and that's it, that's the problem... and the... but I, I've never told him that... [laughs] his hmhm, he wants to say different things.
117. R: And that makes it much more difficult.
118. T1: hmhm.
119. R: Do you think that he has improved, in many ways... like, hmhm, his behavior towards English, his listening, I think he had some problems with listening, or his speaking... could you try to measure separately. Do you think he had improvement in those areas, or not?
120. T1: Ah, like 20%.
121. R: Just a little.
122. T1: Perhaps because of his attitude. And he was always late. I don't know why... because look like he...

123. R: I don't want to put words in your mouth... but do you think he was not ... like...very... responsible...
124. T1: Hmhm, hmhm, hmhm, yes, that's it.
125. R: So, he is too self confident. Would you say that?
126. T1: Yeah, too, too self confident, of course. Hmhm... and the, it is not the... [laughs]
127. R: So, he improved like 20% his behavior, in the listening, in the things that he does in class.
128. T1: Yeah... hmm, I think, because, he *had* to improve something. But I... in the beginning he was... I don't know, but like 20% I hope so [laughs]. But I'm not sure.
129. R: At least. And here?
130. T1: E5. She also improved a lot. She is more confident. Much more. I think after you have... hmm, the treatment... here, she started asking more questions, different kind of questions...
131. R: Not silly questions.
132. T1: Yeah [laughs]. And, né... she wants to say more things, different from the others, let's say in this way. I think she improved. Let me take a look here [handling the notes from the oral test]. OK, the oral presentation was very good. But, all... she was... she wasn't bad when she entered here, when she started. So...
133. R: How would you rate her improvement?
134. T1: Hmm, like 40, 50%.
135. R: 40, 50...
136. T1: 40, not 50 I think. Because she was very good at the beginning... I don't know. I have this impression, perhaps I'm... I don't remember.
137. R: hmhm, no, it's okay... [the researcher talks about the reasons which E5 was chosen as a participant].She was more mature, maybe.
138. T1: Yes.
139. R: And more self... more confident.
140. T1: Yes, I think so.
141. R: So, these three students [E4, E5, E6] were in the... experimental group. And the others [C1, C4, C5, C8, C9, and C10] were in the ... control group in this class. So, comparing them, let's ... hmm, from what you have told me... hmm... would you say that they were more... hmm... more confident?
142. T1: Yes, hmhm... but also it depends on the student. Porque C10 is also more conscious.
143. R: She sounded more confident.
144. T1: hmhm, C4 no.
145. R: [then the researcher organizes the participants names into two different columns].
146. T1: Yeah... but here... also... you have some of the weakest students... it is not the same here. I wouldn't say they are the weakest. I don't know. Perhaps, E4 and E6 in the beginning.
147. R: Hmhm. Because in the beginning...
148. T1: I don't remember.
149. R: In the beginning they were, they had problems. Some of them here, C8, C6, they were not bad...
150. T1: Yeah, if you put everybody together I think they [E4, E5, and E6] improved more, these ones here. Comparing to C9, C5, C1...
151. R: hmhm
152. T1: hmhm...
153. R: Ok. Hmm, do you think... hmm, ok. They E5, E4, and E6 they felt more motivated in class?
154. T1: I think so. Specially E5 and E6.
155. R: Specially E5 and E6. What about the others here, did you see any difference in their motivation?
156. T1: No, no.
157. R: No. Ok. Do you know why I am asking that? Because, they reported feeling more motivated. And it is something new about LLS, never heard about that. Anything else you would like to comment?
158. T1: No, E4, I think, in the beginning she was also motivated. But these two ones, of course. The other ones, no. C10 was also motivated in the beginning also. But the others, they are the same.

159. R: They didn't change. [T1 shares her beliefs about language teaching] OK. Thank you. There are two more questions.
160. T1: Yes, of course.
161. R: One question is, first, have you heard about learning strategies?
162. T1: Yes, but
163. R: You don't have them very clear...
164. T1: É, I had, for example, reading strategies, because I teach instrumental, but the other ones no. I think it would be nice to...
165. R: [the researcher defines it]
166. T1: OK, the meaning I know. I don't know the strategies.
167. R: OK, fine, all right. Maybe... do you think that it is important to the students to receive explicit teaching of the strategies?
168. T1: I think some.. hmm... some... hints...
169. R: hints?
170. T1: during the class is better.
171. R: Yes, during the class.
172. T1: hmhm. Yes, something... no, now you would... now pay attention... perhaps, né.
173. R: OK, you maybe if you use the strategy for listening, like selective attention,
174. T1: hmhm, yes.
175. R: it is part of the listening, pay attention to this, and it would help?
176. T1: hmhm. I think so. But not that explicit I think it's... but like, hmm, during the classes...some... hmm, some... at some moments, if you mention something, I think it would help them.
177. R: Hmhm. Do you think it it's... do you do that already? Do you give the hints , those hints?
178. T1: I don't think so. I don't remember to do that.
179. R: No, all right. Would you be willing to do that?
180. T1: I think so... hmhm. It depends. [laughs]
181. R: It depends on what?
182. T1: It depends on [inaudible] more than everything. But I think so, I would be willing to try.
183. R: Would you be willing to... hmm... to take a preparatory course on strategies in order to be able to give this hints to your students?
184. T1: It depends on [she gestures meaning money].
185. R: Paid right?
186. T1: Yeah!
187. R: You need motivation to do that.
188. T1: Time consuming. And I have to finish my doctoral, I have many things to do, I can't stop working...
189. R: OK, and if you get paid got taking this instruction in order to teach your students, you would.
190. T1: Yeah, it doesn't happen here, but... I if I had more time, I would like. I would like.
191. R: OK, that's all.

T2

1. R: Ah... I know it is difficult to measure... but, how much do you think they have improved?
2. T2: One by one?
3. R: Yeah, one by one. So, let us see. E1, do you think she has improved since the beginning of the semester, the course?
4. T2: hmm, I would say slightly.
5. R: Slightly.
6. T2: Yes, she has made improvement, definitely. But she she has this problem, attitude problem, when she has to answer the questions, if she ...hmm... in the oral test, E1's oral test, she, she couldn't say anything. When I asked her "tell me about yourself, tell me about you", she couldn't say anything. Then, I kind of induced her... like a said "oh, I am 40 years old, how about you?" you know. So, she was able then to answer the questions. But just because I kind of induced her.
7. R: Maybe because she doesn't know how to start, what to say...

8. T2: She seems to be in another world. É... all the time... she doesn't seem to be present in what she is doing. And I told her actually, at the end, I said to her, "you have to trust yourself, that you know things". I think she knows, but she doesn't trust herself. That's her major problem, I guess. É... not only her problem, but many of them. C2 is the same, hmm, OS... doesn't, but she doesn't know really, she, she, she has, é... she has failed, too. OS, she had low grades in both tests yesterday. Anyway, but, E1 is what matters here. So, I would say she has improved slightly, and she has this kind of attitude problem with herself, she doesn't trust. And so, I guess studying more, dedicating more time, and changing this attitude, I guess, she, she will be okay.
9. R: All right. If ...é... you had to rate... hmm, her improvement, from a scale... hmm, from 0 to 100, how would you rate that?
10. T2: 20%
11. R: 20%?
12. T2: Yes, I guess. 20%.
13. R: hmhm. OK.
14. T2: It's intuitive. More or less... I mean... I am not basing myself...
15. R: OK, about speaking. OK, about speaking, let's say about speaking.
16. T2: I think 20%.
17. R: Hmhm, grammar.
18. T2: She didn't do well in this test, here, as you can see... she left many incomplete... she didn't answer some of the activities... the exercises, whatever... So, hmm, but, on the other hand... you know, her writing here... she has some moments... that she seems to have had this major improvements... at certain moments... she may have had more... than 20%. But, generally, I mean if I were to rate, you know, speaking in a big picture, I would say 20%.
19. R: What about her, hmm, her... participation in class?
20. T2: That seems to have increased more. Hmm, but again not much.
21. R: Not much. How much? How would you rate that?
22. T2: Not much... in moments... in some moments I'd say she improved like, hmm, 50%, you know, she has changed from water to wine. But the, majority of the moments, she is like I would say 30, 30%, something like that.
23. R: I have something to tell you about her later. What about C3?
24. T2: C3, hmm, at the end of the semester now... she seemed to be very stressed, because she had many things, she has told me. And, hmm, I think that has hmm, I mean, the reason why she has not improved.
25. R: So, you think she hasn't improved.
26. T2: No, actually, she, she had 9 in midterm test and now she had 6, you know.
27. R: There was a de... a decrease now.
28. T2: Exactly, there is a decrease here. So, hmm, but I guess it's not because, hmm, she was unable. I think the circumstances have been great respon... have had the great responsibility for this, you know, to happen. So, I would say she has decreased, you know, in this case.
29. R: All right. What about C2?
30. T2: C2 is terribly shy. Very, very shy... when I asked him the first question, like, "how are you", when he came for the oral test, he sat in front of me and he was saying like this "how are you, how are you, how are you, how are you" for himself, you know, trying to think what he was going to answer, I never... I never had this kind of situation, you know, and so, I waited calmly, you know, and he came with the answer, I mean very shy, I could see his body language, too, you know, sitting and moving, you know, for ins... like going inside, you know. So, he is terribly shy, it's difficult to say if he has improved or not, because he doesn't give you signs of it, you know. He had a good grade, he had 7 [final written test], right?
31. R: hmhm.
32. T2: And he doesn't participate much in class. Hmm...
33. R: So, hmm, the parti... his participation hasn't, so, hmm, increased?
34. T2: No...
35. R: It is the same since the beginning ...
36. T2: The same... I have to... I have to ask him to participate. He, he, he, he...
37. R: He doesn't volunteer.
38. T2: He doesn't volunteer. Hmm he is not the one of the volunteers.

39. R: Hmm, in C3's oral test, just coming back to C3. What, what happened to C3 in her oral test? What did you feel?
40. T2: I felt she, she couldn't answer many of the questions, just the basic ones. And then she started telling me that, hmm, she was very nervous, she had to go, she was stressed, she was pushed for time, and hmm, so, I mean, she didn't get 6 in his... her oral test, you know, she didn't get to the minimum grade. Hmm, I guess she, she got like 5, or something, you know, it was not very good... unfortunately. And, C2, also, I would say, he got like 4 in his oral test. And I was generous, I can say, because he could get less, you know, he couldn't speak. At the end of the oral test he told me, you know, in Portuguese, that he is... hmm, he can read, he can write, he needs to see the question written to be able to understand them and then answer.
41. R: Because he can't match the, the sounds with the... the letters.
42. T2: Yeah, he doesn't, he, he needs to read to know what we are talking about.
43. R: hmhm.
44. T2: But again, I think, and he is very very shy. You know, very very shy.
45. R: Okay, he have... he has to overcome his shyness.
46. T2: Definitely. Yeah, because this shyness definitely causes him a lot of problems in your... English.
47. R: What about C7?
48. T2: C7, hmm, C7 has... I mean, has, he has been more or less the same from the beginning to now. Sometimes he, he participates, you know, some days, other days he doesn't participate at all, as in the beginning.
49. R: As in the beginning. So he hasn't changed.
50. T2: He continues the same. And he likes, hmm, to play with the words, with the questions. Hmm, he has this kind of, hmm, how can I say, personality, you can call that ... straight. He is a bit... hmm...
51. R: He studies law, you know.
52. T2: Alright. Yeah, so, he plays a lot with people, and things people say, yeah... but, hmm, I can't remember his grade for the midterm, do you remember?
53. R: No, I don't.
54. T2: You don't remember... and ... I am not sure... I haven't got here... I didn't bring my grade list. But... hmm, hum... let me think. I can't remember his grade, for the midterm, so, it's hard to say... but I, again...
55. R: But, about his, his participation in class, what do you think?
56. T2: I think he has improved. É... has improved, hmm, hmm, I'm not sure, I'm not sure if it is because he got more used to us, you know, to his colleagues, and us, and classes, and so, he kind of, hmm, felt more comfortable, right, for some reason. I don't know what reason. He has improved his participation, definitely.
57. R: Okay, but does he volunteer himself or things like that? More than the be... in the beginning?
58. T2: More than in the beginning. I would say not that much more.
59. R: But you think it happened because he felt more comfortable with the group.
60. T2: That's what I...I... you know, because...
61. R: You suspect.
62. T2: I suspect that's the reason, you know. Hmm, I'm not sure what kind of work you did with him, you know...
63. R: I didn't.
64. T2: You didn't work with him...
65. R: No.
66. T2: So, I think. It seems, because usually students at the beginning of the semester, they, they are very shy, they are even shier than they usually are... and then after the the 5th, 6th, 7, 8, 10th class, they start, you know, feeling more comfortable. Hmm, and, but, C2, that didn't happen with C2, the whole semester. You see? Because he is definitely shy. I guess with C7 was different... hmm.
67. R: How would you rate, hmm, okay, so, he just felt more comfortable and participated more.
68. T2: Yes.
69. R: What about his performance? Would you say that in his performance he improved or not? Or you can't say that?

70. T2: I think, because this is level 1, when they come at the first class they don't know... much, I mean, some have, a, hmm, sabe, this basic English, you know? I, I, I know he has learned, he has learned. Hmm, his performance as a student has improved, and definitely knows more than he knew in the beginning.
71. R: Sure.
72. T2: Learning took place, definitely.
73. R: But, his capacity of learning... because y...y...y...you can follow. You can, maybe you can see the difficulties to understand, to process the information. Do you think this changed or not?
74. T2: He... hmmm, when he, he made some mistakes when he tried to give me examples. I don't know if you remember. I remember that he wasn't very happy all the time. Hmm, I would say yes, I just don't know how to rate it.
75. R: How much
76. T2: Yeah, that's difficult to...
77. R: Like you rated it here, like C3 I think or E1, 20%.
78. T2: 20% E1, C3 decreased.
79. R: And C2, all...
80. T2: More or less the same.
81. R: The same... what about C7?
82. T2: I would give again 20 to 30%, like E1 as well. It hasn't been, hmm, big, you know, there isn't.
83. R: It was not significant.
84. T2: I think, yes. I think [E3's last name], E3 had a significant, hmm, change, you know, because he had good grades in both tests, he missed many classes, right, and he knew the sub... you know, he knew, hmm...
85. R: How to do the tasks, how to answer the questions.
86. T2: Yes, exactly. I think he has studied by himself, I guess, because... or he knew the questions [laughs] one or another...
87. R: So, you think... he has improved.
88. T2: Definitely.
89. R: How would you rate that?
90. T2: I would say... I would go higher than the others, like... hmm, 35, 40%, maybe this... this 10% more makes a difference, doesn't it? Because it gets near to the 50. So, I would say 35 to 40%. I don't want to over, over judge, you know.
91. R: OK, I see, I see. OK. Hmhm.
92. T2: This [inaudible] percent is no problem.
93. R: So, his oral test was okay, he could answer...
94. T2: Very, very, very well... I was...
95. R: Surprised.
96. T2: I was surprised. I really was. He did surprise me yesterday. He really did. He spoke calmly, and he answered all my questions correctly, you know. Very very happy with that.
97. R: OK, thank you.
98. T2: [OS's name] is not one of the students that you are... [than she makes comments about that student]
99. R: OK, going back to our E3. So, you would rate like 35...
100. T2: 35 to 40%. Hmhm, also, hmhm, but he has missed many classes, I mean, you must ... think about that.
101. R: Take it into consideration.
102. T2: Into consideration, yes.
103. R: Ok. Oh, this is...
104. T2: both, the midterm and the final [referring to the tests]
105. R: Oh, ah! Yeah! OK, alright.
106. T2: It's because he did midterm now, you know.
107. R: Yeah!
108. T2: Then he had the two grades together. I think he didn't do the listening for the... he got 8, without the listening.
109. R: oh, so...
110. T2: He hasn't done the listening for the...
111. R: So...

112. T2: Because we couldn't ...
113. R: Maybe... if he had done the listening... he would ...
114. T2: He would, would...
115. R: Get a better grade...
116. T2: he would get a better, a higher grade.
117. R: Alright. What about E2?
118. T2: E2, hmm, did you know his friend died? And he was late and everything because of his friend, best friend of his have died...
119. R: No... I didn't know...
120. T2: Has died.
121. R: He didn't tell me.
122. T2: Hmm, when I asked him "How are you?" during the oral test, in the beginning, he said "I'm not well", then I asked "why?" and then he said, in English, "my friend died". And then I said "I'm really sorry", you know, talked to him, bla bla bla, and then began the oral test. He did very well in the oral test. There were some moments that he had to stop for... few seconds and then continue to, to kind of... hmm, how would I say...
123. R: Organize himself...
124. T2: Yes, and to retrieve certain words, yeah, that he was thinking in Portuguese, and wanted to get the English, hmm, word for... so he had two or three times he had to stop to think, but apart from that he is fluently and he told me what happened to him, in English, you know. So, I took that into consideration and gave him 10 for his oral test.
125. R: Wow.
126. T2: Because... he was... it was real. We had a real test. He was able to tell me what was going on, you know, it was a conversation, better than a test. I, I mean, in my opinion, it was much better the part that he was telling me what was happening rather than when I was asking him "tell me about yourself", bla, bla, bla... you know... this... and they weren't able to hold a conversation in the beginning of the semester, you know, so...
127. R: His speaking has improved, you would say...
128. T2: Very much, very much.
129. R: How much?
130. T2: Uf, 50%, 60%, I mean... you know...
131. R: A lot.
132. T2: A lot.
133. R: Alright.
134. T2: A lot.
135. R: What about the other... his participation in class?
136. T2: He has participated more hmm towards the second half of the semester. I missed classes... I don't know in your classes [the researcher taught the classes T2 was absent].
137. R: He participated much.
138. T2: Yeah. So, but, hmm, I also noticed he was involved with his learning, very much involved. Dedicated. You know, I noticed that because, hmm, he did everything he had to do, and he was asking me, hmm, "I need to hand in this writing", and... so, he was really on top of his... hmm, hmm duties, you know for English classes...
139. R: How would you rate his participation?
140. T2: I am very very happy! Wow! It improved, I'd say, even almost 100%, 80% really, a lot.
141. R: His participation... it was very clear, right?
142. T2: Very clear, he went from water to wine, I would say again, you know. It is a shame that that has not happened with the... E1. Because she has the potential, I think. She just needs to get this attitude thing, you know, right. Like, she comes here, she walks into the class and she has to tell herself, "I am here to learn English and stop thinking", whatever she is thinking, you know. She told me that she, she has been practicing at home... did she tell you?
143. R: Hmhm.
144. T2: With her mother and everything... and I wonder how... I would like to know... I would like to know what they talk, Leo.

145. R: OK. So, hmhm, what about E2's listening.
146. T2: He didn't get the fourth question...
147. R: Right.
148. T2: Right.
149. R: But in class?
150. T2: But, although, hmhm, however, actually, he arrived late. He arrived just when I was beginning to do the listening. So, he was settling down, and everything, we were waiting for him. So, there was pressure over him. And... I think he tried his best and missed this one here. Actually, when he, he, he handed this to me at the end of the class, he, he looked and looked and "Look here, there isn't [inaudible] it is wrong, I think it is wrong". He knew already that he had made a mistake.
151. R: But he was not sure.
152. T2: He was not sure. But he was worried about. He, he was on top of that as well, so.
153. R: Do you think his listening has improved?
154. T2: I think so... actually, everybody, apart from E1. Actually, E1, let me see what did she... how did she... she did get them right now... because I only played twice. And didn't play twice, just one after... I played once...
155. R: The whole thing.
156. T2: And the whole thing. So, they didn't have time... you know, they had to hear again only once... you know, and that was it. So, all of them went very well in the listening.
157. R: OK.
158. ...
159. R: Taking into consideration motivation, would said that E1, E2, and E3 seemed more motivated?
160. T2: They did, all of them...
161. R: Than the others, than C3, C2, and C7.
162. T2: Hmm, I would say C2 and C3, only seemed to have problems... only...
163. R: But, what I mean when I say motivated is: they changed the behavior...
164. T2: Yeah, heah, they did. I understand now your question. They have, they have, I mean, they become more motivated than the other, the other...
165. R: hmhm
166. T2: C7 had this kind of, you know, feeling more familiar in the classroom, but that, I think, doesn't come from motivation, comes from the daily contact and things. E2 definitely, E2 definitely has improved a lot. Definitely, E3, as well, you can see that in his [inaudible]. E1, too, but, she she is just still...
167. R: E1, I'll tell you about E1 in a few minutes. Right now, I have another question. Do you know about learning strategies?
168. T2: Yes.
169. R: [the researcher definis LLS]. Do you think that it would be a nice idea to include, teaching strategies in the classroom environment?
170. T2: You mean...
171. R: The learning strategies, to improve them.
172. T2: For the students... not only and our teachers learning
173. R: For the students, not only... but also...
174. T2: I think so, because that will make them more aware of certain techniques, because when we talk about strategies we talk about some techniques. So, if they are aware of that, you know, I think that would, hmm, would facilitate learning...
175. R: Would you be willing to teach strategies in your regular classes?
176. T2: I would. I would. Actually, hmm, when, hmm, my second year that I was teaching here, I started taking some time to go through the, hmm, how do... o indice, how do you say?
177. R: Table of contents.
178. T2: The table of contents, thank you. So, we, actually, went through, no only on the first day, when you tell them what you are going to do during the semester, but at the beginning of every unit, I didn't do that with this level 1. But when I teach the higher levels, because you can talk about, you know... I used to go through with them, you know, we would discuss, like stay inside this subject to develop this grammar, you know, and this... like they were aware the objectives of the book, you know.
179. R: But not with this group.

180. T2: Not with this group. But this is not learning strategy anyways. It is just...
181. R: Awareness.
182. T2: Awareness, yeah, but I guess, I mean, the advantage of, hmm, you know, letting them know this learning strategies and spend time with that is to make them aware, bring it to conscious, isn't it?
183. R: Yes, it is... ok, this is all about the interview.

APPENDIX 19 – CLASSIFICATION OF LLS

This appendix brings the classification of LLS proposed by Oxford (1989), relating each strategy to a specific skill (reading, writing, listening, speaking).

Source: Oxford (1989)

STRATEGIES USEFUL FOR LISTENING

Strategy category	Strategy set	Strategy
Memory	Creating mental linkages	Grouping
Memory	Creating mental linkages	Associating/elaborating
Memory	Creating mental linkages	Placing new words into a context
Memory	Applying images and sounds	Using imagery
Memory	Applying images and sounds	Semantic mapping
Memory	Applying images and sounds	Using keywords
Memory	Applying images and sounds	Representing sounds in memory
Memory	Reviewing well	Structured reviewing
Memory	Employing action	Using physical response or sensation
Memory	Employing action	Using mechanical techniques
Cognitive	Practicing	Repeating
Cognitive	Practicing	Formally practicing with sounds and writing systems
Cognitive	Practicing	Recognizing and using formulas and patterns
Cognitive	Practicing	Practicing naturalistically
Cognitive	Receiving and sending messages	Getting the idea quickly
Cognitive	Receiving and sending messages	Using resources for receiving and sending messages
Cognitive	Analyzing and reasoning	Reasoning deductively
Cognitive	Analyzing and reasoning	Analyzing expressions
Cognitive	Analyzing and reasoning	Analyzing contrastively (across languages)
Cognitive	Analyzing and reasoning	Translating
Cognitive	Analyzing and reasoning	Transferring
Cognitive	Creating structure for input and output	Taking notes
Cognitive	Creating structure for input and output	Summarizing
Cognitive	Creating structure for input and output	Highlighting
Compensation	Guessing intelligently	Using linguistic clues
Compensation	Guessing intelligently	Using other clues

Metacognitive	Centering your learning	Overviewing and linking with already known material
Metacognitive	Centering your learning	Paying attention
Metacognitive	Centering your learning	Delaying speech production to focus on listening
Metacognitive	Arranging and planning your learning	Finding out about language learning
Metacognitive	Arranging and planning your learning	Organizing
Metacognitive	Arranging and planning your learning	Setting goals and objectives
Metacognitive	Arranging and planning your learning	Identifying the purpose of a language task
Metacognitive	Arranging and planning your learning	Seeking practice opportunities
Metacognitive	Evaluating your learning	Self-monitoring
Metacognitive	Evaluating your learning	Self-evaluating
Affective	Lowering your anxiety	Using progressive relaxation, deep breathing, or meditation
Affective	Lowering your anxiety	Using music
Affective	Lowering your anxiety	Using laughter
Affective	Encouraging yourself	Making positive statements
Affective	Encouraging yourself	Taking risks wisely
Affective	Encouraging yourself	Rewarding yourself
Affective	Taking your emotional temperature	Listening to your body
Affective	Taking your emotional Temperature	Using a checklist
Affective	Taking your emotional temperature	Writing a language learning diary
Affective	Taking your emotional temperature	Discussing your feelings with someone else
Social	Asking questions	Asking for clarification and verification
Social	Cooperating with others	Cooperating with peers
Social	Cooperating with others	Cooperating with proficient users of the new language
Social	Empathizing with others	Developing cultural understanding
Social	Empathizing with others	Becoming aware of others' thoughts and feelings

STRATEGIES USEFUL FOR READING

Strategy group	Strategy set	Strategy
Memory	Creating mental linkages	Grouping
Memory	Creating mental linkages	Associating/elaborating
Memory	Creating mental linkages	Placing new words into a context
Memory	Applying images and sounds	Using imagery

Memory	Applying images and sounds	Semantic mapping
Memory	Applying images and sounds	Using keywords
Memory	Applying images and sounds	Representing sounds in memory
Memory	Reviewing well	Structured reviewing
Memory	Employing action	Using physical response or sensation
Memory	Employing action	Using mechanical techniques
Cognitive	Practicing	Repeating
Cognitive	Practicing	Recognizing and using formulas and patterns
Cognitive	Practicing	Practicing naturalistically
Cognitive	Receiving and sending messages	Getting the idea quickly
Cognitive	Receiving and sending messages	Using resources for receiving and sending messages
Cognitive	Analyzing and reasoning	Reasoning deductively
Cognitive	Analyzing and reasoning	Analyzing
Cognitive	Analyzing and reasoning	Analyzing contrastively (across languages)
Cognitive	Analyzing and reasoning	Translating
Cognitive	Analyzing and reasoning	Transferring
Cognitive	Creating structure for input and output	Taking notes
Cognitive	Creating structure for input and output	Summarizing
Cognitive	Creating structure for input and output	Highlighting
Compensation	Guessing intelligently	Using linguistic clues
Metacognitive	Guessing intelligently	Using other clues
Metacognitive	Centering your learning	Overviewing and linking with already known material
Metacognitive	Centering your learning	Paying attention
Metacognitive	Arranging and planning your learning	Finding out about language learning
Metacognitive	Arranging and planning your learning	Organizing
Metacognitive	Arranging and planning your learning	Setting goals and objectives
Metacognitive	Arranging and planning your learning	Identifying the purpose of a language task
Metacognitive	Arranging and planning your learning	Planning for a language task
Metacognitive	Arranging and planning your learning	Seeking practice opportunities
Metacognitive	Evaluating your learning	Self-monitoring
Metacognitive	Evaluating your learning	Self-evaluating

Affective	Lowering your anxiety	Using progressive relaxation, deep breathing, or meditation
Affective	Lowering your anxiety	Using music
Affective	Lowering your anxiety	Using laughter
Affective	Encouraging yourself	Making positive statements
Affective	Encouraging yourself	Taking risks wisely
Affective	Encouraging yourself	Rewarding yourself
Affective	Taking your emotional temperature	Listening to your body
Affective	Taking your emotional temperature	Using a checklist
Affective	Taking your emotional temperature	Writing a language learning diary
Affective	Taking your emotional temperature	Discussing your feelings with someone else
Social	Asking questions	Asking for clarification and verification
Social	Cooperating with others	Cooperating with peers
Social	Cooperating with others	Cooperating with proficient users of the new language
Social	Empathizing with others	Developing cultural understanding
Social	Empathizing with others	Becoming aware of others' thoughts and feelings

STRATEGIES USEFUL FOR SPEAKING

Strategy group	Strategy set	Strategy
Memory	Creating mental linkages	Placing new words into a context
Memory	Applying images and sounds	Representing sounds in memory
Memory	Reviewing well	Structured reviewing
Cognitive	Practicing	Repeating
Cognitive	Practicing	Formally practicing with sounds and writing systems
Cognitive	Practicing	Recognizing and using formulas and patterns
Cognitive	Practicing	Recombining
Cognitive	Practicing	Practicing naturalistically
Cognitive	Receiving and sending messages	Using resources for receiving and sending messages
Cognitive	Analyzing and reasoning	Reasoning deductively
Cognitive	Analyzing and reasoning	Analyzing
Cognitive	Analyzing and reasoning	Translating
Cognitive	Analyzing and reasoning	Transferring
Compensation	Overcoming limitations in speaking and writing	Switching to the mother tongue
Compensation	Overcoming limitations in	Getting help

	speaking and writing	
Compensation	Overcoming limitations in speaking and writing	Using mime and gesture
Compensation	Overcoming limitations in speaking and writing	Avoiding communication partially or totally
Compensation	Overcoming limitations in speaking and writing	Selecting the topic
Compensation	Overcoming limitations in speaking and writing	Adjusting or approximating the message
Compensation	Overcoming limitations in speaking and writing	Coining words
Compensation	Overcoming limitations in speaking and writing	Using circumlocution or synonym
Metacognitive	Centering your learning	Overviewing and linking with already known material
Metacognitive	Centering your learning	Paying attention
Metacognitive	Centering your learning	Delaying speech to focus on listening
Metacognitive	Arranging and planning your learning	Finding out about language learning
Metacognitive	Arranging and planning your learning	Organizing
Metacognitive	Arranging and planning your learning	Setting goals and objectives
Metacognitive	Arranging and planning your learning	Identifying the purpose of a language task
Metacognitive	Arranging and planning your learning	Planning for a language task
Metacognitive	Arranging and planning your learning	Seeking practice opportunities
Metacognitive	Evaluating your learning	Self-monitoring
Metacognitive	Evaluating your learning	Self-evaluating
Affective	Lowering your anxiety	Using progressive relaxation, deep breathing, or meditation
Affective	Lowering your anxiety	Using music
Affective	Lowering your anxiety	Using laughter
Affective	Encouraging yourself	Making positive statements
Affective	Encouraging yourself	Taking risks wisely
Affective	Encouraging yourself	Rewarding yourself
Affective	Taking your emotional temperature	Listening to your body
Affective	Taking your emotional temperature	Using a checklist
Affective	Taking your emotional temperature	Writing a language learning diary
Affective	Taking your emotional temperature	Discussing your feelings with someone else
Social	Asking questions	Asking for correction
Social	Cooperating with others	Cooperating with peers

Social	Cooperating with others	Cooperating with proficient users of the new language
Social	Empathizing with others	Developing cultural understanding
Social	Empathizing with others	Becoming aware of others' thoughts and feelings

STRATEGIES USEFUL FOR WRITING

Strategy group	Strategy set	Strategy
Memory	Creating mental linkages	Placing new words into a context
Memory	Applying images and sounds	Using keywords
Memory	Reviewing well	Structured reviewing
Memory	Employing action	Using mechanical techniques
Cognitive	Practicing	Repeating
Cognitive	Practicing	Formally practicing with sounds and writing systems
Cognitive	Practicing	Recognizing and using formulas and patterns
Cognitive	Practicing	Recombining
Cognitive	Practicing	Practicing naturalistically
Cognitive	Receiving and sending messages	Using resources for receiving and sending messages
Cognitive	Analyzing and reasoning	Reasoning deductively
Cognitive	Analyzing and reasoning	Translating
Cognitive	Analyzing and reasoning	Transferring
Cognitive	Creating structure for input and output	Taking notes
Cognitive	Creating structure for input and output	Summarizing
Cognitive	Creating structure for input and output	Highlighting
Compensation	Overcoming limitations in speaking and writing	Selecting the topic
Compensation	Overcoming limitations in speaking and writing	Adjusting or approximating the message
Compensation	Overcoming limitations in speaking and writing	Coining words
Compensation	Overcoming limitations in speaking and writing	Using circumlocution or synonym
Metacognitive	Centering your learning	Overviewing and linking with already known material
Metacognitive	Centering your learning	Paying attention
Metacognitive	Arranging and planning your learning	Finding out about language learning
Metacognitive	Arranging and planning your learning	Organizing

Metacognitive	Arranging and planning your learning	Setting goals and objectives
Metacognitive	Arranging and planning your learning	Identifying the purpose of a language task
Metacognitive	Arranging and planning your learning	Planning for a language task
Metacognitive	Arranging and planning your learning	Seeking practice opportunities
Metacognitive	Evaluating your learning	Self-monitoring
Metacognitive	Evaluating your learning	Self-evaluating
Affective	Lowering your anxiety	Using progressive relaxation, deep breathing, or meditation
Affective	Lowering your anxiety	Using music
Affective	Lowering your anxiety	Using laughter
Affective	Encouraging yourself	Making positive statements
Affective	Encouraging yourself	Taking risks wisely
Affective	Encouraging yourself	Rewarding yourself
Affective	Taking your emotional temperature	Listening to your body
Affective	Taking your emotional temperature	Using a checklist
Affective	Taking your emotional temperature	Writing a language learning diary
Affective	Taking your emotional temperature	Discussing your feelings with someone else
Social	Asking questions	Asking for correction
Social	Cooperating with others	Cooperating with peers
Social	Cooperating with others	Cooperating with proficient users of the new language
Social	Empathizing with others	Developing cultural understanding
Social	Empathizing with others	Becoming aware of others' thoughts and feelings

APPENDIX 20 – STUDENTS L6, L17, AND L26

This appendix explains the reasons why, although L6, L17, and L26 reported having difficulties with learning, they were not found to have difficulties.

L6 seemed to be reserved and introverted. During the classes observed, he never volunteered. These traits may be related to his personality and style of learning and seem not to hinder his learning. Although he reported having some difficulties in listening, while doing a listening exercise (Richards with Hull and Proctor, 1997, p. 29, exercise 2), he succeeded. In addition, when trying to answer T1's comprehension questions for the preceding exercise, he was successful. Conversely, when asked to practice the conversation, his outcome was just fair. This little discrepancy in outcomes seems to be more linked to the nature of the task and his learning style rather than to his ability or inability to learn. Concerning strategies, it seems he would already make use of some, such as writing down the phonetics of words (in his own way) as to later remember how to pronounce them. All in all, L6 seemed to be a true beginner and have no great difficulties with learning.

Although L17 reported having great difficulties with listening, her performance in class showed the opposite. She was the one who mostly provided the correct answers to listening exercise corrections in class. In addition to her listening ability, she would volunteer, be able to explain the meaning of new vocabulary (at least new for some students in class) or translate T2's directions into Portuguese to the whole class. If episode 1 (Appendix 12) – which illustrates an episode in which she was presenting a conversation prepared with a classmate (E2), covering the four first units of the book – is considered, it may be suggested that L17 had little problems in her performance in English. She paused and hesitated to a degree which followed the class's flow, as the speech lines 2, 4, 6, 8, 10, and 12 show. All in all, this student had great difficulties neither with learning nor with using the L2.

Although L26 reported having difficulties with speaking English, her production in class showed the contrary. She had no great problems in pronouncing words or structuring her utterances (on-line). Concerning the other skills, no difficulty was identified, leading this researcher to the conclusion that she might be a true beginner with a true beginner difficulties (new vocabulary, unknown structures and the like).

APPENDIX 21 – PERFORMANCE OF PARTICIPANTS IN THE CONTROL GROUP IN THE THIRD PHASE OF THE STUDY

This appendix contains data about control participants' behavior in class compared to their behavior in the first phase of the study. Control participants were C1, C2, C3, C4, C5, C6, C7, C8, C9, and C10.

C1

According to C1's answers to the Learner Diary Pages, at this phase of the study, she still had difficulties with accompanying the class flow, that is, she did not have enough knowledge about the language to be part of that group⁵⁵. In addition to that, she stated having difficulties especially with listening to spoken English and understanding what was being uttered (she would miss part of what was said, as well as have difficulties with picking out appropriate auditory stimuli). Table 13 shows that, under two points of view (her own and the researcher's), in the first half of the study, C1 had difficulties with the processing of sounds and words. This sign of LD seemed to remain towards the end of the level. For example, in the first class observed in the second half of the study, C1 said she had difficulties with understanding the spoken English. While she had access to the written version, she could understand the message. However, she was unable to relate the spoken form to the written form. When listening to songs in English, she would have no idea of what they were about. Then, when accessing the lyrics, she would find out that she knew some of the words.

Another trait was identified in this part of the study, C1 was perceived as not paying attention or just as lacking interest in class. While T1 was correcting an exercise, by writing down the answers on the board, C1 would look neither at T1's notes nor to the answers of her own, ignoring the correction.

While doing exercise 3A (Richards with Hull & Proctor, 1997, p. 41), C1 basically copied the answers from C6, an attitude which persisted along the course. In the subsequent activity, students were to practice the previous exercise providing their own answers. I worked with C1 on this exercise. At first, she had not understood what to do. After receiving further explanation from the researcher, they could start the interaction (see Appendix 16, class 1, episode 1, speech lines 1-9). This interaction started very shyly. C1 started speaking in a very low voice (speech lines 8-10). Her lack of vocabulary prevented her from promptly answering questions throughout the activity (see, for example, speech lines 11-13, 16-18, 59-62, and 64-66). The next activity proposed by T1 was the creation of a dialogue. However, C1 showed herself to be more interested in interacting with this researcher socially than in performing the task⁵⁶. This lack of interest in practicing the structures in class may account for the fact that her difficulties with learning English remained up to the end of the course.

Under T1's point of view, collected in the final interview, C1 showed no instances of improvement in her English production along the course (see Appendix 18, part C, T1, speech line 4). C1 reported, in the final interview, that she had difficulties with listening (due to the slow processing of sounds and words, she would lose track of what was being said), and still had difficulties with speaking, mainly with regard to the pronunciation of English words (see Appendix 18, part B, C1, speech lines 38-48). All

⁵⁵ Note, however, that *Inglês 1* is the first level offered to beginners.

⁵⁶ The same happened when, in the third class, she was talking about Master Courses rather than doing the book activity that T1 had assigned.

in all, the data analyzed, together with T1's and C1's points of view suggest that C1's difficulties remained along the course (listening, speaking), and in the second half, a certain lack of interest in learning and inattentiveness to class were detected.

C2

According to C2's answers to the learner diary pages, he had difficulty with listening and understanding spoken English (he missed part of what was said and had a slow processing of sounds and words), as well as with pronouncing most of English words. In the second half of the study, C2 showed he had difficulties putting words in sequence in order to make sentences (organizing learned material). One example of this is when, while trying to answer the question "*Which sports or activities do you like?*", he was unable to articulate the words to provide more details. Even when helped by this researcher, he was unable to repeat all the words in the sequence "*I go jogging twice or three times a week*" (see Appendix 17, class 1, episode 1, speech lines 10-25). Soon after this episode, T2 asked the students to listen to a conversation (Richards with Hull & Proctor, 1997, p. 35) and answer some questions (*Does Paul lift weights? Does the woman often go rollerblading? Is the woman in good shape? What does the woman do in her free time?*). At that moment, when T2 was correcting the answers orally, C2 preferred to copy the answers written on the board. While doing exercise 3B (Richards with Hull & Proctor, 1997, p. 35), first he did not listen; instead, he tried to answer the questions himself and then listened to the CD. This attitude may show that it was still not easy for him to understand the listening contents, which led him to attempt to guess the answers without listening to the CD to later listen to the CD and seek for similarities between his answers and what was in the CD.

As previously suggested in Chapter 4, section 4.2.2, C2 had difficulties with speaking English. This difficulty remained along the second half of the study, and is illustrated by his trouble in perceiving the sounds and performing them (see Appendix 17, class 1, episode 2, speech lines 4, 6, 8, 10, 12, 20, and 23-51; class 3, episode 3, speech line 9), and in structuring his sentences (see Appendix 17, class 1, episode 1). During the second half of the study, he showed himself to be anxious toward speaking English. Even after some practice of the sentence "*I go jogging twice or three times a week*" with the researcher's help (see Appendix 17, class 1, episode 1), C2 was not coordinate to provide the answer that T2 had (Appendix 17, class 1, episode 3). It is important to notice, however, that in other moments he did not make any attempt to participate or provide answers but rather kept silent and took no risks.

According to T2's impressions expressed in the final interview, C2 "seemed to be in another world", that is, he would "switch off" and not pay attention to classroom events (Appendix 18, part C, T2, speech line 8). In addition, she mentioned that his participation had not increased and that his signs of difficulties with speaking remained. This speaking difficulty seemed to be linked to the inability to match spoken English to its written form (speech line 40). C2 himself asserted that this comprehension problem had remained (Appendix 18, part B, C2, speech lines 12-14). All in all, the data analysis show that his difficulties had not been overcome. It is my hypothesis that, had he taken a LLSIP, with the aid of some strategies, such as Working Cooperatively (with the researcher as described at this item), he could have had some of these difficulties partially surpassed.

C3

According to C3's answers to the Learner Diary Pages, it was difficult for her to concentrate during classes, listen to and understand spoken English (either in conversation, listening or any activities which involved spoken English), and pronounce

the English words (slow processing of sounds, words and sentences). C3 used to be quiet during the first half of the study, and this trait remained along the second half of the study. It is interesting to note, however, that when participating in pair or group work tasks, she would try to work cooperatively, asking her peers clarification questions, letting them teach her what she had missed from T2's explanation (see Appendix 17, class 2, episode 2, speech lines 8, 16, 19, 36, 53, 55, 72-129). Note, however, that her outcome is not successful (speech lines 8, 16, 19, 20, 84-91, and 113-116). Her eagerness to try seemed to fluctuate along the second half of the term (her level of work varied from day to day). The reason why it was so is somewhat difficult to assert. However, one possibility is that, being in contact with participants who were part of the experimental group (E1, E2, and E3) motivated her to make an extra effort⁵⁷. When facing the whole class in some moments, however, her willingness to try would decrease (see Appendix 17, class 4, episode 1), which may show her unwillingness to take risks⁵⁸.

As stated previously, C3 seemed to have signs of difficulties with listening, and these signs seem to have remained up to the end of the level. In the second class observed during the second half of the study, the researcher's records of the notes taken show that she would remain quiet during listening exercises, staring at a specific point as if she were looking at nothing, not paying attention to the listening contents. That is, she seemed to 'switch off'. This inattentiveness may be one of the causes of her failure in understanding what the speakers were saying⁵⁹.

According to T2's comments about C3's performance (final interview), C3 had no enhancement in her learning along the term. On the contrary, her rate of learning progress decreased (see Appendix 18, part C, T2, speech lines 24-28). In the final interview, C3 judged her own learning performance during that term as not being "that good" (Appendix 18, part B, C3, speech line 14). All in all, T2's and C3's points of view, in conjunction with the data analyzed, show evidence that C3's signs of difficulties with listening and speaking English remained up to the end of the level. In addition, it was possible to identify a certain lack of attentiveness, fluctuation in her level of work, and unwillingness to try.

C4

According to C4's answers to the Learner Diary Pages, her major difficulties were speaking, understanding what was said by T1, committing some words to memory, and formulating sentences. The signs of these difficulties were identified along the second half of the study. To illustrate, let us consider the following episode. Students were divided into groups of three and were asked to create a story in which they had gone abroad on vacation, and should then present it to the class. When presenting the story, C4 was able to speak without great trouble (only a one-line sentence). On the other hand, C4 kept having the same difficulties regarding the processing of sounds and words. In the fourth class observed during the second half of the study, while practicing a conversation with the researcher, C4 mispronounced many words, which would not be mispronounced by most of the students in that group. Examples of such words or

⁵⁷ Once C3 came to this researcher, informally, to say that she wished she would have had the access to whatever this researcher had taught to E1, because C3 was noticing the changes in E1 and desired to go through the same.

⁵⁸ Note, however, that in the same episode, when addressed again, she read the statement in the book. Although she did not provide the answer, she read the statement without hesitating. Perhaps this happened because this action did not seem to be a risk as she felt confident to read the sentence.

⁵⁹ This lack of attentiveness can be seen in episode 2, class 2 (Appendix 17), speech line 48, in which she says that the teacher had not taught some frequency adverbs when, in fact, the teacher had.

phrases are: *I'm*, *here*, and *there* (see Appendix 16, class 4, episode 2, speech lines 1, 3, 5, 13, and 15). She also showed it was troublesome for her to pronounce specific sounds, such as the one represented by the letter “r” [r/] in the first syllable of the word *grocery* (see speech lines 20-50).

According to T1’s comments, C4’s performance in English had few improvements, and she still had difficulties with learning (Appendix 18, part C, T1, speech lines 74-77). All in all, the interviews, Learner Diary Pages and observation of classes show that the difficulties identified at the beginning of the course remained until the end of level 1, except for a small increase in her reading skills.

C5

C5 seemed to be a slow learner, with a slow processing of sounds, words, sentences (for example, she skipped some words during speech production or reading), and problems with organizing learned material. Although these signs were identified, during the second half of the study, her answers to the Learner Diary Pages showed that C5 saw herself with no difficulties during English classes. If, on the one hand, she reported having no difficulties, on the other hand difficulties were identified during the observation of classes along the second half of the study. An instance of this identification is illustrated by an episode in which students were divided into groups of three and were asked to create a story in which they had gone abroad on vacation, and then present it to the class. When presenting the story, only C5’s peers spoke. This silence, associated with her actions in previous classes, may indicate that she still felt uncomfortable to speak. Another instance of her speaking difficulty is the oral test taken at the end of the semester, in which C5 was helped by her peer in order to go through the test (see Appendix 18, part C, T1, speech line 36).

According to T1’s comments, C5 had few improvements as regards writing and speaking. Should she have improved, this improvement, mainly in speaking, was hidden to an extent which could not be observed in her classroom performance. All in all, the analysis of the data suggested that C5 had little, if any, improvement in her class performance, mainly in speaking.

C6

According to C6’s answers to the Learner Diary Pages, her major difficulties were understanding the conversation exercise transcripts (which were originally listened to without any visual aids), retrieving some vocabulary, pronouncing some words, and formulating sentences in English.

C6 kept being as silent in class as in the beginning of the course. To illustrate, while “interacting” with C10 (refer to Appendix 16, class 2, episode 1), she would remain mostly quiet, and at the times she spoke (speech lines 1-15), she did it in a very low voice. Regarding listening ability, C6 was able to answer only a few of the questions to a listening exercise (Richards with Hull & Proctor, 1997, exercise 6, p. 48), which may signal, to a certain extent, that she would miss part of what was said or misperceive appropriate auditory stimuli.

According to T1’s comments on the final interview, C6 surprised her in the sense that, during the second half of the term, she showed not to be as good as she appeared to be at the beginning of the course, mainly as regards speaking (Appendix 18, part C, T1, speech lines 93-102). C6 herself stated having difficulties to utter sentences (see Appendix 18, part B, C6, lines 12-14). In sum, T1’s and C6’s reports, in conjunction with the data analyzed, show evidence that C6’s difficulties with listening remained (to a certain extent, since she was able to understand some of what was said in

some listening exercises), and that some other difficulties were detected, such as with speaking.

C7

According to C7's answers to the Learner Diary Pages, speaking, formulating sentences in English, retrieving vocabulary, pronouncing some words, writing sentences and texts were his greater difficulties in learning English.

In the third class observed during the second half of the study, before starting class, C7 came to this researcher, who was in charge of that class, to ask about the meaning of two words he had read in a poster advertising a convention (Appendix 17, class 3, episode 1). This initiative of coming to the teacher had never been detected up to that moment. This may be an indication that he started to feel more comfortable with the classroom environment. In the end of the same class, C7 came to this researcher to ask for help, stating that he was not improving and that he needed help to assess whether he was actually enhancing his learning, and what actions he would have to take to improve. Unfortunately, I was tempted to give him some hints on how to study and what strategies to use. Although I tried to avoid that, I could not help providing him with some strategies, such as Organizing. He said that he would try to find more time to study and when the research was finished he would like to have access to the material that had been given to the experimental group. This episode may partially account for C7's attitude in the subsequent classes.

In the fourth class observed during the second half of the study, C7 was more participative in class. He accepted reading a conversation aloud in conjunction with another student⁶⁰ (Appendix 17, class 4, episode 2a), and this reading aloud showed that his pronunciation problems are those of true beginners, such as replacing the /ð/ sound by the /d/ sound. In addition to that, it seems he felt more comfortable in class as to make clarifications questions to T2 (see Appendix 17, class 6, episode 1). T2 herself agreed that C7 was more participative in class; not to a great extent, however (Appendix 18, part C, T2, speech lines 55-61). According to T2, his performance did not change much, but had some improvement (speech lines 48, 69-12), which, as she puts it, may be accounted for his feeling more comfortable with the class environment. All in all, the data analyzed showed that C7 became a little more participative during class in the second half of the term, as well as more confident to perform the reading of dialogues, which showed few mispronounced words just like true beginners would, and that difficulties with writing were identified as C7 reported them (in the Learner Diary Pages).

C8

According to C8's answers to the learner diary pages, picking out appropriate auditory stimuli (from listening exercises, films and song contents), and speaking (well) were his greater difficulties with learning English. To illustrate some signs of LD which remained in the second half of the study, let us consider the following excerpt, collected in the first class observed during the second half of the study.

(T1 was talking to students about the activities they had done over the weekend.)

1. T1: Hmm, C8. What did you do last weekend? Nothing special?
2. C8: I go to the cinema [very low pitch]... I go... I go...
3. T1: You went? Hmhm... You went to the cinema? Hmhm... and was the film good?
4. C8: Yes...

⁶⁰ He did not volunteer, but was invited to read the conversation.

5. T1: hmhm...
6. C8: ma... mas I don't understand... more or less.
7. T1: You didn't understand?
8. C8: Yes.
9. T1: hmhm [writing on the board]. So, you didn't understand the film. Did you see the Matrix? Yes. This film is difficult, né? The plot deals... [T1 goes talking about the movie and asking other students questions).

Note that he was unable to use the appropriate verb tense (speech lines 2 and 6), even though T1 had modeled that many times before addressing him. In the second class, students were divided into groups of three and were asked to create a story where they had gone abroad on vacation, and then present it to the class. When presenting the story, C8 was unable to use the past of the verb used in his sentence, while most students in class could do so. C8 used to have difficulties in listening. In the third class observed during the second half of the study, this difficulty persisted, for he still seemed to have problems in comprehending the listening contents. To mention one example, let us consider the episode when he was doing the listening exercise 11 (Richards with Hull & Proctor, 1997, p. 44), at which he laughed while listening. At first, I had the thought that he was laughing at the contents (*I lost three pounds*), but then I realized that it was not the case, because he seemed not to have understood the listening itself, as he did not answer the questions while listening (did not take notes) and was not able to orally contribute to the correction of the exercise. Besides keeping the same attitude towards listening, he showed a non-favorable attitude towards practicing the grammar learned in class. For grammar focus activity (Richards with Hull & Proctor, p. 9), he would simply copy another student's answers. In another episode, C8 and another student were talking about something else while T1 was explaining a reading exercise. Then, they said they wanted to know how to say "say" and "tell". Then, I explained it and C8 wrote something on a slip of paper and handed it to the other student, who read it. Finally, C8 said: "I'm the best", and moved to the activity (kind of five minutes later). This attitude, together with his unwillingness to practice grammar in class, may be an indication that he had different priorities as a student in that group, distinct from his peers' and his teacher's.

According to T2, because of C8's attitude and his delay in class, he learned little and had not a significant improvement along the course (Appendix 18, part C, T1, speech lines 116, and 122-126), and she underscored that C8 was too confident, that is, he thought he knew more than he actually did. From the data analyzed and T2's report, it is difficult to assert that C8 did not improve; however, if this enhancement in learning took place, it did not seem to be significant. It may be the case that his attitude of being confident in excess probably led him to try to understand, for example, word by word of what was said in listening exercises. As he could not understand them (nobody in his level would), he may probably have caused himself to feel this inability in listening and his frustration towards listening to emerge, which made listening really become a problem in his learning. In addition, his attitude may explain why he would not seek opportunities to practice grammar or the written language in class, probably because he would possibly be unaware of the much of the target language that he really knew, that is, it may be that he thought he already knew what was being practiced. Thus, class contents might have become uninteresting to him – he wanted to know different things and ended up having little improvement. All in all, he did not appear to have significant changes and remained with signs of difficulties with listening.

C9

According to C9's answers to the learner diary pages, she had difficulties in utilizing some specific parts of the language, such as articles and prepositions, formulating sentences (organizing the learned material), and committing some expressions to memory. In the second class observed during the second half of the study, T1 gave a flash test on some verbs⁶¹. C9 seemed lost at this part of class. She started by saying that she did not know what to do – it seems that she was unaware about the existence of the task. She would not even try to understand what was going on, and then she would continue repeating that she did not know. At this point, I interfered, by asking her to 'give it a try', which was useless. Then, I explained to her, step-by-step, what she was expected to do. This episode suggests that C9, by herself, was unwilling to go after the information needed to perform classroom tasks. On the contrary, she needed to be offered some help. The episode which followed the verb flash test reinforces this unwillingness and need of further guidance. After T1 had explained the exercise (Richards with Hull & Proctor, 5A, p. 42), she did not seem to have understood it. Once again, I had to provide her with additional explanation (she had the need of being given information more than once). The same happened with the other activities proposed by T1 during that class. C9 did not seem to focus on T1's explanation enough to understand what she was supposed to do. Consequently, she would not manage to practice the English she should be learning.

According to T1's comments, C9 did not improve significantly along the course with regards to speaking (Appendix 18, part C, T1, speech lines 56-61), writing (speech line 61) and 'everything' (speech line 63). All in all, C10 remained with the same problems, for example, with speaking.

C10

According to C10's answers to the Learner Diary Pages, committing verbs to memory (need of a great many of repetitions), doing listening exercises (misperception of appropriate auditory stimuli, missing part of what was said), translating (understanding English – reading), pronouncing words in English, and retrieving the language already learned (being a quick forgetter) were her greater difficulties. In the first class observed during the second half of the study, T1 pretended she had spent some time abroad and students were supposed to ask her questions. While other students were trying to ask the questions in English, C10 asked one question in Portuguese: "*Quanto tempo você ficou lá?*". This use of Portuguese may indicate her lack of confidence to take risks (she is probably not a risk-taker).

In another episode, T1 had had the students practice the conversation on page 43 (Richards with Hull & Proctor, 1997) three times, and was working on the most difficult words. She was saying the words aloud and asking the students to repeat them. C10 would listen and repeat the words as though she had not listened to the teacher – that is,

⁶¹ She would give the base form of verbs and students were supposed to give the past form of the verbs followed by their translation.

she could not perceive⁶² the sounds produced by the teacher. This may indicate that she kept having difficulties in listening to sounds, realizing them, and actually producing them (*were* pronounced as *where*, and *weather* [/wɛrdɛr/]). This trend is also highlighted when she practiced the same conversation in pairs (see Appendix 16, class 2, episode 3, speech lines 6, 8, 10, and 12), in which she mispronounced words such as *difficult*, *but*, *it*, and *there*.

Regarding her listening ability, C10 was able to answer just a few of the questions to a listening exercise (Richards with Hull & Proctor, 1997, exercise 6, p. 48). When being addressed by T1, C10 was able to answer her question with no problem (see Appendix 16, class 5, episode 1). Taking into consideration that the question had been modeled only once, her output was very positive and different from other ones in previous classes, in which she had difficulties understanding what T1 would mean, signaling a change in her listening performance.

According to T1's comments about C10's development along the course, C10 significantly improved in what concerns her speaking and pronunciation of specific words, however, because of her "poor" background she still seemed to remain with some problems ("*she is weak*" [as a student], Appendix 18, part C, T1, speech line 87), fluctuating in performance, which was better in class if compared to the final test, for example (Appendix 18, part C, T1, speech lines 79-92). All in all, the data analyzed show that C10 kept the same interest and motivation to learn that she showed to have at the beginning of the course. This interest and motivation may probably account for her improvement along the course. This improvement was seen in her performance in class, although it was given in a fluctuating manner, giving away that some of the difficulties still remained (such as pronouncing English words).

In sum, participants in the control group mostly remained with the same difficulties identified during the first half of the study, except for C7 and C10. The former showed improvement in his participation in class and a considerable enhancement in the quality of his pronunciation of English words, but asserted having difficulties with writing. The latter, although still being a "weak student", through her interest and motivation to learn (which was present since the beginning of the course), succeeded in a few improvements in her performance as an English learner. In light of the results obtained with the experimental group, it seems possible to suggest that should the control group have gone through the LLSIP, they could have had considerable changes in their behavior in class, mainly concerning their attitude towards learning English, motivation, interest, and level of attention. These changes could have led them to study more and, thus, learn the L2 more successfully.

⁶² There is a discussion among researchers about the importance of the perception of sounds to their production (Major, 1994a.; Bohn & Flege, 1990). It is disputed that there are cases in which sounds are appropriately produced while the individual reports no perception of how the sound is articulated. The other way round seems also to be true: Individuals perceive the sound and are not able to produce it. In addition, there are those who can neither perceive nor produce the sound and those who perceive and produce the sounds appropriately after a long period of studying the language. It is discussed that, having the perception of the sound, it may be "easier" for the individual to perform the sound (given he has difficulties in the production of that sound). Perceiving it and how it is articulated may assist him in producing the sound.