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IMPLEMENTATION OF READING TASKS IN AN EFL CLASSROOM: A STUDY
OF TEACHER, STUDENTS AND TEXT RELATIONS

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ABSTRACT**IMPLEMENTATION OF READING TASKS IN AN EFL CLASSROOM: A STUDY
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Classroom Research is an important line of study, particularly for representing a way to investigate what actually happens inside the classrooms (Allwright & Bailey, 1991). As regards language teaching studies, this kind of research represents a possibility to establish a link between the theory and the real practice of the teaching/learning process. In this context, the present study was conducted based on an EFL classroom, specially concerned with the development of the reading ability. The research is of a qualitative-ethnographic nature (Watson-Gegeo, 1988), mainly aimed at describing relations among the teacher, the students and the texts during the implementation of reading tasks. In order to attain the study's objective, participants' verbal interactions were analyzed after being tape-recorded during their implementation by the teacher in class. Two main types of reading tasks were identified in the classroom under study: Complementary Tasks (implemented from the course book) and Single Tasks (implemented sporadically, during moments the teacher used to call "break times"). Representative samples of the implemented reading tasks were selected for the analysis, which was divided into two parts: 1) The *interaction signals analysis* to describe the relations between the teacher and the students; 2) The *text mediation analysis* in teacher-students' interactions to describe the relation between participants and texts. Based on the analysis, one main conclusion was that both task management and task type played a significant role in strengthening the relations among the teacher, the students and the text during the implementation of the reading tasks. Moreover, in the case of the implementation of Complementary Tasks, there was a greater concern with strategy practicing, rather than with whole-text comprehension.

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RESUMO

IMPLEMENTAÇÃO DE ATIVIDADES DE LEITURA EM INGLÊS COMO LE: ESTUDO DAS RELAÇÕES ENTRE PROFESSOR, ALUNOS E TEXTO

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A Pesquisa em Sala de Aula prima por representar uma abertura para se investigar o que realmente acontece dentro da sala de aula (Allwright & Bailey, 1991). No que se refere ao ensino de língua, esse tipo de pesquisa representa a possibilidade de estabelecer elos entre a teoria e a real prática do processo ensino/aprendizagem. Nesse contexto, realizou-se um estudo de natureza qualitativo-etnográfica (Watson-Gegeo, 1988) em uma sala de aula de leitura em inglês como LE, objetivando descrever relações entre professor, alunos e textos durante a implementação de atividades de leitura. Foram analisadas interações verbais entre os participantes, gravadas durante a implementação dessas atividades pela professora em sala. Dois tipos principais de atividades foram identificados na sala de aula estudada: Atividades Complementares (implementadas com base no livro didático) e Atividades Individuais (implementadas esporadicamente, em momentos que a professora costumava chamar de “intervalos”). Amostras dessas atividades implementadas foram selecionadas e analisadas em duas etapas: 1) *análise de sinais de interação*, para descrever a relação entre professora e alunos; 2) *análise de mediação de texto* na interação professora-alunos, para descrever a relação entre participantes e textos. Concluiu-se que tanto o *gerenciamento das atividades* pela professora como o *tipo de atividades propostas* tiveram um papel significativo no fortalecimento da relação estabelecida entre professora, alunos e texto na implementação das atividades de leitura. Ainda, no caso das Atividades Complementares, evidenciou-se uma maior preocupação com a prática das estratégias de leitura em detrimento da compreensão do texto como um todo.

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CHAPTER I

INTRODUCTION

1.1 Context of investigation

1.1.1 General context: EFL instruction in Brazil and the role of the reading ability

In the Brazilian context, the reading comprehension ability in a Foreign Language (FL), especially in English, represents a valuable tool for those treading the way of academic life. After accomplishing the school levels “Ensino Fundamental” and “Ensino Médio”¹, students have to take multidisciplinary tests (the ‘Vestibular’² and the ENEM³) before pursuing higher education. As regards subject English as a Foreign Language (EFL), the examinations applied are mainly aimed at testing students’ ability to read. At the university level, undergraduate students sometimes need to read books and articles, as part of the course bibliographical requirements, which in many cases can only be found published in English. Finally, graduate students studying for their Master’s or Doctor’s degrees usually need to take a proficiency test in an FL (English being the most frequent choice) as one prerequisite to obtain the respective title, and it is basically comprised of text comprehension/interpretation type of tasks.

Actually, concerning the teaching of English as a Foreign Language (EFL), Brazilian traditional education has shown greater concern in emphasizing the reading ability. Since the publication of the National Curricular Parameters (PCNs) in 1998, the guideline is that the teaching of a foreign language in regular schools should place an emphasis on the reading comprehension, rather than on all the four abilities (reading,

¹ In the U.S.A., equivalent school levels are Elementary School and High School, respectively.

² Every university entrance examination.

³ ENEM stands for Exame Nacional do Ensino Médio. This exam is to assess the students after they finish Ensino Médio. Such procedure is an alternative way to complement the examinations for university entrance (Brasil, 2004).

writing, speaking and listening). Besides, in public school curricular guidelines, such as the ones from Paraná (Paraná, 1990) and Santa Catarina (Santa Catarina, 1998), the suggestion has also been to concentrate the foreign language teaching in the development of students' reading ability. The PCNs guidelines for FL offer three main justifications for the suggested emphasis on the teaching of reading. The first is related to the classroom conditions of most Brazilian public schools: insufficient time allocated to EFL classes, overloaded classrooms, non-proficient teachers in the FL and didactic material that hardly ever goes beyond chalk, board and textbook. Such a situation turns the regular school task of succeeding in the work with the four abilities of an FL into an extremely hard mission. The second reason refers to the possibility of usage in students' immediate context. According to the National Parameters (PCNs), "in Brazil (...) only a small portion of the entire population has the opportunity to use a foreign language as an instrument of oral communication, either in the country or abroad" (Brasil, 1998, p.20) [My translation]⁴. As for the reading ability, specifically, it is a fundamental requirement in formal education, as previously mentioned. The third and last reason is the primary function of the teaching of reading in an FL for the development of students' ability to read in his/her own mother tongue (L1): "(...) learning to read in a Foreign Language can contribute to the student's performance as a reader in the development of students' literacy as a whole" (Brasil, 1998, p.20) [My translation]⁵.

The proposal in the curricular guidelines (suggesting an emphasis on the teaching of reading in the FL) may represent a fundamental initial step to improve the quality of EFL teaching/learning. However, the ever-lasting concern with having theory work in practice is, by all means, the hardest duty. The emphasis on the teaching of reading in

⁴ "No Brasil (...) somente uma pequena parcela da população tem a oportunidade de usar línguas estrangeiras como instrumento de comunicação oral, dentro ou fora do país".

⁵ "(...) a aprendizagem de leitura em Língua Estrangeira pode ajudar o desenvolvimento integral do letramento do aluno".

EFL indeed seems to be appropriate to the Brazilian context and also more feasible considering the aforementioned conditions of classrooms in most regular schools in the country. In fact, out of the four basic abilities involved in using a foreign language (speaking, listening, reading and writing), the reading ability is likely to be learned faster since it involves recognition, rather than production, and recognition is easier than production since a learner is likely to understand more than he/she can produce in a language. Moreover, as much as it does not require a deep knowledge of the target language, it significantly contributes to the acquisition of such knowledge. Learning to read in a foreign language aids the acquisition of vocabulary, cultural aspects and knowledge about the language in general (Paiva, 1999; Taglieber, 1988). For this reason, the more one practices reading, the better reader one becomes (Taglieber, 1988).

1.1.2 Specific context: Classroom interaction and the teaching and learning of the reading ability

The specific context of investigation is the classroom environment. The classroom is considered a context “with its own communicative potential and its own authentic metacommunicative purpose [which] can be a particular social context for the intensification of the experience of *learning*” (Breen, 1985, cited in Van Lier, 1988, p. xiv). Although Breen’s words refer to an L2 learning environment (where there is exposure to target language outside the classroom), the idea in this study follows Van Lier’s suggestion: “... we need to examine how language development can be promoted also in classrooms in foreign-language settings, where outside exposure to the target language may be minimal” (Van Lier, 1988, p. xv). Furthermore, this study follows an ethnographic perspective to language classroom research (Watson-Gegeo, 1988), which means to study a classroom environment, particularly, one aimed at the

teaching/learning of the reading ability in EFL, in order to *understand* classroom patterns (Green, 1998) rather than to obtain *proofs* or to apply a *theoretical framework*.

1.1.2.1 Objectives and research questions

In this specific context, the general objective of the present study is *to investigate the teaching and learning of the reading ability in an EFL reading classroom environment*. The context chosen was a reading classroom for undergraduate students of Letras, at the Federal University of Santa Catarina (UFSC). During one semester, this researcher observed and tape recorded classes of “Compreensão e Produção Escrita III” (Written Comprehension and Production III). This course is specifically aimed at the teaching and learning of EFL reading and writing abilities, thus, providing significant data for analysis.

The second, more specific objective is to specify how the investigation is going to take place. It is *to understand what types of relations are established among the teacher, the students and the texts during the implementation of reading tasks*. The reading tasks implemented by the teacher in class were classified in this study into two groups: tasks from the course book and other tasks. Among the reading tasks implemented, some representative samples from each group were selected for the analysis. During this selection process, two main research questions were formulated:

1. *What kinds of reading tasks are being implemented in the classroom? (Macro Analysis)*
2. *In what ways do the teacher, the students and the texts interact in the classroom? (Micro Analysis)*

2.a What kinds of relations are established between the teacher and the learners in the implementation of the two types of reading tasks?

2.b What kinds of relations are established between the participants and the text in the implementation of the two types of reading tasks?

1.2 A research gap

Innumerable studies have been carried out on classroom interactions for the most varied purposes, including the investigation of teaching and learning of reading in EFL (Denardi, 2002; Brahim, 2002; Ferreira, 2003). However, none has been found specifically focused on understanding teacher, students and text relations constructed in classroom interactions. By exploiting an unknown path, this researcher expects to shed some light on this issue and somehow contribute to theory and practice of the teaching/learning process of EFL reading.

1.3 Organization of the thesis

The study is organized into six chapters. This introduction seeks to provide an overview of the research as well as to narrow the scope of the issue under investigation, and to set the objectives and research questions of the study. The second chapter brings a review of the literature on new trends in the research on classroom interaction. Also, it points out the different perspectives from which reading classrooms have been investigated by reporting on three recent reading classroom studies, each respectively developed from one of the following perspectives: the cognitive, the sociocultural, and the critical (perspectives). At last, this chapter presents the ethnographic perspective, whose principles revolve the present study. The third chapter explains the methodology used, where the research design is specified. It describes the context of the classroom

environment under study, giving, as well, an outline of the participants involved. Here, the process of data collection and data analysis is also specified. The two subsequent chapters - four and five - consist of a Macro Analysis and a Micro Analysis, respectively. These chapters present the data analysis and answer the research questions. Finally, the sixth chapter brings the final remarks, which include a summary of the findings, the major conclusions, the limitations and the pedagogical implications of the present study.

CHAPTER II

REVIEW OF LITERATURE

2.1 Introduction

This chapter intends to review the literature that served as a reference, as well as to introduce the ground for the development of the present study. It is divided into three subsections which encompass studies on classroom interactions, studies on the reading classroom and the ethnographic perspective to classroom research in this order. Section 2.2 reviews studies whose authors share a view of classroom interactions as being an authentic discourse and discuss the nature of classroom practices as being twofold: natural and pedagogical. This new view represents a more realistic way of studying language classrooms and a significant contribution to bridge the gap between language teaching theory and practice. Section 2.3 describes the different perspectives from which reading classrooms have been studied. It reports on three recent reading classroom studies developed from different perspectives: one from a cognitive perspective, one from a sociocultural perspective and one from a critical perspective. Finally, section 2.4 provides an explanation about the ethnographic perspective, whose principles represent the basis for the present study.

2.2 Classroom interactions: new trends in classroom research

In the past decades, especially during the 1980s, the field of language teaching, including EFL teaching, had taken for granted that classes should be of a purely communicative nature, i.e., that teacher-student or student-student interactions should replicate “genuinely communicative” rather than “pseudo-communicative” or traditional

interactions (Nunan, 1987). However, a closer look at what was happening inside classrooms shed some light on this way of thinking.

Although Nunan (1987) favors the communicative approach, a starting point to a new view was provided as he revealed that relatively few studies were carried out on actual communicative language practices. Seedhouse (1996) elaborated on Nunan's concept of 'genuine communication'. The author was based on the sociolinguistic theory and inserted language classroom interactions within formal or 'institutional types of interactions', thus, also genuine. Following a similar perspective, Cullen (1998) focused on features of teachers' talk. In summary, these authors maintained that authenticity lies basically in serving the classroom's main purpose of promoting learning. A study carried out by Gil (2001) on foreign language teaching proposes a new perspective in understanding what the author calls the "hybrid nature of language classroom discourse" through complementary modes of FL classroom interaction: the natural mode and the pedagogical mode. Gil aimed to build a bridge between the study of interaction and the actual teaching practice.

Nunan's (1987) primary concern in approximating theory and practice in language teaching classroom was found problematic at first: the author reported from a classroom-based study the persistence of non-communicative patterns of interaction. Then, this apparent problem served as a starting point, which has led to a whole new way of thinking, which paid a significant contribution towards theory and practice proximity. Gil's new perspective of the complementary modes represents one such attempt. That way, the pedagogic purposes of language teaching were validated as a component of classroom discourse, as genuine/authentic as any other type of discourse, as long as there is contribution to the students' learning process (Cullen, 1998).

2.3 Reading comprehension and classroom interactions: Research Perspectives on EFL Reading Classrooms

To introduce this topic, I pose a question: In what ways can Classroom Research serve the purposes of the teaching of Reading in a foreign language? Among the innumerable studies conducted on different aspects of the teaching of EFL reading, several were on classroom research. In the forthcoming sections, three studies are summarized, circumscribed by different perspectives which point to possibilities that privilege the classroom investigation in order to better understand the teaching of EFL reading. Perspectives and purposes varied, but the researchers' meeting point, rather than focusing exclusively on inputs to the classroom or outputs from the classroom, was looking at what actually happens in the teaching environment (Allwright & Bailey, 1991).

2.3.1 The Cognitive Perspective

Ferreira's (2003) doctoral thesis is one example where the reading classroom is examined from a cognitive perspective. Although her research does not focus exclusively on the classroom⁶, nonetheless this element seems to be a fundamental piece. In general terms, her thesis consists of three complementary studies, developed mainly to investigate the nature of reading tasks in ESP teaching, as well as the learners' response in terms of motivation and critical thinking. In one of the studies, she observed different ESP classrooms, with three different teachers, seeking for the prevailing type of task: active or passive (Davis, 1995), and analyzing task implementation/management by the teachers in class. A previous assumption in the study considered task type, more than task management, as a possible factor for

⁶ It also includes a bibliographical analysis of course books and sessions involving the implementation of different types of tasks, applied by the researcher herself, followed by a questionnaire for the participants after each session.

enhancing motivation and promoting learning. Mainly during the observation of classes, the author noticed that both active and passive reading tasks (Davies, 1995) were implemented. However, one of the four observed teachers was not successful in motivating her students:

Most of the activities applied by T4 [referring to the fourth teacher observed] were, either passive such as typical multiple-choice exercises, or active handled in a passive way (...) She moved from one text to the other very quickly and barely exploited the comprehension of the content of texts (...) the other three teachers, who, to a different degree, were all more dynamic in their way of teaching and consequently more successful in grasping learners' attention (p. 161-162)

Thus, such perception led the author to one interesting finding (among others): “(...) contrary to the initial premises (that task types might possibly be the main factor responsible for attracting learners' interest and participation in class), the importance of task management seems to level (if not surpass) the role exerted by task types (...)” (p. 204).

In terms of classroom research, the importance of this specific finding lies in the fact that, for a moment, the focus switched from *the input* (the referred task types) to *what happened with this input* (task management), which was verified, in this case, to be more significant for the author's purposes of enhancing motivation and promoting learning.

Although the present study also focuses on reading task completion inside a reading classroom (not ESP, but an undergraduate EFL group), the cognitive concern with motivation for learning makes it differ from Ferreira's (2003) study. Moreover, this research does not specifically/directly look at task management nor at task types. Rather, it is intimately concerned with the outcomes of participants' interactions (constructed meanings and relations discursively established) during the implementation/completion of the reading tasks.

2.3.2 The Sociocultural Perspective

Another perspective in reading classroom research is the sociocultural perspective. One of the major tenets of the Sociocultural Theory, developed by the Soviet psychologist Lev S. Vygotsky, lies in the social nature of the learning process. Mitchell and Myles (1998) provide an overview of sociocultural perspectives on second language learning. These authors report on some examined studies and maintain that “target language interaction cannot be viewed simply as a source of ‘input’ for autonomous and internal learning mechanisms (...). [F]or some researchers, interaction itself constitutes the learning process, which is quintessentially social, rather than individual in nature” (p. 144).

A study carried out by Denardi (2002) consists mainly of an investigation on how strategic reading instruction takes place in two ESP classrooms. The author made use of concepts from Sociocultural Theory, such as scaffolding/proleptic teaching and ZPD (Zone of Proximal Development), applying those to her analysis of the two ESP reading classrooms. One of the main findings, directly related to sociocultural concepts, was that the teachers’ use of discursive devices (such as repetition and questioning) while implementing macro (top-down) and micro (bottom-up) reading strategies facilitates learning and interaction among the classroom participants.

Regarding the learning process, particularly referring to reading in EFL, the sociocultural perspective differs from the cognitive one in terms of individual and social concerns. In Ferreira’s (2003) thesis, aforementioned, the main focus was on the role of active and passive reading tasks in learners’ motivation. As for Denardi (2002), the focus was on how strategic reading instruction took place in the ESP classrooms. Denardi focused directly on the classroom interactions, on the way input (bottom-up/top-down reading strategies) was handled within the two social environments (the

ESP classrooms), whereas Ferreira focused on the direct effects of the type of input – active or passive tasks – on learners (their motivation and critical thinking). Ferreira regards as less important, at least initially, the social means by which this input would be transmitted, that is, the teacher-students' relations. In other words, the fact that teacher management played a significant role in motivating students was an ultimate and unexpected conclusion.

The present study resembles Denardi's in terms of teacher-students' interaction analysis. Her study examined interaction episodes of two successful learning environments and showed that the teachers' use of discourse devices, related to concepts from the sociocultural framework, served as learning facilitators of the referred reading strategies. However, the interaction analysis carried out in this study is not fundamentally based on the sociocultural framework or any predefined framework. In fact, concepts such as *engagement* and *mediation* were developed and described in the analyses process to fit the specific context of the classroom in question. The terms may not be new in the literature, but the context whose description they aid is quite unique, and, thus, there was the eventual need of adapting notions and using the terms also in a somewhat unique sense.

2.3.3 The critical Perspective

The critical perspective to the teaching of EFL reading derives from the Critical Pedagogy (Giroux, 1989; Freire & Macedo, 1994). One of the main premises of this theory is that the role of education should be the one of preparing individuals, especially by raising awareness, to deal with hegemonic ideologies which privilege dominance through alienation. Although it has become a different perspective to research, its foundations lie in the Sociocultural Theory.

The Vygotskian conception of language learning and its social nature constitutes the ground for the critical view. Freire (Freire & Macedo, 1989, p.32), reexamining the literacy crisis, wrote that

(...) the awareness of the world consists of the relationship with the world; it is not part of the self. **The world**, as the ‘other’ of me, **allows me to constitute my ‘self’** in relation to ‘you’ (...) **reading the world precedes reading the word**. The process of literacy means trying to understand the world, which requires talking about the world (...) [A] critical literacy, a post-literacy above all, cannot disregard economical, cultural, political and pedagogical relations [My translation, my highlights]⁷.

The author analyzes the connection between literacy and politics according to whether it (re)produces existing social relations, or introduces a new set of cultural practices that promote democratic and emancipating change. Although Freire’s words directly refer to literacy, the meaning is comprehensive and implies the social nature of the learning process. The highlighted words clearly reflect the sociocultural perspective, which defines learning as a process that is first social (shared) and then individual (Mitchell & Myles, 1998). The differential of this perspective, certainly born from sociocultural principles, lies in the gramscian notions of agency within the structure and resistance within hegemony (Busnardo & Braga, 2000). Thus, Vygotskian social learning, defined in critical terms, involves the social interaction not only acting upon the learner, but also enabling the learner to act back upon society.

Within this framework, supported by theories of literacy and critical reading, Brahin (2002) carried out an ethnographic, self-observation study in an EFL reading classroom environment. Her analysis is supported by what the author classifies as neo-Vygotskian views of pedagogical interactions. Brahin draws on Van Lier (1997) and Wells (1999) to discuss the interactional exchange structure of IRF (Initiation – Response – Feedback); on MacCormick and Donato (2000) to examine the

⁷ “A consciência do mundo constitui-se na relação com o mundo; não é parte do eu. O mundo, enquanto ‘outro’ de mim, possibilita que eu me constitua como ‘eu’ em relação com ‘você’ (...) A leitura do mundo precede mesmo a leitura da palavra. Os alfabetizando precisam compreender o mundo, o que implica falar a respeito do mundo (...) [U]ma alfabetização crítica, sobretudo uma pós-alfabetização, não pode deixar de lado as relações entre o econômico, o cultural, o político e o pedagógico”.

“scaffolding” function of the teachers’ questioning in classroom interactions; and, finally, on Dixon-Krauss’s (1996) mediation model to present a definition of co-construction in the role of the teacher as a mediator in the interactions.

This study (Brahim, 2002) reflected the huge gap between the theory proposed by the Critical Pedagogy and the actual classroom practice. The researcher herself reported that

(...) the data pictured a teacher that sometimes vacillates between the monologic and the dialogic consciousness-raising, and hesitates in face of intervention tasks considered important for the co-construction (...) The work suggests that the post-structuralism criticism against the teacher’s authority in the classroom is simplistic, since this lacks in reflecting the complexity of this type of classroom: the tension between centripetal and centrifugal forces, the teacher’s lack of confidence [in face of this new proposal for classroom practice], and both interactional success and failure (p. 153) [My translation]⁸.

Thus, even though the teacher/researcher was a professional aware of the theory’s main premises, this was not enough to enable her to achieve what could be considered ideal results. Naturally, it should be borne in mind that one of her objectives had exactly been the one of pointing out the difficulties this kind of practice might present.

Brahim’s study resembles the present one again for consisting of a reading classroom study based mainly on the analysis of teacher-students interactions. However, the critical perspective and the author’s objective of investigating the practicability of a supposed critical reading classroom in EFL are beyond the scope of this research. Here, the main concern – to analyze classroom interactions in order to describe teacher-students-texts relations – follows principles of an ethnographic perspective, to which the following section is dedicated.

⁸ “(...) retratam uma P [professora] que às vezes vacila entre a conscientização monológica e a conscientização dialógica, e hesita frente a tarefas de intervenção importantes para a co-construção (...) O trabalho sugere que as críticas pós-estruturalistas contra o autoritarismo da sala de aula de leitura são simplistas, já que deixam de retratar a complexidade deste tipo de aula: a tensão entre forças centrípetas e centrífugas, as inseguranças do professor, e tanto os acertos quanto os fracassos interacionais”.

2.4 The Ethnographic Perspective

The present research is considered ethnographic due to its basis on principles of the ethnographic research discussed by Watson-Gegeo (1988). The term *ethnography* is defined as a research perspective and a method, generated from anthropology, to describe the ways of living of a social group. According to the author, “(...) ethnography is the study of people’s behavior in naturally occurring, ongoing settings (...) [aiming] to provide a description and an interpretive-explanatory account of what people do in a setting, the outcome of their interactions, and the way they understand what they are doing” (p. 578). Such a definition encompasses, in a summary, principles of an ethnographic study, which the author presents along her article. These principles are schematically defined below.

Mainly, these principles are related to:

- *Focus on behavior in groups*: The main concern is with the social group and with finding patterns of shared behavior, rather than with individual differences, unless these provide an account for some behavior variance in the whole group;
- *Holism*: It means a move from the micro context outward, i.e., an instance of interaction can be seen embedded in a series of concentric rings of an increasingly larger context;
- *Emic-etic perspectives*: The ethnographic study tends to privilege its participants’ view of their social context (the emic perspective); as mentioned in the definition of ethnography, in the beginning of this section (2.4), the ethnographer aims to provide an account for how the social groups understand what they are doing. The perspective of the researcher (etic perspective) comes into play on the basis of the emic description;

- *Comparison*: The researcher's move from the emic to the etic perspective makes it possible to generate extensions and generalizations (usually at an abstract level), which allows for cross-cultural or cross-setting comparison (Watson-Gegeo, 1988);
- *Grounded theory*: When the extensions and generalizations, outcomes of an ethnographic study, allow for cross-cultural or cross-setting comparison, it is said Grounded Theory has been generated. Usually, it happens at a more abstract level since it is recognized that "(...) direct comparison of the details of two or more settings is usually not possible" (Watson-Gegeo, 1988, p. 581);
- *Techniques of data collection and treatment*: An ethnographic study shall start guided by an explicit theoretical framework, or by the observer's implicit ontology, directing the researcher's attention to certain aspects of the context observed and to certain kinds of research questions; never determined by these, however, given the emic nature of the analysis. (Watson-Gegeo, 1988, pp. 578-579). Data is mainly collected by means of a long-term (at least a semester), intensive, detailed observation of the setting, and also with the use of tape and video recording, and formal and informal interviews. In order to avoid caricature, rather than actual characterization of the setting, there is the need for a *comprehensive data treatment* (Mehan, 1979, cited in Watson-Gegeo, 1988), where illustrative examples eventually reported in the ethnographic study should be representative ones, result of a systematic selection (p. 585).

In addition to defining and discussing principles of ethnography, Watson-Gegeo (1988) extends its importance not only to ESL research, but also to teacher training and classroom practice. According to her, its importance lies mainly in the "emphasis on

holistic, richly detailed descriptions and analyses of teacher-learner interactions and the multilevel contexts in which these interactions occur” (pp. 588-589).

Considering the view that sees classrooms as a social environment just as any other, with rules of its own (as presented in section 2.2), the development of studies from an ethnographic perspective seems more than appropriate to investigate classroom environments. Watson-Gegeo (1988) points out that in studies of this kind lies the expectation to shed some light on issues considered difficult to address through experimental research, such as “sociocultural processes in language learning, how institutional and societal pressures are played out in moment-to-moment classroom interaction, and how to gain a more holistic perspective on teacher-student interactions to aid teacher training and improve practice” (p. 575). The purposes of the present study would better fit in the last issue, although they are more related (as an ultimate and general concern) to teacher training and practice improvement of EFL reading.

CHAPTER III

METHODOLOGY

3.1 Introduction

The present research is a qualitative-ethnographic study (Watson-Gegeo, 1988) based on the observation, analysis and interpretation of interactions from an EFL reading classroom. It involved non-experimental methods of data collection, which rendered detailed description, analysis and interpretation of teacher-learner interactions within the classroom environment in question.

The following sections intend to better explain how this study was conducted. Section 3.2 describes the participants and the classroom context, in an attempt to picture the specific classroom environment through a description of their spatial organization, the atmosphere of the classes and also the relation among teacher, learners and didactic material from the perspective of the participants themselves. Section 3.3 first explains both the procedures for data collection and data analysis, and, secondly, presents the research questions that will orient the subsequent analyses.

3.2 Participants and Classroom Context

The scope of this research basically involves the study of one EFL Reading Classroom environment. A teacher from the Department of Foreign Language and Literature (DLLE), in the Federal University of Santa Catarina (UFSC), allowed this researcher to observe classes in one of the Letras groups that she had been teaching. It was along the first semester of the year 2003.

The main objective of this teacher's lessons was to develop Reading and Writing abilities in English as a Foreign Language (EFL). There were fifteen students in the group – seven males and eight females; later on, two students dropped out. The level of

proficiency in the foreign language of most students was as much as necessary to enable them to participate and follow the classes without much difficulty. The didactic material used by the teacher in class consisted of the course book (Blanton & Lee, 1994) and also of extra tasks she sometimes made use to introduce a class or during moments she used to call *break-times* (between one book task and another).

3.2.1 First impressions

3.2.1.1 The group and the physical environment

The group originally consisted of fifteen undergraduate Letras students in the third semester of the course. The classroom could not be considered large, but it was spacious, since there was place for at least 25 - 30 students. Also, it was equipped with a white board and colored markers, a TV, a VCR and an overhead projector. The disposition of chairs formed two blocks, leaving an open space in the front, where there was the door, the board, the teacher's desk and the electronics, and also an open corridor in between, where the teacher could walk back and forth along the classroom. The presence of all the students in class hardly ever happened; there were usually from eight to ten of them. Some tended to sit in the back seats, but the teacher never interfered on the students' disposition in class. Actually, the open corridor left between the two blocks of chairs allowed her to easily move toward each student, even the ones sitting on the back.

The course "Compreensão e Produção Escrita III" was taught for twice a week, totaling 3 hours of weekly instruction. Especially during the first month, the classes were constantly interrupted – holidays, a week off when the students were dismissed to participate in a congress, some instances of strike – disturbing the course schedule. That may somewhat have disrupted the regularity from class to class, particularly regarding

take-home tasks and a sense of responsibility, which was still being created by the teacher with her new students. The teacher herself, in one of our informal talks, mentioned that she felt the group had not “deslanchado” (“picked up”) yet; i.e. she had not felt them progressing yet. However, by the end of the semester, it appeared that this unsteady situation did not interfere much in the work developed with the group. In an interview, after the end of the semester (refer to Appendix 1), the teacher was pleased with the results achieved by her students: “Most of the students, perhaps, have eight, some ten or twelve pieces of writing during the semester. I could see their progress, not only in language terms, but also in the development of their critical thinking. (...) As a whole, I am very satisfied with the results” (Appendix 1, question 4).

The group was usually quiet in terms of parallel conversation, but they participated during task completion. The teacher was careful enough to have all the students attending the class participate in the activities. She used to address them directly by calling their names. The students were especially fond of speaking tasks, such as debates, whole-group discussions – the kind of activities that requested their oral production. In the interview, the teacher showed to have realized the students’ needs and attempted to meet them:

They are so eager to express themselves orally, to have the opportunity to speak, for they say that in many classes they don’t have this opportunity. And reading is so compatible with debate. You can read and also debate (...) reading, speaking and writing are so connected (...) so I tried to exploit this because I felt that they were eager to have some conversation opportunities in class (Appendix 1, question 2).

In fact, most of the tasks implemented in class involved a great deal of oral expression. Actually, that worked in favor of data selection for the analysis, since it was necessary for the purposes of this study to choose reading tasks in which students and teacher would be interacting orally. This eagerness to speak, which the teacher refers to, may be due to the good level of proficiency in the foreign language most of the students showed

to have (except for two students who quit the course for alleged personal reasons). In general, their level of proficiency in the English language was unusually high, considering that they were beginning the Letras course (they were in the third semester, from a total of ten).

3.2.1.2 The group and the didactic material

The book used was “The Multicultural Workshop – Book 3”, by Blanton and Lee (1994). The main objective of the book is to develop reading, writing and critical thinking strategies in EFL through text-based tasks proposed along its units. Each unit comprises four chapters, designed around a different aspect of the unit theme. Each chapter offers a support text and reading and writing activities whose main focus is on helping students develop and use strategies such as predicting, paraphrasing, scanning, taking notes, summarizing, finding main ideas, asking questions and inferencing. The book proposes an interesting activity, adopted by the teacher, called the “final project”. It consists of a summative writing activity at the end of every unit (i.e. occurring every four chapters). The students had a notebook or a folder, where they were supposed to keep all their writing assignments drafted during the course of the unit. From those, at the end of each book unit, they would select one to be graded and rewrite it, supported by reflections on the writing process and by the teacher’s revising notes.

Indeed, the book contains stimulating source material to work EFL reading with the students in class. However, it presents the same pattern from unit to unit, even from chapter to chapter, which eventually becomes monotonous. Although the teacher was supposed to cover only two units of the book (50%), the students had already worked with the book in the previous semester and they had already expressed dislike to it. The teacher herself admitted: “... as most of the course books, it follows a certain pattern,

which is sort of repetitive and after some time students get bored; I also feel the same” (Appendix 1, question 1).

Thus, the book was not the only source of didactic materials used by this teacher in the classroom. The routine of the book, added to the students’ eagerness to speak, seemed to have been the main reasons for using extra materials:

If you realize that the students are not enjoying the kinds of activities that the book presents, the teacher should always be flexible to adapt, to expand or insert things (...) In this specific case (...) they are a nice group, they have a very good level and they have a very critical sense. So, I felt the necessity to deviate a bit more and try to give them a chance to exploit a bit more, to have a bit more of a challenge (...) (Appendix 1, question 2).

These deviations from the book occurred mainly to introduce the class or during the referred *break time* moments, between one and another book tasks. All of these extra tasks involved significant amounts of oral interaction among participants, but some of them were not directly involved with reading, e.g., debates and long discussions on polemic themes (alcoholism and drugs addictions, television, youngsters’ night parties). Many of them, however, did involve reading, in the sense that the task completion included the reading of a piece of written text, e.g., eliciting predictions upon a newspaper headline, sequencing cut up units of a text, retelling one-page stories. The interesting aspect of the implementation of these tasks is the atmosphere of curiosity and a certain relief created when the teacher announced: “well, let’s have a break!” After those *break time* moments, the teacher usually went back to the book and the students seemed to get involved with the tasks with more enthusiasm.

3.3 The process of data collection and data analysis

3.3.1 Data collection

Influenced by one of Ferreira's (2003) main findings, which is that task management, more than task types, plays a crucial role in promoting learning, the original concern of this study was that of going into the classroom environment to observe how reading tasks were being implemented in this specific learning environment under study. Thus, a preliminary research question was elaborated: How are reading tasks being implemented in the classroom environment observed? This question and the close contact with the classroom life, with the least of interference, served as an orientation and a starting point for data collection.

The group was observed twice a week during the semester. The classes were tape-recorded and transcribed for the purpose of analysis⁹. Also, during each class observed, notes were taken to get a more accurate transcription of the episodes. During the process of transcription of the tapes, only implementations of *reading tasks* were transcribed. The interactions in these reading tasks were then analyzed.

After the end of the semester, more data were collected from an interview with the teacher. Information from this interview was particularly relevant to get a clearer view and a better understanding of the learning environment under study, specially from the perspective of one of its main participants. Data collected from this interview have not directly contributed for the data analysis, however.

3.3.2 Data analysis

The method chosen for data analysis is *interaction analysis* (Allwright and Bailey, 1991). From the perspective of this type of analysis, language interactions are an

⁹ The previous idea had been to videotape the classes, but only tape-recording was possible.

expression of social acts that have influence over the lives of the individuals involved. Also, Lemke (cited in Allwright and Bailey, 1991) affirms that the essence of classrooms lies in those acts: “It is the social use of language to enact regular activity structures and to share systems of meaning among teacher and students” (p. 98).

The first step of data analysis was to examine the interactions generated by the reading tasks implemented in the classroom. That way, patterns were identified and the research was redefined and hence the original research questions changed as well.

3.3.2.1 The search for a pattern

In ethnographic research of classroom practices, one main concern is to “seek for understandings of the patterns of acting, interacting, believing, evaluating and interpreting constructed by the teacher, students and others (teaching assistants) during the life of the course” (Green et al., 1998). The identification of patterns, or customary actions, beliefs, knowledge and attitudes within the group is important in this kind of research because from the ethnographic perspective, classroom practices (texts and literate practices) are outcomes of these patterns (Green et al., 1998).

In this sense, being able to see the patterns in the classroom community means looking at the community from its participants’ perspective and, thus, being able to analyze it in its own terms. That is what, in Ethnography, is named the *emic* perspective. According to Watson-Gegeo (1988), an *emic* analysis (that is, from the community perspective) forms the basis for *etic analyses and interpretations* (that is, from the perspective of the academy and, thus, of the researcher), which allows for cross-cultural or cross-setting comparisons, usually at a more abstract level. *This search for an understanding of the group’s patterns of behavior and the further analysis and*

interpretations from an emic perspective constitute two of the main principles of an ethnographic study (Watson-Gegeo, 1988).

In the specific case of the classroom community studied here, the interruptions caused by the days without class hindered, at the beginning, the observation of the regularity of the group's behavior. However, patterns were eventually identified on two levels: first, on the level of the kinds of tasks implemented, here called Macro Analysis, and second, on the level of participants' interactions during task completion, here called Micro Analysis.

3.3.2.2 Redefined research questions and data selection

New research questions emerged from this process of pattern identification, which allowed for the selection of data, thus giving shape to the further analysis of the selected data. Then, the original research question (How are reading tasks being implemented?) was replaced by the following:

1. *What kinds of reading tasks are being implemented in the classroom? (Macro Analysis)*
2. *In what ways do the teacher, the students and the texts interact in the classroom? (Micro Analysis)*
 - 2.a *What kinds of relations are established between the teacher and the learners in the implementation of the two types of reading tasks?*
 - 2.b *What kinds of relations are established between the participants and the text in the implementation of the two types of reading tasks?*

Once having the data selected and the research questions defined, the next step is to proceed with the analysis. Thus, the next chapter (Macro Analysis) shows the selected data and also accounts for the criteria of such selection and the subsequent chapters provide the analyses that lead to the answers to these questions.

Chapter IV

DATA ANALYSIS I: MACRO ANALYSIS

4.1 Introduction

The Macro Analysis is the first of a two-part data analysis. The main objective of conducting a macro level of analysis is to map the ground and situate the reader for the Micro Analysis. Here, the implementation of each of the selected tasks is described step-by-step, that way, structuring the basis for the further analysis of the interactions generated by the implementations (Micro Analysis). Mainly, this chapter is aimed to answer the first research question: What kinds of reading tasks are being implemented in the classroom?

Before proceeding, it is important to remark that the analysis carried out in this chapter and especially the ones carried out in the Micro Analysis (Chapter 5) are focused on the *interactions* generated by the selected reading tasks, rather than on the reading tasks themselves. Since the intention of this chapter is also to situate the reader, some attention is given to the *design* of the selected reading tasks. However, the main goal is to describe the way these tasks were *socialized* in the classroom, how the teacher implemented them with the students, the tasks' objectives – stated in the teacher's utterances – and whether or not these were accomplished.

4.2 Identifying task types

At the macro level, two different types of data were noticed in the interactions transcribed. The first type refers to the interactions generated by reading tasks implemented from the course book (Blanton & Lee, 1994). The second data type refers to the interactions generated by reading tasks brought by the teacher, which were extra

materials (or *break-time* tasks). Among these, some representative samples of each data type were selected for the interaction analysis: a set of four course book tasks, and three break-time tasks. A central idea expanded later on, in the Micro Analysis, is that some tasks have participants approach the text in a partial way, whereas others have them approach the text as a whole. Thus, in order to offer a support to this idea, the two kinds of reading tasks identified here (the book tasks and the *break-time* tasks) were renamed. The book tasks from now on will be referred as *Complementary Tasks* (CT)¹⁰, especially because, the way the book presents them, for each text, there is a set of tasks which, in a way, complement one another in the work with the text. In turn, the *break-time* tasks from now on will be referred as *Single Tasks* (ST)¹¹, since each one of them consists *a single exercise* designed to work with *a single text*. One visible similarity between CTs and STs is the focus on reading strategies.

Data selection comprised a set of CTs (totaling 4 tasks) and a set of STs (each one focusing on a different reading strategy, totaling 3 tasks). The criteria to select the set of CTs were mainly 1) the fact that these chosen tasks had been implemented in one single class, no breaks; 2) still, the implementations of these tasks generated a more intense interaction among the participants and, consequently, a clearer tape recording. As for the STs selection, the criteria were mainly 1) they had to be reading tasks (and not all of them were); 2) since the implemented STs related to reading concentrated mostly on three specific reading strategies (sequencing of cut-up units of texts, prediction and recall), three STs were chosen for the analysis, each one focusing on a different strategy.

¹⁰ For data related to the CTs, refer to Appendixes 2 and 3. Appendix 2A presents the text “Which Occupations Offer Tomorrow’s Jobs?” and Appendix 2B presents the tasks as they are in the course book. Appendix 3 presents the interactions transcripts of each complementary task as they were being implemented in class.

¹¹ For data related to the STs, refer to Appendixes 4 and 5. Appendix 4 presents the texts worked with in each task and Appendix 5 presents interactions transcripts of each single task as they were being implemented in class.

4.2.1 The Complementary Tasks (CTs)

The set of CTs, as the course book presents them, consists of six exercises (Appendix 2B). Looking at the implementations of those by the teacher in class (which is the focus of this study), there are only five. This is because exercise 6 (Appendix 2B, p. 94) is a writing task and was not implemented in class and students were supposed to do that at home. These five exercises were all implemented as reading tasks and were mainly aimed at developing reading strategies. In the course book (see Appendix 2B) there are text boxes on the pages beside almost every task, pointing out the reading strategy to be practiced. The following sections specify these strategies and also describe the steps of implementation for the set of CTs chosen for the analysis. The terminology used to name the Complementary Tasks was partially suggested by the course book: *scanning* and *using context*, and partially named by this researcher: *pre-reading* and *rephrasing quotations*.

4.2.1.1 CT1: Pre-reading task

According to the course book (Appendix 2B, exercise 1, p. 91), this task aimed at practicing a writing strategy of *listing ideas*: “(...) write down the text topic (...) Then think about the topic and write down any important or useful ideas that come to mind” (Blanton & Lee, 1994, p. 241). However, this researcher understands this task as also a reading strategy, especially because during its implementation, there seems to be no hint leading to textual production preoccupations on the part of the teacher. First of all, she wrote the title of the text on the board: “Which Occupations Offer Tomorrow’s Jobs?” Then, she promoted a discussion on the theme proposed in the title. For about fifteen minutes, the students mentioned professions they believed would be necessary in the

future, as well as the reasons why they thought so. While the students added new information to the discussion, the teacher organized them on the board into a table.

The task completion took about 20 minutes. By the end of the task, the teacher had completed the table with the ideas students listed about probable jobs needed in the future and the justifications for their opinions.

4.2.1.2 CT2: Scanning¹²

As the name itself suggests and the course book proposes (Appendix 2B, exercise 2, p. 91), this reading task aims at having students practice *scanning*: “(...) read the text quickly for specific information” (Banton & Lee, 1994, p. 254). The task objective was not only to scan the text but also to compare the professions mentioned in the pre-reading task with the ones mentioned in the text. Thus, the implementation of this task encompassed two main steps: 1) a quick silent individual scanning, when the students were given about half a minute to scan the text seeking for the future professions suggested there and 2) an oral interactive discussion with the whole class, when the teacher asked the students *to compare* their predictions with the text predictions about future professions, based on the text and on the information registered on the table drawn during the previous task (still on the board) . At first, students only listed the professions mentioned in the text, but then, after the teacher’s second request, some students made the comparison by listing some professions in common.

¹² The interaction transcripts in Appendix 3B reproduced the teacher telling the students to "skim" the text. However, this researcher decided to call it a “scanning task”, as this is the strategy the course book also suggests. The main reason is that, in fact, students were to look for specific information in the text (names of professions), rather than just try to find what the text is about.

4.2.1.3 CT3: Oral reading

In this task, each student was required to read a paragraph of the text orally. The course book did not suggest this (see Appendix 2B, exercise 3, p. 91), but the teacher implemented it that way. However, CT3 is not analyzed in the Micro Analysis. Since it generated no interactions, there was lack of data for the analysis. Moreover, although the oral reading represents a direct contact with the text and, therefore, a possible significant contribution for the students' construction of their interpretation, there is no substantial evidence in the data collected to document it as such.

4.2.1.4 CT4: Using context

According to the course book (Appendix 2B, exercise 4, p.92-93), the main purpose of the reading strategy in this task is to exercise guessing vocabulary from the context, "(...) from the other words in the sentence or nearby sentences". From the four sub-tasks proposed there, a, b, c and d, the three first (a, b and c) were done in class. However, the selection transcribed and analyzed here corresponds only to the completion of b because it resulted in a clearer tape-recorded passage and had a more intense participation from students. The task (referring to exercise 4b, Appendix 2B, p. 93) was implemented as follows: 1) the sentence taken from the text had the term "embark" italicized and the students chose, among the options given, the most suitable meaning according to the context of the sentence and 2) Students answered to the subsequent question, read aloud by the teacher, requesting pieces of advice for the situation of embarking on a new career.

4.2.1.5 CT5: Rephrasing quotations

The book does not specify any reading strategy for this task (Appendix 2B, exercise 5, p. 94). However, this researcher understood CT5 as a *reading* task, since rephrasing written passages seems very similar to the reading strategy of *summarizing* (Davies, 1995)¹³. As for the implementation of the task by the teacher in class, it happened as follows: The text author quoted different professionals in her text and the student worked with these quotations. Mainly, the students located the quotations within the text and rephrased them, or explained them in their own words, and reported to the class as the teacher prompted them to.

4.2.2 The Single Tasks (STs)

Regarding the STs implemented in class, not all of them were reading tasks. Thus, among the ones related to reading, this researcher chose those tasks which were practicing different reading strategies. Then, three STs were chosen for the Micro Analysis. To introduce these tasks, the terminology was borrowed from Davies's (1995), and each one of STs were, thus, named after the reading strategies they were aimed at, as will be explained in the following sub-sections.

4.2.2.1 ST1: Sequencing of cut-up units of text

The reading strategy practiced in this task involves knowledge on text structuring and in this task it worked mainly to raise awareness of relationships between and within the text units¹⁴. According to the teacher, as she herself stated to the students

¹³ It is important to remark that although this task has been considered here a reading task, with interesting data for the analysis, I admit that it may also be understood as a writing task, especially because students rephrased the quotations in writing, and not only orally.

¹⁴ Once more, it is important to remark that although this task has been considered here a reading task, this too can be understood as a writing task, especially because this may represent an opportunity for students to gain conscience on how to structure their own texts.

after the task was already completed, “it involves a lot of abstraction and you really have to tie things together” (Appendix 5A, lines 70-71).

The students were given strips of paper with pieces of an untitled text about Elephants and Whales (Appendix 4A). They were given some minutes to build the text sequence working in groups of three. The tape recorder was left within one of the groups but the students from this group spoke in a low voice and the quality of the recording was not good enough for transcription. Therefore, the analysis was based on the transcription of the whole group discussion, together with the teacher, when they were checking for the most suitable sequence.

4.2.2.2 ST2: Prediction

This is another pre-reading task which also works with predictions, as does CT1. This time, however, the predictions are based and dependent on the comprehension of an introductory sentence from the original text, read aloud by the teacher. A large part of the interactions in this task was based on a headline from a newspaper article (Appendix 4B): “The boy who came out from the cold”. First, the teacher read the headline to the students. Then, she posed some questions, which served as a basis for students to predict details about the article. In the end, the teacher used the overhead projector to show the students the whole text so that they could check their predictions.

4.2.2.3 ST3: Recall

Recall is also a reading strategy that, in this specific case, was practiced orally and collaboratively among some students in class. They were asked to help one another to recall an untitled one-page story about a boy buying ice cream (Appendix 4C). The reading of the story had been a homework assignment from the previous class.

Tables 1 and 2 summarize the two kinds of reading tasks, here named Complementary Tasks and Single Tasks, implemented in the learning environment under study. The tables refer to the data samples that were representative for the analyses (Macro and Micro), orienting for the disposition of the design of the tasks, the texts and the tasks transcriptions in the appendixes. Since there was no title for the texts used in two Single Tasks, the *sequencing task* and the *recall task*, this researcher created titles of her own to facilitate referencing along the Micro Analysis.

Table 1 Complementary tasks data selection

Appendix 2A: Text	Appendix 2B: Tasks Design	Appendix 3:Tasks Interactions
“Which Occupations Offer Tomorrow’s Jobs?”	Pre-reading task (CT1)	CT1 Interactions
	Scanning task (CT2)	CT2 Interactions
	Using context (CT4)	CT4 Interactions
	Rephrasing quotations (CT5)	CT5 Interactions

Table 2 Single tasks data selection

Appendix 4: Texts	Appendix 5: Named Tasks	Tasks Interactions
“Elephants and Whales” (researcher’s title)	Sequencing of cut-up units of the text (ST1)	ST1 Interactions
“The boy who came out from the cold”	Prediction task (ST2)	ST2 Interactions
“The 20-pence ice cream” (researcher’s title)	Recall (ST3)	ST3 Interactions

CHAPTER V

DATA ANALYSIS II: MICRO ANALYSIS

5.1 Introduction

This second analysis aims at answering the second research question: In what ways do the teacher, the students and the texts interact in the classroom? It intends to describe the relationship among three elements considered fundamental in a reading classroom: the teacher, the students and the text.

The first part of the Micro Analysis is designed to answer research question 2a: *What kinds of relations are established between the teacher and the learners in the implementation of the two types of reading tasks? Particularly, what kinds of interaction signals can be found in their utterances?* It aims to describe the relations between the teacher and the learners in the interactions generated by the complementary and the single tasks chosen for investigation.

In turn, after the teacher and the students' interactions have been patterned, the second part of the Micro Analysis attempts to answer research question 2b: *What kinds of relations are established between the participants and the text in the implementation of the two types of reading tasks? Particularly, up to what extent are the texts mediators in the interactions?* It aims to describe the relation between the participants and the texts in the interactions generated by the complementary and the single tasks selected.

5.2 Part 1: Towards an understanding of the relationship between the teacher and the students in reading tasks interactions

Section 5.2.1 gives a definition for *interaction signals* and also provides an account of how these signals can be useful to describe the relationship between the teacher and the students in the classroom under study. Section 5.2.2 defines and

identifies *types of interaction signals* in participants' verbal behavior during the implementation of the complementary and the single tasks selected.

5.2.1 Defining interaction signals

Specifically in this study, *interaction signals* can be defined as clues found in participants' verbal behavior¹⁵ reflecting the process of socialization of the reading tasks being implemented, from the moment the teacher stated the objectives until the moment the tasks were considered solved. Within each task interactions, it was noticed that participants' turn takings showed signals interrelating one's utterance to another's, successively. It was also found that these signals, here called *interaction signals*, related these exchanges of utterances in some distinct ways.

At first, two relations seemed very clear: 1) signals evidencing that two or more utterances were connected and 2) signals evidencing that two or more utterances were disconnected (as in a misunderstanding). Then, this observation resulted in the identification of two types of interaction signals, so named by this researcher: *signals of engagement* (evidencing connection) and *signals of disengagement* (evidencing disconnection). A deeper analysis of the interactions generated by each of the selected reading tasks showed, however, other types of signals, which related the interaction sequences in three other ways: there were signals of *engagement fostering*, of *reengagement* and of *engagement feedback* (also named by this researcher). In the following sections, each of these five kinds of interaction signals will be described and exemplified. This analysis will allow for the description of the relations established between the teacher and the students within the two types of reading tasks implemented and, therefore, will lead to an answer to research question 2A.

¹⁵ Since videotaping was not possible, this study can only provide an account for what has been tape-recorded, therefore, the verbal interactions, aided by the field notes from the observations and the written material reproduced in the appendixes.

5.2.2 Interaction signals in the implementation of Complementary Tasks (CT) and Single Tasks (ST)

5.2.2.1 Engagement Signals: Simple and Complex

Engagement, as mentioned above, can be basically defined as “a connection”. Thus, when a participant’s utterance in the classroom observed somehow connected to a previous one, it is an engagement signal that evidences this connection. It was also observed that the engagement signals did not appear in the same way; in fact, they varied from simple to more complex ones. A *simple engagement signal* basically evidences that an utterance is connected to the previous one, e.g., a direct answer to one’s question or a repetition of one’s previous statement. Yet, a *complex engagement signal* evidences not only a connection to a previous utterance, but also a contribution to the conversation, or something else, which had not really been previously requested. These were mainly evidenced in comments, word plays, argumentations and counter argumentations.

The following passage, from the interactions in Complementary Task 1 (CT1, the *Pre-reading task*), shows simple and complex engagement signals in both students’ and the teacher’s utterances. At this moment, the students were listing professions they believed would be necessary in the future, and a respective justification for their opinions:

- 11 S1: teachers
 12 T: teachers (writes on the board) + why teachers? Why do you think teachers will be important in
 13 the
 14 S1: [maybe because people (XXX) population grow
 15 T: a growing population will have more kids
 16 S2: [but in the future everything will be technological +
 17 the teaching methods will be (XXX)
 18 S1: yes but teachers will not be + ah ++
 19 T: ow + you (referring to S1) think teachers can not be substituted and you (referring to S2) are
 20 saying that teachers
 21 S2: [(XXX)
 22 T: you believe teachers
 23 S2: (XXX) they will be substituted
 24 T: substituted

25 S3: researchers in this area know and say and believe that NEVER teachers will be substituted +
 26 they can have the help of technology + use technology more then ever + but never (XXX)
 27 T: teachers are (XXX) you know (XXX) to start this (laughs)
 28 S2: [(XXX) for information you'll have a
 29 plug in your head and everything (XXX)
 30 Ss: [(laughs)
 31 T: like in Matrix
 32 S2: so you ask what you want to know and (XXX)
 33 T: [and you just kept plugged and you have the answers
 34 for everything
 35 Ss: (laughs)

In this passage, among the signals present, two examples of *simple engagement signals* can be observed on line 12, when the teacher repeats S1's statement ("teachers"), and also on line 14, when S1 answers the teacher's "Why" (line 12) with "maybe because (...)". In the same passage, *complex engagement signals* can be observed on line 16, 28 and 29 when S2 disagrees with S1 by arguing that, in the future, people will have devices in their heads responsible for providing information. It is difficult to tell whether S2 really believed his argument or was just trying to entertain the group at that moment. Either way, his participation showed he was connected to the discussion, listening to his colleague (S1), and it also enriched the conversation with a counter-argument that instigated the participation of another student (S3). S3's words, in turn, refuted S2's, especially when she emphasized "never" in "NEVER teachers will be substituted" (lines 25 and 26). Not only is the emphasis expressed in the intonation given to NEVER but also in the fronted position the adverb occupies in her sentence, before the subject "teachers". As for the teacher, she engages with her students in a complex way, playing the role of a debate conductor (lines 19-20 and 22). She organizes the discussion and emphasizes the students' opposing views concerning the future of teachers. That way, the engagement signals identified in this passage are shown in table 3 below.

Table 3 Engagement-related signals in CT1

Signals	Named signals	In relation to...	Lines...
Teacher's repetition	Simple Engagement	S1's statement	12
S1 answer ("because")	Simple Engagement	The teacher's "why"	12
S2's utterance	Complex Engagement	S1's view	16
Teacher's clarification	Complex Engagement	S1's and S2's opposing views	19-20
S3's utterance	Complex Engagement	S2's view	28-29
S4's word play	Complex Engagement	S6	64

Later on, still in the pre-reading task, another complex engagement signal can be identified when S6 suggested another profession believed as necessary in the future:

- 62 S6: layer ah + lawyer + how to say +
 63 T: lawyers? + lawyers will also be important?
 64 S4: liars lawyers liars
 65 Ss: (laughs)
 66 T: yes (laughs) + ok

The word play "liars lawyers liars" uttered by S4 (line 64) indicates that he had been listening to S6 before making the connection between lawyers and liars (words that coincidentally and ironically relate in sound and meaning). That way, S4's word play evidenced his engagement with S6. This signal is also summarized in table 3 above.

5.2.2.2 Engagement Fostering, Engagement and Engagement Feedback

These signals are tackled together in this section since they may happen to be subsequent ones in an interaction sequence. *Engagement fostering* can be defined as the teacher's attempt to make things clearer to the students or to have them participate in the talks. As for the *engagement feedback*, it is a confirmation, usually from the teacher, after the engagement. These three signals can be related as follows: an *engagement fostering* may be followed by an *engagement* signal and, in the same way, the latter may

prompt an *engagement feedback* signal. Two interaction passages, one taken from the implementation of CTs and another taken from the implementation of STs, will exemplify how these three signals occur.

The following passage was taken from CT4, *Using the context*, a task in which students were supposed to advise someone who is embarking on a new career:

- 7 T: (...) now + *What advice would you give for someone who is EMBARKING on a new career?* +
 8 S1: ah: be careful but NEVER be afraid
 9 T: be careful but don't be afraid + yes
 10 S2: always compare yourself with someone who is better than you
 11 S3: [aow:
 12 Ss: (laughs)
 13 T: (laughs)
 14 T: (laughs) you are resorting to the (XXX) of last class right? + do you agree? ++ any other ideas?
 15 ++ you I have something ah: + this is the + the strategy that the Chinese father used with his
 16 children + right? + but I use to say something a bit different + look ahead + ok? + because if you
 17 look at the sides + you waste time + so I would change a bit + (XXX) because if you compare
 18 yourself with others all the time+ it is challenging + but it may also be counterproductive + so my
 19 motto is + look ahead and go ahead + you know + without minding or paying too much attention
 20 to other people + if you want to + if you have an ideal + if you have an objective + pursue it +
 21 follow it + and you will always get there + if not there very close to it + because ah this idea of
 22 looking at other people sometimes make you feel frustrated + and you waste time + because when
 23 you are paying attention to other people all the time around you you don't + you know + you don't
 24 proceed + go ahead (XXX)
 25 S4: it was just something I heard (XXX) you know + this idea ah: + that ah: + for example + if you
 26 want or intend to be for example like Pelé + you'll never be + MORE + than Pelé
 27 T: ah: yes + it's like + if you set an ideal it's like setting + a limitation + aha + yes + very
 28 interesting (...)

Note that on lines 7 to 9 the sequence of signals is very clear: the teacher's question (line 7) signals *engagement fostering*, S1's piece of advice (line 8) signals *simple engagement* and the teacher's reply (line 9) signals both *simple engagement* (she repeats S1's statement) and *engagement feedback* (she confirms S1's statement with "yes").

Still, the same engagement fostering (the teacher's question on line 7) triggered another participation that signaled engagement – this time, a more complex one. On line 10, S2 provides a piece of advice, which provoked a reaction in the group – lines 11-13, also considered engagement signals in relation to S2's words. Regarding S2's utterance:

“always compare yourself with someone who is better than you”, it is important to point out that this student’s tone of voice was an ironic one. Actually, the student was making reference to a text seen in the previous chapter: A Chinese father, whose career dreams had been interrupted, laid all his lasting hopes on the future of his children, who felt always under pressure and obliged to succeed. S2’s words were actually this father’s words (cited from the previous text) advising his children. The teacher, in turn, commented the student’s piece of advice, and this comment was considered another *complex engagement signal* in relation to S2’s utterance: on line 15, the teacher makes S2’s reference explicit.

As already suggested in the beginning of this section, the signals of engagement fostering, engagement and engagement feedback *may* appear in this order, but this is not a rule and sequence breaks also happened. The teacher’s comment (line 15) on S2’s piece of advice, for example, did not explicitly signal a feedback to S2’s engagement; there was no clear confirmation for the student’s piece of advice, at least not the way she explicitly confirmed S1’s utterance (with a “yes”, line 9). Here, the sequence of signals was engagement fostering, S2’s engagement and the teacher’s engagement (with S2). In the same way, not every engagement fostering signals prompted engagement signals. Still in the same interaction sequence presented above, there is an example. In the end of line 14, the teacher asked a couple of questions which students did not answer (expressed by the pauses). These questions, although unanswered, were interpreted as signals of *engagement fostering* due to the apparent intention of having students participate in the task. The piece of advice she provided on lines 15-23 was also interpreted as signaling *engagement fostering*. Since students’ stopped participating, her participation seems to have generated *engagement*, signaled by the participation of S4 (lines 24-25). And at this moment, the sequence becomes once again

complete since the teacher subsequently confirms S4: “ah: yes + it’s like + if you set an ideal it’s like setting + a limitation + aha + yes + very interesting (...), which explicitly signals engagement feedback.

In table 4, the main signals identified in this passage are pointed out.

Table 4 Engagement-related signals in CT4

Signals	Named signals	In relation to...	Lines
Teacher’s question	Engagement Fostering	The students	7
S1 piece of advice	Simple Engagement	The teacher’s question	8
Teacher’s repetition	Simple Engagement	S1’s statement	9
Teacher’s confirmation	Engagement Feedback	S1’s piece of advice	9
S2’s ironic advice	Complex Engagement	The teacher’s question	10
S3’s interjection and the group’s laughs	Simple Engagement	S2’s ironic advice	11-13
The teacher’s comment	Complex Engagement	S2’s ironic advice	15
Teacher’s questions	Engagement Fostering	The students	14
Teacher’s advice	Engagement Fostering	The students	15-23
S4’s advice	Complex Engagement	The teacher’s advice	24-25
Teacher’s confirmation	Engagement Feedback	S4’s piece of advice	26

Interactions from Single Tasks also evidenced signals of engagement fostering, engagement and engagement feedback. For instance, in ST3, the *Recall task*, the teacher asked for volunteers to begin retelling the story:

- 1 T: (XXX) so + who could begin the story? ++ Any volunteers? +
- 2 S1: the story is about a woman who goes to the cinema + there’s a girl that sells ice cream and ++
- 3 T: you can give her a hand ++ if you remember the details you can give her a hand
- 4 S1: [oh c’mon help
- 5 S2: how can you say fila
- 6 T: the queue or the line
- 7 S2: the woman is in the line and in front her there is a boy + a little boy + and he was buying the
- 8 ice-cream but the ice cream was (XXX)
- 9 T: twenty pence
- 10 S2: twenty pence + but he gives just ten + and the girl says + the ice cream says she needs another
- 11 10 + and he puts the ten pence again in the pocket and gives again to the girl but woman + is + the
- 12 woman that is + after him + pays the ice cream
- 13 T: pays the ice cream for him + ok (...)

Note in the above selection that some sequences of signals are incomplete, i.e., they do not explicitly signal engagement feedback after an engagement signal. The teacher's question on line 1 signals *engagement fostering* and S1's words on line 2 signal a *simple engagement*. However, there is no explicit feedback from the teacher, but an implicit one: regarding the teacher's words on line 3, at the same time they foster engagement by requesting the story "details", these words indirectly express acknowledgement of S1's previous retelling of the story beginning (line 2).

Also, the teacher's utterance on line 6 evidences a *simple engagement signal* since she is directly answering S2's question, a vocabulary doubt (line 5). Here, the roles exchanged for a moment. This vocabulary question could be considered a signal of *engagement fostering*, though this time on the part of the student, who was attempting to clear her vocabulary doubt; the teacher's engagement had no explicit feedback from S2, such as a "all right" or "ok", but she simply makes use of the word (line 7).

The last sequence of signals identified in the selection above shows the three of them. The teacher's request for the others' help, on line 3, can be considered another signal of *engagement fostering*, after realizing S1's resistance to continue. It generated a *complex engagement*, signaled by the participation of S2, who continued from the point S1 had stopped (lines 4, 6-7). The student used a definite article ("the") to refer to the woman who went to the cinema. Also, observe that information was not repeated. S2 simply completed S1's previous utterance by saying that "the woman" (already referred to by S1) was in the line and that in front of her, there was a boy, and so on. The complex engagement is signaled, here, mainly by the use of the definite article (line 7) and by the lack of repeated information. On line 13, comes the teacher's confirmation, the first signal of *engagement feedback* in the interactions from this task.

See table 5 for a summary of the signals pointed out.

Table 5 Engagement-related signals in ST3

Signals	Named Signals	In relation to...	Lines
The teacher's question	Engagement Fostering	The students	1
S1's answer	Simple Engagement	The teacher's question	2
The teacher's request	Engagement Fostering	The students	3
S2's question	Engagement Fostering	The teacher	5
The teacher's answer	Simple Engagement	S2's question	6
The use of the definite article ("the") and the lack of repetition in S2's utterance	Complex Engagement	S1's utterance	7-8
The teacher's confirmation	Engagement Feedback	S2's utterances	13

In both CTs and in STs, these signal sequences of engagement fostering and engagement (followed or not by feedbacks) were considered positive in the group interactions. Through these signals, participants expressed coherence with and attention to the task aims expressed mainly in the teacher's guidelines, and also coherence and attention among them, significantly contributing, that way, to the progress of the task.

5.2.2.3 Disengagement, Reengagement Fostering, Reengagement and Reengagement Feedback

These signals are tackled together since they are subsequent and interconnected in the interaction sequences, leading to engagement. The signals here called *disengagement* can be defined as the opposite of the ones just described as *engagement*. Disengagement signals express, actually, a lack of engagement, i.e., a lack of connection, which was identified mainly between the teacher and one or more students.

First of all, it is important to highlight that, in this study, *disengagement* has very little relation with divergent or opposing views expressed, for example, in the discussion in CT1. In this pre-reading task, S1, S2 and S3 diverged in relation to the future of teachers. There was connection, though, since each of the counter-arguments was based on another's previous argument (S2 refuted S1 and S3 refuted S2). What is meant here

by disengagement is more related to, for example, a misunderstanding of another's words, as it will be evidenced below.

In turn, the *disengagement* signals generated another kind of what was described here as engagement fostering; it is the *reengagement fostering*, i.e., signals evidencing attempts to reestablish the *engagement*. Once participants' expressing disengagement are back in line with one another, or when the connection is reestablished, then, this reconnection can be evidenced through *reengagement* signals. As for the *reengagement feedback signals*, very similar to the engagement feedback signals, they are the teacher's confirmation of a reengagement.

In the interactions from CT2, the *Scanning task*, for instance, a *disengagement* signal was noticed after the teacher set the task aims. In the first lines, the teacher fosters engagement by giving the task directions:

1 T: Now lets see ah + could you open your books + on page 32 + you have a text about entitled
2 which occupations offer tomorrow jobs? + you don't have to read now + just pass your eyes
3 quickly + just skim the text + what are the professions that (XXX) we mentioned here?

Her words made clear that students should first skim the text and then mention the occupations in common between the text and their prior discussion (information was still on the board for consulting): "what are the professions that (XXX) we mentioned here?" (line 3). But then, students listed mostly the occupations mentioned in the text, including those not mentioned in the pre-reading discussion:

4 S1: education
5 T: education?
6 S1: teachers
7 T: aha + ok + what else?
8 S2: financial services
9 T: financial services + what else?
10 S3: paral + paralegal

- 11 T: paralegal services + what else? number eight (referring to the position of “Lawyers” on the
 12 board)
 13 S4: environmental
 14 T: environmental preservation and renovation nobody talked about this + and ecology and if you
 15 turn the page + what else?
 16 S3: travel
 17 T: travel or tourism + and + what else?
 18 Ss: eating and

It is important to point out that the *disengagement* being exemplified here is actually a partial one, since the students are not completely disconnected from the task aims in question: they are mentioning the occupations from the text and S1 even started to make the requested comparison when she related education to teachers (lines 4 and 6). Also, it is interesting to notice that the teacher did not interrupt them. Maybe she understood that as a necessity or a basic step, since students scanned and verbalized practically at the same time. The teacher’s reaction was, basically, to confirm students’ answers and to motivate them to proceed. She restated the students and called for continuation (“what else?”). Her utterance was interpreted as a signal for *reengagement fostering*.

There were some moments when the teacher herself attempted to establish the comparison with the previous discussion, e.g., “number eight” (line 11, “lawyer” is the eighth profession from the table built on the board, during the pre-reading discussion) and “nobody talked about this” (line 13). However, she waited until the students had listed all the professions from the text and only then restated the task deviated aim:

- 18 T: (...) so + what were the coincidences here? + did you compare our predictions with ah the
 19 book? + we have teachers

By doing so, the teacher finally has her students reengaged. The final participation of S5 and S3 expressed their *reengagement* with the teacher, since they seemed to be finally establishing the comparison by telling the coinciding occupations:

- 20 S5: lawyers
 21 T: right + lawyers + or paralegal + which is related to paralegal services + what else? +
 22 S3: (XXX)
 23 T: [doctors + ah: which is
 24 S3: [health care
 25 T: health care + ok so we didn't say anything about the environment which is important + ah: we didn't
 26 say anything about tourism + which is also important

Note, on lines 21 and 25, the teacher confirms the students, after the reengagement. The words “right” (line 21) and “ok” (line 25) were considered signals of *reengagement feedback*.

Table 6 Disengagement-related signals in CT2

Signals	Named signals	In relation to...	Lines
S2, S3 and S4's utterances mentioning <u>all</u> the professions from the text	Disengagement (Partial)	The teacher's directions	4, 8, 10, 12, 15
The teacher's utterances restating the task aim	Reengagement Fostering	The students' disengagement	18 and 19
S3 and S5's utterances mentioning the professions in common	Reengagement	The teacher's directions	20 and 24
The teacher's words “right” and “ok”	Reengagement Feedback	S3 and S5's reengagement	21 and 25, respectively

In the Single Tasks interactions, the referred signals of disengagement, reengagement fostering and reengagement were also evidenced. In ST1, the *Sequencing of cut up units of text*, for example, in the very beginning of the interactions, S1 suggested the first sentence for the text:

- 1 T: this exercise is called sequencing of cut up units of texts ++ a text was cut + into pieces + and you
 2 have to sequence the information again + to put the fragments of the text back together again + right? + so
 3 sequencing of cut up units of texts + and ah +
 4 S1: *Biologists now believe that the ancestors of elephants once lived in the sea*
 5 T: Do you agree this is the first one? ++ do you? ++
 6 Ss: (no answer)
 7 T: you said biologists now believe

- 8 S1: [that ancestors of elephants (XXX) lived in the sea
 9 T: ok ++ normally + you have to give a more general information in the beginning + ok? + if ah + lets try
 10 to do this together ah + what's the text talking about?
 11 Ss: elephants [whales
 12 T: Yes + two main things + right?
 13 S2: elephants
 14 T: [elephants + and
 15 S2: whales
 16 T: whales + so you have to give the general information about them first
 17 S1: *elephants are the largest (XXX)*
 18 T: [aha elephants are the largest animals in the world

After S1 suggested a beginning for the text sequence (line 4), the teacher requested the others' opinion (line 5). Since there was no answer (disengagement), she continued by asking S1 to repeat her answer and by providing a text structure clue (reengagement fostering): "normally + you have to give a more general information in the beginning" (line 9). Such general information still depended on whether the students had been able to recognize the text main topic(s), then, she questioned (reengagement fostering): "what's the text talking about?" (line 10). The signal of students' reengagement can be noted on lines 11, 13, 15 and 17, when students finally begin participating, responding to the teacher's support. As for the teacher's feedback, note the words "yes" (line 12) and "aha" (line 18) work as a confirmation for the students participating and were, for this reason, considered *reengagement feedback* signals.

Table 7 Disengagement-related signals in ST1

Signals	Named signals	In relation to...	Lines
The students' silence: (no answer)	Disengagement	The teacher's previous request	6
The teacher's utterance with a text structure clue:	Engagement fostering	The group	9
The teacher's questioning	Reengagement fostering	The group	10
The students' responses	Reengagement	The teacher's requests	11, 13, 15 and 17
Teacher's confirmations	Reengagement Feedback	The students who answered	12 and 18

In this same interaction sequence, note that S1's first suggestion also seems to evidence disengagement, since the teacher does not accept it and provide elements for the student to correct herself. However, this kind of disconnection cannot be explained simply by analyzing the participants' interaction. The student's utterance is not really disconnected from the teacher's request: the teacher asked for the sequence of information and S1 suggested what she believed to be the first piece. Rather, it can be explained in terms of participants and text relationship, which is a topic to be tackled in the second part of this Micro Analysis.

Usually, it was a student, or the students, who disengaged and it was the teacher who fostered a reengagement, but there is this one moment, in CT1, the *Pre-reading task*, when the roles were exchanged. Note in the following extract that it is the teacher who disengages from S6:

- 62 S6: layer ah + lawyer + how to say +
 63 T: lawyers? + lawyers will also be important?
 64 S4: liars lawyers liars
 65 Ss: (laughs)
 66 T: yes (laughs) + ok
 67 S6: cause crimes will increase
 68 T: ok crimes (writing on board) + ok but I'm just writing occupations and jobs + keep this in mind +
 69 occupations + and jobs (on board)
 70 S4: no but this is the reason for we need lawyers
 71 T: ah ok + I didn't get what you've said + I'm sorry + could you repeat?
 72 S6: because crimes will increase
 73 T: o:k yes + I didn't connect + ok + perhaps I was distracted + ok lawyers because crimes will increase
 74 S6: the population is growing and crimes increase
 75 T: (writing on board) crimes will increase

It is interesting to note that S4's ironic words interrupt S6's participation. First, S6 suggested lawyers (line 62); secondly, S4 makes his ironic comment (line 64); and, finally, S6 supported her suggestion with a reason ("cause crimes will increase", line 67). The situation created by S4 somehow disrupted the engagement between the teacher and S6. When S6 came up with the reason for her suggestion, the teacher misunderstood the student's intention (lines 68-69), causing *disengagement*, which is

signaled by the teacher's words (lines 68 and 69) expressing that she had been expecting another profession, rather than the student's reason. Then, it was S4 who *fostered reengagement* clarifying, in line 70: "no but this is the reason for we need lawyers". At last, the teacher realized the confusion and apologized to S6: "ah ok + I didn't get what you've said + I'm sorry + could you repeat?" (line 71), that way, establishing the *reengagement*. Also, although the roles were exchanged here, still, it was in the teacher's final utterance that the *reengagement feedback* was evidenced. After correcting herself and apologizing, she finally confirms the student's answer:

76 T: o:k yes + I didn't connect + ok + perhaps I was distracted + ok lawyers because crimes will increase

Table 8 Disengagement-related signals in CT1

Signals	Named signals	In relation to...	Lines
The teacher's explanation	Disengagement	S6	68 and 69
S4's clarification	Reengagement fostering	The teacher and S6	70
The teacher's utterance expressing recognition	Reengagement	S6	71
Teacher's confirmation	Reengagement Feedback	S6	76

5.2.3 Interaction sequences

In relation to teacher and students' turn takings, the interaction signals evidenced two main types of interaction sequences, which showed a pattern of stimulus-reaction (verbal) very similar to the known pedagogical structure of classroom interaction: the IRF (Initiation – Response – Feedback/Evaluation), especially those when the teacher holds control, initiating and ending sequences. One of these types of sequences is formed by signals which are *engagement related*: *Engagement fostering* – *Engagement* – *Engagement feedback*. This sequence is realized when a stimulus provided by the teacher (engagement fostering) is followed by a student's connected reaction

(engagement), which, in turn, is subsequently confirmed by the teacher (engagement feedback). (See Figure 1)

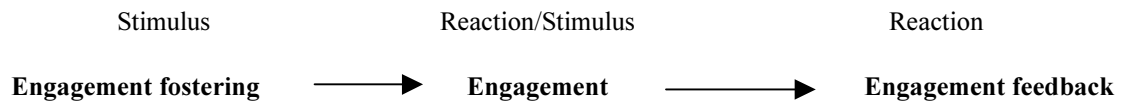


Figure 1 Engagement-related interaction sequence

The other interaction sequence encompasses a disconnection along the way and, needless to say, turns out to be longer than the first one. This second sequence is formed by *disengagement-related* signals: *Disengagement – Reengagement fostering – Reengagement*. It has to be considered, though, that a student's disengagement is, in fact, not only a stimulus to the reengagement fostering, but also a reaction to a previous stimulus from the teacher (a previous engagement fostering) and, therefore, is not the actual beginning of the sequence. Likewise, the reengagement could not be considered the last step in the sequence since it is not only a reaction to the teacher's engagement fostering, but also a stimulus for the teacher's final reengagement feedback. That way, the other type of interaction sequence can be built as an extended version of the first one (See Figure 2).

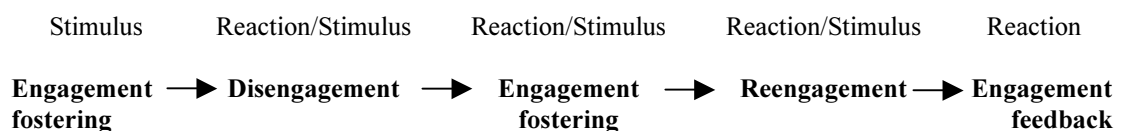


Figure 2 Disengagement-related interaction sequence

5.2.4 Discussion

These sequences of interaction signals, evidenced in the interactions of both Complementary and Single reading tasks, helped to understand the relation among these

classroom participants in terms of classroom control, classroom participation and task progress. In fostering students (re)engagement and providing them with feedback, the teacher showed control over the interactions within the analyzed tasks. Her words initiated and finalized tasks, interfered and helped moments of confusion (disengagement), organized participation interrupting and requesting, as necessary.

Regarding classroom participation, students participated whether directly or indirectly requested. Some moments, identified along their talks, even showed a lower degree of contingency, i.e., moments when students acted more independently, going beyond the teacher's request and without needing to code-switch. Two examples were mentioned in the analysis, both in the pre-reading task: the first was in the very beginning when S3 and S2 disagreed upon the importance of teachers in the future and argued for and against it, respectively (Appendix 3A, lines 14-37); the second was when S4 interfered to help a misunderstanding between the teacher and another student (Appendix 3A, line 70).

Finally, the sequences of interactions that encompassed both the teacher's guidance (engagement fostering and feedback) allied with the students' participation (either engagement or disengagement) were an evidence of the progress of the tasks. For each task, the teacher set the objectives and, from then on, the talks were oriented to attain them.

5.3 Part 2: Towards an understanding of the relationship between the participants and the text in reading tasks interactions

In the previous section, the relation among the classroom participants was described based on the analysis of their interactions and on the identification of interaction signals. This second part of the analysis, also based on participants'

interactions, intends to answer research question 2b: *What kinds of relations are established between the participants and the text in the implementation of the two types of reading tasks? Particularly, up to what extent are the texts mediators in the interactions?* The interaction analysis, this time, will depart from the concept of *mediation* (as defined in the Sociocultural Theory), in order to describe the relationship between the participants and the texts during the implementation of the selected reading tasks.

5.3.1 Defining mediation

In the present study, the term *mediation* is borrowed from the Sociocultural Theory (SCT). Mitchell and Myles (1998) draw on Vygotsky and Lantolf to define mediation as the introduction of linking devices/tools, physical or symbolic, into activities, allowing humans to organize, interfere and even control the objective world, as well as the subjective one (the world of ideas and mental behavior). From this perspective, *language* is considered “the prime symbolic tool available for the mediation of mental activity” (Mitchell & Myles, 1998, p. 145). Now, how would *mediation*, as defined in SCT, serve the purposes of the present study?

As already stated, the main object of analysis of this study is the transcription of the participants’ interactions as they were doing some reading tasks (Appendixes 3 and 5). Also, the analysis of the interaction signals (Part I of this Micro analysis) has evidenced, among other things, participants progressing toward the tasks’ objectives, oriented by the teacher. Thus, the oral language, as used while solving the reading tasks, can be realized as “the prime symbolic tool” mediating the process of task completion. This perception of oral language as a mediation tool leads to this second analysis of the interactions – this time focusing on the extent to which each text takes part in this

mediation, by means of contextualizing, to the point of being considered a mediation tool in itself in attaining the objectives of the tasks.

In analyzing each task interaction, I will proceed oriented by the following questions:

1. While interacting, do participants, direct or indirectly, make references to the text?
2. If so, do these references play a significant role in attaining the task objective(s)?

Positive answers to these questions will evidence text mediation. Any negative answer, though, may mean that 1) no reference at all was made to the text and 2) a certain reference to the text is irrelevant to accomplish the task objective(s). Under any of these conditions, the text will not be considered a mediation tool to task completion.

Once there is awareness of whether the text mediates or not task completion during the interactions, the ground will finally be set to understand the relationship established between the participants and the text. The description of this relationship will be oriented by two other questions:

3. Does text mediation evidence text comprehension?
4. In the interactions generated by each task, is the text referred to as a whole?

Answers to these four questions are expected to shed some light on the relationship between participants and text.

Thus, a basic assumption in this study – in describing the relations among teacher, students and texts, based on classroom interactions – is that these three elements would always be central in each task completion, as if they were the edges of an equilateral triangle (Figure 3) whose basis are the interactions between the teacher and the students:

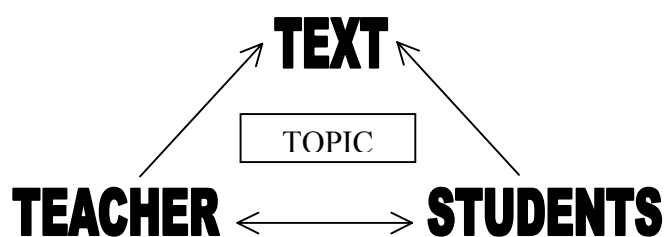


Figure 3 Teacher-students-text hypothetical relation during a reading task completion

In Figure 3, the linking lines are meant to illustrate the relation among teacher, students and text and the arrows point to the supposed target of their attention: the teacher would aim at the students and vice-versa; the teacher and the students would aim at the text. The center of the shape is where the topic of participants' interactions would be placed.

5.3.2 Text mediation in the implementation of CTs

All the Complementary Tasks analyzed, as mentioned before, were taken from the course book and designed for the same text: “Which Occupations offer Tomorrow’s Jobs?”. It was observed that 1) each of these tasks consists of references to parts of the text, rather than to the text as a whole and, also, 2) that these tasks have procedural characteristics¹⁶, i.e., they are aimed at developing specific reading strategies, such as *scanning* and *using context*, as specified on the course book, in side-page text boxes (refer to Appendix 2B). Considering the aim and design of the CTs (described in the Macro Analysis), the analysis of text mediation will focus on *participants’ interactions* generated by these tasks in order to describe the relationship established between participants and the texts.

¹⁶ The *procedural* characteristics here referred are related to the concept of *procedural knowledge*, discussed by Gagné et al. (1993), according to whom this kind of knowledge “represents the knowledge on ‘how to’ read and is comprised of numerous component processes” (p.267).

5.3.2.1 CT1: Pre-reading task

This task, as described in the Macro Analysis, generated a discussion about professions that might be important in the future. Also, as shown in Part 1 of this Micro Analysis, the interaction signals evidenced an active participation on the part of the students. Yet, in terms of text mediation, not much evidence has been found in this kind of reading task. In the interactions generated by this task, there is no direct or indirect reference to the text. Thus, according to the orientation questions, posed in section 5.3.1, no text mediation, and therefore, no clear relation between participants and the text can be evidenced in their interactions.

On the other hand, it is important to highlight that this kind of reading task differs from the others, since, in fact, it does not have the intention to establish an actual contact with the text yet. Still, this moment of pre-reading, or preparation for the actual contact with the text, is considered a significant influence for comprehension, especially when readers express knowledge on the topic (Paris & Wasik, 1991). The discussion activated students' background knowledge on the subject. They based themselves on the text title, written on the board, and were hence restricted to the text theme.

Finally, what needs to be clear about this task is that the participants and the text were coherently related considering the extent to which this kind of task allows such relation. It was a pre-reading task, and therefore, the only text element that could be taken into account in order to establish the relation between the text and participants' interaction was the theme. This theme has been evidenced, since students' discussion was actually directed to listing and discussing about future professions.

Figure 4 is an attempt to express the teacher-students-text relations in this task.

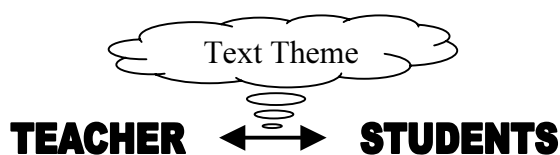


Figure 4. Participants and text relation in

The previous hypothesis was that the three elements would occupy a central position in each task, in a way that would allow us to illustrate the relation among them in a triangular shape. Nevertheless, note that text mediation, in the way it has been defined here, did not happen in this task. Only the text theme permeates participants' interactions. That way, the double-ended arrow (\longleftrightarrow) in the figure expresses the *interaction* between the teacher and the students, whereas the balloon means to express the *relation with the text*. There is a loose connection between the arrow line and the balloon since the text was referred in the interactions more in the level of predictions than of actual text comprehension.

5.3.2.2 CT2: Scanning task

The *Scanning task*, as described in the Macro Analysis, consisted of two steps: a silent scanning task and the whole-group discussion. The interactions analyzed here refer to the subsequent discussion, which allowed for tape-recording and transcription. In this task, students had the opportunity to have a preliminary general contact with the text. Firstly, they listed the professions mentioned in the text and, then, there was a brief comparison with the professions mentioned in their previous discussion (the pre-reading task). Evidencing text mediation in the scanning discussion was problematic at the beginning of the interactions, but then it became clearer.

First of all, in addressing the question about whether participants made references to the text, students listed all the professions mentioned in the text, which was

practically a mechanical task (these professions were in evidence, highlighted in capital letters). Second, in order to address the next question – whether these references play a significant role in attaining the task objectives – it is necessary to refer back to the first part of the Micro Analysis.

The first moment in this task (the students listing all the professions from the text) was pointed out as a signal of *disengagement*, since the teacher had asked them to list only the professions in common with their previous discussion (pre-reading task). In a second moment in the task, however, presumably based on this first text referencing, some students could finally establish the comparison requested by the teacher. For such, the students referred once more to the text (and to a table on the board, with the professions they had listed in the pre-reading task) in order to find the professions in common. It is in this second moment that the task aim was attained and *text mediation* was evidenced, as the following interaction sequence shows:

- 18 T: [eating and drinking establishments + so + what were the coincidences here? + did you
19 compare our predictions with ah the book? + we have professors
20 S5: lawyers
21 T: right + lawyers + or paralegal + which is related to paralegal services + what else? +
22 S3: (XXX)
23 T: [doctors + ah: which is
24 S3: [health care
25 T: health care + ok so we didn't say anything about the environment which is important + ah: we
26 didn't say anything about tourism + which is also important

Some of the similar professions had a different terminology in the text. Thus, in order to recognize them, students had to know, for example, that “paralegal services” (text term) was similar to lawyers (mentioned in their discussion). Possibly, S3 and S5, the ones who came up with the answers, either had or inferred such knowledge.

Now, does text mediation evidence text comprehension? And is the text referred to as a whole in the interactions? Actually, what the interactions show is participants listing the text sub-sections, which correspond to the professional areas discussed in the

text (Education, Financial services, Paralegal services, Environmental preservation and renovation, Travel and Eating and drinking establishments). Presumably, they know that these are the professions the author mentions to answer the title question – Which occupations offer tomorrow’s jobs? However, their references to the text do not evidence this. Nor does their interaction approach the text as a whole, since the author’s ideas developed about each of the professions are not discussed.

Thus, text mediation has been evidenced, but the relation between the participants and the text is still not close enough to consider the text as a fundamental element in the interactions in this task – at least, not the whole text, but its sub-sections. For this reason, Figure 5 illustrates, once more, participants and text relation in a very similar manner as done in the previous task.

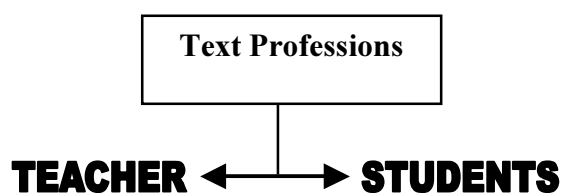


Figure 5 Participants and text relation in

This time, however, the line linking the text (dialog box) and participants’ interaction (double-ended arrow) is uninterrupted (differently from the balloon in the pre-reading task). That is to show that text mediation has now been evidenced.

5.3.2.3 CT4: Using the context

As mentioned in the Macro Analysis, the interactions recorded from this task show the teacher and the students involved in solving two sub-tasks: 1) choosing the most suitable meaning for *embark* and 2) answering to a personal question (refer to

Appendix 2B, exercise 4b). Although not evidenced in the sub-task 2, text mediation was evidenced in the sub-task 1, especially when the teacher read the text sentence, quoted in the task, and the students chose the most suitable meaning for the word *embark*:

- 1 T: ok + so letter b + *but for those people + about to embark on a course of training or study + that*
 2 *will take YEARS to complete + usually at considerable expense + there is comfort in knowing +*
 3 *there will be ah: + a demand for their skills down the road ++ right*
 4 Ss: [two
 5 T: number two? + the word + underlined word is embark + right + you say it's to start something
 6 new
 7 Ss: yes
 8 T: ok + it seems the most suitable one + right?

Here, in order to choose the best meaning for the underlined word (the primary objective of the task), the students had to refer to the text sentence and also grasp the context it provides to the word *embark*. Thus, in this interaction sequence, text mediation evidenced text comprehension. Yet, in what comes to reference to the text as a whole, there is lack of evidence. One reason for that can be attributed to the task design and its purpose. The learners do not need to read the text itself, but simply refer to the isolated sentence, which the course book task already provides.

The discussion in the second part of the task completion, triggered by a personal question involving the word *embark*, concentrated a great deal of the interactions in this task, but there was no evidence of text mediation. While addressing the question, students came up with suggestions, such as: “be careful but don’t be afraid”, “always compare yourself with someone who is better than you” or “if you want or intend to be for example like Pelé + you’ll never be + MORE + than Pelé”. In terms of Professor – Students or Student – Student interactions, as shown by the previous analysis, the signals were fairly clear and easy to point out: generally, the teacher posed the question (engagement fostering), the students came up with their pieces of advice

(engagement), and the teacher confirmed them (engagement feedback). However, to identify moments in which the text in question (“Which occupations offer tomorrow’s jobs?”) mediated their interactions does not seem an easy job. After all, the personal nature of the question posed need not consultation with the text.

In fact, it seems that the main purpose of this task, as mentioned in the Macro Analysis, is to exercise guessing vocabulary from the context and then practicing it by usage in order to aid recall, better saying, there seems to be a greater concern in exercising the reading strategy, rather than in directly working with text comprehension.

That way, once again, a CT generates interactions in which the text is partially referred to. Therefore, the relation established with the text can be once more illustrated as a partial one, as shown by Figure 6:

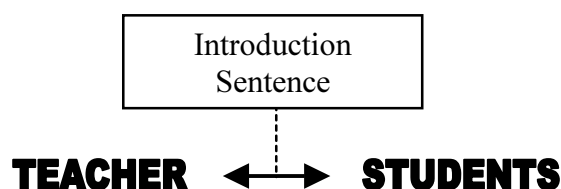


Figure 6 Participants and text relation in

The dotted line means that text mediation has been partially evidenced in participants’ interactions, since there is no evidence to suggest that the ones who participated referred to the whole text to support their statements or even to show their awareness that the sentence had been taken from the text introduction.

5.3.2.4 CT5: Rephrasing quotations

In the Macro Analysis, it was explained that this task consisted basically of students rephrasing some quotations from the text. While doing this task, participants’

interactions present several moments which showed that students referred back to the text in order to identify the quotations and rephrase them. Two of these moments are exemplified in instances when the teacher requested the information and students answered (selections from Appendix 3D):

3 T: who else did you find?
 4 Ss: Mary Sullivan
 5 T: Mary Sullivan + and then ah what are the credentials?
 6 Ss: (XXX)
 7 T: regional economist +
 8 Ss: (XXX)
 9 T: at the US Bureau of +
 10 Ss: (XXX) statistics
 11 T: labor statistics + right

or

28 Ss: Edward Cornish
 29 T: Edward Cornish + and what are the credentials?
 30 Ss: President (XXX) future society
 31 T: [of future society

From these examples, it can be concluded that the learners searched back in the text to find the elements requested and complete the chart given in the book task (see Appendix 1B, page 37 of the photocopy). Another even clearer instance of reference to the original text happened when the teacher and S1 misunderstood each other in the rephrasing of Mary Sullivan's quotation. The quotation, as presented in the text, is interrupted by its author's identification (Appendix 1A, page 33, 7th paragraph):

“(...) ‘We’re a very litigious society’, says Mary Sullivan, regional economist at the U.S. Bureau of Labor Statistics. ‘There are many routine kinds of things lawyers are able to hires paralegal to do’”.

In a brief discussion to solve the problem, both the teacher and S1 made reference to the text:

- 19 T: a lawyer + aha + so + what did you say again? (addressing to S1)
 20 S1: ah: + people are looking for their rights + seus direitos + estão procurando seus direitos
 21 T: [yes + that's true + but the quotation
 22 was ah lets see + *there are many routine kinds of things + lawyers are able to hire paralegals to*
 23 *do* + I understand your point but + what you have to explain in your words + is the quotation
 24 S1: [ah: ++ mas lá em cima tem assim *we're a very litigious society*
 25 T: ah: ok + you explained the other one

In this example, direct reference to the text was found in the teacher's words – when she is reading the passage on line 21 – and in S1's words – also reading a passage on line 24.

Based on these examples, it is possible to note that the interactions from this task are of a very similar nature as those of the previous task. The interactions from this task evidenced *text mediation* since: 1) participants had to refer back to the text in order to identify the quotations, and 2) they attained the task objectives when they rephrased the quotations identified. The interactions also evidenced *text comprehension* because rephrasing the sentences means to have reasoned upon the words, somehow grasped the idea, and reproduced it in one's own words. However, once again there is no evidence in the interactions of the text being referred to as a whole. It remains unknown, from the interactions, whether or not the learners were able to connect the quotations to the whole text.

It is especially for this lack of reference to the text as a whole that participants and text relation is illustrated in Figure 7 in a similar manner as in the previous tasks. The interactions evidenced text mediation, but the relation between participants and the text is still one of partial text referencing.

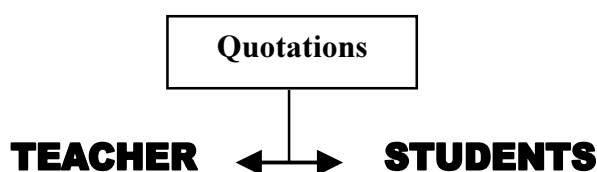


Figure 7 Participants and text relation in

In the previous task, there was a dotted line linking participants' interactions to the text because the task design dispensed consultation with the text. This time, as in CT2, the learners need to go back and consult the text in order to do the task.

5.3.3 Text mediation in the implementation of STs

The tasks that were named *single* in this study (STs) have already been characterized as the ones the teacher used to implement during her “break-times”. The STs also focused on reading strategies, but, unlike the situation depicted for the CTs, the participants' use of declarative knowledge¹⁷, especially declarative knowledge from the text, was more evident in their interactions. The following sections will focus on text mediation in the implementation of each of the STs separately in order to specify what connections the participants established with the text.

5.3.3.1 ST1: Sequencing of cut-up units of the text

As previously described, participants involved with this task were concerned about gathering, or sequencing, cut up units of a text (see Appendix 5A). As already mentioned in the Macro Analysis, the reading strategy practiced was *text structuring* and, in the context of this specific task, it worked mainly to raise awareness of relationships between and within the text units. Along this process, students were expected to make inferences about the progression of ideas, from the introductory ones to the conclusive ones, giving thought to the connection of ideas and linguistic clues.

In this task, reference to the text was a constant and the learners' participation evidenced that they relied not only on the teacher's guidance but also on the meaning of the sentences to be sequenced. The following example (see Appendix 4A) shows the

¹⁷ This relation to the concept of *declarative knowledge* is based on the definition given by Gagné et al. (1993), according to whom this kind of knowledge “consists of knowledge about letters, phonemes, morphemes, ideas, schemas and topic or subject matter” (p.267).

teacher guiding her students mainly by asking questions and establishing connections among the cut up units, hence making the text structure explicit.

- 37 T: [ALSO elephants are excellent swimmers + ok? + did you get that?
 38 S6: Por quê? (XXX)
 39 T: Por quê? Ah what was the previous one?
 40 S6: the shape of (XXX)
 41 T: ok + so you have here + for example + *for example + the shape of an elephant's head is similar*
 42 *to a whale's* + and then you have ADDITIONAL information about the setting + *also + elephants*
 43 *are excellent swimmers* ++ ok? ++ and then? And then what comes next?
 44 S7: *Some have chosen* (XXX)
 45 T: [*some have chosen to swim* now you are going to explain something about
 46 S8: He didn't believe (referring to S6) that elephants could swim (XXX) miles

As for the students, they express doubt ('Why?' on line 38), they suggest next pieces in the sequence (as S7, on line 44) and also make comments (as S8, on line 46). These students' reactions express not only engagement with the teacher, but also a close relation with the text. When S6 asked "Por quê" (Why), he expressed a certain resistance to an idea in the text, which was clarified when S8 commented that, actually, S6 had not believed in the elephants' ability as swimmers. Similarly, S8's comment showed that she had been engaged with her colleague and also that she was aware about the text lines informing that elephants could swim for miles.

From the beginning to the end of this task, the text ideas, as well as the concern about sequencing the pieces, mediated participants' interactions towards task completion in a more thorough way (rather than partial) than in the complementary tasks previously analyzed. A reason for that can be attributed to the nature of the task itself. The central aim of this task was to structure sentences to form a whole piece of writing whose author intended to make a point. Thus, the task required involvement with the text as a whole, with its linguistic elements, the meaning of the sentences, and predictions about possible ideas that might connect the pieces. Here, text comprehension was a basic requirement to attain the task aim.

Such closer *involvement with/dependency on the text as a whole* required a different way of illustrating text mediation and the relation between participants and text (Figure 8). Now, it seems more feasible to illustrate them using the previous idea of the triangle:

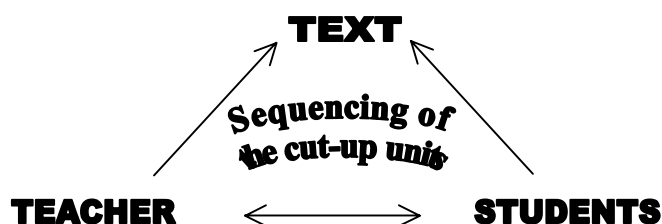


Figure 8 Participants and text relation in

Instead of a simple line of reference linking Teacher-Students interactions to the text, as done with the CTs, now the text (as a whole) is inserted in a more outstanding position. The triangular shape, as suggested in the introductory section of this Micro Analysis, is to represent the three support elements of the interactions in this task: the teacher, the students and the text (rather than just the teacher and the students, as in the CTs, where the text, or parts of it, played a more referential role). The linking lines are an attempt to illustrate the relation among the elements and the arrows point to the target of their attention (the teacher aims at the students and vice-versa; the teacher and the students aim at the text). The center of the shape refers to the main point of participants' interactions (the task of sequencing), where text mediation was evidenced.

5.3.3.2 ST2: Prediction task

It has been mentioned before, in the Macro Analysis, that the *Prediction task* involved students in answering questions based on the headline of a newspaper article.

It was also mentioned that this task can be considered another kind of pre-reading task, very much like in CT1, except for the fact that, this time, the students were given a piece of the text on which they could base their predictions. In addition, the possible answers to most of the prediction questions depended on the comprehension of those introductory lines.

The task already started with the teacher making reference to the text: her reading of the short passage from the introduction of the article. As soon as she finished, the students reacted promptly, expressing interest and curiosity (reference from Appendix 4B):

- 1 **T:** I will tell you a story and then we can discuss about it + the name of the story is the boy who
- 2 came out from the cold + ok ++ *a school boy who spent the night trapped in a butcher's cold store*
- 3 + *after being locked in accidentally* + *ran on the spot for ten hours to stay alive* + ok?
- 4 **Ss:** (laughs)
- 5 **S1:** [aff
- 6 **S2:** [what's on the spot?

These reactions came almost at the same time. While some students seemed to have understood the situation – exemplified by the laughs and S1's expression of surprise ("aff", on line 5), others expressed anxiety to grasp the meaning – as, for example, S2's vocabulary question (on line 6). If that was actually the teacher's intention, two reasons for her achievement could be related to the text she chose. First, newspaper articles are usually written by specialists in grabbing readers' attention from the very first lines. Second, this text genre has a veridical nature, a characteristic that usually calls people's attention, especially when concerning curious happenings, such as this one of the boy who came out from the cold.

In addition to rising interest at the very first moment, the questions posed by the teacher requested hypotheses about possible causes and consequences of the boy's predicament, still omitted and, sometimes, implied in the passage. Thus, the students

had to base themselves on clues from the text passage in order to come up with their guesses. Therefore, these prediction questions also generated, like in the previous task, a close involvement with/dependence on the text piece, which could be noted while the teacher and the students interacted.

There were moments in the interactions when recurrence to text was explicit, while in others the reference was implied. Examples of explicit reference are guesses about the boy's age (S4) and clothes (S10):

8 T: (...) it's like a newspaper headline ok? + so in your opinion + how old was the boy?
 9 S3: 12 or 14
 10 T: 12?
 11 S4: you said schoolboy?
 12 T: yes it's a schoolboy
 13 S4: from 7 to 13 + 14
 14 (...)

36 T: (...) ah: how was he dressed? + can we imagine? + what kind of clothes was he ah: was he
 37 wearing? +
 38 Ss: school clothes [light clothes
 39 T: school clothes + uniform
 40 S10: light clothes because he had to spend ten hours running

The answers provided by these students are clearly based on elements from the given text passage, i.e., the fact that he is a schoolboy and that he had spent ten hours running.

In other answers, though, regarding the reasons why the boy had been locked up and the guesses about the temperature, there were not direct references to text elements, but these answers required an understanding of the context provided in the passage. For example, the vocabulary choice of some students while imagining a reason why the boy had entered in the cold store:

14 T: right + and what was he doing there in the butcher's cool store?
 15 S5: he was sneaking (laughs)
 16 T: maybe he was sneaking? + all right
 17 S6: curiosity

- 18 T: curiosity + all right + maybe + any other ideas?
 19 S2: maybe hiding from someone
 20 T: hiding? + ok
 21 S8: or hiding someone

In the example, the words “sneak”, “hide” and “curiosity” usually apply for infants. Thus, it shows that these students acknowledged the fact that the word “schoolboy” may refer to a child. In this other example,

- 56 T: (...) what was the temperature + in your opinion?
 57 S9: VERY low + minus 15 degrees Celsius

S9 expressed acknowledgement of the only clue in the passage suggesting that the temperature was low: “butcher’s cold store”, although there is no direct reference to it.

Whether explicitly or not, the students who participated in answering the teacher’s prediction questions did use their comprehension of the text passage as reference. The text was a short article (see Appendix 3B) and the questions asked (by the teacher) referred to the most important points reported: information about the main character – age and clothing, the setting – place and conditions, the problem – how the incident happened and how it turned out, and about other people involved – the parents’ reaction. To conclude the task, the teacher presented the whole article to the students for hypothesis-checking.

Hence, as noted in the sequencing task previously analyzed, a close relation was again evidenced between participants and text. Task progress depended on students’ attention not only to the teacher’s questions, but also to the main ideas of the passage read. Then, once more, the participants-text relation figure can be presented in the form of a triangle (see Figure 9), as an attempt to illustrate the outstanding presence of the text in participants’ interactions.



Figure 9 Participants and text relation in

5.3.3.3 ST3: Recall task

The strategies used in the two previous STs analyzed allowed the participants to approach the corresponding texts in different ways, although in both ways they were closely related to the texts and text mediation in their interactions evidenced text comprehension. In ST1, participants used a strategy to aid structure awareness *while* the learners proceeded with the reading of the text pieces. In ST2, they used a kind of *pre-*reading strategy that raises students' interest for the text. This third single task involves a *post-*reading strategy: an oral recall of a short story.

The students who participated in this task contributed with one another to rebuild, in their own words, a funny one-page episode (refer to Appendix 3C for the source text). Consequently, every word from their talks referred to the corresponding text. S1 and S2 provided a summary of the story (references from Appendix 4C):

- 1 **S1:** the story is about a woman who goes to the cinema + there's a girl that sells ice cream and ++
- 2 **T:** you can give her a hand ++ if you remember the details you can give her a hand
- 3 **S1:** [oh c'mon help
- 4 **S2:** how can you say fila
- 5 **T:** the queue or the line
- 6 **S2:** the woman is in the line and in front her there is a boy + a little boy + and he was buying the
- 7 ice-cream but the ice cream was (XXX)
- 8 **T:** twenty pence
- 9 **S2:** twenty pence + but he gives just ten + and the girl says + the ice cream says she needs another
- 10 10 + and he puts the ten pence again in the pocket and gives again to the girl but woman + is + the
- 11 woman that is + after him + pays the ice cream

In turn, students S3 and S4 were concerned about interpreting the ideas between the lines, or the funny misunderstanding that still remained implied:

- 14 S3: he + ah: he had the twenty pence + but he: put one ten pence in one pocket and put the other in
 15 another pocket ten pence and Mrs. Evans was so amused that she: pays eh: other ten pence + but
 16 the boy: + had twenty pence
 17 S4: (XXX) he understood that + eh: + that she + the girl of the ice-cream + wanted THE OTHER
 18 ten pence + not MORE ten pence

In the previous analysis about the interaction signals, regarding this task, it was mentioned that this collective recalling required the participants' attention to the words of the previous colleague, which promoted their engagement. In addition, the task requirements also involved the students' general and somewhat detailed understanding of the text in question; otherwise students 1 and 2 would not have been able to reproduce the main facts, nor would have students S3 and S4 been able to explain the implied misunderstanding. Such demand on previous comprehension turns this task into one of a more evaluative nature than the other two. But still, like the other two, it consists of interactions all but entirely mediated by the text, and where the text is also thoroughly (rather than partially) referred.

Therefore, once more, and at last, the figure illustrating participants-text relation is presented as a triangle (Figure 10).

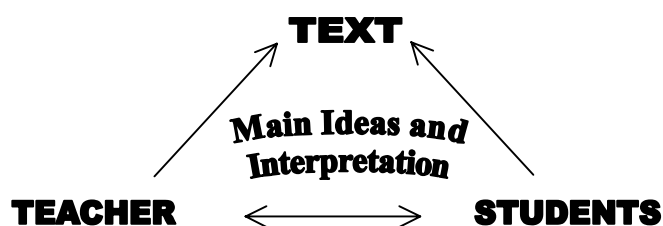


Figure 10. Participants and text relation in

Once again, the three elements have an active participation in the online task – the teacher, the students and the text – and, thus, play a fundamental role within the task evolution.

5.3.4 Central Text Mediation (CTM) and Peripheral Text Mediation (PTM)

Back in the Macro analysis, before going into the interaction analysis, the complementary and the single tasks were identified as different types of reading tasks basically because the CTs were taken from the text book and the STs were not; also, because the CTs consisted of a set of tasks based on the same text and the STs were individual tasks, each one based on a specific text; and, above all, because each of the CTs approached fragments of the text, whereas each of the STs approached the text as a whole. The text mediation analysis, developed in this second part of the Micro Analysis, came to emphasize the differences between the two types of tasks, especially in terms of generating different relations between participants and text.

First, the analysis of text mediation showed participants interacting during the implementation of the four CTs. Each of these tasks was exercising reading strategies. There was a pre-reading strategy, which involved the text theme (possible job demand in the future); a scanning strategy, which involved the text main topics (the occupation areas mentioned there); and finally, a strategy of context use, which involved some text arguments (an introduction sentence and the quotations cited by the text author). Despite the fact that these text fragments seemed to build a picture of the text as a whole, interactions expressed that the reference to the fragments predominated over connecting these fragments to the whole. Seemingly, these tasks generated a concern about procedural knowledge (strategy training), which prevailed over the concern with declarative knowledge (text comprehension).

This particularity of the CTs, reflected in the participants' interactions, caused an imprecise relation with the text in question, especially in terms of written comprehension; relation that was here named *Peripheral Text Mediation (PTM)*. In each of the four CTs, it seems that the text was used more often as a starting point to give the students an opportunity for them to express their opinions, agree and disagree with one another and make comments (as evidenced in their interactions). However, there was lack of evidence to show that, in fact, the text served as support to participants' views, even indirect support. There was also lack of evidence to be conclusive on whether the students were able to build a thorough view of the text.

Moreover, the analysis of text mediation showed participants interacting during the implementation of the three STs. As with the CTs, each of the single tasks also exercised reading strategies: one pre-reading strategy (the prediction task), one while-reading strategy (the text structuring task) and one post-reading strategy (the recall). In these tasks, it is difficult to tell how participants engaged without mentioning the text (refer to the section on Engagement signals, 5.2.2.1 and 5.2.2.2) because their engagement happened *through* the text, that is to say, it happened *mediated* by the text. Unlike the situation depicted for the CTs, a closer relation with the text as a whole was evidenced, which had the participants more straightly involved with the text content and meaning (declarative knowledge), thus, more straightly dependent on text comprehension. This closer connection with the text characterized a relation based mainly on the level of text comprehension, named *Central Text Mediation (CTM)*.

All in all, a direct answer to research question 2b can be finally structured: the text mediation analysis of participants' interactions showed that the STs involved participants more on the level of text comprehension. It established, that way, a relation of *CTM*, i.e., a thorough relation with the texts involved, whereas the CTs had

participants involved on a more personal level, instigating comments and personal views, establishing, that way, a relation of PTM, i.e., a partial relation with the text in question.

These remarks bring the analysis chapter to an end. The next chapter will address the final remarks, which review the main results, presents the limitations of this study, some pedagogical implications for the teaching and learning of the reading skill in EFL, and some suggestions for further research.

CHAPTER VI

FINAL REMARKS

6.1 Introduction

In the introductory section of the present study, in Section 1.1.2.1, where the objectives and research questions were posed, it was mentioned that this researcher aimed mainly at investigating the teaching and learning of the reading skill in an EFL reading classroom environment. More specifically, the aim was to understand the relations established among the teacher, the students and the text during the implementation of reading tasks. This chapter concludes the present study by reviewing the findings from the Research Questions (RQ) in order to see the extent to which the objectives have been attained. Also, some limitations of the study as well as some pedagogical implications for the teaching and learning of the reading skill in EFL will be pointed out.

6.2 RQ1: What kinds of reading tasks are being implemented in the classroom?

As presented in the Macro Analysis, the seven reading tasks selected for the interaction analysis were samples of two identified task types: the *Complementary Tasks* and the *Single Tasks*. Identifying these two different types of reading tasks implemented by the teacher was a preliminary finding that represented a first step to answer the second main research question, and it also represented a background for the Micro Analysis, which accounted for the description of the relations among teacher, students and text in the interactions of *each reading task* selected.

6.3 RQ2: In what ways do the teacher, the students and the texts interact in the classroom?

This research question has not been directly answered in the analysis since its answer was divided into the two parts of the Micro Analysis. The first part showed how the *interaction signals* related the teacher and the students' utterances in the interactions generated by the two different task types (RQ2a); the second part showed how *text mediation* related participants and the texts in the interactions generated by the two different task types (RQ2b). The following sections will review the findings from these two research questions in order to subsequently address the RQ2 directly.

6.3.1 RQ2a: What kinds of relations are established between the teacher and the learners in the implementation of the two types of reading tasks? Particularly, what kinds of interaction signals can be found in their utterances?

The first part of the Micro Analysis described participants relating to one another in the classroom through sequences of interaction signals: *engagement fostering – engagement – engagement feedback* and *engagement fostering – disengagement – reengagement fostering – reengagement – reengagement feedback*. It was mentioned that during each task completion (Complementary or Single), these signals evidenced the tasks progressing, the students participating and also the teacher being in control.

On the one hand, the interaction sequences seem to reflect a certain regularity in the participants' talk, one that seems to regard classroom discourse as “organized and predictable talk”, where the teacher holds the leading position in class by means of starting and ending sequences, requesting and interrupting students' participation, making comments, aiding disengagement, and driving the learners to attain task aims.

On the other hand, there were also moments evidencing breaks in this pattern (or regularity). First, the signals did not always happen exactly as the sequences above

suggest: there were instances when an engagement fostering was not answered, or when engagements lacked feedback (as pointed out in section 5.2.2.2). Second, there were moments when the roles exchanged, that is, it was the teacher who disengaged and it was a student who fostered engagement (as pointed out in section 5.2.2.3). Third, the complex engagement signals, mainly evidenced in the students' utterances, not only expressed predictable connections (as in the simple engagement signals), but were also interpreted as "free contributions" (unexpected) to the conversation, when the students expressed their opinions in the form of comments, word plays, arguments and counter-argument.

These pattern breaks come to reinforce the complex nature of classroom interactions. Also, they come to reinforce the view presented in the Review of the Literature (Chapter 2) and in the Introduction, which considers the classroom environment a place where both the natural and the pedagogical aspects intermingle (Gil, 2001) and make of it an authentic and unique context to intensify the experience of learning (Breen, 1985, cited in Van Lier, 1988).

6.3.2 RQ2b: What kinds of relations are established between the participants and the text in the implementation of the two types of reading tasks? Particularly, up to what extent are the texts mediators in the interactions?

The interaction analysis of text mediation mainly evidenced that the participants related to the texts in different ways while completing the tasks. The relationship named Peripheral Text Mediation (PTM) was evidenced in the interactions during the completion of the Complementary Tasks (CTs), whereas the one named Central Text Mediation (CTM) was evidenced in the interactions during the completion of the Single Tasks (STs). It was mentioned that both CTs and STs emphasized the use of reading strategies. However, in the CTs, the PTM generated a greater concern with strategy

practicing (procedural concern) rather than with whole-text comprehension (declarative concern). Conversely, in the STs, the CTM generated a greater concern with approaching the text as a whole, where strategy practicing had comprehension as a precondition to task completion.

Now, in order to directly address RQ2, combining the findings from RQ2a and RQ2b, it is necessary to return to the figure of the triangle (Figure 3) and mention how it was initially created: it was an assumption that a reading task, during its implementation, would involve three support elements straightly connected: the teacher, the learners and the text, which were here hypothetically pictured in the form of an equilateral triangle (refer to section 5.3.1). After the analyses, the interactions evidenced the strong and fundamental presence of the teacher and the students as support elements in each task completion. Nevertheless, the content of these interactions (addressed in the mediation analysis) evidenced that only in the completion of the Single Tasks the text could be regarded as a support element in the interactions: these were aimed at and evidenced text comprehension. In the Complementary Tasks, the interactions in each task completion evidenced references to different *parts of the text* and the students' acts of debating and expressing personal views. However, evidences of text comprehension or of connections of the text parts to the whole text remained hindered in the participants' interactions.

Unexpectedly, these findings allowed me to draw conclusions regarding the role of *task management* and *task types* in the construction of these relations. First, the pattern of *interaction sequences* identified in teacher-students interactions, as well as the breaks in this pattern mentioned in the previous section, appear to be closely related to task management, rather than to task types. Regardless of the type of task generating participants' interactions, Complementary or Single, the same interaction signals and,

thus, the same interaction sequences were evidenced. This means that the relation established between the teacher and the students depended mainly on the way the participants themselves managed the task, independently from the task type, i.e., their relation depended mainly on how the teacher conducted her students – specially when fostering (re)engagement or when providing (re)engagement feedback – and how the students' responded to the teacher's lead – engaging, disengaging or reengaging.

Second, the two types of relations identified between the participants and the texts, the PTM (Peripheral Text Mediation) and the CTM (Central Text Mediation), seem to be mainly determined, this time, by the type of task, more than by task management. In each Complementary Task, *parts* of the text were approached and clearly evidenced in the interactions: CT1 approached the text theme, CT2 approached mainly the titles of the text subsections, CT4 approached a sentence from the introduction and CT5 approached some quotations cited by the text author. However, the interactions from these tasks presented no evidence of connection of these parts to the text as a whole. The fact is that the design of the Complementary Tasks, as the course book presents them (refer to Appendix 2B), already lacked such requirement, which resulted in a *partial relation* between the students and the text and hence hindered whole-text comprehension. As for the Single Tasks, each of them made students approach the texts as a whole under the teacher's management: in ST1 students sequenced the text units, in ST2 they predicted a newspaper story based on its headline and in ST3 they retold a story they had previously read. Again, in the case of the STs, their design played a significant role in the relation established between the participants and the texts. Specially because the students had to (re)build the *whole meaning* of each text, this whole-text approach resulted in a *central relation* between participants and the

texts, where, in many moments, text mediation evidenced comprehension (Micro Analysis, Part 2).

To sum up, the main findings from this study can be shortly stated as follows:

- ⇒ The interaction analysis of the signals and text mediation showed that during the completion of each Complementary Task *the texts* did not play an essential role in terms of whole-text comprehension, whereas during the completion of each Single Task, teacher, students and text comprehension were crucial in attaining the tasks aims.
- ⇒ Teacher-students relation described through *interaction signals* evidenced task management (the teacher's guidance) as a key to students' participation and task progress;
- ⇒ Participants-text relation described through *text mediation* evidenced that task types, Complementary and Single, played a role in generating different relations with the texts, so called Peripheral Text Mediation and Central Text Mediation.

6.4 Limitations of the study and Suggestion for further research

The present study was about reading task implementation and about describing relations among teacher, students and text based on the analysis of interactions in *one single* classroom environment. Both the *interaction signals* (section 5.2.1) and the *criteria to identify text mediation* (section 5.3.1) were tools for the analysis, developed and applied specifically for the understanding of this *one single* classroom environment. Still, these tools could be used to study other classroom contexts, either with the same purpose of the present study (understanding teacher, students and texts relations in the implementation of reading tasks), or possibly with a different intent, e.g., the complex kinds of engagement signals identified in the interactions (section 5.2.2.1), especially in

the interactions from the CTs, evidenced some reflective thinking on the part of the students (argumentation, counter-argumentation and personal opinions), which might serve other research purposes.

Moreover, regarding the conclusion that task type played a significant role in promoting different relations between the participants and the texts, it is important to emphasize that only two types were considered here: 1) the Complementary Tasks: implemented from Blanton and Lee (1994), designed for one single text, mainly aimed at practicing reading strategies; and 2) Single Tasks: Implemented in between sets of CTs (source unknown), each one designed for a different text, mainly aimed at strategy practicing and text comprehension. It means that this finding may not be applicable for types of tasks other than these two, which may include or lack any of the above criteria. Nevertheless, this fact does not exclude the possibility of investigating the implementation of other types of tasks in order to analyze what relations are established with the text, and whether or not these relations (or a variation in the relations) are related to the task type as well.

6.5 Pedagogical implications

At last, what can the relations analyzed here, established within such a specific learning environment, tell about the teaching/learning of the reading skill in EFL? In relation to this, one aspect was shown in this study concerning the emphasis on the teaching of reading strategies in the implementation of reading tasks. The analysis showed that both types of task involved the practicing of reading strategies. However, during the implementation of the CTs, there was a greater concern with strategy practicing rather than with text comprehension, which resulted in a partial relation

between the participants and the text, hindering students' comprehension of the whole text.

That way, one question could be asked: to what extent should the practice of reading strategies involve or not the text as a whole, especially those strategies aimed at parts of the text in particular (such as *scanning* or *inferencing* words from the context)? Reflecting upon this question means thinking about the extent to which a reading strategy is being taught for the sake of the strategy itself or for the sake of text comprehension as well. It means considering, at the moment of task implementation and strategy use, a possible necessity of connecting parts to the whole (text) and after that, perhaps, even connecting the whole to an even larger context, such as the social context of text production, of the text author or even of the students themselves.

One last point that is worth emphasizing concerns the implications of having investigated teacher, students and text relations in the classroom interactions. While describing these relations, it has been found that both task management and task types played a significant role in the construction of these relations. Still, it is possible to consider that, after all, the merit could be attributed, in great part, to task management. In the case of the teacher who participated in the present study, she expressed a particular concern with routine breaks in her classes. In the interview (See Appendix 1), she was somehow enthusiastic about these breaks:

(...) On the one hand, of course, as most of the course books, it follows a certain pattern, which is sort of repetitive and after some time students get bored; I also feel the same. When I realized this, I started to insert new things (...) I think that this is a problem with most of the textbooks. Things become too predictable. (...) If you realize that the students are not enjoying the kinds of activities that the book presents, the teacher should always be flexible to adapt, to expand or insert things in order to please the students more or to provide extra challenge. I always insert things, even when I am following the book: bring games and (...) to break the monotony, to have a break and do something different (...)

Her special interest in having her students' motivated by trying to break routines is the way she found to adapt her teaching practice to her students' needs. The result was the

implementation of the Single Tasks, which generated, as the analysis showed, a strong relation not only among the participants, but also between the participants and the text, especially in terms of written comprehension.

It is in this sense that task management, that is to say, the socialization of the task in the classroom, can overcome whatever type of task that might be available for the teacher to implement. Here lies a great merit of a teacher: Regardless of the kind of input being managed by the teacher in class, be it in relation to the *teaching of EFL Reading* or to *teaching in general*, if the teacher is aware of his/her students' needs and is willing to interact with them, there is always the possibility to adapt and make the input meaningful and profitable to the students.

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APPENDIX 1

Semi-open interview with the teacher

1. *What is your opinion about the book? Please think about it considering:*

- a. *Its appropriateness for the discipline you minister.*
- b. *Its appropriateness for the students of Letras course.*

I think the book has some advantages (...) ¹⁸ there are some very clear and explicit examples of exploitation of critical thinking and reading. So, in this sense, I think the book is very appropriate because this is something I have been really interested in developing on my students. So, I was very enthusiastic when I started using the book. On the one hand, of course, as most of the course books, it follows a certain pattern, which is sort of repetitive and after some time students get bored; I also feel the same. When I realized this, I started to insert new things and also, at the very end, I even introduced other things, I mean, I sort of left the book a bit aside after I had covered the part which the coordinator said I should. I think that this is a problem with most of the textbooks. Things become too predictable.

As for the appropriateness, I think that being oriented for critical thinking is very appropriate. (...) It has grammar points, vocabulary tasks, normal things that can be found in textbooks, but I don't know if, pedagogically speaking, in terms of preparing students for being teachers, in this sense, perhaps it lacks. Perhaps it should have been more expanded in this direction.

2. *What if the students do not like the book...*

If you realize that the students are not enjoying the kinds of activities that the book presents, the teacher should always be flexible to adapt, to expand or insert things in order to please the students more or to provide extra challenge. I always insert things, even when I am following the book: bring games and (...) to break the monotony, to have a break and do something different (...) In this specific case (...) they are a nice group, they have a very good level and they have a very critical sense. So, I felt the necessity to deviate a bit more and try to give them a chance to exploit a bit more, to have a bit more of a challenge (...) They are so eager for oral expression, for having the

¹⁸ Inaudible parts

opportunity to speak, for they say that in many classes they don't have this opportunity. And reading is so compatible with debate. You can read and also debate (...) reading, speaking and writing are so connected (...) so I tried to exploit this because I felt that they were eager to have some conversation opportunities in class.

3. What do you think about reading texts aloud for the students?

This is very controversial. I have heard people say that they do not do this. But, for example, Davies, Florence Davies¹⁹, she advises the oral reading of the text by the teacher or by the students themselves. So, sometimes I read or I ask them to read (...) This is something that I think is important for them (...) to expose them to oral reading so that they pay attention to pronunciation, intonation, things that are closely related to reading (...) Except when the text is very long, two, three pages long (...) I think that there is a limit (...)

4. Despite of all the interruptions you and your group suffered along the semester (holidays and "paralisações"), how do you think the students responded to your way of teaching, I mean, how do you see their progress in terms of EFL reading development and critical thinking?

Reading their compositions and their pieces of writing, this was very clear to me. Even in their tests, they had the opportunity to show their critical view. I tried to apply activities which led to critical thinking, even in the tests: in the midterm tests and final exam. Also, they have written a lot. Most of the students, perhaps, have eight, some ten or twelve pieces of writing during the semester. I could see their progress, not only in language terms, but also in the development of their critical thinking. I noticed that they liked this new approach to reading, to develop the critical viewpoint. One of the students even mentioned this in one of those comments I asked them to make about our classes, he said that he was able to detect this new bend in the book, this new approach to adopt a more critical view, and he said that this was very important. Also, in other opportunities, I could hear from other students that they enjoy this kind of debating and critical discussion (...) As a whole, I am very satisfied with the results.

¹⁹ Reference to Davies (1995)

APPENDIX 2

COMPLEMENTARY TASKS DATA SELECTION

2A TEXT

Which Occupations Offer Tomorrow's Jobs?

by Mary Sit

from *The Boston Globe Career Guide*

Most career counselors tell their clients that the key to job satisfaction is finding a line of work they are interested in and enjoy. But for those about to embark on a course of training or study that will take years to complete (usually at considerable expense), there is comfort in knowing there will be a demand for their skills down the road.

So we look to the U.S. Bureau of Labor Statistics for projections on the occupations that will be most in demand over the next decade. Health care dominates as a hot career field with jobs expected to grow from 8.9 to 12.8 million between now and the year 2005. Outside the health-care field, here's what the Labor Department and futurists are picking:

EDUCATION. Teachers—primary and secondary and college levels—will be needed. This may be surprising as cities and towns struggle with budget cuts and lay off¹ teachers. But the baby boomlet²—children of middle-aged baby boomers³—is hitting school age.

Between the years 1990 to 2005, elementary school age children will increase by 3.8 million; secondary school age by 3.2 million; and post secondary school age by 1.4 million, according to the Bureau of Labor Statistics. In addition, foreign, older and part-time students will result in more post-secondary teaching positions. And there's a spillover⁴ from the demand in education: teacher aides, counselors and administrative staff are expected to increase. All in all, the need for teachers is expected to add 2.3 million jobs in education by the year 2005.

1 lay off terminate jobs

2 baby boomlet period of high birth rate

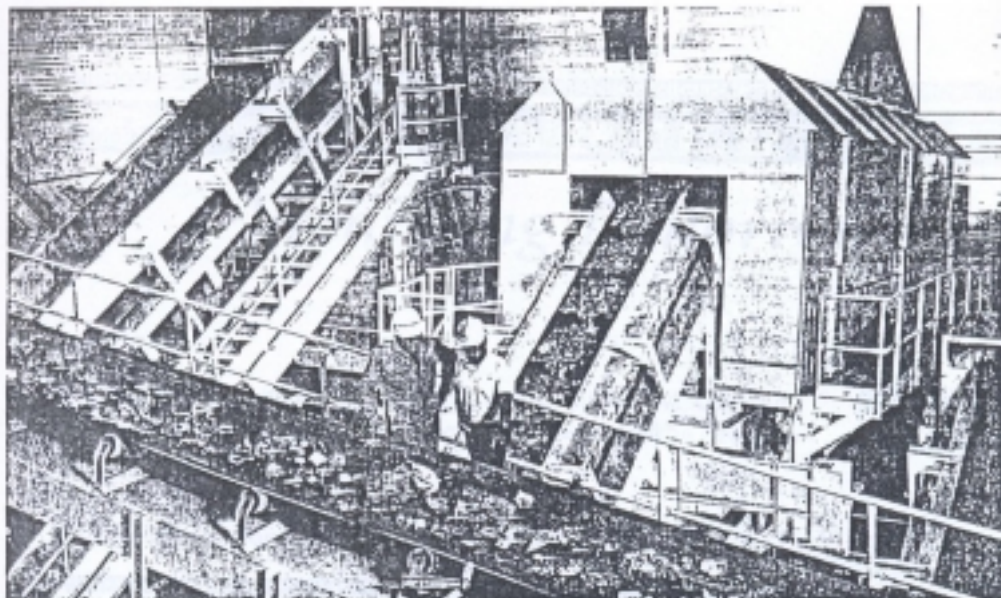
3 baby boomers people who were born during a period of high birth rate

4 spillover secondary effect



- 5 **FINANCIAL SERVICES.** Corporate jobs and entrepreneurship should do well in financial services—from accountants to market analysts, stock fund managers and stock brokers.
- 6 “We’re moving from an industrially based economy to an informationally based economy. And one of the most driving forces is finances,” says Patricia Aberdeen, author of “Megatrends for Women.”
- 7 **PARALEGAL SERVICES.** This is the second-fastest growing occupation, according to the Bureau of Labor Statistics. “We’re a very litigious⁵ society,” says Mary Sullivan, regional economist at the U.S. Bureau of Labor Statistics. “There are many routine kinds of things lawyers are able to hire paralegals to do.” People today are questioning whether they can get similar—but less expensive—services from paralegals.
- 8 **ENVIRONMENTAL PRESERVATION AND RENOVATION.** “We want to keep our environment pure and clean,” says Edward Cornish, president of

5 litigious ready to sue in court



World Future Society, a nonprofit group that studies sociological and technological trends.⁶

Any job that recycles, cleans up pollutants, preserves historic sites or restores forests will be a good pick, says Cornish.⁹

This extends as well to our internal environments, such as our homes. People are finally paying attention to issues beyond heating and cooling their homes and are concerned, for example, with radon⁷ poisoning and lead paint.¹⁰

TRAVEL. This has become the world's leading industry, in terms of employing workers, says Cornish. Travel and the hospitality industry will offer more jobs as people become more affluent⁸ and as technology makes transportation more comfortable and cheaper.¹¹

EATING AND DRINKING ESTABLISHMENTS. This ranks as the third-fastest growing occupation under the services sector, says the U.S. Labor Department. Although many of these jobs are not career-oriented—waiters and dishwashers—others include jobs with money-making potential, such as managers and chefs, points out Sullivan.¹²

⁶ trends directions

⁷ radon a colorless, radioactive gas

⁸ affluent rich

2B TASKS DESIGN

CHAPTER FOUR

Predicting Tomorrow's Jobs

1. **Class Work.** How would you answer the question below? List your ideas on the board. Then tell why you think people will be needed in these occupations.

Which Occupations Offer Tomorrow's Jobs?

Occupations	Why?
doctors	growing population more elderly people

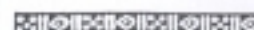
2. **Class Work.** Scan the newspaper article on page 32–33 to find the occupations mentioned by the writer. Add these occupations to your chart in Activity 1. Then predict why people will be needed in these occupations.
3. **On your own.** As you read the article on pages 32–33, check your predictions from Activity 2. After you finish reading, add information from the article to your chart on the board.

WRITING STRATEGY:
Listing Ideas
See page 241.

READING STRATEGY:
Scanning
See page 254.

**Reading for
Specific Information**
See page 254.

4. Pair Work. Choose the dictionary definition that best fits the meaning of the underlined words in the sentences below. Circle your answer. Then answer the questions that follow.



READING STRATEGY:
Using Context
See page 255.

- a. "Most career counselors tell their clients that the key to job satisfaction is finding a line of work they are interested in and enjoy."

key *n* ❶ an instrument, usually made of metal, that one puts into a hole and turns, to lock or unlock a door, start or stop a car engine, etc. ❷ something that explains, answers, or helps you to understand: *Her unhappy childhood is the key to her character.* ❸ any of the parts in a writing or printing machine or musical instrument that are pressed down to make it work: *the keys of a piano* ❹ a set of musical notes based on a particular note: *a song in the key of C*

What do you think is the key to personal happiness?

- b. "But, for those people about to embark on a course of training or study that will take years to complete (usually at considerable expense), there is comfort in knowing there will be a demand for their skills down the road."

embark *v* ❶ to go, put, or take onto a ship: *We embarked at Montreal, and disembarked in New York a week later.* ❷ to start (something new): *to embark on a new way of life*

What advice would you give to someone who is embarking on a new career?

- c. "Health care dominates as a hot career field with jobs expected to grow from 8.9 to 12.8 million between now and the year 2005."

dominate *v* ❶ to have or exercise controlling power (over): *Her desire to dominate (other people) has caused trouble in her family.* ❷ to have the most important place or position (in): *Sports, and not learning, seem to dominate in that school.* ❸ to

if over. Who does the writer quote in her article? Look back?

to grade to find the rise or to be higher than; provide a view from a height above:
The church dominated the whole town.

What language dominates in the field of international business?

quote Credit: Staff

London

author of English

- d. "Teachers—primary and secondary and college levels—will be needed. This may be surprising as cities and towns struggle with budget cuts and lay off teachers. But the baby boomlet—children of middle-aged baby boomers—is hitting school age."

cut *n* ❶ the result of cutting; an opening; wound: *a cut in the cloth/How did you get that cut on your hand?* ❷ something obtained by cutting: *cuts (=pieces) of fresh lamb* ❸ a reduction in size, amount, etc.: *cuts in government spending* ❹ *informal* a share: *The government plans to take a 50% cut of oil profits.*

hit *v* ❶ to give a blow to; strike: *He hit the other man.* ❷ to (cause to) come against something with force: *The ball hit the window.* ❸ *informal* to reach: *We hit the main road after traveling two miles on a side road.*

—Definitions from Longman Dictionary of American English

If you wanted to save some money, what cuts could you make in your current monthly budget?

What about these?

higher According to

Women

If the retirement age is 65, in what year will you hit retirement?

your work. Imagine that you work for the U.S. Bureau of Labor

with a young pe

or. Given your h

ca would you give? Write your response

Compare answers with your classmates.

5. On your own. Who does the writer quote in her article? Look back over the article to find these people. Then complete the chart below.

Source of quote	Credentials	Information (in your own words)
Patricia Aberdeen	author of "Megatrends for Women"	In the future, there will be jobs in financial services because we are moving towards an informationally based economy.

Share ideas about these people, as in the example below.

Example: According to Patricia Aberdeen, author of "Megatrends for Women,"...

6. On your own. Imagine that you work for the U.S. Bureau of Labor Statistics and a young person writes to you for advice in choosing a career. Given your knowledge of the job market in the future, what advice would you give? Write your response in your journal.

APPENDIX 4

Can you do these in a room?

(ST1 – Recall)

SINGLE TASKS DATA SELECTION – TEXTS

A “Elephants and Whales”

(ST1 – Sequencing of cut-up units of text)

1st piece: Elephants are the largest animals in the world.

2nd piece: Whales are the largest sea animals.

3rd piece: These two huge animals may, in fact, be related.

4th piece: Biologists now believe that the ancestors of elephants once lived in the sea.

5th piece: There is plenty of evidence to support this idea.

6th piece: For example, the shape of an elephant’s head is similar to a whale’s.

7th piece: Also, elephants are excellent swimmers.

8th piece: Some have chosen to swim for food to islands up to three hundred miles from shore.

9th piece: Like the whale, the elephant too uses sounds to show anger or other kind of communication.

10th piece: Finally, and in certain ways, female elephants behave much like female whales.

11th piece: When an elephant or a whale is born, a female friend stays nearby to help the mother.

B “The boy who came out from the cold”

(ST2 – Prediction)

Headline: A school boy, who spent the night trapped in a butcher’s cold store, after being locked in accidentally, ran on the spot for ten hours to stay alive.

Peter Anderson, age 15, was locked in a store in a Stratford-upon-Avon butcher’s shop for fourteen hours with the temperature around freezing point. Staff arriving for work at the Wood Street shop found him yesterday morning, with his teeth shattering and his face purple with cold. Still freezing, Peter immediately telephoned his parents, who had reported him missing to the police. Peter, who lives in a street nearby the Stratford butcher’s shop, said *‘I help out at the shop after school and I had gone into the cold store just before closing time. I was behind a big full shelf when I heard the door lock behind me. At first, I thought it was someone playing a joke, but then I realized it wasn’t and began shouting. All the staff had gone home. I tried to keep the door open and to pick the lock, but it was no good. I was wearing only a shirt, trousers, a thin pullover and a white butcher’s smock. It was bitterly cold and I realized that I might die. So, I ran on the spot for about ten of the fourteen hours’.*

APPENDIX 3

(Complementary tasks - Transcriptions)

A. CT1: Pre-reading task interactions

- 1 T: (XXX) it is about predicting tomorrow + ah tomorrow's jobs + I mean + jobs which will be popular or
2 important in the future + ok? + so lets try to predict what is going to happen in the future in this aspect +
3 for example + the first suggestion (XXX) let me ask you a first question + ok? + ah lets try to list ok? + ah
4 the occupations which you BELIEVE will be ah needed or important in the future + for example ah
5 doctors ++ why doctors? + because the population will be growing and + just to give you a start ok? + so
6 perhaps doctors will be necessary or will be + professional doctors will be important in the future because
7 there will be a growing population (XXX) more elderly people + right? + and probably we will need them
8 so (organizing information on the board) + we have here + growing population ++ and more elderly
9 people ++ ok + this is just to start ++ what else
10 S1: teachers
11 T: teachers (writes on the board) + why teachers? Why do you think teachers will be important in the
12 S1: [maybe because people (XXX) population grow
13 T: a growing population will have more kids
14 S2: [but in the future everything will be technological + the
15 teaching methods will be (XXX)
16 S1: yes but teachers will not be + ah ++
17 T: ow + you (referring to S1) think teachers can not be substituted and you (referring to S2) are saying
18 that teachers
19 S2: [(XXX)
20 T: you believe teachers
21 S2: (XXX) they will be substituted
22 T: substituted
23 S3: researchers in this area know and say and believe that NEVER teachers will be substituted + they can
24 have the help of technology + use technology more then ever + but never (XXX)
25 T: teachers are (XXX) you know (XXX) to start this (laughs)
26 S2: [(XXX) for information you'll have a plug in
27 your head and everything (XXX)
28 Ss: [(laughs)
29 T: like in Matrix
30 S2: so you ask what you want to know and (XXX)
31 T: [and you just kept plugged and you have the answers for
32 everything
33 Ss: (laughs)
34 T: ok but is this in the very far future? or is it in the near future?
35 S2: not very far
36 T: not very far?
37 S2: (XXX)
38 T: ok + that's enough for our first start (laughs) ++ what other professionals do you think will be needed
39 in the future?
40 S2: spaceship pilot
41 T: spaceship pilots (on the board) + ok ++ are you a candidate? + are you? (laughs)
42 Ss: (XXX)
43 T: ok + all right ++ why spaceship pilots because
44 S2: (XXX)
45 T: ok (writes on the board) ++ ok + in your opinion D... (S4) + what are some of the professions which
46 will be + important + in the future? + or jobs which will have ah + prominence in the future? + any ideas?
47 S3: musicians
48 T: musicians? Fine
49 S3: because always peoples will listen to music
50 T: people will listen to music + ok (writes on the board) + how can I say here ah (asking for students help
51 to organize information on the board) ++ ok what else?

52 **S4:** people that (XXX) work in the Internet + people that work with the Internet in general as a designer +
53 a programmer + because Internet activities are increasing in our days
54 **T:** aha programmers (writing on the board while the student speaks)
55 **S4:** (XXX)
56 **T:** aha + ok + because of ++ technology advances (continues writing on the board) ++ ok what else? ++
57 ok + doctors + teachers
58 **S5:** [nurses
59 **T:** nurses?
60 **Ss:** (murmur, some say health)
61 **T:** [in the health area + right + ah health assistance (writing on the board) + ah anything different?
62 **S6:** layer ah + lawyer + how to say +
63 **T:** lawyers? + lawyers will also be important?
64 **S4:** liars lawyers liars
65 **Ss:** (laughs)
66 **T:** yes (laughs) + ok
67 **S6:** cause crimes will increase
68 **T:** ok crimes (writing on board) + ok but I'm just writing occupations and jobs + keep this in mind +
69 occupations + and jobs (on board)
70 **S4:** no but this is the reason for we need lawyers
71 **T:** ah ok + I didn't get what you've said + I'm sorry + could you repeat?
72 **S6:** because crimes will increase
73 **T:** o:k yes + I didn't connect + ok + perhaps I was distracted + ok lawyers because crimes will increase
74 **S6:** the population is growing and crimes increase
75 **T:** (writing on board) crimes will increase
76 **Su:** scientists
77 **T:** scientists
78 **S7:** cloning scientists
79 **T:** cloning?
80 **S7:** cloning scientists?
81 **T:** yes + or for developing cloning or you can say cloning scientists + geneticists +right? + ok
82 **S8:** politician women
83 **T:** women politician
84 **S8:** mulher na política
85 **T:** oh yes
86 **S8:** or an increase
87 **T:** ok so women that are politicians? (writing on board) ++ ok + I think that's enough + right?
88 **(Pause)**

B. CT2: Scanning task interactions

- 1 T: Now lets see ah + could you open your books + on page 32 + you have a text about entitled which
 2 occupations offer tomorrow jobs? + you don't have to read now + just pass your eyes quickly + just skim
 3 the text + what are the professions that (XXX) we mentioned here?
 4 S1: education
 5 T: education?
 6 S1: professors
 7 T: aha + ok + what else?
 8 S2: financial services
 9 T: financial services + what else?
 10 S3: paral + paralegal
 11 T: paralegal services + what else? number eight
 12 S4: environmental
 13 T: environmental preservation and renovation nobody talked about this + and ecology and if you turn the
 14 page + what else?
 15 S3: travel
 16 T: travel or tourism + and + what else?
 17 Ss: eating and
 18 T: [eating and drinking establishments + so + what were the coincidences here? + did you
 19 compare our predictions with ah the book? + we have professors
 20 S5: lawyers
 21 T: right + lawyers + or paralegal + which is related to paralegal services + what else? +
 22 S3: (XXX)
 23 T: [doctors + ah: which is
 24 S3: [health care
 25 T: health care + ok so we didn't say anything about the environment which is important + ah: we didn't
 26 say anything about tourism + which is also important
 27 (Professor requires each student to read a paragraph aloud)
 28
 28

C. CT4: Using the context task interactions

- 1 T: ok + so letter b + *but for those people* + *about to embark on a course of training or study* + *that will*
 2 *take YEARS to complete* + *usually at considerable expense* + *there is comfort in knowing* + *there will be*
 3 *ah: + a demand for their skills down the road* ++ right
 4 Ss: [two
 5 T: number two? + the word + underlined word is embark + right + you say it's to start something new
 6 Ss: yes
 7 T: ok + it seems the most suitable one + right? + now + *What advice would you give for someone who is*
 8 *EMBARKING on a new career?* +
 9 S1: ah: be careful but NEVER be afraid
 10 T: be careful but don't be afraid + yes
 11 S2: always compare yourself with someone who is better than you
 12 S3: [aow:
 13 Ss: (laughs)
 14 T: (laughs) you are resorting to the (XXX) of last class right? + do you agree? ++ any other ideas? ++
 15 you I have something ah: + this is the + the strategy that the Chinese father used with his children + right?
 16 + but I use to say something a bit different + look ahead + ok? + because if you look at the sides + you
 17 waste time + so I would change a bit + (XXX) because if you compare yourself with others all the time+
 18 it is challenging + but it may also be counterproductive + so my motto is + look ahead and go ahead +
 19 you know + without minding or paying too much attention to other people + if you want to + if you have
 20 an ideal + if you have an objective + pursue it + follow it + and you will always get there + if not there
 21 very close to it + because ah this idea of looking at other people sometimes make you feel frustrated +
 22 and you waste time + because when you are paying attention to other people all the time around you you
 23 don't + you know + you don't proceed + go ahead (XXX)
 24 S4: it was just something I heard (XXX) you know + this idea ah: + that ah: + for example + if you want
 25 or intend to be for example like Pelé + you'll never be + MORE + than Pelé
 26 T: ah: yes + it's like + if you set an ideal it's like setting + a limitation + aha + yes + very interesting + I
 27 got your point ++ perhaps it could be translated like + to do the best you can + always + right + regardless
 28 to always pay attention to other people.

D. CT5: Rephrasing quotations task interactions

- 1 T: so + in the example you have Patricia Aberdeen + who is the author of Megatrends for women + and
 2 the explanation is that + *in the future + there will be jobs in financial services because we are moving*
 3 *towards a informationally based economy* + ok? + and besides Aberdeen + who else did you find?
 4 Ss: Mary Sullivan
 5 T: Mary Sullivan + and then ah what are the credentials?
 6 Ss: (XXX)
 7 T: regional economist +
 8 Ss: (XXX)
 9 T: at the US Bureau of +
 10 Ss: (XXX) statistics
 11 T: labor statistics + right + and ah + how did you explain the information + in the quotation?
 12 S1: People are looking for their rights?
 13 T: people?
 14 S1: are looking for their rights?
 15 T: people are looking for their rights ++ what do you think?
 16 S2: I don't know + I think she says that not everything needs a lawyer to ah (XXX)
 17 T: [not everything requires
 18 S2: [requires a lawyer
 19 T: a lawyer + aha + so + what did you say again? (addressing to S1)
 20 S1: ah: + people are looking for their rights + seus direitos + estão procurando seus direitos
 21 T: [yes + that's true + but the quotation was ah
 22 lets see + *there are many routine kinds of things + lawyers are able to hire paralegals to do* + I
 23 understand your point but + what you have to explain in your words + is the quotation
 24 S1: [ah: ++ mas lá em cima tem assim *we're a very litigious society*
 25 T: ah: ok + you explained the other one + right + ok + but this is the one + right + that sometimes lawyers
 26 seem + sometimes it seems that lawyers are not really necessary + they themselves can hire paralegals to
 27 do their jobs (XXX) + now lets see the next one
 28 Ss: Edward Cornish
 29 T: Edward Cornish + and what are the credentials?
 30 Ss: President (XXX) future society
 31 T: [of future society + and what about the information in his quotation?
 32 S3: we have to keep + our environment clean and safe
 33 T: we have to keep + our environment clean and safe + right + this is very easy to rephrase because it's a
 34 simple one + right? + ok
 35 S4: everyone WANTS a good and clean environment
 36 T: everyone?
 37 S4: WANTS a good and clean environment
 38 T: wants a good and clean environment + right + yes + ok + anything else?
 39 Su: no
 40 T: no? + ok

APPENDIX 4

C1 The 20-year-old students

(ST1 – Recall)

SINGLE TASKS DATA SELECTION – TEXTS

A “Elephants and Whales”

(ST1 – Sequencing of cut-up units of text)

1st piece: Elephants are the largest animals in the world.

2nd piece: Whales are the largest sea animals.

3rd piece: These two huge animals may, in fact, be related.

4th piece: Biologists now believe that the ancestors of elephants once lived in the sea.

5th piece: There is plenty of evidence to support this idea.

6th piece: For example, the shape of an elephant’s head is similar to a whale’s.

7th piece: Also, elephants are excellent swimmers.

8th piece: Some have chosen to swim for food to islands up to three hundred miles from shore.

9th piece: Like the whale, the elephant too uses sounds to show anger or other kind of communication.

10th piece: Finally, and in certain ways, female elephants behave much like female whales.

11th piece: When an elephant or a whale is born, a female friend stays nearby to help the mother.

B “The boy who came out from the cold”

(ST2 – Prediction)

Headline: A school boy, who spent the night trapped in a butcher’s cold store, after being locked in accidentally, ran on the spot for ten hours to stay alive.

Peter Anderson, age 15, was locked in a store in a Stratford-upon-Avon butcher’s shop for fourteen hours with the temperature around freezing point. Staff arriving for work at the Wood Street shop found him yesterday morning, with his teeth shattering and his face purple with cold. Still freezing, Peter immediately telephoned his parents, who had reported him missing to the police. Peter, who lives in a street nearby the Stratford butcher’s shop, said *‘I help out at the shop after school and I had gone into the cold store just before closing time. I was behind a big full shelf when I heard the door lock behind me. At first, I thought it was someone playing a joke, but then I realized it wasn’t and began shouting. All the staff had gone home. I tried to keep the door open and to pick the lock, but it was no good. I was wearing only a shirt, trousers, a thin pullover and a white butcher’s smock. It was bitterly cold and I realized that I might die. So, I ran on the spot for about ten of the fourteen hours’.*

C "The 20-pence ice-cream"
(ST3 – Recall)

2



Mrs. Evans went to a large local cinema one summer afternoon. Half-way through the wonderful film there was the usual interval, so that people could buy sweets, chocolates and ice-cream.

Mrs. Evans rarely bought anything in the cinema, but this time she was feeling hot, so she thought, 'I'll have an ice-cream to cool me. I certainly need it.' Quite a lot of the audience were waiting to buy ice-creams from the girl who was selling them, so Mrs. Evans waited for her turn.

There was a small boy in front of her. When it was his turn, he offered the girl ten pence and asked for an ice-cream, but they cost twenty pence, so the girl said, 'I want another ten pence, please.'

The small boy put the coin back in his pocket, put his hand in another pocket, took out another ten pence coin and offered that to the girl.

Mrs. Evans was so amused that she paid the other ten pence herself.

Words outside the 1500: interval, coin

APPENDIX 5

(Single tasks - Transcriptions)

A. Sequencing of Cut up Units of Text

- 1 T: this exercise is called sequencing of cut up units of texts ++ a text was cut + into pieces + and you
2 have to sequence the information again + to put the fragments of the text back together again + right? + so
3 sequencing of cut up units of texts + and ah +
4 S1: *Biologists now believe that the ancestors of elephants once lived in the sea*
5 T: Do you agree this is the first one? ++ do you? ++
6 Ss: (no answer)
7 T: you said biologists now believe
8 S1: [that ancestors of elephants (XXX) lived in the sea
9 T: ok ++ normally + you have to give a more general information in the beginning + ok? + if ah + lets try
10 to do this together ah + what's the text talking about?
11 Ss: elephants [whales
12 T: Yes + two main things + right?
13 S2: elephants
14 T: [elephants + and
15 S2: whales
16 T: whales + so you have to give the general information about them first
17 S1: *elephants are the largest (XXX)*
18 T: [aha elephants are the largest animals in the world
19 S3: *whales (XXX)*
20 T: ok + this + elephants is the first one + then you can say + *whales are the largest SEA animals* + right?
21 + and then you can say what? + what comes next?
22 S1: *these two huge animals may in fact (XXX)*
23 T: [these two huge animals may in fact + be related ++ so you talk
24 something about the elephant and then whales and show how + then ah + they can be related + now HOW
25 can they be related? + NOW + what's the next one? + (XXX)
26 Ss: (XXX)
27 T: [biologists now believe that the ancestors of elephants once lives in the sea + and then?
28 Ss: *there is plenty of (XXX)*
29 T: [there is plenty of evidence to support this idea + and then?
30 Ss: for example
31 T: [for example + would you read it?
32 S4: *for example + the shape of an elephant's head is similar to a whale's*
33 T: yes + *for example + the shape of an elephant's head is similar to a whale's* + and?
34 S5: (XXX)
35 T: do you agree?
36 S4: *also elephants (XXX)*
37 T: [ALSO elephants are excellent swimmers + ok? + did you get that?
38 S6: Por qué? (XXX)
39 T: Por qué? Ah what was the previous one?
40 S6: the shape of (XXX)
41 T: ok + so you have here + for example + *for example + the shape of an elephant's head is similar to a*
42 *whale's* + and then you have ADDITIONAL information about the setting + *also + elephants are*
43 *excellent swimmers* ++ ok? ++ and then? And then what comes next?
44 S7: *Some have chosen (XXX)*
45 T: [some have chosen to swim now you are going to explain something about
46 S8: He didn't believe (referring to S6) that elephants could swim (XXX) miles
47 T: (laughs) + so *some have chosen to swim for food to islands up to three hundred miles from shore* + ok
48 + now + what is the next? What is the next one?

49 S9: *like the whale + the elephant too uses sounds to show anger or for other kind of communication*
50 T: [like the whale ++ yes ++ yes ++ YES like the whale + now you are going to talk about
51 + ah ah about the other kind + right? So + *like the whale + the elephant too uses sounds to show anger or*
52 *for other kinds of communication* + and then + the next one
53 S3: when an elephant (XXX)
54 T: do you agree + do you agree we have this as the next step?
55 Ss: (XXX) the last
56 T: why?
57 S9: *finally, and in certain ways*
58 T: [finally, and in certain ways female elephants behave much like female
59 whales + and then?
60 S9: *When an elephant*
61 T: [When an elephant +
62 S9: *or a female whale is born + a female friend stays nearby to help the mother*
63 T: yes + so this is tricky right? Why?
64 Ss: [finally
65 T: yes FINALLY + gives you the sensation that it's the last one but it's NOT + because after that you
66 have to explain that when an elephant is born a female friend stays nearby to help the mother + it's an
67 explanation that depends on the previous one + right? + ok? ++ did you get the sequence?
68 Ss: yes
69 T: ok + so+ this kind of exercise is considered a very active kind of task + by Florence Davies + she ah +
70 I'd like to talk about this later + in the course ++ but it is considered active because it involves a lot of
71 abstraction and ah + you have to really tie things together and ah it's a very dynamic + it's a very good
72 intellectual exercise ok

B. Prediction task

- 1 **T:** I will tell you a story and then we can discuss about it + the name of the story is the boy who came out
 2 from the cold + ok ++ *a school boy who spent the night trapped in a butcher's cold store + after being*
 3 *locked in accidentally + ran on the spot for ten hours to stay alive + ok?*
 4 **Ss:** (laughs)
 5 **S1:** [aff
 6 **S2:** [what's on the spot?
 7 **T:** on the spot means on the place + spot is the same as place ok? + all right + so I have a few questions +
 8 about this story + ok? + it's like a newspaper headline ok? + so in your opinion + how old was the boy?
 9 **S3:** 12 or 14
 10 **T:** 12?
 11 **S4:** you said schoolboy?
 12 **T:** yes it's a schoolboy
 13 **S4:** from 7 to 13 14
 14 **T:** right + and what was he doing there in the butcher's cool store?
 15 **S5:** he was sneaking (laughs)
 16 **T:** maybe he was sneaking? + all right
 17 **S6:** curiosity
 18 **T:** curiosity + all right + maybe + any other ideas?
 19 **S2:** maybe hiding from someone
 20 **T:** hiding? + ok
 21 **S8:** or hiding someone
 22 **Ss:** (laughs)
 23 **T:** ok + any other idea?
 24 **S9:** low pressure
 25 **Ss:** (laughs)
 26 **S9:** serious + once (XXX)
 27 **T:** oh my + so perhaps it was the case here + lets see ++ and how did he manage to get stuck in the
 28 butcher's cool store? + lets walk on suppositions + how do you think that happened?
 29 **S10:** maybe he was seeing something and someone closed the door
 30 **T:** ok + maybe he was seeing something and someone closed the door + that's a possibility
 31 **S11:** he worked there and the time to close was over
 32 **T:** the schedule
 33 **S11:** the schedule was over
 34 **T:** ok + and
 35 **S11:** and they locked him
 36 **T:** any other possibility? + ah: how was he dressed? + can we imagine? + what kind of clothes was he ah:
 37 was he wearing? +
 38 **Ss:** school clothes [light clothes
 39 **T:** school clothes + uniform
 40 **S10:** light clothes because he had to spend ten hours running
 41 **T:** yes + probably light clothes + because he had to run on the spot + you know + to survive + (XXX) +
 42 ok + was he afraid?
 43 **Ss:** yes (laughs)
 44 **T:** do you think he was afraid?
 45 **Ss:** yes (laughs)
 46 **T:** probably yes + right? + would you be afraid?
 47 **Ss:** yes [very much [(laughs) [scared
 48 **T:** ok + so + what about his parents? + were they worried because he didn't show up + back home +
 49 right? ++ what do you think they did?
 50 **S7:** they called the police
 51 **T:** Do you think they called the police?
 52 **Ss:** yes
 53 **T:** maybe they called his school friends to see if he had been there
 54 **S7:** went to the school
 55 **T:** perhaps they went to the school ++ yes + ok + any other ideas? ++ no + ok + what was the
 56 temperature + in your opinion?
 57 **S9:** VERY low + minus 15 degrees Celsius
 58 **T:** minus 15? 30?

- 59 Ss: 4 [8
60 T: ok + so probably around freezing point
61 (XXX)
62 T: so we have been working on suppositions + now let me show you the whole story (on transparency) +
63 and lets see if our suppositions were correct ++ so + *the boy who came out from the cold + a school boy*
64 *who spent the night trapped in a butcher's cold store + after being locked in accidentally + ran on the*
65 *spot for ten hours to stay alive* so actually what I showed you was only the first paragraph + *Peter*
66 *Anderson + age 15 + was locked in a store in a Stratford-Upon-Avon + butcher's shop for fourteen hours*
67 *with the temperature around freezing point (you can't say exactly) staff arriving for work at the wood*
68 *street shop + found him yesterday morning + with his teeth SHATTERING (she mimes and students*
69 *laugh) and his face PURPLE with cold + still freezing + Peter ah Peter immediately telephoned his*
70 *parents + who had reported him missing to the police + Peter + who lives in (XXX) + Stratford + said +*
71 *I help out at the shop after school + and I had gone into the cold store just before closing time + I was*
72 *behind a big full shelf when I heard the door lock behind me + at first I thought it was someone playing a*
73 *joke + but when I realized it wasn't + and began shouting + all the staff had gone home + I tried to keep*
74 *the door open and to pick the lock + but it was no good + I was wearing only a shirt + trousers + a thin*
75 *pullover + and a white butcher's smock + it was bitterly cold and I realized that I might (XXX) + so I ran*
76 *on the spot for about + ah ten of the fourteen hours + ok + so what about our predictions?*
77 S5: they were right
78 T: right (laughs) + yes most of them right? ++ any questions about the vocabulary?
79 S3: smock?
80 T: ok smock + what's smock? (addressing to the class)
81 S11: avental
82 T: avental + you know that big one ah that a butcher uses

C. Recall task

- 1 **T:** (XXX) so + who could begin the story? ++ Any volunteers? +
 2 **S1:** the story is about a woman who goes to the cinema + there's a girl that sells ice cream and ++
 3 **T:** you can give her a hand ++ if you remember the details you can give her a hand
 4 **S1:** [oh c'mon help
 5 **S2:** how can you say fila
 6 **T:** the queue or the line
 7 **S2:** the woman is in the line and in front her there is a boy + a little boy + and he was buying the ice-
 8 cream but the ice cream was (XXX)
 9 **T:** twenty pence
 10 **S2:** twenty pence + but he gives just ten + and the girl says + the ice cream says she needs another 10 +
 11 and he puts the ten pence again in the pocket and gives again to the girl but woman + is + the woman that
 12 is + after him + pays the ice cream
 13 **T:** pays the ice cream for him + ok + what was the misunderstanding here? + what was the problem? +
 14 there was a problem in communication
 15 **S3:** he + ah: he had the twenty pence + but he: put one ten pence in one pocket and put the other in
 16 another pocket ten pence and Mrs. Evans was so amused that she: pays eh: other ten pence + but the boy:
 17 + had twenty pence
 18 **S4:** (XXX) he understood that + eh: + that she + the girl of the ice-cream + wanted THE OTHER ten
 19 pence + not MORE ten pence
 20 **T:** yes + ok + all right + so for the ones who didn't read it + let me read it quickly
 21 (Professor reads the story aloud)
 22 **T:** so the boy didn't understand that the ice-cream girl needed another ten pence BESIDES the one he
 23 was giving + right? + HE thought that what SHE WANTED was the other ten pence he had in his other
 24 pocket + he did not realize that actually she needed ten MORE pence + ok + right + the innocence of a
 25 child (laughs)

GLOSSARY FOR THE TRANSCRIPTIONS

T – Teacher

S1, S2, S3 ... – Identified student

Ss – Many students speaking at once

(XXX) – Inaudible

+ – Short pause

++ – Long pause

? – Question intonation

(.....) – Researcher's comments

[– Overlapping speech

CAPITALS – Emphatic intonation

: – Long sound

Italics – Participant reading a passage