

UNIVERSIDADE FEDERAL DE SANTA CATARINA

THE EFFECTS OF 'EXPLORATORY SPEECH' IN THE LEARNING  
OF LANGUAGES: AN EXPERIMENT IN A SECONDARY SCHOOL.

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LANGUAGES: AN EXPERIMENT IN A SECONDARY SCHOOL.

POR

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sob a orientação do

Professor Martin Bygate

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A meus pais

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## RESUMO

O objetivo da presente dissertação é discutir em que medida os conceitos pedagógicos de Barnes podem ser aplicados ao ensino de línguas, especificamente Inglês, neste estudo de caso.

Inicialmente apresentamos as idéias de Barnes sobre como os alunos usam a linguagem verbal no decorrer de sua aprendizagem, ao mesmo tempo em que discutimos a dependência de tal processo em relação aos padrões de comunicação estabelecidos pelos professores em suas aulas.

Ainda neste capítulo relacionamos o que em nossa opinião, é comum a Barnes e às teorias mais recentes no ensino de línguas.

A segunda parte do estudo é dedicada ao planejamento e execução de uma experiência com alunos do segundo grau do Colégio de Aplicação da UFSC.

O modelo de pesquisa adotado é o estudo de caso.

Trabalhamos com um pequeno grupo composto por seis alunos, em aulas simuladas cujo objetivo era propiciar aos sujeitos da experiência oportunidade de realizar tarefas comunicativas. O registro destas sessões em gravações posteriormente transcritas, constituíram nossos dados.

Na análise e discussão deste material, focalizamos nossa atenção, primeiramente, numa descrição da linguagem produzida pelos alunos e, em segundo lugar nas estratégias de comu

nicação por eles desenvolvidas. Discutimos, ainda, os fenômenos interacionais mais significativos ocorridos durante o trabalho do grupo.

A última parte, a conclusão portanto, aponta para a necessidade de reformulação dos cursos de língua estrangeira na escola secundária, defendendo a incorporação da abordagem com a qual trabalhamos experimentalmente à já existente. Tal iniciativa, indicam as conclusões do trabalho, poderia contribuir consideravelmente para a melhoria do ensino nessa área, bem como, de maneira mais geral, propiciar maior desenvolvimento das habilidades lingüísticas dos alunos.

## ABSTRACT

The purpose of the present dissertation is to discuss to what extent Barnes' pedagogic concepts can be applied to the teaching of languages, specifically English, in this case study.

Initially, we present Barnes' ideas of how pupils use speech in the course of learning as well as how this depends upon patterns of communication the teachers set up in their classrooms. In the same chapter we relate what in our opinion is common to his assumptions and in recent theories in language teaching.

The second part of the study is dedicated to the planning and execution of an experiment with secondary students of the Colégio de Aplicação.

The research paradigm chosen is a "case study".

We worked with a small group of six students in simulated classes designed to provide them with opportunities to perform communicative tasks. From these sessions, data was collected through the recording of their language.

In the analysis and discussion of the data we focus attention, firstly, on a description of the students' language and, secondly, on the communication strategies they developed, while we discuss the interactional phenomena which most occurred in the group's work.

The last part, the conclusion, points to the necessity of a reformulation of F.L. courses in secondary schools, claiming that the approach adopted in the experiment could



be profitably incorporated as an attempt to raise the students' attainments in this area and also, more generally, in the development of their F.L. ability.

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## I. INTRODUCTION

During many years working as a secondary teacher and more recently, accompanying the students of the Course of Letters of the University as supervisor of their teaching-training course (Estágio Supervisionado), we could see, very closely, that something was wrong with the school. The problems were not only with the subject we were most intimately involved with - the teaching of English - but they could be detected at any moment, in all classes. Students showing no interest at all; unmotivated teachers speaking alone in exasperating monologues. Observing such classes one had the impression that despite the relative variety of methods and techniques, there was something else impeding a real involvement of either the teacher or the students in the learning process.

It is easy to say that there is something wrong with all this but, what is difficult is to find a way of giving a contribution, however small, to improve the efficiency of our teaching practice, specially when our specific field is the teaching of a foreign language often viewed, nowadays, as

a 'superfluous' even useless subject.

We would be naïve not to admit that any problem concerning educational questions is extremely complex and demands considerable attention, not only on the part of those who study the questions, but also depends on a real engagement of the whole system in its own development.

The present work is an attempt to study the possible effects of a teacher's new attitude towards his own role in the classroom, believing that some solutions for our teaching failures lie in the pedagogical relationship between teachers and students, and not only in methods and techniques as has been very much emphasized recently by the technologists of education.

Besides this concern with more general subjects of Education the specific problem that determined the study to be in this area was the situation of foreign language teaching in Santa Catarina, where, as in many other states all over Brazil, the amount of time and importance of foreign languages in the curriculum has been reduced over the last years, as a result of what we believe to be a mistaken educational policy concerning this subject.

We also believe, however, that only by means of solid arguments, based on consistent studies and research into the teaching of foreign languages we, teachers, who are the most interested in the development of this subject as an important part of a general educational process, will contribute to invert the present tendency to decline.

Having this premise in mind we tried to demonstrate that secondary students can profit much more from their foreign

languages courses if we consider the learning of languages a worthwhile educational experience instead of trying to adapt our pedagogical views to the limitations imposed nowadays not only by legislation, but also by a generalized discredit towards the teaching of foreign languages within our educational system.

Since we believe this work may contribute to recent discussions in which the teaching of foreign languages is viewed more as an educational issue rather than a simple technical matter, we tried to link some general educational concerns to specific problems of our field.

The result is what we are now to present - 'an open ended' work - that, nevertheless, will fulfill its main objective if, at least, it raises new questions.

The main concerns of the present study may be summarized as follows:

1. An attempt to demonstrate that it is possible, even for F.L.T. (foreign language teaching) purposes, to create an authentic need for communication in the classroom;
2. A descriptive discussion of the communication strategies developed and language used by foreign language students;
3. A discussion of the kinds of ability F.L. students have for using or adapting previously learnt material;
4. A discussion of the effects of correction in the process of learning a foreign language;
5. And finally, an evaluation of the effects of what Barnes calls 'Exploratory Speech' in the learning of foreign languages, which may be considered the main

question raised by this study.

In the first chapter we try to present some theoretical support for our empirical surmises. In this chapter we discuss Barnes' concepts of how pupils use speech in the course of learning as well as how this depends upon patterns of communication the teachers set up in their classrooms.

In the same chapter we try to relate what is common to Barnes' assumptions and what has been more recently discussed in the language-teaching literature.

In the second chapter we present the choice of research paradigm and the methodology of work we have developed when dealing with the students in simulated classes designed to provide them with a social context in which they could talk over the tasks presented to them. From these sessions we have collected the data for the analyses.

The third chapter is dedicated to this analysis which is, in the last instance, a description of the students' language and a discussion of the communication strategies they have developed throughout the sessions.

In the fourth chapter we discuss the interactional phenomena which have influenced the group's work and, in a second part, we focus on the students' language development, taking into account the role a real need for communication played in the process.

The last part of this study is, of course, an attempt to arrive at some conclusion in order to make some recommendations.



## CHAPTER 1

### THE THEORY

In this chapter we attempt to discuss some basic implications of 'a new attitude' concerning the teaching/learning process. To this end we will draw mainly on the ideas put forth by Barnes in his book 'From Communication to Curriculum'. These ideas have been summarized so as to provide a theoretical support for our empirically formed surmises.

In this book Barnes sets out to discuss the most important aspects of the learning process which takes place in those institutions called schools in the light of the assumption that 'education is a form of communication'.

'A school in its very nature is a place where communication goes on: that is what it is for. Education is a form of communication.'<sup>1</sup>

He introduces his ideas criticising orthodox curriculum

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<sup>1</sup>Barnes, D. From Communication to Curriculum, Harmondsworth, Middlesex, England, Penguin Books, 1976. p. 14.

theory whose analyses of curriculum process derives from the teacher's objectives, regardless of the fact that the learners' understanding is the 'raison d'être' of schooling. In order to respond adequately to this argument he claims that any curriculum theory should utilize an 'interactive model of teaching and learning'.

'When people talk about "the school curriculum" they often mean "what teachers plan in advance for their pupils to learn". But a curriculum made only of teachers' intentions would be an insubstantial thing from which nobody would learn much. To become meaningful a curriculum has to be enacted by pupils as well as teachers, all of whom have their private lives outside school. By enact I mean come together in a meaningful communication - talk, write, read books, collaborate, become angry with one another, learn what to say and do, and how to interpret what others say and do.'<sup>2</sup>

His next claim is to relate very closely, communication and learning, asserting that since children use speech in the course of learning, curriculum in a sense is a form of communication. What is important though, is to consider language in the classroom not only in terms of communication, but specially, by discussing how students use language in learning, which in the last instance is the main purpose of the book. He says that while the teacher is talking, the student is trying to make meanings of what is said by recoding the knowledge that is being presented. Since he uses language to do this, the importance of its role in the process of learning is again emphasized.

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<sup>2</sup>Ibd.

'Learning by talking', in the author's view, is the best way for the students to acquire a reflective attitude towards learning. This approach can go on in any subject in which the students can be presented with a problem which they are to solve by talking it over, until they see possible solutions. Talking over problems in order to find solutions for them provides means by which the students are able to reflect upon the basis upon which they are trying to interpret and learn something, and consequently their participation can be more active. To be more active in the author's interpretation does not mean 'to learn by doing' only, but what he wants to emphasize is the importance of what he calls 'action knowledge' which refers to pupils' assimilation of knowledge to their own purposes.

"School Knowledge" on the other hand obviously represents its dialectical opposition: school knowledge is presented to us by someone else. We grasp it enough to answer the teacher's questions, to do exercises, to pass examinations. If we never use this knowledge, we probably forget it.

An important task for the learner in school, according to Barnes is to convert school knowledge into action knowledge, and his next concern is to demonstrate how teachers can help pupils to do this by providing a social context which supports this process in the classroom.

The author's first assumption is that if language is considered not only in terms of communication, but also as a means of performing important subjective functions, it can be used consciously by the learner to organize his learning and

reflect upon it. In doing so he would be an active participant in the making of meanings, and as such, more likely able to convert school knowledge into action knowledge.

In order to study this process, Barnes describes and discusses an experiment whose overall purpose is to arrive at some understanding of how pupils can use spoken language as a means of learning in various curricular subjects. To describe this use of language, Barnes introduces the expression - 'Exploratory Speech'.<sup>3</sup>

In discussing the strategies the groups of pupils have adopted when set interpretative tasks, the author has selected a contrastive pair of concepts whose effects can be significant for an understanding of our everyday practice in the school: an 'open approach' to tasks and a 'closed one'.

In the first case, the approach which provides the appropriate context for 'exploratory speech' to take place, the main feature is the predominant use of the hypothetical mode with many questions inviting surmises and discussion among the pupils. This open approach to tasks implies a collaborative social relationship and usually deals with disagreement in order to reach verbal clarification of the differences.

In the second case - a closed approach to tasks - the students tend to limit their activities to whatever has been explicitly asked for. They seldom ask questions of their own and

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<sup>3</sup>'In the groups' discussions presented in chapter two it was clear that many children were rearranging their thoughts during improvised talk. This did not make for explicit communication but it played an important part in the problem-solving'. This use of language is called exploratory by the author. Ibid. p. 108.

when they do, they ask for limited pieces of information rather than arranging arguments for further discussion. These, then, tend to be confined to labelling processes to the detriment of their analyses. The results of this, consequently, are dogmatic assertions which imply acceptance or rejection rather than extension or modification of the proposed question.

According to the author, there is a strong tendency in our schools in favour of the second approach to tasks since it leads to patterns of social relationships, namely consensus and ritual that in the last instance contribute to the reinforcement of the teacher's authority as well as interest in the maintenance of the status quo .

The next question is related to the factors that determine the choice of approach and, although being aware that they are numerous, Barnes has selected the ones he considered the most important.

Firstly he discusses the validity of the hypothetical mode in the process of learning, arriving at the conclusion that when people face a problem which is to be solved collaboratively they will do well to approach it in the hypothetical mode since it implies the use of tentative language (suppositions, hypotheses, conditional statements), which may be a necessary condition for achieving hypothesis forming and testing. Thus, through strategies such as trial and error, suspension of judgement, alternative explorations and solutions the students would be developing improved understanding to a large extent.

Secondly, he emphasizes the importance of planning the tasks in order to make them a means of raising the group's

performance above its usual level without leaving the students floundering among unknown subjects. This means, therefore, that the quality of the discussion, namely the quality of learning is not determined solely by the ability of the pupils but will mainly depend on various factors which are open to influence by the teacher's planning, like the nature of the tasks, the students' familiarity with the subject matter, their confidence in themselves and also their sense of what is expected of them.

According to what Barnes has discussed, the teacher will not abandon the students to their own devices, as can be argued in a superficial view of the question. On the contrary, he emphasizes the importance of well planned lessons and tasks which make the discussion possible not only among the students but, when necessary, also allow the teacher who has set the task to join in, asking for conclusions, making attempts to take the discussion further, generally participating in the reasoning process. The teacher thus matches what the children say with whatever he wished them to learn. The importance of the teacher's interference, though, should not be confused with the idea of teacher - dominated learning, since, sometimes, when the teacher asks the 'well-placed' question, in the formal learning situation, the effect is not as helpful to understanding as might be expected. What usually happens, indeed, is that it may reduce the students' learning from an active organizing of knowledge to a mere mimicry, which is also part of the process, but if dominant, leads to a very different kind of learning in which the teacher does the thinking for the students. The language strategies discussed in Barnes' book, therefore, cannot

be encouraged by teaching methods which rely entirely upon teacher-class dialogue.

At this point of the discussion it becomes more evident why small groups are chosen as one of the best alternatives for classroom discourse. When the teacher's authority is withdrawn and the students have the initiative, even if for a short time, a new communication system takes over-one which the students progressively shape during their discussions. It is in this process that they would probably have the opportunity to be more responsive to what they know, as well as to their interpretation and to their intuitions.

It is important to say, however, that Barnes has not proposed that teachers should never present knowledge to pupils directly. There are moments in which this presentation is the only possible procedure they may use. '...to advocate an Interpretation view of education is not to argue that teachers should never present knowledge to their pupils, but rather to imply that certain patterns of communication should follow the presentation, as pupils negotiate their own ways of grasping the knowledge thus presented.'<sup>4</sup>

In recommending an 'Interpretation' view point, he is not proposing that children should be left unaided to construct all the knowledge they need. What he proposes is that patterns of classroom communication should be set up to encourage the formulation of divergent viewpoints, even when from the teacher's point of view these could be inadequate.

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<sup>4</sup>Ibid. p. 149.

The corollary of this attitude 'is that the students should be given time and encouragement to explore the relationship between the new knowledge and their existing understanding. This implies less presentation by the teacher and more experiment and interpretation by pupils.'<sup>5</sup>

He goes on to say that he does not recommend the use of small group discussion as a 'universal panacea'. What he has emphasized is that his purpose is to create a classroom context in which the students should be, as often as possible, engaged in the formulation of knowledge and that for this, the teachers may use whatever means they think are appropriate.

'My point here is not to recommend group work - though it has its value - but to consider the part played by speech in all this. The more a learner controls his own language strategies, and the more he is enabled to think aloud, the more he can take responsibility for formulating explanatory hypotheses and evaluating them. It is not easy to make this possible in a typical lesson: my contention at this point is that average pupils of secondary school age are capable of this if they are placed in a social context which supports it.'<sup>6</sup>

Having this premise in mind Barnes has set out the experiment we mentioned before. With this experiment, he expected to throw light on the following questions:

1. When pupils work in small groups what verbal strategies do they use in approaching various tasks? Which of these strategies prove to be more successful?

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<sup>5</sup>Ibid. p. 185.

<sup>6</sup>Ibid. p. 29.



2. Is the learning achieved by some groups limited by the range of verbal strategies available to them?
3. What part is played by social pressures in learning? How far does interaction between pupils contribute to learning?
4. How can small-group work be set up to achieve the best learning possible?
5. What should a teacher aim for when he joins in the discussion? What can help a group to achieve something that they are unlikely to achieve on their own? Can groups achieve anything alone which a teacher's presence inhibits?

The answers to these are not the type of yes or no, of course. The whole book is used to discuss what he has observed during the classes, since as he said, those materials were not of a kind which would make a fully objective analysis fruitful. He did not consider the sample too small, but the identification and description of learning strategies would call for considerable exercise of judgement in which subjectivity had its important part. He, then, proceeded by selecting passages from the transcriptions which were particularly productive in the sense that what the children said suggested that they were increasing their understanding. The learning strategies in those passages were discussed and related to the particular context in which they had arisen.

At this point of our brief report on Barnes' book, an important question for the present work arises: is the use of exploratory speech a positive strategy in the learning of foreign languages?

Still according to Barnes, this strategy can be positive in any subject, even though, he, himself, agrees that the more specialized the subject, the more difficult for the teachers to abandon their 'transmission view of teaching'<sup>7</sup> and thus, it is more likely that this kind of teacher would not choose such an open approach to their classes as the one implicit in the use of exploratory speech.

The main problem with specialized subjects, like English, for example, is that the majority of teachers see themselves as the only possessors of knowledge and as such, they seem to be at ease in transmitting the ready-made knowledge of their specialisms to their pupils in the form of rote-learning. Nevertheless, we cannot ignore the fact that no matter what degree of specialism we attribute to the teaching of a foreign language, the student brings many of the strategies and grasps of language with him to the language class for he has already mastered one language - his own. In this sense, then, foreign language learning, to a large extent, is not just a transmission of knowledge but a development of 'practice'.

According to Barnes<sup>8</sup> this 'transmission view' of teaching and learning would restrict the pupils' participation and, consequently, inhibit the more valuable kinds of learning: those

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<sup>7</sup> 'A transmission teacher is likely to defend fiercely the boundaries of his subject, and be quick to dismiss non-specialists (pupils and colleagues alike) as unqualified to hold opinions about it. An interpretation teacher is more likely to hold his knowledge in a more flexible way, and to allow that his pupil's everyday understandings have some relevance to it. A transmission view is often associated with strong commitment to a specialist subjects.' Barnes, Douglas, Op. cit. page 151.

<sup>8</sup> Ibid. p. 147.

which require the knower's ability to interpret and to relate the new knowledge to their existing purposes and interests.

Based on a description of one of his previous studies<sup>9</sup>, Barnes has set up a hypothesis in which he makes a relationship between (1) the teacher's view of knowledge, (2) what he values in the pupils', (3) his view of his own role, and (4) his evaluation of his pupils' participation, which in our opinion is a synthetic explanation of what he means by 'Transmission' and 'Interpretation teacher', two central concepts for an understanding of the author's main ideas on the teaching process.

Here they are laid out formally<sup>10</sup>

The Transmission teacher...	The Interpretation teacher...
(1) Believes knowledge to exist in the form of public disciplines which include content and criteria of performance;	(1) Believes knowledge to exist in the knower's ability to organize thought and action;
(2) Values the learners' performance insofar as they conform to the criteria of the discipline;	(2) Values the learners' commitment to interpret reality, so that criteria arise as much from the learner as from the teacher;
(3) Perceives the teacher's task to be the evaluation and correction of the learner's performance, according to criteria of which he is the guardian;	(3) Perceives the teacher's task to be the setting up of a dialogue in which the learner can reshape his knowledge through interaction with others;
(4) Perceives the learner as an uninformed acolyte for whom access to knowledge will be difficult since he must qualify himself through tests of appropriate performance.	(4) Perceives the learner as already possessing systematic and relevant knowledge, and the means of reshaping that knowledge.

<sup>9</sup>Barnes, D. and Shemilt, D. (1974), 'Transmission and Interpretation'; in Educational Review 26:3, June 1974.

<sup>10</sup>Barnes, D. Op. cit. p. 144-5.

It is undoubtedly true that the above mentioned dichotomy in the learning process is likely to create a great distance between the teacher and the students, since' the more the teacher sees himself as The Specialist, the more the educational relationship tends to be hierarchical and ritualized and the students seen as ignorant, with little status and few rights.<sup>11</sup> All this has implications for what pupils learn, and how they learn it. If the knowledge is in the teacher, the student is expected to receive it passively as if it were a closed and static product. There is no need for the learners' real participation, since their task is to repeat and to memorize ready-made knowledge in order to master standard skills. This could be easily observed in a normal English class whose main objective is to provide the students with a good deal of memorized structures. This view of teaching confuses the learning process with memory and sees both as a passive phenomenon, a simple register obtained automatically by means of repetitions. To learn, however, is more complex than this, and though memory, evidently plays an important role in the process, we must consider it from another view. As Tiberghien says, memory deals with all the individuals' intellectual activity - "Recordar é reconstruir a informação procurada, a partir de certas características armazenadas. A memória é ação."<sup>12</sup>

In the more restricted area of 'communication' subjects - and even more so in foreign language learning - an open approach

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<sup>11</sup> See Bernstein, B. 'On the Classification and Framing of Education Knowledge'.

<sup>12</sup> Tiberghien. Revue française de pédagogie, jan. 1972. No livro Para Onde Vão as Pedagogias Não Diretivas? de Snyders, G. p. 351.

characterized by an 'interpretation view' of teaching seems to present the advantage of making the subject, in our case English, more accessible to the students. By being deeply involved in their learning process the students are given the chance to overcome their feelings of alienation concerning various more or less conscious judgments about the foreign culture which might restrain them from 'losing' themselves in the foreign language.

Courses whose activities do not require creative thinking on the students' part offer a different kind of learning. For example, when the student only listens passively to a lesson, or just repeats it, what he learns is of different quality. As a passive listener he has more difficulties in grasping the underlying principles on which the lessons are based and this weakness will be more evident when he finds that the exercises on them are too difficult. On the other hand, if courses are devised in such a way as to require the students' active participation, such as in the case when he listens for a purpose, or when he is placed in the speaker's position, he will develop insight into the principles in order to construct a step by step sequence. It is this grasp of principles of structures, which makes the difference between rote learning and understanding. By formulating knowledge for oneself one gains access to the principles on which it is based.<sup>12</sup> In foreign language learning this would call forth practice in using the language in meaningful situations, in the same way as, for instance, the performing of a mathematical process permits a true grasp of the concepts. The emphasis on the learner's use of

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<sup>13</sup>Barnes, D. Op. cit. p. 164.

language to participate in the shaping of knowledge, however, will not be relevant, if we consider that kind of learning in which the teacher wants the pupil to be able to feed back correct formulae, without much care for underlying principles.

Although we have not found any specific reference to the learning of foreign languages in Barnes' work, we have detected many points of contact (and this motivated the present study) between his pedagogical views and the more recent literature on the teaching of foreign languages, since it would seem that many of their theoretical assumptions are common.

Our main concern, therefore, is to identify these common features and try to verify to what extent Barnes' principles could be applied in such a specific educational situation.

More than a simple technique, as was mentioned before, the use of exploratory speech in the teaching of foreign languages would imply a whole change in our view of the question. It would also determine the procedures for approaching the subject so that the emphasis would lie on the importance of providing the students with a social context in which they could be able to develop communication strategies in order to learn the language through their need for communication, instead of simply seeing the learning of languages as mainly a matter of developing linguistic habits and automatisms.

In the teaching of foreign languages there has been a strong tendency towards the kind of learning which Barnes calls 'passive' and which characterizes a 'transmission view of teaching'. The students are expected to learn the arbitrarily selected more important structures of a given language with an

immediate objective - correctness - even if this could imply less communicative ability.

Brumfit makes this point as follows: 'This emphasis on the teaching of structures has manifested itself in many ways. We have come to see the task of syllabus design, for example, as very much one of selecting structural items and grading them in suitable order for teaching. Our syllabuses have often been little more than ordered lists of structures, which we have then proceeded to teach by means of a strategy that has become all but universal. The strategy works like this: we present a structure, drill it, practise it in context... then move to the next structure. In this way we gradually, and in Wilkins's term (1976:3), "synthetically" build up the inventory of structural items our students can handle. And since we specify and execute our language teaching in such terms, it is natural that we should assess it in a similar way. We reward structural correctness and chastise structural inaccuracy.'<sup>14</sup>

The roots of this pedagogical view are mainly encountered in the methods developed during the fifties and early sixties as 'to a large extent the result of the kind of language teaching which, influenced heavily by the audio-lingual tradition, places strong emphasis on what Newmark and Reibel (1968) call mastery of language structure. In this kind of language teaching the predominant emphasis is on teaching the students how to form correctly; how, that is, to manipulate the structures of the language easily and without error.'<sup>15</sup>

<sup>14</sup> Brumfit, C.J. and Johnson, K. The Communicative Approach to Language Teaching. Oxford, Oxford University Press, 1979. p. 1-2.

<sup>15</sup> Johnson, K. "Some Background, Some Key Terms and Some Definitions." In Communication in the Classroom. London. Longman, 1981, p. 1-12.

One of the assumptions that underlies this view of teaching, therefore, is to consider the error as something that should be avoided in any circumstance. An error is viewed as a failure, a signal of incompetence and must be strongly repressed, usually by means of what the behaviourists call negative reinforcement.

To view error this way seems to be either a result of ignorance of the error effect on learning, or just another manifestation of the concept that knowledge is exclusively in the teacher who represents the model for the student to imitate. Success in language learning is thus generally viewed in terms of error-free English, whereas in fact success is clearly a far more complex cluster of factors.

As the discussion on this subject progresses, it becomes more evident that a good understanding of it is in the center of what we have been calling 'a new attitude to the teaching of languages'. It is necessary, then, that in the following paragraphs we try to relate our own ideas, as well as some of what has been more recently written on this subject by language teachers, to Barnes' views in order to examine their similarities and, if it is the case, to explore this dimension of F.L.T. further in the concluding chapter.

According to what has been mentioned before, in the traditional way of facing errors there is no place for them, since in such a pedagogical relationship, the teacher's role is to prevent the learner from making mistakes. A closed approach to tasks will be the natural consequence of this educational view. The students will be less creative and will tend to limit



their activity to whatever has been explicitly asked for. The question/answer mode of teaching becomes ritualized and there is no space for a real exchange of information or opinion. Since the error is viewed as a bad thing the students develop a fear of mistakes and this feeling is so paralysing that they prefer not to speak when there is even a slight chance of being wrong. This attitude will prevent them from using language to express tentativeness, supposition, hypotheses and conditional statements which, in a sense, are characteristic of exploratory language.

To this theme - the assesment of the students' learning - Barnes has dedicated an important section of his work as an evident attempt to show the great influence it has on the control of knowledge and, consequently, on the kind of knowledge we choose to develop in our students. It is his view that we now will be concerned with.

He begins by discussing two concepts: 'Exploratory Speech and Final Draft'. The first has been already explained and the second, representing its contrary, may be understood through the following sentences. As soon as the authority of the teacher is present, the students cease to use language to shape knowledge for themselves and begin a competition among themselves. They shift away from the exploratory towards a style appropriate to showing the teacher that they had 'the right answer'.

The nature of audience, that is the teacher's attitude towards the role of mistakes in the learning process will influence heavily the students' choice of style: Exploratory or Final Draft?

In a highly simplified manner Barnes<sup>16</sup> has tried a diagram, which should not be taken deterministically but could help us to understand the relations between some of the concepts we are discussing.

	Intimate Audience	Distance Audience
Size	Small group	Full class
Source of authority	The group	The teacher
Relationships	Intimate	Public
Ordering of thought	Inexplicit	Explicit
Speech planning	Improvised	Pre-planned
Speech function	Exploratory	Final draft

When the group is working alone it is more likely that exploratory talk is available, specially if they know one another well, since equal status and mutual trust may encourage thinking aloud, and even assimilate without much trauma detours, dead-ends, inexplicitness, mistakes... which are necessary steps in a real learning process.

Still as part of the same problem, Barnes goes on to discuss the teacher's traditional task which he divides into two aspects called by him respectively: Reply and Assess.

'When a teacher replies to his pupils he is by implication taking their view of the subject seriously, even though he may wish to extend and modify it. This strengthens the learner's confidence in actively interpreting the subject-matter; teacher and learner are in a collaborative relationship. When a teacher

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<sup>16</sup>BARNES, D. Op. cit. p. 109.

assesses what his pupils say, he distances himself from their views, and allies himself with external standards which may implicitly devalue what the learner himself has constructed.<sup>17</sup>

Although both Reply and Assess are part of teaching, we agree with Barnes when he prefers 'a classroom dialogue in which the teacher replies rather than assesses, encourages pupils, when they talk and write to bring out existing knowledge to be reshaped by new points of view being presented.'<sup>18</sup>

In the specific case of language teaching we may also say that a reply attitude is more likely to make the students more confident in their relatively poor linguistic devices and consequently free them from the paralysing fear of speaking we talked of before. Only by means of a social context in which they feel they are allowed to try, will the students be able to develop their communication strategies.

A reply attitude in L.T. (Language Teaching) would be closely related to the new fluency learning which in the last instance represents the shift of orientation from formal to more communicative functions of any language we are advocating in this study. To reply, therefore, would be the teacher's acceptance of errors as being an important part of the language learning process, since as Morrow points out:

'A learner who makes mistakes because he is trying to do something he has not been told or shown how to do or which he has not yet mastered, is not really making a mistake at all. Trying to express something you are not quite sure how to say

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<sup>17</sup> Ibid. p. 111.

<sup>18</sup> Ibid.

is a vital feature of using a foreign language for few learners ever reach the stage of total fluency and accuracy in every situation, and it is often necessary 'to make do' with whatever resources one can muster. Niggling criticism of what he produces will ultimately destroy the learner's confidence in his ability to use the language.'<sup>19</sup>

An assessing attitude, on the other hand, would relate to the traditional way of facing errors which, among other negative consequences already discussed, in the specific field of L.T. sells an illusion of knowledge to the students. Not making mistakes (avoiding any opportunity for them to occur), repeating correct sentences almost free from doubts, the students will think they have learned what is necessary. What they do not know is that the use of only controlled language does not ensure learning at all, since, as Wilkins says '...imitation ensures that correct forms are produced, but it does not tell the learner anything about the boundaries of correctness.'<sup>20</sup> Believing that mistakes are a necessary part of the process of learning a language, it is essential, therefore, that adequate opportunity for free use of language be provided as part of the language-learning process, even if this could imply the possibility of errors.

If it is true that in structure practice mistakes can be eliminated, it is not less true that this does not ensure their elimination in communication. In the light of this premise we

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<sup>19</sup> Morrow, K. "Principles of Communicative Methodology". In Communication in the Classroom. London, Logman, 1981. p. 65.

<sup>20</sup> Wilkins, D.A. Second-Language Learning and Teaching. Department of Linguistic science, University of Reading. Edward Arnold, 1978. p. 36.

believe that in a communicative language process the making of mistakes should be viewed in a reply manner which understands their role, instead of insisting on treating them as undesirable 'accidents' which could be avoided by a more effective teaching.

This section has outlined several factors involved in the teaching/learning process. Language was viewed as a means by which the students consciously organize experience and reflect upon it, and, as such, an instrument by which they would convert school knowledge into action knowledge. An open approach to tasks was preferred to a closed one, since the main feature of an open approach is the predominance of the hypothetical mode in the process of learning which helps the students to develop their grasp of the language. At this point, the use of tentative language was considered a necessary condition for hypothesis making and testing. Small groups, then, were viewed as a good alternative for classroom discourse.

The next major theme was the distinction between a transmission and an interpretation view of teaching. Foreign language teaching was viewed as strongly influenced by the first of these and the teaching of structures with the immediate objective of correctness was associated with it.

The final part dealt with the assessment of the students' learning. The traditional way of viewing an error as something that should always be avoided was strongly condemned. Mistakes were considered here as a necessary part of the process of learning a language.

It now remains to explore the theoretical approaches to language teaching, specifically, prior to examining the

methodological procedures themselves.

## 2. Developing Communication in the Classroom.

In the first part of this chapter we have found what we do not want our languages courses to remain. We have also mentioned some pedagogical procedures and attitudes we should try to avoid if we are to approach the teaching of languages in a more communicative way. What we have to discuss now is how the new ideas can actually be applied to the classroom, since if it is true that a solid theoretical background is a sine qua non condition for any attempt at innovation, it is also true that its application is not just a mechanical consequence.

In the discussion that follows we will draw on Widdowson's concepts of 'use and usage' and Wilkins' categories of 'meaning and use' to make more explicit what syllabus content will be more likely to lead to effective communication. The analysis of the term 'communicative' will take us a step further in considering the methodological implications involved in the development of the students' communicative ability. We will conclude the section with a brief consideration of what we tried to accomplish in our experimental classes.

It was the phenomenon of the 'structurally competent but communicatively incompetent student'<sup>21</sup> more than any other which was a central motive for the discontent with the existing situation of language teaching. This insight has denounced the fact

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<sup>21</sup>JOHNSON, K. Ip. cit. p. 1.

'that the ability to manipulate the structures of the language correctly is only a part of what is involved in learning a language.'<sup>22</sup> The other part, the 'something else' essential to provide the students with communicative ability, may be better understood after a description of what Widdowson<sup>23</sup> calls 'language use and language usage'.

According to him, these concepts may be said to be closely related to Saussure's distinction between *Lingue et Parole* and Chomsky's similar distinction between *Competence* and *Performance*. 'The notion of competence has to do with a language user's knowledge of abstract linguistic rules. This knowledge... has to be revealed through performance. (...) Usage, then, is one aspect of performance, that aspect which makes evident the extent to which the language user demonstrates his knowledge of linguistic rules. Use is another aspect of performance: that which makes evident the extent to which the language user demonstrates his ability to use his knowledge of linguistic rules for effective communication.'

For a long time we have been selecting structures and vocabulary to teach in our courses. What we've done therefore is to select items of usage which we think are most effective for teaching the rules of the language system. Some of the main implications of this emphasis on usage have been already discussed. What seems important from now on, is to discuss the implications of a shift of emphasis, that is a discussion on how

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<sup>22</sup>Ibi. p. 2.

<sup>23</sup>WIDDOWSON, H.G. Teaching Language as Communication. Oxford University Press, Oxford. 1979. p. 3.

the teachers of languages should conduct their classes taking into account the teaching of both kinds of knowledge, since as Widdowson<sup>24</sup> says 'the teaching of usage does not appear to guarantee a knowledge of use. The teaching of use, however, does seem to guarantee the learning of usage since the latter is represented as a necessary part of the former.'

It becomes evident that to develop communication in the classroom we should give more emphasis to the teaching of uses than we have been effectively doing.

Accepting this premise, it becomes clear that we should design language teaching courses with more reference to use, as a way of covering the whole process of learning a language.

In this respect many new books have been published in Europe, lately, and even here, in Brazil, under the names of functional-notional courses.

A good understanding of what notions and functions are may be a starting point in the discussion of how to teach items of 'meaning' or 'use'. According to Wilkins (1972) two categories of 'meaning' and 'use' could be suitable for the purpose of syllabus design. The first called semantico - grammatical is composed of items which in everyday speech we call 'concepts'. As examples of these categories, taken from his list, are: frequency, duration, location and quantity. The term 'semantic' is adequate because these categories are items of meaning, and the word 'grammatical' refers to the fact that in most European Languages, these categories relate almost directly to grammatical

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<sup>24</sup>WIDDOWSON, H.G. Op. cit. p. 19.



categories.

His second category, the 'communicative function' is related to Widdowson's concept of language use, since 'communicative functions are in broad terms, the uses to which we put language'.<sup>25</sup> 'Requesting information', 'expressing disapproval', 'greeting' and 'inviting', are examples taken from Wilkins' paper. These categories of 'communicative function' are called simply 'functions'. What is important to mention now, is that 'functions' do not relate directly to grammatical categories, like the former. 'Thus if we consider, for example, a function like inviting we find various, quite grammatically distinct ways of performing the function. Examples might be 'would you like to + INF', 'How about + ING', 'Why not + INF', 'do + Imperative.'<sup>26</sup>

According to Wilkins, we should use his categories as the means of listing concepts and uses when we set out to design our syllabuses.

If we were to go deeper into this subject there would be many other topics concerning syllabus design, like analysis of language needs, syllabus inventories, for example. These discussions however, would go beyond the purposes of this study.

What we will try to do next, therefore, is to discuss the term 'communicative', reporting what we think represents exciting methodological problems for the teacher who decides to approach his language teaching in a more communicative way.

To have in mind that 'being structurally correct' is

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<sup>25</sup> JOHNSON, K. Op. cit. p. 3.

<sup>26</sup> Ibid.

only a part of what is involved in language ability, is only the stepping stone for a revision of aims in the teaching of languages.

Such a revision is not a complete negation of more traditional approaches whose emphasis is heavily on teaching structural competence, but may be considered 'an enrichment - an acceptance that there are further dimensions of language which need teaching.'<sup>27</sup>

We must agree that the first answer to this question lies on the level of syllabus design which is the moment we choose the content of our courses, but we must also be aware that the other half of the problem will only be solved if we give close attention to methodological issues as well.

As Johnson has pointed out 'our aim is to teach communicative ability, and this may lead us at the syllabus design level to specify and organise our teaching content in a semantic way. Semantic syllabuses are like all syllabuses a means to an end... and we judge a course communicative or otherwise not only in terms of how it is organized, but also in terms of its methodology.'<sup>28</sup>

Viewed in this light we understand why we have attended many classes which despite their notional functional syllabuses, were not entitled to be called communicative because of their methodology. In such classes there was still a strong commitment to traditional methodology and its consequent emphasis on teaching structural competence to the detriment of communicative

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<sup>27</sup> Ibid. p. 10.

<sup>28</sup> JOHNSON, K. Op. cit. p. 11.

competence.<sup>29</sup>

To understand why it is so difficult to approach language teaching in a more communicative way we should refer to what we may call a crucial question: if we accept that communication stems from necessity, and that this element is usually absent in a classroom situation, how can we create in the elusive classroom environment a genuine need for communication?

According to Revell, in the classroom situation 'a student often knows in advance what he will say and what everybody else will say too. He and everybody else (including the teacher) asks questions to which they already know the answer... Nobody is exchanging any information, and consequently nobody really needs to listen to what is being said.'<sup>30</sup>

We have faced this problem during the planning of the experimental classes in which we expected to record the students' (subjects) speech in (as far as possible) a real communicative situation. We needed to create or to adapt materials whose main feature would be their capacity to develop among the students a real necessity for communication.

What we have tried to do therefore, could be considered an attempt to put into practice some suggestions we have found in the more recent literature on the teaching of language.

According to Revell again 'necessity, in the form of

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<sup>29</sup> We have attended classes in the first phases of 'Curso de Letras' of UFSC in 1979, as part of a Methodology Course in the P.G. Program. The book they were using was Abbs, B. Strategies.

<sup>30</sup> REVELL, J. Teaching Techniques for Communicative English. London. The Macmillan Press. 1979. p. 6.

doubt, of unpredictability, of an information gap, can be created in the classroom by the use of activities where the participants are only in possession of part of the total information. Students, then, have a certain amount of choice of what to say, they ask questions because they don't know the answer, and they have a reason for listening to one another.<sup>31</sup>

In this kind of class, it becomes evident, there is no room for predominant teacher-centered lessons. On the contrary, as Allwright says in defence of learner-centered activities: 'We may conclude that if the language teacher's management activities are directed exclusively at involving the learners in solving communication problems in the target language, then language learning will take care of itself and the teacher can be fairly sure of not being guilty of unwarranted interference in the process.'<sup>32</sup>

This part of the chapter has briefly examined some of the most relevant theoretical background to language learning in relation to a communicative methodology. This examination revealed that the learning context must become more student-centered and organized in a way to provide a social need for interaction and cooperation among the students. Such a conclusion raises very direct implications for the design of materials and crosses the line into a more general dimension of education, namely, it questions the traditional centralization of authority and, consequently, the main source of knowledge in the classroom. This view of teaching goes some way to modifying the

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<sup>31</sup> REVELL, J. Op. cit. p. 6.

<sup>32</sup> ALLWRIGHT, R. 'Language learning through communication practice.' In - The Communicative Approach to Language teaching, Oxford, Oxford University Press. 1979. p. 167-182.

current methods of just 'pouring' knowledge into 'containers'.

### 3. Putting Theory into Practice - Some Considerations.

Encouraged, as we expected, by the existence of many common theoretical assumptions between Barnes' concepts concerning the learning process in general and what has been recently called a Communicative Approach to F.L.T. we came to the conclusion that we should try to put theory into practice, in order to provide our discussions with some empirical bases. To do this we planned to set out an experiment very similar to the one Barnes has reported in the book we just finished discussing and whose materials also constituted the main source of empirical bases for most of his claims.

Even though the theoretical support for our incursions in the F.L.T. field seemed to be very consistent, we are conscious that we really do not know much about this proposed type of teaching in a F.L. learning situation.

Many questions are to be answered before we can say that this approach is 'better' than any other. This is not the purpose of the present study. An attempt to do this would have been not only naïve and unrealistic, concerning educational issues, but also hopeless.

What we intend to do, therefore, is to look for evidence which may point the directions for our methodological necessities, by means of recording, as far as possible within the limitations of the present experiment, all the issues and

insights which seem to be of theoretical interest.

The main questions raised by this study may be summarized as follows:

- Is the use of 'exploratory speech' possible in a situation in which the learning of a new language is the objective?
- If it is, can such a learning strategy be helpful in a F.L.T. situation?
- What language can it produce?
- Is it possible to create an authentic need for communication in the classroom?
- Can it motivate students?
- Will the students be able to develop the strategies of communication such a learning process demands?
- What will be the teacher's role in this new teaching/learning relationship?

These and other questions which may arise during the experiment represent enough motivation for our study in this area, since it seems to us that a descriptive study, irrespective of its limitations, is an essential preliminary to any attempt to understand better the events and the phenomena which take place in foreign language classrooms.

In the next chapter we will trace some considerations in our choice of research paradigm, while describing the methodology developed for the data gathering, as well as for the preparation of the material on which the students' work was based.

## CHAPTER II

### METHODOLOGY

In order to verify to what extent the theoretical assumptions raised and discussed in the previous chapter could be put into practice we planned an experiment in which we could study the effects of the use of exploratory speech in the learning of foreign languages, specifically English by means of providing the students with the opportunity for a communicative use of language.

#### 1. Choice of Research Paradigm.

The work presented in this dissertation is of the type known loosely as case - study research whose main characteristic is the selection of a small number of cases to be studied in a thorough way as an attempt to provide a detailed description which could reflect their individuality.

The option of working with larger numbers, and establishing experimental and control groups as a basis for statistical operations was immediately rejected, firstly because we felt that this would not give us answers to the questions in which we were interested and, secondly, because as educators, we have always questioned whether this large - scale numerical approach is ever appropriate, since when the theory is in its infancy we are not even sure what are the right questions on which to seek statistical information.

We are aware that in adopting this research paradigm, we have to renounce all possibility of proving things. We do not have such an intention, as was mentioned before, since there is no guarantee that the conclusions we will possibly come to will be generalisable beyond the context of this particular experiment. We hope and believe that such generalisation will be possible, but it will consist, not in rigorous statistical demonstration of causality but in individuals perceiving a possible relevance to their own situation and trying out similar ideas themselves.

Another important point to be considered about our research methodology is that it is of the 'interventionist' type. We may say that it is closely related to the type of work known nowadays as 'action research.'<sup>1</sup> The main feature of this methodology is that the researchers are describing a situation in which they themselves are active participants, and consequently attempt to influence the course of events in accordance with a certain theoretical perspective.<sup>2</sup>

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<sup>1</sup>See Thiollent, J.M. Crítica metodológica, Investigação Social e Enquete Operária. Ed. Polis, São Paulo. 1981. 2ª ed. Coleção Teoria e História. 6.

<sup>2</sup>Cf. Parkinson, B. at al. Mastery Learning in Foreign Languages: A Case Study. Department of Education, University of Stirling. 1981. p. 10-11.



The classical view of research in which the researchers try to adopt a 'neutral' posture, attempting to avoid any influence on the events they are describing, was also rejected as being again inappropriate for the present case.

## 2. Planning.

In the planning of this experiment, we had as a first task to make some decisions on:

1. Which school to carry out the experiment in;
2. The level of the students - subjects of the experiment;
3. The ideal number of students to constitute a small group, according to Barnes's conceptions;
4. The way to choose them;
5. How to motivate them to participate in the experiment;
6. The number and duration of the sessions;
7. The preparation of activities likely to yield most data.

We have chosen the subjects of our study among the students of Colégio de Aplicação, a school which has English as a subject of its curriculum from the fifth to the eleventh grade, for seven years, that is. The choice of a school in which English is in a slightly better curricular position than the majority of public schools (that have foreign language classes only from the seventh grade on in two - hour classes a week) is an attempt to suggest that in less time it is practically impossible to expect the students either to learn to speak, or to read, unless we accept as a satisfactory goal in the teaching of

foreign languages, the achievement of a limited ability 'to read' a restricted given body of language.

For the purposes of this study, we decided to work with secondary students who had already studied for some time with a structural method in order to allow, if possible, comparisons between the two ways of approaching the teaching of languages: a pure structural approach and the approach we tried to use which emphasized the communicative function of the language.

As the students were in 2nd colegial (10 th grade) their level was considered pre-intermediate.

The third problem was solved, firstly taking into account the overall number of students in an ordinary class which in the majority of our schools reaches as many as forty. We, then, considered six a realistic average number for the setting up of small groups in such classes. Another reason which justified this choice was the possibility of working with three different pairs, when the activities required pair-work. Finally, as small groups restrict the number of participants, by definition, we thought it would be more significant for the data gathering to have as many subjects as such a situation would allow in order to obtain as much information as possible in the established areas of interest.

One criterion followed in the selection of these students was their own desire to participate, since it was very important for the purposes of the study that they presented a positive attitude towards the experiment. Although being aware of the limitations of such a criterion, a positive attitude was considered important because it would prevent the students from

missing the classes which constituted the experiment. As they would not have any kind of objective reward, besides the possibility of participating in a new learning experience, we tried, by respecting their decision, to diminish the risk of absences.

It was explained to the whole class that the sessions, numbering ten, and with the same duration as a normal class (45') would be carried out once a week, over consecutive weeks, at the same time as one of their normal classes.<sup>3</sup> It was guaranteed to them that they would not suffer any disadvantages for missing their ordinary classes, since we had already taken care of administrative considerations, and solved possible pedagogical problems as well.<sup>4</sup>

Twelve students explicitly indicated that they wanted to take part in our group. Among these we chose at random the six mentioned above.

For the purposes of this study, we decided that it was not necessary to test the subjects before hand, to see whether they had the same linguistic knowledge. It was enough that they were in the same grade, since it was desirable that the group would be representative of the whole class. That is to say, we expected to find some heterogeneity among the participants. We thought it would be important to work with a heterogenous group, firstly because it would be closer to reality, and secondly because among the purposes of the study appeared the necessity

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<sup>3</sup>They had two classes a week.

<sup>4</sup>All these decisions were only possible because the teachers and the head of the school, demonstrating great interest for our project, minimized the obstacles to the realization of the study.

to discuss the contribution of either a strong or a weak student to the group's communication.

It could be argued that taking six out of twelve might not be a guarantee of much heterogeneity. If it was, however, considered that the overall number of students in that class was only twenty-four, we would have to agree that our procedure was at least statistically acceptable.

We agree, however, that six out of twelve in one class, in Colégio de Aplicação, all volunteers, may not be considered a random sample socio-psychologically or even in intellectual terms. But, as for the purpose of our work the control of these variables would not be significant, we decided that to work with this group would not represent a problem.

The decision on the number of sessions was mainly determined by the limitations of time imposed on us. Since we had three months for the data gathering, we planned to use nine sessions for effective recording of classes and one, the last, was reserved for the students to answer a questionnaire on the experiment.<sup>5</sup>

We were aware that nine sessions would not be sufficient to prove anything concerning the students' linguistic development, but, on the other hand, we believed that even limited by time difficulties, we would get significant information on various aspects of the language learning process. This information would certainly point to some tendencies which could indicate to the teachers possible different ways of viewing the teaching of languages.

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<sup>5</sup>See Appendix p. 74,

The second phase in the planning of the experiment related to the selection and preparation of the materials which would be used in each of the sessions.

Our main concern, when preparing materials, was directly related to the objective of the study which was a discussion of the effects of the use of 'exploratory speech' in the learning of foreign languages. Therefore, the first task imposed by the theme was the selection and the preparation of materials which could create among the students the necessity for a real exchange of information, that is, they should provide tasks to be solved collaboratively by the students by means of real communication in the target language. These tasks should basically present situations in which the students would be necessarily involved in solving problems in such a way that they would be using the language primarily with communicative purpose. Only in this process of solving problems in group, that is, collaboratively, would they be able to use 'exploratory speech', since its basic feature, the use of tentative language, is only possible when different points of view are expressed and worked out.

Secondly, we took into consideration the necessity of grading the sessions, making them gradually more challenging and dependent on the students' communicative skill. We thought grading was very important, specially in the first sessions, because we had the feeling that we should try to create and satisfy an expectation of success among the students in order to motivate them to go on and also lead them into building up a sense of self-confidence in relation to their linguistic capacity, which is considered an important factor for the

development of communication strategies.

Our grading in the first sessions consisted basically in choosing vocabulary items the students would certainly know. The task for them would be mainly a matter of speaking about known objects and familiar concepts. What we expected through this methodological procedure was to show to the students that they were able to speak by themselves and that they were doing so with different purposes from those they were used to: they were trying to communicate meanings, rather than repeating after the teacher 'to learn' new structures. We believed, on the basis of the theoretical chapter, that in this process of trying to communicate, immersed in problem-solving activities, the students would more likely develop their linguistic ability. We were trying to invert the procedure - learning through communication instead of learning for communication.

Another criterion for grading related to the complexity of the tasks. From session four on, for example, we planned activities which involved more than one ability simultaneously. The students would have to understand and follow as well as to give information, at the same time as understanding what the visuals intended to convey, since the teacher's guidance would also gradually diminish.

The control of the classes would also be another criterion for grading the activities. In the first sessions the activities were more teacher centered and only gradually the students would become more responsible for their tasks. We thought this procedure would be necessary in order to give the students time for them to become more confident in their own capacity to take the initiative. According to what we planned, this process would take

at least the three first sessions, varying from one subject to another, depending on individual characteristics.

As one of the purposes of this study was to explore the possibility of changing the traditional patterns of communication the teachers set up in their classrooms, we tried, during the experiment, to plan classes in which the students could take as much as possible the initiative, that is, they would be more independent from the teacher's control of the activities. In order to accomplish this objective, the activities, specially from session three on had only initial guidance from the teacher, since they were planned to provide a social context in which the students had the opportunity to use their ability to interact and to communicate without much external intervention: that is, the sessions would simulate group and pair work which in larger classes would not require the constant intervention of the teacher. While in the experiment we would be working with one group only, in normal classes the teacher would be in charge of four or five. Our methodology, therefore, should take this reality into account and provide answers to it. It was then important that in our experiment the methodology employed could point to this possibility - students working more independently in groups, only requesting the teacher's intervention occasionally, giving him, in this way, an opportunity 'to join in' when necessary in all the groups of a class either asking for conclusions or making attempts to take the discussion further.

Still as part of the process of planning the sessions we did some research into the amount of content the students, sub-

jects of the experiment, had from their first contact with English as part of their normal curriculum, up to the time of the experiment.<sup>6</sup>

Although the planning and the preparation of material was not in any instance determined by this factor, this research was very important for one of the purposes of the study that was to get elements for discussion on the kinds of ability the students have for using or adapting previously learnt material.

After these general considerations we will briefly describe the materials used in each session taking into special account their suitability in creating a real need for communication as well as discussing the relationship between the tasks and the students' motivation.

#### Session One

In session one we prepared an activity whose purpose, besides what has been mentioned, was to demonstrate that even in elementary lessons it is possible and desirable to present language concentrating on use rather than emphasizing predominantly its usage. The language we expected the students to produce should demonstrate appropriate use and not just a reaction to a prompt. That is to say, their sentences or their questions should be contextualized to the extent that they would refer to something outside language and not be just a manipulation of the language itself.

Initially, we selected eight objects: a pen, a pencil, an

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<sup>6</sup>The result of this research is available in the appendix, pages 62-5.



eraser (rubber), a coin, a ruler, a key, a cigarette and a box of matches. The language would be presented to the students in the form of simple problems, according to the following procedures:

1. The teacher displays the selected objects on the table and covers them with a cloth. (The six students sit around the table)

1.a) Te. - Look everyone. (Lets them see the objects for some seconds then covers them again). What did you see?

Ss - (possible answers) Maybe they name all the objects.

1.b) Te. - (Covers the objects again - Lets them look again for some seconds and then suggests:)

- Let's talk about the colours?

- What colours are the objects? (They are covered again)

Wait for their answers. Do not answer yourself. Give them time to remember the colours. Each student will certainly say something and in this process they may be able to help each other to remember all the words they are looking for.

The next step referred to quantity. We would use the same procedure as in 1a.

1.c) Position - To convey the idea of position let the students look at the objects and then, take one out or change its position. Then ask:

Te - What has changed?

(Many possible answers, even no answer.)

Take another object and ask:

Te - What is missing? (twice)

Ss - The pencil. (For example)

Te - Ok. Where was it?

Do not move the objects during this phase. After these procedures, cover the objects and ask:

Te - Where is \_\_\_\_\_?

They have to answer remembering their positions.

We presented further variations on this theme.

We expected the students would be able, firstly to name the objects, secondly to say their colours and to number them, and finally to talk about their position.

To make these exchanges take on the character of natural use we tried to create the situations like the ones above, in which the teacher's questions, as well as the student's replies would take on a genuine quality of real communication, since the students would be involved in problem-solving situations.

The students' motivation should mainly be provided by the feeling of success they would experience in their first attempt at working collaboratively, as well as by the novelty our methodology would represent for them, in terms of using the language meaningfully.

### Session Two

For the second session we planned to continue talking about objects, but this time, adding more things during the development of the activities.

Session two would be marked by the use of little memory-games like: 'Find the hidden object', 'Guess what', 'Group them right', and other activities as in the example that follows.

'The double object':

One student picks out a card which shows the name of one object of the set. He hides it from the other students who will try to guess what word he has by means of his description of the object which the word represents. The students may use the information they got from the previous steps and can look at the set of objects to check the information. The classmate who succeeds will be the next to pick up another card to describe.

Ex.: S - The object is red. It is next to the knife. I use  
it to .....

Ss - It's a/an .....

Still for session two we tried to adapt some activities described by Stevick,<sup>7</sup> when discussing Gattegno's "Silent Way". The activities could vary but their basic feature consisted of using 'Cuisenaire Rods' to convey various different meanings. The teacher elicits language - stories, descriptions, hypothesis - from the students simply by him (or them) manipulating rods. Students then construct or reconstruct meanings using the rods, and use language to communicate the concepts that the rods expressed. During those activities, the teacher is silent, all the talking being done by the students.

In order to verify to what extent Stevick's proposal would work in a real situation, and also believing that we should

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<sup>7</sup>Stevick, E.W. Op. cit. p. 131-143

begin changing the kind of activities at that point of session two<sup>8</sup>, we tried to work with rods. This change, however, was not to be as abrupt as it may seem, since the control of the activities would still remain, basically, in the teacher's hands, and the tasks would be only a little more complex: they would require more precise language to communicate specific instructions on how to reproduce geometrical figures.

The activities proposed to the group were the following:

1. 'Describing what is seen':

Show the students some rods. Tell them those wooden things are called rods.

Without speaking, the teacher constructs a figure, a cross, for example. The students only look at it. Afterwards, the teacher begins speaking, describing the figure he has made. For example: 'a black rod is on a blue rod. They form a cross.' Repeat twice and then ask somebody to do the same thing.

The teacher may repeat the activity changing the figure and ask the students either to repeat or to invent another figure, always describing them. The students may also use more rods if they want.

2. 'Describing in order to reproduce':

The teacher takes three rods and hides them from the students.

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<sup>8</sup> These activities with rods were originally planned for session three. The students, however, completed all the activities prepared for session two in less time than was expected. We, therefore, decided to begin using the materials planned for session three, since the activities followed a certain sequence, concerning the increasing of complexity.

He, then, makes a figure and gives the students instructions to make the same figure. The students should not see each other's figures and should follow the teacher's instructions. They hide their figures behind a card and choose the rods they need from the box available to them. After that, everyone shows his figure and compares it to the teacher's. They should discuss the differences.

One of the purposes of these activities was to observe how the students could make use of their limited knowledge of the target language to follow specific instructions, as well as to provide them with a genuine need for a listening comprehension exercise.

### Session Three

In session three we would continue working with rods, following the same procedures with some variations during half of the session approximately.

The next activity - Telling stories with rods - was related to the students' ability to narrate short scenes of their everyday life, using rods as a point of reference for what they would say.

The procedures are the following:

Firstly, the teacher tells a little story using rods. He may say, for example, 'This is my house' and shows a rod. 'I live here with my father and my mother', taking two more rods. 'Yesterday, my father went to work by bus', putting the rod which represents the father on the rod which represents the bus, 'and my mother went shopping by car', repeating the demonstration with the

rods. After this, he asks one student to reconstruct the story, which in the last instance is a form of memory game. The teacher tells the others that they can help their colleague if he finds it difficult.

The same procedure may be repeated with different scenes.

One variation to this activity is to ask the students, one at a time, to invent a story like the previous ones, using rods. They must speak while they deal with the rods, of course.

#### Session Four

From session four on, the activities should become more independent from the teacher's control. The students would, then, be much more responsible for the whole process than before.

The task for them in this session was related to the functions of giving and asking for directions. We called it 'The map activity'<sup>9</sup> and divided the students into two groups (three students on each). Group A has some information which group B does not have and vice-versa. One group asks the other, each in his turn, the necessary information to get to the wanted place. The group will provide support for their members at any moment an individual needs help.

The students will create the questions and answers they need adapting previously learnt material, since in the class before they would have received an exercise to be prepared at home with some drills on words and expressions more frequently used

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<sup>9</sup> We extracted this activity from Carmichael, J. "Making your own communication games", in MET: Modern English Teacher, vol. 8, number, 4, April, 1981.  
Sample available in the appendix, p. 66.

to follow/give directions.<sup>10</sup> We did not expect them to reproduce those structures, but to use them as a reference for creating their own.

We thought this activity would be very efficient in motivating the students to speak, since they would experience a real need to ask for information if they were to get to the required places.

#### Session Five

For session five we adapted an activity called 'Describe and Arrange' which was designed to practice describing the positions of objects using prepositions, at a simple language level.<sup>11</sup>

This activity was also in the category of information gap, but this time its complexity was increased. The students would have to work with two different language functions: describing some objects and locating them in a room full of others.

Some students have the information the others need to complete their task and vice-versa. We have to divide the group into two and give to one group the incomplete picture and the envelope with the missing objects. Their task is to put the objects in the right place. The other students have to tell them how to arrange the objects so that their picture would be the same.

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<sup>10</sup>These exercises were taken from Harkess, Cue for a drill p. 110-111.

<sup>11</sup>Carmichael, J. Op cit. p. 6. Example available in the appendix p. 67.

They would use part of the session working in two separate groups to find out vocabulary, and when they finally join to work together they should be prepared to give and to ask for information in order either to complete their pictures or to tell their colleagues how to complete theirs.

### Session Six

For session six we planned two different activities. Firstly we would have what we called an input phase whose purpose was to provide the students with the necessary vocabulary and structures for the game which was planned for the second part of the session.<sup>13</sup> In the first part of the class the students would do a written exercise together. They should try to identify in a table the names of the people in text number 1. This exercise could be solved collaboratively, including the teacher when nobody could help.

The game itself 'Describe and Arrange' (people, this time) only began just before the end of the class.<sup>14</sup>

### Session Seven

For session seven, as the students would not have time to finish playing the game - Describing and Arranging People - we decided to use the same activity, which consisted in a description of some pictures of people to be located in a grid each student

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<sup>13</sup>The sample of either the written exercise or the game are available, for more detailed explanations, in the appendix, p. 68-70.

<sup>14</sup>We did not record the first activity, which was a mistake, now we feel, but the second part, the game itself, although being short was rich of information on the students' language, as well as on their ability to communicate with each other.



had received from the teacher. The students had the same number of pictures to describe, as well as had the same amount of choices when trying to locate them in the right place.

The task for everybody was to describe the people in the right frame by means of an exchange of information. The one who succeeded in putting one of his figures in the right place, was invited to provide the next description.

#### Sessions Eight and Nine

For the last two sessions we prepared the same type of activity - Jig Saw Picture Stories - with two different stories.<sup>15</sup> We looked for appropriate picture stories and cut them up into their separate frames. Each student would receive the same number of frames which they would have to describe as well as to ask questions about the others'. The object of the game is to decide as a group the order of the pictures in each story.

This activity was expected to be the most efficient in creating a real need for communication among the students, since in these two last sessions they would use the exploratory speech in all its potentiality. They would need to work collaboratively, discussing firstly, the description of the pictures and afterwards the position of the frames they would decide was better.

All the activities proposed to the students during the experiment tried to answer a question which worries all the teachers when they begin teaching-practice in a communicative way: how can we create, in the elusive classroom environment a genuine need for communication?

<sup>15</sup>The method for this activity was taken from: Campbell, C. 'Communication Games', in MET - Modern English Teacher. Vol. 8, number 4, April 1981.

The answer we tried was basically related to the use of activities where the students had only part of the total information, and because of this they should negotiate information with their colleagues. In this case they asked questions because they did not know the answer, while they also had good reasons for listening to one another all the time.

In our opinion this 'necessity' we created was the students' main cause of genuine motivation towards communication with a code they did not know very well but were more likely to learn on each attempt at solving problems collaboratively.

For the data-gathering we decided to record the students' speech during their attempts to solve the problems proposed to them. The analysis would then be based on transcriptions of the recorded material.

With this experiment we expected a wide range of information which could help teachers to understand better the complex process students undergo when trying to communicate in a foreign language. The expected information would include indications of communicative strategies the students of foreign languages can use, as well as their behaviour when working in groups. We also expected to get important material for discussion about what kind of ability they have for using or adapting previously learnt material, as well as to know better what kind of ability they use to get meanings across and to develop mutual understanding.

Another point to be observed and which could be of great importance for further studies of language learning was the attempt to determine the most problematic areas in the students'

performance when trying to make meanings of what they listen to or read, as well as when they are trying to reapply or to adapt the language they already know to new language without constant teacher intervention.

All these aspects are to be considered through the analyses of the sequence of recorded classes.

It is important to mention again at this point of the chapter that there was not in our original project any explicit intention of working with statistics in the analysis of the data, since the very nature of this study demanded qualitative and descriptive discussions rather than mathematical procedures. On the other hand, the great amount of transcribed data produced during the sessions created a methodological problem which we had to face: unless we tried to produce tables whose figures could give us indications of the most significant aspects for discussions, we would never be able to cover all the data concerning the objectives of the present study. We, therefore, decided to work with figures and some statistics considering them as auxiliary instruments, even though the main part of the next chapters will be dedicated to descriptive discussions of the results revealed through the tables.

The main implication of this methodological decision was the fact that the figures which formed the tables, since they were not planned before the realization of the experiment, were relatively free from subjective interference, and, consequently, more likely to be closer to what really happened in the classroom.

We worked with tables whose categories for the analysis were the following:

1. Interventions (Percentages);

2. Mean Length of Utterances Based on Words;
3. Percentage of utterances with more than seven words;
4. Percentage of individual contribution for the group's communication;
5. Sentence Embedding;
6. Error occurrence;
7. Communication Strategies;
8. The Role of the Teacher's Participation;
9. Cooperation among the students.

Through the analysis of these tables we expect to find signs of development in the students' performance, as well as to obtain more precise information on what had gone on during the experiment concerning the above categories.

We view the analysis of the experiment described in this chapter as a tentative empirical application of a communicative approach in the teaching and learning of foreign languages. At a time when the term 'communicative' is used to cover a wide variety of approaches and methodological procedures we think that this experiment may throw some light on the process that goes on inside a classroom in which language is supposed to be taught and learnt communicatively.

## CHAPTER III

### PRELIMINARY ANALYSIS

In the present chapter we will proceed to a preliminary analysis of the data in order to see whether the sessions contained any significant information in the areas of interest, according to the expectations stated in the methodological chapter.

What information could a researcher hope to get from the records of oral group work?

The information could be expected to be firstly quantitative and secondly qualitative.

Quantitative information answers questions like:

- How much do the students speak?
- What kind of language do they use?
- Is it complex or simple?
- What kind of errors do they make? and how often?
- How is talking time distributed?

Information of this type will give us a formal linguistic picture.

The qualitative information relates to the purposes of the speech acts. For examples:

- Are there cases of pure rote repetitions?
- Are students adapting language for their own purposes?
- And if so, what evidence is there of this?
- Do students simply produce target language functions or do they develop other types of uses for their F.L.?
- How do the students make themselves understood?
- And what types of communication does the situation stimulate from the teacher?

To answer these questions this section breaks down into three parts. Firstly we will work with the number of interventions of the students and the teacher, session by session. Secondly, we will consider the degree of formal complexity of the students' language. The third group of analyses will focus on Communication strategies and Communicative acts of the students and the teacher.

### 1. Interventions

We first checked to see the number and distribution of interventions in class activities, session by session. The teacher's interventions were also computed.

TABLES 1a -- 1b

INTERVENTIONS

SESSIONS	TOTAL	Te	P.	Ta.	A.	H.	R.	S.
1 <sup>st</sup>	258	84	69	34	18	16	16	21
2 <sup>nd</sup>	316	109	85	28	30	24	24	16
3 <sup>rd</sup>	275	68	74	26	44	25	28	10
4 <sup>th</sup>	515	43	178	157	absent	81	50	6
5 <sup>th</sup>	199	32	absent	41	30	45	39	12
6 <sup>th</sup>	120	22	42	25	12	17	absent	2
7 <sup>th</sup>	294	81	97	61	12	24	17	2
8 <sup>th</sup>	289	43	93	52	37	28	25	11
9 <sup>th</sup>	187	50	57	26	24	17	9	4
TOTAL	2.453	532	695	450	207	277	208	84

PERCENTAGE OF INTERVENTIONS

SESSIONS	TOTAL	Te	P.	Ta.	A.	H.	R.	S.
1 <sup>st</sup>	100	32,5	26,7	13,1	6,9	6,2	6,2	8,1
2 <sup>nd</sup>	100	34,4	26,8	8,8	9,4	7,5	7,5	5,0
3 <sup>rd</sup>	100	24,7	26,9	9,4	16,0	9,0	10,0	3,6
4 <sup>th</sup>	100	8,4	34,9	30,8	absent	15,9	9,8	1,2
5 <sup>th</sup>	100	15,8	absent	20,1	14,8	22,2	19,2	5,9
6 <sup>th</sup>	100	18,2	34,7	20,7	9,9	14,0	absent	1,6
7 <sup>th</sup>	100	27,5	33,0	20,7	4,0	8,1	5,7	0,6
8 <sup>th</sup>	100	14,6	31,6	17,7	12,5	9,5	8,5	3,7
9 <sup>th</sup>	100	26,5	30,3	13,8	12,7	9,0	4,8	2,1
TOTAL	100	21,6	30,8	18,3	10,6	11,2	8,9	3,3

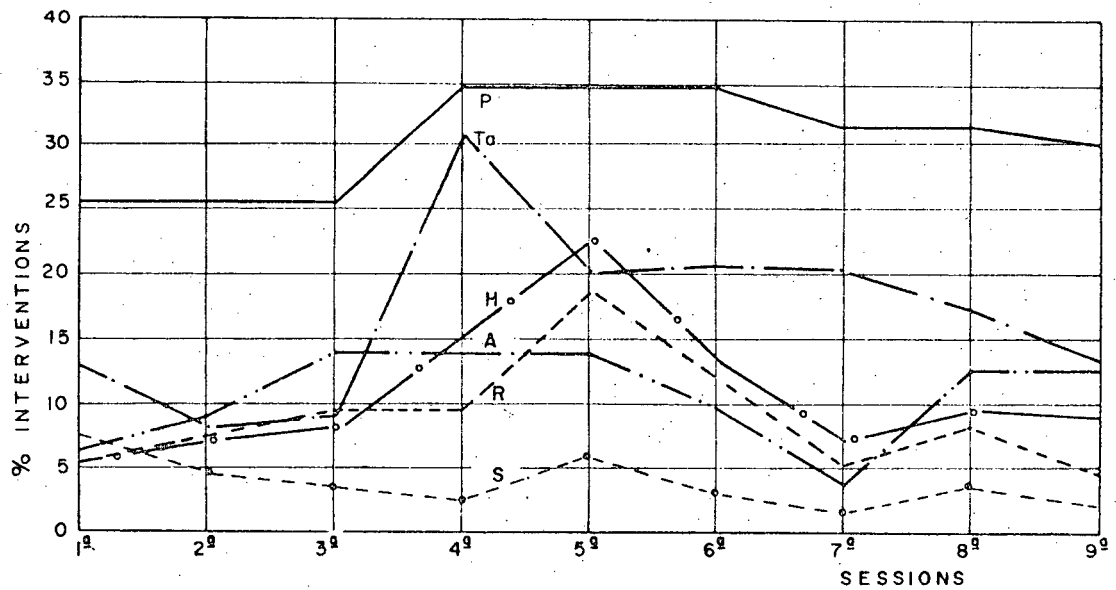


Fig. 1- Percentage of interventions

The objective of these tables and graph is to provide an overall view of the distribution of the talking time during the experiment in order to help the discussion of the students' participation in the evolution of the group's independence from the teacher.

The subjects are identified by the following letters: P, Ta, A, H, R, S and the teacher by the letters Te.

By intervention we mean any utterance produced with a communicative purpose, of any length, irrespective of pauses, repetitions and changes of topic. An intervention ends when the speaker is interrupted or replaced by another speaker. For our purposes we have counted the continuation of a speaker's topic after an interruption as a new intervention in order to reflect the degree of verbal interaction of the participants.



In the nine sessions 2453 interventions were produced. Of these, 532 (21,6%) were produced by the teacher and 1921 (78,3%) by the students. 695 (30,8%) were produced by student P whose participation was the highest (even higher than the Te's). Following P comes Ta with 450 (18,3%) and then, H with 277 (11,2%), followed very closely by A with 207 (10,6%). R's result was 8,9% with 208 interventions. Student S produced 84 interventions, only 3,3% of the overall total.

In order to calculate the totals of P, A and R their absences in session 5, 4 and 6, respectively were taken into consideration.

The variation of the overall number of utterances in each session was mainly due to two variables: the nature of the tasks and the length of the sessions.

The most significant variations of the overall number of utterances occurred in sessions four and six and were due, respectively, to the above mentioned factors. The sixth was shorter than the others because half of its time was used in an in-input session. On the other hand, the task proposed to the students in session four - Giving and asking for directions<sup>1</sup> - was exceptionally productive and the students produced 472 utterances out of a total of 515, 91,5% therefore. For the purpose of analysis, sessions four and six were considered exceptional sessions.

There were also cases of significant variation in the number of individual students' interventions in relation to their overall average. Ta's participation in session four

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<sup>1</sup>Available sample in the appendix page 66.

(30,8%) almost doubled her final average (18,3%); H's and R's results in session five were still more significant. They reached their best performance on this occasion with 22,2% and 19,2%, respectively. In this session P was absent. The other results in this session Ta 20,1%, A 14,8% and S 5,9% did not present a very significant variation, in relation to the other sessions.

The students' individual performance presented the following patterns:

Student P's participation began very high - 26,7% - and maintained a good level through the nine sessions, increasing some points in seven sessions and being absent from one. Her last result - 30,3% - demonstrated that her participation had increased during the experiment.

Ta's result began with 13,1% and reached its highest point in the three intermediate sessions (fourth, fifth and sixth) with, respectively 30,8%; 20,1 and 20,7%. Her last result (13,8%) only 0,7 higher than the first one (13,1%) did not show a significant variation according to this criterion of analysis. Her overall result (18,3%), however, indicated the presence of higher percentages in most of the sessions.

A's participation presented great variation, reaching lower figures of participation in session one (6,9%) and in session seven (4,0%). His best performances, on the other hand occurred in sessions three and five, with respectively 16,0% and 14,8%. He was absent in session four. In the last two sessions his results improved again, in comparison with sessions six and seven. The variation between his results of session one and session nine, however, pointed to a significant development in

his participation, according to this criterion.

H's participation increased till session five in which he (like R) reached his highest percentage (22,2). In the next sessions he maintained his average of participation, never inferior to the first results (6,2% and 7,5%). His result in session nine (9,0%) also demonstrated that his participation increased during the experiment.

R's participation did not vary significantly through the nine sessions. His results like H's gradually increased up to session five, a session in which he also reached his highest percentage of participation (19,2%). In session six he was absent and in the last three sessions his participation decreased. According to the criterion of comparing the performances of session one and session nine, R's participation did not increase. His overall result (8,9%), however, is higher than the first one (6,2%), indicating that he also had moments of a higher degree of participation.

S's results were very significant for the purpose of this study, and will be thoroughly discussed in the next chapter. Her first result (8,1%) was higher than A's, H's and R's. In the following sessions, however, her participation decreased until reaching the mark of 0,6% in the seventh session. Her results did not vary considerably in the other sessions and another better percentage, irrespective of the first, was reached in session five (5,9%). Her result in session nine (2,1%) was much lower than her result in session one (8,1%). According to the criterion of comparing the first and the ninth session, S's participation presented a considerable decrease.

A final and necessary comment on tables la and lb refers to the variation of each individual student's result in the same session. This non-equitative distribution of talking time was in part due to the heterogeneous composition of the group, and to other intervening factors which will be analysed in detail in further discussions.

In general terms, these tables indicated that, although there was some variation due to the nature of the tasks proposed to the students in each session, to other variables like the group's heterogeneous composition and the absences of one of its members on three occasions, there was a considerable development favoring the students in the distribution of the talking time during the experiment, evidencing a clear tendency for the group to increase its overall use of time for talking.

## 2. Students' Language Development.

In order to evaluate the degree of formal complexity of the students' language we adopted, firstly, the criterion of utterance length which is common to table 3 and table 4, and secondly, the criterion of sentence complexity used in table 5.

Still in this group of analyses we tried to demonstrate the students' contribution to the communication of the group by means of a table in which we considered simultaneously the participation of the students (expressed by their percentage of interventions) and the quality of such participation (expressed by the criterion of utterance length). This table, number 6

may be said to be a combination of the previous ones. We will briefly discuss them, one by one.

## 2.1. Mean Length of Utterances Based on Words (m.l.u.w.)

TABLE - 2

MEAN LENGTH OF UTTERANCES BASED ON WORDS (m.l.u.w.)

Sessions	S U B J E C T S												$\bar{X}_j$
	P		Ta		A		H		R		S		
	NU	$\bar{X}$	NU	$\bar{X}$	NU	$\bar{X}$	NU	$\bar{X}$	NU	$\bar{X}$	NU	$\bar{X}$	
1 <sup>st</sup>	69	3,8	34	3,8	18	2,9	16	2,8	16	3,3	21	2,0	3,25
2 <sup>nd</sup>	85	3,7	28	2,8	30	3,5	24	2,6	24	2,5	16	2,2	3,17
3 <sup>rd</sup>	74	4,8	26	3,7	44	4,8	25	3,9	28	3,6	10	2,4	4,27
4 <sup>th</sup>	178	3,6	157	3,0	-	-	80	2,4	49	3,6	06	3,5	3,19
5 <sup>th</sup>	-	-	41	2,6	30	2,7	44	3,5	39	3,5	12	4	3,17
6 <sup>th</sup>	42	3,8	25	2,9	12	3,5	17	2,8	-	-	2	2	3,34
7 <sup>th</sup>	97	3,8	61	3,5	12	3,5	24	2,7	17	4	2	1,5	3,57
8 <sup>th</sup>	93	5,6	62	3,6	37	6,9	28	3,3	25	3,9	11	2,6	4,77
9 <sup>th</sup>	57	4,6	26	3,9	24	6,8	17	5,2	9	4,8	4	5,7	4,97

$$\bar{X}_i = \frac{\sum_{j=1}^6 \text{NU}_j \cdot X_j}{\sum_{j=1}^6 \text{NU}_j} \quad (j = 1, 2, \dots, 6; i = 1, 2, 3, \dots, 9)$$

NU - Individual's number of utterances per session

$\bar{X}_j$  - Individual's m.l.u.w. per session

$\bar{X}_i$  - Group's m.l.u.w. per session

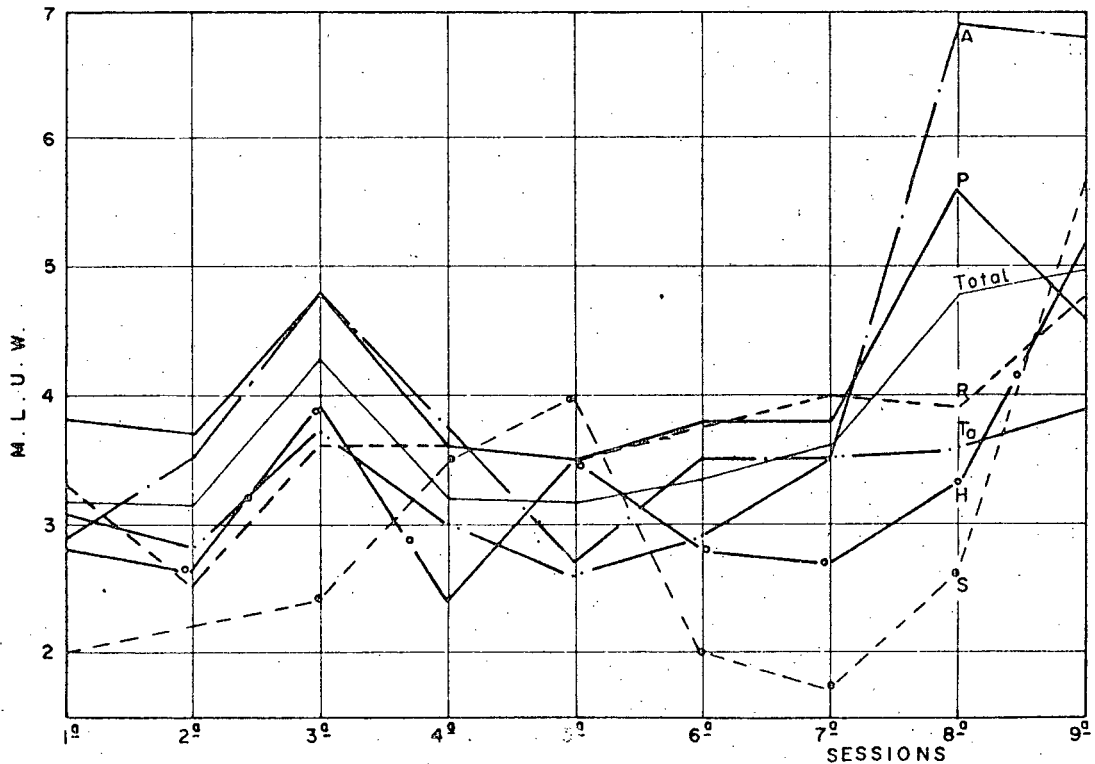


Fig. 2- Mean length of utterances based on words.

The main purpose of this table was to verify whether there were signs of development in the students' m.l.u.w., considering them individually and as a group.

The group's m.l.u.w. in each session presented a clear progressive tendency, from a mean of 3,35 in the first session to 4,97 in the last.

Taking the students individually, their performances presented the following patterns.

The highest m.l.u.w. reached in the two sessions belonged to A who presented the best development curve, beginning with 2,9 and reaching 6,9 in session eight and 6,8 in session nine. What was important in A's individual behavior in this table was the fact that his participation not only

maintained its level, but also increased (according to tables 1 and 2) in the last two sessions, leading to the conclusion that even in absolute numbers the majority of his utterances in sessions eight and nine were longer than the group's average.

H's and R's behaviour was very similar. Both presented uniform development in the first three sessions with the same participation. In session four R's m.l.u.w. was higher than H's, despite his lower participation. As H participated more, he had more chance to produce short utterances which affected his mean. In session five, again, their results were equivalent. In session six R was absent. H's result, as was expected, decreased considering the exceptionally short duration of session 6. From session seven on, both students' results increased again, reaching their best mean in the last session - 5,2 and 4,8 - respectively. According to the criterion of comparing the first to the last result, H and R presented development in their m.l.u.w. from the first sessions to the last.

Student P presented a very regular performance from the first session, considering her high participation throughout the sessions. In session three her m.l.u.w. increased considerably.<sup>2</sup> In sessions four, (she was absent from session five) six and seven her results maintained their level. In session eight she reached her best result - 5,6 and her final m.l.u.w. 4,6 revealed that there was development in her performance, considering the first session.

Student Ta's development according to this criterion was very timid. Her m.l.u.w. presented a consistent pattern

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<sup>2</sup>As this phenomenon was common for all the students, we came to the conclusion that there was an important variable to be analysed in session three which could be responsible for those high results.

throughout the nine sessions with a slight variation in session five. Her final mean, however, was higher than the previous ones, showing as the criterion established, a sign of development.

S's m.l.u.w. was the most irregular of all. In the three first sessions she presented the lowest means: 2,0 - 2,2 - and 2,4. In the fourth session, her mean increased considerably, reaching the group's average. In the fifth session her mean was still higher - 4,0 - but in the three further ones it decreased to: 2,0 - 1,5 and 2,6 - respectively. In the last session, however, her mean was exceptionally high - 5,7 - which, according to the criterion of comparing the first to the ninth session, revealed a very significant development in her linguistic performance.

At this point the main limitation of this table became evident. According to table 3 there was not a direct relationship between the students' m.l.u.w. and their level of participation, i.e. the ones who participated more did not necessarily present higher m.l.u.w. P and Ta, for example, who had the biggest participation (according to tables 1 and 2) were the ones who obtained a lower m.l.u.w. On the other hand, S, whose participation was exceptionally low, presented a very high m.l.u.w. (5,7) only inferior to A's (6,8). These results did not take into consideration the individual student's real contribution to the communication of the group. What this table revealed was simply that the students who produced a low number of mainly long 'rehearsed' utterances (like S) had more chance to reach a high mean (considering the way it is calculated), so conveying a false conclusion on these student's performance.



This limitation pointed to the necessity of another table in which the quality and the quantity of utterances were considered simultaneously (See section 2.4).

In summary, however, irrespective of its limitations, the overall results of table 3 demonstrated that, although not being the purpose of the experiment either to teach the students how to produce long utterances or to evaluate their communicative ability by means of this criterion, all the students' m.l.u.w. in session nine improved when compared to those produced in session one.

This evidence made it clear that when the students are immersed in a real communicative situation, supported by a social context in which integration is possible, they are more likely to develop their linguistic ability and in this process dominate the use of a foreign language more effectively. This is even a more important conclusion if we remember that in normal classes none of the language, simple or complex, would be used in communicative interaction.

2.2. Percentage of Utterances with more than seven words.

TABLE - 3  
PERCENTAGE OF UTTERANCES WITH MORE THAN SEVEN WORDS

Subjects	P		T		A		H		R		S		TOTAL	
	NU	%	NU	%	NU	%	NU	%	NU	%	NU	%	NU	%
1 <sup>st</sup>	$\frac{6}{89}$	8,6	$\frac{5}{34}$	14,7	$\frac{18}{18}$		$\frac{16}{16}$		$\frac{16}{16}$		$\frac{21}{21}$		$\frac{11}{174}$	6,3
2 <sup>nd</sup>	$\frac{19}{85}$	22,3	$\frac{3}{28}$	10,7	$\frac{4}{30}$	13,3	$\frac{2}{24}$	8,3	$\frac{2}{24}$	8,3	$\frac{16}{16}$		$\frac{30}{207}$	14,4
3 <sup>rd</sup>	$\frac{34}{74}$	45,9	$\frac{6}{26}$	23,0	$\frac{19}{44}$	43,1	$\frac{10}{25}$	40,0	$\frac{11}{28}$	39,2	$\frac{1}{10}$	10,0	$\frac{81}{207}$	39,1
4 <sup>th</sup>	$\frac{31}{178}$	17,4	$\frac{26}{157}$	16,5	absent		$\frac{2}{81}$	2,5	$\frac{5}{49}$	10,2	$\frac{6}{6}$		$\frac{61}{470}$	13,6
5 <sup>th</sup>	absent		$\frac{5}{41}$	12,1	$\frac{3}{30}$	10,0	$\frac{4}{45}$	9,0	$\frac{3}{39}$	7,6	$\frac{2}{12}$	16,6	$\frac{17}{166}$	10,2
6 <sup>th</sup>	$\frac{10}{42}$	23,8	$\frac{2}{25}$	8,0	$\frac{2}{12}$	16,6	$\frac{2}{17}$	11,7	absent		$\frac{2}{2}$		$\frac{16}{98}$	16,3
7 <sup>th</sup>	$\frac{20}{97}$	20,6	$\frac{13}{61}$	21,3	$\frac{3}{12}$	25,0	$\frac{1}{24}$	4,16	$\frac{3}{18}$	17,6	$\frac{2}{2}$		$\frac{40}{213}$	18,4
8 <sup>th</sup>	$\frac{53}{93}$	56,9	$\frac{8}{52}$	15,3	$\frac{14}{37}$	37,8	$\frac{5}{28}$	17,8	$\frac{7}{15}$	46,6	$\frac{11}{11}$		$\frac{87}{246}$	35,3
9 <sup>th</sup>	$\frac{25}{57}$	41,6	$\frac{10}{26}$	36,4	$\frac{16}{24}$	66,6	$\frac{8}{17}$	47,0	$\frac{3}{9}$	33,3	$\frac{2}{4}$	50,0	$\frac{64}{137}$	45,7
TOTAL	$\frac{188}{695}$	26,9	$\frac{78}{450}$	17,3	$\frac{61}{207}$	29,4	$\frac{32}{277}$	11,5	$\frac{34}{208}$	16,4	$\frac{5}{84}$	5,9	$\frac{398}{1921}$	20,5

Table 3 was related to table 2 - both deal with the students' linguistic ability to produce long utterances. While the latter presented their m.l.u.w. taking into account all their utterances, this table showed in absolute numbers (and percentages) the individual students' utterances with more than seven words and these utterances as a percentage of each student's total utterances, in each and in all the sessions as well as the group's totals.

The number seven to represent a satisfactory number of words in an utterance, was taken from miller (1956)<sup>3</sup>. It also

<sup>3</sup>Miller, G.A. "The Magical Number Seven, plus or minus two: Some limits on our capacity for processing information". Psychological review 63: 81-97, 1956.

suiting the purpose of this table for statistical reasons.

The main purposes of this table were firstly to provide another overall view of the students' linguistic behaviour, in an attempt to verify whether they confirmed the signs of development presented in other tables or not, and secondly to help the discussion of the relationship between either the methodology or the activities proposed to the students and their ability to produce longer utterances.

In the nine sessions the students produced 398 utterances with more than seven words, 20,5% of their overall total. Of these, 188 were due to student P who alone produced 47,2% of these sentences. But if we consider all her interventions (698) her individual percentage of sentences with more than seven words will be 26,93 (still superior to the group's average).

The highest individual percentage - 29,46% - was A's who also presented a higher result than the overall percentage of the group.

In the third position came Tawith 78 of these utterances, representing 17,33% of her overall total.

R produced 34 utterances with more than seven words from a total of 207. His percentage was 16,42%.

H's percentage was 11,63%, obtained with 32 utterances with more than seven words of a total of 277.

S produced only 5 utterances according to this criterion and out of a total of 84, her percentage was 5,95.

These numbers demonstrated more clearly than the results in table 2 each individual student's linguistic behaviour

considering the criterion of sentence length. If in table 2 it was not clear that S's individual performance was poorer than P's and Th's, in table 3 such a conclusion became evident, considering their percentages of utterances with more than seven words in each of the sessions as well as their overall results.

A's superior performance was confirmed by his results in table 3.

R's and H's performances did not present significant variation in relation to table 2.

Considering its objectives, table 3 pointed to the conclusion that, although presenting some variation in session three and five due to variables already mentioned - the length of the sessions and (in this case specifically) the nature of the activities in each session - there was a sign of development in the students' linguistic ability, according to this criterion, specially if we compare the overall results of sessions one and nine.

In addition, 4 of the 6 members of the group used sentences of more than 7 words from 16 to 26% of the time. Only the weakest student failed to use a significant number of long utterances.

2.3. Sentence Embedding

TABLE - 4

SENTENCE EMBEDDING: COMPLEX SENTENCES

SESSIONS	1 <sup>st</sup> %	2 <sup>nd</sup> %	3 <sup>rd</sup> %	4 <sup>th</sup> %	5 <sup>th</sup> %	6 <sup>th</sup> %	7 <sup>th</sup> %	8 <sup>th</sup> %	9 <sup>th</sup> %	Total %
2 S - nodes	8	24	21	13	3	10	20	35	34	168
3 S - nodes	2	7	5	2	-	2	9	14	8	49
4 S - nodes	-	2	4	-	-	-	1	10	2	19
4 S - nodes	-	1	-	-	-	-	-	1	3	5
Total	$\frac{10}{174}$ 5,74	$\frac{34}{107}$ 16,4	$\frac{30}{207}$ 14,4	$\frac{15}{470}$ 3,19	$\frac{3}{166}$ 1,80	$\frac{12}{98}$ 12,2	$\frac{30}{213}$ 14,0	$\frac{60}{246}$ 24,3	$\frac{47}{140}$ 33,5	$\frac{241}{1921}$ 12,54

As was mentioned before we tried another criterion - sentence complexity - to verify whether the students' language presented linguistic development during the experiment.

The purposes of the above figures, were, firstly to look for linguistic development in the group's language according to the criterion of sentence complexity, and, secondly, to verify the relation of the activities proposed to the students as well as the methodology we have developed during the experiment and the group's ability to produce complex sentences.

The results, although not very consistent because of the short duration of the experiment (only 9 sessions), demonstrated again that the activities in which the students had to tell stories' like the ones proposed in sessions 3, 8 and 9 were more likely to stimulate the production of more elaborated sentences. On the other hand, an activity proposed in session four - 'The map activity' - (asking and giving directions),

although very productive in terms of numbers of interventions (see tables 1a - 1b) did not demand the production of complex sentences. The information was always short and objective. In terms of communication, session 4 was very rich, but for the purpose of this table it was almost as poor as session five whose results, in this table, were the lowest.

In session 5 two variables could determine these low results, besides its short duration (only the second part of the work was recorded). Firstly, the nature of the activity proposed to the group - 'Describe and arrange objects in a room' - which demanded again short objective information which the students conveyed by means of short sentences, and secondly the absence of the strongest student whose participation was very important for the development of the group's performance above its usual level.<sup>4</sup>

What was clear in the results of table 4 was the presence of a progressive tendency, especially observed in the last sessions. This evidence reinforced once more the conclusion that when the students are immersed in a learning process in which they have opportunity to take initiative, as well as to work collaboratively in order to solve real communication problems, they are more likely to develop their linguistic ability.

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<sup>4</sup>This aspect of group interaction will be discussed in the next chapter.

## 2.4. Percentage of Individual Contribution for the Group's Communication

TABLE - 5

PERCENTAGE OF INDIVIDUAL CONTRIBUTION FOR THE GROUP'S COMMUNICATION

Sessions	P	T	A	H	R	S
1 <sup>st</sup>	46,3	19,8	9,2	7,9	9,4	7,4
2 <sup>nd</sup>	48	11,9	16	9,5	9,2	5,3
3 <sup>rd</sup>	40,2	10,9	23,9	11	11,3	2,7
4 <sup>th</sup>	42,6	31,4	-	12,8	11,7	1,4
5 <sup>th</sup>	-	20,2	15,4	29,3	25,9	9,1
6 <sup>th</sup>	49	22,2	12,9	14,5	-	1,2
7 <sup>th</sup>	48,5	28	5,5	8,5	8,9	0,4
8 <sup>th</sup>	44,1	15,8	21,6	7,8	8,2	2,4
9 <sup>th</sup>	38,5	14,8	24	12,9	6,3	3,4

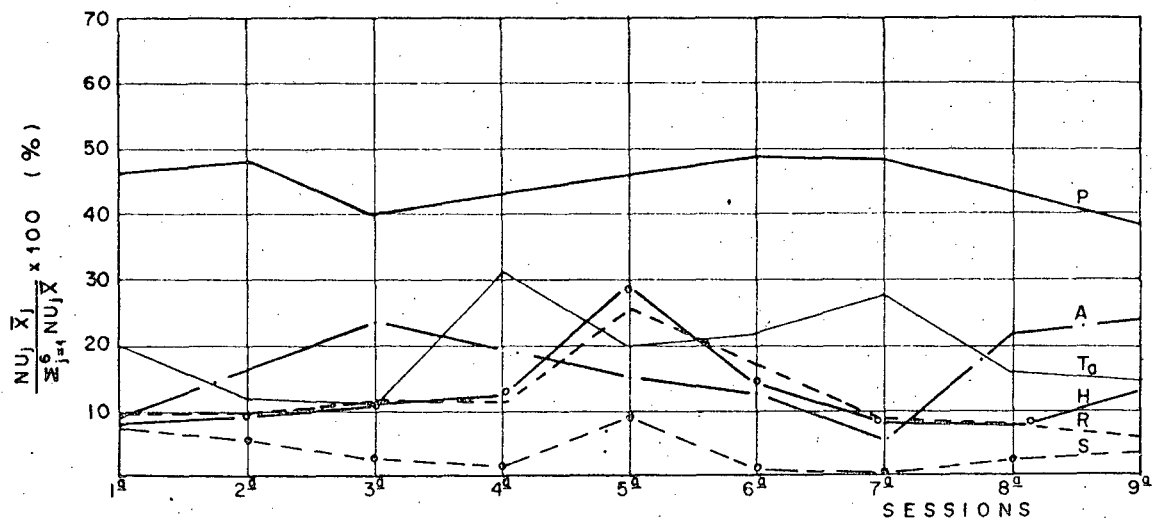


Fig. 3 = Individual contribution for the group's communication

This table arose from the necessity of considering simultaneously two very important factors which contribute effectively to communication in any circumstance: participation and language efficiency.

Table 5, therefore, tried to show in percentages the students' individual contribution for the group's communication  $(NU_j \bar{X})$ , in relation to the total contribution of the group  $(\sum_{j=1}^6 NU_j \bar{X})$ , taking into consideration both the quality and the quantity of their utterances.

For the purpose of this table the term quality will be limited to the category of length and the term quantity will refer to the number of the students' interventions.

The main purpose of this table was to demonstrate that the students' contribution to the communication of the group was determined by two factors which should be considered simultaneously: their participation (numeral criterion) and the quality of their interventions (linguistic criterion).

The results (transformed into a graph) pointed to the following conclusions:

Student P's performance provided the best contribution to the successful communication of the group. Her results, very regular in all the nine sessions, were far higher than the others.

In the second position came A in sessions 2, 3, 8 and 9, and T in sessions 1, 4, 6 and 7.

In session five, marked by the absence of P, H reached the first position and R the second. In this session the distribution of the participation was more equitable, pointing



to the importance of discussing the effects of the absence or presence of a stronger student on the group's performance.

H and R disputed the third and fourth position all through the nine sessions. The first had better results in sessions 4, 5, 6 and 9 and R reached higher percentages in sessions 1, 3 and 7, with small differences, however.

Student S's performance is realistically represented by this table: her contribution to the group's communication was very small and only in sessions 1 and 5 (symptomatically) her results were around the group's average.

The results provided by table 5 confirmed our impression that P and S would represent extreme positions, while A. Ta. H. and R, the majority, would be representative of the group's average.

Table 5 also pointed to the fact that the criterion of sentence length alone was not the most appropriate to evaluate the student's communicative ability, and that on the contrary, such a criterion, if considered as determinant, could lead to false conclusions. It became clear, according to table 5 that in a communicative situation what counted more effectively was the students' participation, viewed here as the number of interventions.

### 3. Communication Strategies and Communicative acts of the Students and the Teacher.

In this group of analyses we firstly checked to see what kinds of Communication Strategies the students developed during

the experiment as well as trying to identify the acts of cooperation among themselves.

Secondly, we made an attempt at categorizing the teacher's interventions in order to discuss the role of his/her participation in such classes.

### 3.1. Communication Strategies (Tarone's Categories)

TABLE - 6

COMMUNICATION STRATEGIES (TARONE'S CATEGORIES)

COMMUNICATION STRATEGIES (TARONE'S CATEGORIES)		SESSIONS									
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	T
1. Paraphrase	Approximation	-	1	3	7	1	6	6	1	3	28
	Word Coinage	-	-	-	-	1	-	1	-	1	3
	Circumlocution	2	1	-	-	-	1	2	3	6	15
2. Borrowing	Literal Translation	2	4	7	12	1	1	8	14	7	56
	Language Switch	-	-	4	5	4	-	2	5	4	24
3.	Appeal for Assistance	1	4	5	3	3	3	13	4	4	40
4.	Mime	2	1	-	1	-	-	1	1	-	6
5. Avoidance	Topic avoidance	1	5	3	5	1	2	2	2	1	22
	Message Abandonment	2	11	9	7	8	5	12	13	5	72
TOTAL		10	27	31	40	19	18	47	43	31	266

In the literature on second-language acquisition terms like "learning strategy", "production strategy" and "communication strategy" are still producing confusion, particularly when used interchangeably.

Tarone's<sup>5</sup> discussions on the notion of communication strategy seemed to be very clear and also the most appropriate for the present study, even though we were immersed in a Foreign Language Learning situation, and her work refers mainly to Second Language acquisition.

She begins her discussion with an evaluation of two past definitions of communication strategies.

First definition: "a systematic attempt by the learner to express or decode meaning in the target language (TL), in situations where the appropriate systematic TL rules have not been formed." (Tarone, Fraundeler, and Selinker 1976: Tarone, Cohen, and Dumas 1976.)

She says in this present article that the meaning of "systematic attempt" is not clear, since using this definition it would be impossible to distinguish a production strategy from a communication strategy.

In the second definition: "a conscious attempt to communicate the learner's thought where the interlanguage structures are inadequate to convey that thought" (Paradi 1973, Tarone 1978, Galvan and Campbell 1979), she questions the expression "conscious attempt", since in her opinion, it is very difficult to say whether a communication strategy occurs consciously or unconsciously. She, then, prefers to avoid specifying degree of consciousness in any definition of communication strategy, and agrees with Sascha Felix [Personal Communication] who pointed out that the real issue with

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<sup>5</sup>Tarone, E. 1981. "Some Thoughts on the Notion of Communication Strategy". In Tesol Quartely, 15, 3: 285-295.

communication strategies is to determine how the learner "utilizes his limited knowledge to cope with various communication situations".

This definition, in our opinion, does seem to capture much of what is apparently going on in our transcribed data.

But Tarone goes on to say that "Communication Strategies do not seem to be only a part of the speaker's linguistic knowledge; rather they are descriptive of the learner's pattern of use of what they know as they try to communicate..."

She, then, presents a list of Communication Strategies, as an attempt at categorization of some existent Communication Strategies. These examples of Communication Strategies were taken from Tarone (1978).

The purpose of table 6 was to show the frequency with which these strategies occurred in the data, in order to verify to what extent foreign language students also use these C.S., as well as to help the discussion of their role in the learning of a foreign language.

Tarone's categories are the following:

1. PARAPHRASE:

a) Approximation: use of a single TL vocabulary item or structure which the learner knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker (e.g. pipe for waterpipe)

b) Word Coinage: the learner makes up a new word in order

to communicate a desired concept (e.g. airball for balão)

- c) Circumlocution: the learner describes the characteristics or elements of the object or action instead of using the appropriate TL item or structure (e.g. "she is, uh, smoking something. I don't know what's its name. That's uh, Persian, and we use in Turkey, a lot of".)

## 2. BORROWING

- a) Literal translation: the learner translates word for word from the native language (e.g. "He invites him to drink," for "They toast one another").

- b) Language Switch: the learner uses the native language term without bothering to translate (e.g. balão for balloon).

3. APPEAL FOR ASSISTANCE: the learner asks for the correct term (e.g. "What is this?" "What is called?")

4. MIME: the learner uses non verbal strategies in place of a lexical item or action (e.g. clapping one's hands to illustrate applause).

## 5. AVOIDANCE

- a) Topic Avoidance: the learner simply tries not to talk about concepts for which the TL item or structure is not known.

- b) Message Abandonment: the learner begins to talk about a

concept but is unable to continue and stops in mid-utterance.

Table 6 showed that the students used these C.S. in all the sessions, in different degrees, according to their need for communication.

In session one, as the tasks did not demand much communication among the students (teacher-centered activities) there were only 10 examples of C.S. This number increased in the next three sessions with respectively 27, 31 and 40 examples. Of these, the most significant numbers were due to 'Literal Translation' and to 'Message Abandonment' categories.

In session 5 and 6 the absolute numbers decreased - 19 and 18 - because, as the activities demanded in-put exercises, the time devoted to group work was shorter.

In sessions 7, 8 and 9 the results increased again, with respectively 47, 43 and 31 examples of C.S. The most significant numbers were also due to the above mentioned categories, although this time the category 'Appeal for Assistance' was also very significant, specially in session 7 (13).

The most significant number of occurrences were in three categories: Message Abandonment, Literal Translation and Appeal for Assistance with, respectively 72, 56, and 40 examples in the data.

Considering the three main divisions in Tarone's categories - Paraphrase, Borrowing and Avoidance - table 6 pointed to the conclusion that in this foreign language learning situation the students' C.S. were mainly related to Avoidance (94), followed closely by Borrowing (80).

Another important conclusion suggested by table 6 was the fact that the C.S. categories related to Paraphrasing, which by their very nature demanded more linguistic ability, also played an important role in the students' efforts "to cope with various communication situations".

Besides presenting Tarone's Categories of Communication Strategies, the group also developed other kinds of C.S. which we called 'Fluency Protecting Devices'. Of these we classified two: Repetition and Rephrasing, which in our opinion were the most significant and deserved to be mentioned.

We found the following figures:

Sessions	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	T
Repetition	7	10	29	39	11	18	17	40	13	184
Rephrasing	2	7	18	17	8	6	12	7	18	95

As Repetition, we considered the strategy the students adopted when they needed to gain time either to remember further words or to organize their next phrase. To do so, they repeated once or more times a word or expression, as in the following example taken from one of A's interventions in session 8: 'and this man, the same man, he put a yellow, yellow, yellow sweater, and he takes a, takes his hat and, takes his hat, his, his, how do you say?'

The second C.S. we categorized as Rephrasing was a strategy the students used, firstly, when they noticed that their sentence or expression was either incorrect or incomprehensible, and, secondly, when they wanted to convey the meaning of a word or expression their colleagues had not understood. They tried,

then, to make another phrase or to correct their mistakes, as in the following examples taken respectively from one of P's utterances in session 2 and from R's in session 3: 'I do. I take two long orange rods and a brown rod. And I joined? No! I put them the extre...extreme...no...how to say' ... She tried to rephrase unsuccessfully. The teacher then provided her with the appropriate word. The second example was a self-correction: ...'and I go to... to his house, and I went to his house by motorcycle'.

These communication strategies - Repetition and Rephrasing - were more frequent in sessions 3, 4, 8 and 9, exactly the sessions in which as the other tables demonstrated, the group's performance towards fluency was more effective.

This conclusion brought out the importance of discussing the role such strategies play in the process of learning a foreign language, and also reinforced our assumption that the occurrence of C.S. was a positive sign of development in the students' ability to communicate, during the present experiment.

What was also very significant was the fact that these strategies had not been trained or practised in or out of class before hand, but represented part of the new fluency learning which the students taught themselves during the classes.



### 3.2. Cooperation Among the Students

TABLE - 7  
COOPERATION AMONG THE STUDENTS

COOPERATION AMONG THE STUDENTS	SESSIONS									
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	T
1. Completing one's utterance	-	-	4	2	3	1	-	2	2	14
2. Supplying the wanted word/expression	1	4	12	7	6	2	7	7	11	57
3. Confirming the colleagues' statements	-	-	3	4	5	-	2	-	-	14
4. Completing one's information	-	-	4	8	11	3	1	7	2	36
5. Explaining meanings	-	-	-	2	2	1	-	2	5	12
6. Making questions to ask for more explanation	-	-	1	7	12	4	2	12	7	45
7. Building the sentence together	-	-	2	2	-	-	-	7	2	13
8. Discussing among themselves what to do	-	-	-	2	2	-	-	10	3	17
TOTAL	1	4	26	34	41	11	12	47	32	208

This table presented in absolute numbers an overall view of the students' explicit acts of cooperation among themselves, which could be presented as, to some extent, the counterpart of the communication strategies they have developed.

The purpose of it was to help the discussion of the nature and quantity of such acts and their possible relation with either the material or the methodological procedures developed in the sessions.

In session 1, although difficult to define cooperation, since the activities were, on purpose, teacher-centered, we found one example in the second category.

In session 2, although most of the activities were still predominantly teacher-centered, 4 acts of cooperation were identified, all of them in the second category: 'Supplying the wanted word or expression.'

From session 3 on, as the materials were designed to stimulate group work and interaction among the students, their cooperation increased. In session 3, for example, there was a considerable increase; 26 acts of cooperation. This result was related to the activity 'Telling Stories' proposed in the second part of the session.

In session 4 there were 34 acts of cooperation distributed in all the categories. The proposed activity in this session was related to the function 'Asking and Giving Directions'.

In session 5 there were 41 acts of cooperation and this result may be considered significant because in this session the strongest student was absent. This fact suggests that in the absence of a strong student the group is more likely to help each other. Of these acts of cooperation the two more representative results were on 'Completing one's information' and 'Making questions to ask for more explanation', with respectively, 11 and 12 examples.

In session 6, considered an exceptional session for its short duration, the numbers decreased to 11. In this session as well as in session 7, the activity 'Describing People' was not very effective in producing cooperation among the students.

There may be two explanations for the low results in sessions 6 and 7. Firstly we may correlate 'cooperation' to the students' number of interventions. It seems, according to tables 1a and 1b that this correlation is clear: the more the students take the initiative, the more they help each other. And secondly, the nature of the activity. As in these sessions the activities were in the form of a game, competition among the students prevents

them from developing cooperation in the same degree as usually happened.

In session 8 the results increased significantly: 47 acts of cooperation. The activity 'Jig-saw Picture-stories' provided many situations in which the students had to negotiate information as well as to discuss the position of the pictures. In this process the interaction was considerable and the number of acts of cooperation reached its highest point. Of this number the two most significant categories were 'Making questions to ask for more explanation' with 12 and 'Discussing among themselves what to do' with 10.

In session 9 the activity was the same, but with a different story. Cooperation remained high (32), although less significant than that presented in session 8. The students did not discuss among themselves very much and the most significant result was in the category 'Supplying the wanted word or expression'.

The most significant totals were in the second and in the sixth categories, with respectively, 57 and 45 acts of cooperation.

During the nine sessions from a total of 1921 students' interventions, there were 208 explicit acts of cooperation among them, 10,7%, being the highest figures in sessions 3, 4, 5, 8 and 9, again.

### 3.3. The Role of the Teacher's Participation.

In this part of the analysis we tried to categorize the teacher's interventions in order to observe whether they were

necessary or not for the development of the group's work.

We classified them according to their functions and those whose functions could not be identified were considered as unnecessary for the purposes of the present study.

TABLE - 8  
THE ROLE OF THE TEACHER'S PARTICIPATION

SESSIONS	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	TOTAL
1. To give directions on the tasks	37	32	17	14	5	5	15	7	5	136
2. To explain/supply: concepts, meaning, vocab.	5	12	5	4	7	1	10	5	6	51
3. To solicit speech from silent/hesitant students	11	12	7	2	6	3	5	6	6	58
4. To continue the conversation	15	15	16	4	6	1	20	7	7	91
5. To help the students to be more explicit	-	-	2	6	2	-	4	6	7	27
6. To correct	-	-	-	-	1	1	5	1	2	10
7. To keep up the students' motivation	10	11	4	2	-	-	3	-	-	30
Total of teacher's interventions Percentages	84 30,1	109 32,2	63 22,5	43 8,4	32 15,8	22 18,2	81 26,2	43 14,6	50 26,5	532 20,9
Total of identified teacher's interventions	78	82	51	32	27	11	61	32	32	415

We came to seven different categories whose functions played important roles during the sessions. From the total of the teacher's interventions (532), 415 (78%) were identified as having a function. From this total, 136 (32,7%) were due to the first category - 'To give directions on the tasks' - and 149 (35,9%) to the sum of the third and the fourth whose functions were also related to the first, evidencing that the main role of the teacher's participation was directed at involving the

learners in solving communication problems, rather than presenting content through teacher-centered explanations.

This conclusion was reinforced by the sum of the interventions in the second, the fifth and the sixth categories whose functions were mainly related to the teacher's traditional role 'To explain and to correct'. The interventions of these three categories together represented only 21,2% of the total.

The seventh category - 'To keep up the students motivation' - represented 7,2% of the total. This function, although important in any classroom situation, did not play a very significant role during our experiment, since the students' motivation in this case was provided by other factors.

Table 8 in general terms indicated, firstly that 28% of the teacher's interventions which could not be categorized were considered unnecessary<sup>6</sup> and, secondly, that the main role of the identified ones was directed at involving the students in solving communication problems.

These results, therefore, suggested that in classroom situations like the ones we developed during the present experiment, the nature of the teacher's participation is probably closer to what Barnes calls an 'interpretation mode of teaching.'<sup>7</sup>

Before concluding this section, we decided to include here re a last table which did not fit any of the previous group, but whose figures contained relevant information related to error occurrence during the experiment. Although beyond the scope of

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<sup>6</sup>This fact pointed to the conclusion that, although consciously aware of the objective of the experiment it was difficult for the teacher to abandon completely his old teacher-centered style of conducting a FL class.

<sup>7</sup>See Chapter 1, page 14-6.

the present study, such an investigation would point to further researches in determining the most problematic areas in the students' linguistic performance when trying to reapply or to adapt the language they have already learned to new language, without the teacher's constant intervention.

TABLE - 9  
ERRORS OCCURRENCE

SESSIONS	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	TOTAL
1. Interrogative with no inversion of subject - Be	8	1	2	-	-	1	5	2	-	19
2. Personal pronouns (ex. She instead of it) - missing the subject/object pronoun - using them wrongly	3	2	4	2	1	1	4	4	7	28
3. Wrong use of possessive adjectives/pronouns	-	-	2	-	-	-	-	16	1	19
4. Missing the article - using it wrongly	2	3	3	18	-	4	5	5	2	42
5. Vocabulary: wrong word - abnormal word - wordgap wrong verb use (omission also)	4	6	5	12	7	4	6	8	10	62
6. Abnormal Expressions - unacceptable or probably incomprehensible	-	-	4	6	-	1	1	7	1	20
7. Prepositions	1	-	6	20	8	2	3	10	5	55
8. All problems with do/does/did as auxiliary, omission -tense wrong - concord - form of lexical verb with auxiliary	-	2	3	4	2	12	13	7	1	44
9. Form or function of verb - affirmative + others	1	9	27	3	2	2	12	25	14	95
10. Sentence Structuring	1	1	10	1	1	-	2	7	3	26
11. Pronunciation	1	5	-	7	1	1	4	3	5	27
Total per Session	21	29	66	73	22	28	55	94	49	437

For our discussions, however, the most important information provided by table 9 was the low number of errors - 437 - in relation to the total number of the students interventions - 1921 - In addition to this it is worth pointing out that these errors did not impair communication. This takes us back to our theoretical chapter when we suggested that error occurrence is relatively low in situations in which real

communication takes place, and the teacher rather 'replies' than 'assesses'. In this way some traditional linguistic beliefs that uncontrolled language practice would lead the learners to an undesirably high production of errors are somehow contradicted.

The preliminary analysis contained in this chapter has selected in the data a great amount of important information in the areas of interest concerning the categories established in the methodological section.

In the first two groups of analysis the majority of the final results in the first tables and graphs pointed to the evidence that there was development in the students' performance according to the criteria of those tables: their use of time for speaking increased and their linguistic ability developed as well.

In the second group of analyses, significant information on Communication Strategies and Communicative Acts of the students and the teacher were found. Tables 6, 7 and 8 were rich in this information.

Finally, the last part of the chapter included a complete list of the error occurrence during the experiment. Such research may be useful for our next discussion, specially considering, for the purpose of the present study, the low occurrence of errors in situations in which the free use of language was predominant.

In the next chapter, we will try to correlate the most significant results in order to elaborate a final discussion

and, as is expected, make an attempt to arrive at some conclusions and recommendations concerning the subject.



## CHAPTER IV

### GROUP INTERACTION AND COMMUNICATIVE LANGUAGE LEARNING

For methodological purposes, this chapter will break down into two sections. Firstly we will discuss all the significant information concerning the group interaction. Under this major theme we intend to discuss the interactional phenomena which have most heavily influenced the group's work during the experiment. Among them the ones which appeared to be more significant are related to the distribution of talking time and to the ever intriguing questions concerning the authority patterns developed during the classes.

Still in this first group of themes we will discuss the development of cooperation among the students: their source and effects on the learning process and, also, the students' attitudes to errors and to correction.

We will also refer in this section to the strategies of communication the students developed during the experiment,

since we have discussed this subject in chapter three.

In the second section we will focus on the students' language development taking into special account the important role a real need for communication in the target language plays in such a learning process. As part of this discussion we will also refer to the students' ability to use and to adapt previously learnt material, through a brief analysis of the error occurrence found in the transcribed data.

## 1. Group Interaction.

### 1.1. Distribution of Talking Time

As we have discussed in chapter one, it is very important in a communicative approach to language teaching that the student becomes more independent from the teacher and, consequently, 'comes to feel that he knows something from within himself and not from echoing the teacher or from memorizing rules and paradigms only'.<sup>1</sup> This has a direct implication for the decentralization of power in our classes, and, in other words, may influence the distribution of the time for speaking.

In fact, the distribution of talking time in foreign language classes has always constituted a great problem for teachers and for course-designers as well. The former may find it difficult to shift from teacher-centered lessons to which they are accustomed, to more learner-centered activities, whose principles and methods the majority still do not grasp very well.

<sup>1</sup>Stevick, E.W. Teaching Language: a Way and Ways. Rowley, Massachusetts, Newbury House, 1980. p. 47.

The latter will also have the same kind of problem, since the area of syllabus design, must still be subject to careful discussion and investigation. 'Advance will be only possible if we are prepared to speculate, to think divergently, to question tradition'.<sup>2</sup>

What usually happens in our foreign-language classes is the teacher's complete dominance in the use of time for speaking. As he controls all the activities in course it seems 'natural' that he speaks almost all the time, transforming the class work into a pretending dialogue which in the last instance is a mere monologue, most of the time.

The question for us, then, is how to change the classroom discourse in a way to allow a new system to take over, one in which the students progressively take the initiative.

During the nine sessions of our experiment, we tried to indicate some possible ways of overcoming this difficulty. By means of certain methodological procedures, we created conditions for the uses of 'exploratory speech', in small groups, which were chosen as the best alternative for classroom discourse.

According to the results of the preliminary analysis, our experiment answered this first question satisfactorily. The students really experienced many moments in which they controlled their own learning-process, using most of the time for speaking, as well as taking the initiative on many occasions

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<sup>2</sup>Widdowson; H.G. and Brumfit, C.J. 'Issues in Second Language Syllabus Design', in The Second Language Classroom: Directions for the 1980's, Oxford University Press, 1981. p. 199.

to solve the problems proposed to them. The figures in table 1 are consistent enough to illustrate these statements: of an overall total of 2. 453 interventions, the students were responsible for 1921 (78,3%).

What is now for us to discuss are the most significant interactional phenomena that took place during the experiment and that may have influenced the results. This discussion is also important because it may throw some light on an area that only recently has earned the attention of the people involved in the teaching of languages - the interaction among the students and its effects on the learning process.

#### 1.1.a. Authority patterns developed during the classes

If it is true that the learners must feel comfortable with the teacher, as well as with each other, in order to be able to communicate more easily, it is necessary that we, teachers, besides providing them with an environment which supports their incursions into such experiences, should also be aware of the existence and consequent effects of possible authoritarian behaviour developed among the students. Such authority patterns may influence heavily the learning process and a poor understanding of them may lead us to false conclusions based on false evidence.

To the discussion of these interactional phenomena which really took place during the experiment we will dedicate the next part of this section.

What first attracted our attention, concerning the students' participation, was the performance of one student in

the group, who, throughout the nine sessions, presented the highest participation in relation to the others.

Student P. effectively presented a higher percentage of interventions in the majority of the sessions than everybody else.

We could analyse her performance in two different ways. Firstly, we could infer that she had more experience in communicating in a foreign language (although being in the same class) than the other members of the group, and because of this she had established a paternalistic-competitive relationship with them, in order to protect them from possible difficulties and, (we also noticed) at the same time, she was trying to show to the teacher (the authority) that she was more able to handle the new experience they would face.<sup>3</sup>

On the other hand, we could say that what really happened was an interesting interactional phenomenon: when the students and even the teacher are accustomed to having an authoritarian style of teaching it is not easy for either of them to adopt other more democratic procedures, which would, at least, be less competitive. Therefore, as soon as the teacher tries to withdraw his authority for some time, someone within the group feels as if he should take on his role. The one who assumes this role is of course, considered by the group, as well as by himself, as the most able to carry on such a task. In this case there is just a change of actors. The play remains

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<sup>3</sup>This pattern of communication was, at the beginning, tacitly accepted by both the teacher and the other students. The former possibly saw her as the best ally for the success of the experiment and the latter had previously developed a respectful attitude towards her announced knowledge of the target language.

the same.

This phenomenon occurred in many occasions during the experiment, as was observed in table 1.

Student P and the teacher disputed the hegemony of power in the first three sessions, while the other five students had an almost evenly balanced participation, dividing among themselves the remaining interventions.

In order to break this power relation it was necessary that the students, as a group, could experience the new pattern of communication we were trying to establish in the classroom. The expected change would only be possible, according to our assumptions, under certain conditions. By means of methodological procedures we should provide a social context in which the group would be involved in solving problems collaboratively, without constant centralization of control.

According to the information we found in the preliminary analysis, the mentioned change occurred more significantly in session four and continued, with some variations, up to the end of the experiment.

In session four there was a noticeable decline in the teacher's interventions and, at the same time, an increasing tendency towards the students' participation became clear. This was also applicable to sessions five, six and eight, occasions in which the students reached their most significant results concerning the criterion of participation. In sessions seven and nine, however, the teacher's interventions increased again. Irrespective of his motives for intervening it is important in the present discussion to observe that the students reacted to

this with less participation. Such an observation may reinforce our assumption that the students are more likely to take the initiative, consequently using more time for speaking, when the teacher withdraws his authority, that is, when a more democratic pattern of communication takes over.

Taking session four as an example, we may say that, as soon as the teacher withdrew his authority, materialized in table 1 by less interventions, even the weaker students' participation increased. Although student P's participation, a strong one, increased more than ten points, student Ta. got her highest result in this session and H. also had a considerable increase. At this point, therefore, a real change in the distribution of the talking time could be observed. P and Ta. divided between themselves the space left by the teacher, and H. on his side talked more than in the previous sessions, feeling at ease to assume A's part also.<sup>4</sup> For R things did not change very much, but his result also showed some development. Only one student, S, did not progress according to this criterion.

What happened to S deserves our special attention since it illustrates well another kind of authoritarian pattern developed during the experiment and whose importance and influence on the learning process has not been carefully considered by teachers yet: the students' authority towards one or more than one member of either a group or a class. This phenomenon most of the time is obscured by the centralization of power in teacher-centered lessons. It was not a coincidence

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<sup>4</sup>A, considered the best among the boys, was absent in this session.

that S's development curve began declining more significantly from session three on, exactly when the activities became more student-centered.

In session one S's participation was higher than A's, H's and R's. In session two and three her figures declined while all the other's increased. We may infer from this that she might feel insecure when the control of the work was not totally in the teacher's hands. In session four we may confirm this hypothesis. She became panic stricken when she perceived that the activity was student-centered and that she would have to take the initiative and more responsibility for her interventions. She was almost silent during this session, besides presenting signs of great tension. As Barnes reminds us 'It must be remembered that many pupils are so habituated to direction from teachers that its withdrawal makes them anxious or rebellious'.<sup>5</sup>

Showing this fragility S. became too vulnerable to what we called the group's exercise of authority on one or more of its members.

It was easy to notice through the observation of the students' interactional behaviour that S. felt she was not well accepted by the group. While all the others seemed to be very well integrated from the beginning, specially P. Ta. R. and A., S and H. gave us the impression that they were considered, in some sense, alien to the group.

H. overcame this problem soon, not assuming the role of 'poor student' in the group and forcing his way through by means of efficient participation, like in the following example:<sup>6</sup>

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<sup>5</sup>Barnes, S. Op. cit. p. 131.

<sup>6</sup>Appendix, p. 19, lines 179 to 187.



(H. was conducting the activity)

'P - Where I put it?

H - Hum?

P - Where I put this black rod? (*visibly impatient*)

H - Wait a moment. Two green rods. You put the black rods across the orange rod. (*very calm*)

A - Where? On the middle? On the end?

H - On the middle.

All - Middle.

H - And the green rods on the black rod'.

He did not stop and the group was forced to accept his leadership till the end of the activity. Even S. felt encouraged by his determination and made the good contribution that follows in the same sequence:

'(many voices) - in the end? on the end?

H - Yes.

P - Two?

H - Yes.

Te - I need two hands. (more laughs)

S - Under the black rod, no? (*correcting H.*)

H - Oh! under! no on the black rod, under the black rod.

(*accepting her correction very well*)

Ta - (ironical) Congratulations! (*to both, maybe*)

H - (laughing) Thank you! (*He seems to be pleased*)

S. on the other hand, had more difficulties in developing a positive attitude to student-centered work and, consequently, would need more time (nine sessions were not enough) to be able to profit more from such an educational process. She decided not

to fight after her bad experience expressed clearly in session four and asked us (by phone) to give up the experiment. She was really down and worried about her poor performance, since as she said 'her grades in English have always been very high!' It became clear for us that her problem was not basically a matter of having a poor knowledge of the language. What happened to her may be explained taking into consideration her previous experience with a purely structural approach to the teaching of FL. She could be considered a living example of the phenomenon of the 'structurally competent but communicatively incompetent student'. Her astonishment at this insight is something that most of our students can not even experience, since the FL learning process in the majority of our schools does not appear to take into account this other dimension of the language.

The difference between S. and the other students, subjects of the experiment, lay in the fact that, besides reacting too strongly to the teacher's attempts at improving the students' autonomy, she also developed a feeling of alienation towards the group whose participants - and maybe the teacher - were not helping her to overcome such limitations. On the contrary, some of them have assumed (specially in her mind) the role of the oppressor.

In session three, for example, she made many attempts at participating, but was, in some sense, driven back by P. and Ta's comments<sup>7</sup>:

'S - in the orange?

Ta. - And put on the orange rod.

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<sup>7</sup>Appendix, page 17, lines 102 to 105.

P - Yes. I say "and put on the orange rod". (*visibly arrogant*)

S - Ok. Excuse me.

The next example, in the same session, shows more clearly that the other girls and even R. and A. sometimes tried to make evident her fragility by means of ironical interventions<sup>8</sup>:

'Te - Another one. Who wants to tell the next story?

All - Sônia. (many laughs)

Te - (waits) (more laughs) If you don't want, you don't need!...

The teacher, noticing the group's intention, tries to minimize the effects of what they had conveyed and changes activity.

She was persuaded to continue in the experiment and the teacher subtly tried to help her in the next sessions as an attempt to raise her self-confidence and, consequently her participation.<sup>9</sup>

### 1.2. The influence of a strong/weak student's participation on the group's performance.

In session five we observed a considerable increase in H. and R's participation, as well as a good sign of revival coming from S<sup>10</sup>. As P. was absent we thought we could relate

<sup>8</sup> Ibid. page 22 , lines 370 to 372.

<sup>9</sup> All these interactional problems should be taken into consideration when we approach the teaching of languages in a more communicative way. S. and the others, for example, should have been sensitized to group work for better results. This, however, was beyond the purpose of the present study.

Buckley, Samuda and Bruton's method to improve group interaction in the F.L. Classroom (1978) could have been tried, if it was the case.

<sup>10</sup> See chapter three, page 59-60.

those students' better performance to this fact, since it seemed to us that her constant interventions were tending to inhibit the weaker students.

This phenomenon has been documented by Stevick<sup>11</sup>, when reporting what he called 'an incident' which he witnessed in a foreign language class.

He reports what happened with two students in the group. The first (the fastest) performed consistently at about the nine level and the second, somewhere between three and four (if performance were rated on a scale of 1 to 10).

Some time later, student 1 was withdrawn from the course for reasons unrelated to his language study.

The very next day, student 2 began to perform at 9 level, and continued in that way for the remainder of the course. Stevick's guess was that, although there had been absolutely no evidence of any animosity or friction between them, Student 2 had felt personally or intellectually overshadowed by 1.

Independently of the point Stevick was trying to make, this example illustrates well our present discussion.

Although aware of this phenomenon of group interaction, we have to agree that P's participation is very useful for the development of the group's performance above its usual level, since even accepting that when she is absent the weaker may participate more, the quality of the work (the sentence length, the sentence complexity, the use of communication strategies) when she is present seems to be more efficient.<sup>12</sup>

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<sup>11</sup>Stevick, E. W. Op. cit. p. 273.

<sup>12</sup>See tables 2, 3, 4 and 6 in the Preliminary Analysis.

At this point of the analysis we draw attention to this aspect of group work. Although what we have observed above may look contradictory, these interactional phenomena are responsible for the dynamic aspect of the learning process in the group. An element like P. in a group may play alternate roles: initially, as she functions authoritatively, she may inhibit the most timid, but as soon as the group perceives that they all have equal status and, consequently, start relying on one another as source of knowledge and cooperation, either her efficient interventions or just her enthusiasm towards the work contributes to raise the group's performance. This observation, however, may not be generalized, since, according to what happened during the experiment, students like S. and even R., to some extent, did not show significant changes in their performances after session five.

In order to understand better what was going on, we compared session five to another session in which P. was present looking for evidence to justify our hypothesis that the student's language improves when a strong student is part of the group.

With P. present in the next sessions, the other students had again less opportunity to talk, but as we could observe in the preliminary analysis (tables 2, 3 and 4), the quality of their interventions showed a considerable increase. Their M.L. U.W. improved, as well as the complexity of their sentences.

Were all these differences due to P's participation? We cannot assume that her presence is the only variable to determine the change, but as we are discussing the possible

role of a participant like P. in group work, the information provided by the above mentioned tables reinforces our ideas on the subject.

The following passages taken respectively from session five and session seven may well illustrate what we have been trying to explain: P's presence improves the performance of the group. In session five she was absent.

Extract from session five.<sup>13</sup>

'R - The clock.

Ta - Clock? Where?

R - in the middle.

A - on the wall? (*trying to get more precise information*)

H - Hum? (*he didn't understand*)

A - on the wall?

H - on the wall?... (*he seems to be confused with the expression on the wall*) ( a long pause)

A - on the floor? (*he's contrasting to help H. to understand on the wall*)

H - not on the floor.

A - on the wall? (*he insists*)

H - Wall?

Ta - near the picture? (*she helps H. to understand the meaning of on the wall*)

H - Yes, near. On the picture. (*he got it, finally. In the second sentence he wanted to say above*).

It's undoubtedly true that they are working collaboratively and that this kind of learning is much more significant (and of another quality) than the traditional rote learning. The students'

<sup>13</sup>Appendix, page 36, lines 77 to 93.

language, however, is very simple, since they are not challenged to produce more elaborate sentences. Everybody seems to be satisfied with this level of performance. On the other hand, the same exploratory experience attains higher levels when a strong student like P. is participating, because she, herself, goes beyond the ordinary level of the group, and in this process she also forces the group to improve. As they are exposed to more complex language, they have to pay more attention to what is being said. All their linguistic abilities, either receptive or productive are then tested and a new level of expectation arises. Compare, for example, the quality of Ta's interventions in each passage.

Extract from sessions 7<sup>14</sup>:

P - Ok. I here, I have a woman. She is very old and she's laughing. She has a funny hat. And she has necklace.

Ta - She is on the third square too? So she was on the...  
(her question presses P. to be more specific)

P - Wait. She is opposite of the Einstein.

Ta - Ok. (she got the information easily)

P - Now it's your turn, Ta.

Ta - I don't know where I put the man who don't, doesn't have... (she is able to produce a complex sentence)

P - hair (providing the wanted word)

Ta - hair, Ok. Where I put? (She corrects herself naturally and goes on asking)

P - Is that man old? He is not young! (contrasting old/young to convey its meaning)

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<sup>14</sup>Appendix, page 43, lines 35 to 59.

Ta - More or less.

P - I don't know he... if he is... I think he's this man, but I'm not sure. He's wearing a white shirt?

(twice) *(a good example of tentative language, characteristic of 'exploratory speech')*

Ta - Yes. *(She understood after the repetition)*

P - And a jacket?

Ta - Ok.

P - Excuse me, a suit? I have. *(self-correction providing a more appropriate word-suit)*

H - I have too. *(after P's correction-jacket/suit-he was able to identify the man)*

P - Put this man... Oh, er, you have... *(She did not give H. the opportunity to take the initiative)*

Ta - Four squares. *(laughing, imitating P. in her final explanation)*

P - No, you have three lines, Ok? I don't know if you say lines, but you understand. Ok?

It's on the middle, (laughs)... on the fourth square.

*(After Ta's joke P. found another way to explain the picture position)*

Ta - Ok. I understand!

It is important to notice that the difference between the tasks of these two extracts is only that in session five the students are locating objects, while in seven they are locating people. This difference would not explain, by itself, the improvement in their language, which may reinforce our assumptions concerning the role a strong student plays in group work.



On the other hand, the opposite also occurs, and sometime the 'open approach' characteristic of this group work is largely due to the less able of them, as was also documented by Barnes in his studies on the learners' interaction.<sup>15</sup> See for example, R's role in the following passage:<sup>16</sup> (there has been a confusion between the concepts right/left)...

'R - Repeat! Repeat!

H - In the left, on the right... (*confused*)

Ta - Right, Ok, S.?

R - My right, or your right?

P - Right? Ah!... (*She was wrong too*)

Ta - We. Our right.

H/Ta. - Our right!!!

P - Ah! ?(inaudible) here! It's not there'

It is clear that P. would not have reached the place had it not been for the pressure which R. puts upon his friend by questioning, by insisting upon an explicit answer.

There will be many examples like the one above in the transcribed data, but the point to be made here is that the social process provided by group work contributed most importantly to the level of explanation reached: without R's help (the weaker), P. (the stronger) would not have gotten the desired information.

As a natural sequence of this discussion, in the next part of this section we will deal more specifically with the feature of group work which has most significantly contributed

<sup>15</sup>Barnes, D. Op. cit. p. 40-41.

<sup>16</sup>Appendix, page 30, lines 357 to 364.

to encourage pedagogical experimentation in this area: the spontaneous presence of peer teaching as well as peer correction during the development of small group activities.

### 1.3. Cooperation Among the Students.

As has been predicted in recent FL literature, 'as the years pass, teachers will be finding new and better ways of getting students to help each other learn',<sup>17</sup> our experiment demonstrated that when the students can talk to each other and share one another's thoughts and feelings, they are also more likely to rely on one another's knowledge of the language, and in this social context, develop many forms of cooperation.

As Stern has pointed out when commenting on the approach developed by Curran (1976), 'in such a socially accepting and totally unthreatening group atmosphere, language ignorance can be frankly admitted and gradually overcome by joint group efforts'.<sup>18</sup>

Although we have previously discussed some authoritarian behaviours that influenced the performance of some students during the experimental classes, evidencing that our group was not 'so unthreatening' as might be desirable,<sup>19</sup> we found enough evidence in the preliminary analysis to say that the cooperation among the students really played a significant role in the learning process the students experienced during the data gathering

<sup>17</sup> Alle, V.F. 'Learning for Communication: Practical Considerations', in Alatis, J.E. et al (eds). Op. cit. p. 152.

<sup>18</sup> Stern, H.H. 'Communicative Language Teaching and Learning: Toward a Synthesis', in *ibid.* p. 139.

<sup>19</sup> As we have observed before, nine sessions were not enough to ensure radical changes in the classroom traditional patterns of communication.

sessions.

They gradually built up an independent relationship between the group and the teacher, and in this process they began relying on one another as an alternative and maybe closer source of knowledge, confirming to some extent our assumptions stated in the theoretical chapter, concerning group work and decentralization of authority.

As has been pointed out by the preliminary analyses, the students' cooperation increased in direct relation to the emphasis given to group work and interaction among them. See, for example, how effective and progressive was peer-teaching in sessions four, five and eight, from which we extracted the following passages respectively:

1. 'P - Three. Ok. Now where are you?

Ta - I'm in the hospital.

H - Yes, from the library (*he pronounced lIbrary*), to the library (*the same mistake*).

P - Hospital do the library. (*she pronounced the word "lIbrary" correctly*).

Ta/H - Ok. (*H. repeated in low voice - "lIbrary"*)<sup>20</sup>...

This is a very common example of what we classified as an act of cooperation among them. We could also call it peer correction. There is also, in this example, an element of self-correction on the basis of a peer's example. H. notices the different pronunciation of P., identifies his pronunciation as a mistake, and corrects himself privately without any need of coercion.

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<sup>20</sup>Appendix, p. 28, lines 268 to 271.

The important aspect of such acts, however, is that correction and/or help comes from a partner with the same status and rights, and not as an external intervention from an authority.

2. '... R - radio. (*he pronounced the word as in Portuguese*)

H - radio? (*many laughs from everybody*)

A - Where's the radio? (*pronouncing correctly*)

R - The radio is... (*correcting himself*)

H - on the table, small table,

A - small table, near the sofa,

R - on the right

H - on the right.<sup>21</sup>

They are obviously constructing the sentence together in complete integration. The same happens in the following sequence:

Ta - Where is the radio?

S - Please, repeat.

H - on the table.

Ta - on the table.

H - small table, near the sofa.

Ta - In front of the sofa? (*trying to make them more specific*)

H/R - No, beside.<sup>22</sup>

Sessions eight is very rich in significant acts of cooperation among the students. They were really engaged in solving the problem together. See, for example, how exploratory their discussions in session eight are.

By 'exploratory speech' we should clarify that we mean any use of language for communicative functions. That is to say, the students' use of language for all forms of cooperation, including self - and peer - correction, as well as for the development of communication strategies. All these features were considered 'exploratory speech' for the purposes of the present study. They were always discussing among themselves what to do and the teacher's in-

<sup>21</sup>Ibid. p. 37, lines 122 to 129.

<sup>22</sup>Appendix, p. 37, lines 131 to 137.

interventions, (when they occurred) were often unnecessary.<sup>23</sup>

In this activity the students have to describe the pictures they have received from the teacher. The object of the 'game' is to put all the frames of a story together, in a right order. They can not see each other's pictures.

3. 'P - Ok. And she's wearing a red dress. And I think that he is going out, when she doesn't see him and when he is going out (*stresses going out*) she called, she called him, (she laughs) and (she laughs) she turns, turns his head and look very surprised, because he don't like that. But I think he is going out.

A - Without her. (*completes the information by conjecture - he cannot see P's picture.*)

P - quickly (laughs) and she is talking, she is talking certain, but I don't know what. That's all... It's night.

A - Can I put... (*wants to start organizing*)

Ta - I suppose the second is here, because she is coming to the home...

P - But, but R. também has... (*problem - raises an objection*)

Ta - But in his (many laughs because of the word também) (*objection to P.*)

A - Remember the picture that he is at the telephone? That is the second! (*suggestion*)

P - Then, R's picture. He is going house and her wife (*suggestion for next with explanation*)

H - and her wife

P - waiting

H - listen (*for him*) and she's waiting

} (*all recall the information about R's picture.*)

<sup>23</sup> See chapter three, p. 88-90, for more details on the teacher's interventions.

- P - Ham, ham, I think. (*agrees*)
- A - But she's (*meaning he*) with, with the hat and when he listen the telephone he is not with the hat... (*raises objection of his own previous suggestion*)
- P/Ta - Oh! He take off the hat! (*draws a new conclusion*)
- Ta - (laughs) but we... (*other problem*)
- A - Look at the eyes... he is tired. (*suggests possibly significant evidence*)
- P - Oh! My God!
- A - I think that. (*opinion*)
- P - You see I'm so (*inaudible*) (laughs)
- Ta - The third I suppose... Ok. (*opens search for next picture*)  
(...)
- R - I think the... H. (*suggests next picture in sequence*)
- H - My? (*checks*)
- R - Yes.
- P - H.? It's impossible! (*rejects*)
- R - The other? (*guessing to accompany the search*)
- Ta/P - No, no, the other! My God! (*rejecting the suggestion*)
- H - In the other he's listening the telephone, he's...  
(*explains why not*)
- P - No, but I think, it's probably this picture, because he is going... (*alternative suggestion*) (everybody speaking at the same time),<sup>24</sup>

It's undoubtedly true that their work reached a higher degree of sophistication evidenced by the presence of more complex sentences and the use of more appropriate vocabulary,

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<sup>24</sup>Appendix, p. 52, lines 201 to 254.

but what was more significant all through this session was the student's search for ways of expressing their own thoughts while trying to make decisions and solve problems collaboratively.

The use of language for cooperation as well as for the development of communication strategies can be easily seen in relation to group interaction. Such a learning experience creates many linguistic possibilities, besides providing a self-motivated learning impetus which functions in these circumstances quite possibly better than in teacher-centered activities.

#### 1.4. Attitudes to errors and to correction.

What we think concerning this subject has been already examined in the first chapter when we tried to relate the teacher's concept of education to his attitudes to errors and to correction. The question was viewed, then, as part of the whole process of learning, and, as such, considered a necessary opportunity for both the teacher and the students to reflect upon their knowledge.

The objective of this sub-section, however, is to discuss the students' ideas on the subject, expressed formally in a questionnaire applied at the end of the experiment, as well as revealed through our class routine.

It became clear, during the sessions that the real change in the classroom discourse only occurred when the students began developing a feeling of competence, gradually abandoning their paralysing fear of being wrong and consequently repressed, as usually happens, by means of immediate correction. This feeling of competence had been provided, among other reasons, by the

matter of fact attitude of the teacher towards their mistakes. There was neither interruption for immediate correction, nor 'negative reinforcement' during their work. Because of this evidence, we decided to discuss more deeply the role of correction in our experiment.

Some students rapidly found they were being invited to try to communicate using whatever linguistic resources they had. As they were challenged to cope with 'quasi-real' life situations, implying transaction and interaction, they perceived that they should try to recombine the language learnt in one context to meet the exigencies of another. In this process the degree of error we (teacher and students) were prepared to tolerate was much higher, differently from their normal English classes in which the main emphasis - the teaching of forms only through controlled language - determined the way they were assessed: reward (usually in form of grades) for structural correctness.

Having only this experience concerning the error effect in their learning, it was considered natural, to some extent, their initial resistance to more uncontrolled language activities, as well as their enthusiasm as soon as they perceived that we were aiming at the development of communicative ability, even though this could imply less accuracy.

Their own words about correction may elucidate better what we are trying to explain:

'A correção deve ser feita de maneira a não inibir o aluno.' (H.)  
'Não digo que me senti mais confiante com o decorrer das sessões, mas muitas dúvidas e pequenos receios foram sanados através da



liberdade de errar sem ser contrariado logo após.' (R.)

'No caso da correção acho que é certa, mas não na hora da fala, porque desorienta e perdemos o fio da meada. Acho que uma vez a aula terminada as correções devem ser feitas. Acho que se a correção fosse feita na hora, teria cortado todo o congraçamento da turma e o pessoal teria se encolhido na comunicação.' (P.)

'A correção sei que é muito importante, principalmente para nós que estamos aprendendo uma língua diferente daquela que estamos acostumados a falar. Mas em meio a uma conversa ou debate, a correção é bastante decepcionante, pois após a mesma, nós fi camos mais retraídos.' (Ta.)

'Acho muito válida (a correção). Penso que deve ser feita no fi nal da aula, abrangendo todos os erros cometidos, sem citar o nome do aluno que os cometeu.' (S.)

'A correção deve ser feita, talvez, no final, ou no decorrer das conversações, dependendo do erro cometido. (...) Se os erros cometidos por mim fossem graves, seria melhor uma correção na hora para que isso não se agravasse.' (A.)

All the students were unanimous in accepting correction as a necessary component of a learning process, but as may be understood through their words, they also feel that this is a very complex and even controversial subject.<sup>25</sup>

They also observed that correction most of the time does not help the learners to be more fluent, on the contrary, it

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<sup>25</sup> See A's position, for example. He defended traditional correction even agreeing that only 'os erros mais graves' (maybe the ones which impair communication) should be corrected immediately, in a clear allusion to a more unthreatening form of correction.

contributes to increase the already existent fear to speak which the students experience in FL classes.

They defended, however, the kind of correction we developed during the experiment and which may be described in few words: no correction at all during their work, unless they, themselves, could correct each other; and, secondly, a feed-back session provided by the teacher after the activity, in which the mistakes that had hampered communication during their work would be corrected.<sup>26</sup>

This form of correction, they continued, would be more effective and less frustrating, since we would not face our errors as an individual failure, but as something the whole group needs to improve. What they are saying is result of their experience, since all through the data we may find examples of peer and self-correction, evidencing their importance in the students' learning.

We extracted the following passages from each session to stress this evidence:

Session 1. (They are trying to guess where the coin is hidden.)

P - Hum... I think it is... (*pause to think*) in your  
(gestures - mime)

H - pocket? (*helping her with the vocabulary.*)

P - pocket? Yes. (*laughs - signs of satisfaction*)

It is interesting to observe that this was the only example of cooperation in session 1, and the peer part was due to H.

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<sup>26</sup>It is important to mention here that we did not give to this question the attention it deserves. The discussion about the role of feed-back in communicative courses is open, and what the present study intended to provide were only evidence of what we considered to be more appropriate for the case.

Session 2. (Ta. was trying to remember the name of some objects.)

Ta - Knif? (*wrong pronunciation*)

A - Knife? (*pronounced correctly*)

P - Knife. (*reinforced the right pronunciation*)

(At this moment Ta did not say anything, but later she used the word correctly without hesitation.)

Session 3. (They are working with rods, trying to give instructions on how to make geometrical figures. They can not see the figures, except the pair who is giving the information.)

P - I said each pink rod on each blue rod. Now...

Ta - standing. (*completing P's information*)

P - Stand. Now, take a yellow rod, one yellow rod and put between the blue rods. (laughs) (pause) ... Now

Ta - No! Along. (*Ta was more specific, always telling P what to say.*)

Session 4. (They have to get to some place, following the partner's instructions on a city plan.)

Ta - In the Fish ... at the Fish Lane. (*self-correction: in - at*)

(...)

Ta - But it is not in the corner.

H - at the corner.

Ta - at the corner, ok.

Session 5. (They are trying to locate objects in a room by means of their colleagues' instructions.)

S - On the floor, near the chair.

Ta - the arm-chair.

H - The arm-chair? (*It served to H. Also.*)

Session 6. (They are describing and locating people.)

H - Who has my man?

A - I have.

H - Where I put it? him. (*self-correction*)

Session 7. (The same activity)

R - I have the black man. (*He should have said woman*)

P - What? (*Showing surprise*)

R - Ha! black woman. (*Self-correction*)

P - Ah! She is wear... She is with (*for carrying*) a newspaper or magazines?

R - Yes. She's carrying... (*provides her with the appropriate word*)

Session 8. (Putting the pictures together to form a story)

P - (describing her picture) A man who doesn't have hair.

H - Bald Man?

A - Bald man?

All - Bald man.

P - Yes. I think that.

Session 9. (The same activity with other story)

A - Ok. I'll begin. Er... on er a picture, I have a man, he, I think, that is a man who is smoking and she (he) is very er...

P - Sad? (*trying to help him*)

A - No. It's not sad. It's...

P - Happy? (*contrasting*)

A - No. No. She's he's (*Self-correction*) the man (*to make clear the he*) is smoking, he's thinking about something (...)

*(Although they were working collaboratively they did not find the word-thoughtful - they were looking for. This did not make them stop, anyway.)*

This kind of correction is undoubtedly of another quality and its result also differs intrinsically from the traditional one.

Correction as is usually carried out in normal classes - immediately after the error occurrence and personalized - is just another burden to the learners since the inhibitions and the defenses which they place between themselves and the others are increased and consequently more likely to prevent them from communicating in a foreign language.

'Anyone who has learned a foreign language is acutely aware that second language learning really necessitates the making of mistakes. We test out hypotheses about language by trial and many errors; (...) If we never ventured to speak a sentence until we were absolutely certain of its correctness, we would likely never communicate productively at all. But mistakes can be viewed as threats to one's ego. They pose both internal and external threats. Internally, one's critical self and one's performing self can be in conflict: the learner performs something wrong and becomes critical of his own mistakes. Externally, learners perceive others exercising their critical selves, even

judging their very person when they blunder in a second language.<sup>27</sup>

Student S's performance throughout the sessions provided a very clear example of how these feelings may affect the learner's work. Her fear of making mistakes was so strong that she preferred not to speak unless she were sure she would produce a correct sentence. This affective phenomenon, already analysed in this chapter, was in part, responsible for her extremely low participation and consequent non-significant linguistic development during the experiment. She experienced an acute feeling of alienation in those classes.<sup>28</sup>

Earl Stevick (1976) spoke of many forms of alienation involved in language learning: alienation between our critical expectation and what we perform, alienation between our native culture and the target language culture, alienation between the learners and the teacher, and what is more difficult to overcome, alienation between the learner and his fellow students. All these forms of alienation have their origin in the defenses the learners build around themselves in order to be protected from frustration. Since those defenses inhibit learning, their removal or, at least, the possibility to minimize the effects of alienation on FL learning is an important pedagogic task

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<sup>27</sup> Brown, D.H. 'Affective Factors in Second Language Learning; in Alatis, J.E. et al (eds), Op. cit. p. 117.

<sup>28</sup> In different degree all the students had experienced this feeling in different moments of the sessions, although the pedagogical theory which supported all our methodological procedures attempted at creating contexts for meaningful classroom communication such that these affective problems were also taken into consideration in order to be minimized.

imposed upon those who are involved with language teaching. In this respect we may say that correction is in the centre of the problem, determining the limits of our pedagogical progress towards a communicative approach to FL teaching. A poor understanding of what is involved in the process of correcting errors in communication may easily undermine the basis of its methodology.

Our ideas concerning this question have been discussed in two stages, in chapter one, supported by theory, and in this section, in the light of what we experienced in real classroom situations.

All of what we have examined above may be said to be the result of this study's incursions in the affective domain in FL learning, an area which only recently has been deserving systematic research, but whose importance can not be neglected any more, if we are to be in tune with the language teaching methodology for the 80's.

## 2. The Students' Language Development.

In the previous section we discussed the interactional phenomena which in our opinion had most significantly influenced the learning process during the experiment. It is now desirable to proceed to an evaluation of the language the students used in the experiment. Such an assessment, in this final part of the dissertation, is necessary to verify to what extent the evidence of the preliminary analysis may be considered as a sign of linguistic development. If in this evaluation we find

indications of linguistic improvement, we will, then, examine which features of the learning situation it could be attributed to.

Our hypothesis is that linguistic development in the specific case of our experiment may be due to, at least, two main influential factors: firstly, the psychological situation in which the students found themselves - in other words, the changes in the classroom atmosphere provided by the new pedagogical orientation on which the experiment was based; and secondly, the type of linguistic tasks the students were supposed to do, a factor more related to the methodological area.

Our last investigation will then concern the students' ability to adapt structurally learned material to communicative purposes; that is to say, how much of their learning they are able to reapply creatively.

The first problem we face when dealing with evaluation relates to the questions what and how to test. Before we can discuss the evaluation of F.L. learning, therefore, it is necessary to clarify precisely what is to be tested, that means, we have to make clear the objectives the course is pursuing.

In more traditional classroom environment, heavily influenced by structural linguistics, the students learn the language stage by stage beginning with the reproduction of vocabulary and forms of the target language and then using these elements in guided drills and exercises. In such a learning context, evaluation is less complicated, since the external behaviour, namely what is being tested is easy to observe and,



consequently, easy to test and even to quantify.

In this context, specially before the 60's, most second language teachers were using global techniques such as translations, résumés, compositions and dictations to evaluate language learning. More recently, however, from the 60's on, discrete item tests have been largely accepted. Since they were constructed to measure a broad sample of discrete points, they could determine general language proficiency, concerning the training of accuracy.<sup>29</sup>

Even though the use of multiple-choice items and standardized scoring techniques permitted that testing could attain high levels of reliability, as well as objectivity, when the teaching of languages began focusing on the students' communicative ability, it became clear that such tests would not be appropriate to provide an acceptable evaluation concerning language fluency.<sup>30</sup>

Many questions arise when we think of evaluation where the focus of a course is on the communicative ability. Consider the following:

- Would the mastery of the elements of a language itself imply or of itself lead to the ability to use that language for communication?

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<sup>29</sup> Accuracy here relates to what Krashen (1977) calls "language learning" and Rivers (1975) refers to as "skill-getting".

<sup>30</sup> For a better understanding of the distinction between fluency and accuracy as well as the relation between these terms with "language acquisition" and "language learning", see Krashen, S.D. 'The Monitor Model for Adult Second Language Performance', in M. Burt, H. Dulay, and M. Finnochiaro (eds.). Viewpoints on English as a Second Language, Regents Publishing, Co., 1977.

- Would the ability to translate guarantee that the students know how to produce those pieces of language in a communicative context?

We believe the answer for both questions is negative. Even considering that the students know very well how to manipulate grammatical structures, there is no way to test the improvement in their communicative ability, if we adopt the above procedures to evaluate.

Any of the well known and accepted kinds of tests present many limitations concerning the evaluation of communicative ability. These limitations are not only a result of the increased complexity such a process implies, but specially a consequence of an incipient discussion and specification of course objectives. What do we know, for example, about the degree of fluency, the level of vocabulary, the quality of structures a secondary student should be able to use at the end of his language course?

For our specific case - how to evaluate the students' communicative ability we have found that not one of the existing models of tests would be appropriate for the experiment, even the ones which are integrative in nature and which would require more realistic language use.

Oller (1979) has written widely about "pragmatic tests" which he defines as 'any procedure or task that causes the learner to process sequences of elements in a language that conform to the normal contextual constraints of that language and which requires the learner to relate sequences of linguistic elements via pragmatic mappings to extralinguistic context.'<sup>31</sup>

<sup>31</sup>Oller, J.W. P. 'Language Tests at School'. London, Longman, 1979.

In other words what he proposes is an evaluation through communicative tasks. In a way, this kind of 'test' would be the most appropriate for our experiment, if we were not aware that, since the students in such situations have the power in choosing the structures, not all the structures we could possibly intend to test would be used. That means, the strategies of communication the students normally adopt, when immersed in real communicative situations are more likely to determine the choice of structures they will use, no matter what the teacher wants to test.

After all these considerations on the limitations of testing it becomes again clear that we did not use these procedures to evaluate the students' language development during our experiment.

What seemed more important for the purposes of the present study was a simultaneous evaluation of both the students' use of language for communicative purposes and their language efficiency. The first relates more intimately to fluency and the latter to accuracy, considering the possibility of taking these two aspects of language separately. Such an evaluation could be considered a synthesis of the information contained in the tables.

As an indication of development, then, we considered the students' performance under those two aspects: a purely linguistic one, manifested by their capacity to use longer and more complex sentences with relative accuracy, and a second, related to their ability to use language for communicative purposes, manifested by the presence of uses of language that would not normally occur in traditional classes, such as

language for cooperation and self-correction, as well as for the development of communication strategies.

What we found in the preliminary analysis was an intimate relationship between these two aspects of language. There was a clear correlation among the results of the tables, as has been mentioned before. In the sessions where the students' participation was high, for example, there was also more cooperation, more communication strategies and less intervention of the teacher in the control of the activities, simultaneously with the presence of a more elaborated language.

At this point of the present study this confirmation of our assumptions sounds strongly like a positive conclusion: there was development in the students' language, provided by the use of language for communication which also was a development of fluency. The students improved in accuracy as they became more efficient in translating ideas into words.

What remains to be recuperated, now, is a brief discussion on the influential factors which we have hypothesized as being determinant for the mentioned development.

The influence of the psychological atmosphere created in the classroom environment our first hypothesis has been mentioned in previous discussions, especially in the first section of this chapter. It indicated that, only by means of an adequate social context exploiting alternative patterns of communication other than the traditional teacher-dominant one, the students had the opportunity to develop communication strategies together with linguistic abilities. This was clearly evidenced in the results of the preliminary analysis in which we may observe a correlation

between their linguistic performance and the amount of cooperation among the students, communication strategies, and the use of talking time.<sup>32</sup>

In what follows we will discuss why some sessions were more successful than others in terms of students' performance, taking the nature of the tasks as the basis of our analysis.

According to the results of the preliminary analysis, it became evident that among the activities proposed to the students, some were better than others. What we mean by better, in this case, was their capacity to promote more cooperation and interaction simultaneously with the practice of language for referential or learning purposes.

Sessions 3, 4, 5, 8 and 9 represented good examples of such activities. They were more successful classes as may be observed in the results of the majority of the tables in the preliminary analysis. There was a linguistic correlation between these sessions and the amount and complexity of the language used. This evidence can be better observed in figures 1, 2 and 3 (chapter three), which synthesize the information about the students' linguistic performance concerning sentence length and complexity and the students' number of interventions. This correlation is also true concerning the strategies of communication as well as the development of cooperation among the students.

For a better understanding of this correlation compare the average totals of sessions 6 and 8 in tables 1, 2, 3, 4, 6 and 7.

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<sup>32</sup>See figures of sessions 3, 4, 5, 8 and 9 in chapter 3.

	session 6	session 8
1 - Interventions	120	289
2 - M.L.U.W.	3,34	4,77
3 - More than seven words sentences	16,3%	35,3%
4 - Sentence Embedding	12,2%	24,3%
5 - Communication Strategies	18	43
6 - Cooperation	11	47

Such evidence reinforces once more what the theory had already claimed, namely, the intimate relationship between knowledge and communication in the learning of languages, and the necessity of considering this in everyday teaching practice.

This experiment can show that teachers should not stop at the teaching of language forms. Such teaching proved not to be enough to promote communication and, at the same time, provided evidence to say that even the learning of forms was less efficient than could be expected. The figures in the error occurrence table are clear enough in this respect. It was observed that although the students had had a great amount of structural input all through their course,<sup>33</sup> they were not always able to use these forms 'automatically' when they needed to communicate.

The presence of errors, although inconsistently, in all the eleven categories throughout the sessions, demonstrated that the structural practice the students had in their course was not enough, not even efficient to provide them with sufficient automatism, which is a necessary condition for errorless

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<sup>33</sup>See table of contents, Appendix, p. 62-5.

execution of complex tasks. The importance of automation, then, can not be denied, since its insufficiency is also cause of errors in second language performance. On the other hand, if the students have developed automation, they will spend less effort on lower-level patterns of action and more capacity is left for higher level decisions necessary when performing more complex tasks. (cf. Levelt, 1978).

This insufficiency of automation was more evident in the sessions in which the activities were more demanding. We observed, then, a correlation between error-occurrence and complexity of tasks. This way we could understand why, in our experiment, the presence of errors was higher exactly in those sessions considered better, concerning the other categories of analysis. See, for example the totals of errors in session 3(66); 4(73); 8(94); and to some extent 9(49), sessions considered above as the most successful for the purposes of the experiment. What the students needed, besides efficient automation, was more experience in a new kind of learning, one in which language was used with communicative purposes, to be able to practice for fluency. In this process they began solving the problem of being relatively structurally competent, but communicatively incompetent. To a certain extent, considering the limitation of the experiment (specially its duration), we may say that the students were successful in this enterprise, proving once again that this shift of orientation from pure structural practice to the development of communicative ability, is not only possible but necessary to provide the students with a more effective and appropriate learning of the foreign language.

Besides the above explanation, another reason for the

relative success of the mentioned activities may be found taking into consideration Levelt's contribution in the discussion of Skill and Attention Theory as far as it seems relevant to problems of second language acquisition. As he says: 'The execution of any complex task requires attention or mental effort. (...) A task is complex if it requires the execution of a variety of operations in accurate temporal integration. Language behaviour is certainly complex in this sense.'<sup>34</sup>

Of course all the tasks proposed to the students were complex, since they were linguistic tasks, but some were more demanding - the ones in sessions 3, 4, 5, 8 and 9, for example, required more effort than the ones in sessions 1, 2, 6 and 7, since in the former the students had to use language less for referential functions than for hypothesis making or for the negotiating of meanings. In sessions 1 and 2, on the other hand, the teacher controlled almost all the activities reducing the students necessity to take the initiative and consequently diminishing their opportunity to be actively creative. If we still compare the activity in sessions 6 and 7 to the one in sessions 8 and 9 we will have a better understanding of this.

In sessions 6/7 the students had to describe some pictures of people in order to locate them in a given grid, and in sessions 8/9 they had to describe pictures which would form a picture-story when put together in a proper order. In the first case the grid functioned as a source of reference for everybody. As soon as they succeed in putting the first picture in the right place, their task automatically was simplified. They could use this

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<sup>34</sup>Levelt, W.J.M. 'Skill Theory and Language Teaching', in Studies in Second Language Teaching, Vol. 1, n<sup>o</sup> 1 (1978), Nijmegen University, p. 53-70.



information to guess the next choice, diminishing the necessity to make suppositions, as well as the need to negotiate information among themselves. The second activity, however, involved more operations. The students had to describe the scenes in the frames and, afterwards, recall the information which would be the only reference they had for putting the pictures in the appropriate order to form the story. In this more complex process they had to spend much more mental effort. Such a demand, according to Levelt's article, is responsible for a great allocation of effort to the various partial activities. As he says capacity is limited but not constant and its variation depends on the level of arousal of the subject. Except for very high levels of arousal, then, capacity increases with arousal. Since the main determinant of arousal, he continues, is the complexity of the task, we may conclude that more capacity becomes available for difficult tasks than for easy tasks.

Following such a reasoning we have good grounds to say that part of the students' successful performance in the mentioned sessions could be due to this phenomenon - to the increasing complexity of the activities which, while functioning as a stimulus for the students' capacity to come out, also contributed to the development of a collaborative attitude among the students, condition sine qua non for the use of exploratory speech in any learning process.

A last relevant factor which could have influenced the results of the mentioned successful sessions and that deserves our consideration concerns variety and change within materials. This was an influential factor in the selection and preparation

of the materials used and it surfaced in our observation as highly productive in terms of helping to keep up the students' motivation. As one of the participants wrote in the evaluation of the experiment in answering question 4:

"Você saberia dizer o que contribuiu para deixá-lo motivado a falar? (o fator mais importante)."

"Acho que foram os temas práticos, as aulas amenas e variadas, a necessidade de falar e se comunicar. (ênfase do autor)."<sup>35</sup>

We have tried in this chapter to examine the interactional phenomena which most influenced the learning process during the experiment and analyse the evidence which indicated that there was development in the students' language. It is now necessary, as the last procedure, to return in our final section to the questions we have raised at the end of chapter one, and attempt to answer them in the form of a conclusion.

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<sup>35</sup> Appendix, p. 74-8.

## CONCLUSIONS

By the very nature of the research paradigm we have chosen, many of the conclusions we would wish to draw from this study have been foreshadowed in earlier chapters. In this final section we shall draw them briefly together, and consider what basis - if any - has been established for further application of, at least, some of the pedagogical concepts we have experimented with to foreign language teaching in our schools.

First of all we will answer the questions we raised at the end of the first chapter, now supported on an empirical basis.

1. Is the use of 'exploratory speech' possible in a situation in which the learning of a new language is the objective?

Although our study, as far as we know, may be considered a pioneer in raising such a question, at least in Brazil, on the basis of the analysis and the discussion of the data and the events which took place in the classroom during our experiment, we have enough grounds to conclude that the answer is positive. The use of 'exploratory

speech' proved to be possible in a F.L. situation and the evidence is the following.

- The activities were all successfully concluded.
- There was a consistent presence of exploratory features in the students' work, evidenced by the use of language for communicative functions, which the students had not used it for before, and which they were in no way told to develop. In this process, features such as self-and peer-correction, as well as cooperation among the students were also constantly found in the data.
- The actual learning of vocabulary brought about through the communicative situation in the classroom. Aware that they needed 'more words' the students admitted that they did learn new vocabulary by means of peer-teaching in the process of performing communicative tasks.
- The spontaneous development of communication strategies which had not been trained or practised in or out of class before and which represented a new fluency learning which the students taught themselves during the experiment was another important item of evidence of the positive effect of the use of 'exploratory speech' in a F.L. situation.
- Above all, the most significant learning phenomenon observed in this experiment was the fact that the students' production of language was stimulated rather than prescribed (as by fixed programmed responses or by written script, for example). The students produced appropriate language of their own initiative and accomplished the communicative tasks.

2. Can such a learning strategy be helpful in a F.L.T. situation?

Again the answer is favourable. The methodology demonstrated itself to be helpful and there are many reasons why.

- The errors, during the students' work, occurred inconsistently, that is to say, they were not always in the same area, nor always made by the same student repeatedly, suggesting not a lack of knowledge, but a lack of fluency in applying the knowledge. Apparently structural courses do not provide the students with all the practice required. This learning strategy, therefore, was helpful to compensate for their deficiency.
- Some tentative signs of improvement in the students' language were detected through the analysis of the tables, providing evidence to justify our positive answer.
- The application of language for new functions is desirable and such a learning strategy proved to be efficient in developing this.

In brief, and most importantly, the fluency practice provided by the use of 'exploratory speech' may be seen to help the development of accuracy in communication.

### 3. What language can it produce?

In the analysis of the transcribed data, that is in the students' language, all types of structures have appeared, from one word utterances to highly complex sentences, while different types of verbs groups were also attested.

Besides this structural variety, the tables also showed a wide range of different language functions which were far beyond the necessary limits for the students' performance of

the tasks, attesting that even pre-intermediate students can be creative in applying their limited knowledge to new situations provided, as was the case, their immersion in an appropriate classroom environment.

4. Is it possible to create an authentic need for communication in the classroom?

'In real life, communication takes place between two or more people, one of whom knows something that is unknown to the others. The purpose of the communication is to bridge this information gap.'<sup>1</sup>

Having this definition in mind, we tried to involve the students in activities which presented problems to be solved through communication. In classrooms, such activities are the kind known loosely as 'information gap exercises' which, in general, means that one, or more students must be in a position to tell the others something they do not already know.

Since the concept of the information gap seemed to be one of the most fundamental in the whole area of communicative teaching, all the exercises we proposed to the students were considered in the light of it. In other words, the speakers - the participants in the experiment - were always exchanging, confirming or transferring information, in a process in which the questions and the answers became real, meaningful and communicative.

Evidence to say that it is possible to create an authentic need for communication even in the elusive classroom

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<sup>1</sup>Morrow, K. 'Principles of Communicative Methodology'. In Johnson, K. and Morrow, K. (eds.), op. cit. p. 59.

environment, then, was provided by our experiment when we observed, firstly, all the students' high participation, far beyond the level possible in normal class, considering both the quality and the quantity of their participation, and, secondly, the authenticity in the students' improvisation (Einstein - in session six-Describing People), as well as the constant presence of fragments of laughter throughout the data.

##### 5. Can it motivate students?

If it is true that motivation is probably the most frequently used term for explaining the success or failure of virtually any complex task, and considering the successful performance of the students, the answer to this question is in the affirmative.

The students' answers to this question in the questionnaires corroborate this affirmation:

'O que mais me motivou a falar foi a ânsia de ter de me comunicar.'

'Um fato que me motivou para sentir-me à vontade nas aulas foi a espontaneidade de todos' (...)

'Eu gostei das últimas sessões, quando exigiam falar mais fluidamente e era preciso que se transmitisse a qualquer custo a mensagem' (...)

'O que mais gostei foi de ter de contar algo, um esforço para encontrar, achar meios de me exprimir, tentar sanar as dificuldades lingüísticas.'

In addition to this, we can mention their assiduity, the great amount of language they produced, the spontaneity of their

laughter and their positive attitudes in general, as other pieces of evidence that motivation was not only initially created, but also fostered and maintained till the end of the experiment.

6. Will the students be able to develop the strategies of communication such a learning process demands?

The answer is positive, tables 7 and 8 showing that the students were able to develop strategies of communication in all the sessions, insofar as they needed them for successful communication.

The experiment showed that besides presenting Tarone's Categories of Communication Strategies, the group also developed other kinds of C.S. which we called 'Fluency Protecting Devices'. Of these we classified two: Repetition and Rephrasing as the most significant.

In addition to these C.S. it is important to mention the great number of acts of cooperation among themselves found in the data as a further evidence of the students' ability to communicate, and represented part of the students' new fluency/learning which was only possible through this emphasis on opportunities for "acquisition" in the terms proposed by Krashen (1978).

7. What will be the teacher's role in this new teaching/learning relationship?

According to what we have observed during the experiment, the teacher's role in this new pedagogical relationship has changed. From a dominant position of the one who knows everything, and who, consequently, is responsible for the



'transmission of all knowledge', the teacher, now, should be the one who encourages and promotes a more democratic classroom discourse, one in which the learner's experience and knowledge of languages are also considered relevant in the process.

The teacher, then, is viewed as a facilitator of the process, preparing materials and devising situations in which the learners actively participate with ease and pleasure rather than as in his traditional role of filling the learners with content which, most of the time, is useless for their actual needs and interests.

Evidence to support this affirmation is clear in the preliminary analysis (table 8) when we discussed the role of the teacher's participation in all the sessions. It was observed that his main efforts were directed at involving the learners in solving communication problems, rather than presenting content in the form of teacher-centered explanations. This suggests that in classroom situations like the ones developed by the present experiment, the role of the teacher is probably closer to what Barnes calls an 'interpretation mode of teaching'.

Although our study was not intended to suggest that the approach we worked with was 'better' than any other, we think the conclusions we came to allow us to invite the reader to assess the possibilities of application of the approach, in the light of the evidence of our descriptive chapters.

In this respect, although aware that the classroom practice implied by this approach represents, undoubtedly, a challenge not only to the teachers but also to the whole system responsible for the teaching of languages, in our view it is at

least consistent with all the evidence provided by the present work to claim that such strategies could be profitably incorporated into secondary language courses as an attempt to raise the students' attainment in this area, and also more generally in the development of their F.L. ability.

We understand that this recommendation leaves open many questions concerning the viability of this approach for other schools. We feel, however, that its feasibility has been largely demonstrated, at least, in the particular, short term, circumstances of our study, which shows as not too unrealistic the efforts to try out similar ideas in other contexts. Of course, such an initiative will present practical problems, some of which we may foresee:

- application to full classes will be more difficult;
- training teachers in the approach will demand the organization of courses and seminars;
- making materials available will imply more people working in this area;
- giving the teachers the necessary preparation time will depend on administrative decisions;
- making more class time available so that orthodox learning sessions can be complemented by this necessary practice will only be possible if there is a change in the curriculum time distribution.

We suggest, then, that initially, pilot projects be carried out so that more detailed results come to be known and analysed.

Before doing this, however, it is also very important to

consider as part of the practical difficulties our still limited understanding of both the objectives of F.L. courses and the learning processes by which students acquire F.L. in our schools. A wide discussion on this theme needs to be initiated.

As we have mentioned above, another constraint on the implementation of this approach in our secondary schools, at least for a while, relates to the reduced amount of time dedicated to T.F.L. in the curriculum. We must, therefore, advocate more classes, considering that what is involved in this process is not simply a matter of transmitting a body of knowledge, but rather a practical ability which deserves more frequent practice.

All these considerations point to the urgent necessity of more research in this area of the Brazilian educational context.

Only by means of empirical research is it possible to put theory into practice, and by doing this improve the theory itself.

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TRANSCRIPTION OF THE RECORDED SESSIONS

SESSION ONE  
19/8/81

Tell the Names of the Objects displayed on the Table

- P - Hum... I do know to say in English...  
Te - Try to explain...  
P - A thing that you use when you are going to smoke. Hum... to put  
fire...  
5 Te - Ya. That's Ok - fire - matches.  
Ev - Matches  
Te - A box of matches.  
Let's see. (Everybody says the names of the objects, and one of the  
students finds out the word coin which they had not mentioned till  
10 the moment)  
Te - Let's talk about the colours now!  
Let's see if you remember! (The objects are covered)  
What colour are the objects?  
P - The colours?  
15 A - Red  
Ta - The pen is red.  
P - The ruler is green?! No!  
R - Green, yes. The key is...  
H - The pen, pencil is blue.  
20 Ev - The cigarette is white.  
Ta - Coin is the gray? Could be gray?  
Te - Yes, yes. Good. She said!  
S - Gray?  
Te - Another look. (Show the objects very quickly) (laughs)  
25 S.P Ta - The box of matches is yellow.  
P - Yellow.  
Te - Yellow and...  
Ev - Yellow and brown. Brown (all repeated)  
A - The eraser, red and blue.  
30 Te - I see. You speak English very well. (Afterwards they all repeated the  
colours.)  
Te - How many objects? (The objects are covered again)  
P - Let me see... a ruler, cigarette, a key.  
Te - Hum Hum. You can help her.  
35 S - There are several... objects.  
P - A ruler, a cigarette.



- H - A pencil, a pen, a key (he pronounced the word wrongly and the others corrected him and they all repeated the word correctly without any constraint)
- 40 Ta - Coin (Paulina repeated - a coin), a match of box (somebody said - a box of matches and then P. counted - seven) (...pause... some hesitation - laughs) (They do not remember the other object)
- A - (After some seconds of silence A. says - eraser!)
- P - I forgot!
- 45 Te - The cigarette, I think you forgot. So we have...
- Ev - Eight objects.
- Te - Look people! What has changed?
- P - You take the coin.
- Te - Yes. (And puts the coin in another place) What is missing? (No answer)
- 50 Te - What is missing?
- A - The eraser is missing.
- Te - Ok. Good! Where was it? (No answer) Where was it?
- A - It was on the table.
- 55 Te - It was on the table. That's a very good answer!
- Now look at it again. (Change the place of the objects again) What is missing now?
- P - The cigarette.
- Te - Where was it? (No answer) Where was it?
- 60 Ta - With you?
- Te - Yes, it is with me, now.
- P - It's on the table.
- Te - It's on the table. Ok. More specific.
- P - It's between the key and the pencil.
- 65 Te - Good! It's between the key and the pencil. Very good. How about the coin? Where is the coin?
- A - She is on the match box.
- Te - Ok. Good! Go on.
- P - The box of matches.
- 70 Te - Good. Let's change something. Where is it now?
- P - Now it is under. Under the box of matches.
- Te - Good. So we are talking about... (pause)
- A - Position?
- Te - Ok. Very good! So, lets talk about position. Let's see... Where is the pen? (The objects are covered again)
- 75 Ta - It's under... on the...
- P - I think it's on cigarette and on the eraser.
- Te - Ya... What about the ruler?
- R - It's... under the pen.
- 80 Te - It's under the pen. Good!
- Ta - And it's between the cigarette and the ruler.
- Te - Good. Ok. How about the pencil? (pause)
- A - It's near...
- Te - Could be. Ok, now... let's see. (She covers the objects)
- 85 Where is the coin?  
(laughs)
- H - ... on the eraser?
- Ev - No...
- P - On the box of matches?

- 90 Te - What did you say?  
 H - It's on the eraser?  
 Te - What do you think?  
 R - ...the ruler? (laughs)  
 Ta - Near the pen and the eraser.
- 95 P - I think it's on the box of matches, but I don't know. I'm not certain.  
 Te - On the eraser, on the box of matches... (laughs) Take a look. (laughs) Who is right? P. or H.?  
 Te - H. Ok! You have a good memory, H. Now you. Take a look and ask a question: Where is something. Don't show (laughs)
- 100 A - Where is the cigarette?  
 H - It's on the book?  
 A - Yes, it's on the book.  
 Te - Good! How about the key?
- 105 P - It's between something. I don't remember.  
 R - In front of the eraser.  
 Te - In front of the eraser, let's see. (laughs) We could say that it's next to the pen or between... It's no good. Ok. Now you arrange the things. Cover and show to your friends very quickly only once. You can change everything. Well people don't look. (laughs) Let him change the objects. I won't look either.  
 ... (pause)...
- 110 Te - Ready? Ok. Now.
- 115 R - Look here. (laughs)  
 Te - Ok. Did you see?  
 Ev - Yes. (laughs)  
 R - Where is the pen?  
 H - In front of the cigarette?
- 120 S - On the ruler?  
 Te - No, it's between...  
 Ta - The eraser?  
 P - To show so quickly...  
 Te - Yes, very quickly, but this is the game. Could you show us again?
- 125 (laughs)  
 P - What did you ask?  
 R - Ah... Where is the pen?  
 Ta - Between the ruler and...  
 S - The cigarette.
- 130 A - Between the cigarette and the...  
 S - The ruler?  
 P - The pen.  
 Te - Well, show us again. Nobody could see.  
 P - Hum. Between the pen and the ruler.
- 135 Te - The cigarette.  
 Ev - The cigarette.  
 Te - But I think he asked about the pen, didn't you? What did you ask?  
 R - Where is the pen?  
 P - Oh the pen! I... the cigarette.
- 140 Te - Ask another one.  
 R - Where is the pencil? (pause - everybody thinking)  
 A - Between the...  
 Ta - The eraser and the match... box of matches?

- Te - Right? Right? Let us see? Ok, good! Now, you H. You arrange the  
 145 things. Don't look (to the other student). Only H. Very quickly.  
 While H. was arranging things P. asked me:  
 P - Do you work here?  
 Te - I? Yes. I teach teachers. (laughs) - I teach teachers to be (more  
 laughs) Ok. Right?!
- 150 (H. shows the set of objects for a second) many exclamations...  
 Te - I saw.  
 P - Do you see?  
 A - I didn't saw, see, I didn't see. (laughs)  
 P - Ok.
- 155 H - Where is the pen?  
 Many voices... the pen is between  
 Ta - Is between the pencil and the box of matches?  
 P - Let me see...  
 Te - Another question, H.
- 160 H - Where is the ruler?  
 P - Ruler... the ruler is under the cigarette.  
 H - Hum hum (yes) (laughs)  
 Te - Another...  
 H - Where is the eraser?
- 165 Ta - The eraser?! It's on the box of matches?  
 Te - Ok. Show us. Eraser, ruler, Ok. Now you, Ta. Make it very difficult.  
 Ta - Where is the key?  
 P - Key? I only remember the eraser... (laughs) (pause)  
 Te - Nobody knows? Ask another question. Don't show to anybody...
- 170 Ta - Where is the eraser?  
 P - The eraser... under the ruler.  
 Ta - The coin?  
 P - The coin? Where is the coin? (To herself) (laughs)  
 Te - Show the objects again, very quickly. (laughs) Ask another question
- 175 Ta - Where is the cigarette?  
 S - Under the ruler?  
 Ta - No... (pause)  
 P - What?  
 Ta - Cigarette?
- 180 P - It is on the table (laughs)  
 Te - On the table is obvious... Ok, show everybody... Now, answer.  
 Ta - The pen, the pencil, the box of matches. (She only shows the  
 objects)
- Te - So we talked about position. You said: between, near, next to,  
 185 S - In front of,  
 Te - Beside,  
 P - on,  
 Te - under. You used a lot of words to give information about position.  
 Ok. Let's add two more objects: a check, (the teacher shows the  
 objects - a check and a driving license). Who knows what this is?  
 190 (driving license). What do you need it for?  
 P - To drive... a car.  
 Te - Yea. It's a  
 P - I don't know.
- 195 Ta - I use to drive...  
 Te - A driving-license. If you don't have this you can't drive. So, this

is a license. A driving-license. So we have more two objects.

Ev - Check, driving-license.

Te - What is missing? Very quickly?

200 Ta - The pencil.

Te - Ok. Where is it? Where it can be? Imagine some place...

P - You have the pencil

Te - Yes. Where?

P - In your hand?

205 Te - Ok. In my hand. It could be in another place... So, everybody will do this once. Nobody can see. You'll have to imagine where the object is hidden. Ok. You don't look. Very quickly. Don't look people. Close your eyes.

Ev - The box of matches.

210 Ta P- Where is it?

P - I think that it is here...

S - Under the table.

P - Under the table or in the table?

Te - Under the table. Close your eyes, P. Very, very quickly. Ok. Where?

215 P - Where is the ruler?

Te - Hum hum. Oh! Yes. The ruler, where is it?

P - Well, I think that it is...

H - Under the table.

P - Under the table, too?! No!

220 R - No...

P - On the floor?

Ta - In your hand?

P - No.

R - On the chair. (many laughs)

225 Te - Now you, H. Be creative... change place. We will close our eyes. Ready?

H - Yes.

S Ta- The coin.

Te - Where is the coin?

230 P - In your hand?

H - No.

Ta - You're sitting on the coin?

Te - You may ask him questions but can't ask him where is the coin. Ok?

P - Hum... I think it is... (pause) in your... (Gestures)

235 H - Pocket?

P - Pocket? Yes? (laughs - signs of satisfaction)

Te - Ok. Now you, Ta. Ok. P., (Ta had already did once)

P - Please, close your eyes.

Ev - Yes.

240 Te - Ready?

P - Yes.

A - The cigarette.

P - Ok. Where is the cigarette?

S - Cigarette...

245 P - Where?

S - No...

Te - Under the table.

P - No

Te - In your hands.

- 250 P - No. (laughs)  
 S - In the...  
 P - Here in the pocket?  
 S - Yes.  
 P - No. It's not in the pocket. I don't know how to say it in English.
- 255 Te - It doesn't matter, we have to find out... (many laughs)  
 Te - P. has one point. Nobody could guess. Now, you, S.  
 S - Ok.  
 Ta - The driving-license?  
 S - Yes. Where is...
- 260 P - Under the table?  
 S - No.  
 Ta - Under the chair?  
 S - Yes. (some laughs - It was on the chair)  
 - Oh! No!
- 265 P - On the chair!  
 Te - Ok, people. We have many objects now. Let's do something. You have to ask Yes or No questions. Ex. Is your object green, yellow... I need to show you the position.
- P - We make questions about the position, or make questions about what do we use...  
 270 Te - Any question. But you have to guess. You have to find out which object I have. Ok? But you can't look. Take a look. Right. Now close your eyes. Ok people.  
 Ta - It is between the ruler and the...
- 275 Te - Ask me yes or no questions.  
 P - On the ruler?  
 Te - No.  
 S - On the pen?  
 Te - No.
- 280 R - Is it beside a drive-license?  
 Te - Yes. (many laughs) (pause - everybody thinking - Somebody said the name of an object and everybody laughed)  
 Te - Only yes or no questions.  
 Ta - Is it red?
- 285 Te - No.  
 A - Is it yellow?  
 Te - No.  
 R - Is it green?  
 Te - No.
- 290 P - Is it blue?  
 Te - No.  
 H - Black?  
 Te - No.  
 S - Grey?
- 295 Te - Ya. We can say it's grey.  
 Ta - And black?  
 Te - No.  
 P - Is a circle?  
 Te - Yes. (many laughs) What is it?
- 300 P - I think is the coin.  
 Te - Ok. Now you do it, A. Let's take a look. You can change position. You can invent any question.

A - Ok.  
 Ta - Yellow?  
 305 A - No.  
 R - Is it white?  
 A - No.  
 P - Is it short?  
 A - No.  
 310 R - Is it under the cigarette?  
 A - Yes.  
 R - Is it a pencil?  
 A - Yes. (many laughs)  
 Te - Now you, Ta. Let's take a look. (many laughs)  
 315 P - Ok?  
 Ta - Ok.  
 P - Is it green?  
 Ta - No.  
 H - Is it yellow?  
 320 Ta - Yes.  
 P - Is it large? (laughs)  
 I think it is the check.  
 Ta - Yes. (laughs)

#### SESSION TWO

(To begin the second session the students together tried to say the name of all the objects they have worked with in the previous session - a week before)

Te - Remember the names?  
 Ev - Yes.  
 Te - So, say the names: the apple, the candy,  
 S - Orange, cigarette, ruler,  
 5 Ta - Knife. (She pronounced knIf)  
 P - A box of (hesitation) matches.  
 H - A box of matches (firmly)  
 P - Check,  
 Ev - Ruler, key, eraser, driving-license, pen, cigarette, coin, candy.  
 10 Ta - Candle?  
 P - Candy. Well, I...  
 Ev - Orange, apple,  
 Ta - KNIF,  
 A - Knife? (pronounced correctly)  
 15 P - Knife.  
 Te - Ok people. Now I want you, everybody, put these things, divide the  
 things, into three groups. You can discuss which things...  
 P - Well I think here we can put the fruits, the candy, yes?!  
 Te - You can discuss. Forget I'm here, Ok?!  
 20 P - Hum... the eraser, the pen, the pencil, the ruler... and...

- S - You can put... (pause)  
P - Well...  
Te - Discuss. Invent. Imagine.  
25 P - Can put this coin here?  
H - The check.  
P - Check? And... the key...  
Ta - Key?  
P - Yes, I don't have problem.  
30 Te - Ok. Now try to say why you divide this way.  
P - Well, we put here because we can eat the apple and the orange and the knife we... help us to eat the apple and a orange... and the candy we eat too.  
Te - Very good! You don't need to look at me. Discuss among yourselves,  
35 Ok? What do you think? (pause) (laughs)  
A - These we use...  
Ta - School.  
A - To write.  
Te - Go on, go on...  
40 A - Well we use to, a pen and a pencil, to write and a ruler to...  
P - To make lines...  
A - To make lines and the eraser to...  
P - I don't know how to say.  
Te - To erase, of course! (smiles)  
45 R - And the other, personal objects?  
Te - Personal objects... Ok. Go on talking...  
P - Another view... We change or...  
Te - No, the same position but try to say something else... if you want. He said personal objects - good. Is there another explanation for  
50 this division? I think the cigarette is not personal, could not be... Well, but it's Ok.  
P - I put the cigarette there because I don't eat the cigarette, I don't write with the cigarette, (short hesitation) either, and we have three circles then I put... there.  
55 Te - Good. Go on.  
P - And... Well...  
Te - Where do we carry such things? Could we have this kind of distinction?  
P - We... I carry generally, in my bag... these things. I don't smoke  
60 but if I smoke, the cigarette, the check, the money.  
Te - Hum, hum. So, things we possibly carry in our bags.  
P - Hum, hum, (yes)  
Te - And how about the other sets? Imagine we have three sets, three different sets. How about the other sets?  
65 S - I could... to school?  
Te - Ya - good. Another thing.  
P - To draw? No... is How would you say?  
Te - Yes, to draw.  
P - Draw?  
70 Te - Yes, to make figures. Or... Compare this with this... Things we carry in our bags and...  
R - Things we carry in our school-bag?  
Te - Ok. Good. Very good. And why did you put the knife, here?  
P - I put because it helps us to eat the orange.

- 75 Te - Yes, need it to peel-off the orange and the apple, so, we could put it here. So, we use the knife to peel-off the orange and the apple. Good. Very good. Now let's do something different. Ok. We can look at the set. We have some cards here. There is a word in each card and the word corresponds to an object that is here. So you take a
- 80 card and try to give to your classmates three information. Only three and your classmates will guess which object... Ok? If they do not succeed you'll keep the card. The winner is going to be the one who has more cards, Ok? So, you have to be not too specific. You'll have to try to make things more confusing. So don't show
- 85 your cards to anybody. The one who guesses it going to be the next to take a card. Don't show your card and speak loud, please.
- A - Ok. The thing we... It's on the table.  
P - (laughs)  
Te - One information.
- 90 A - Near the knife...  
P - Hum!!  
Te - Don't say before he finishes, Ok?  
Ev - Ok.
- 95 Te - Two information.  
A - Near the knife and near the key.  
P - The key? Oh!  
Te - Everybody has a choice. Don't say who is right. Everybody must say. Because if you say right or wrong the other one will have more
- 100 chance... So.  
P - I think it's the orange.  
S - I think it's the apple.  
Ta - Orange, too.  
H - Orange.
- 105 R - Orange, too.  
Te - Ok.  
A - The orange. (laughs)  
Te - One for you, one for you, one for you.  
P - Can I see?
- 110 Te - Just a moment. Who said orange?  
P - H.  
Te - You did? Don't look at the same time. Ok. Now, you.  
Ta - It's near the box of match.  
P - Oh!
- 115 Te - One information.  
Ta - Near the apple.  
Te - Well, this is not a... two information... near, near... Try to say another thing, Ok? Position, color, shape, use.  
Ta - It's long.
- 120 And it's white.  
P - (laughing a lot) The coin?  
Te - Well, what is it?  
P - The check.  
S - Check.
- 125 H - Cigarette.  
R - Cigarette.  
A - It is... what she say, she said? (he corrected himself)  
Ta - It's white, long...



P - (Interrupting her) White or light?  
 130 Ev - White...  
 P - Oh! Excuse me I... (laughs)  
 The boys - The cigarette.  
 P - The cigarette.  
 Te - What did you understand?  
 135 P - Light.  
 Te - Light... Ok. ... Light. Now... you.  
 P - Give me a card?  
 Te - Me?  
 P - Yes.  
 140 Te - Just a moment. Who said the cigarette? You, and you, and you.  
 P - It is a thing everybody wants to have and, hum, let me, see...  
 It's small. Hum It's so easy... Hum How can I say. It's small...  
 Hum... I don't... Hum. Can I say it's on the table?  
 Te - On the table?  
 145 P - (laughs) I don't...  
 Te - Well, everybody has said the same thing. Try to say something else.  
 P - (pause) Hum, hum... Let me see. I don't know.  
 Te - You have to say. If everybody guesses, it does not matter.  
 P - Well, it is near the cigarette.  
 150 Te - Ok.  
 A - The check.  
 R - The eraser.  
 H - The coin.  
 Ta - Driving-license.  
 155 S - Pen.  
 P - (laughing) The coin.  
 Te - The coin. Ok. So, H.  
 Ta - Near the cigarette?  
 P - I think it is near the cigarette  
 160 Te - Everything is near something. Ok. Now, you H.  
 H - We use it to write.  
 P - Light?  
 Ev - Write.  
 H - Near the eraser. It's long.  
 165 A - The pen.  
 R - Pen.  
 Ta - Pencil.  
 S - Pencil.  
 P - What is the first... you say it's long, it's near the eraser and  
 170 what else?  
 H - We use to write.  
 P - To write. I think it is the pen.  
 H - Pencil.  
 Te - The pencil.  
 175 P - (laughs)  
 Te - You said pen or pencil?  
 A - Pen.  
 Te - Ok. Now you.  
 S - It's yellow. It's near the apple. It's near the pen.  
 180 Te - Ok. Three information.  
 R - Apple.

H - Box of matches?  
 Ta - Did you say it's yellow?  
 S - Yellow  
 185 P - Near the apple and near the pen.  
 Ta - A box of matches?  
 S - Box of matches.  
 P - Box of matches.  
 Te - Ok.  
 190 A - I didn't said. (nobody corrected)  
 Te - Oh! Sorry! A. (Many laughs)  
 A - Well I... I... (hesitation)  
 Te - You thought (helping him)  
 A - I thought it was the check.  
 195 Te - The check, so... Who didn't describe anything?  
 R - I.  
 Te - You. Ok.  
 R - It's near the candy. We use it when... when we write... and...  
 it's long.  
 200 Te - H!  
 H - Pen?  
 Te - Ok. Me. It's the pen. You!  
 P - Did you say it is near the...?  
 R - Candy.  
 205 P - Candy.  
 Ta - It's longer?  
 A - We use when we write?  
 P - Hum, oh! (yes)  
 Te - You. Nobody?  
 210 P - I think it is the pencil.  
 S - Yes, pencil.  
 H - Pen.  
 A - Pen.  
 Te - You.  
 215 R - Pen.  
 Te - Pen? Do you think it is near the candy? The pen or the pencil.  
 H - The pencil.  
 Te - Ya, this is the pencil.  
 R - I... I  
 220 Te - Thought?  
 R - I thought... I think it was a pen but I  
 Te - It is a pencil. Ok.  
 R - But it is a pencil.  
 Te - And what was the word?  
 225 R - Pen.  
 Te - Ok. Who has two? H. Very quickly, H. Don't think too much.  
 H - It's yellow, near the cigarrete and everybody need it.  
 P - Need it?  
 H - Yes  
 230 Te - Ok.  
 S - Check.  
 Ta - Check.  
 A - Driving-license.  
 P - Check  
 235 R - What's its...

- P - Yellow (other voices said - yellow)  
We have three yellow things.
- Te - Yes, three, four and five yellow things. You...
- R - It's a check.
- 240 Te - It's a check, Ok. You.
- H - Check. You, Ta?
- Ta - It's near the apple, it's longer, we use to... to...
- P - To eat?
- Ta - To help to eat.
- 245 A - The knife? (he pronounced [knaɪf] and nobody showed any surprise).
- P - Knife. (correctly)
- S - Knife. (correctly)
- Te - How could we use a ruler to help us to eat? Ok. You.
- A - Oh! It is yellow. It is near the match of b... The box of matches
- 250 and... near the key.
- Te - Ok. Very quickly!
- S - Check.
- Ta - Driving-license.
- P - Driving-license.
- 255 H - Driving-license.
- R - Driving-license.
- A - Driving-license.
- Te - You (to R)
- R - Hum... I... (pause) I like it. (many laughs) It's yellow. (Long
- 260 pause) I... I buy it in a supermarket. (Many exclamations) Oh!Oh!
- Te - Very good!
- H - The orange?
- S - Fire.
- Ta - Candy.
- 265 (The others didn't say anything)
- R - Apple. (Many laughs)
- Te - So you keep it. I think you will be the owner. The only one...  
Now you, H.
- H - I like it... near the orange... (long pause) near the ruler.
- 270 P - The ruler and?
- H - The orange.
- Ev - The candy.
- Te - Ya... Ok. You.
- P - It's near the candy and it's little and... help us in our writings?
- 275 Yes.
- A - Eraser?
- H - Eraser.
- Ev - Eraser (many laughs)
- Te - You.
- 280 Ta - It's near the pen; help me to go to the school, and... near the  
orange.
- P - The key.
- Ev - The key.
- Ta - Yes.
- 285 Te - Who has another one? Ok. P.
- P - (laughs) It is so easy! It's long. Usually, everybody (hesitation)  
bring? No.
- Te - Go on.

290 P - Bring this thing when they went to the school (many laughs) hum,  
 ah! you know! near the apple.  
 Ev - The ruler. (laughs)  
 Te - Only... Ok. So you said you liked it. It is yours. (many laughs)  
 It is the prize. For the winner a prize. (To R.)

## (Changing Activity)

295 Te - We call this rod  
 P - Rod?  
 Te - This doesn't mean anything else. It's a rod. (and showed a lot of  
 different rods calling them rods)  
 Let's see its colors?  
 Ev - Orange, blue, green.  
 300 P - Green, no!  
 Te - Let's call this dark blue and blue?  
 Ev - Ok.  
 Te - Ok? It's a convention.  
 Ev - Red, black, yellow, green, pink, brown and white!  
 305 P - I have seen one when I was a child  
 Te - What for?  
 P - I have seen... Ah, a toy? No?  
 Te - Hum hum (Yes) It's a kind of school device to study... What did  
 you study?  
 310 P - Oh! I don't remember... I think it was mathematics.  
 Te - (And the teacher explained a little who had invented the method-  
 Cuiseinaire - But all this didn't have anything with the activity-  
 It was P. who began talking about this).  
 We will use this for another thing.  
 315 So rods.  
 Ok, people. A black rod is on a blue rod. They form a cross. Ok?  
 Ev - Ok.  
 R - What I?...  
 Te - Do it. So, speak. Describe it.  
 320 R - Yes. I put the blue...?  
 Te - Rod  
 R - I put the blue rod... beside? beside the black. Black?  
 Te - You can help him.  
 P - He made a T  
 325 Te - You may use more rods if you want.  
 A - I take two black rods and two blue rods and... (long pause)  
 Te - Help him! You help him.  
 P - I don't know how to say.  
 A - I joined the...  
 330 Te - Go on. Try to explain...  
 A - I joined the (pause)  
 P - Ends?  
 A - The extremes.  
 Te - Ok. Go on.  
 335 A - I joined the extremes of the... of the each one and I form...form?  
 Te - Hum, hum.  
 A - A...

- P - I don't know how to say.
- 340 Ta - Square?
- Ev - Square!
- Te - Ok! Ok! Very good. Another one. For instance: I took two brown rods... long... long brown rods, and two small white rods. I put the two white rods between the two long brown rods. You can make any kind of figure. The problem is to describe. Another one.
- 345 P - I do... I take two long orange rods and a brown rod. And I joined? No! I put them with the... the extre... the extreme... no... How to say...
- Te - You can say ends. Ends. It is easier than extremeties... Ends.
- 350 P - Ends. And in the middle I put the little white rod.
- Te - Ok. So you made a kind of... Square?
- Ev - No...
- A - Triangle?
- Te - Speak louder!
- 355 A - Triangle. (With a wrong pronunciation)
- Te - Ok. Good. Another one.
- H - Me.
- Te - You can describe while you make the...
- H - I taked one blue rod (he said ) and two orange rods, and I form
- 360 P - Y uai  
Y uai
- Te - Yes. A letter.
- H - Yes. I formed a letter.
- 365 Te - A Y. Yes. Good.
- R - You. Try to do one. Invent another figure.
- Ta - Ok. Took the blue... Hum... blue. (She didn't speak while she was trying to make a figure. She was not very enthusiastic about this activity. P. laughed)
- 370 Te - You don't need to be an artist.
- P - It is so funny! Because... pink, black, green... no, blue.
- Te - Ok. Let's do something different.  
Now, you'll have to hide your figure from the others. I will hide my figure too. So, I describe the figure and you'll have to make the figure. Do like this, for instance: Take a small red rod and a two blue rods... two blue rods... Ok? Don't look to each other's figures. Put the red rod across the blue rods. Put the red rod on the blue rods. The red rod is across the blue ones.
- 375 P - The two blue rods?
- 380 Te - You may ask me questions, if you don't understand.
- P - The two blue rods or only one?
- Te - The red rod is on the blue rods and it is across the blue rods in the middle. Exactly in the middle.
- P - I think I understand.
- 385 Te - Let's discuss the differences. Who remembers what I said?
- Ta - You had two blue rods and one red...
- S - The middle of rods...
- P - Across?
- Ta - Ah! Across.
- 390 Te - You see across. I had two blue rods and one red rod, only one. Put the red rod in the middle, on the two blue rods - across - So one

- is Ok. Yes, you are right. I didn't say they were not touching each other. I didn't say they were separate. You are right. Ok. Let's try another one. The last one. It's time to go... Take a big blue rod, everybody. Take a big blue rod and two - a big blue rod -
- 395 P - Ok.
- Te - Make this in pairs. Make this in pairs, but only one figure. Work in pairs now. Take a big blue rod and two yellow ones - two yellow ones. Lay the yellow rods on the table, touching each end of the blue rod. Touching?! (Somebody said something we didn't understand). Ok. Don't worry, afterwards I'll explain. I'll repeat. Take a big blue rod and two yellow ones. Ok? Lay. Look! Stand - Lay (The teacher demonstrated). When we sleep we lay down. Ok?
- 400 Lay the yellow rods on the table, touching each end of the blue rod - each end of the blue rod. Now take one big orange rod...
- 405 P - But?!
- Te - Well, ask.
- P - The yellow rods are...
- 410 Te - Touching each end of the blue rod. They are laid on the table.
- P - Ok. Continue... (laughing...)
- Te - Now, take one big orange rod and put it across the yellow one. (P. still laughing...)
- Pa - Inaudible (says something I couldn't identify in the tape.)
- 415 Te - No! Now take one big orange rod and put it across the yellow ones. Finally, take two small white rods - two small white rods - and place - place or put one on each end of the orange rod. Ready?!... (Wait for some seconds).
- P - Wait a minute! (laughing)
- 420 Te - Now! Show your figure! (Many laughs) Well... Very good! (The boys had made it correctly). Next class we'll discuss on the differences. Ok? Next class, we have no time, we have to go now. Next class we will repeat the exercise and will discuss on the differences. Ok? So see you next Wednesday. Bye.
- 425 Ev - (laughing) Bye.

## SESSION THREE

- Te - Remember our last class? We are going to repeat the last figure. You work in pairs. You two, you two... And while you work, speak. Try to explain to each other... I'll give the directions first, and afterwards you will be the teachers. You invent and give the directions, Ok? Take a big blue rod; two yellow rods; take one big orange rod and take two small white rods. Ok. Now pay attention: Take the big blue rod and the two yellow ones; lay the yellow rods on the table... touching each end of the blue rod.
- 5 P - What?
- 10 Te - Touching each end of the blue rod.
- S - Yes? (To P.)
- P - I don't know. Ok! (laughs)

- Te - Now, take one big orange rod and put it across the yellow ones.  
 15 Finally, take two small white rods and place one on each end of  
 the orange rod.  
 I'll repeat very quickly. (She repeats the instructions without  
 any interruption. Ok. Show your pictures.) (many laughs)
- P - Is it right?
- Te - Well, you have to say if it is all right or not. Now...
- 20 P - I don't understand when you say... the yellow rods. Well, I put  
 the... I think in this form, but I...
- Te - Touching each end of the blue rod. It is Ok, it is Ok, it's Ok.  
 (She repeats - touching - and demonstrates it.) Now I'd like one  
 25 of you to describe this figure. Well... begin. You can help each  
 other if you need. (Some hesitatin...) Look at their picture.  
 There's a difference. Discuss on the difference. What's the dif-  
 ference in their picture?
- P - In my picture?
- Te - Yes, there is something different.
- 30 A - It is not on the end of the blue rod. It's not touching the little  
 white rods...
- Te - Hum - hum - (Yes)
- A - ... are not touching the ends of the blue.
- Ev - Orange.
- 35 A - ... orange rod.
- Te - So you think, there is a difference?
- P - I (inaudible) very quickly. I don't know...
- Te - Well, so how do you explain your difference?
- P - I don't see difference.
- 40 Te - Don't you?
- P - No.
- Te - I'll repeat very quickly. Finally take two small white rods and  
 place one on each end of the orange rod.
- P - Here? (Somebody answered very low - yes - )
- 45 Te - Yes. What is end?
- P - I understand what is end but I put it very quickly and... I...
- Te - Ok. So, that is the difference. Who wants to describe this pic-  
 ture? Try to describe the picture. Ya, anybody! You begin and the  
 others help you. You begin and everybody is going to help you.  
 50 (Silence). Well, another one begins...
- A - Well, you take a big blue rod and, and put the, the two yellow  
 rods on the extremities of the blue rod.
- Ev - Hum, hum. (Yes)
- A - And we across a ...
- 55 Ta - Orange...
- A - Orange rod, er on the blue, yellow rods (stop)
- Te - Go on...
- A - And we put the two small white rods e on each end of the...
- P - Orange rod...
- 60 A - Orange rod.
- Te - Ok. Anybody else? Would like to repeat...
- P - Well, I think the yellow rods are touching, I think they are not  
 on the blue rod.
- Te - Yes, they are not on the blue rod. Where are they so?
- 65 P - They are only touching... the ends of the blue rod.

- Te - Ok. What else? Nothing else?
- Ev - ... (They didn't say no. They only produced a negative sound.)
- 70 Te - Ok, now one of you play the teacher's role. One of you is the teacher and everybody is going to construct another figure. Ok? You have a... in pairs... you both can work together... try to... describe and to give information in order...
- P - We are going to start?
- Te - Yes, maybe yes.
- 75 P - Hum... Take two... No... e'... two blue or orange rod, I think... It's not blue... (To her pair) and... I think (inaudible,) I don't know...
- Te - It doesn't matter. Try to explain your figure.
- P - (Hesitation)... Ta, help me?!
- 80 Ta - Now, you took two blue rods (pause)
- P - Took these pink rods and stand on each blue rod. (Laughs)
- Te - If you think the information is not enough ask them for information, Ok?
- Ev - Ok.
- 85 P - Do you understand?
- A - É... (Signs of doubts)
- Te - Ask.
- P - I said each pink rod on each blue rod. Now...
- Ta - Standing...
- 90 P - Stand. Now, take a yellow rod, one yellow rod and put between the blue rods. (Laughs) (Pause)... Now
- Ta - No! along.
- P - Along orange rod.
- Ta - Across...
- 95 P - Across the yellow and the blue rod.
- Ta - And the two blue rods. (Ta was more specific... She was constantly telling P what to say. P was the 'Porta voz' of the pair).
- P - And for the end, take four little white rods (laughs) and put them...
- 100 Pa and Ta - On the pink and orange rod. (Laughs)
- Te - Very crazy. (Many laughs)
- S - In the orange?
- Ta - And put on the orange rod.
- P - Yes I say - and put on the orange rod.
- 105 S - Ok... excuse me.
- Te - Do you think the information is enough?
- Ev - Yes.
- P - Yes? I can repeat again.
- Ta - Could you?
- 110 P - I think... (Many laughs)
- Te - Let's do something different. Don't show your picture. Ok? Now you. You, both of you. Try to describe the picture you have. Ok? Don't show your picture. Imagine that everybody is going to do it again.
- 115 If you want, you may use the past tense - we took - to explain what you did, Ok? Begin. Speak louder, please. (Laughs)
- A - You take... You took two blue rods and laid them on the table. Before this we took two pink, blue rods - pink rods and put them on the middle of each one...



- 120 P - In the middle?!
- A - Middle. (Laughs from P.)  
In the middle of each blue rod, (pause) and on each one blue rod a, no, on each one pink rods we put (P's laughs) two white, two little white rods.
- 125 R - The we put a... a orange  
Te - Rod.  
R - Rod across the...  
H - The two blue rods.  
R - The two blue rods.
- 130 P - And where's the yellow rod? (Everybody laughs).  
R - It's under the orange rod.  
Ev - Ok.  
Te - Go on...  
R - And we put an... other, and we put other two small rods on a on
- 135 A - Each end.  
R - On  
A - Each end.  
R - Orange... orange rod.  
Te - Don't show your picture, yet. Ok, now you. Explain your picture.
- 140 Describe your picture.  
H - Put the yellow rod between the blue rods.  
P - (Laughing) Continue.  
H - And the orange rod across the yellow and the blue rod... The pink rods the... on the blue rods.
- 145 Te - Did you finish?  
H - No...  
S - The white rods... on the... on the rods and the pink rods...  
Te - Ok. Now, show your pictures and discuss on the differences. (Many laughs).
- 150 P - Oh! My God!  
Te - Well, what are the differences?  
Ta - The pink rods are not on the ends.  
P - And the yellow rod it's... ai... how can I say?! ... a... it's not...
- 155 R - It's not across...  
P - Yes, it's not on the orange rod. They are in the same position: the orange and the yellow.  
Te - (Inaudible) some laughs -  
P - H. he put all the rods. (Hesitation).
- 160 Ta - Near...  
P - Near... beside... the pink rods are not in the end, on the end of the blue rod.  
Te - Are you sure? Are you sure, you said on the end? (Many voices saying: no, I don't know...)
- 165 P - No, I think... (Laughs)  
Te - H., do you remember? Do you think the...  
P - No...  
H - No, I think no... They didn't say...  
Te - So, at the end of the class we can listen to the tape recorder.
- 170 So (laughs)... Any other question? (Silence) - No question?  
P - Oh! It's a... funny.  
Te - Ok! Now, another pair. When you give information try to be as

clear as you can. Ok?

Ev - Ok!

175 Te - Who wants to be the... conductor?  
H - (Inaudible) A orange rod, a big orange rod.  
Te - H., speak a little bit louder, if you can.  
H - A black rod  
P - Where I put it?

180 H - Hum?  
P - Where I put this black rod?  
H - Wait a moment. Two green rods. You put the black across the orange rod.  
A - Where? on the middle? on the end?

185 H - On the middle.  
Ev - Middle.  
H - And the green rods on the black rod.  
Many voices - In the end? on the end?  
H - Yes.

190 P - Two? (Laughs)  
H - Yes.  
Te - I need two hands. (More laughs)  
S - Under the black rod, no?  
H - Oh, under! No on the black rod, under the black rod. (Laughs)

195 Ta - Congratulations! (ironical)  
H - Thank you (laughing)... pause... One brown rod. (Many inaudible words from the others - all at the same time)... touching the brown rod.  
Ev - Brown? brown? brown? (one voice each time).

200 H - Brown.  
Ta - Ah! Ok.  
Te - Touching what?  
H - In the end of the orange rod.  
A - (Inaudible) But the...

205 P - On the top or on the bottom?  
H - No.  
P - What difference?  
H - Ah, yes.  
A - But...

210 Te - There are two ends. Which one do you mean? (Pause) No answer.  
H - Well, I think it's the end.  
Te - The end? Ok. Let's show our figures. (Laughs)  
Te - Everybody is... Ok, but me... (many laughs) Why did you put this way?

215 P - But... it's right! Because H. don't say there were (inaudible) across the brown? I don't know.  
Te - Yes. It was lack of information. For me, there was one information missing. But it doesn't matter. Everybody is Ok, I'm wrong. The last one.

220 R - Take the blue...  
Ta - Ok. (Other voices saying Ok)  
R - (Hesitation) Took (inaudible) Put them under the blue rods.  
P - Under?!

225 A - On each end...  
R - On each end...

A - Under on each end of the blue rods.  
 R - And... take the.. two (inaudible) rods. Put them...  
 230 A - Beside (They were speaking at the same time, but A.  
 R - Beside. was leading.)  
 A - The blue rod.  
 R - The blue rod.  
 A - On the middle.  
 R - On the middle.  
 235 A - On the middle, beside the blue rod.  
 Pa and Ta - On the middle?  
 A - Beside.  
 S - Stand?  
 A - In the middle, stand.  
 240 P - But the blue rod is between the green rods?  
 A - No, no. It's beside. One... at  
 P - Green, blue, green.  
 A - Green, blue, green. Yes.  
 Ev - Ok.  
 245 R - And put the pink rod under the blue rod. (Laughs)  
 A - On  
 R - On  
 A - On the blue rod.  
 P - The blue rod?  
 250 A - On the blue rod.  
 R - On the blue...  
 P - But not on the green rod?  
 A - No, the green rod will touch each end of the (many laughs)... the  
 green rod will touch each end of the pink rod. (Pause - every-  
 255 body is working with the last information).  
 A - Now you take one orange rod, one big orange rod and put on the  
 middle of the pink rod.  
 Ev - Ah?!  
 H - Pink.  
 260 A - On the middle of the pink rod. (Many sounds of complaints)  
 Somebody - It's impossible.  
 P - Não! The pink rod is across the blue rod. In the middle, and  
 touching the green rod.  
 A - The green rod (Confirms)  
 265 P - And the yellow, and the orange (correcting) rod on the pink rod.  
 A - In the middle.  
 P - But not on the (inaudible) rod...  
 Ev - Ok...  
 R - And take two little...  
 270 Ev - Little red  
 R/A - Red rods.  
 R - And put them on...  
 A - Each end of... orange rod.  
 P - Orange rod?!  
 275 You are crazy.  
 A - Now you take a...  
 Ev - Ah! (laughs)  
 Many voices - Color? What?  
 A - Blue one.

280 Ev - Blue?  
P - I don't have.  
A - So, take orange.  
Ev - Orange.  
A - The orange will touch each end of the little red rods.  
285 P - On the red rods?! It's going to falling. (Laughs)  
H - Finish?  
Ev - Yes, (many exclamations)  
Te - Let's see.  
Ev - Oh! Oh! (Many exclamations)  
290 Te - Ah! Now I'm right!  
A - Ok.  
Te - Let me see yours?!  
Ev - Yes.  
P - Because, I ask... is the green rods...  
295 A - Will touch the ends of the pink...  
P - Ah, the ends? I think the ends here, not here. (Pointing)  
Te - Yes, could be. How about you, H. and S.? Is there any difference?  
H - Yes.  
P - They put the...  
300 H - The pink rods on the red rods, not across...  
Te - Yea, in the other position... Yes, it is not across. Did you say  
across? (To A.) (Many voices at the same time... commenting on  
the differences in H. and S.'s figure)  
Ok. Good. Let's do something different now. Still using rods.  
305 Let's tell stories. I'll invent a very, very short story...  
using rods. Ok, let me see which story. Hum... Imagine that this  
is my house, Ok? This is my house. I live here with my father,  
and my mother. (Laughs) Yesterday, my father... yesterday my  
father went to work... went to work by bus... Ok? and my mother  
310 (many laughs) went shopping by car. Ok? Who wants to reconstruct  
the story? (No answer) Who wants to reconstruct the story? It's  
easy.  
Ta - (Inaudible) Help?  
Te - Yes, if you need help.  
315 Ta - You live in a house, you, your father and your mother. Your  
father... yesterday, your father go to...  
H.P.- Went  
Ta - Ah, went to the factory, no...  
Ev - To work.  
320 Ta - To work by bus and your mother go to the shopping by car.  
Te - Ok. Very good memory. Now I want you to tell me a story. Ok!  
You may invent any kind of story. Very, very easy.  
Ta - You, P.  
P - Me?!  
325 Te - No, no, everybody now take rods and imagine a story. Afterwards  
you'll tell me, tell us, Ok?  
P - It's you R. (Laughs)  
Te - Everybody, everybody try to think a little story, a very short  
scene. You may talk among yourselves. Don't pay attention to me.  
330 (Long pause - they are thinking)  
R - It's my house.  
Ev - Oh! (Laughs)

Te - Very big house!  
 P - Do you have a house like that?  
 335 H - Here are the bathroom, (many laughs) and the garage. (Inaudible)  
 (many laughs). Last week, I took my shower and was went a party.  
 I... I... help me! I go to my, to my... to my...  
 P - Bedroom.  
 R - I go to my bedroom, and I put the... beautiful clot...  
 340 P - Clauth...  
 R - Clothes  
 I went (laughs)... I went to the garage and I... I...  
 Ta - Took your car?!  
 R - I took my motorcycle. (Many exclamations) Here is the house of  
 345 my girl-friend and I go...  
 P - And who is your girl-friend? (Laughs)  
 R - And I go to... to this house, and I went to this house by motor-  
 cycle. (The girls are still laughing) And here I take her in my  
 350 motorcycle and I go to a party, and I went to a party.  
 Te - Ok. Good story. Very romantic! Another one?  
 P - I go to tell assim (laughs) the... a... it's similar R.'s story,  
 Ok? Here is my house... R.'s house. Here is the bathroom (inau-  
 355 dible) He's took his shower. And here is his motorcycle and here  
 is the...  
 S - The girl-friend.  
 P - And a... I don't remember... and here...  
 Ev - The garage?  
 P - Here the garage, excuse-me. And... he is taking a shower, and  
 360 he is very happy, because he is going to, he is going out with  
 his girl-friend, and his father... Ah how can I say?... He  
 could... he can take the moto (laughs) - inaudible words - but  
 when he was going to... to went to... let me see... here is S,  
 365 T, me, no, you, S, A and H (many laughs). You are going to  
 visiting R. But he was going out... you can't go out, because  
 you are going to stay there to take a cup of coffee... (inaudi-  
 ble). And we stay there all the night and his girl-friend be  
 very angry with him and very angry with them. (Many laughs) And  
 then the finish of the story.  
 370 Te - Ok. Another one. Who wants to tell another story?  
 Ev - S. (laughs)  
 Te - (Waits)... (more laughs). If you don't want, you don't need. Now,  
 try to guess... Try to find out my story, but I'm not going to  
 tell any word. I'm not going to talk. Ok? You have to imagine.  
 375 If you are right, I'll say yes, if you are wrong I'll say no. Ok?  
 Well, let me see. (Silence - everybody looking and trying to  
 guess).  
 P - Family?  
 Te - Yes.  
 380 S - House.  
 Te - Yes.  
 P - A very big house.  
 Te - Ok.  
 Ta - The car?  
 385 Te - Yes.  
 P - Oh! The father is taking the children to the school. The leave,

- no, how you say? leave?
- S - No.
- 390 P - He is going to work, but he is going to take the children to the school a...
- Te - Yes, yes. Well, everybody can help.
- Ta - He's going to his work?
- P - Building? It is a building?
- Te - Yes. (Laugh)
- 395 R - It's a Passat? (Many laughs)
- Te - Yes! You are right!
- Ta - Hum... the bus...
- Ev - A bus, the bus... to the house...
- H - Supermarket.
- 400 Ta/S- Supermarket!
- R - (Inaudible - many laughs)
- A - Take the bus.
- Ev - Go home.
- P - To make the lunch.
- 405 Ta - The father take the childrens and go home. Yes?
- R - (Inaudible - many laughs).
- Te - Ok. Now, reproduce the story, since the beginning.
- Ta - The family lives in a house and the father takes the childrens and go to the school and after the work. And Mom go to, by bus, the... to the shopping, after go home and the father go home, before take the children.
- 410 Te - Help her.
- Ta - And go home. I don't remember more.
- Te - Is it Ok? Right? Any problem?

## SESSION FOUR

(André absent)

(The lesson begins with the teacher giving the students instructions on the task).

- Te - Try to read and to see what you have to do. If you have problems you can ask each other. Be very... Don't worry... you can think.
- P - Who is the partner?
- Te - The partner? Is player B, Ok?
- 5 I think you'll need a pencil. A pencil for everybody. If you need something to mark your position... (She offers coins for everybody). (There is a long pause now. They are studying the maps).
- P - We don't have number one?
- Te - You don't, but your friend yes.
- 10 P - Hum hum.
- Te - You don't have the same information. You have some information that they don't have. So, we'll see how you solve this problem.
- P - Ok.

- Te - Everybody must have all the information, Ok?
- 15 Ta - What's railway? (Pause)
- Te - Who knows?
- Ta - Railway station.
- R - Station.
- Te - Who knows? - Railway station.
- 20 P - It's in the... here. I see here in number one: 'From the railway station to the Town Hall'.
- Te - Yes. But she is asking what is railway station. It's number 22. Can't you see anything that helps you?
- P - Is the same of the train? Station?
- 25 Ta - Ok.  
(Long pause.)
- Te - Let's put something in your maps. Make a signal like this - N - indicating North. Maybe you'll need this kind of information. Ready to begin?
- 30 Ev - Ok.
- Te - You can mark the way you follow with your pencil, so, afterwards you'll be able to see where you went, Ok?
- Ev - Ok.  
(Pause.)
- 35 Te - I think player A starts, but you are a group. You work together and give the information to your...
- P - But I don't understand... the... a... for example... I want they go to the police station. I have, I give you directions for...
- Te - You three. You begin and if you have problems they help you; afterwards she gives the information but you help her, Ok? You'll work like a group. But I'd like to see individual work each time. Ok?
- 40 (Pause.)
- P - For example, I can give the information to the primary school?
- 45 Te - Number?
- Ev - Six.
- Te - Ya, if you want. In your instructions which is number one?
- P - Ah! Ok.
- Te - It's better to follow.
- 50 P - Hum hum. (Yes.)  
Railway station, Town Hall. Where is the Town Hall?
- Ta - Thirteen.
- P - I don't have Town Hall here!
- Ta - (Inaudible)
- 55 Ev - (Laughs.)
- P - Yes, but I... Oh! Sorry.
- Te - Let me see. From the railway station to the Town Hall. What's the number of Town Hall?  
Thirteen.
- 60 Ta - I have this number.
- H - I too.
- Te - You too. I think things are changed. Let me see.
- P - I am at the railway station, Ok? I don't know where is the Town Hall. Then what street I need to... to take?
- 65 Ta - The hospital? No, the Town Hall.
- P - Hum hum (Yes.)

Ta - Town Hall... er...  
 P - You're here.  
 70 Te - Everybody must follow. You can help her. You work as a group. You  
 are not working individually.  
 Ev - Ok.  
 Ta - You may... you go along the street West Road.  
 P - Here?  
 75 S - Ok.  
 Ta - And go...  
 P - We take Great West Road.  
 Ta - Yes, not at the end.  
 P - Not at the end...  
 80 Ta - Go... go right.  
 P - Right?  
 Ta - Turn right.  
 P - Where?  
 Ta/H- At the Harbour Road.  
 85 P - Ok. We passed Lock Street? We don't turn around Lock Street?  
 Ta - (Smiles) (She doesn't understand)  
 Ok.  
 Te - H., you may help...  
 Ta - Er..., take Harbour Road.  
 90 P - Ok!  
 Ta - You go...  
 P - I turned right at Harbour Road.  
 Ta/H- Ok.  
 H - Right?  
 95 P - Right. Isn't it right? Left and right. (She makes gestures)  
 H - It's right.  
 Ta - Right.  
 P - It's right, R. because left, we are going to stay in the river.  
 R - (Inaudible).  
 100 P - No!... right. Here.  
 R - Ah, yes. (Laughs)

Group 1 -  
 (P.R.S) Ok. We are in Harbour Road, and now?  
 Ta - And in Wood Road you... You know where is Wood Road?  
 105 P - What road?  
 R - Yes.  
 P - Where's this road?  
 R - Here (He shows her - they are in the same group.)  
 Ta - In the middle of...  
 110 P - Ok. Ok. (She interrupts Ta.)  
 Ta - Of the, of the...  
 P - We passed North Street.  
 Ta - Ok. Pass...  
 P - And now?  
 115 Ta - The next you turn.  
 P - We turn around on the Wood Road?  
 Ta/H- Wood Road.  
 P - Ok, I turn.  
 Ta - In the middle of this...



120 H - This road.  
P - Ok.  
H - The Town Hal it is... on your left  
P/Ta- Left?  
H - Yes.

125 Ta - No, right, right.  
H - Right? Ah! Right, right...  
P - On my right?  
H - Yes. On my right.  
P - Ok. Here.

130 Ta/H- Yes.  
Te - Put the number.  
H/Ta- Thirteen.  
Te - Put the number in order to (inaudible) afterwards.  
Ev - Ok.

135 Te - Try don't show the maps.  
Ev - Hum?  
Te - Try don't show the maps to the other group. You can look together.  
Ok?

140 P - Now, it's our turn. Town Hall, Ok? To the theatre. Here the  
theatre (to her group.)  
Ta - Where's the theatre?  
R - Where's the Town Hall?  
P - Town Hall is here. They say.  
R - It's here.

145 P - And the theatre... I don't have the theatre here. Do you have the  
theatre there?  
Ta/H- Yes.  
P - I don't have theatre here!  
Ta - You'll...

150 P - How can I give the information, because I don't know where the  
theatre?!....  
H - You ask me.  
P - Ask me?  
R - Ē

155 Te - Decide what to do. (Laughs)  
Ta - Ask me.  
P - No! But their turn again?!  
Ta - (Inaudible)  
Te - Read your instructions.

160 P - Ah! Now is your turn.  
Ta - From the railway station to the hospital.  
H - Hospital, ya.  
Ta - I don't know where is the hospital.  
H - I too (laughing)

165 P - Wait a moment, hospital. Where is the hospital?  
Ta - You'll began, begin at the railway station? Ok?  
P - Oh! It's so easy!  
Ta - Ok.  
P - Here.

170 S - No!  
P - You are here, Ta.  
Ta - Explain to me.

P - On the railway station. Take this road.  
 R - North Street. You take a North Street.  
 175 P - Take North Street.  
 Ta - North Street?  
 P - Hum, hum (Yes)  
 Ta - North Street?  
 P - Hum hum (yes)  
 180 R - Straight ahead - (Inaudible) - and turn, turn...  
 Ta/H- Left?  
 Ta - Ok.  
 R - Straight ahead one street.  
 P - In... in Harbour?  
 185 Ta - Harbour?  
 R - Yes.  
 Ta - Harbour Road.  
 P - Turn left at Harbour Road.  
 Ta - Ok. And where is?  
 190 R - We... go straight ahead and...  
 P - Cat Road.  
 R - Cat Road and... on the middle of...  
 P - Of this road, Ok? On the...  
 R - The middle. (Laughs)  
 195 P - You are here. On the...  
 R - It's in the middle of block...  
 P - It's not upside, down side Ok?  
 (Inaudible - this position. Down side, Ok?)  
 Ta - Ok.  
 200 P - It's on the middle.  
 R - It's in front Tourist Office.  
 Ta - Ok.  
 P - They don't have, I think. Do you have Tourist Office?  
 H - Oh! Yes.  
 205 P - Do you have Tourist Office?  
 Ta/H- Yes.  
 P - It's in front the Tourist Office. (Many laughs)  
 Ta - The Tourist Office is in front of your hospital.  
 Ev - (Laughs) Yes, yes, that's right!  
 210 P - Now it's your turn. Now it's our turn.  
 H - Yes.  
 P - Town Hall - to the theatre.  
 Ta - To the theatre?  
 P - Hum hum (Yes)  
 215 Ta - Ok.  
 P - You are in Wood Road. We, we here are in Wood Road.  
 H - Yes.  
 Ta - Oh! I began to the Town Hall, Ok?  
 P - Ah?!  
 220 Ta - Began...  
 P - Yes, yes...  
 Ta - At the Town Hall, Ok?  
 P - Tá. (Laughs)  
 Ta - You take the left street...  
 225 P - Hum?!

Ta - You... go... you go.  
 P - Go where? Down side, up side?!  
 H - Up side.  
 P - Up side?  
 230 Ta - Ok. And...  
 P - We continue the road.  
 H/Ta- Yes.  
 Ta - You take the left street.  
 P - Ship Street?  
 235 H - Ship Street.  
 P - On the left?  
 H - Yes.  
 Ta - Yes.  
 R - Your left?  
 240 P - Their left. (Laughs)  
 Our left?  
 Ta - Yes. Ship Street.  
 P - ā hā (Yes)  
 Ta - And you... you take now the North Street. On the right.  
 245 H - On the right.  
 P - Right. (Laughs)  
 Ta - Right. (Confirms)  
 P - Oh! mas... (complaining) go strange...  
 H - The north  
 250 Te - Imagine... imagine you are walking in the street. Ok?  
 P - Walking? Ok. (Many laughs) You are a little man... (More laughs)  
 Oh, Ta... Ah... Ok. I'm in Ship Street. Cross North Street.  
 Ta - Ok.  
 P - Now I turn right.  
 255 H - Yes.  
 P - But the... but the street is going to be the end.  
 Ta - No. At the end, no.  
 P - Ok. Ok. We turn we turn... a minute.  
 Ta - And you...  
 260 H - Take left.  
 Ta - Take the... left... River Lane.  
 H - River Lane.  
 Ta - And the begin of this street have the theatre.  
 P - In what... left or right?  
 265 Ta/H- Left.  
 P - Left. Here. (Laughs) What's number is?  
 H - Three.  
 P - Three, Ok. Now where are you?  
 Ta - I'm in the hospital.  
 270 H - Yes, from the library (he pronounced [lIbrary]) to the library.  
 Ta/H- Ok. (H. repeated in low voice library)  
 P - Where's the library? (To herself) Ah! It's so near! Here. Ah!  
 Take Harbour Road.  
 Ta/H- Harbour Road. Ok.  
 275 P - You are in the hospital - Harbour Road.  
 Ta - Ok.  
 P - You across Cat Road.  
 Ta/H- Yes.

280 P - Go there. And then... Ai, how can I say? Er... Ah! How do I say?  
 Te - Easy, be calm.  
 Ta - North Street.  
 H/Ta- Ok.  
 P - When you across North Street, Ok?

285 Ta - Ok.  
 P - You are going to library. In the middle of this part of the street you have the library. On the... (Problems again with left/right)  
 P - On the... You are here... (laughs)

290 R - In front of the Post Office. (Laughs)  
 P - They don't have the Post Office.  
 H - No.  
 Ta - On the left or on the right?  
 Ev - On the right. On the right.

295 Ta - On the right?  
 H - On the right. (Laughs)  
 P - Now it's your turn.  
 H - It's number?  
 P - It's number nine. No, sixteen.

300 Ta - You.  
 P - We, we are going now - the theatre to University.  
 Te - S., why don't you ask now?  
 P - Now is S.  
 H - Theatre to University (he is talking with Ta.)

305 S - To University? Oh!...  
 P - But I have the University!  
 R - We have University.  
 P - I have where's the University. Is in Lock Street.  
 Te - Of course. From the theatre to the University. University is number

310 Ev - Nineteen.  
 Te - Do you have nineteen? Everybody has?  
 P - We have.  
 H/Ta- Yes.

315 Te - So, no problem. You don't need these information, S. You are so lucky!... (Ev. laughs) Take another one.  
 P - But we take the... the road? No the road, no. Now we are in the University or in the theatre?  
 Te - From the University to the Tourist Office (reading the instruction) Which one are you going to ask now?

320 R - From the University to the Tourist Office.  
 P - I have nine either.  
 Te - Ya. So no problem again. From the Church to the TV Station. TV, TV Station, twenty-one.  
 Ta - Church?

325 H - Here, Ta.  
 Ta - Ok. To...  
 P - I don't have the Church.  
 R - We don't have Church.  
 P - We can give the information: from the Tourist Office to the

330 Church.  
 Te - Ok. They don't have the Church.

H - To the Church.  
 Ta - What information?  
 P - Tourist Office, nine, here. To the Church, S...  
 335 R - The Tourist Office to the Church?  
 S - Tourist Office to the Church.  
 Ta - You take the Harbour Road. You walk... (pause)... Ok. You turn  
 at the Green Street...  
 H - Green Street, yes.  
 340 P - We turn left or right?  
 Ta - Ah! left... (laughing)  
 Te - There's only one... (more laughs)  
 H - Green Street.  
 Ta - Yes, left...  
 345 P - Ai, ai, ai!  
 H - Green Street is on left.  
 R - Oh! Yes.  
 Ta - You across... you turn right Bank Street. Correct? (inaudible)  
 Ok? In the middle of this block it's the...  
 350 H - The Church.  
 P - In front the Bank?  
 H - Where is the Bank? (Laughs)  
 Ta - I don't have (More laughs)  
 H - We don't have the Bank. (Laughs)  
 355 P - Ok. Ok. I know. It's number seven.  
 H/Ta- Seven.  
 R - Repeat! Repeat! (Laughs)  
 H - In the left. On the right.  
 Ta - Right, Ok, S?  
 360 R - My right or your right?  
 P - Right? Ah.  
 Ta - We. Our right!...  
 H/Ta- Our right!!!  
 P - Ah! (inaudible) here!! It's not there.  
 365 Te - Imagine you are walking in the street. If you don't imagine you  
 are walking in the street it's very difficult.  
 Ta/H- Yes.  
 P - Right.  
 Ta - Right, on the right.  
 370 R - On the right?!  
 P - It's beside the Bank.  
 R - Hum?  
 P - It's here. (Some inaudible words from everybody)  
 I think it's here because... (more laughs) No... I'm sorry!!  
 375 (More laughs).  
 R - Repeat, repeat.  
 Ta/H- You take the Harbour Road and (now, only Ta) turn left at Green  
 Street.  
 P - Ok.  
 380 Ta - And the right at Crescent Bank Street, and in the middle of this  
 block, Ok? It's the Church.  
 P - On the left or on the right?  
 H - On the right.  
 Ta - On the right!...

385 P - Our right?  
 Ta/H- Yes.  
 P - Ok. It's beside... Now...  
 Ta/H- From the Library (lIbrary) to the Police Station.  
 P - Wait a minute - library ( laibrary - she corrects them) Laibrary  
 390 to the?  
 H - Police Station.  
 R - From the?  
 Ta - Police Station.  
 P - Where is there?  
 395 Ta - I don't know where is the Police Station.  
 P - What number?  
 Te - You have to look for...  
 H/Ta- Two.  
 P - Ok. Oh! It's easy! We are in Harbour Road.  
 400 Ta - Harbour Road. Ok.  
 Ev - Ok.  
 R - You take Harbour (problems to pronounce Harbour - he makes two  
 attempts) Road an turn to the... east...  
 P - Hum, hum. (Yes)  
 405 R - Turn... er... left at the Wood Road.  
 Ta - Wood Road, Ok.  
 P - Ui, ui, ui! Ah! Ok. (Laughs)  
 R - Turn left at the Ship Street.  
 Ta - Left?  
 410 P - Left.  
 Ta - Ok.  
 R - Straight ahead North Street and...  
 P - On the corner.  
 R - On the corner of the Bank Street and...  
 415 Ta - A minute, please!? What did you say?  
 P - You're in Ship Street.  
 Ta - Ok.  
 R - Ship Street.  
 P - Straight ahead...  
 420 R - Straight ahead a North Street.  
 Ta - Straight ahead... Ok.  
 R - And the Police Station is at the corner of Bank Street and Green  
 Street.  
 Ta - The Green Street.  
 425 H - And Bank Street.  
 P - Where am I?  
 Ta - Here.  
 P - Ah! We are here.  
 H - On the corner.  
 430 Ta - Corner of the Green Street and Crescent Bank Street. On the left  
 or on the right?  
 R - On the right.  
 Ta - Ok. Ok. I understand.  
 P - Now, I want to go from the Church to the TV Station.  
 435 Ta - Church to?  
 H - TV Station.  
 Ta - TV Station?

Pa - The Church is in the Crescent Bank Street. Ok?  
 R - TV Station...  
 440 Ta - You'll walk very much!  
 H - (Laughs a little)  
 P - (Inaudible)  
 Ta - You know where's the Church, Ok?  
 R - Yes.  
 445 P - I know.  
 Ta - You...  
 H - Take the Bank Street.  
 P - Ok.  
 Ta - Ship Street.  
 450 H - Ship Street.  
 P - Ok. Ok.  
 Ta - And... and left on the Wood Road. On Wood Road you take the left.  
 H - Yes.  
 P - Left?  
 455 Ta/H- Oh! Right, right! Yes, Ok, Ok...  
 Ta - On the right Wood Road. You across the Harbour Road and take the  
 Fish Lane.  
 P - Ok.  
 Ta - In the Fisk... at the Fish Lane you take the Lock Street (She  
 460 said Street)  
 P - Ok.  
 Ta - And in the middle of Look Street (pause) (P. is helping S. to  
 find the place)  
 Ta - Now, where I?  
 465 P - You are in Look Street...  
 H - Look Street, the middle...  
 Ta - The middle of Look Street you have a street...  
 Ev - Harbour Avenue...  
 H - You take Harbour Avenue.  
 470 P - I take Harbour Avenue. Ok.  
 R - You take?...  
 P/H - Harbour Avenue.  
 R - Yes.  
 Ta - And Brick Lane - and you take the Brick Lane. In this... In  
 475 this... In this street you have the... the TV Station  
 H - TV Station (at the same time).  
 P - Oh! So complicated!... Where?  
 Ta - But it's not in the corner.  
 H - At the corner.  
 480 Ta - At the corner. Ok.  
 P - (Inaudible) At the corner is the Sports Ground. Ok. (Laughs)  
 Ta - I don't know! (More laughs) I suppose it's near the, What did  
 you say? (laughs)  
 P - Ok. It's... We are here and walk near... It's on the right or in  
 485 the left?  
 Ta - Oh! Oh! (laughs)  
 R - It's on the right.  
 Ta/H- On the right.  
 H - Not right! left!  
 490 Ta - Ok! But you are in Harbour Avenue; you take the Brick Lane...

Ev - Yes.  
 Ta - It's on your left!  
 H - On your left.  
 P - Left? Ok. On my left.  
 495 Ta - Ok.  
 P - Ok... You are saying... on my left. In the middle of this...  
 street  
 Ta - More or less...  
 H - No, not in the middle...  
 500 P - Ok, Ok... It's not in the middle, but not in the corner. Ok  
 (laughs) What's number is that?  
 Ta/H- Twenty one.  
 P - Ok.  
 Ta - But. Where is... from the Police Station to the Market. I don't  
 505 know where is the Market.  
 P - Where are you?  
 Ta/H- Police Station.  
 R - Police Station.  
 P - Where's number two? (pause)  
 510 Ta - Police Station.  
 P - Ah! Here, here, Crescent Bank Street.  
 S - Where's the Police Station?  
 P - Where do you want to go?  
 Ta - To the Market.  
 515 H - ... the Market.  
 Ta - You know where's the Market?  
 P - So you want, really?  
 H/Ta- Yes. (Many laughs)  
 P - I think you take North Street.  
 520 R - Oh! Yes.  
 P - Take North Street on...  
 Ta - North Street.  
 P - On the right.  
 R - Right.  
 525 P - Well, you take North Street... Ah! It's so easy!  
 Ta - Harbour Road?  
 P - North Street! You can take North Street, Ok? Across Harbour  
 Road...  
 R - You take the Bank Street... (He tries another way)  
 530 P - and then they (inaudible) it's here. It's not... Do you under-  
 stand? I think it's the easier way you can go there.  
 R - (Seems to disagree with her)  
 Te - Why don't you discuss first? You can discuss and afterwards give  
 the information, if you are not sure about the best way...  
 535 P - Well, we can take Green Street, then Cat Road, and Lock Street  
 and North Street...  
 R - Yes, yes.  
 P - And then Brick Lane, and Herbour Avenue, and Lock Street again...  
 (Laughs)  
 540 Ta - I don't understand nothing.  
 P - By the way (inaudible) North Street?  
 Ev - Ok, North Street.  
 Ta - North Street. Ok. On the right?



- Ev - Right. Right.  
 545 Ta - I am on the North Street or... (inaudible answer)  
 Ok.  
 P - Yes.  
 Te - Where are you? Where did you  
 P - They are in the Police Station.  
 550 Ev - Police Station.  
 Te - Are you going to number nine?  
 Ev - No. (Many voices)  
 Ta - To the Market.  
 Te - Oh! So... Where did you begin?  
 555 P - I say that they take North Street.  
 Te - North Street, how come?! Flying? (many laughs)  
 P - No, (inaudible)  
 Te - Ok, so, begin at the beginning! (more laughs)  
 P - Ah! They suppose that. Ok. Take Crescent Bank Street.  
 560 Ta - Ok. (More laughs)  
 P - Then you are (inaudible)  
 Ta - Ok.  
 P - You take the right and go on North Street.  
 Ta - Ok.  
 565 P - And then (pause) R., help me.  
 Te - R., S.  
 R - (inaudible)  
 Ev - (laughs)  
 Te - I think you have to go. Ok people you have to go now.

## SESSION FIVE

(Paulina absent)

They work initially in two groups: Group A - Heleno, Rafael;  
 Group B - Sônia, Tânia, André.

Group A -

Teacher's instructions -

(They should exchange information on the vocabulary items which they  
 could possibly need during the game: Describe and arrange.)

They played the role of player A -

- Te - (After this previous work)... Afterwards you have to tell them  
 where to put the objects. But you don't know which objects they  
 don't have. So... begin.  
 5 H - Cats, two cats. (They were speaking in a very low voice and  
 what they said was only the names of the objects in their  
 picture)  
 R - Television, telephone. (This part of the recording was almost  
 inaudible).  
 H - Apple, (inaudible).

10        -    Camera.  
 R       -    Camera?  
 H       -    Box  
 R       -    Books (inaudible)

(We gave up trying to transcribe the first part - they were speaking low and besides the quality of the recording was very poor.)

- The group is now together -

The activity is 'Describe and Arrange'

Te    -    You, H., begin.  
 15 H    -    Say the name of the object?  
 Te    -    Anything you want. The problem is yours. (Laughs)  
 H    -    The books (pause) are near the (pause) arm-chair?  
 A    -    Arm-chair? Ok. Near the arm-chair but... Where? On the floor?  
 H    -    Near the other books.  
 20 A    -    It's in the... in the arm-chair, so.  
 H    -    No.  
 R    -    The (inaudible) is on...  
 A    -    (interrupts) but the books, the books, the... in the arm-chair...  
 R    -    The books are... on the box.  
 25 Ta   -    Of the books?  
 A    -    Near the bird?  
 R    -    What? Near the?  
 A    -    Near the bird? (some laughs)  
 R    -    No, near...  
 30 H    -    On the floor.  
 R    -    On the floor, near the chair.  
 A    -    Near the chair.  
 S    -    On the floor, near the chair.  
 Ta   -    The arm-chair.  
 35 H    -    The arm-chair. Yes?  
 A    -    Ok.  
 Ta   -    Ok!! It's your... (inaudible)  
 R    -    The ball is on the floor er...  
 H    -    Beside the arm-chair.  
 40 R    -    Beside the arm-chair. On your left.  
 Ta   -    Our left.  
 R    -    Ok?!  
 Te   -    Now you, H.  
 H    -    The cat is near the other cat.  
 45 Ta/H- (at the same time laughing) On the sofa.  
 Ta   -    Ok.  
 A    -    Ok.  
 Ta   -    (Laughs) (pause)  
 A    -    The cat is on the... that's Ok...  
 50 H    -    The telephone is under, is on the television.  
 A    -    On the television.  
 Ta   -    Ok.  
 H    -    Ya?  
 Ev   -    (Laughs)  
 55 A/Ta- Ok.

H - The ball? Oh! No!  
 Ta - (Laughs)  
 Te - Look only at your picture.  
 R - The... the... the camera.  
 60 A - The camera.  
 Ta - Where?  
 R - Is on the chair. The glass of water.  
 A - Of fruit-juice or...  
 R - No, the water. (Laughs)... a (pause)... in the (pause) help me!  
 65 H - The (inaudible)... beside the book.  
 A - Beside the book? (Pause) Ok.  
 R - And the (pause) glass of fruit juice.  
 Ev - (Laughs) Ah!  
 Ta - Ok!!  
 70 Te - You didn't pay attention... you thought it was the glass of  
 water.  
 Ta - Oh! Ok!  
 R - Are in the right on the table.  
 A - On the table, Ok.  
 75 Ta - On the end?  
 H - Yes, on the end.  
 R - The clock.  
 Ta - Clock? Where?  
 R - In the middle.  
 80 A - On the wall?  
 H - Hum?!  
 A - On the wall?  
 H - On the wall... (He seems to be confused with the expression - on  
 the wall).  
 85 (A long pause)  
 A - On the floor?... (laughs)  
 H - Not on the floor.  
 A - On the wall?  
 H - Wall?  
 90 A - On the wall?  
 Ta - Near the picture.  
 H - Yes, near. On the picture.  
 A - Ok.  
 Ta - On the left or on the right?  
 95 H - Middle.  
 Ta - (Laughs) I suppose... (pause)  
 R - The orange.  
 H - The orange.  
 Ta - Where is it?  
 100 R - It's on the...  
 H - It's on the table. The small table.  
 Ta - Near the sofa? Near the television?  
 R - Near the sofa.  
 H - Near the television. Almost at the same time  
 105 Ta - Ok.  
 A - On the table.  
 R - On the right, on the left of the sofa.  
 Ta - Ok!

110 H - Right.  
 R - Left.  
 Ta - Left.  
 Te - Depends... If you are sitting on the sofa, it's on your right  
 (many laughs). But if you are looking at the picture, it's on  
 your left.  
 115 (Laughs and a long pause).  
 R/H - (Speaking very low to each other - inaudible)  
 Ta - Where is my... I don't know  
 Te - Cup of tea?  
 Ta - Yes, I don't know where is it. Oh!  
 120 A - Ok! (laughs)  
 Ta - Oh! It's very little!  
 R - Radio (He pronounced the word as in Portuguese).  
 H - Radio? (many laughs from everybody).  
 A - Where is the radio? (pronounced correctly).  
 125 R - The radio is... (corrects his pronunciation)  
 H - On the table, small table.  
 A - A small table, near the sofa.  
 R - On the right.  
 H - On the right.  
 130 Te - Easy, easy, repeat.  
 Ta - Where is the radio?  
 S - Please, repeat.  
 H - On the table.  
 Ta - On the table.  
 135 H - Small table, near the sofa.  
 Ta - In front of the sofa?  
 H/R - No, beside...  
 S - Near  
 H - The sofa. (Pause) The picture.  
 140 Te - Speak.  
 Ta - Ok.  
 H - But they don't say in the left or in the right.  
 R - Ask them.  
 H - You have three pic... pictures?  
 145 Ta - No, I don't. Only two.  
 A - Two? Where?  
 Ta - Here! (Many laughs)  
 H - Where is? (Laughs)  
 R - Where is?  
 150 Ta - On... on...  
 R - On... on the middle?  
 Te - You have the information (many laughs).  
 Ta - I don't know... You are (inaudible) is the picture.  
 R - We have three pictures: one in the middle; (laughs) one beside,  
 155 in the right; one beside, in the left.  
 Ta - Ok. I understand.  
 Te - When you say in the middle... (laughs)  
 R - The picture. (Pause)  
 H - What else? (Pause)  
 160 R - What is missing?  
 H - I don't know.

- S - Show to me. I know.  
H - The cup?  
Ta - Ok! Ok!  
165 H - The cup is on the table,  
R - In front of the sofa.  
H - In front of the sofa, near the book and the glass of (hesitation)  
R - Fruit...  
H - Fruit juice. (Some inaudible words)  
170 I don't know.  
R - The object (inaudible) (many laughs)  
H - What's the name of vaso?  
Ta - Yes.  
H - I don't know what's the name.  
175 Te - How to say in English?  
Ta - Vase.  
S - Vase.  
R - The vase is on the 'armário'. (Laughs)  
H - Armairry?  
180 Te - Say what you think.  
Ta - Where? Where? (Silence)  
Te - Remember?  
R - (Inaudible)  
Te - Shelf.  
185 R - Shelf?  
Te - Shelf.  
R - Put the (silence)  
A - Vase  
Ev - Vase.  
190 R - Vase on the... second shelf.  
Ta - Ok. I finished.  
A - Ok.  
Te - Well. Don't show your pictures. Now you A, you begin. Tell them  
where you put something, to see if it is Ok or not.  
195 A - The radio I put on the little table, on the right, beside the  
sofa. The big sofa. The ball I put beside the little sofa, on  
the left. The telephone it is on the television.  
Te - Ok. Now, you.  
Ta - The orange is on the table, near the sofa and near the televi-  
200 sion. The cat is on the sofa, near the other cat. I have now  
three pictures. The clock is on, is on (pause) the middle one,  
the picture hum hum... No!?  
Te - Ok. Now you, S, explain something. For instance, where is the  
glass of lemonade or the camera, the cup of coffee, of tea,  
205 the vase... the camera. Where did you put the camera?  
S - The book is on the floor between the chair and the (pause).  
Te - The book-case. Nobody said this word - Book-case - What's the  
book-case?  
A - (Inaudible)  
210 Te - Book-case? It's a place where we put books. Or... What else?  
Book-case or shelves.  
Ev - Shelves.  
Te - One shelf, two shelves. So you have a shelf. So, it is a book-  
case or some shelves. Ok?

- 215 Ta - Ok.  
 Ev - Ok.  
 Te - So, where did you put the cup of tea?  
 S - It is on the table in front of the sofa, between the book and the... fruit juice?
- 220 Te - Ok. For me it's a glass of lemonade but it doesn't matter. Well, any other problem? Hum... Ta, where did you put your books?  
 Ta - The books (pause)  
 Te - Pay attention...  
 Ta - They tell to us, the books are on the floor.
- 225 Te - Hum, hum. (Yes)  
 Ta - Near the... What's the name of there?  
 S - Book-case?  
 Ta - Near the book-case and the arm-chair? (Silence) No?!
- 230 Te - I don't know, I'm only asking... Ok, people, now show them the picture to see if they had problems. (Many exclamations)  
 Ta - The books...  
 S - Where's?  
 H - On the box.  
 R - In the box, on the floor.
- 235 Te - What was wrong with your picture?  
 Ta - The box.  
 S - The books.  
 Te - The books? Where should you have put the books?  
 S - The ball. (Laughs)
- 240 Te - Where should you have put?  
 S - The book-case.  
 A - No, the box. On the box.  
 Te - Ya. Why didn't you put in the box?  
 A - They said beside the sofa.
- 245 Te - Ya, they didn't say in the box, because if they had said in the box, I think you wouldn't have made this mistake.

## SESSION SIX

- Describing People -

Teacher's instructions -

- Te - What you have to do is to find out where to put who. Ok?  
 Ev - Ok.  
 Te - So, everybody may ask a question to another student, to a classmate. If the classmates don't give any information, you have to stop and other one... Ok. So you ask. You begin, H. You'll have to explain which picture you need, the place, and the description of the picture is going to be your help. Everybody pay attention to the description of the other people, because if you understand the description you can put the figure in the right place. Ok? The winner is the one who finishes before. The one
- 5
- 10

who first finishes. Ok. Begin, H.

H - I have a man. He's (inaudible). He is an old man. He's wearing the, a tie. (Pause) He's...

P - Excuse-me. My picture in my...

15 Te - Card.

P - In my card are different than the card

Te - Yes, everybody has...

P - But I can have the same pictures, some pictures

Te - Yes, some.

20 P - Ah! Ta and...

Te - Hum, hum (Yes)

P - Ok.

Te - Maybe, you have this picture that H. is looking for, maybe not. The one who has, must give the explanation to H. Ok? H., begin.

25 P - We can put in any..., in any...

Te - You have to put it in the right place, Ok?

P - Ok.

H - He is, the man, I think, (laughs) - I think he is sit.

Te - Speak louder, please.

30 H - I think he is sit in a chair. (Pause)

Ta - Who has?

H - Who has my man? (Laughs)

A - I have.

H - Ah, you have. Where I put it, him?

35 A - Where?

H - Yes, where?

A - I have to say where you put?

P - No!

A - Ah! Where I put?

40 Te - But... you have the same man, but you don't know where to put it. That's the problem. Unless...

Ta - You has, P? You has, P? You have?

H - You has?

P - Put in? Yes, I have.

45 H - You has? Where?

P - Where is?

H - Where is?

P - I can say where is?

Te - Yes.

50 Ta - Yes.

P - Well, he is (pause). Let me see. You has one, two, three, four... How to say? er... squares. er... upside. Do you know? One, two er... he is at the third square, counting upside to downside.

Ta - Ok.

55 H - Hum, hum.

Ta - In the middle?

P - No, er... upside the corner. Ah! How can I say? Help!

Ta - At left or on the right?

P - The right.

60 Ta/H- The right?

P - Right.

Ta - In the third?

P - Ham, ham (Yes) you know. But not at the corner! Upside the

corner. One square upside the corner. You have the squares. You  
65 have the, your ticket, Ok?  
H/Ta- Ok!  
P - You have four squares.  
Ta - Ok.  
P - (Inaudible) corners. Then you put upside, Ok? Do you know where?  
70 Ta - In the third square.  
P - Ham, ham, thank you.  
Te - Ok, now you, P, ask.  
P - Me?  
Te - Ya, you gave the information, now you ask for information.  
75 P - I have here a funny woman. Sha has a funny hair, so much hair.  
And she has a (pause) necklace and... She is thin, no fat, and  
she has a fair complexion. Who has?  
Ta - He has, she has a... I don't remember. What's it?  
H - Hat?  
80 P - A very funny, no, she has the, the... noticeable feature?  
Te - Yes, (correcting her pronunciation) noticeable feature?  
P - Ham, ham, she has a funny hair.  
H - Funny hair?  
Ta - I suppose she is a woman... She is fat, no?  
85 P - No, she is not fat. No, I think she is thin.  
A - I have this woman.  
P - Who has? Where do I put?  
A - Ok. It's on the middle, on the third... on the third (hesita-  
tions)... square. No. Beside the Einstein. (Laughs)  
90 P - It's Ok. Thank you!  
Te - Now it's your turn, A. Now you, A.  
A - Ok. I have a woman, a old woman. She is laughing. She is old.  
She has a...  
P - I have.  
95 Ta - What did you say?  
A - She has a three necklaces.  
H - Hum.  
P - Doesn't she has a hat?  
Ta - Ah. Ok, a hat! Hum...  
100 H - A big smile, too.  
P - And a big ear-ring.  
A - Yes.  
Ta - Ok.  
P - I have.  
105 Ta - I have, too.  
P - You say it, Ta.  
Ta - She's near the... (hesitation) the young peop... the young...  
A - Girl.  
Ta - Young girl.  
110 A - Near the young girl.  
Ta - Third...  
P - I think...  
Ta - Third square.  
P - Beside the funny girl.  
115 Ta - Ok.  
A - I don't know...



Ta - Beside the funny girl. (Laughs)  
 A - Beside the funny girl.  
 P - The girl, you say that has a funny hair.  
 120 Ta - Third square.  
 P - Black power...  
 Te - Ok. Now it's your turn, A. You ask.  
 P - No, I think is Ta, because Ta ha...  
 H - Ta.  
 125 Te - Ok.  
 Ta - I have a man that don't have hair. (Laughs)  
 P - Oh! I have here.  
 Ta - You has?  
 H - I have.  
 130 P - Do you have? It's a man who don't have hair. (Laughs)  
 S - Yes.  
 P - Where I put?  
 Te - Don't look at her picture.  
 P - I don't look!  
 135 S - (Pause) I don't know.  
 Te - Try to explain.  
 Ta - Vera, I have a test now.  
 Ev - Me too...  
 Te - We have still fifteen minutes. It's two forty-four. Ya?  
 140 P - One minute.  
 Te - Fifteen minutes, it's two o'clock. Ah! Ok. Yes. Now I know.  
 Ya. I know. Ok, we can continue next class, Ok?  
 Ev - Ok. Ok.  
 P - I liked...  
 145 Te - So study this table, Ok.  
 Ev - Ok. Bye.

## SESSION SEVEN

- The same activity -

This time Rafael participates too.

Te - (Some initial instructions). Do you still remember the rules of  
 the game?  
 Ev - Yes.  
 Te - Do you? What are you suppose to do?  
 5 Ta - (Inaudible) The position of the...  
 Te - Oh! I think I have to give you something to hide your pictures.  
 Ok.  
 P - Who starts?  
 Te - Anybody. (Pause) Ok, H?  
 10 H - Me?  
 Te - Hum, hum (Yes)  
 H - I have Einstein again. (Laughs)  
 P - I have Einstein.

15 H - Yes, Einstein.  
 P - Einstein?  
 H - Yes, Einstein.  
 P - Is that man has glass?  
 H - Yes.  
 P - Ok. You put Einstein... er, let me see... on the (hesitation)...  
 20 How you say? Line? (No answer). How you say? Line? I don't  
 know (pause) Oh... oh... There has four squares, Ok?  
 H - Yes.  
 P - You put on the third square. Do you understand?  
 H - Yes.  
 25 P - Really?  
 Ev - On the right?  
 P - On the right.  
 Ev - Ok.  
 P - Ok. Now. Where is? Where's now? Who asked?  
 30 Te - H. asked.  
 H - Yes.  
 Te - P., now you ask.  
 P - Me?  
 Te - Yes, you gave the information.  
 35 P - Ok. I, here, I have a woman. She is very old and she is laugh-  
 ing. She has a funny hat. And she has necklace.  
 Ta - She is on the third square too? So she was on the...  
 P - Wait. She is opposite of the Einstein.  
 Ta - Ok.  
 40 P - Now it's your turn, Ta.  
 Ta - I don't know where I put the man who don't, doesn't have...  
 P - Hair!  
 Ta - Hair. (Laughs) Ok. Where I put?  
 P - Is that man old? He's not young!  
 45 Ta - More or less  
 P - I don't know he... if he is... I think he is this man but I am  
 not sure. He is wearing a white shirt? He is wearing a white  
 shirt?  
 Ta - Yes.  
 50 P - And a jacket?  
 Ta - Ok.  
 P - Excuse me, a suit? I have.  
 H - I have too.  
 P - Put this man... Oh! er, you have...  
 55 Ta - Four squares. (Laughing)  
 P - No, you have three lines, Ok? I don't know if you say lines, but  
 you understand. Ok? It's on the middle. (Laughs) On the fourth  
 square.  
 Ta - Ok. I understand.  
 60 Te - You can say that it's beside a man... you can describe the  
 picture, instead of saying the first, second, third squares.  
 P - I think that other person could do, because I do my turn.  
 Te - How about you, R?  
 R - I have the black man.  
 65 P - What?  
 R - Ah! Black woman.

Ta - Ok.  
 P - I have also.  
 70 Ta - She is on the fourth square on the right.  
 P - Where, where, where?  
 Ta - She is on the fourth square on the right.  
 P - Is beside the man who wear glasses?  
 Ta - I don't have this man.  
 P - Oh! Ok. (Laughs)  
 75 Ta - Oh! Now I know. (Laughs)  
 P - Oh! It's not luck.  
 Te - And you, A?  
 A - The woman who has a big hair. Yellow...  
 P - I have. (Many voices) The funny girl.  
 80 Ta - Ok.  
 P - This woman is between the Einstein and the funny, and the old woman...  
 Ta - Ok.  
 A - Old?  
 85 P - Yes. Who wore a funny hat, the big hat, Ok? S., it's your turn now.  
 Te - Yes. S., ask for some information.  
 (No answer)  
 R - I has the young woman.  
 90 P - Ah! Young woman? Who... what's... sorry.  
 Ta - Where is he?  
 P - No. I have two young women, here. I don't know...  
 Te - There are more than two. (Many voices)  
 P - Well, in my picture there are (inaudible)!  
 95 R - an...  
 Te - Describe her.  
 P - She is laughing?  
 R - She... she use (Laughs from Ta.) a big jacket.  
 P - A big jacket? Oh!  
 100 A - Ok.  
 P - Ah! Ok. She is wear... She is with a newspaper, or magazines?  
 R - Yes, she is carrying.  
 Ta - She has a long hair?  
 R - Yes.  
 105 P - Blond I think.  
 R - Yes.  
 P - Ok. I know. I have her.  
 Ta - I too. She is on the fourth square, beside the man who wears a (inaudible)  
 110 P - With a (inaudible).  
 Ev - Ok.  
 Ta - I don't know where I put a man who has a moustache and a...  
 goat? [G>t]  
 A - Goaty beard?  
 115 Ta - Yes.  
 P - Ah! Ok, Ok. He wear a tie?  
 Ta - Yes.  
 P - I have.  
 Ta - Where I put?

120 P - He is down the Eisten.  
Ta - Hum... Ok. Beside the man...  
P - I don't have. (Laughs)  
Ta - Ok and I suppose... I have only one...  
P - You finish?

125 Ta - Yes!  
P - Ah!  
Ta - I have another young people, young woman...  
P - She is laughing?  
Ta - Yes.

130 P - Ok. I have this.  
H - I too.  
Ta - Where I put? (Ev. laughs)  
P - Who has? A young woman. She is laughing.  
H - I have.

135 P - You has? Where I put?  
H - Beside the man who, who don't have hair.  
P - Ok. The outside the old woman.  
H - Yes.  
P - I finish.

140 Ta - I finish.  
Te - Everybody?  
P - You finish too?  
H - No.  
P - Ah! Então finish.

145 Te - Ok. Now let's show the picture. It doesn't matter if you don't finish. Let's see. I have the complete card. Let's compare the cards. Ok. Number one. Would you please describe number one, S. (Silence) Which is your number one? A man or a woman?  
S - A woman.

150 Te - A woman. Young or old? (Silence) Do you think she is old or young, like we are. (Laughs) Hum? (No answer) Who has the first picture?  
R - I  
Ta - I. She is very young and has a newspaper in the hands and a

155 jacket?  
Te - A coat, I think.  
Ta - Ah! A coat.  
Te - What do you think, R.? What do you think about this girl?  
R - What?

160 Te - Say something about this girl, in the first square.  
R - What I think?  
Te - Yes, say something about her. Describe her.  
R - A woman, a very beautiful woman, blond.  
Te - Hum, hum. (Yes)

165 R - And she is carrying, I think, this is a newspaper.  
Te - Hum, hum, many newspapers, I think.  
R - She use a big jacket.  
Te - Ok. I think...  
R - She is in front of the cinema.

170 Te - Ya, I think too.  
P/Ta - Oh! You are so...  
Te - H., how about her hair?

H - It's a long, blond hair.  
 175 Te - Ok. So, everybody has the right figure in number one?  
 Ev - Yes. Hum, hum, Ok.  
 Te - Number two? Who can describe number two?  
 Ta - Old man.  
 Te - Old man.  
 180 Ta - Has a glass, a moustache, a suit, a tie and a blouse.  
 P - I think is shirt.  
 H - Shirt.  
 P - For a man.  
 Te - Hum-hum. (Yes) And how about his eyes? What do you think about  
 185 his eyes?  
 P - Eyes? Oh! Nothing (Laughing)  
 Te - Do you think he has dark eyes?  
 Ta - I don't know.  
 Te - Blue eyes.  
 190 R - Black eyes.  
 P - Grey (Laughs)  
 Te - Ok. Picture number three.  
 Ta - A young woman. Not very young but...  
 P - Ah! (Inaudible) I think she is young!  
 195 Ta - Very, very young?  
 P - No, she is not five years old but... I think she's young.  
 Te - What else?  
 Ta - Twenty... (Laughs)  
 Te - She is in her thirties, maybe.  
 200 Ta - Ok.  
 Te - She is in her thirties.  
 Ta - Thirties?  
 Te - Thirties.  
 Ta - Ok.  
 205 Te - You are in your tens, but she is in her thirties, I think.  
 R - Ok.  
 Te - Can you say something about her, A?  
 A - She is using rings, I don't know. How do you say...  
 P - Necklaces?  
 210 A - Oh, yes. No, no, yes, necklaces. And a blouse. She has black  
 eyes. (Ev. laughs)  
 Te - Yes, I suppose. (Laughs) And how about her complexion?  
 P - Ah! Let me see.  
 Ta - She is dark.  
 215 H - Dark complexion.  
 A - Dark complexion?  
 Te - What do you think? Of course, dark complexion. And what does she  
 wear?  
 P - I think is... Wear?  
 220 Te - Yes. What does she wear in her ears?  
 P - Rings.  
 Te - Rings, ear-rings, Ok? Ear-rings.  
 Number four. Who can describe number four?  
 P - The woman?  
 225 Te - Number four I don't know if it is a woman or a man. Number four.  
 P - No, I want to know if your one, two, three...

Te - One, two, three, four. The fourth figure.  
P - Ok.  
Oh! It's a woman...

230 R - German woman.  
P - I think, (Laughs)  
H - German, yes.  
P - She is laughing. I think she has blue eyes, but I don't know, and blond hair, I think. The hair is not long.

235 Te - Not long?! Very short...  
P - I don't know what she wear... I think it is a dress.  
Ta - No, I suppose it's a blouse.  
Te - What would you say is her, well, noticeable feature? If you look at her which can be said to be her noticeable feature?

240 P - She's very... how can I say? (hesitation) Er... How can I say?  
Te - What do you think, S? What in her attracts you more? (Silence)  
P - How can I say, when a person, everybody likes her or she's... ah!... How can I say?

T - Nice?  
245 P - Nice?!  
Te - Friendly... her friendly smile...  
P - Friendly... I think she is a... my opinion... she has a friendly expression in her eyes.

Te - Hum-hum (Yes) The... (hesitation)  
250 P - The form, form? No. How you say? Form that she laughs?  
Te - The way she laughs?  
P - The way.  
Te - The way she smiles.  
P - Hum-hum (Yes)

255 Te - Yes. Anybody else? Don't you have any opinion about her?  
H - She has a fair complexion?  
Te - Yes. And I would say that she has beautiful eyes, big and bright eyes. Ok. How about number five? Nobody talked about number five.

260 H - It's a young man.  
Te - Yes.  
H - He has a big smile.  
Te - Hum, hum... Ladies, ladies! (Laughs)  
Ta - Has a jacket?

265 P - I think it's a jacket.  
Te - Hum, hum (Yes)  
Ta - And short hair, dark hair...  
P - I think he is not handsome, but he... (laughs) Ah! How can I say? How... you say first he is not pretty but...

270 Te - Handsome is Ok. The word you said is Ok - handsome.  
P - Yes, but he's not handsome, for my opinion, he's not handsome, but he is not ugly, too. He has something.  
Te - What do you think, boys? (No answer)  
P - I think he has a pretty smile.

275 Te - He is a sportsman.  
Ta - I like it. (Laughs)  
Te - Ok. How about number six?  
H - Child. (He pronounced child ) Child? (Nobody corrected him.)  
P - Has big eyes.

280 Te - Happy smile.  
P - (Inaudible) How can I say? Vera tell us about...  
Te - About what?  
P - About the hair. Er... It is very... How can I say?  
Ta - Short?

285 P - No. When it is not assim (Laughs)  
A - Straight? ( Strait )  
P - I don't know.  
A/Ta- Straight? (With the same pronunciation)  
S - Straight (idem)

290 Te - Yes. Straight (with the right pronunciation)  
Ev - Straight.  
Te - Straight hair. It's now wavy.  
Ta - Ok. (Everybody repeats straight)  
Te - Yes, I think. How about his expression?

295 H - He is very funny.  
Te - I think he is intelligent.  
P - How can I say? I don't know how to... a child is generally very...  
Please help me! Er...  
Te - Ok. Later on you can remember...

300 P - Ok. Continue.  
Te - Number seven.  
Ta - Old woman, have a big hat, hat. Has a dress, (inaudible). She  
was fat.  
P - Fat?

305 Ta - Have a nicklace? (pronunciation)  
P - Necklace. (Corrects her)  
Ta - Necklace. Ok.  
Te - Number eight?

310 Ta - A girl, a young girl, has a big hair.  
H - A punky hair. (Many laughs)  
Ta - Ok.  
Te - What?  
H - Punk. In England they have...  
Te - Ok. Number nine?

315 Ev - Einstein. (Laughs)  
Te - I don't hink he is... Well.  
P - He has intelligent eyes...  
Te - Intelligent eyes, or worried face... (Laughs)  
Ta - Ok.

320 Te - Nummber ten.  
P - I think she is a pretty girl.  
R - Very pretty! (Laughs)  
Te - R. liked her. (More laughs) A., say something about number ten.  
A - Number ten...

325 Te - How did you like her?  
A - Ok. She has, how do you say this, long straight hair, and...  
Ta - Blonde.  
A - Blonde and with a... I think she has green eyes.  
Ev - (Laughs) Green eyes?

330 P - He has a big imagination!...  
Te - Number eleven.  
P - It's an old...

H - He doesn't have hair.  
 P - I don't know...  
 335 Te - Ok, repeat: bald man.  
 Ev - Bald man.  
 Te - Bald man.  
 Te - Repeat: bald.  
 Ev - Bald.  
 340 Te - Ok. Number twelve. The last one.  
 Ta/P- (Inaudible) A man who has a goat...  
 Te - A goatee-beard.  
 Ev - Goatee-beard.

## SESSION EIGHT

## - Jig-Saw Pictures Stories -

Te - You have to describe your pictures and try to put the pictures in the correct order, Ok? But, first of all, I think, you have to look at the pictures and think how you'll describe them.  
 (Some seconds of silence)  
 5 P - Who starts? (No answer) Ok. I'll start. My picture has a man. He's a short man, a little man. And he has a moustache and he wear a pant, a blue pant, a black sweater and a white shirt. And he is talking a, talking on the telephone? But, I think, he doesn't like to talk with this person, because he is very angry, I think. There is a picture on the wall and, he, Ai! I forgot! You tell us in other class... A man who doesn't have hair.  
 10 H - Bald man?  
 A - Bald man?  
 Ev - Bald man.  
 15 P - Yes, I think that (inaudible) he is by the telephone.  
 R - Is he at home?  
 P - Yes. I think he is at home. I'm not sure, but I think. There is a door near, near a window and, Ah! I think a wall is green, is a, maybe, er is a thing, er like a table... er the telephone is on... is kind of table. That's all! He don't have mouth!!! Oh! He has a big, a big nose. Oh, how I say? Ta., how you say?  
 20 H - Nose.  
 P - Nose. A very big nose. That's all. I describe the other?  
 H/Ta- No.  
 25 Ta - I don't know what's my... Is it a theatre or a cinema? I don't know. I... my picture has three persons. One is very little, the same... (Laughs) Hum, and so what (inaudible). Er, here he...  
 P - Ta., do this, because I can see your picture.  
 40 Te - It's transparent...  
 Ta - Yes, yes. Have other man too. This man, er, this little man, er, is with your wife, I suppose.  
 P - His wife.  
 Ta - Ok. She, hum...



- 45 P - She is tall.  
 Ta - Ok, tall.  
 P - And fat.  
 Ta - Ok. And with a red dress. They are in front of the cinema, I  
 suppose, because in the cinema has a man... er... I don't  
 50 remember what...  
 P - To take the tickets?  
 Ta - No.  
 Te - The ticket-collector. (P. laughs)  
 Ta - Ok.  
 55 Te - Do you think they are going to the cinema, or are only watching  
 the...  
 Ta - They are going to the cinema, I suppose.  
 Te - Say the name of the film.  
 Ta - 'Love Again' (Many laughs), with Gloria Glamour.  
 60 Te - Remember your task is to put the story together, so, keep in  
 your mind all the information.  
 Ev - Ok.  
 A - Ok. I think that I have the same picture of P.  
 Te - Yes, it's part of the same story. The characters are the same.  
 65 A - Ok. This is equal to P. and the other I think that is...  
 P - You have a man talking about the telephone?  
 A - The same.  
 P - Ok. Ok.  
 A - And the other picture er, the same man, he put er (the teacher  
 70 looks at his first picture)  
 Different?  
 Te - Hum, hum... (Laughs)  
 A - And this man, the same man, he put a yellow, yellow, yellow  
 sweater, and he takes a, takes his hat and, takes his hat, his,  
 75 his, how do you say?  
 R - Bag?  
 A - His bag, bag, a brown bag. I think it's a brown bag.  
 P - Ai, my gosh?  
 A - And he is going out. It's at night and the door is open.  
 80 P - Nobody persons?  
 A - Nobody. Only him. That's all. I think it's before the...  
 P - I suppose, well...  
 H - I have a man, the little man, he is listen the telephone.  
 (Laughs)  
 85 P - I think that it's before...  
 H - Yes. (Inaudible) and I have his wife. She is read the journal  
 P - The journal! (She laughs)  
 H - Oh! I have the french... (He also studies French)  
 Te - There is a word in English - journal - It's more scientific...  
 90 Journal of Medicine... but this kind is a newspaper.  
 H - A newspaper, yes.  
 P - But, wait a minute, the woman reading the newspaper is the same  
 picture, er...?  
 H - No, in the other picture.  
 95 P - In the other picture. Ok. One is the man listening the telephone,  
 and the other is the woman reading this newspaper.  
 H - Yes.

P - Ok.  
 A - The man is the, the the small man?  
 100 Ta/P- The small man. (Laughing)  
 H - Yes.  
 A - Can we put here, now (on the table).  
 Te - No, not now. Wait for everybody. After they describe...  
 R - I have the man arriving home? Arrive?  
 105 Te - Yes, arriving.  
 R - He's arriving at home. Er... and your (pause)  
 Ta - Wife.  
 R - Your wife is waiting.  
 P - For him.  
 110 R - For him at the door.  
 Ta - Oh! I know.  
 R - She has a newspaper in your hand.  
 P - I know!  
 R - And the other, he is sat at the arm-chair and put his...  
 115 P - The man?  
 R - Yes. The man. And put her hand on your head. Your wife is, I  
 suppose, his give him a newspaper.  
 P - I have one. I don't know where is this picture... S.!  
 Te - If you are not satisfied with the information you can ask R.  
 120 questions...  
 P - I don't remember. One picture is he sitting in the arm-chair  
 and his wife is giving a newspaper, yes?  
 R - Yes.  
 P - And the other?  
 125 R - He is arriving home.  
 P - Ok. He is arriving home. And yours? (To S.)  
 S - He is arriving home, no?  
 Te - Hum-hum.  
 P - But this picture 'he is arriving home', is there a wife? His  
 130 wife is looking him or he is alone in the picture?  
 S - (No answer)  
 P - I don't know if, when he is arriving at home, if the the wife  
 is in the picture also, or he is alone in the picture, no many  
 persons there.  
 135 R - Your wife is with her.  
 P - Ok, Thank you.  
 Ta - It's the first, I suppose.  
 A - This?  
 Ta - No?  
 140 A - I think that is the, the, ...  
 Ta - The  
 A - The final?  
 P - You has a picture when er they are, both are in front of the  
 cinema.  
 145 A - I think that this frame, there are some friends of him, that  
 call him to go out and they came.  
 Ta - Yes.  
 P - S., tell us about your pictures.  
 S - I have a man too. The man is (inaudible)  
 150 P - The man is at home or where? (Long silence)

P - At the living room?  
S - No.  
Te - (Helping her) He's arriving home. He's still outside.  
S - Yes.  
155 Te - He's coming from somewhere. Where do you think he is coming from?  
P - Ah! He is in the street?  
Te - No, he is in front of the house. Yes?  
S - Yes.  
160 P - And the other picture?  
Ta - He's going to home or he is leaving? (Silence)  
Te - Do you think he is coming, or going out? (To S.)  
S - He's coming.  
A - This is one people?  
165 S - Yes.  
Ta - Yes. This picture has one person, or he is with his wife?  
S - One person.  
P - There's only one person, in the picture?  
Ta - Only him. Ok.  
170 P - And the other picture?  
Ta - What's in the other picture? (Silence)  
Te - Describe.  
S - I don't know.  
Te - There is only one man. I think this is the first picture in the  
175 story.  
P - Yes.  
Ta - Ok!  
Ev - Ok.  
Te - Louie is the name of the man. Ya, Louie.  
180 Ev - Ah! Louie.  
Te - So, you have the first picture.  
P - I have one picture too. I don't describe this picture.  
Ta - Oh! Ok, sorry!  
H - Describe it.  
185 P - It is a picture, ē, is at the garden, Ok? In the garden.  
Ta - Where is it?  
P - In the garden.  
Ta - Ok.  
P - It's in front of his house, but the man, Louie, Louie?  
190 Te - Louie.  
P - Is outside, and her wife is at the doorway? Understand?  
Ta - Ok.  
A - But she's going out? She's...  
P - Wait. He is with a yellow sweater, and a jacket, and his big  
195 bag and hat, and his wife, with a bag? No, it's not a bag. Er, is something like bag, little, and woman usually use when he, she is going out. She use ēr...  
Te - Purse.  
P - Purse?  
200 Te - Purse.  
P - Ok. And she's wearing a red dress. And, I think that he is going out, when she doesn't see him, and when he is going out (stresses going out) she called, she called him (she laughs) and (she

laughs) he turns his head and look very surprised, because he  
 205 don't like that. But I think he is going out.  
 A - Without her.  
 P - Quickly (laughs) and she is talking, she is talking certain,  
 but I don't know what. That's all... It's night.  
 A - Can I put?  
 210 Ta - I suppose, the second is here, because she is coming to the  
 home...  
 P - But R. também has...  
 Ta - But in his (Many laughs because of the word também)  
 A - Remember the picture that he is at the telephone? That's the  
 215 second. (P. still laughing)  
 Te - Ya. Now, you have to discuss the sequence. It's a very good  
 discussion. You are very...  
 P - What do you think, A.?  
 A - H. have a picture, in that the man is, is listening the tele-  
 220 phone and I have the other that he is speaking.  
 P - Ok. I have, also.  
 A - Yes, but he has the...  
 P - Ok, that's a picture. But I think that's not the second picture.  
 A - Oh! I have other.  
 225 P - I think the second picture is, is when he is going home.  
 Ta - But, I  
 P - I think he is going home there. He is going home and then he  
 A - Going home?  
 P - He sits in the arm-chair and his wife brings the newspaper and  
 230 then the telephone calls. I think, I don't know.  
 Ta - Ok. Ok.  
 P - I'm not a good...  
 Ta - I too. I suppose this is the second, because in this picture  
 don't have a... the... the wife.  
 235 A - The wife.  
 Ta - Ok.  
 P - Ah!  
 Ta - And the R. has the wife.  
 H - Yes. I think so.  
 240 Te - Ok. So you decide that S's is the second.  
 H - Yes.  
 P - I think.  
 Ta - Yes, S.?  
 Te - What do you think, S.? Do you think your picture is the second?  
 245 (No answer)  
 Ta - You describe the two pictures?  
 H - Yes.  
 Ta - Ok.  
 H - The wife reading the (everybody laughs) newspaper.  
 250 Te - So, let's put Sonia's. You can show the picture. Put it on the  
 table. Ok.  
 P - Then, Rafael's picture. He is going house and her wife  
 H - And her wife  
 P - Waiting (Almost all at the same time)  
 255 H - Listen and she's waiting.  
 P - Ham,ham, I think,

A - But, but she's with, with the hat and when he listen the telephone he is not with the hat...

260 P/Ta- Ah! He take off the hat!

A - Oh! But, but

Ta - (Laughs) But we

A - Look at the eyes... he is tired.

O - Oh! My God!

A - I think that...

265 P - You see I'm so (inaudible)... (laughs).

Ta - The third, I suppose... Ok.

Te - What do you think R.?

R - I think the... H.

H - My?

270 R - Yes.

P - H! It's impossible!

R - The other?

Ta/P- No, no the other?! My God!

H - In the other he's listening the telephone, he's

275 P - No, but I think, it's probably this picture, because he is going (Ev. speaking at the same time)

Te - Pay attention to what she's saying, Ok?

P - I don't know, but it is probably, because he's going home and (more laughs) How can I say? She's reading the newspapers, Ok?

280 I think that she wants to go to the cinema that night, but I think that he don't like. And, er I don't know...

Te - R., what about yours? Let me see yours. (Some expressions like Oh! Hum!)

A - It's your picture. Oh!

285 P - No, is that the man, the woman reading the newspaper in there! Because here she has the newspaper!

A - He is arriving.

Ta - Ok.

Te - Do you think?

290 Ta - Yes. I think.

A - Ok, but, he is ent..., so he will listen the telephone with other clothes and, he's going out again? (P. laughs)

P - Here has...

A - Look.

295 P - There is something, that... because, here he has a black sweater, and here he has a yellow sweater.

A - Yes.

Ta - Yes.

P - Here he has a yellow sweater again.

300 Te - There is a difference...

H - The ball? I don't know, it's boliche?

Te - Bowling...

H/R - Bowling.

P - Ah! I know the story now!!! It's the same of Flinstones.

305 Ev - (Laughs)

P - I think that now he listen the telephone, that a man...

R - I...

P - That a friend call him to invite him to play.

R - No, er... What colour is your... your

310 Ev - Sweater  
R - Your  
Ev - Sweater  
R - Sweater, when he listens the telephone (meanwhile P., A. and the others are discussing on the colour of the sweater. One says yellow and other says black.)

315 R - I think he... I think he sat... he changed your clothes and he sat at the arm-chair.  
P - Ok. It's probable.  
Ta - (Inaudible) 'Love Again', Ok!

320 P - Now...  
Ta - No, mine, no. It's not...  
P - The telephone.  
H - He's listening.  
P - And now?!

325 H - (Inaudible)  
P - Ok. But... Ok, H., you think is... He is... I think that here he's listening the, their friend's inviting and here he remember that...  
R - I think (while P. is talking)  
P - He needs to go out with his wife.  
R - I think.  
H - Ok.  
P - Yes? Ok. And now?  
- I suppose my is next.

335 P - No, I suppose that  
Ta - Ah! your  
A - É he's going out.  
P - A. is the next. And now is mine!  
Ta - And mine?

340 P - Is the third, because on, on, at the end  
Ta - Ok. Ok.  
P - They are going to the cinema, then, he don't, he can go to play with the...  
Ta/h/A- Bowling.

345 Ta - To the cinema or bowling?  
P - Yes.  
Ta - Ok.  
Te - Do you think this sequence makes sense?  
P - Arriving home... listening... How can I put this picture?!... during his... he's talking on the telephone, she's reading the... (she's obviously thinking aloud)

350 Te - Ok. Now I'd like you to tell this story because as you see this story doesn't have any word. So I'd like... you begin, A. Everybody tells something. Could you please, A?

355 A - Ok. Ok. Er-Louie arrives home from the work, and, and his woman was reading a newspaper and waiting for him. Who continues?  
H - She is, er  
Te - Yea.  
H - She is...

360 Ta - Open the door  
H - She is open the door. She is... er, she is saying the film. The name of the film she's like, she watch the film with him. And

he's tell her (laughs) that he is very tired.

Te - So he...

365 H - He like sleep.

P - And when he is going to sleep, the telephone (laughs) ring?

Te - Ring?

P - Hum-hum. And he take, er, and started a conversation. Er, I think that his best friend invites him to play bowling that

370 night, and that he's not tired. He is very happy. And I think that he says that he is going to play bowling with him.

Te - Ok, Ta?

Ta - In the after picture he's go out to his bowling but, er your woman is not very happy.

375 Te - What did she say, Ta?

Ta - Oh! (Laughs)

R - Wait a minute!

P - Where are you going?!

Te - What finally happens, S? (Silence)

380 Te - Rafael.

R - Er, then she go to, the cinema. Your wife is very ugly, because er she is a very ugly...

P - (Laughs)

Ta - Sorry?

385 Te - Who is ugly? He or she?

P - Both (laughing).

## SESSION NINE

- Some exclamations on the pictures - time for them to observe their pictures -

Te - Ok. Begin.

P - Who begins?

Te - Anybody.

P - A., begin.

5 A - Ok. I'll begin. Er, on, er a picture, I have a man, he, I think, that, is a man, who is smoking and she is very er...

P - Sad?

A - No. It's not sad. It's

P - Happy?

10 A - No, no. She's, he's, the man is smoking, he's thinking about something. And she's sitting on the sofa on a, I think it's a... How do you say? a... that room that we got to...

P - Living-room.

A - Living-room, living-room. And the other picture I have the same

15 man, she, he is with a, a hat and he is using...

P - A smoking? Oh! I don't know how I'd say...

A - Er it's a... not a jacket. It's a jacket, but it's long.

H - Suit?

A - Suit, not.

20 P - No, no, it's not suit. I know how to say.

- A - When it's cold we use this, this  
P - A rain...  
H - A raincoat?  
A - Yes...  
25 H - Raincoat.  
A - And she is, she is in a, she is in a, I think she is in a, in  
a... shop?  
H - Shopping-center.  
Te - Yes.  
30 A - Shop? In a shop she is buying, I think that is something to  
give to persons er in the Christmas. We have a Christmas tree.  
P - What color is the...?  
A - Black and white. And she's looking at a woman that is showing  
the products to him. It's all that...  
35 Te - He is a man.  
A - He is a man. Ah eu disse she um monte de vezes. (Laughs)  
Te - Ok. Another one! Let's continue.  
P - I continue. One picture is a man, he is er decor... decoring,  
decoring...  
40 Te - Decorating.  
P - Decorating. Decorating a room. I think it is the dining-room.  
I'm not sure. And it's Christmas decoration. And he is... there  
is a table, on the table there is a chair, on the chair there  
is a man. And there is a bottle of champagne, and a box and a  
45 closet with... it's something like a suit, but it's, when we  
have very important party...  
Ta - Very special.  
P - Men, use black jacket and pants black, black pants.  
Te - We have the same word in Portuguese.  
50 P - Smocking?  
H - Black-tie?  
P - Black-tie. A black-tie, Ok, in the closet. And he's alone. There  
isn't anybody here. This is the first. The other, is in the  
same room, I think, and now the chair is not on the table. The  
55 chair is beside the table. And the...  
Ta - The what?  
P - The chair. Is not on, behind it's... I don't know how to say,  
beside.  
Te - The chair?  
60 P - Hum, hum.  
Te - At the table.  
P - At the table.  
Te - At the table, beside the table.  
P - And he's sitting on the table and he's wearing the black-tie,  
65 and he's drinking champagne. No, he is not drinking. He opened  
the champagne with that thing that I don't remember the name. I  
don't know.  
A - Cork?  
P - A cork. With the cork in his hands.  
70 Te - No, the cork is the little thing that we use to close the bottle.  
P - The cork is... I don't know where it is...  
T - Rolha.  
P - Er, the champagne is opened. I think he is sad. He is alone,



- that's all.
- 75 Ta - I have a man, er, this man is in the living-room and he is decorate? Has a chair, a bottle. The man is open the, the bottle of champan, champagne? champagne (pronunciation). He is, er, near the chair and the table. The other. It's a man, er, in front of the mirror, mirror? And in the, at the room. The champagne, it's on the table. The room it's very decorated.
- 80 Only.
- Te - What's he doing?
- Ta - He is... Ah! The tie. How can I say?
- P - He's putting. Putting.
- 85 Ta - Ok. Putting the tie, er, er, he's er putting the tie in front of the mirror. Ok?
- R - My man... My man, I think, is in a supermarket and he's looking a champagne, and I think he buy it.
- Te - So, he is in a super-market.
- 90 P - Hum hum. (Yes)
- Ta - Shopping. (Laughing)
- Te - It's the same thing: shopping center, super-market.
- Ta - Ok.
- A - Oh! I didn't said that the man is with the champagne(laughs), er, in the, is taking the champagne. (More laughs)
- 95 Te - So, what happened?
- P - He buy the champagne.
- A - He bought the champagne.
- H - Our man is leaving home to go to the super-market. He's very happy. He is very happy. He's wearing a hat and a raincoat. Ok. This is one picture. The other picture, he arrives home with...
- 100 P - Wait a moment! He's leaving the house with a hat and...?
- H - A raincoat.
- P - Ah... Ok.
- 105 H - Then he arrives home with a big package, package?
- Te - Package, yes.
- P - With the champagne?
- H - I don't know. Oh, yes with the champagne, yes.
- S - The man is in front of the chair. He's open the champagne (She pronounced wrongly)
- 110 P - Champagne.
- S - Champagne. (Pause) In front of the table. (Hesitation)
- Te - Is he alone? Alone or with somebody else? Is he alone? Only he?
- P - Only one person.
- 115 Te - Or more than one?
- S - Yes. Only him. And the other, he's in front of the chair and the table and he's putting the champagne in the cup.
- Te - Good. Now let's see which one is the first.
- P - Well, I think that H.
- 120 Ta - Ok.
- P - First picture.
- A - I think that.
- H - It's A.
- Te - Who thinks, who thinks, er, that A. has the first picture?
- 125 P - I don't remember what was. I think one is he shopping.
- A - He's sitting. He's smocking a cigarrrete on the sofa.

P - Ah! Yes.  
 Ta - Ok!  
 Te - Could you please, repeat the picture?  
 130 A - Er, he's sitting on the sofa, smoking a cigarrete, and he's...  
 How do you say preocupado?  
 Te - Worried.  
 A - Worried, worried. He's worried with something. I think that  
 what he will buy in the Christmas. Er, and only that.  
 135 Te - I think he is unhappy because he is alone. It's bad to be alone  
 on Christmas.  
 Ta - Ok.  
 P - Well, I think the other is H's picture. When he is leaving the  
 house.  
 140 Ta - I don't know.  
 Te - Is he happier now?  
 H - I don't think...  
 Te - Don't you think he is happier now that he decided to do some-  
 thing?  
 145 A - Yes. I little bit.  
 Ta - (Laughing) So funny! The third, I think is A's.  
 P - No, it's R's, buying the champagne.  
 Te - Describe yours again, R. He didn't buy anything. What is he  
 doing, then?  
 150 R - He's looking a champagne.  
 Te - What do you think he is going to do?  
 R - I think he is buy a champagne.  
 Te - Ok. He's going to buy a champagne.  
 Ta - The fourth...  
 155 A - I don't know. He bought the champagne and he's looking for some-  
 thing more.  
 P - I think that he's looking at a black-tie.  
 Ta - Black-tie?  
 P - A black-tie.  
 160 Ev - Oh!...  
 P - Because in the other he's wearing the black-tie.  
 Ta - Ok.  
 P - I don't know I... in my opinion.  
 Te - How about the decoration?  
 165 P - Oh!  
 Ta - Oh! The decoration!  
 P - Yes, because in my picture is a er is a... a box open and he's  
 decorating the room.  
 Ta - Yes, maybe.  
 170 P - The other, er H.  
 Ta - He's.  
 Ev - Arriving home.  
 H - Yes.  
 Te - With...  
 175 H - A champagne, and a box of decoration and a little smile.  
 Te - What?  
 H - A little smile.  
 Te - Yeah! Now he is happy. Very good!  
 P - (Laughing) I don't see! I think the other is my picture. When

- 180 he is decorating the room.  
 Ta - Ok.  
 Te - Try to explain this picture, P.  
 P - I think he is decorating his house for Christmas and I think  
 he's, maybe, er, he will go to a party because he, no excuse-me.  
 185 In his house is, er, been have a party? I don't know how to  
 say... because he's, there is a black-tie and this moment I  
 think that, er, he is alone, he will go alone to the party...  
 I don't know. And there is the black-tie, the champagne... I  
 don't know what will happen...
- 190 Te - Where is he? Where is he?  
 P - He is on the chair and the chair is on the table and the table  
 is on the floor. (Laughs)  
 Ta - The other, I think it's mine because he is putting the tie in  
 front of the mirror.
- 195 P - Hum, hum. The other I think is...  
 Ta - Yours.  
 Te - Now, let's discuss!  
 P - I don't remember what is the other picture...  
 Ta - No, it's mine.
- 200 P - It's not my.  
 Ta - Now it's mine.  
 Te - How about S's?  
 R - No!  
 P - Yes. No, he is here.
- 205 Ta - Ok. (They are arranging the pictures) What's it?  
 P - Oh! He is upside and he's down side.  
 Te - Really? Do you think this is the right order?  
 P - I think this is the right order. (Ev. agreed with the proposed  
 order)
- 210 Te - So, let's try to tell the complete story.  
 Ta - The man who (pause). He is in his house and he's sitting on the  
 sofa and he has a idea, because he is, was sad and he, then, he  
 leaves home to the super-market or to shopping. I don't know.  
 Then he, er, he go to the first to the, to buy the bottle of  
 215 champagne, after he bought the, the decoration of the, his  
 house.  
 Te - Ok. Another one, We are here, S. Can you see the picture?  
 What's he doing now?  
 P - Can I open the windows?
- 220 Te - Yes, yes, it's very hot here. Sorry, I forgot. Ok, S., what do  
 you think he's doing here? Try to say! (No answer) H?  
 H - He arrive home with the bottle, the champagne, after he's  
 decorating his house his (inaudible). After this he's wearing  
 his black-tie?
- 225 Te - Yes.  
 P - Wearing  
 H - Wearing? Put?  
 Te - Is putting on  
 H - He's putting... his black-tie in front of the mirror? (He pro-  
 230 nounced it wrongly)  
 Ev - Mirror.  
 H - Mirror.

A - He's trying to open the champagne.  
 Te - Do you think it was easy or hard?  
 235 A - I think it's hard. And in the other picture he gets to open the  
 champagne, and the cork go, goes up.  
 Te - Hum, hum. R!  
 R - He's, er...  
 P - Searching.  
 240 Ta - In the cup. (She was speaking to herself) in the cup. He is  
 putting the champagne in the cup. (Speaking loud now)  
 R - He's putting the champagne in the taça. (Laughs)  
 P - Glass.  
 R - Glass. And then the rolha? (Laughs)  
 245 P - No, he... cork? No...  
 Ta - Cork.  
 R - Cork and the cork is (hesitation)  
 Te - Yes, this moment. (Shows)  
 P - To down side.  
 250 A - Down. Getting down.  
 Te - Go down.  
 R - Goes down (hesitation) on the glass?  
 Te - Hum-hum. Into. Into. Movement into-into. The cork goes down  
 into his glass. Well. What happens then?  
 255 A - The cork goes very, very up, because he say, he put on the cup  
 and (inaudible) (laughs)  
 Te - What do you think: Was he good luck or bad luck?  
 Ev - Bad luck.  
 Te - Bad luck. He begins very sad and, I think, he finishes sad too.  
 260 Everything goes wrong with him. To be alone on Christmas night  
 is very bad and at the end he couldn't drink his wine!...

## TABLE OF CONTENT

The students have already had since the 1<sup>st</sup> year of their English course:

## Book - Preparatory

1. To Be - Present Tense (affirmative and interrogative form)  
Vocabulary. Hi, name, come here, let's sing, all right.
2. Here and There. She and He. Stand up, tired, thank you, sit down.
3. Miss, mom, fine, neighbor, cat, commentator, who.  
Where's, at home, how are you.
4. This and That. His and Her. Possessive case. It's...  
Vocabulary: children, yard, dress, suit, dad, hat, no.  
Expression: so beautiful!
5. To Be (negative form)  
There to be (there is/is there). A/AN.  
Vocabulary: black pencil, big, book, pen, school-bag, also, ruler, eraser, apple, egg.  
Expression: Look at!
6. There to be (there are / are there)  
Vocabulary: zoo, funny monkeys, three, lions, too, two.  
Expressions: Good idea! How many? Good bye! Afraid of...
7. Present Continuous Tense (aff. neg. interrogative forms)  
Verbs: doing, brushing, combing, washing, writing, reading.  
Vocabulary: teeth, hair, face, letter.  
Expressions: a quarter to nine, stop talking, time to go to bed, Good night.
8. At the Super Market. (situational lesson)  
Verb: buying, close, open.  
Vocabulary: super market, candy, mouth, delicious, five, chocolate, bars.  
Expressions: after four now, close your eyes, give me a piece, please, hey.
9. Verbs: To have (interrogative - do you have...?)  
Vocabulary: yellow cars, garage, ball, red, white, blue, train, floor, toys, doll, balloons, seven, eight.  
Prepositions: on / under.  
Expressions: What color...
10. Expressions: half past ten, come on, play soccer, be careful, up there.  
Vocabulary: Kick, tree, ladder, broom, our, help, but, head.

## BOOK ONE

1. Friends  
To be (aff. int.) - Contracted forms.  
Commands (Imperative). Greetings.  
This, my / your, what...?
2. Robert's Family  
To be (Aff. int. contracted forms)  
That, our/your, who.  
Possessive case.
3. At Home  
To Be (we / they) - neg.  
Here /there, where. A/an.

4. At Robert's Place  
To be (neg)  
Adj. Poss. his, her, their.  
Whose.
5. At the Table  
There is / are. How many. Colours. Numbers: 1 to 2. A/an.
6. In the Garden  
These / those. Colours. Commands (imp.) Some. No.
7. Visiting Robert  
Present Continuous Tense (aff. Int.)
8. At School  
Present Continuous Tense (aff. int. neg.)  
Commands.
9. In the Front Yard  
Verb To have (int. Neg.) Auxiliary do.  
Colours.
10. Staying At Frank's Place  
Verb To Have (int. neg) Auxiliary do.  
Telling the Time (exact hours)  
Number 4 to 10.
11. Going to the Movies  
Verb To Have (present) - (aff. neg. int. forms)  
How much.  
Imperative negative. Colours.
12. At the Snack Bar  
Commands. Imperative. Numbers 11 to 20.

## BOOK TWO

13. At Frank's Place.  
Present Tense. Verbs: To live, To go, To take (the subway), To walk.  
Neg. Int. and Neg. contracted form with do.  
Ordinal numbers: 1 to 10.  
Vocabulary: apartment, downtown, floor, suburbs, subway.  
Expressions: very far from, near here, by bus.
14. Frank's School.  
Present tense verbs: To do, To have, To like, To take (a shower), To play,  
To eat, To leave, To have (lunch), To get (home), To have (Gym/classes).  
Expressions: I like it a lot.  
Numbers 31 to 59. Adv. usually.
15. Mr. Scott's Week.  
Verbs - To work, To stay, To come, To do (does).  
The days of the week. Adv. of frequency: always, never, sometimes.  
Expression: at the moment.  
Vocabulary: engineer, until.
16. At Joe's Drive-In.  
Verbs: To want, To drink, To love.  
Vocabulary: Food items, which.
17. In the Evening.  
Hours (To and Past)

- Future with going to.  
 Verbs: To arrive, To have (dinner), To stay (home), Can (int. Neg. Contrac.)  
 Vocabulary: Club, tomorrow, tonight, office.
- 18./19. Robert Feels Sick.  
 Going to (cont.)  
 Commands (imp. neg.) Must, Can't, Will, Won't. (future)  
 Expressions: To have the flu, be busy, stay in bed, feel well, have a terrible headache, can't get up.
20. In the Classroom.  
 Dates. Months of the year. Seasons.  
 Ordinal numbers (11 to 31)  
 To Be - Past tense (aff. neg. int. - contracted forms).  
 Vocabulary: hot.
21. A Visit to California.  
 Past Tense of Regular Verbs: To visit, To arrive, To travel, To stay, To like, To prefer (int.).  
 Auxiliary verb did.  
 Numbers - 60 to 99.
22. Mrs. Muller Buys Clothes.  
 Past Tense of Irregular Verbs: To buy, To wear, To get (I got a belt, for your father).  
 Vocabulary: Clothes items.
23. On the Phone.  
 Past Tense of Irregular Verbs: To go, To do, To take, To come, To watch, To give, To have.  
 Vocabulary: game, toothache, dentist, maid, husband, early, ticket.  
 Expressions: on TV, what a pity!
24. In the Living room.  
 Verbs: To paint, To fly (over), To catch. Commands (imp.)  
 Prepositions: on, in, between, beside, at.  
 Expressions: on top of, Hurry, Go away.  
 Vocabulary: ladder, ceiling, canary, wall, arm-chair, lamp, cage.

## BOOK THREE

25. An Evening at Home.  
 Objective case - them.  
 Vocabulary: tooth, bar of soap, towel, brush, closet, left.  
 Verbs: To say, To tell.  
 Expressions: at once.
26. The School Dance.  
 Past tense of there to be (there was/were) - aff. neg. int.  
 Future of there to be (there will be) - aff. neg. int.  
 Past Tense of To see.  
 Objective case - her.  
 Expressions: Guess what!  
 Vocabulary: really, afterwards, dance.
27. Looking for an Address.  
 Numerals (705 - seven-o-five...) (1064-ten-sixty-four) thousand, dates.  
 Vocabulary: mailbox, postoffice, barber shop, gas station, supermarket,

- building, right.  
Expressions: running across, look out!
28. Miss Oliver's Class.  
Past Tense of: To teach, To explain, To speak, To write, To study, To read,  
To understand, To paint, To buy.  
Vocabulary: about, several, everything, language.
29. Robert Felt Sick.  
Past Tense of: To feel, To sleep, To wake, To leave, To drive, To can (neg.)
30. In the Past.  
Things Happened in the Past.  
Verbs in the past - wore, drank, ate, sat at, looked, closed, flew around,  
caught.  
Expression: as usual.  
Vocabulary: pretty, quickly, room.
31. At the Restaurant.  
Would you like...? I'd like...  
Vocabulary: menu, fish, pork chops, rice, beans, steaks, french fries,  
vegetables, peas, carrots, cauliflower, dessert, ice-cream,  
fruitsalad, apple pie, strawberries.
32. Frank's Magic Carpet.  
Conditional (aff. neg. int.) - contracted forms.  
To win.  
Vocabulary: if, lottery, foreign countries (Italy, Germany, Spain, South  
America)  
as well.
33. At the Airport.  
Interrogative/negative sentences.  
Verbs: To carry, To take off, To show.  
Vocabulary: porter, bags, passports, necessary, passport control officer,  
jets, trip, certainly, magazine, plane, delayed, flight.  
Will (neg - won't).  
Expression: Get tired.
34. On the Plane.  
Possessive pronouns (mine, yours, his, hers, ours, theirs)  
Vocabulary: seat, aisle seat.
35. In the Hotel.  
Indefinite pronouns (some, any, something, anything, nothing)  
Vocabulary: operator, laundry, socks, handkerchief, suit, jacket.  
Expressions: Will you please, right now, To be pressed.  
Verb: To send.

English As It Is In The U.S.A. (For schools of "1º e 2º graus")

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Waldir Lima Editora.



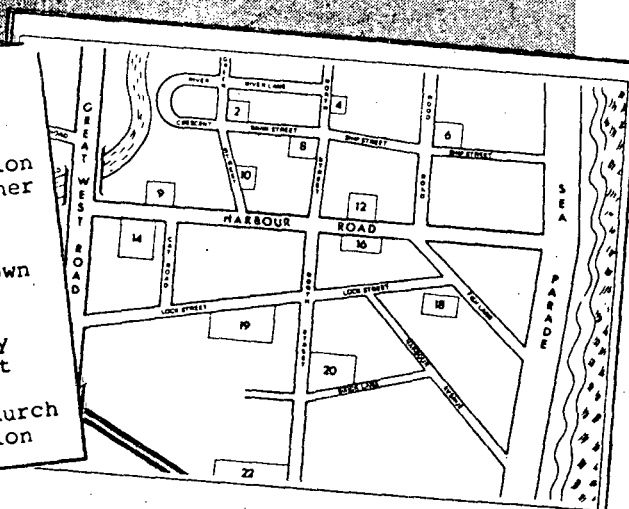
**SAMPLE OF MATERIALS**

**SESSION FOUR**

**PLAYER A**

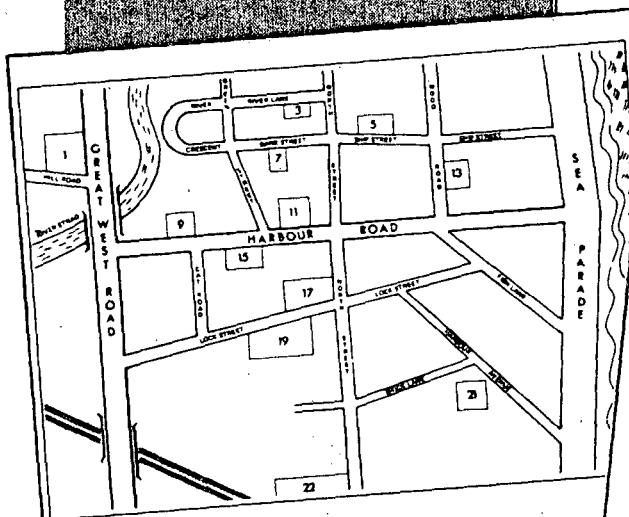
You start. Ask your partner to give you directions (see No.1 below). Use a small object to mark your position on the map, then check with your partner and discuss any problems. Take turns asking for directions:

1. From the railway station to the Town Hall
2. From the Town Hall to the theatre
3. From the theatre to the university
4. From the university to the tourist office
5. From the tourist office to the church
6. From the church to the T.V. station



**Key**

- |                  |                  |                    |
|------------------|------------------|--------------------|
| 1 GRAMMAR SCHOOL | 7 CHURCH         | 15 SUPERMARKET     |
| 2 POLICE STATION | 8 BANK           | 16 LIBRARY         |
| 3 THEATRE        | 9 TOURIST OFFICE | 17 SWIMMING POOL   |
| 4 PALACE CINEMA  | 10 REX CINEMA    | 18 MARKET          |
| 5 BUS STATION    | 11 CAR PARK      | 19 UNIVERSITY      |
| 6 PRIMARY SCHOOL | 12 POST OFFICE   | 20 SPORTS GROUND   |
|                  | 13 TOWN HALL     | 21 TV STATION      |
|                  | 14 HOSPITAL      | 22 RAILWAY STATION |



**Key**

- |                  |                  |                    |
|------------------|------------------|--------------------|
| 1 GRAMMAR SCHOOL | 7 CHURCH         | 15 SUPERMARKET     |
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| 6 PRIMARY SCHOOL | 12 POST OFFICE   | 20 SPORTS GROUND   |
|                  | 13 TOWN HALL     | 21 TV STATION      |
|                  | 14 HOSPITAL      | 22 RAILWAY STATION |

**PLAYER B**

Your partner will start. When he has asked you for directions you should ask him to give you directions (see No. 1 below). Use a small object to mark your position on the map, then check with your partner and discuss any problems. Take turns asking for directions:

1. From the railway station to the hospital
2. From the hospital to the library
3. From the library to the police station
4. From the police station to the market
5. From the market to the Palace Cinema
6. From the Palace Cinema to the primary school

**JOHN CARMICHAEL**

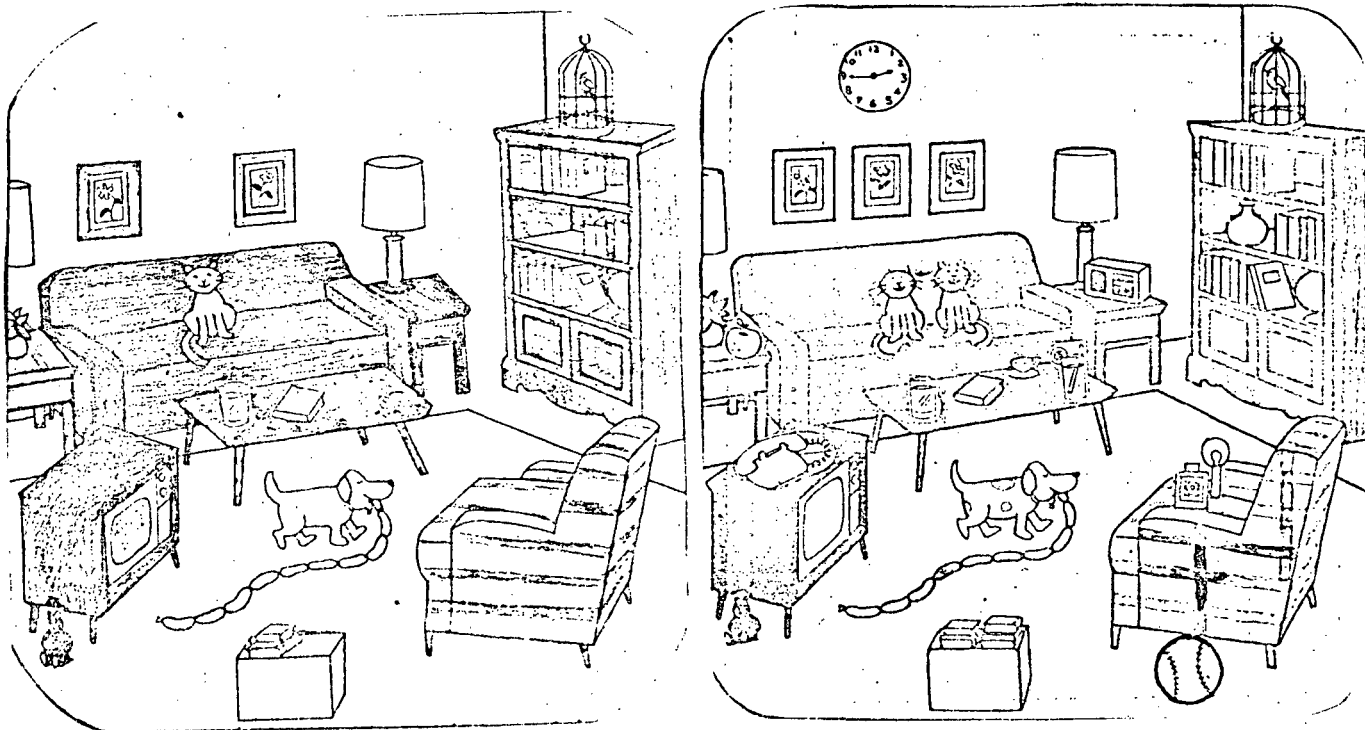
## SESSION FIVE

Describe and arrange

## Instructions:

Do not open this envelope before reading these instructions.

1. In this envelope there is a picture.  
DO NOT SHOW YOUR PICTURE TO THE OTHER STUDENTS.
2. There are also five small envelopes with 12 pictures in each of them.  
They are pictures of objects and other things in your picture.  
GIVE them to the other students.
3. Tell them how to arrange the objects and things so that their pictures are the same as yours.
4. Tell them they may ask you questions.
5. When they have finished arranging their pictures, show them your picture.
6. Compare the six pictures and discuss any problem.



## SESSION SIX AND SEVEN

Describing People

Anex I - Input session at the begining of session six.

The game itself consisted in describing the person in each picture and telling the other where to locate it in the grid.

## TEXT 1.

a) - Write the names of people in the appropriate spaces:

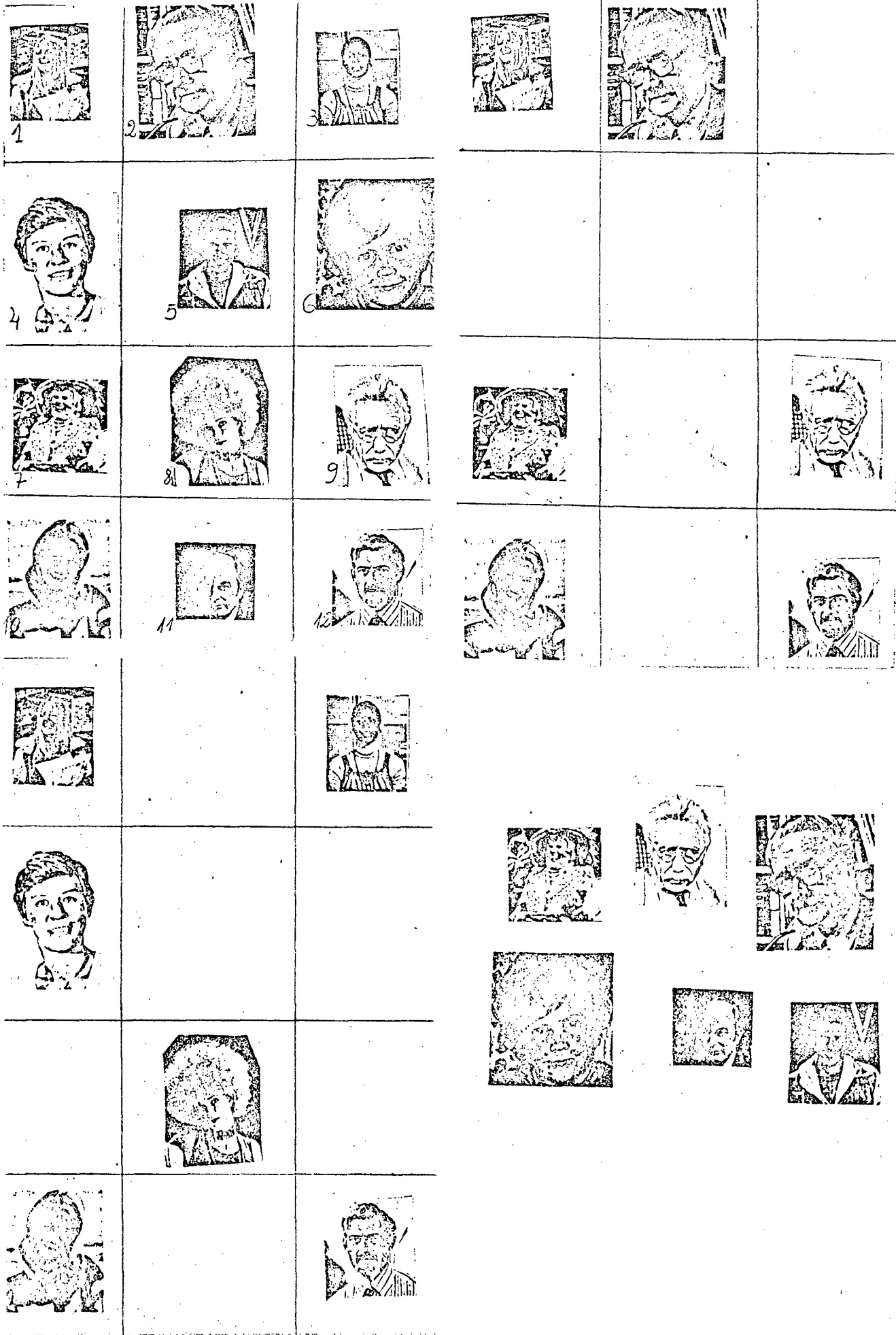
\_\_\_\_\_ lives in Manchester where he is an architect. He's an architect. His wife, \_\_\_\_\_, is a social worker. They have two children: Jason and Alice. \_\_\_\_\_ is in his early thirties and he is just over 1.85m in height. He has brown curly hair, a fair complexion and brown eyes. His friendly smile is the first thing you notice about him. Generally, he wears a leather jacket and tweed trousers. He is slim in build and athletic in movements. He enjoys climbing mountains in the Lake District with friends from his office.

\_\_\_\_\_ 's wife, \_\_\_\_\_, is in her late twenties. She is about 1.60m in height, and she has grey eyes, a fair complexion and a blonde curly hair. Her necklaces and earrings are the first you notice about her. \_\_\_\_\_ is slim and quick in movement. Generally, she wears a blazer and a skirt. Like her husband, she enjoys walking and climbing.

\_\_\_\_\_ lives in Florianópolis, but at the moment he is living in Britain with his parents and his sister Flavia. \_\_\_\_\_ is six years of age, and he's a schoolboy. He is about 1.05m in height, and has black hair and a dark complexion. His intelligent eyes are the first thing you notice about him. He enjoys watching TV and playing soccer. Generally, he wears blue jeans.

TABLE I

Verbs	Paulo Oliveira	Carlos Oliveira	Tom Shaw	Belind Shaw	Edward Shaw	Maria Oliveira	Characteristics
is	a school boy	an engineer	an architect		an account	a secretary	OCCUPATION
	6	34	31.		70	28	AGE
	1.05m	1.88m	1.86m		1.77m	1.65m	HEIGHT
has	black straight	black curly	brown		grey	short blonde	HAIR
	dark brown	black	brown		blue	green	EYES
	dark	dark	fair		fair	dark	COMPLEXION
	slim	slim	slim		heavy	plump	BUILD
	quick	athletic			slow	graceful	MOVEMENT
	watching TV and playing soccer	sailing boats	climbing mountains		looking after his garden	cooking delicious food	HOBBIES
	his intelligent eyes	his goatee beard and big moustache	his friendly smile		his worried expression	her bright green eyes	NOTICEABLE FEATURE
wears	blue jeans	a suit jacket and trousers	a leather		and old coat and a tie	a smart dress	CLOTHES

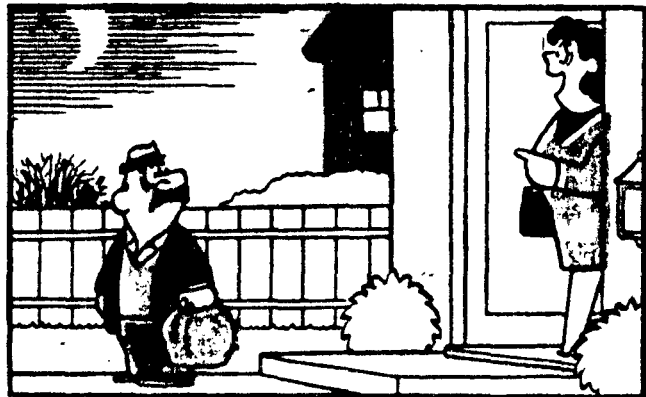
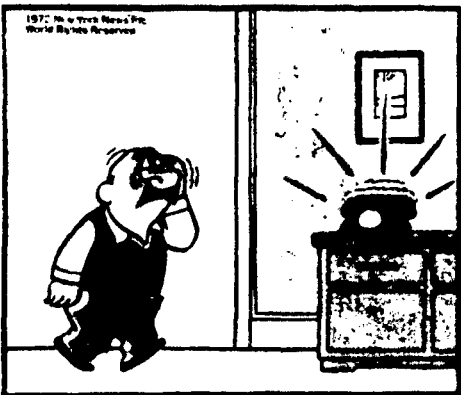
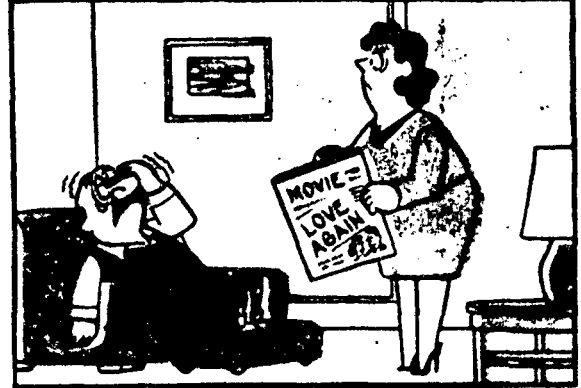
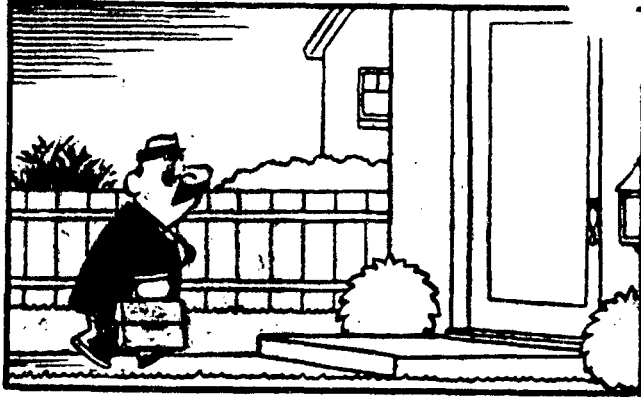
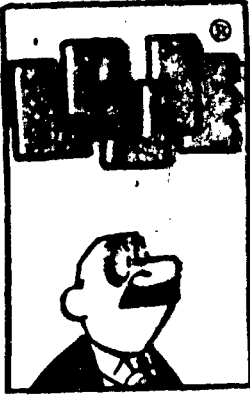




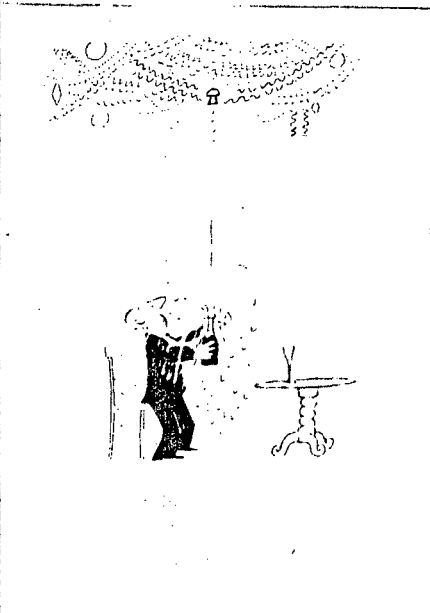
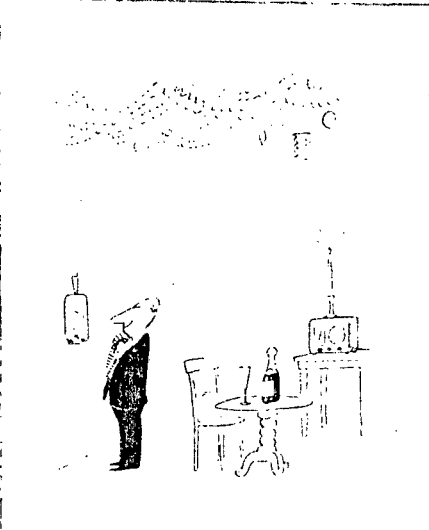
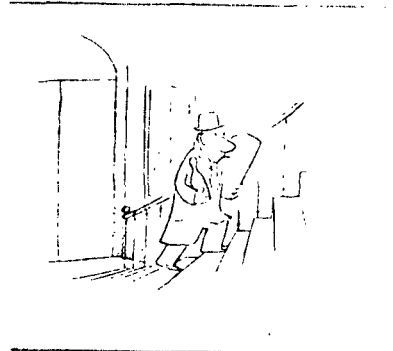
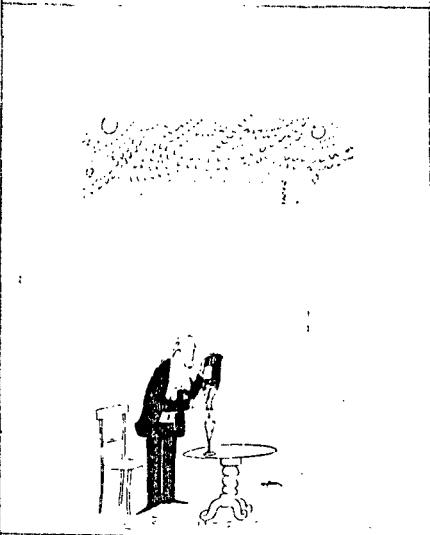
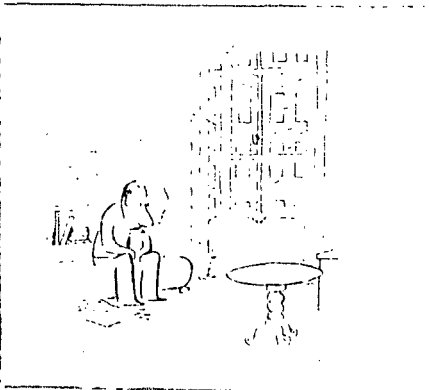
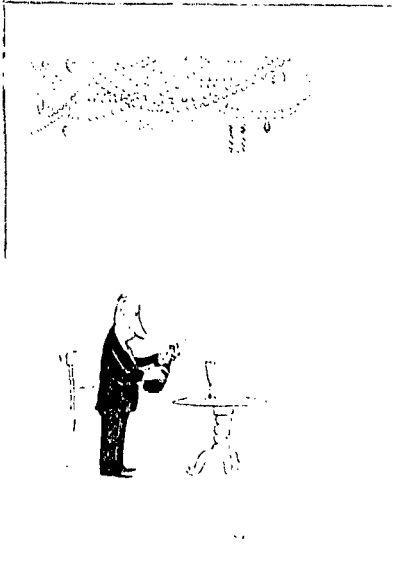
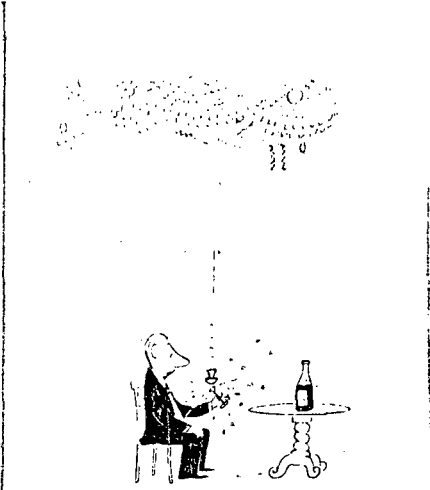
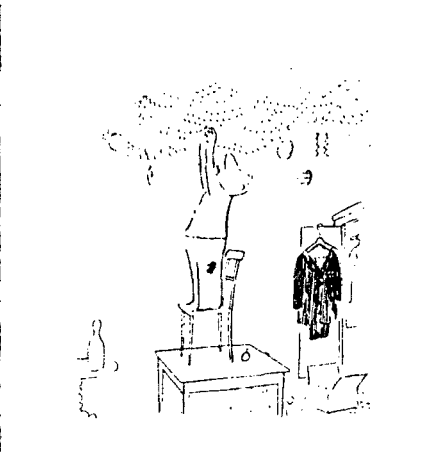
## SESSION EIGHT AND SESSION NIGHT

## Jig-Saw Pictures Stories. (Elementary/Intermediate/Advanced)

Method: You take any picture and cut it up into its separate frames. Depending on the number of students in each group, and on the number of frames in each story, each student will have 1, 2 or 3 pictures. (N.B. It is not necessary for all the students to have the same number) Without seeing the other students' pictures, the students have to describe their own and ask questions about the others. The object of the game is to decide as a group the order of the pictures in the story.



SESSION NINE





## ROTEIRO PARA UMA AVALIAÇÃO DE NOSSA EXPERIÊNCIA

Escreva um pouco seguindo o roteiro.

Se você quiser fazer alguma observação a mais, sinta-se à vontade de fazê-lo. Suas impressões sobre nosso trabalho são muito importantes, uma vez que vocês são seus co-autores e, como alunos, sujeitos de nossa investigação.

1. Você acha que houve algum tipo de progresso no seu aprendizado da língua inglesa? Se houve, tente dizer que tipo de progresso você percebeu.
2. Você percebeu diferença na sua disposição para se comunicar, entre as primeiras e as últimas sessões?  
Poderia dizer que se sentiu mais confiante à medida que as sessões avançavam? Se SIM, a que você atribui esse fato?
3. Na sua opinião, para aprender uma língua, que tipo de atividade julga mais eficiente?
4. Você saberia dizer o que contribuiu para deixá-lo, ou não deixá-lo, motivado a falar? (o fator mais importante)
5. O fato de trabalhar em grupo, em sua opinião, ajuda a aprendizagem? Por quê?
6. De que aspecto em nossas sessões você mais gostou e por quê?
7. Você sentiu algum tipo de dificuldade na execução de nossas tarefas? Quais? Como, em sua opinião, elas poderiam ter sido evitadas?
8. O que gostaria que tivéssemos incluídos em nossas sessões para tornar sua comunicação ainda mais eficiente?
9. Falo um pouco sobre a questão da correção. Sua opinião a respeito da função da correção.
10. Você gostaria de ter sido corrigido durante suas falas? De que forma?
11. Complete, se quiser, com alguma observação que julgue importante e não mencionada.

Muito Obrigada pela sua participação.

Student H.

1. Sim, agora eu me solto mais para falar, e com esta experiência a obrigação de comunicação contribuiu para este fato.

2. Sim, porque eu comecei a descobrir que o inglês não é nenhum monstro.

3. Depois de ter algum aprendizado na língua, falar e após escrever sobre alguma coisa, claro que quando a pessoa errar ela deve ser corrigida.

4. A ânsia de ter de me comunicar.

5. Sim, porque há uma troca de informações.
6. A oportunidade de aumentar meu vocabulário.
7. Sim, a falta de vocabulário, com a troca de idéia e o aumento do vocabulário através de textos, etc.
8. Um pouco de escrita.
9. A correção deve ser feita de maneira a não inibir o aluno.
10. Sim, logo após o meu erro.

Student A.

1. Notei que tive progressos após as sessões principalmente na fluência para se comunicar, devido a necessidade que tínhamos para falar. Para aprendermos a língua creio necessitamos bastante conversação sobre assuntos que sejam de interesse nosso e que venham a nos trazer maior conhecimento sobre a língua inglesa.

Necessitamos também de bastante escrita como redação etc. e exercícios. Nas nossas sessões sentimos necessidade de nos comunicar pois temos que descrever o que fazemos e também ver as dificuldades nossas e dos outros e assim aprendo mais. Estes aspectos fazem com que as aulas sejam melhores. Dentro das dificuldades, creio que me falta um pouco mais de vocabulário devido à falta de conversação. A correção deve ser feita talvez no final ou no decorrer das conversações dependendo do erro cometido. Para melhorar as sessões poderiam ser incluídas mais partes de escrita. Se os erros cometidos por mim fossem graves, seria melhor uma correção na hora para que isso não se agravasse. Como uma conclusão seria bom dizer que este tipo de aula faz com que aprendamos melhor e tenhamos mais fluência para falar devido à grande quantidade de conversação.

Student R.

1. De certa forma sim, apesar de ter esquecido um pouco a gramática eu desenvolvi um pouco da minha conversação, que particularmente é o melhor meio para se começar a falar e escrever numa língua.

Não digo que me senti mais confiante com o desenrolar das sessões, mas muitas dúvidas e pequenos receios foram sanados através da liberdade de errar sem ser contrariado logo após.

Julgo que o melhor meio de aprender uma língua é através da necessidade contínua e permanente de se comunicar.

Eu não me motivei muito a falar por receio e medo, mas acredito que com o tempo me motivaria, pois o trabalho com um grupo pequeno eleva o nível e quando ajustados os alunos num mesmo nível a aula fica menos maçante.

O que mais gostei foi de ter de contar algo um esforço para encontrar, achar meios de me exprimir, tentar sanar as dificuldades lingüísticas.

Acho que a conversação sobre qualquer assunto não deve faltar em todas as sessões, pois a base de uma língua é a fala e não a escrita. O me-

do, o receio, a dúvida e mil e um problemas são tirados, causando o aumento de segurança e confiança de quem fala uma língua. A repressão é o pior caminho para se obter alguma coisa.

Não há de que!

Student P.

1. Sim, acho que em cada aula eu aprendi coisas novas palavras, expressões e maneira de falar fluentemente.

2. Sempre gostei de falar inglês por isso não tive problemas de inibição para "meter a cara" e falar inglês. Agora acho que a medida que as aulas avançavam a gente ia se desinibindo, lembrando de termos já aprendidos e aprendendo outros; a gente foi ficando mais confiante porque cada aula era uma experiência nova a amizade aumentava e os temas eram amenos e novos.

3. Acho que aprender línguas só é válido na medida que ela nos ajuda a crescer um pouco. Eu só aprendo alguma coisa quando é feita sem pressão de uma forma divertida. É claro que é válido e preciso aprender gramática e estruturas mas acima de tudo deveria ser não um "entupimento" de conhecimentos, mas sim uma troca mútua e constante de experiência. Quanto a escrita deveria ser com idéias novas através de redações, poesias, cartas, enfim coisas que em dado momento eu vou utilizar na minha vida. Pode ainda existir música e teatro.

4. Acho que foram os temas práticos, as aulas amenas e variadas a necessidade de falar e se comunicar.

5. Acho que sim porque assim a gente se comunica, são cabeças diferentes trocando informações constantemente.

6. Eu gostei das últimas sessões que exigiam falar mais fluentemente e era preciso que se transmitisse a qualquer custo a mensagem, isso me ajudou muito (aquela brincadeira de preencher o bloquinho por exemplo).

7. Foi na hora de me comunicar e certas desigualdades em conhecimento dos alunos mas acho que isso seria sanado com uma base mais forte e eficiente.

Student S.

1. Não, talvez por retraimento de minha parte, medo de errar, embora todos tenham cometido alguns erros.

2. Não, talvez tenha obtido algum progresso, por mínimo que seja, mas por retraimento, como já citei acima, não notei facilidade para comunicação.

3. Aulas teóricas, aprendendo a gramática, respondendo perguntas, copiando modelos e penso que o principal na aula teórica seria criar histórias, mexendo na "gavetinha" que há dentro da cabeça de cada um de nós, tirando de lá coisas aprendidas em outras séries. Acho que seria muito válido intercalar aulas com diálogos entre os alunos, entre as aulas teóricas, pois além de conhecer as palavras, a gramática da língua inglesa, por exemplo aprenderia também a dialogar com alguém quando fosse necessário.

4. Pouco conhecimento do vocabulário da língua inglesa.

5. Sim. Porque de um jeito ou de outro, um corrige o outro de alguma maneira, ouvindo o outro falar, aprende palavras novas.

6. Gostei de todos, pois acho que o essencial em um diálogo de língua inglesa é ativar a memória do aluno. Assim, todas as atividades feitas acho que ativaram muito a memória do aluno, obrigando-o a voltar aos anos passados em que foi estudada a língua inglesa.

7. Sim. Um pouco de dificuldade em cada execução das tarefas. Penso que elas seriam evitadas se entre as aulas teóricas tivesse aulas com diálogo, se eu tivesse mais conhecimento do vocabulário principalmente.

8. Acho que estava tudo bem.

9. Acho muito válida. Penso que deve ser feita no final da aula, abrangendo todos os erros cometidos, sem mencionar o aluno que o cometeu.

10. Sim. No final da aula sem mencionar o nome.

Student Ta.

#### OBSERVAÇÃO:

Achei bastante válidas estas aulas, pois foi um tipo diferente de aprender inglês. Nós conseguimos com estas sessões nos soltar mais, isto é falar inglês, sem aquele modo de errarmos.

1. Agora, quanto a um progresso no meu aprendizado, eu percebi principalmente com relação à estrutura das frases, embora meu vocabulário também tenha progredido.

2. Entre as primeiras e as últimas sessões notei bastante a minha maior participação ou melhor, a cada sessão eu tornava-me mais confiante em relação ao inglês.

3. Existem vários tipos de aprendizados, uns que surtem mais efeito que outros, como por exemplo este que fizemos parte ou mesmo aqueles em que recebemos um texto e debatemos sobre ele.

4. Um fato que me motivou para sentir-me à vontade nas aulas foi a espontaneidade de todos, assim como da professora que nos deixou sem muitas correções no meio das sessões.

5. A aprendizagem em grupo como foi feita aqui, nos leva a aprender mais, ou quem sabe a gravar mais aquilo que aprendemos. Sempre que não sabíamos alguma coisa, antes de perguntarmos à professora, tentávamos sanar as dificuldades entre nós.

6. Gostei mais do aspecto liberdade, isto é, todos podíamos debater sem aquela insegurança com relação aos nossos erros.

7. Às vezes com relação ao vocabulário, mas em grupo conseguimos saná-lo ou mesmo com relação à estrutura das frases e que no final das sessões eram corrigidos.

8. Outros tipos de assuntos como por exemplo os assuntos do cotidiano que poderíamos debater em aula.

9. A correção sei que é muito importante principalmente para nós que estamos aprendendo uma língua diferente daquela que estamos acostumados a falar. Mas em meio a uma conversa ou debate a correção é bastante decepçionante, pois após a mesma nós ficamos mais retraídos.

10. Durante os nossos debates ou conversas tenho de confessar que realmente não gostaria de ter sido corrigida, pois me retrairia. Agora no final como fizemos é bastante válido.