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THE INTERACTION AND ORAL PRODUCTION ABILITY USING THE GENRE- BASED  
PEDAGOGY IN THE ENGLISH CLASS

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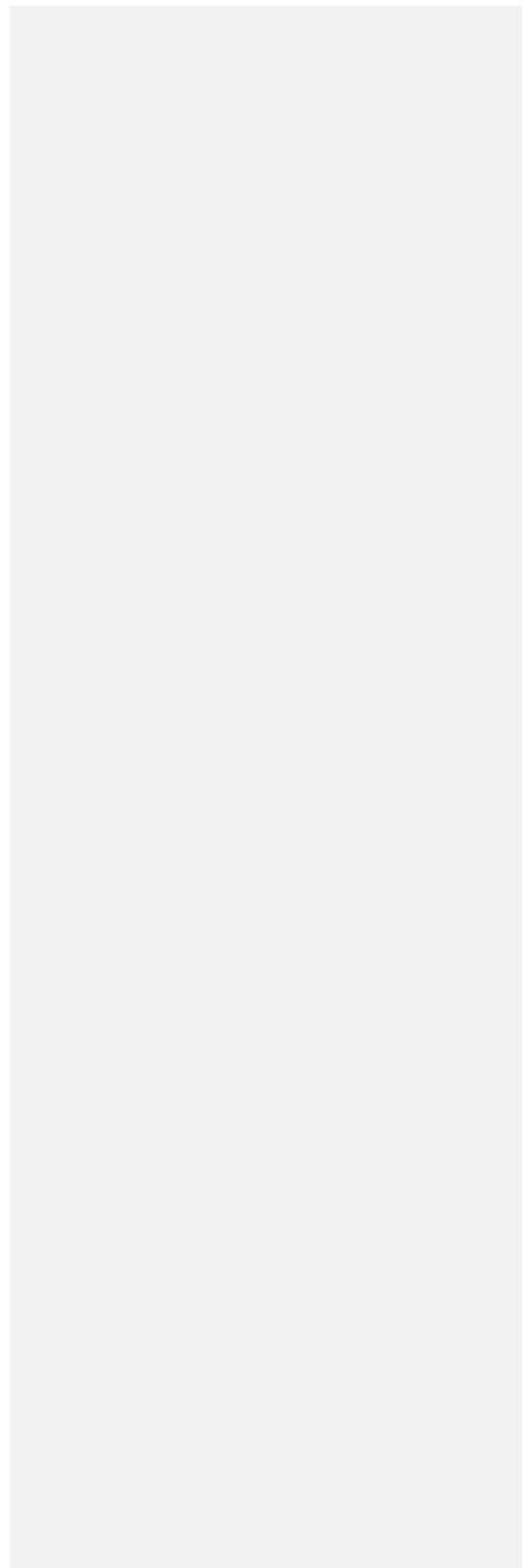
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THE INTERACTION AND ORAL PRODUCTION ABILITY USING THE GENRE-BASED PEDAGOGY IN THE ENGLISH CLASS

Nubia Helena Parada Galindo

Abstract

The general goal of learning a foreign language is to reach the competence to communicate effectively with others. The interaction and oral production ability are crucial in the achievement of that goal. This research represents an effort to know closer the influence of the genre-based pedagogy (GB pedagogy) on learners' interaction, and oral production ability towards the use of biographies as textual genre in the classroom. Research findings show that students became familiar with the basic structure and contents of the factual genre mentioned, as a life experience. The stages followed in order to work with biographies were found useful for the students who recognized the importance of structuring a text, to better understand how they work, and improve their communication using information from their own context to learn step by step how express what they really want to say. The deconstruction, joint construction and independent construction as the teaching learning cycle based on the GB pedagogy were placed into practice as an important attempt to fulfill the research goal.

Keywords: GB pedagogy, interaction, oral ability, biography, deconstruction, joint construction, independent construction.

Dedication

To my best friend and confident,  
my celestial father.  
To my dear mother, children,  
and husband for all  
their love and support.

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To my Lord Jesus Christ who guides my life. Thanks to all my family, I love you.

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## 1. INTRODUCTION

This research was carried out based on a previous needs analysis with high school students in tenth grade, into a group of 21 teenagers' students in the city of Barranquilla, with the aim of analyzing how the use of the Genre Based pedagogy (GB pedagogy), which has its roots in the Systemic Functional Linguistics (SFL), influences the interaction and the oral production ability of students in their learning process. The GB-pedagogy serves to help learners to reach the linguistic resources they need to express effectively what they want to communicate (Christie & Martin, 1997).

It is known in the educational field that English is one of the most difficult subjects for students learning, and it is reflected in their academic progress and further professional development because the learners do not reach the required communicative competence in the foreign language, losing many scholarships (Sir, 2005). Such difficulty affects not only their academic life at school, but also in advanced studies and professional development because the communicative competence has become a must for interacting not only in the English class, but in the globalized world. Through this study, developing the interaction and oral production ability from beginner levels of the language are considered key aspects for encouraging learning. Hence, this study attempts to significantly contribute with the strengthening of the communicative competence, as an effort to know closer the influence of the genre- based pedagogy (GB pedagogy) on the learners' interaction and their oral production ability towards the use of biographies in the classroom. Hence, this research is organized as follows: initially there is a description of the context, involving the situation and conditions that influenced the research topic, the research question, general and specific objectives.

Thus, this research is divided into chapters as follows: initially, Chapter 1 which contains the introduction; a description of the context involving the situation and conditions that influenced this research topic. The first chapter also contains the statement of the problem; the research question; rationale; some legal aspects as well as the research objectives. It follows with Chapter 2: theoretical framework that involves some previous and related studies at the international, national and local context. Continuing, a meticulous review of theoretical information involving the communicative competence; some concepts about the sociocultural theory, scaffolding, the teaching learning cycle, interaction, and discourse; Systemic Functional Linguistics; genre, biography. Chapter 3: Methodological framework: paradigm, qualitative research, research design; type of research, data collection techniques, the data gathering procedure as well as the intervention procedure. Chapter 4: Results and analysis of results. Chapter 5: conclusions and recommendations as possible starting point for further researches. Finally: references, annexes, tables, and figures.

### **1.1. Description of the context**

This research will be carried out in a small, private calendar A school, founded in 1992, located in southern Barranquilla, Atlántico that follows biblical principles. Currently it operates with preschool, elementary and secondary levels of basic and middle education. The high school students belong to a low socio economic level, with ages from 11 to 18. The Institution bases its methodology on tasks based on projects, and works on communicative competence development. Concerning to this context, it is an integral and participative Educational Institution dedicated to its students' learning

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emphasizing in natural sciences, human values, and students' creativity aiming to contribute in the consolidation of a prosper society, where individuals are agents of their own development. It can be assumed that the goals of the English program in the school have as main purpose to achieve citizens able to communicate in English, to insert the country in the universal process of communication, as established on the basic standards for English competence, of the National Ministry of Education MEN (2006), and the Common European Framework of Reference for Languages CEFR. In the same way, the competence and knowledge the learners should acquire are based on those standards, according to the students' educational grade rather than their English level, this means, the basic standards guide suggest the level B independent users, for 10<sup>th</sup> grade learners. However, students from this study are in level A minus, they are basic users. The evaluation works the communicative competence through task-based activities and projects. The English class is composed by a number of three or four hours per week, each grade has approximately 22 students with ages that can differ from two to four years among learners of the same grade.

In the context of this study, most of the students do not have the textbooks, and there is not an English laboratory which makes harder the teaching and learning process. This Institution bases its methodology on respectful beliefs and management, where moral values have main importance. Thus, the school mission is to provide comprehensive training, preparation for researching and excellent job performance. In addition, there is an emphasis in natural sciences and environmental education. Learners agree that English language learning is necessary for living. Therefore, they hope to find a dynamic class full of activities related to music, videos, real

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conversations, and oral activities that provide them with opportunities to practice their acquired knowledge about the target language.

According to this perception on their preferences, it might be said that most of the learners are audio visual and pragmatic students; it means they seem to follow similar learning styles. Also, most of them show the desire to learn the second language; even they are aware of their weakness. At the same time, these students recognize the best opportunities they would find thanks to the English language knowledge.

### **1.2. Statement of the problem**

Thanks to a previous needs analysis, it is possible to determine that there are some weaknesses in the 10<sup>th</sup> grade students, whose estimated English level in accordance with outcomes from the saber tests is – A to A1; such weaknesses are: the students show poor levels of English participation in class, most of them use their mother language to talk during the classes; they also present difficulties in pronunciation of basic vocabulary. Moreover, the lack of visual aids is a continuum weakness of the teaching-learning process; additionally, the practice of speaking skills is not acceptable enough to permit an active oral participation in order to use the target language to communicate and exchange ideas. Although it may be because of the social condition they face, the learners do not show high motivation for attending to the school, they do not present a solid understanding of the target language, and few of them enjoy reading a text.

Possibly, the causes of these weaknesses are that the institution does not consider the English teaching - learning process as an essential part of the institutional

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vision or mission, and cross-projects are not conducted in the second language area. Besides, although the text books for each grade are suggested before the academic calendar begins, only few students have their English materials during the class.

The manifested consequence of those weaknesses is that tenth grade students, on one side, do not have the linguistic abilities in order to communicate their thinking, and on the other, they do not show confidence telling what they really want to communicate in the target language. May be they do not feel engaged and confident enough to talk because of the poor English knowledge they have. At the same time, their reduced vocabulary makes difficult the development of a good communicative competence level in the target language. As Hegel (2002) argued "linguistic competence is concerned with knowledge of the language itself, its form and meaning. It involves knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure, and linguistic semantics" (p.47), being this integral part of the communicative competence.

The few number of students' textbooks in class represents an obstacle because they cannot read, write or simply practice an exercise from those materials for strengthening what is taught during the class. Therefore, they do not understand in adequate way the topics developed, delaying the advance in the second language for most of them. Consequently, the weak English level of tenth grade students does not permit the improvement of the language in the final grades of the educational process; in that order, the main risk is that those students arrive to their professional studies with



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feelings of emptiness, because of the lack of enough communicational competence, impoverishing their learning process as well as the teaching process.

Undeniably, the English teacher is the person who speaks most of the time, but in Spanish rather than in the target language during the class, because of the student lack of English understanding. Speaking is practiced by students mainly when an oral memorized presentation is required; whereby it seems not to be as effective because students seem only learn by heart to accomplish a given task.

In summary, the most salient difficulties were found as a result of the previous needs analysis, whose process was one observation class, the application of one interview to the principal, academic coordinator and one English teacher, as well as the application of a pilot survey and a survey to the tenth grade students of the institution during the first semester of this master study. Those instruments allowed gathering the required information to identify the research problem, which involve such salient difficulties as the poor confidence the students have to express their ideas in the target language, poor knowledge of vocabulary, and little oral production in interaction, placing these aspects into low levels of oral communication competence in English as a second language. For those reasons, this research will be focused on the interaction and oral ability of the students through the use of the GB pedagogy, which seems to offer appropriate opportunities for developing different skills and communicating at any language level of learning. These master studies together with the review of literature made, and teaching practice allow me believe that the Genre-Based (GB) pedagogy is a subject of great social and academic importance. The use of different genres in the classroom has been significant for reading and writing processes, the application of this

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GB pedagogy might be even more useful for working integrated skills, as in this particular study which seeks to improve the oral production ability of the students with low English language level. Moreover, the pedagogy based on genre provides the teacher with opportunities to reflect on their own professional development.

Accordingly, to the previous mentioned, the following question is formulated:

### **1.3. Research Question**

#### **General question:**

To what extent may the use of the genre-based pedagogy influence the interaction and the oral production ability of the students when writing in the target language?

### **1.4. Rationale**

The relevance of this proposal will benefit the community of the participant institution in this study, first because the National Ministry of Education MEN (2004) in the framework of the bilingual program suggests that high school students reach the English level B1 at the end of their academic studies. Secondly, the school members have showed the purpose of becoming better in the English teaching and learning process, joining efforts in order to reach the English level B1 at the end of eleventh grade in the students. Thirdly, the globalization of the English language requires individuals able to interact with different cultures to broad their knowledge. In that order, the tenth grade students from this school need to be more involved in the bilingual government program, then, they could be able to improve their communicative competence.

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Evidently, the English language has produced important changes in aspects such as the cultural and economic exchanges, allowing Colombian people to be connected with the entire world sharing our culture and identity, and making the English language teaching-learning process an essential aspect to take into account not only in the academic but also in the cultural area. In addition, currently one of the significant difficulties presented in the foreign language teaching for educational institutions is to guarantee the development of the oral communicative competence, showing clearly that higher attention to the oral production and interaction process requires special focus in the classroom. Therefore, in order to be consequent with the policies of education, the manifested purpose for reaching a better English level in the students, and the cultural demands of globalization, this study involves particularly the tenth grade students from the selected school context as well as the English teacher - researcher in the development of this investigation through a collaborative ambience and commitment in the achievement of the objectives proposed.

In accordance with the mentioned difficulties, it might be that the students do not interact in the target language because they do not have a topic in order to communicate with others; generally, the vocabulary used to cover a lesson is not applied when covering further topics. Thus, the non-contextualized vocabulary does not guaranty its learning because it is not reinforced within other lessons, the students have not become familiar with its use, perhaps, they feel do not have the linguistic resources to speak or even to construct simple sentences in the English language with a feeling of confidence.

This research points to solve those salient difficulties through the use of the GB pedagogy, in order to offer the students the possibility of learning how texts work in real context, interacting with others when using a recount genre which might allow them to learn to identify the basic texts structures and discuss about the topics, by reading and writing as well as contextualizing the vocabulary from the subject content. In consequence, this study aims to analyze whether the use of the Genre Based (GB) pedagogy from the Genre- Based Approach (GBA) which has its roots on the Systemic Functional Linguistics SFL, effectively influences the interaction and oral production ability of the students in the English class.

The GBA focuses on whole texts structures rather than on isolated sentences. Genres are purposeful, staged, and repeated ways of using language to respond to the demands of specific cultural contexts (Martin & Rose, 2007); it sees teaching as support that occurs through “interaction in the context of shared experience” (Martin, 1999, p. 126). The SFL argues that social language use constitutes a text and specific genres in context (Christie, 1992).

The GB pedagogy as important part of the GBA, offers significant benefits to the learners, because it comprises not only the study and development of writing skills but also the use of the language based on more authentic contents that can be applied to the real context or students’ situation, providing them with grammatical structures, new vocabulary and reading experiences (Hyland, 2007). Thus, writing and oral discourses may supply them a clear understanding on how the construction of meaning allow them to create structured meaning depending on their choices made when producing a text.

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The pedagogy based on genres has its foundations in the Sydney school as a teaching and learning language methodology; during more than thirty years it has been presented positive impacts in its own contexts, and international contexts (Hernández, 2010). Moreover, it has its roots in the Systemic Functional Linguistics (SFL), a linguistic theory developed by Michael Halliday during the 1950-60s who considers the language as a resource among others systems of meaning that act as constituents of the human culture, to construct meanings that are motivated into the sociocultural contexts (Ghio & Fernández, 2005).

The pedagogical theory that accompanies the GB pedagogy indicates that the Vygotskyan sociocultural theory as well as the Bruner scaffold theory, the SFL and functional grammar theories of Halliday, have generated positive outcomes in the language learning; researches referred those results from contexts such as Australian, United Kingdom, and Canada for instance. More near to our context, Latin-American countries such as Mexico (Hernández, 2010) and Argentina (Moyano, 2007) have been developing important research projects related to the GBA. Thereby it produces a strong confidence to assume that in our context the appropriate application of this interesting pedagogy could effectively works, fostering the communicative competence in the language learners at all language levels.

##### **1.4.1. Legal aspects**

All the above mentioned is supported in the General Law of Education LGE (Ley 115, 1994) as follow: according to the Art 21, the educational institutions must offer the foreign language learning from the basic level to their students. The LGE establishes that the four grades that constitute the secondary basic education will have among

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others, the specific objective of comprehension and capacity for expressing in a foreign language (MEN, 1994, Art 22L). The Basic Standards of Competence in Foreign Language for English (2006) aims at achieving able citizens for communicating in the English language, so they can insert our country into the universal communication processes, in the global economy and culture with comparable standards (MEN, 2006). In the same way, this research aim is to achieve greater communication among the students considering the real purpose of learning a foreign language, that is, to establish an effective communication with others.

As a final legal aspect, this research finds support in the Colombian political constitution (1991, Art 44), makes reference to the right that every single child has to education. This right is a support for teachers working to foster the learning process of Colombian students, improving their English levels taking into account the current needs of them.

**1.5. Research objectives****1.5.1. General objective:**

To analyze how the use of the GB pedagogy may influence the interaction and the oral production ability of the students when writing in the target language.

**1.5.2. Specific objectives:**

Identify the stages from the GB pedagogy which foster oral production of the students.

Determine which of the stages used is better adapted to foster the oral production ability of the students.

Explore students' interaction when writing using the GB pedagogy.

## 2. THEORETICAL FRAMEWORK

An important review of literature related to this study is presented in this section which will be dealt with the fundamental theories, as root in the development of this research. Based on authors' findings that have made important contributions to the education research field, such concepts and theories are:

- Communicative competence; Communicative language ability (linguistic, pragmatic, discourse, strategic, fluency); listening, speaking, reading and writing skills.
- Sociocultural theory, scaffolding in reading, writing, and speaking; the teaching learning cycle.
- Interaction: oral, pedagogical and social interaction, hypothesis and negotiation of meaning; IRF: Initiation, response and feedback; Discourse: written and oral discourse.
- Systemic functional linguistics, language functions, genre; Biographies – autobiography, and rubrics.

These important theoretical and conceptual references point out to contribute with the development and understanding for the efficacy and relevance of this research project.

### 2.1. International, national, and local background

In the international context many studies related to the use of genre-based approach have been conducted in Argentina, Indonesia, Australia, and Thailand for mentioning some of them. For example, Moyano (2007) in a proposal inspired in Sydney School's genre and register theory from the Systemic Functional Linguistics

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frame, for teaching literacy in a freshman course named “Discourse abilities in Spanish in pre-university context: A SFL approach” from the General Sarmiento University, Argentina, followed an action research project through the observation of the participants’ texts produced during the teaching and learning process. As result, the development of such pedagogical proposal showed that the students’ engagement increased their abilities, and it also influenced their literacy advance.

Emilia (2005), in a study named “A critical genre-based approach to teaching academic writing in a tertiary EFL context in Indonesia” reports that this study was carried out in the State University West Java of Indonesia, applying a qualitative research design in which the participants were a group of student teachers learning English as a L2, the data were collected through observation, sample texts and journals from the students, and interviews. The results revealed improvement in the schematic structure of argumentative texts written using different linguistic resources, doing important progress in critical reading and writing, and showing awareness of their roles as teachers to participate actively in their learning.

Another research is a case study using the genre-based approach for teaching writing conducted by Lerdpreedakorn (2010), with the participation of thirty-nine students from third- year of a Bachelor of Arts in a university in Thailand, during a period of eight two-hour weekly sessions. Then, its purpose was to know the effectiveness of the genre-based approach in improving English as a Foreign Language (EFL) and the students’ writing proficiency. The gathered data to be analyzed were: three written texts from participants, Self-assessment questionnaires, semi-structured interviews and



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students' diaries with the aim of exploring their attitudes and experience of learning to write in English, as well as teachers' journal.

Outcomes revealed that students gained control over key features of the discussion genre, and showed positive attitudes towards this approach, although their grammatical knowledge had not significantly improved, probably because of the short period of time taken for the research.

Moreover, in the same country a study called "The impact of a genre-based approach on English language teaching in an EFL tertiary context in Thailand" was carried out by Sudarat Payaprom (2012), from University of Wollongong. The aim of the study was to see how an EFL literacy program informed by a genre-based approach helped the learners to develop an analytical appreciation of the texts and explore students' attitudes towards the teaching program. It was carried out with third-year students in the Bachelor of Arts in the English major program at Chiangrai Rajabhat University. This study involved a total of fourteen students.

A qualitative case study design was adopted, and a ten-week teaching cycle was implemented in order to conduct the study. The techniques applied were: supplementary data that included teacher and student journal entries to adjust and improve the quality of teaching, and core data which involved recordings of students' group discussion, interviews and students writing texts in order to analyze them through linguistic analysis, particularly through the – communicative competence theory.

It was determined that the genre-based approach had a positive impact on students' English literacy development, helping them to better understand the texts and gain control of the review genre. They employed appraisal resources to help them

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achieve the purpose of such genre. It was also revealed a positive attitude and unanticipated finding that showed how the use of genre- based approach enabled learners to engage in extended dialogue.

Concerning to the national, and particularly the local contexts, it seems that there is not clear evidence about the use of the genre pedagogy with the purpose of being implemented in the classroom. It means that there are limited number of similar research in our context studying to what extent may a GB pedagogy influence the students´ oral interaction, which is the object of this study.

It was found the published article by Herazo (2012) “Using a genre-based approach to promote oral communication in the Colombian English classroom”, He argues that “the GBA may foster students' oral interpersonal communication skills because it 1) involves them in meaning-oriented, text-based, and realistic practice, 2) assumes an explicit pedagogy that discloses the lexical and grammatical resources needed for successful communication, and 3) facilitates learners' increasing control of oral communication thanks to their appropriation of the necessary metalanguage to talk about the process of making meaning in English” (Herazo, 2012, p. 1). He discusses the importance of using the GBA for English teaching. He also provides a sample lesson in which he suggests specific objectives and activities based on the national standards.

One of the most interesting studies has been a participatory action research carried out by Toloza, Barletta and Moreno (2013) consisting in the analysis of the process of teaching and learning reading and writing in a public school from the Colombian Caribbean region and designing and evaluating a process of coaching an L1 teacher, whose purpose was to positively influence the teaching and learning of reading

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and writing through a methodology based on a socio constructivist theory and a genre based pedagogy, using stories. Data was gathered through Classroom observations, interviews to the teacher, and joint reflections. The researchers reported that genre based pedagogy can be successfully applied in schools where children show reading and writing difficulties and that it is important to take the time for carefully planning the instruction (Toloza, Barletta & Moreno, 2013, p. 52).

Consequently, most of the studies here reported are mentioned because it is important to realize how the GBA has been used in different contexts focusing on reading and writing related to the development of literacy in students of different academic levels. However, few researches on this topic have a focus on oral ability and interaction using this approach, the study made by Herazo (2012) relates the oral communication through GBA in a Colombian context. The genre Based Approach is related to the GB pedagogy which is the focus of this study.

### **2.2. Communicative competence**

Communicative competence has a great number of definitions from theorists that associate this competence with different abilities to develop grammar, discourse, social rules and linguistic skills. The term competence was proposed by Hymes (1972) as

“The most general term for the capabilities of a person. (This choice is in the spirit, if at present against the letter, of the concern in linguistic theory for underlying capability.) Competence is dependent upon both (tacit) knowledge and (ability for) use.” (p.282).

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Such clarification of ability for use as a fundamental part of communicative competence permits to take into account the importance given to the affective and motivation as non-cognitive factors in the teaching and learning practice (Hymes, 1972). The term affective factors refer diverse variables that characterize the learner disposition which involves attitude and motivation. Kumaravadivelu (2006) sustained that motivation is

“Influenced by the learner’s attitudes toward the L2, its speakers and culture, toward the social and practical value of using the L2, and toward his or her own language and culture. Because of the close connection between attitude and motivation, L2 researchers have studied them together, proposing a linear relationship in which attitude influenced motivation and motivation influenced L2 development” (Kumaravadivelu, 2006, p. 38).

Paulston (1992) used the term communicative competence, following Hymes conception, as “the anthropological sense of socio cultural rules for language use and use Communicative Language Teaching (CLT) primarily to refer to spontaneous oral interaction in general” (p.98). The communicative competence then is defined as the ability to use grammatical competence in a variety of communicative situations, showing a theoreticians’ agreement on the fact “that a competent language user should possess not only knowledge about language but also the ability and skill to activate that knowledge in a communicative event” (Bagarić & Djigunović, 2007, p. 100).

A significant conception to go back on is the recognition of the important roles of the interlocutors in the interaction, which suggest that “communicative ability cannot be reduced to individual competence; instead, it is constructed moment by moment by the

participants in an interaction” (Cabrero, 2013, as cited by Bordón & Liskin-Gasparro, 2015, p. 267). In addition, after years of research, a broader notion of communicative competence suggested that language users need more than knowledge about the language, the ability and skill to activate such knowledge as well as the cognitive processes and affective factors in the use of the language are required. (Bagarić & Djigunović, 2007). For instance, Hedge (2002) declared that the key components of the communicative competence can be listed as: linguistic competence, pragmatic competence, discourse competence, strategic competence, and fluency.

The Common European Framework of Reference for Languages CEFR (2004) conceives knowledge involving language, sociolinguistics, and pragmatic competence as three basic components of the communicative competence (Bagarić & Djigunović, 2007). Similarly, in the CEFR is established that “language competence can be considered as comprising several components: linguistic, sociolinguistic and pragmatic. Each of these components is postulated as comprising, in particular, knowledge and skills and know-how.” (CEFR, 2004, p.13). Linked to this, in the CEFR (2004) is found that the communicative language competence “is activated in the performance of various language activities, involving reception, production, interaction or mediation (in particular interpreting or translating). Each of these types of activities is possible in relation to texts in oral or written form or both.” (p. 14).

The communicative competence also makes a distinction of four areas to known grammatical, sociolinguistic, discourse, and strategic competence; the grammatical competence involving knowledge of vocabulary, word and sentence formation, orthography and phonology; sociolinguistic competence that includes communicative

functions and appropriate use of grammatical forms in different sociocultural contexts; discourse competence referring to the ability that the learner reach in order to understand and produce cohesive and coherent oral or writing texts; and strategic competence referring to the use of compensatory strategies to solve grammatical, discourse or sociolinguistic difficulties (Canale & Swain, 1980, as quoted by Peterwagner, 2005, p.12). These aspects of the communicative competence will be defined in detail in subsequent sections.

### **2.2.1. Communicative language ability**

According to McCafferty, Jacobs, and DaSilva (2006), one word to symbolize the changes in second language teaching over the years would be *communicative*, the idea that the surest way to engagement in learning a second language lies in students- even beginners-communicating in that language. Indeed, if asked to describe their teaching methodology, many teachers today would say they use communicative language teaching (Richards & Rodgers 2001).

The ability to communicate effectively in English is now a well-established goal in English Language Teaching (ELT). However, many adults can identify personal needs to communicate in spoken and written English and many school children are aware of future needs for international communication and mobility. Even in context where it is harder to see future purposes for English language communication among schoolchildren, it is often nevertheless thought to be sensible to build potential for this (Hedge, 2002).

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Communicative ability has become a goal and communicative practice in the classroom procedures. "To be able to operate effectively in the real world, students need plenty of opportunity to practice language in situations which encourage them to communicate their needs, ideas and opinions." (Abbs & Freebairn, 1997, p.1).

The communicative movement in ELT encompasses all modes of language use. It has, as one of its bases, a concept of what it means to know a language and to be able to put that knowledge to use in communicating with others in a variety of settings and situations. As sociolinguist Hymes (1972) considered that the speaker need not only a social and cultural knowledge in order to understand and use linguistic forms, but also the ability to use such knowledge in communication; one of the earliest terms for this conception was Communicative competence. He also demonstrated a shift of emphasis among linguists, away from a narrow focus on language as a formal system. According to Hymes (1972) adding the communicative element to the competence means adding rules of use without which the rules of grammar would be useless. Just as rules of syntax can control aspects of phonology, the rules of semantics perhaps control aspects of syntax; so that the rules of speech acts are controlling factors for linguistic form as a whole.

#### **2.2.2. Linguistic competence**

Linguistic competence is concerned with knowledge itself, its form and meaning. Stern (1983) includes two aspects in his characterization of what it means to know a language, "The language user knows the rules governing his native language and he can apply them without paying attention to them [...] The native speaker has an intuitive

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grasp of the linguistic, cognitive, affective and socio-cultural meanings expressed by language form” (p. 343).

Hedge (2002) suggested that narrow focus on language as a formal system, previously mentioned by Hymes, is most clearly seen in the work of Chomsky (1965) who used the term *competence* to describe knowledge of language. Concerning to this, Paulston (1992) argued “By linguistic competence, Chomsky means the native speaker’s knowledge of his own language, the set or system of internalized rules about the language which enables him to create new grammatical sentences and to understand sentences spoken to him” (p. 39).

Thus linguistic competence involves knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure, and linguistic semantics. Hedge argues that, in various ways, the learner is acquiring linguistic competence in the second language. In addition, she says that an important point for the teacher to note is that this competence is an integral part of communicative competence (p.47).

In consequence, linguistic competence involves not only the quality of vocabulary or phonetic, but also the cognitive organization of these components and the storage of expressions according to the features of the community in which the individual socialize; sociolinguistic competence influences the language communication of participants from different cultures in social contracts such as the norms and rules for communicating according to age generations, sex, social class and politeness; and pragmatic competence is related to the abilities of speech acts and linguistic functions generating



an important influence in cultural situations because they allow the construction of such abilities and the social interaction.

### 2.2.3. Pragmatic competence

Generally, the pragmatic competence involves two abilities. "In part it means knowing how to use language in order to achieve certain communicative goals or intentions. This has also been called *illocutionary competence*" (Hedge, 2002, p.48). She adds, "One element of pragmatic competence is knowing how to perform a particular function or express an intention clearly" (p. 49)

The production of spoken or written messages must follow suitable social conventions according to the social context; that social knowledge is needed in the selection of language forms to communicate in different contexts. This has also been known as *sociolinguistic competence* which is "the sensitivity to or control of the conventions of language that are determined by the features of the specific language use context" (Bachman, 1990, p.94). It can be related to knowing when to be quiet and when to speak, or what to express in given circumstances. Part of communicative competence in a foreign language is to know what is appropriate, what is incongruous, and what might cause offence. In these ways, the sociolinguistic component of pragmatic competence allows to select the most appropriate language when communicating with others taking into account a complete set of social elements and behaviors. It enables to know, as maintained by Hymes (1972), "when to speak, when not, what to talk about with whom, when, where and in what manner" (p.277).

#### **2.2.4. Discourse competence**

As indicated by Hedge (2002) “learners of English need to become aware of how discourse works in terms of the common cohesive devices used in English” (p.51), they need to acquire useful language for strategies such as initiating, entering, interrupting, checking, and confirming in conversation. They also need to develop competencies such as the description of different texts as well as to follow the structure for written texts. Such abilities together require the creation of coherent spoken or written texts, and have been termed discourse competence, or textual competence. Students also need to be guided by their teachers in the integration of different skills and strategies necessary for developing oral interaction and discourse. As Burns (2012) maintains “they may need support in relation to affective factors, such as anxiety, nervousness or embarrassment about speaking in another language” (p.168).

#### **2.2.5. Strategic competence**

The strategic competence can be mainly linked to grammatical or sociolinguistic competencies. For instance, grammar such as the paraphrases of other grammatical forms, or sociolinguistic strategies such as role plays addressing native speakers.

Canale and Swain (1980) consider of great importance to develop strategies that answer “how to cope in an authentic communicative situation and how to keep the communicative channel open” (p. 25). They also agree that the practice of strategic competence can be useful for beginner learners, and such strategies might change depending on the knowledge of the language and age of the students. They argue that “strategies are most likely to be acquired through experience in real-life communication

situations but not through classroom practice that involves no meaningful communication" (p.31).

Burns (2012) suggests that providing students with speaking practices encourage them to express what they are able to say in the target language, developing fluency by using the strategies and skills they have; this means, "to develop fluency of expression without having to pay too much attention to accuracy of form" (p. 174).

To Hedge (2002), learners compensate for this either by changing their original intention or by searching for other means of expression, which could be termed *achievement strategies*. By contrast, when the learner avoids the forms of which she or he is uncertain and selects the structure which she or he knows it might be called a *reduction strategy*. Second language acquisition research suggests that the exposure of learners to language provided at a point of need and in meaningful context which they have created for themselves in trying to express something is a good situation for acquisition.

### **2.2.6. Fluency**

The term fluency is related to written or oral abilities, it means "both writers and speakers command a vocabulary that is generally suitable for everyday interactions in their milieu and typically uses grammatical structures that their audiences can efficiently interpret" (Huck, 2015, p. xii). According to Faerch, Haastrup and Phillipson (1984) fluency is included as a component of communicative competence and it "covers speakers' ability to make use of whatever linguistic and pragmatic competence they have" (p. 168). They distinguish three types of fluency "Semantic fluency: linking together propositions and speech acts, lexical-syntactic fluency: linking together

syntactic constituents and words, and articulatory fluency: linking together speech segments” (p.143).

This suggests, the term fluency responds to the language production ability involving stress, pronunciation and intonation, through the interpretation, construction of meaning, and reproduction of linguistic resources in interaction with others. As argued by Hedge (2002) “This implies activities in which students will determine the content of what they say in interaction with other students” (p.55). Then, fluency does not mean to speak faster, but the capacity for expressing what the speaker wants to say making use of the appropriate linguistic resources according to the competence reached.

Communicative competence consequently comprises the development of listening, speaking, reading and writing skills which evidently are the resources for developing interaction in a foreign language. Briefly let us review those skills:

### **2.2.7. Listening Skills**

Listening is a skill that allows language students to interact with language input and facilitates the development of other language skills. Vandergrift and Goh (2012) maintain that

“Listening activities in many language classrooms tend to focus on the outcome of listening; listeners are asked to record or repeat the details they have heard, or to explain the meaning of a passage they have heard. In short, many of the listening activities do little more than test how well they can listen” (Vandergrift & Goh, 2012, p.4).

This means that developing listening skills does not consist only in the repetition of some records, it is also required the use of the students’ context to help them

become familiar with the vocabulary in use or to be used. Other strategies such as keeping a conversation, listening to a reading, or taking notes and repeating or rephrasing them out loud in the target language instead might contribute to encourage oral interaction because the students need to realize by themselves their understanding through the use of different skills at the same time in order to achieve their learning goals. To this respect Goh (2012) maintains “when learners draw inferences of the meaning of what they hear in a listening text, they also need to monitor their interpretation by considering clues from the context or from the unfolding text.” (p.70).

### **2.2.8. Speaking skills**

Some researchers have found that speaking is the skill that increases anxiety when the students face the embarrassment of making mistakes in front of their partners, the possible negative evaluation from the teacher and their own lack of confidence in order to express ideas and thoughts in the second language (Arnold, 2002).

Oral production and speech have particular characteristics that distinguish them from writing production, Arnold (2002) suggested that speaking does not mean to write what we say aloud, it means that we are able to produce spontaneously making use of repetitions, corrections, appropriate or inappropriate starts that appear or disappear according to the circumstances; thus the oral exchange is given into real situations that provide immediate answers and feedback between participants. “The speaking skill is so central to our thinking about language learning that when we refer to speaking a language we often mean knowing a language” (Arnold, 2002, p.51), those distinctions provide understanding about the conception that it is not the same to talk to the students that to talk with the students in the classroom.

### **2.2.9. Reading skills**

Taking into account that the GB pedagogy has been applied mostly in reading and writing processes, it is considered relevant to mention the reading and writing skills in this study as important basis for conducting interaction in the classroom.

Reading is not a static skill, it involves an active process in which the reader demonstrates the abilities to interpret and relate a reading text considering the main idea expressed by the writer. According to Nunan (1989) "reading is viewed as a process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses and sentences)" (p. 33). It is important to bear in mind that as readers we build meaning through different reading strategies used for decoding those written symbols.

"Good reading indirectly helps to improve the skill of writing. A good writer can judge and evaluate the written message with ease and accuracy." (Rodrigues, 2000, p.85). For instance, opposing to the spoken, a written message requires more formal and structured grammar as well as organization in order to transmit a message.

Currently, it is becoming increasingly clear that the communication of the basic skills such as reading and writing, as well as speaking and listening, have gained great attention in the English language in order to carry out more efficient communication. In fact, it is almost impossible to carry on a productive communication in English between two participants with different linguistic backgrounds because they do not possess similar linguistic features (Rodrigues, 2000).

Rose (2005) suggests that parent- child reading is a beneficial pre stage for children arriving to the school because they can become independent readers, which is

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a fundamental skill to develop and be ready for facing the academic context. However, he states that most of the reading skills are acquired at home and those skills are then evaluated in the first years of school, the secondary school evaluates the reading orientation received in the elementary, and always the preceding learning is evaluated by the following or current academic level. "Experienced readers continually recognize, predict and recall written patterns of meaning, whereas inexperienced readers cannot recognize patterns they are unfamiliar with, and so cannot read with comprehension." (p. 145). Thus, it means that the classroom interaction seems to allow knowing the learners' ability to be successful in reading; therefore, the constant training in reading and writing skills is central at any age or academic stage.

**2.2.10. Writing skills**

Writing can be considered a complex ability for learning as the writer must be able to use grammatical structures into cohesive and coherent paragraphs. It does not consist only in sit down and write what is expressed or is going to say; Nunan (1989) points out that "in many instances, the writer starts out with only the vaguest notion of this. The ideas are then refined, developed and transformed as the writer writes and rewrites." (p.36). Recently, Hyland (2007) mentioned writing and learning to write as a social activity because they comprise common routines that need to be oriented in order to learn how to use the language, these as key bases of the genre- based teaching principles (p.152).

The communicative competence involves the development of writing skills that can differ with the circumstantial situation in which the individual is involved, its practice

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conforms an integral part of our identity, and the relationships that individuals establish as social members, as Hyland (2007) states “There are a wide variety of practices relevant to and appropriate for particular times, places, participants, and purposes” (p. 150). In agreement with Hyland, teachers need to teach the language to help their students to make consistent linguistic choices, to allow them to codify meanings to organize a text and use grammar appropriately for writing to their readers.

In the genre pedagogy, “providing students with the “freedom” to write may encourage fluency, but it does not liberate them from the constraints of grammar in construing social meanings in public contexts” (Hyland, 2007, p. 150). The genre pedagogy then assists the pedagogical process with clear insights for teachers and students to joint content, language and context, in order to communicate making easier the development of the writing skills.

Practice strategies such as reading in class, preparing students to read, the use of appropriate texts, and modeling writing, are resources for scaffolding. In accordance with Rose words, the simple use of suitable text in the syllabus taking into account the genre, in readings that can be useful to model what the teacher want that students write; the field, using interesting texts for learners and key for the topics to study; the mode, for example the language used; and the ideology, whether the text is worth to read, can help teachers to support learners for becoming independent readers and writers. “The strategies applied depend on the degree of scaffolding support required by the learners for the task, at each stage of a lesson sequence and learning program” (Rose, 2005, p. 160).



Currently, students in the school need to develop more language skills than those learners from occupational or university contexts in order to follow their academic progress, particularly those skills related to literacy and these can vary depending on the contextual development (McGroarty, 1984); referring to communicative competence, McGroarty (1984) affirmed that “even within this single term, the meaning of competence can vary depending upon the setting” (p. 258). It means that the communicative competence might represent a different meaning in each learning context taking into account their communicative needs and specific purposes. Likewise, McGroarty (1984) suggested that levels of communicative competence can present variations that involve relationships within the oral proficiency level, and the oral and writing skills depending on the students’ age and academic achievement. In fact, she argued “research carried out with students learning English as a second language suggests that the balance of oral and written skills needed for school progress may change according to the subject matter and the ages of the students involved” (p. 267). Such assertions may lead to consider that students’ life experiences can be associated through the class subjects, making content and materials familiar for them in order to foster their communicative competence.

### **2.3. Sociocultural theory**

Sociocultural Theory (SCT) accentuates in the importance of culture in cognition development as a result of overcoming theories where brain development, intelligence and learning centered in an individual. SCT assumes that child requires two important

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sources for development, cultural tools and interaction with others. At this point language, as a symbolic tool becomes relevant to thought development.

Unlike Piaget (1977) who assumed language as a consequence of thought development, Vygotsky (1978) focuses on the interdependence of superior process and the great contribution of the cultural interaction in the specific context. Most of the human development is related to beliefs (values, desires and personal experiences), knowledge (notions, opinions as conventions) and power (ideologies, speech, contexts) that provide their own culture.

Therefore, two main concepts expressed in Vygotsky theory are Cognitive Development and Zone of Proximal Development. This second one has had a great influence in educational area because it is assumed that culture set the information process abilities for its own goals according to the contexts. It means each individual absorbs knowledge and actions from others that internalize gradually.

For many years' different authors, psychologists and educators, have been concerned about the ZPD implications in several knowledge areas. This concept has been applied in order to clarify, not only how a teacher and the students can interact, but also, how it could be a tool for teachers to support their pupil's advancement in their learning processes; according to Vygotsky's conceptions of the ZPD, "to describe the sweet spot where instruction is most beneficial for each student-just beyond him or her current level of independent capability" (Lui, 2012, p. 2). It means that learners can be capable to achieve knowledge with teacher guide or from mate assistance. The ZPD refers to the learning process which takes place when the learners work collaboratively with mates who are at similar knowledge levels, by interacting with peers, it means

“learning and development may also result from ‘symmetrical’ interactions” (Fernandez, Wegerif, Mercer & Rojas, 2001, p. 40). This is clearly observable in Colombian public schools, where students learn in an easy way when they feel comfortable working with others to develop different kinds of activities.

In the classroom, the ZPD can be used as a diagnostic-identification tool in order to create an adequate context for learning. Associated with this idea, Lantolf and Thorne (2006) argue “development in the ZPD is understood as the difference between what an individual can do independently and what he/she is able to do with mediation” (p.208). Generally, when students begin the process of acquisition of EFL in any public schools, they start an academic relationship between them and the teacher, who helps them to acquire the target language knowledge in a collaborative way (Lantolf & Thorne, 2006). So the teaching and learning processes will be centered in the students, their abilities and the knowledge itself, in different manner.

Nowadays, according to Vygotsky’s view (1978) the zone of proximal development depends on instructional enhancement, and classroom changes for promoting the students learning. For instance, it is firmly observable in Atlántico public schools belonging to low socio economical contexts, in settings with low access to internet, or few textbooks that in anyway put in contact the students with the target language, how teachers become stronger guiders or mediators using the scaffolding metaphor, involving the ZPD conception. From their teaching practice they are building a more comprehensible theory to help their learners to achieve their learning goals as much inside as outside the classroom each day.

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The ZPD leads to work in collaboration among learners who develop similar maturity functions at any knowledge level, which involves age of their learning process as one important part of social interaction, at the same time this school practice allows teacher and students to communicate in a more effective way by interacting. This is common in social context in public schools where teachers and students come from different backgrounds, as maintained by Vygotsky (1996) “the context in which the interaction occurs is of crucial importance” (p. 192). Tudge (1990) as quoted by Walky, (2006, p.162), suggested clearly that those learners require assistance and support from teacher as the expert or knowledgeable of the target language.

Finally, as it has been discussed, learning can be the result of knowledge and interaction. Therefore, the previously mentioned is crucial for learners because they can be able to use what they have learnt in specific settings. Related to this, Lantolf and Thorne (2006) claim that the ZPD is more than a model “conceptual and pedagogical tools that educators can use to better understand aspects of the students” (p.216). For this reason, it is important to apply methodologies in class addressed to enable students to be involved in their own learning, facilitating this process, even, through their own experiences. In this way, it could be affirmed that motivation has become a challenge for teachers.

Nowadays the students should be active participants and not passive consumers, they can be participating in communicative activities in order to learn from others, making the learning process more effective and easier for them; because they remember things by doing them, and taking part in real situations which give them the connection between the knowledge and the everyday life, creating a meaningful

learning. Chaklin (2003) sustains that “rather than being a passive recipient of an objective environment, the child is selective about what is perceived and interesting” (p. 6). A central aspect of the sociocultural theory is the scaffolding concept which will be defined in detail.

### **2.3.1. Scaffolding**

The assistance of the teachers can provide the students with opportunities for working collaboratively with their peers; at the same time that they are collecting the linguistic resources helped by the teacher they also are learning the process to structure a task appropriately, this work allows them to become creative and autonomous learners and it is called scaffolding (Van Lier, 2004). Scaffolding then, might be described as the support offered by the teacher and more knowledgeable peers to develop different academic activities and skills in interaction.

Van Lier (2004) asserts that in pedagogical assistance scaffolding presupposes two conditions in order to avoid it becomes only a word:

- “Scaffolding occurs during novel, unpredictable moments in activities, when learners try out something new and venture into uncharted waters.
- Scaffolding is aimed at handover (by the teacher or peer) and takeover (by the learner) of control” (p. 93).

These assertions permit to consider that the social construction and the collaborative work are fundamentals in the interaction process provided by the scaffolding.

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Bruner (1983) definition of scaffolding is “a process of setting up the situation to make the child’s entry easy and successful and then gradually pulling back and handing the role to the child as he becomes skilled enough to manage it” (p. 60).

In the classroom, learners always have active participation in their own and partners learning, following a step by step process in such learning. At first, the students may seem timid about speaking to contribute because they do not have the enough knowledge or confidence to express their ideas. However, as said before, they follow a process in which the fact of being in contact with their classmates and teacher acts in the classroom can help them to show positive insights little by little into a social construction. As Walqui (2006) declares, the students will “feel legitimate if they recognize that the expectation of teacher and other more capable peers is that they, too, will soon become full-fledged members of that community as they become more socialized into it”. (p. 160).

Such social construction is related to the sociocultural theory from Vygotsky who affirmed that social interaction through mediation is the center of learning and development, and consequently to this, he stated that the Zone of Proximal Development (ZPD) is the prime space in which learning takes place. In fact, this ZPD is the zone in which it is supposed that scaffolding occurs (Walqui, 2006). As mentioned before, the scaffolding is understood as Bruner defined it, as a transitory support offered by the teacher to the students in order to help them to reach a better level of knowledge. However, the scaffold is removed once the teacher evidences that the learners are able to construct with certain level of independence, while the language use is not a transitive task to accomplish collaborative work and interaction; for this reason, the

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sociocultural theory seems the most crucial support for scaffolding in and outside the classroom.

According to Dailey-O and Liebscher (2009), in many cases the use of both mother and target languages can be made in the classroom taking into account a bilingual interaction not only at school but also outside this; they argue that there is a common feature recognized in the bilingual speech named code-switching used in order to alternate first and foreign language for simple conversations, therefore "In the context of a communicative approach to language learning...code-switching is a normal part of bilingual linguistic behavior" (p.132), based on those reasons, the teacher can model the learning topic using both languages, taking into account that meanings can vary depending on the conversational moment or mediation in the classroom. Dailey-O and Liebscher (2009) also affirm they "admit that teacher modeling has its limitations" (p.133).

From the sociocultural theory it is thought that the teacher can anticipate what is going to happen, it means what can be clearly understood by the students allowing switching the language for interpreting the information they are processing into the mother tongue as scaffold "Because they construct the interaction as a learning incident, this kind of switches are typically associated with a learning situation." (Dailey-O & Liebscher, 2009, p.138). Concerning to this, Fernandez, Wegerif, Mercer and Rojas (2001) maintain "The ways in which language is used in symmetrical groups to support shared thinking and learning are not temporary. In contrast to the notion of 'scaffolding' the way in which language can support learning in symmetrical groups is dynamic and continuous." (p. 53).

### **2.3.1.1. Scaffolding in reading, writing and speaking**

Rose (2005) describes a methodology for teaching reading and writing based in an Australian action research project made in response to the needs presented for a particular learner's population to improve reading and writing; the fundamentals for this end where the social process model from Vygotsky, the language as text from Halliday, and the pedagogic discourse from Bernstein. He manifests that in such methodology "scaffolding supports all learners to do the same high level tasks, but provides the greatest support for the weakest learners" (Rose, 2005, p. 142). This then suppose a more democratic languages class, in which for developing reading competence the learners become independent by practicing a task that is first scaffolded by the teacher until they show control to remove the support or move it to a higher level.

Detailed reading allows the reader to recognize the layer of a text structure which serves as pre writing preparation, showing differences on how reading, writing and speaking mediums of expression are used by language users, for instance, speaking requires the use of sounds and accurate pronunciation which also needs listening abilities, and writing is improved through the development of lexica semantic forms and meanings. Thus "Where experienced readers are able to automatically process such lexical density, inexperienced readers may labour to 'unpack' dense wordings, often without success" (Rose, 2005, p.144). Such reading methodology is showed in the figure 1 following a set of stages which uses the pattern of deconstruction, joint construction and independent construction, as further it will be treated.



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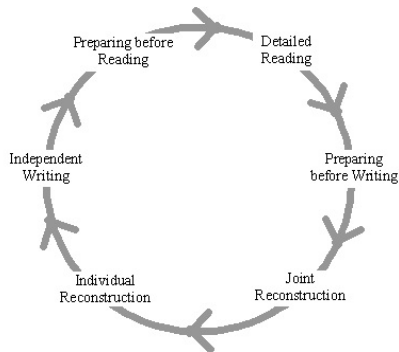


Figure 1: Learning to read cycle. (Rose, 2005, p.147).

Similar to reading, there are different features to take into account to teach speaking in a foreign language, such as lexis and grammar that help the students to enter in contact with real contexts, for example providing them with some basic vocabulary, texts structure, and expressions according to their language level. According to Harmer (n.d.) students should be able to communicate in interactions that show a more natural speech, he argues “Where students are involved in specific speaking contexts such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction” (p.269); thereby, it means that teachers can help students teaching them how a text is structured emphasizing on common or repeated expressions which they can recycle for their writing and oral production when speaking.

Taking into account what has been expressed by Rose (2005) “experienced readers continually recognize, predict and recall written patterns of meaning, whereas inexperienced readers cannot recognize patterns they are unfamiliar with, and so cannot read with comprehension” (p.145), it is important to provide support through pre reading, detailed reading, and a preparation for writing, because it seems to make

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easier the speaking development. These steps can be followed no matter the text genre all the time it can be adapted to the learner target language level, to allow learners process the information in a staged sequence, and interact with their teacher and partners, at the same time that they become confident to express the ideas they want to say by writing or speaking.

Acting from a script and prepared talks are two of many speaking and common activities proposed by Harmer (n.d.) who maintains that those are some of the most used in the classrooms. Generally, speaking involve students in a no pleasant activity when they do not feel the confidence to be able of expressing their ideas clearly, and for this reason teachers should be careful to create a good atmosphere among the students, and do not select the shyest learners until they had been worked in the activity taking the linguistic resources they need in order to accomplish the task, if possible, until their more capable peers have participated. "By giving students practice in these things before they give their final performances, we ensure that acting out is both learning and a language producing activity." (Harmer, n.d., p. 271).

Prepared talks, is another common speaking activity in which the student is asked to make a presentation that allows them to speak from their own ideas and writings; such talks, as said by Harmer (n.d.) "represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listeners" (p. 274). In consequence, the results obtained from talks might show the development of writing skills and promote the oral production ability of the students.

The speaking can be one of the most difficult competence for teaching in the classroom, many students can seem afraid to express what they want orally because

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the grammatical or pronunciation mistakes are present, perhaps they can develop reading and writing easier than speaking skills because they feel more confidence when they write. Burns (2012) emphasizes that “Speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes – cognitive, physical and socio-cultural – and a speaker’s knowledge and skills have to be activated rapidly in real-time” (p. 166); based on previous theory and own research. Burns also proposes a teaching speaking cycle, TSC (figure 2) making emphasis in five important aspects to describe the proposed stages as follows:

- The teaching of speaking should foreground the respective roles played by the teacher, the learner and the materials.
- The main aim of speaking tasks is to help students develop the fluency of expert speakers where meaning is communicated with few hesitations and in a manner that is appropriate for the social purpose of the message. This is achieved through – the use of accurate language and discourse routines, – appropriate speech enabling skills, and – effective communication strategies.
- Learners’ speaking performance can be enhanced through pre task planning and task repetition, as these activities can reduce cognitive load during speech processing.
- Learning involves noticing key information and storing it in long term memory. Activities that focus learners’ attention on language, skills and strategies are therefore an important part of teaching speaking.
- Activities that help learners develop metacognitive knowledge and self-regulation of their speaking and learning processes are also needed to address

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affective and other cognitive demands of learning to speak a second language (p. 177).

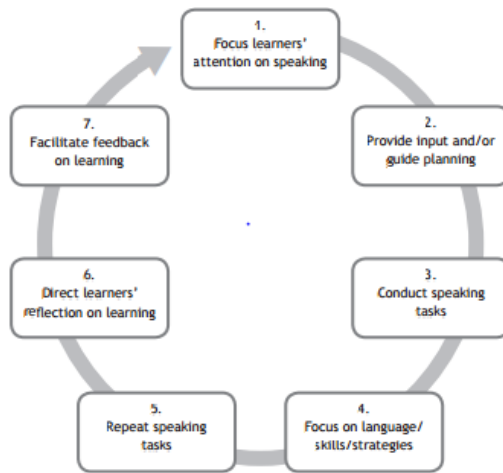


Figure 2: The teaching speaking cycle, Burns, 2012, p.172.

According to Burns, this cycle assists teachers taking into account activities that serve to engage the affective and cognitive level of the students. The TSC allows teachers to engage learners in speaking activities, providing them with the appropriate scaffolding, and “learners will not only practice expressing meaning using their existing language resources, but they will also receive timely input and guidance for improving their performance” (Burns, 2012, p.177). Taking into account that this cycle is proposed to follow the stages one by one, as showed in figure 2, it would be relevant to consider the English level, and the real context in which students are involved to successfully contribute in their learning; for instance, the students group involved in this study whose social background is not a bilingual context, and their English level is still very low for producing high proficiency outcomes in oral production, may require much more time to

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develop speaking skills than those learners having higher opportunities to experience communication in the target language. However, this cycle appears a good helper to improve learners speaking skills at any level of learning. "In SFL, scaffolding has been elaborated into an explicit methodological model, represented by the teaching-learning cycle" (Hyland, 2007, p. 159).

#### 2.4. The teaching- learning cycle

The teaching learning cycle from the GBA comprises different stages in which teacher and students work together, and gradually the learners become independent in the use of specific text- types. Each one of these stages of the cycle serves to achieve different purposes and it is associated with different type of activities. Usually, it is possible to enter at any stage of the cycle as well as return to earlier stages when needed in order to make a revision or practice (Feez & Joyce, 1998). Stages and some of their purposes are described below.

*Building the context:* In this stage it is introduced the social context of an authentic model of text-type being studied; learners explore its features and social purposes, and explore the immediate context of situation in terms of register. Activities in this phase involve the presentation of the context using audiovisual material, the social purpose through surveys or simply discussing is presented, and pictures as well as the model text with similar samples are compared.

*Modeling and deconstructing:* In this stage the model language features and structural pattern are investigated. Besides, the model is compared with examples of the same text type. At this point, presentation of subjects using charts, board, devices or

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any other as supporting material are required; practice activities relating to grammar or language use such as pronunciation, vocabulary, spelling, typing or handwriting are fundamentals for modelling and deconstructing a text-type.

*Joint construction:* In this stage learners construct examples together with the teacher assistance; the teacher gradually reduces assistance to allow students to gain control on the text-type. The joint construction permits teacher and students negotiation of meaning, a clearer understanding of the context, and students choices to contribute with the text construction. Its activities among others include “teacher questioning, discussing and editing whole class construction, then scribing onto board, small group construction of texts, self-assessment and peer assessment activities” (Feez & Joyce, 1998, p.30). Hence “jointly constructed and negotiated meanings are best supported or scaffolded within predictable and familiar routines, or cycles, of interaction and activity over extended periods of time.

*Independent construction:* in this stage learners become independent, working with the text-type which involve spoken presentation to class, writing drafts, whole texts, or comparisons between spoken and written models of the same text-type among others. The GBA allows learners to feel the freedom to write and say what they want facilitating their progress, within units of work that permit them to make connections between earlier and new cycles. “it gives students the opportunity to learn to function at a level beyond that which they could learn to do on their own” (Feez & Joyce, 1998, p. 31). Hyland (2007) maintains

A key purpose of the cycle is to ensure repeated opportunities for students to engage in activities which require them to reflect on and critique their learning by

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developing understandings of texts, acting on these through writing or speaking, reviewing their performance, and using feedback to improve their work. The model, therefore, allows vocabulary to be recycled and the literacy skills gained in previous cycles to be further developed by working through a new cycle at a more advanced level of expression of the genre (Hyland, 2007, p. 160).

**2.5. Interaction**

Interacting with others implies sharing ideas and opinions, asking for clarification and answering in simple or complex conversations into a common social context. Therefore, as stated by Malamah-Thomas (1987) "Action and reaction are not interaction" (p.7). Also in the classroom learning occurs as a social practice, in which learners and teachers are engaged in the successful accomplishment of diverse activities. In the classroom, the teacher can follow his/her action plan and act, according to this plan. The class can act in response to the teacher's actions in numerous ways. Learners can repeat some things well, and others badly; they can fail some answers, and do not have mistaken some others; they can follow the teacher's instructions with some activities, and fail doing others; at times students can demonstrate no visible reaction as attempts for reaching interaction (Malamah-Thomas, 1987).

Likewise, Malamah-Thomas (1987) argues "Interaction is more than action followed by reaction. Interaction means «acting reciprocally, acting upon each other»" (p. 7); this theorist also states that the teacher acts upon the class, but the class reaction subsequently modifies his/her next action, and so on. The class reaction becomes in itself an action, evoking a reaction in the teacher, which influences his/her

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subsequent action. Therefore, there is a constant pattern of mutual influence and adjustment where the goal is not only to reach the initiation, response and feedback IRF exchange, but also to foster the interaction through this.

According to Robinson (1994) interaction is a process that involves face to face participation that could be verbal through the use of spoken, or it could be non-verbal actions carried out through facial gesturing, eye contact, and so on. So, in oral interaction learners exchange ideas by asking and answering questions while participating in discourse, it means that interaction can be oral or written expressions that enhance exchanges of ideas and thoughts as an essential part of the communicative competence.

In educational contexts, interaction takes place in diverse settings, and the classroom seems to be the most appropriate setting for interaction between teachers and learners. In classroom personal experiences, it can be observable how teacher-students, students-students, and students-teacher interactions become a joint construction of knowledge that can be complex, depending on the quality of collaborative teaching and learning processes. According to Van Lier (1996) in the interaction emphasizing classroom talk and conversation, the quality of social interaction resides in things it points to, it means, the development of meaningful topics with the students during the class may positively influence their learning.

In fact, the socio cultural milieu is essential to support the students in the achievement of their academic activities. Walqui (2006) states “the cognitive and the social go hand in hand in classroom learning.” (p. 159), such affirmation points to the cognitive development given through the social interaction. For instance, when the



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students make connections between what is known and what is unknown for them, creating new meanings. As it is well known, in our country academic contexts are the only place that most of the students have in order to learn languages, and consequently to practice the English language, for that reason it is imperative to take into account those important assumptions in order to convert the classroom in the appropriate place for learning and practicing the foreign language.

##### **2.5.1. Oral, pedagogical and social interaction**

Oral interaction could be described as a basic and common activity in the life of every human being. Bolivar (2005) argues that the word interaction indicates a kind of negotiation among human beings into a social context, with a big variety of purposes, not only to describe a social activity, or the physical world, but also with the purpose of producing a change or effect in a given situation, "human beings interact in society and there is where meanings are created and interpreted" (p.113). It can be said that the construction of meaning has high relevance since its main purpose is the conservation of the social constructs rather than few utterances and their repetition by learners of the language, in settings where the interaction is seen as an exchange consisting in making two well repeated or pronounced sentences (Brown & Yule, 1983, as quoted by Nunan, 1989, p.27).

In addition, Walqui (2006) suggests that sharing subjects of common interest with other classmates and teachers in collaboration provide the students with learning opportunities, maintaining that "the primary process by which learning takes place is interaction" (p. 159). If well it is known that at the beginning it is not easy to learn a

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second language, it is also important to bear in mind that students need to make attempts to communicate expressing what they can, because they need to share with their peers and teachers in order to build meaning, and for achieving step by step, effective communication.

In agreement with Kim and Trong (2010) the interaction process occurs among non-native speakers or between non-native and native speakers. Ellis (1985) stated that interaction is the result of the discourse among participants that facilitates language learning. Hence, in learning contexts the teacher should guide the interaction making use of strategies such as instruction, questions, explanations, providing feedback, adding information, or any other pedagogical assistance in order to encourage students learning.

Pedagogic interaction, similar to verbal interaction, is a support for developing oral production ability. It is a continuous, ever changing process. According to Malamah-Thomas (1987), the teacher acts eliciting learners to cause a reaction for each moment during the class development. This reaction informs some action performed by the learners: a response to question, an item terminated from a given exercise, a word or sentence pronounced or the spelling of written utterances, sentences or verbal expressions. Then, the teacher receives and analyzes this action in order to have a clearer perception on the reaction to it, or its own original action which is addressed into a social interaction process which is the goal expected through the development of this study.

Instead of being separate activities, the oral, pedagogical and social interactions are joined in the classroom as a whole providing opportunities for learning. Van Lier

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(1996) argues that social interaction is the engine that drives the learning process, it means that conditions of learning- awareness (and attention), investment, practice, and commitment- are engaged, sustained, and augmented by learners when interacting with others which includes interacting with the world in general, interacting through reading, thinking about worldly things, and other diverse activities. In other words, social interaction, although first involves the use of talking face to face encounters, it includes many other word-world encounters, as dialogue and conversation.

A general assumption is that dialogue is a conversation that emerges in quotidian situations, it can be oral or written such those found in a novel, book, movie, and other common forms of language use. Bilbrough (2007) suggests that a dialogue is a process of language because it has been part of the interaction during the human history. He also argues that “the dialogue is being used, not for production but mainly to develop reading or listening skills, or to raise awareness about the linguistic features it contains” (p.12).

According to Bilbrough (2007), dialogue has been used as a way and input for language structure and practice, the students listen, they repeat and change some words to practice the same base dialogue with other classmates; with the time and advent of the communicative approach, the dialogue has become more learner-centered for achieving a more efficient communication. Likewise, the conversation is the process in which people share ideas and listen to others, they learn from that experience, showing respect for others views; they can express agreement or disagreements taking turns into the act of communication.

Zwiers and Crawford (2011) suggest that conversation fosters the speak, the listening and negotiation of meaning which contributes to the use of vocabulary that the students internalize when working in the classroom with peers, texts, teachers and other medias while they are building new vocabulary. Thus, learners become social actors of the cultural response, through the connections made among academic environments, their own engagement, and the power of the skills they can reach taking part in a conversation. It might be said that social interaction means being and act along the horizons opened for communication. social interaction then, is inherent to the important aspects to join with the language in one`s dealings with the world, with other people and social artifacts, with everything real or imagined that links oneself and the world.

### **2.5.2. Interaction hypothesis and negotiation of meaning**

The interaction hypothesis makes emphasis in the learners' role and how they are able to receive and process the language (McCafferty et al., 2006). This theory also has roots in work on linguistics. Significant conceptions are those from Hymes (1972) notion of sociolinguistic competence, as opposed to only grammatical competence, and Halliday (1970) analysis of language in terms of the functions it is used to achieve rather than looking at language as a thing in-and-of-itself, isolated from the purposes it serves.

The negotiation of meaning seems to follow a standardized set of fundamental patterns for communication. Ways of negotiating meaning include the listener asking for repetition or clarification, as well as the speaker checking to see that others have understood. To this respect, it is thought that groups support negotiation of meaning because "the more intimate setting provides students with the opportunity to negotiate

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the language they hear, free from the stress and rapid pace of the teacher fronted classroom” (Rulon & McCreary 1986, p.182, as quoted by McCafferty et al., 2006, p.19). In addition, higher negotiation of meaning was reported between non-native speakers than those between native and non-native speakers, thereby it has been mainly considered for conforming classrooms groups such as those found abroad, for example.

Furthermore, it should be understood that negotiation for meaning is not the only way in which modification or restructuring of interaction can take place. Other forms include self, others and collaborative repair, contemplation of utterances by others; and topic shifts (VanLier, 1991).

The Interaction Hypothesis proposes that one of most effective methods of learning a new language is through personal and direct interaction. This theory is applied specifically to the acquisition of a foreign or a second language. It is usually attributed to Michael Long, who wrote a paper entitled “The Role of the Linguistic Environment in Second Language Acquisition” in 1996.

Through the Interaction Hypothesis, Long integrated and reconciled two hypotheses on second language acquisition, the input and the output hypotheses. On one side, the Input Hypothesis states that a language learner only needs to be supplied with input through the forms of reading, listening to conversations, and lessons on grammar and vocabulary. On the other side, the Output Hypothesis, on the other hand, stresses the importance of practicing and speaking to retain and remember the language. The Interaction Hypothesis combines both the “input” and “output” hypotheses by stating that interaction is not only a means for a learner to study the language, but also a way for the learner to practice what he has learned.

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Among the types of interactions, the negotiation in conversation is probably the most emphasized for learning a second language. The Interaction Hypothesis acknowledges that during conversations, there are certain situations in which a participant does not understand what the other says, but it is in these situations where learning becomes more effective. The theory refers to this event as negotiation of meaning, where the participants will make an effort to understand and repair the miscommunication during the interaction.

Long (1996) states that there are two basic stages in negotiating meaning: The first stage is the interaction itself, when both participants begin to engage in conversation. The second stage is the “negative feedback,” it occurs when a participant does not understand a certain word, sometimes seen in a nonverbal action, for example the act of shaking hands. In some cases, the other participant may request clarification by saying, Pardon? Or can you say that once more? This process in which the misunderstood participant attempts to make the other participant understand is called modification of output. The participant may paraphrase or give examples to make the meaning of the word clearer, until the other participant responds in an affirmative way that he has understood.

Interaction Hypothesis suggests an interaction between a second-language learner and a native speaker, so the learner can study the language in its most authentic setting. In this way, the learner not only learns about the language, but also other nonverbal signs along with the words. Currently, in Colombian context such interaction at school can be as realizable as desirable seems to be. However, what is

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possible is the interaction process itself between two participants or among equals at least during the English class, a social interaction to negotiate meaning in the target language which clearly might generate positive opportunities for students' learning.

Here will be defined the IRF term since it is relevant for the understanding of this document.

### **2.5.3. IRF: Initiation, response and feedback**

Initiation (or question, elicitation), response (or answer) and feedback (or follow-up, evaluation) known as IRF was first noted by Bellack, Hersen and Turner in 1966, in their pioneering classroom study in which they found that "nearly one-third of all teacher's moves were categorized as 'rating', that is, teachers usually responded to what their pupils said not by replying to it but by evaluating it" (Barnes, 1976, quoted by Van Lier, 1996, p.128). They called this IRF sequence the teaching cycle. Next Sinclair and Coulthard in 1975 made it into the center piece of their discourse analysis, calling it the basic unit of interaction, or the exchange.

According to Van Lier (1996), one difference between classroom exchanges and other exchanges is that the former have an eliciting and evaluating function, both of which are absent in the latter. In the IRF exchange, the student's response is edged between a demand to show knowledge and judgment on its competence. This can turn every student response into an examination, hence the frequently observed reluctance to 'be called upon' and to participate, and the paucity of linguistic elaboration when responding to that dreaded call. In addition to evaluating or validating the student's response, the third turn closes the exchange, preventing the exploration of interesting

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avenues of thought initiated by the students. The IRF structure does not represent true joint construction of discourse.

However, the IRF can only be seen as advantageous if it is designed as a way of scaffolding interaction, and if this is so, then it must contain visible efforts to promote handover, so that students can grow out of IRF and into true dialog whenever the opportunity arises. The IRF can be initiated in two different ways:

a) General, unspecific elicitation: here the teacher addresses the question to all the students, either expecting someone to volunteer the answer or for those who wish to respond to indicate so by, e.g., raising the hand, so that the teacher can then choose one person from among those who are 'bidding for a turn'.

b) Specific, personal elicitation: here the teacher selects one person to provide the answer, e.g., by 'nominating' them, looking at them, or pointing at them, and so on (p153).

The IRF has become a discussion topic for various theorists who suggest that the interaction has been cataloged as a mechanic and common procedure followed in the classroom. As previously mentioned, Sinclair and Coulthard (1975) said that common progress of classes comprised a teacher initiation, a student response and the teacher feedback (IRF). Brown (2010-2011) claims that being the IRF still a repetitive structure in common teaching practices, then the teachers should be aware of this routine. In consequence, it might be said that this IRF process is followed at the present time in the English classes since most of the time the teacher is eliciting students' participation, in fact, not all the IRF cycle is started by the teacher, sometimes it can be observed that the student is who initiates this traditional sequence by soliciting



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information, even reacting to his, her partners' responses. Currently, teacher or students initiate the cycle without pursue a strict order, it has been evidenced that "IRF, are not as prevalent today as they used to be. Instead, there is more learner-initiated communication" (Brown, 2010-2011, p. 33).

Traditional initiation-response-feedback (IRF) pattern suggests that is the teacher who first elicit making questions and then ask the learners to answer those questions, thus s/he provides a feedback, which supposes a reduced amount of communication in a lesson. According to Van Lier (1996) this pattern is considered "a closer than an open, discourse format..." (p. 152), because its limitations for the students' participation, and because the teacher is who starts and finish the conversation exchange. Kim and Trong (2010) suggest that "the teacher should ask students to extend their thinking, justify, clarify their ideas or make links with their own experience" (p. 31). Hence, the IRF might serve to provide learners with more opportunities to build and negotiate meaning rather than be considered as a merely traditional pattern.

Summarizing, the IRF sequence, while it is effective in maintaining order, regulating participation, and leading the students in a certain predetermined direction, often reduces the student's initiative, independent thinking, clarity of expression, the development of conversational skills (including turn taking, planning ahead, negotiating and arguing), and self-determination. It is prominent status in the teacher-controlled class, and the notion of teacher control in general must therefore be carefully examined and constantly reevaluated. On the other hand, by exploring the different types of IRF available, by deliberately pushing towards a participation orientation, clear thinking, and precise expression, and by moving away from a focus on display, repetition, and

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regularization, IRF use may be beneficial in securing students' engagement and building a bridge towards more contingent forms of instructional interaction (Van Lier, 1996, p.156).

Taking into account that Equality is a key element in contingency construction, the IRF sequence requires higher attention because it has been supposed to be designed for instruction in the classroom. Nonetheless, this sort of IRF instruction could present some advantages and disadvantages, the former shows how:

- The teacher is able to lead students in measured step by step into a logical progress maintaining the lesson control.
- The students can know when their answers were correct or not; the chaos of many students answering at the same time is minimized.
- IRF allows students to develop critical thinking in interaction; and represents advantages when scaffold interaction allows learners higher participation.

The latter, shows that teachers evaluate what the student say rather than encourage them to join the conversation which does not motivate students to interact into joint construction in the classroom (Van Lier, 1996, p. 152). Thus, contingencies involve what we know with what is new for us as an essential part of learning. Non-contingent discourse does not involve experiences of the world nor generate expectancies for what could happen next in context. Van Lier (1996) suggests that "contingencies are creatable, controllable and noticeable in our own and others' utterances, and that therefore contingency is the key that unlock our students' learning potential" (p.184).

## 2.6. Discourse

It is known that discourse among people involves the interaction to create social meanings, and those meanings take place in every social context at any moment (Bazerman, 2012, p.226). In classroom interaction, the discursive practice is affected by the lack of vocabulary knowledge, the weakness in the target language pronunciation or even in the proficiency level the students have. To this respect, Celce (2000) maintains “using a language entails the ability to both interpret and produce discourse in context in spoken and written communicative interaction” (p.4). The discourse then could be defined as a social action happening into the daily language interaction with others. A coherent use of language gives sense to words independently to the communicative role they play being only one, two or an amount of considerable words settled in a novel or any other texts. In pedagogical terms, Bernstein (1996) described discourse in two dimensions as unit aspects “the discourse which creates specialized skills and their relationship to each other as instructional discourse, and the moral discourse which creates order, relations and identity as regulative discourse...” (p. 46).

Related to this, Rose (2005) suggests that “one implication is that the dominant function of pedagogic discourse is not so much transmission of skills and knowledge, which is what we generally assume we are teaching, but rather of ‘order, relations and identity” (p. 132). In that order, it is understood that there is a school distinction between transmission of values and transmission of skills, but there is only one discourse that covers a moral order in the classroom interaction. In addition, Piaget said “discussion is possible only among equals” (Piaget, 1932:390 as cited by Van Lier

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1996, p.175). Although, it seems reasonably common to accept this assertion of conversation in general, teacher students' conversation may not be real showing a lack of equality and symmetry into a discussion in the classroom. Equality refers to those social factors that attribute more or less power into a social group; symmetry refers to equality in rights and duties in the conversational interaction. (Van Lier, 1996).

The socio cultural and historical human actions might be meaningful forms of the language used in the daily life. Kress (1989) refers to "systematically- organized modes of speak" as discourse (p.6). Thus, the discourse could be understood as a word or a set of words used to joint ideas expressed by two or more speakers interacting, while the discourse analysis attempt to categorize the language in use into communicative events; it is a tool to communicate and provide sense to the daily life, and therefore, it is perceived as a sociocultural tool. In a broader way, the discourse analysis has a strong relation with all types of oral and written texts, where the reading process, the grammar and language itself are fundamental parts of the applied discourse analysis, involving diverse disciplines like "sociology, philosophy, anthropology, and psychology" in order to contribute in the educational field (Celce, 2002, p.6).

Moreover, the discourse analysis presents a variety of types; some are closer to the grammatical structures of a determined context and their functions. Others, are closer to the use of images through the utterances in written or oral texts, whereas others are concerned in explanations and descriptions and so on, showing how those forms provide sense to the meaning of the writing and speaking that form, produce and reproduce the world thanks to the language in use (p.5).

### **2.6.1. Written and oral discourse**

The discourse analysis makes a deep study of aspects such as grammatical structure, the coherence, cohesion of the presented information, how the language use is chosen, and other textual aspects emphasizing on register focused on the level of formality; the genre related to the communicative purpose, the texts discourse style and format, and the audience to which the text is addressed; and also focusing on the channel or medium used in order to communicate. According to Celce (2000) "proficient language users are able to use with flexibility and appropriacy both planned and unplanned, and context-embedded and context reduced discourse" (p.6).

Through this claim, it might be perceived a power on the participants' discourse in the interaction process, where the shape and social relations express the attitude of the interlocutors of this interactional exchange; this also can be named transactional conversation, making emphasis on the transmission of the information. Therefore, this sort of exchanges entails a discursive power followed by sociocultural norms, into a given context, where knowledge is the focus matter.

Knowing that discourse could be planned, including the previous preparation of the speech acts to be written or edited or it could be unplanned, producing texts such as for instance, the common notes in a notebook, a shopping add or list, where it is possible to return in order to verify or remember some information but they are written and spoken in an informal way. Thereby, in academic contexts such aspects should be learned into a step by step process that fosters learners' written and oral production, taking into account their real language level.

## 2.7. Systemic Functional Linguistics

The SFL made a great difference in contextual language analysis on people interaction processes since the 50s and its roots are found in the work of the British linguistics J.R. Firth. It is a linguistic theory developed by Michael Halliday since 1978, and recognizes the importance of the language in our lives, because it facilitates the analysis of the grammatical choices that writers and speakers make when using the linguistic systems, and to analyze how useful those choices are (Schleppegrell, 2012).

SFL interprets the language from different perspectives that are complemented in order to provide a global vision of the linguistic phenomenon, within which three metafunctions are combined into the communicative act, those are the ideational, interpersonal, and textual meanings. According to Moss (2011), the ideational meaning has direct relation with the construction of the experience where the what, who, to whom, when, how, where and why, are important part of the linguistic meanings. The linguistic systems that give form to the ideational meanings are called transitivity and ergativity; the former is based on the general principle to model the experience which is composed by processes, participants and circumstances which are no grammatical but functional categories, at the same time that all these categories are understood as processes that allow us to organize the variation of events, thus, these events are interpreted in grammatical terms; the latter is composed by the mean, the process and the agent, where the mean is the participant that suffer the process effect. The general form is that those processes are carried out by verbs, the participants by substantives, and the circumstances by adverbial expressions.

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The interpersonal meanings have a strong relationship with the form that people act and interact, how they interchange and value the information, their attitudes and the engagement they show facing the acceptance or refusal on the ideas they are communicating.

Moreover, inside the textual metafunctions the resources that have relation with the flow of information are the ideational and interpersonal meanings, which are distributed making connections with other communication modalities such as the music and images. Into these metafunctions, the Theme and Reme in the sentence as well as the lexical and grammatical cohesive elements are the essential resources. Therefore, figure 3, represents how the ideational, interpersonal, and textual meaning metafunctions take place simultaneously in each communicative act.

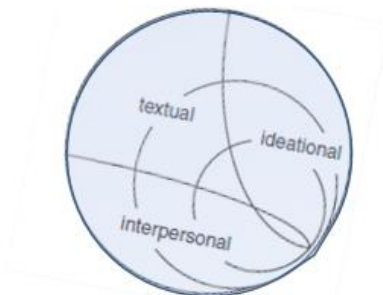


Figure 1: Ideational, interpersonal and textual metafunctions and language strata. (Martin & White, 2005).

*Figure 3:* Ideational, interpersonal and textual metafunctions and language strata. (Martin & White, 2005, p.8).

The systemic functional linguistics (SFL) also involves the language realization in which specifies that the language is a semiotic system that involves three code cycles or abstraction levels: one of them is the phonology in the oral language, it means, the

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syllabi organization, the rhythm and intonation; in the writing language this is constituted by the graphology to form words and sentences taking into account the punctuation, even this level implicates the signs language to the deaf population.

The second level in SFL is called lexical grammatical in which the meaning is constructed by words and grammatical structures that cannot be separated, and these take a concrete form that consist in the aggrupation of sounds and letters with their differences, as in the case of bee making reference to the insect, and be the verb; or hour talking about time, and the possessive adjective. The third level is the discursive semantics, it means, the meaning at the level of the text taking into account the context in which the text is produced (p.18).

Other basic concepts of SFL are system and structure, both of them act as complement of the meaning, the system means the objective or subjective as well as the grade of probability about the acts, and the implicit or explicit intention of the writer' expression emphasizing on the election concept, the language as resource; while the structure makes emphasis in the meaning construction. Different meanings are associated with different types of writing, the ideational in which participant, process and circumstances are commonly expressed by nominal: subject and adjective, or verbal: subject, auxiliary verb, main verb; the interpersonal which are expressed in prosodic form, that is to put in context or explain the sentences. (Halliday & Martin, 1993, as quoted by Moss, 2011, p.21).

Other important complements of the SFL are the instantiation, the context, register and genre. To this respect, and following Halliday concepts, the instantiation is addressed from the global perspective of the linguistic phenomenon to the detailed



analysis of a particular instance; in that order, the meaning works as resource for the community under study and the text is the spoken or written instance. Therefore, between these concepts the register concept emerges, and at the external level of the text, the categories of field, tenor and mode relate the register of one situational or particular social context.

### **2.7.1. Language functions**

In the human being the language system is developed since life begins, and it does not pass much time when the babies' use of language is divided into two Meta functions: the language for acting and the language for reflecting on the world. At this point, the kids use the language to act for interacting with others creating interpersonal abilities to take turns and express opinions and emotions, learning and exploring new possibilities, turning this last into what is called the ideational function of the language where the infants can use the language to represent things, people, animal or any object, it means the experience of the world they have constructed at that instance.

Then, a third meta-function known as textual function emerges when the children are able to create longer utterances, consequently, the children have unlimited learning possibilities in order to interact with others because the ideational, interpersonal, and textual functions are being expanded in their language (Derewianka & Jones, 2012, pp.21-22).

Now well, when the children arrive at school the ideational function of the language is what reflects our experience of the world, it in functional terms is referred as the processes in the measure they represent all kind of our physical, mental, or verbal activities. These processes involve the participants that might be animals, people or

objects, and around those processes and participants a variety of circumstances takes place, here then is so important to know where? When? Why? When? What whom? And so on. But also, the interpersonal function is what permits the interaction process with others to express opinions, ask for or provide information and so on. (Derewianka & Jones, 2012, p.25).

## 2.8. Genre

In general terms genre is defined as a focused, staged, and recurrent manner of using the language to interact in a specific cultural context (Martin & Rose, 2007). It "refers to abstract, socially recognized ways of using language" (Hyland, 2007, p21). Hence, as affirmed by Hyland (2003) the GB pedagogies may offer the "students explicit and systematic explanations of the ways language functions in social contexts" (p.18). The genre itself is used in pedagogy and instruction; genre pedagogy might be defined as a response that serves to help learners with the linguistic resources they need to express their thoughts appropriately, and genre instruction involves language, content, and context, with explicit and systematic explanations of how writing works to communicate (Christie & Martin, 1997).

The term 'genre' might be defined in a broad sense as a recognized form of communication used by a community of speakers; thus, through language itself, the "genres" can be described as text types identified by the speaker throughout the history. In a wide sense Genre "refers to the staged purposeful social processes through which a culture is realized in a language" (Swales, 1990, p.41). Therefore, it seems to play a fundamental socio-cultural role as a real subject to intercultural variants, taken into

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account that into a community, its members share some features that make it recognizable, to enable their description and analysis. Considering "text" as a piece of language performed to carry out a discursive event into a community. Swales (1985) argued that genres are realized through register, registers through language, and genres themselves:

Genres are how things get done, when language is used to accomplish them.

They range from literary to far from literary forms: poems, narratives, expositions, lectures, seminars, recipes, manuals, appointment making, service encounters, news broadcasts and so on. Here, the term genre is used to embrace each of the linguistically realized activity types which comprise so much of our culture (p.40).

Then, use of miscellaneous texts concerning a variety of social contexts can be named genre, as well as into each culture there are some patterns of interaction that can face changes, when diversity plays a role into a particular cultural community; at the time that new information is added to construct meaning as a strategy of communication among participants. Related to this, Martin and Rose (2003) stated that in some cultures many spoken genres could be named and present some predictable patterns, such genres are "greetings, service encounters, casual conversations, arguments, telephone enquiries, instructions, lectures, debates, plays, jokes, games, and so on; and within each of these general types, we could name many more specific genres" (p.7).

Now well, in literary studies Swales (1990) agree that a genre is "the codification of discursive properties" adding that its evolution is easy found in art, films, literature, music, their styles and how the words are presented there. It seems clear that the

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evolution of the genres, in linguistics, is seen in all socio cultural, economic, historical and political textual contexts, providing a solid communication system for readers, writers and in a general way for all language users. Additionally, the term genre involves a set of co texts to know lectures, jokes, conversations, stories. As Swales argues:

A genre comprises a class of communicative events, the members of which share some set of communicative purposes... In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content, and intended audience. If all high probability expectations are realized, the exemplar will be viewed as prototypical by the parent discourse community.

The genre names inherited and produced by discourse communities and imported by others constitute valuable ethnographic communication, but typically need further validation (Swales, 1990, p.59).

The communicative and semiotic interaction seem fundamental part of the realization of activities that represent aspects of the social, mental or physical world and that can be identified in accordance with the social group or context involved. Some typical genres in the schools are stories such as narratives, fables or anecdotes; the recounts consisting in the recount a historical event, the result of a science experiment, or how a math problem could be solved; the instruction or procedures which can include how to play a game, to do a specific activity or design an object; the explanations that could be about how a circuit works, how a past event started, what causes floods; the expositions or arguments, where, an essay developing a particular subject can be made, a discussion or a formal debate can take place; and information reports that

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could be about transportation types, the rainforest, or the feline family (Derewianka & Jones, 2012, p.9).

The genre is used in everyday situations and context where language is produced. According to Swales (1990) the term genre is used “to refer to a distinctive category of discourse of any type, spoken or written, with or without literary aspirations” (p.35). Indeed, for pedagogical purposes the genre results useful in academic settings, being considered in folklore, literary, linguistic and rhetoric studies; for instance, in folklore studies, myths, tales or legends, such as the German legends of Grimm brothers. Nonetheless, the traditional genres have been influenced by the evolution of the modern communities.

The register or the functional language variation is a contextual category that correlates communities with similar or recurrent linguistic features, and it has been analyzed into the three variables known as field, tenor and mode (Gregory & Carrol, 1978). On one hand, the register reflects the formal or informal level of the discourse, it means the language use, if the spoken or written act is developed using a specific or common and general vocabulary, and how the discourse is addressed. On other hand, the genre has a direct relationship with the sociocultural and linguistics forms such as the exposition, narratives or any other communicative purposes into a community, providing an internal structure to different genres used (Celce, 2002). In words of Martin and White (2005) “genre is a system comprising configurations of field, mode and tenor selections which unfold in recurring stages of discourse- a pattern of register patterns in other words” (p.32).

Different to register, the genre can be realized only in text that are projected as complete or have been completed, because a genre specifies the start, continuation and ending conditions of the text. In that order, the genre is a product, a system process and realization that serves as a model to other sort of texts and situations. As a model the genre function is to act as a static ended product that serves to construct new texts; then, it becomes a dynamic process of realization that changes the beginner model (Ghio & Fernandez, 2005, p.46).

Each genre gives the position to who intervene in a text, either as interviewer or interviewee, as listener or storyteller, as a reader or a writer, as someone who is instructed or instructor; and each one of these positions implies a different possibility for acting or responding. Ghio and Fernandez (2005) state that a genre is a kind of text that derives its form from a social structure frequently repeated.

In the Systemic Functional Linguistics, field, tenor and mode have been considered categories that constitute the situational context. In accordance with Ghio and Fernandez (2005), the situation is conceived as a semiotic structure and in that way a constitutive part of the text, hence, they named these categories dominions or situational components. Accordingly, in the SFL the field of discourse defines the social event happening through the identification of who / whom, the processes involved, and the situational description as well as the what, when and where. Hence the field is the first parameter in order to have an idea of what is happening immediately, because it constitutes a social action associated with an ideational meta-function of the language in the semiotic (Ghio & Fernandez, 2005).

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The field refers to the content or subject matter involved. In a school context, for instance, our language choices will vary depending on such matters as the curriculum area and the topic being studied. Thus, the language choices we make differ according to the faced topic. Derewianka and Jones (2012) state that field refers to “the subject matter or topic being developed in a particular situation” (p.6).

In accordance with Derewianka and Jones (2012) the term tenor makes reference to the roles we assume and our relationship with parents, employers, learners, customers, and so on in specific situations. The tenor can be affected depending how it is influenced by ages, background, even the gender of the participants; in similar manner, the language use can vary depending on how well people know each other, the frequency they meet or share together, making closer or not the spoken discourse.

The tenor of discourse focuses the attention in the participants' interaction and relationships; it means in their discursive roles, behaviors and attitudes with respect to other participants and what is said. So, in the semiotic structure the tenor has to do with the social relationships and it is associated to the interpersonal meta-function (Ghio & Fernandez, 2005, p.34).

The mode has a direct relation with “the channel of communication being used in a particular situation” (Derewianka & Jones, 2012, p.6). To this respect, the difference between the spoken and written mode and how they play an important role in the learning process is considered; Martin and White (2005) state that the mode has to do with what the interlocutors can observe or see and hear from each other, how they use the information received and whether their response is delayed or immediate, arguing

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that “mode deals with the channeling of communication, and thus with the texturing of information flow from one modality of communication to another (speech, writing, phone, SMS messages, e-mail, web pages, letters, radio, CD, television, film, video, DVD, etc.)” (p.28). Indeed, Ghio and Fernandez (2005) claim that the mode of discourse refers to the communication media, oral or written, and with the communication channels in which the discourse has place, if they are by presence or distance, by letter or telephone. In other words, it has relation with the contact and verbal action and is associated to the textual meta-function of the language in the semiotic situational structure (p, 37). As consequence, our situational context is created thanks to the evidence that is present through the language use, where each meta-function serves to express different contextual parameters.

Likewise, the relationship among field, tenor, and mode as well as the ideational, interpersonal, and textual metafunctions is represented by the most abstract level of the discursive pattern, the genre. Genre as previously mentioned, means the social process that is followed by steps, because as social beings’ participants take part in genre with other people; and is oriented to a goal, because people use genre to carry out diverse activities, and feel frustration when do not accomplish the proposed goals. Moreover, the most common and predictable genres of each culture can be the letters, greetings, telephone calls to ask for information, manuals, instructions, conferences, among others (Martin, n.d, as quoted by Moss 2011, p.24).

The SFL presents a language conception as a resource for building and interpreting meanings in social contexts, the semiotics, being conceived as the study of the signs meanings in a general sense, which means meaning systems and one of



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those systems involved is the language as a part of the human social and cultural constituents. As a result, the social semiotics supposes the involvement not only of a meaning system but also a social structure as a system that connect the two concepts in order to facilitate the study of the language into the cultural context as a set of meaning systems (Ghio & Fernández, 2005).

According to Halliday and Matthiessen (1999) the language is a natural part of the life process. We use the language to interact with others, to construct and maintain our interpersonal relationships and the subjacent social order; and doing this we are able to represent and interpret the world for ourselves and for others. We also are using the language for storing the personal and collective experience already built. They define the language as the tool to build our meanings through diverse metafunctions such as the interpretation and representation of own experiences, the expression of some logical relations, our participation in communicative situations and construct textual function through the social context, known in the SFL as the context of situation, being at the same time an abstract of the communicative situation, whereby the language is a resource to take the appropriate options according to the situation or communication needs (Ghio & Fernandez, 2005, p.17).

The SFL suggests that every speaker constructs meaning, through the selection of different resources provided for the language system. Concerning to this, Moyano (2007) emphasizes that the selection of these resources is determined by the context; within such contexts, some types of schematic organization of the texts are predictable, and these in turn correspond to each other with certain types of grammatical configurations.

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By contrast, the analysis of the schematic structure allows make inferences on the situational context, it means, the register; and the cultural context, which means the genre, whereby the texts descriptions must be made directly from the social contexts. According to Moyano (2007), in the SFL the context and the language are conceived as strata, where genre and register are strata of the context. Thus, discursive semantic, lexical grammatical, and the phonological, are perceived as language stratas. Figure 4 represents how in these systems, the abstract levels are performed by the lower abstraction, as well as the context is made by the language itself.

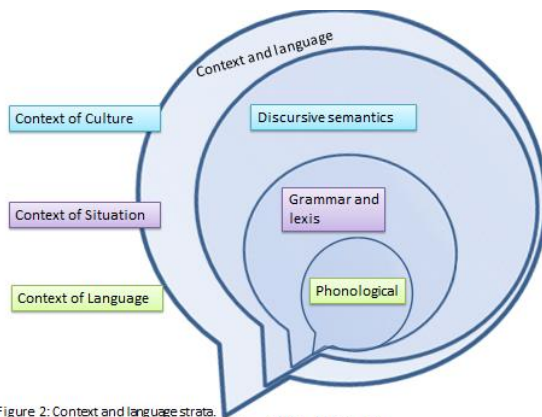


Figure 2: Context and language strata.  
Note: Based on SFL, Moyano (2007); Martin and White (2005, p.9).

Figure 4: The context and language strata. Note: Based on SFL, Moyano (2007); Martin and White (2005, p.9).

Following words of Martin (1984), Moyano (2007) defines genre as a social activity, with a social purpose that seeks to accomplish certain goals, and it is divided in stages where the speakers interact as determined culture members. Such definition leads to confirm that there are as many genres as socio- cultural activities exist around

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the world. Therefore, when analyzing in a text the schematic or general structure, it would be possible to infer the sort of social activity, the intended purpose and the stages or steps in which they have been carried out. The term genre is also associated to learning to write which includes several steps among learners from childhood to adulthood; for Christie and Derewianka (2008) the distinction of the nature of human development makes different the indispensable linguistic resources to ensure learning success. Therefore, the genre concept is related to how a text is structured to accomplish its social purpose, it means, of telling what happen, for instance, in a recount genre whose structure is orientation and re-orientation of events; whereas, the context of situation present “contextual variables of field (what is going on?), tenor (who is involved?), and mode (what role is language playing?).” A combination of variables is denominated register (Martin, 1997, as cited by Christie & Derewianka, 2008, p.6).

There is a cluster of three metafunctions such as the ideational, the interpersonal, and the textual; first, ideational making reference to our experience and the logical relation between elements; second, the interpersonal related to the language use when interacting with others; and third the textual metafunction, used to form coherence and cohesion in the texts. Halliday and Matthiessen (2004) maintain that languages learners require increasing their linguistic resources to express their acquired experiences taken from their contexts, at the same time, according to the level of mastery of a target language, participants and situations contribute to represent metafunctions or experiences of the world, taking into account the different types of processes such as material, behavioral processes, mental, verbal, relational and existential that represent multiple aspects of the experience.

As quoted by Christie and Derewianka (2008), in logical metafunctions, students use many types of combining clauses to build "relationships between meanings" (p.12). Then, the young students also use interpersonal resources "language functions" that show the less authorial identity, and less sensitivity in their writings, while the older pupils show a greater commitment to their writings because they establish their own authorial expression. Similar to the oral interaction in which the discourse is supported by others to construct meaning, in written discourse it is the same writer who constructs the text on its own responsibility, influenced by the system of language. Thus, in the oral interaction the exchange may vary because of the weakness in the monitored participation, as well as the possible interruptions given during the conversation. It means "we can also exploit the resources of intonation and stress in indicating salience" (Christie & Derewianka, 2008, p. 20).

Moreover, Derewianka and Christie (2008) suggest that when writing, the writer have time to take a seat, reflecting and writing a first, second, even a third draft if necessary to polish the quality of the text that he or she has been written, paying "consciously or unconsciously" attention to lexis and syntaxes to present coherence and cohesion. The lexical density includes some adverbs, adjectives, nouns, and content words, whereas, the grammatical items involves articles, auxiliary verbs, prepositions, conjunctions, demonstratives and pronouns. Celce (2002) describes context in discourse analysis as "all the factors and elements that are nonlinguistic and non-textual but which affects spoken or written communicative interaction" (p.11). Therefore, it would be reasonable to argue that context involves the situation and settings where the discourse takes place.

As a result, it is understood that the construction of cohesion starts in the childhood, when children share with the mother at home; there, the acquisition of vocabulary, the connection of texts with things by asking questions, and producing oral discourse at the time that pronouns, determiners, and comparatives among many others language elements are used in order to generate interaction. Nonetheless, when those children become adolescents, they restart building meaning by linking a coherent, cohesive and well-crafted text in order to master textual metafunctions.

When children at the school need to write, two main genres are involved, stories and response genres. Christie and Derewianka (2008) argue these genres are “stories, written for entertainment and for pleasure, and as contribution to verbal art, and response genres, written to appraise and respond to other texts” (p.31). Both of them offer to children the possibility for articulating attitudes, values and beliefs. Moreover, young children become ready for writing through the spoken narrative experience, being able to write stories, narratives and a variety of text types with features and differences involving the typological and topological perspectives; the former recognizes specific characteristics to a particular text type, the latter takes into account similarities and overlaps. Then, learners can write while increasing cultural values and verbal expression; therefore, the improvement of their grammar control in written texts can be evidenced through the process (Christie & Derewianka, 2008).

### **2.8.1. Biography- autobiography**

Coherent with the purpose of this study, a literature´ review about the recount genre, biography, is briefly made. It seems that in our daily experiences in classroom,

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the biographies can be one pedagogical tool to better know and understand behaviors of the learners according to their own social and familiar background. In accordance with Herrera (2010) “the concept of biopsychosocial history can be best understood by thinking about the many facets of our own life” (p.19).

The variables influencing our manner of life influence learners’ motivation and their engagement to learn. In that order she argues “the sociocultural development is driven by social institutions, including the home, school and societal interactions, affective influences including self- steem, anxiety, and motivation; social interactive phenomena including prejudices and discrimination” (p.22).

Working with biographies can give us a series of interpretations because each learner is a unique being, comes from a dissimilar background, and thinks reacting and interpreting different the information s/he receive, it means, many contingencies can appear that cannot be predictable. According to Hyland (2007) to provide the writer with the suitable language forms makes through the writing instruction a more aware use and choice of the language; consequently, each action from the learner requires the teacher mediation as a negotiator of the “socio cultural linguistic, cognitive and academic biography of the student, as well as the objectives of the lesson for the biography” (Herrera, 2010, p.71) they are constructing in interaction and collaboration.

Canale and Swain (1980) “think that exposure to realistic communication situations is crucial if communicative competence is to lead to communicative confidence” (p.28). Particularly, the use of basic genres such as recounts might provide students with enough confidence, and a starting point for interacting using the linguistic

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resources they are able to use while developing new knowledge and strength their communicative competence.

The means of teaching and learning through the use of biographies as a recount subgenre can enable us to help our students to achieve the goals concerning to their academic and social development, and so it is possible that they can go beyond the simply reading and writing, and the listening and speaking skills can be also fostered monitoring the learners experiences, at the time they are sharing working in collaboration with others through the interaction where some oral production in the target language can emerge thanks to the increment of participation.

Furthermore, Herrera (2010) says that into the classroom it is important to consider some situational factors such as the language or knowledge level of the students, their interest and mind state during their class, the level of autonomy and responsibility, as well as the time provided for feedback and validating of the learners' connections and learning about the specific subject in class.

Taken into account the previous mentioned, the term biography differs from autobiography, when using the first one we read, write or talk about someone life history, for the second one we use our own life experience as source of information. There are different conceptions about such as that "the genre of autobiography is a contractual genre ... any text that the reader, in reply to an invitation from the author, undertakes to read autobiographically" (Boyle, 2007, p. 14).

According to Boyle (2007) the "autobiography does not have a distinctive and universally recognizable form" (p.15) and it has been considered an "elite genre" (p.18). Besides, it is considered that autobiographies present the reader an image of the

human cultural knowledge contributing to live together in harmony. Then, the autobiography cannot be underestimated as a privileged form of ideological text since its form serves to legitimate and guarantee social relations in political functions (Ashley, Gilmore & Peters, 1994, p. 131). In addition, this genre “possesses power to shape an image of the human, as the reader imagines the speaker in here and now of the speaking” (Ashley et al, 1994, p. 136). In fact, an autobiography is an account of life events that include a wide school oral and writing experiences (Braine, 2009, p. 41); it means that writing biographies or autobiographies might serve to foster the target language interaction and oral production among members sharing in community.

## **2.9. Rubrics**

A rubric is an important tool in the pedagogy, based on the conception that it provides the necessary description of tasks for academic success, through the development of appropriate criteria for evaluation. Concerning to this, Allen and Knight (2009) argue that its design can clarify given assignments helping learners to reach skill objectives; a rubric specifies what skills are required, providing a clear measure to assess students' performance and facilitating a further and efficient feedback to them.

In addition, Andrade (2005) talks about the structure and purpose that rubrics have as well as their benefits as teaching and grading tools. Messick (1989) maintained that rubrics validity is an evaluative judgment that integrates theory and evidence to support inferences based on the scores, Stevens and Levi (2005) sustained that a collaborative development of rubrics provides opportunities to share and discuss goals and teaching methodologies, evaluation, grading and validated practices.



These authors also outline eight steps to develop and validate a rubric for writing focused on the learning skills and students' needs, their academic professional concepts and dimensions, suggesting that those steps involve a complete process founded on the principle of a continuous feedback and improvement, such steps are, to develop learning objectives for course, to identify sample of work to link learning outcomes to professional competence, to develop evaluation rubric, to test student learning as measured by rubric, to identify problems with sub-optimal performance, improve construct validity of rubric, to determine ability of rubric to differentiate between submissions, and finally to analyze data to improve and further validate rubric.

In that order, it might be considered that teachers must guarantee reasonably scores supported on a good construction of the rubrics where professional discussions contribute to establish validity and reliability to assess the students' outcomes. Thus, a clear emphasis seems to be in the fact that these steps "can be generalized to fit the simplest of needs, or embellished and extend with additional data to fit more specific situations...incorporate the principle of continuous improvement based on analysis and on feedback from faculty and professionals" (Stevens and Levi, 2005, p.13).

In accordance with such quotation, the design of rubrics to obtain students outcomes at school can reduce the time to assess them, providing clear criteria that benefit both of them the teacher and learners. It also allows the students to know what learning aspects of their learning process require to be reinforced, and in that way, they can receive a more effective feedback from the teacher about the specific subject they have been worked previously.

### 3. METHODOLOGICAL FRAMEWORK

Research in the classroom is one of the most important tools to contribute in the students' education and teachers' professional development. In order to analyze how the use of the GB pedagogy may influence the interaction and the oral production ability of the students when writing in the target language, qualitative research and case studies were chosen. In this chapter the paradigm as well as its main characteristics and relevance for this study will be presented. Besides, it will be described the research design, type of research (case study), data collection techniques used, and gathering data procedures, and finally the intervention procedure for this study is described.

#### 3.1. Paradigm

There are two main research paradigms: the quantitative and the qualitative; the former shows reality through particular and defined objectivity whereas the latter, that has been the approach taken for this study and further it is going to be explained in a broad sense, shows relative subjectivity. Some assertions made around these paradigms have been discussed for years, for instance, Nunan (1992) accepted the fact that distinctions between qualitative and quantitative research when carrying out an investigation is, as he said "relatively crude" (p.5).

In general, research involves a meaning making process that contributes in the representation of lived experiences (Marshall & Rossman, 2011). Some of the most essential features in the socio-critical paradigm, applied to the education field are the

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application of a global vision of the dialectical reality, the assumption of a particular view of the theory of knowledge and their relationship with reality and practice, and the approval of a mutual democratic vision of awareness and practices involved in its preparation. This paradigm recognizes that knowledge is constructed by interests, mainly, based on the needs of the groups, aims to rational and liberating autonomy of the being, and is achieved through the training of individuals for participation and social transformation (Alvarado & Garcia, 2008).

This research is based on the socio-critical paradigm which permits the reflection on the diverse practices that occur among those involved in educational contexts, in order to clarify values, build knowledge, develop life skills, as well as to reinforce and comprehend human and social relations. In addition, the socio-critical paradigm adopts the idea that critical theory is a social science that is not purely empirical or interpretive only. Its contributions were initiated from community studies and participant research. It promotes social change and responds to specific issues within these communities, but with the participation of its members (Arnal, 1992).

#### **3.1.1. Qualitative Research**

This research is oriented under the qualitative approach because it contributes with human and social phenomena, and aims to gather a deep understanding of human behavior and the reasons that dominates such behavior. Bogdan and Biklen (1992) claim that qualitative research also provides a description of the situations, events, and behaviors that allows the construction and reconstruction of reality in a given context.

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For Denzin and Lincoln (2000), "Qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them" (p.3); further, they also argued "Qualitative research is a field of inquiry in its own right. It crosscut disciplines, field, and subject matters" (Denzin & Lincoln, 2005, p.2). In this sense, the qualitative research displays a variety of practices allowing the researcher to interpret a set of connected data with the aim of having a wide understanding about the subject under study.

Qualitative research concerns to provide a wide description of natural phenomena, the study of individuals' behavior without interfering with the natural context. Clearly, in this type of research the goal is to find out the main aspects of human behavior, in the process of learning a foreign language (Seliger & Shohamy, 1989). The investigator can use qualitative research to discover and describe the acquisition of the second language in context, considering some emerging questions from specific patterns that can be inferred from the gathered data, which at the same time can serve as hypothesis to be solved.

The qualitative methods have a distinction from quantitative techniques used in research; Silverman (2010) suggests "methods should be our servants, not our rulers" (p. 10). His suggestions make emphasis in effective research when arbitrary and imposed categories are rejected, and knowledge about a particular topic is pursued instead.

In addition, the qualitative research comprises different designs for traditional studies such as the action research, ethnography and case study. According to Nunan (1992), if the research is initiated by a question, interpreted and supported by data from

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a specific situational context, a descriptive case of a particular individual or a group of learners should be considered as action research.

Qualitative research is related to the ethnographic method since it allows the study of a learners' group behavior observed into a specific classroom, which considers individual, group or social experiences. Thus, it also refers "to social scientific writing about particular folks" (Silverman, 2010, p. 434) reaching "considerable support as an approach to classroom research in education in general" (Allwright and Bailey, 1991, p.5). Concerning to this, Clegg (2005) states that qualitative research is necessary in the everyday for understanding the nature of human action; to establish connections between ethnography and case study as "ethnographic-case study" (Duff, 2008, p.34).

However, it is important to clarify the term for better understanding of this study. Nunan (1992) agrees that case study resembles ethnography for studying phenomena in context; He suggest that a case study has a more limited scope than an ethnography, since this latter emphasizes the cultural context and interpretation of phenomena and derives from anthropology which has a broader scope than case study; this means that the focus of the research might vary depending on what the researcher wants to find, "while the case study, like ethnography, can utilize qualitative field methods, it can also employ quantitative data and statistical methods" (p.75).

### **3.2. Research design**

Classroom research might be one of the most important tools that contribute to the improvement in the education field. In that view, in the development of this research it is important to take into account some methodological considerations with the aim of

solving the problem found in the target context. This allows that individuals can satisfy their learning needs becoming active participants in their own social context. According to O'Brien (2001) Action Research is more a holistic approach to problem-solving, rather than a single method for collecting and analyzing data, it allows that several research tools can be used when a research is conducted; these various methods, which are generally common to the qualitative research paradigm, include keeping a research journal, participant observation recordings, document collection and analysis, questionnaire or surveys, structured and unstructured interviews, and case studies.

### **3.3. Type of research**

It is considered relevant to understand what theory says and how a support is given to a case study in a research. That is why here it is presented the theoretical information about case studies importance, which explains why I firmly believe this is a case study.

For developing a case study, it is necessary to select a problem about which we want to know, what and why it happens in order to better understand the possible reasons and to attempt to solve it as a contribution to overcome difficulties and to solve future similar situations in the classroom. According to Campoy (2005) this kind of research involves a process that includes the selection of the case to be studied, the description of the case through a clear description of gathered data, the identification of the most salient difficulties or problem, the generation of solutions, and a reflection on the solution proposed for the case.

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A case study is carried out into the qualitative research following an exploratory, explanatory or descriptive type. As Duff (2008) claims "the purpose of a case study vary, depending on how much is already known about a topic, the amount of previous empirical research conducted on it, the nature of the case itself, and the philosophy of the researcher" (p.31). In addition, case studies can make a wide combination of methods and techniques, which can be selected to provide the required data for refining and producing a complete research (Bell, 2005).

In addition, a research based on a case study according to Glanz (2003) involves the investigation of a particular individuals group, and the description in detail of the observations made to that group. He assures that "case studies are also more narrowly focused on a particular person, place, or scene...the case study provides an in-depth, descriptive account" (Glanz, 2003, p.101), and its findings are stated verbally not numerically. Case studies are reported by "describing in detail observations made of individuals groups or school settings" (p.88), in this case from a target context. This approach is used, as argued by Seliger and Shohamy (1989) "where the investigator is interested in describing some aspect of the second language performance or development of one or more subjects as individuals, because it is believed that individual performance will be more revealing than studying large groups of subjects" (p.125). Moreover, a case study is useful in the measure that allows to recognize how each individual develops language competence following preferences and pace of learning that are not equals to others.

Clearly, a reason why case study is applied is because it is a common method useful in sociology, political and social sciences, anthropology, medicine, education,

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economics and most of the knowledge areas. As Yin (2009) maintained, a case study “tries to illuminate a decision or a set of decisions, why they were taken, how they were implemented, and with what results” (p.17). Briefly, the case study method allows to the investigator to obtain meaningful characteristics that happen into a real context. Likewise, case studies can contribute to determine the cause and effects found or produced providing understanding about similar researches carried out into a real context, as mentioned in the background from the present study. According to this Cohen, Manion and Morrison (2007) argue that “Case studies can establish cause and effect, indeed one of their strengths is that they observe effects in real contexts, recognizing that context is a powerful determinant of both causes and effects” (p.254).

Taken into account that it is “a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence” (Robson, 2002, p.178), and pointing to know to what extent may the use of the GB pedagogy influence the interaction and the oral production ability of the students when writing in the target language, a case study was the decision taken for the development of the present research. The gathering data is carry out in the target context from April 16th to May 29th, 2015 having the participation of four tenth grade students whose English level is A minus according to SABER national tests.

#### **3.4. Data collection techniques**

This part of the report aims to provide a more detailed description about the study carried out during the process. Cohen, Manion and Morrison (2007) argue that



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“there are several types of data collection instruments that are used more widely in qualitative research than others. The researcher can use field notes, participant observation, journal notes, interviews, diaries, life histories, artefacts, documents, video recordings, audio recordings etc.” (p181). Accordingly, Merriam (2009) states “data are collected through interviews, observations, and documents, and are analyzed inductively to address the research question posed” (p.37). Thus, transcripts, records, and students drafts are considered documents containing valuable information that serves to clarify other data collection findings.

Likewise, the main tools of the classroom research are observations, surveys, and other forms of self-report to collect data (Allwigh & Bailey, 1991). Therefore, this case study used the observation and semi structured interview as data collection techniques to analyze how the use of the GB pedagogy influence the interaction and the oral production ability of the students when writing in the target language; besides students´ documents (drafts, oral presentations, outlines, work sheets...) were used for supporting the observation process. In addition, secondary resources such as books, texts, articles, documents and internet were used in order to provide the theoretical support to this research.

#### **3.4.1. Class observation**

Observation is a significant pedagogical tool used in teaching and learning contexts with a purpose. O´Leary (2014) affirms that observation as a technique has increased in recent years particularly “for standards in education, and colleges and schools, in particular, have come to rely on it as an important means of collecting

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evidence about what goes on in classrooms” (p. 3). Generally, in the classroom the research is conducted by the teacher in charge of the class, an outsider observer, peers, or teachers working together, because different observers may realize different aspects when observing the same event (Mertler, 2009).

Class observation is important for supporting beginner or experienced researchers. Wragg (2012) argues that “classroom observation can be a valuable tool for improving the quality of teaching” (p. viii), this is an instrument of gathering data whose purpose is to analyze existing conditions in real situations “making notes about classroom events and interviewing teachers and pupils to see what constructs and interpretations emerge when they talk about the classroom. Often extensive analysis of lesson and interview transcripts is required.” (Wragg, 2012, p. 55).

There are structure and semi structured observation, according to Mertler (2009) the former, requires that the teacher as a researcher limits his or her time to do nothing else that look specifically what is happening, while the latter, taken for this study, allows flexibility to attend other events simultaneously which is more useful in qualitative data collection, because also new events can be described through observation and note taking. Thus, “classroom observations are usually recorded in the form of field notes” (Mertler, 2009, p. 107), further such records can help to review what was happening in the classroom for clarifying the data collected.

However, observation as technique for collecting data is time consuming when the researcher makes the transcriptions for each observation recorded, the voices can be transcribed but also some notes taken for the observer about behavior aspects may support what was happening in a given situation; as affirmed by Allwright and Bailey

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(1991) “about twenty hours to produce a good working transcription from a tape-recording of an hour-long classroom language lesson, and that is before they really start on all the analytical work” (p.11).

According to Bell (2005) “Observation can be useful in discovering whether people do what they say they do, or behave in the way they claim to behave. However, observation also depends on the way people perceive what is being said or done.” (p. 184). Thus, this assertion clearly indicates that observation might be a complex process to follow and requires a detailed attention on what is done during the data collection.

Classroom observation was a technique selected in this research because it involves careful and systematic recording of data, being useful for checking learners’ nonverbal reactions, behaviors and interactions when working in groups or developing a particular activity. Additionally, taking into account the concerning literature review, the class’ observations for this study were recorded and transcribed in order to identify the stages from the GB pedagogy which fosters the oral production of the students as well as for supporting the objectives associated to the students’ interview and documents’ analysis.

#### **3.4.2. Interviews**

One of the most interesting techniques for data collection in a research is to ask people directly through an individual or group interview. Interviews are conversations between the researcher and participants that may be structured or unstructured, involving a set of open- ended questions prepared for provide the interviewees with few

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questions (Mertler, 2009). An interview then might be useful for discovering people perceptions, experiences, differences and views that can be compared. Brown and Rodgers (2002) argue that "interviews are done orally in a face-to-face format on the telephone or even in groups" (p. 142).

In addition to the structured and unstructured ranges there is a semi-structured interview; the first, called standardized interview is also considered a written survey form and it is more used to collect sociodemographic data; the second, usually provides the respondents with flexibility and may follow or not a specific order, because it allows the researcher to make emerging questions; the third, unstructured or informal interview is basically exploratory (Merriam, 2009).

Accordingly, Merriam claims

In most studies the researcher can combine all three types of interviewing so that some standardized information is obtained, some of the same open-ended questions are asked of all participants, and some time is spent in an unstructured mode so that fresh insights and new information can emerge (p. 91).

Interviews mentioned before, may present some emergent questions and new information, thereby it might be advantageous for reinforcing the research in question even for finding new subjects to investigate. Thus, several benefits can be obtained from interview such as an immediate follow-up, quantity, clarification and rapid data are obtained from interviews, and together with the observation they provide the researcher with useful information for understanding people activities. Nonetheless, some issues can arrive when using this instrument, for instance, that participants do not want to

answer honestly for diverse social or academic reasons, the noise, and other factors (Marshall & Rossman, 2011). "A study of responses to verbal (or open) questions will often provide useful pointers to the types of issues it may be worthwhile to follow up in interviews" (Bell, 2005, p.225).

Similar to the observation, the students' interviews are supported on records and transcriptions "this practice ensures that everything said is preserved for analysis". (Merriam, 2009, p. 109). Interviews are common and consistent techniques frequently used in the research field. Therefore, the semi structured interview was selected for gathering data in this study because together with the class observation, it would serve to determine what of the stages used is better adapted to foster the oral production ability of the students.

#### **3.4.3. Documentary study**

The analysis of students' documents as argued by Marshall and Rossman (2011) "is potentially quite rich in portraying the values and beliefs of participants in the setting" (n.p), for this reason in this study the students' documents were used as data, particularly those drafts written or presented by them served to show classroom work evidence and, of course, to analyze and interpret results obtained. In this case the students generated a variety of documents during the process that might reflect their life experiences whereby those are significant in the research analysis, ever they serve as a complement for observation and interviews.

In accordance with Duffy (2005), in some studies a documentary analysis might be used to complement information obtained by other techniques, for example when the

consistency of evidence gathered from interviews or questionnaires is checked.

Supported on the observation, the students' documents are an important advantage as data in this study, because they provided solid insights to explore the students' interaction when writing using the GB pedagogy.

### **3.5. Data gathering procedure**

This study pointed to analyze how the use of the genre-based pedagogy may influence the interaction and the oral production ability of the students when writing in the target language. Specifically, the gathered data will permit to identify the stages from the GB pedagogy which fosters the oral production of the students; in particular, to determine which of the stages used is better adapted to foster the oral production ability of the students as well as for exploring the students' interaction when writing using the GB pedagogy. In order to accomplish these research objectives, the participation of 10<sup>th</sup> grade students from a private school in Barranquilla was fundamental. Specifically, it was decided to carry out a case study involving four of those participants from this specific group; they were selected randomly because in general they did not present any significant English language level difference as it was previously mentioned. Briefly, these data gathering procedures are described as follows:

#### **3.5.1. Class' observation procedure**

The purpose of the observation procedure is to answer this research question having a broad picture from the interviews and students' oral presentations, whereby these were made and transcribed in order to provide support to this study. Thereby the

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data collection was obtained during April and May in 2015. First, the observation of seven classes was focused on the whole class, 40 to 45 minutes each time, while the interviews, learners' drafts and presentations made were concentrated on these four students, whose names for this study were registered as S1, S2, S3, S4, and Mn., Ja., Le., and Ke., in interviews and class transcripts respectively in order to protect their identity.

**3.5.2. Interview procedure**

The students were interviewed to collect relevant information regarding their thoughts, and perceptions about working with biographies as genre during their English classes. Whereby the interviews in this study are useful to find out important aspects, about the students' views when exploring the implementation of the GB pedagogy in class. In this case six questions were planned based on the semi-structured interviews so that students felt confident to express their ideas and the teacher asked for clarification when it was necessary, giving the students the opportunity to express their thoughts about the use of biographies for learning the target language, which allowed me to explore the students' interaction when writing using the GB pedagogy. In fact, the questions to the students were prepared and formulated to them in Spanish during the interview (see annexes 7, b). In general, these questions did not suffer a major change since they were apparently clear for the students when answering them. However, those changes or additional questions for clarifying their answers are reflected as they were asked for each interviewee.

### 3.5.3. Documentary procedure

Based on the lesson plan (annexes 7), learners should write some biographies, their own biography, and make an oral presentation sharing their biographical information with their classmates. Then, students' documents comprised the final drafts they wrote about their own life as well as their short oral presentation which allotted time was only from two to three minutes long; as mentioned before it involved the use of biographies, through the use of GB pedagogy seeking to explore students' interaction when writing using the GB pedagogy. Based on the theoretical framework from this study, two basic rubrics were used in order to support such drafts and oral presentations outcomes.

Thus, results were obtained and analyzed through specific and emerging categories established taking into consideration the gathering data, the mentioned objectives of this study, and the theory studied. In general, the categories found were: type of interaction related to IRF exchange and negotiation of meaning; scaffolding strategies that involve modeling, elicitation and ask for confirmation or clarification; students' learning views; skills difficulties. Additionally, building meaning and repetition, vocabulary used/learned, and text structure are showed as emergent sub categories. Finally, conclusions from this research are presented. In that order, table 1 shows how these categories were organized. Table 2 briefly shows the research objectives, data collection techniques that served as information source including the instruments used, and the dates taken for gathering the data.



*Table 1: Research categories and emergent categories.*

Categories		Emergent sub-categories
Type of interaction	IRF exchange	Repetition
	Negotiation of meaning	Building meaning
Scaffolding strategies	Modeling	Vocabulary used
	Elicitation	
	Ask for confirmation or clarification	
Students' learning views	Students' perceptions about using biographies	
Skills difficulties	Writing difficulties	Text structure
	Speaking difficulties	Vocabulary learned

*Table 2: Research objectives, data collection techniques, and gathering data dates.*

Specific Objective	Data collection techniques	Instruments	Dates
Identify the stages from the genre based pedagogy which fosters the oral production of the students	Classroom observation	Transcriptions of classes	April 16 <sup>th</sup> , 2015 April 27 <sup>th</sup> , 2015 April 30 <sup>th</sup> , 2015
Determine which of the stages used is better adapted to foster the oral production ability of the students.	Classroom observation Students' interviews	Transcription of the Interview and classes	May 04 <sup>th</sup> , 2015 May 07 <sup>th</sup> , 2015 May 20 <sup>th</sup> , 2015
Explore students' interaction when writing using the GB pedagogy	Classroom observation Documents' analysis	Ss' drafts and oral presentation analysis. (transcripts).	May 22 <sup>nd</sup> , 2015 May 29 <sup>th</sup> , 2015 interviews

Note: Based on Cohen, Manion and Morrison (2007).

### 3.6. Intervention procedure

The intervention of this research was based on the implementation of GB pedagogy, applying the stages from the teaching-learning cycle, whereby the purpose was to know to what extent its use may influence the interaction and the oral production ability of the students when writing in the target language. The use of factual recounts as genre was taken as a unit topic denominated working with biographies, because those texts referred to real characters' life, real situations that contributed with the social reflection and own life of the students who participated in this research. Hence, regarding what the tenth grade students were learning from the natural sciences classes and their likes, the biography of three famous people (an important scientist and inventor, a comedian of all times, and a famous soccer player) were taken for developing this study; those texts related to Alexander Fleming, Spencer Chaplin, and James Rodriguez biographies served as sample for modeling the basic structure from that genre as well as to orientating some basic linguistic resources taking into account the beginner English level of the students. Moreover, the use of printed samples as well as technological tools, the traditional board, and markers involving the use of audiovisual as supported material were important tools used during the whole process.

Particularly, the biography of Charlie Chaplin was showed to the students as the pattern they should follow in order to create their own writings and later talk about themselves with their peers. The topic was introduced by the teacher inviting students to participate, involving them in a starting point that progressed through questions and answers using the vocabulary and grammar structures the students were able to use. The teacher led a simple conversation about diverse activities, students' likes,

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famous people they know, in order to explore and generate a consciousness on how useful a biography might become for learning.

Additionally, the students had the teacher support for choosing the genre to be worked in the classroom, to gather the relevant information, to write their first drafts, to check their writings making a revision of them together, and sharing with others producing orally when talking about themselves. Therefore, this intervention was made taking into account some stages from the teaching learning cycle applied into the setting context to know, modeling and deconstruction, joint construction or reconstruction, and independent construction; based on the GB pedagogy (Burns, 2012; Feez & Joyce, 1998; Moyano, 2007; Rose, 2005) the whole class process is here described, as follows:

**Setting the context:** As a first step the teacher took advantage for talking to the learners about the topic to be studied as an attempt to encourage them, establishing in that way the purpose of this study, a first reading of a biography was made together teacher and students. The teacher explained showing them the basic order that a biography follows, and some learners were drawing or highlighting on the copies at their hand. Then, the students worked in groups trying to infer how the information presented in a similar text was organized while the teacher observed how their interaction happened and supported them.

**Modeling and deconstruction:** the first stage consisted in the orientation to the students, following step by step what might be learned from the biography genre. First, the teacher assisted the students through power point presentations, containing the genre: biographies. She provided information, audiovisual examples, and printed

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samples, in order to help them become familiar with the genre asking, and answering questions; looking for self confidence in the students to participate in the target language. (See annexes 7).

Thus, the students answered to different questions, interacted with classmates in both Spanish and English language according their abilities; they made the deconstruction of the pattern receiving their teacher assistance in order to identify the particular features from the biography structure, vocabulary and language used in general terms. In this part of the study, the teacher provided students a series of printed samples in order to use them through readings, interpreting the information given from the genre, for de- constructing them together with the teacher assistance, working as a whole group, in small groups, in pairs or individually, using examples, writing on the board, taking notes, organizing different pieces of biographies until structuring a complete text. I decided to assist students to write their autobiography for three main reasons; first, they are beginner´ learners and their own context or life experience might result more familiar to them; second, because I considered that biography and autobiography obey to a similar structure that offered to the students a more real situation facilitating them to share orally with peers with a feeling of confidence to communicate their ideas; third, in nearest classes they can establish differences between those texts with easy and faster advance to a new genre.

Joint Construction: in this stage, students and teacher were working together. A first attempt for writing a biography was made: the students wrote a first draft showing their understanding about the topic, reinforcing and receiving the teacher feedback for the activity. The teacher provided learners with some copies as complementary

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material to follow a specific order, filling gaps with specific information about the characters, answering some basic questions, and following a structural order, learning new vocabulary, and adverbs of time seen as common vocabulary used when writing a factual genre; the use of simple present, past tenses, and prepositions were studied.

Independent construction: This stage was characterized by the first draft written by the students, they were asked to write about an inventor for relating this with their topic in natural sciences at that moment, learners produced some English words not used by them before, showing their own thinking in order to generate ideas when writing their own texts. Thereby, the starting point of the students was to respect the structure order from the pattern text that was provided for the teacher.

#### 4. RESULTS AND ANALYSIS OF RESULTS

This chapter presents the findings related to each of the objectives providing the corresponding supporting excerpts, as evidence coming from the different data gathering techniques such as the observations, interviews and documents used in this study. In order to offer a clearer view of how the use of the GB pedagogy may influence the interaction and oral production ability of the students when writing in the target language in the context under study. In the analysis are described the salient findings of each technique which involve the stages that foster the oral production ability of the students, and determine which of the stages is better adapted to foster this ability; the results obtained from the exploration will be used to analyze how is the students' interaction, this involves the intervention made in this study. Therefore, in order to show these findings, the categories already mentioned in the methodological framework are briefly described here, as they have been interpreted in the development of this research. (See annexes 7). Results of class observations, students' interview, and students' documents are shown conserving the mother or target language used during the application of these techniques without omit or change learners or teacher' words as follow

##### 4.1. Class' observation results

As beforehand mentioned, the class observation was taken as a unity process in order to follow a deconstruction, joint construction, and independent construction cycle based on the GB pedagogy, working with biographies in the English class pointing out to reach this study objective. Therefore, class observation served as support for further

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analyzing the gathered data results from the students' interview and students' documents in terms of the research objectives. as well as to determine which of the stages used was better adapted to foster the oral production ability of the students. In this section some salient excerpts related are shown.

Since the function of the class observation as technique was to provide clearer insights for reaching the objectives proposed in the target context, the description of results are related to the teaching learning cycle as detailed in previous chapters, particularly through categories such as type of interaction and scaffolding strategies; the first, shows IRF exchange and negotiation of meaning: building meaning and repetition (as emergent sub category); the second, scaffolding strategies: modeling, elicitation, ask for confirmation or clarification involving real or direct questions, and vocabulary used (as emergent sub category), such categories show results pointing to identify the stages from the GB pedagogy which fosters oral production of the students, one of the specific objectives in this study.

The conventions used in this analysis were:

S= student, Ss'= Students; T= teacher.

S1, S2, etc., indicate the order in which students took part in the class.

Alphabet letters were used instead of the students' names.

The numbers indicate the speakers' turns.

(...) fragment intentionally omitted

... Indicating a pause made.

Some salient excerpts are presented here, and complete transcripts can be observed in the annexes (See annexes 7 a. Class observations, transcripts).

#### 4.1.1. Category: Type of interaction.

Initiation Response and Feedback or Evaluation exchange, IRF/E:

In order to build the context, the English class development was predominantly followed by a process of initiation, response and evaluation or follow-up which is known as the IRF/E interaction process, because as it can be appreciated through these excerpts, there is a set of turns taken by the speakers first, to questioning or initiate an exchange, then a second speaker answers to the first participant showing to be connected with his or her interlocutor; and third the first participant follows the second participant words to answer, or provide feedback into an oral interaction exchange.

A Traditional pattern states that in the classroom the teacher is who first takes the turn and then a student can respond to receive the teacher feedback, may be that is the reason why Brown (2010- 2011) maintains that the IRF is a repetitive structure followed in class. Here, some excerpts as example of the IRF/E taken from the class observation of this study.

Class observation 1 excerpt (Building the context stage).

- 31 T About (nodding positively to help the student with the pronunciation)  
 32 S abot!  
 T o, or, what, would, you like, to write?  
 (*asking in order to address the organization and management of the class topic*)  
 33  
 34 S abot!  
 35 S Correcto [...]  
 T Yes! Of course! But in English R.  
 An.! What do you like to talk about? And Ja.  
 (*uses their names to catch their attention*)  
 36  
 37 S In the class? (*she asked in order to solve her doubts*)  
 38 T Yes. In general terms. In the school, at home  
 39 S3 about me (*the student whispering*)  
 40 T with partners, with friends,  
 41 S About me! (*he repeats aloud the idea from his mate*)  
 42 T With teachers ... About yourself? About yourself (*the teacher stop in*)



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- order to take the Ss idea)
- 43 S Jajaja  
T Ok. Good point!
- 44 What else? Lu. *(using the name to catch the student attention)*  
S3 hay no seño no se *(she is not showing interest and seems to be afraid about talking in the target language)*  
45 about bomba! (...)  
46 S2  
47 T What would you like to write about?  
S3 no se seño *(she is confused looking and asking her classmates for the Spanish meanings)*  
48 about the hermano, el hermano  
49 S2  
T write, Lu. write, write  
*(the teacher using body language, trying to help to the students to find meanings or make connections).*  
50  
51 S fiftfhty, fifty. *(suggesting additional help for the classmate)*  
T what would you like to write? About something? About someone?  
52 Who? *(providing more information in order to help the student)*  
S3 ...conmigo no, dígame a otro *(refusing to try to participate using the target language)*  
53
- (...)
- 267 T (...) Ro., Do you like music? I  
268 S4 [ ] *(moving hands) sou* R  
269 T So, so? Do you like history? E/I  
270 S4 No R  
271 T No, you don't like it? But, do you like sports? E/I  
272 S4 Yes. R  
273 T Yes? E  
274 S4 Soccer R  
275 T Soccer! And, what is your favorite player? E/I  
276 S4 my favorite R
- T Please, pay attention.
- 278 What is your favorite player?  
279 S [ ] ehh, [ ] my favori, player es ... [ ] ehh, is  
280 S6 Ronaldiño!  
281 S4 Ronaldiño *(repeats what his peer told)*  
282 T Are you sure? *(Asking for clarification)*  
283 S4 Ahh?  
284 T Are you sure? Ronaldiño? *(Asking for clarification)*  
285 S4 Yes!  
286 T And, What about Messi? Or What about, Falcao?  
287 Ss' Ah, James! [ ]

(See transcription class observation 1, annexes: 7 a.)

From these first excerpts it is possible to observe that teacher and students' interaction into the IRF/E exchange pattern was taking place, using basic information related to their likes and favorite characters, in order to encourage learners' participation for introducing the subject by simply discussing as a first step in the building context stage. At the beginning, as it was evidenced in turns 45, 48 and 53, some learners apparently refused to participate even in the mother language, then the common answer were "no" or "yes" as observable in turns 270 and 272. However, the purpose was to achieve students' interaction through oral production; interaction then was evidenced in turns 267 to 287, when the teacher initiated the exchange process and the students followed this initiation answering what was asked, which continued with a teacher evaluation through new questions.

#### 4.1.1.1. *Negotiation/ Building meaning and repetition, emergent category.*

Although it was established as a principal one in this category, negotiation of meaning was not explicitly found through this building context stage, there was evidenced building meaning and repetition emergent category. Further, it will be discussed in the analysis of results.

Class observation excerpt (Building the context stage).

167	T	Who was Steve Jobs?
168	S	Apol [ ]
169	Ss	Aple, apple, economy, an economist
170	T	An economist, yes. What else?
171	S	The apol! Eipol, a creator...
172	S	the, he create, creaty
173	Ss	he create, what he created (smiles)
174	T	He was the creator of, Apple?
175	Ss	Apple! Apple

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- 176 T Apple. Sure?  
 177 Ss Yeah  
 178 T Ok. And, What about things, they are doing?  
 179 Ss Very, very money! Entrepurnur  
 180 T Is that important for you?  
 181 Ss Yes, yes! yes.  
 182 T The social networks are important for you?  
 183 Ss Yes, yes!  
 184 T And Do you use that?  
 185 Ss Yes, yes,...yo tengo una, una asistente de...  
 186 T What social network, networks do you use?  
 187 Ss Facebook  
 188 T The facebook?  
 189 Ss Twitter!  
 190 T And Do you use twitter?  
 191 Ss and whatsapp  
 192 T And What about you? Do you use whatsapp? Asking to different students)  
 193 Ss Yes, Instagram! drop box  
 194 T The drop box?  
 195 Ss ¿Qué ese so seño? What is?  
 S2 Es un asistente de  
 196 T Is like a social network, where you can share different files, documents  
 197 Ss Ahhh (many voices) no es whatsapp; ... twitter  
 (...)  
 210 Ss' One millione. He, he is ritchis!  
 211 T Yes, he is?  
 212 Ss' Ritchis  
 213 T The richest!  
 214 Ss' riches, or rich, riches  
 215 T Or rich!  
 216 Ss' rich  
 217 T The riches man or, a rich man. They are the richest men  
 218 Ss' Rich money
- (Complete transcription, class observation 2, annexes: 7 a.)

As a practice for activating knowledge and motivation in the students some first oral exchanges were taking place, some basic questions were made for activating and eliciting the students' knowledge, following the previous and further examples. Almost

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along the whole excerpt was evidenced that students were answering questions related to the characters presented through the visual aids without matter the use of Spanish or English languages showing understanding: first the initiation, who was...? Followed by the students' answers, in turn 168, this allowed to know that learners started to be connected with the class topic, because students remember things by taking part in real situations that lead them to connect the knowledge and the everyday life, creating a meaningful learning (Chaklin, 2003).

The teacher follow-up involved a positive attitude, and immediately she asked for new answers gaining the students attention and participation. In turns 171-173 they made attempts to build sentences with meaning, 174-175 repetitions of words for pronouncing and learning were made, through turns 193- 195 students and teacher interaction allowed learners to become interested in knowing new meanings which I assumed as building a new meaning; turns 210-218 a series of repetitions were followed by the students.

**4.1.2. Category: Scaffolding strategies**

In this category, involving modeling, elicitation and ask for confirmation or clarification showed the results from scaffolding strategies; these consist in support "all learners to do the same high level tasks, but provides the greatest support for the weakest learners" (Rose, 2005, p. 142). Thus, taking into account that those were the strategies adapted by the teacher during the class in order to facilitate the learning of the students, also involving real / direct questions and vocabulary used are here presented in order to have enough evidence for identifying the stages from the GB

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pedagogy which fosters oral production of the students; all these results were taken as basis for further discussion in the analysis of results.

Class observation 2 excerpt (Building the context stage).

- 3 T Well, we are going to start, with, a power point presentation. *(ss showing interest and motivation, because the TV room had been not used for English classes before during their learning process).*  
 Yes, and why? Because, we need to know and, may be search some knowledge that you have. Those are elements, things that you know, basic things.  
I am sure you know these. And. Well, the question is,  
*(The teacher shows the Ss some images from the power point presentation she prepared for them, and asks some basic questions in order to start).*  
What do you know about this? Do you know something? It means something for you? What do you think this is about?
- 4 S The persons?
- 5 T The... *(a student takes the turn to participate)*
- 6 S a people, people.
- 7 T Is people! Yes of course! And, what kind of people?
- 8 SS' red time, prim times, band
- 9 T a band?
- 10 SS' mothers,
- 11 T Mothers! Ok.

(See complete transcripts, class observation 2, annexes: 7 a.)

This excerpt from class observation 2 corresponds to the activation of knowledge as a fundamental part of the building the context stage, where the teacher was using an audiovisual presentation in order to help the students to be familiar with the use of biographical recounts. Thus, the teacher provided students with opportunities for participating and they prompted to recognize actors from pictures and identify them as actors and actresses. Nonetheless, they did not express clearly their ideas about those characters as it was observed in turns 4 to 17 in which the students seemed to have associated the information presented with their natural or habitual context.

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In turn 18 the teacher started scaffolding students' knowledge, getting one student attempt for using the target language (L2), then, in turn 20 the teacher started a questioning sequence which is named elicitation and asking for confirmation, which lead learners to understand what the teacher questions were about when they responded in turns 23 and 25 "Emma Watson, and. Actors!", and "Yeah, yes, actors?" respectively. This example is a confirmation of the theory stated by Malamah –Thomas (1987) who claimed that a teacher acts eliciting learners in order to cause in them a reaction for each moment of the class development, as evidenced here the classroom activity was addressed by the teacher when using elicitation for causing a reaction by the students who answered through this scaffolding strategy used. Some of the students learned how to say actor, actress and recognized them from pictures showed. However, a real evidence of knowledge development was not evidenced because the learners at this point did not have any English language level, as it was mentioned in the theoretical framework of this study they obtained A minus in the saber test. Objectives from this study pointed to achieve interaction and oral production of the students; therefore, a relevant aspect to be mentioned is that this stage took a long time because it was considered an opportunity to encourage learners' confidence to participate.

Class observation excerpts (Modeling and deconstruction stage).

- 4 Ss [ ] (many voices)  
 5 T or maybe would you like to know the life of the most famous soccer player in the world  
 6 Ss [ ] a James, a James (many voices)  
 7 T Well, in order to know more about the people, more about a person, about people! We need to search, we need to search the information and, in that way, for example: I would like to know the life of, entire life, for example: I don't know, may be an artist!

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- 8 Ss (many voices)  
 9 T Maybe I would like to know the entire life of, the president Andres Pastrana. An!  
 10 S Teacher! How do you say guarderia en English?  
 11 T The kinder garden! (*Students from first grades were shouting and playing in the yard next to the classroom*).  
 Well, we are going to check some info, extra information about one historical event, one historical life! Maybe, do you know something about Spencer! Charlie Spencer Chaplin. Do you know him? Do you know something about him?  
 (See class observation 3 transcriptions. Annexes 7a)

This excerpt evidenced through turns 7 to 11 how the teacher was encouraging students to be involved in the development of the proposed topic; in turn 7 justifying and explaining them the importance of searching information for knowing someone's life, in turn 11 she (the teacher) added information that announced the biography model to be followed.

## Class observation 3: excerpts (Modeling and deconstruction stage)

- 17 Ss [ ] video, video, video!  
 18 T It's a short video about one important person, (*talking to the ss while trying to fix the compatibility of the electronical devices*) ...  
 That's terrible! I have problems with this sorry... (*finally such devices were fixed*)  
 (See transcription, class observation 3, annexes: 7 a.)

Turns 17-18 showed the students' appeal for watching an example as mentioned in turn 11, the teacher presented a biography model using electronic devices and explained to the learners how they were to work as followed in turns 20 to 24:

## Class observation 3: excerpts (Modeling and deconstruction stage)

- 20 T Now, we need to continue with some basic explanations,  
 then.  
 The objective for this process, for this part of our learning

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process is: to write, to write what? Could you read?

Please. Di. or Ja.

- 21 Ss object, objective  
 22 T ¡General objective!  
 23 S To write a short autobiography taking into account the structure, features  
 24 T Yes, ok. Thank you! Our objective now, is to write a short auto biography taking into account the structures, its features and elements. And, Do you know the structure, features and basic elements, of one biography? Do you know that? Do you know the features?

(See complete transcripts in class observation 3, annexes 7 a).

In turns 21 and 23 a student began reading the objectives of the topic as invited by the teacher in turn 20; then the learners, in turn 24, received the topic objective confirmation from their teacher. This excerpt from the classroom observation 3 was addressed to show results related to the category scaffolding strategy. However, some IRF exchanges patterns prevailed; in turn 20 the teacher started the initiation with an explanation taking control of the class, and immediately she elicited inviting the students to participate, then a student followed the order continuing reading activity, in turn 22 the teacher interrupted the student making corrections, and in turn 23 the student continued the reading. Subsequent turns 25 to 33 again revealed IRF patterns.

Class observation excerpt (modeling and deconstruction stage)

- 34 T The structure. How you should write that, no?  
 Well, first we need to know, or we need to recognize the basic features of the biography and recognize the elements, but also how it is organized, and, the different types and forms of biographies. Do you know the types? Do you know the types of biographies?  
 35 Ss No  
 36 T No. well. In that order, we can start! Some features about the



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- biographies because you are going to work on that, it talks Ja. And Bo. About real people! (*the students making noise that interrupts the class*)  
 Because if you talk about famous people, if you talk about someone that you know, they are, real people. It is not fiction! And, obviously, they share a true story. And, what is a true story?
- 37 Ss Historia, historia verdadera
- 38 T Yes! Something that is true, something that is real about the person. And what tense it has? Lu? (*the students refuse to answer, moving her head*)
- 39 S Present
- 40 T Lu. Do you know the past tense, and the present tense?  
 The idea is that we are going to identify those tenses in the autobiography. We are going to work grammar, but in a different way!  
 Biographies normally, are written in past tense, or n present tense
- 41 Ss las biografias [ ]
- 42 T And, we use some graphic devices, and those devices are the pictures we can find there, the time lines, remember you were writing about, inventions and maybe you were using a chronological order, and its...
- 43 Ss the year
- 44 T Yes! The year and the?
- 45 S Invention
- 46 T The invention, ok. That is a chronological order, it's like time line but you can use also tables, you can use photography, you can use, eh some boxes, or maybe graphics, you can use a lot of things in order to show what you want to share
- 47 S In the biography?
- 48 T With the biography. It's clear?
- 49 S Ok, yes!
- 50 T That is clear? So-so? Why? Do you have questions?
- 51 Ss Noo, Spanish, in Spanish?
- 52 T If you want, don't worry. You can!
- 53 S ¿Que, si hay que, de quien va hacer la biografía, de nosotros?
- 54 S2 Yes
- 55 T Yes, but don't worry, we are going to work, step by step, little by little. We need to know first of all How a biography works. Don't worry about... I continue? Continue?
- 56 Ss Yes, yeess.
- 57 T Ok. The elements of a biography are, first of all the theme, then, the setting. Why the theme and why the setting? What do you thing?  
 (See complete transcripts in class observation 3, annexes 7 a).

Inferences about results evidenced that in turns 34, 36, 38 and 40 for example, the scaffolding strategy was to model eliciting the information because the teacher

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added and asked for information to the students. Additionally, the teacher also was explaining that biographies are not fiction texts (turn 36), in the turn 38 she confirmed the student answer (turn 37) without pressure the learners to speak in the target language; in the line 40 the teacher explained the tense used in written biographies. Then, from lines 42 to 46 the teacher explained the students they were working with inventions through a chronological order in other area, and students participated answering what they remembered had used; turns 47 to 56 followed the same exchange pattern eliciting. In line 57 the teacher explained the biography elements, as part of the modeling. Undeniably, eliciting was the scaffolding strategy most used in this excerpt. Hence, participation of the students in this stage was mainly limited to follow the teacher explanations for modeling, avoiding the equality; related theory suggests that the students' development of critical thinking is feasible through the IRF when the scaffolding interaction allow them higher participation (Van Lier, 1996).

Category: Scaffolding strategies

In relation to turns 60 to 72 from this excerpt coming from the modeling and deconstruction stage, the common patterns were asking for confirmation or clarification, and real or direct question, following the main category scaffolding, that also involved vocabulary used as the emergent category further explained. Turns 60, 64, 66 and 71 highlighted the use of the second language, L2, by students saying what they know, repeating or simply trying to pronounce what they had listened, while in turns 116, 118, 120, 122, 124, 142 for example the learners used the target language because they were providing short answers to the teacher or classmates; through these shifts they

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also were reading the text together with the teacher assistance, identifying the text order and elements as showed in this transcript below.

## Class observation 3 excerpt (modeling and deconstruction stage)

- 60 S Theme. ¿Qué significa?  
 61 T The theme? The theme is, similar to Spanish! You say that  
 62 S Tema!  
 63 T Yes. Of course! Why? Because we know, we need to know, talk about what, and about who, and we...  
 64 Ss scenary, the scenary [ ]stop,  
 65 T Yes. And then, we need to know about the setting. And the setting is  
 66 S Place, places!  
 67 T Place! The place. And the events  
 68 S una pregunta, a question  
 69 T Tell me!  
 70 Ss Y ¿si no tenemos fotos de los lugares?  
 71 S place, eeh, serin,  
 Ehh setting is...  
 72 T setting is the place, and the events, different events that happen in the life  
 (...)  
 109 T A biography, as the rest of the text types, have a beginning, a middle, and, one  
 110 Ss and end, end, end  
 111 T End  
 112 Ss Finish!  
 113 T most of the text have that, and here, it is the link of another video  
 114 Ss Ahh, *(claps and smiles, some ss easily recognize the character)*  
 Charlie Chaplin!  
 Señor y ¿ese quién es?  
 S2 Mi tío  
 115 T this is the biography of Charlie Chaplin  
 116 S my brother  
 117 T But what happen? Be careful with this. Here you have the structure! Do you have the structure? And you can observe What do you have? You have Charlie Chaplin, the name of the person. Was born on April 16<sup>th</sup> 1889. It is, the date! Can you observe here? *(a guided reading process about the biography take place)*  
 118 Ss Yes  
 119 T Well. Please. Ja. continue the reading  
 120 Ss Charlie Chaplin was born on April sixty eighty night  
 121 Ss 89!  
 122 S April [ not clear]  
 123 T Ok, one moment Ja, thank you.

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- When it says that his birth was [ ] the little tramp... it is the place, it is talking about the setting. Continue Ja., please
- 124 Ss Nick name [ ] charlotte and the little tramp. His father Charles Chaplin and his, mother [ ... ] (*the student is reading*)
- 125 T Ok, stay there, wait.  
What do you notice, In that excerpt? ... In that excerpt you can notice that it is talking about Charlie Chaplin parents, Charlie Chaplin family, and it is another essential part in the biography, can you notice that?
- 126 Ss yes, yes, yes
- 127 T Yes. Ok! Continue please
- 128 S so he had [ ] Charlie Chaplin [ ] he sang and song, a song [ ] so, [ ] all the time [ ]
- 129 T Ok. Do you notice here, Bo. Ca. and your, friend.  
This part is about a special fact, a special event in the life of Charlie Chaplin. It is talking about a [ ] What happened when he was child? A little kid. What happened with him? And How her mother was helping him? And, How it was important, for them to grow up and to become a famous person. Then, continue please, An.!
- (...) T What is that?
- 137
- 138 Ss Date, date, five, date! Fine, date!
- 139 T It's a date! Yn.. OK!  
Could you please continue Yn.. He was brought
- 140 Ss He was brought to New York [ ] agree for [ ] become a professional actor [ ] 1930 Chaplin, his [ ] contract [ ]
- 141 T Continue please.
- 142 S ... his first movie was [ ] His holiday [ ] in 1940 [ ] he raised in popularity [ ] with the parent of the [ ] it was nothing new [ ]
- 143 T Ok. Thank you Yn. It was nothing new to Charlie! This part, of the paragraph, or this paragraph is talking about, the life! The life of Charlie Chaplin, following the chronological order you were describing about the inventions. Can you observe? Two years later! It starts: United States 1910, and then, two years later in 1913.and then, it talks about 1914. And it follows a chronological order.  
Ke, could you please continue? Charlie Chaplin, grew to become one of the most popular and successful actor, of all times.

(See complete transcription, class observation 3, annexes 7 a.)

Continuing in the same class stage, turns 109 to 129 in this excerpt revealed the modeling and deconstruction of the biographical sample text; in addition, it showed how

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the teacher was explaining the structure of the text to the students while reading together and taking turns for doing it. Lines 137 to 143 followed the same pattern of reading together in the deconstruction stage where the teacher was modeling the textual genre; the students paid attention following the text order and reading aloud when the teacher asked them to do it. In this stage the scaffolding and interaction categories prevailed as a fundamental social construction where members of the class worked in collaboration; therefore, students' participation in reading was made following step by step deconstructing the text genre; these results found Bruner (1983) theoretical corroboration because through these excerpts the scaffolding showed the transitory support offered by the teacher to help learners little by little to reach a higher level of knowledge.

Class observation 4 excerpt (modeling and deconstruction stage)

*(the teacher is revising some homework and the students are talking)* [ ]

T Well please, pay attention to this, you need to take your  
 11 copies keep one by one in your folder. En sus carpetas  
 12 folders, deben conservar cada copia que vamos trabajando,  
 (...)

(Transcriptions, class observation 4, annexes 7<sup>a</sup>.)

Through this stage during the class, students received the teacher assistance who as it was observable, used both the mother language, L1, and the foreign language L2, in order to provide those learners with higher target language weaknesses the opportunity for having clearer understanding. Then, the teacher explanation was taking place. At this point, it is important to clarify that prepositions topic was explained for providing students with linguistic resources during the deconstruction and joint construction of the text writings. In the same way, basic subjects were instructed during

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these class stages for modeling the biography as genre. According to Hyland (2007) it is important to teach the language to help the students allowing them to codify meanings.

## Class observation 4 excerpt (modeling and deconstruction stage)

- 141 S9 Teacher, y eso de las escaleras, es que no entiendo  
(referring to the draw on the board)
- 142 [ ]
- 143 T You are here, and you... (drawing and writing on the  
board while explaining to the ss)
- (...)
- 152 S11 si, si, si, in Spanish
- 153 T Around, in Spanish is what?
- 154 S Si
- 155 T Around? Al rededor  
S Si
- 156 S2 Alrededor  
T Around.
- 157 Between?  
S2 al lado
- 158 S3 entre  
T between!
- 159 Could you repeat?  
S entre!
- 160 Ss' entre [ ]  
T entre! In? (drawing on the board a different object  
location )
- 161 Ss' Dentro, dentro
- 162 T dentro! Sometimes, you use here
- 164 S Arriba  
T Into! On (explains exemplifying with draws on the  
board)
- 165 S Arriba  
S3 under
- 166 S2 arriba!

(Transcriptions, class observation 4, annexes 7<sup>a</sup>.)

Now well, in turn 141 a student asked for clarification on those linguistic aspects they had not understood, consequently, in turns 141 and 143 it was possible to appreciate that the interaction between learners and the teacher did not confirm effectiveness of the clarification for helping the learners understanding in the English

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language. Nonetheless, students' interaction in the target language was limited to express some English words or repetition of them; as it was evidenced from turns 152 to 166, most of the time the learners used the L1 to communicate. It is considered that learners require understanding and using the linguistic forms as well as the ability for applying their knowledge into the social and cultural communication (Hymes, 1972); as result, the teacher explained them through both mother and target languages while she wrote and draw on the board to help the students.

## Class observation 4 excerpt (Modeling and deconstruction stage)

- 243 T Yes, is around but, as Ja said before: we are around  
Mn, but in this case, Mn is among the other mates,  
the other classmates. She is among them
- 244 S3 Mrs. Over and on, is the same?
- 245 T Over and on, both of them...
- 246 S Noo, but
- 247 T ...have the same meaning, but you use them,  
different, according to your idea.
- 248 S Over es uno, on otro
- T Quieren decir lo mismo, ambos dicen encima, o  
indican que está encima de, pero uno es encima de y  
el otro es sobre (*showing on the board*)
- 249 S1 ok sobre
- 250 1
- 251 T sobre (showing on the board) encima
- 252 S O sea que ese esta over
- 253 T It's clear? Ca
- 254 Lu. cr. Ma. Is clear?
- (See complete class observation 4 transcripts in annexes: 7 a.)

As it was observed, in this excerpt the teacher was providing reinforcement about prepositions to the students, in turn 243; she was also adding information as strategy in order to scaffold students' learning. In turn 244, one of the students asked for

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clarification. Then, in turn 245 the teacher took the turn to explain and immediately one of the students interrupted to ask for information, another classmate attempted to answer without finding the vocabulary for that purpose.

After, the teacher explained. In turns 248 and 249 first the student asked for clarification and then the teacher was using the mother language as it was made for the student in order to answer them, providing the same information to the whole class. Besides, in turns 249-250 the teacher was using the board to provide examples adding visual information scaffolding knowledge to the learners group. Followed to this, in turns 253-254 the teacher asked for confirmation in order to continue the class development. Continuing with the category scaffolding strategies, next excerpts revealed results related to the joint construction stage; as previously argued, pointing to identify the stages from the GB pedagogy which foster oral production of the students.

Class observation 4 excerpt (Modeling and deconstruction – Joint construction stages)

- T1 Okay.  
Is clear the information?
- 373 Now, Do you remember the use of? Prepositions.
- 374 S7 Yes
- T1 And it's a good activity and you find that also, in your biographies!  
Bueno.  
For next class, please. Write some sentences using prepositions, but about different things and people in your neighborhood
- 375 S1 Five?
- 376 1
- T1 In the place you live in, in your home, whatever you want, but please use prepositions.
- 377 Have you understood?
- 378 Ss : yes



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- 379 T1 Yes? No? is enough the information? No? Repeat!  
 380 Ss Yes  
 T1 We are going to write as homework! Some sentences,  
 381 using, prepositions. Clear?  
 382 Ss Yes

(See complete class observation 4 transcripts in annexes: 7 a.)

In turn 373 the teacher was asking for confirmation through a direct question, and having the positive answer from the students in turn 375 and 377 she was adding information and giving instruction; as a way of guarantee the students understanding she was assigning a home activity related to the topic under study. Turn 378 was followed by a positive answer from the learners, then, in turn 379 the teacher was asking directly to the students to confirm their understanding, and in turn 381 she was explaining once again the instruction provided. In other hand, the exchange in turns 376, 378, 380 and 382 was a sequence of short but positive answers from the students, which allowed me to assume that explanation and instruction was clear enough in order to continue with their drafts about biographies.

## Class observation 5 excerpt (Joint construction stage)

- 10 T For today we are going to write some sentences, basic sentences. About what? About yourself. In a copy, in one of the copies that you have in your folder, you can write (*showing the copy to the ss*), if not, in your notebooks. But, please, take notes, about yourself. (...)  
 We are going to continue, we are going to write, our autobiography, but, in a correct way, in a correct order. Then, please. I need that you try. I need a volunteer, in order to start, and the rest of the class follow the example
- 11 S Follow  
 12 T But, with your own information. Is clear that? (...)  
 13 S Yes  
 14 T Di, could you repeat, for the rest of the class? Please.  
 15 S Eehh en Spanish?  
 16 T Yes! Please

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- 17 S ehh que, que, que eehh  
 18 S1 Wow! ¡Yo no te entiendo nada!  
 19 S Que un alumno, de ustedes, pasará al frente. Eeh, o sea se va a ofrecer como voluntario para, mostrar, sus capacidades. Ehh el resto de estudiantes, mirara, o sea observara cómo hacer, lo que se va a escribir  
 20 T Ok and we are going to write about what?  
 21 S eehh about, about, missis, de ee  
 22 T About yourself!  
 23 S ehh eso, about yourself  
 24 S3 Seño about ¿qué ese so?  
 25 T And what is that?  
 About yourself is what? About me?  
 26 S4 Noo  
 S5 about me  
 27 T About you. That's ok.  
 Then, please. Ke would you like?  
 (See complete transcripts in the annexes: 7 a. class observation 5)

In this excerpt from classroom observation 5, the scaffolding strategy followed a common pattern of interaction exchange in which the teacher initiated, in turn 10 clarifying what the students were going to do; in turn 12 verifying learners understanding obtaining responses such “yes” in turn 13; therefore the teacher assumed that students have confirmed have understood the instruction received in order to continue with the process started from the first class about the same topic “biographies”. Hence, a new initiation was started by the teacher who asked for confirmation, turn 14, allowing to the students to express what they understood sharing the information with the whole class in the first (L1) or second (L2) language as seen in turns 15, and 17 to 19. Confirming such assertion, turns 21 to 27 showed the IRF/E. Thus, the teacher responded with a new initiation or a feedback depending on the students’ answers. Thus, this IRF relation was supported in Van Lier (1996) who suggested that this exchange may produce students’ engagement and to build a bridge towards more contingent form of instruction

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and interaction that push concerning participation, orientation, clear thinking and expression by moving to it from a focus on display, repetition, and regularization.

Class observation 5, excerpt (Joint construction stage)

- 64 T ...Okay but please! Be careful with that. Maybe, she wants to say live! Vivir. Is different when you use live and when you use life! Be careful with that. Le., and after L. Ca.
- 65 S6 Señor, Js.
- 66 T Please! Be careful with this. Remember, life, is when we are, our life, our life! but, we live! in Barranquilla.  
This is my life! Like the song. Remember? Is my life (singing).
- 67 Ss yes - my vida
- 68 T Yes. But, If I say in Barranquilla, I live in Barranquilla, I live in Baranoa.
- 69 S Piojo
- 70 T I'm doing, reference to the place
- 71 Ss ¡Polo Nuevo- aja! -pueblo viejo. -polo viejo
- 72 T Live
- 73 S8 Polo Nuevo is una imitación de país. [ ]  
S1 Aajo!  
6 Ya, ya. Señor, una pregunta ¿se puede poner [ ]  
S8 ¿Se puede poner esto?  
S1  
2
- 74 T My most important moment was when... *(Students speak while the teacher revises and adds information to the writings from other classmates)* yes, Lu. But write your own information, look at the board, follow the example but your own information.  
Sigue el ejemplo, pero pones tu propia información.

(See transcriptions; class observation 5, annexes 7<sup>a</sup>.)

As appreciated in turn 64 students were provided with the explanation about the use of basic vocabulary (verbs) in order to build new vocabulary scaffolding the information they already knew; and then, in turns 66, 68 and 70 the teacher provided a reinforcement about the use of "life" and "live" giving the examples to orientate their linguistic use; it means, in a constant sequence that was followed by the students who showed understanding, in turns 67, 69 and 73; particularly in this latter turn when the student 12 seemed to be interested in the comprehension of the explanation and asked

to the teacher for clarification about the draft she was writing at that moment. As it can be observed in turn 74, the teacher assisted her reading and provided to the learners' explanation and instruction.

Excerpt class observation 5 (Joint construction stage)

- 88 T It's ok, porque lo estás construyendo, estás construyendo conocimiento, y lo que haces es muy bueno.
- 89 S12 ¡Por fin me dijeron algo bueno!  
Ss [ ]
- 90 T When you write, nothing needs to be perfect [ ]  
Okay. Ke. Would you like to read this? Please
- 91 S 3 I was Ke. BA. I was born April 5<sup>th</sup> 2000 in Barranquilla, Colombia. I don't have nick name. I love the video games. My mom works in A de CU. My father lives in Valle d... My parents has have been together for nineteen years ago, ya, my mom.
- 92 T Okay. L. would you like to continue? Please
- 93 S13 My most important moment was when graduate was a very especial moment and I were very proud
- 94 T Ok. L. Ja. Continue

This excerpt transcript from class observation 5 partially reveals the joint construction addressing the independent construction stage, the job of the students during the class and how they were positively affected during the process. At this point, it seems important to clarify that the use of L1 was considered necessary because it was noticed that students were more engaged with their learning than listening only the target language without have any idea about the language as it was before the realization of this study.

Interest and motivation played an important role for construing students learning, for instance in turn 88, the teacher was revising some ideas from the students' notebooks and she was positively encouraging the job made by one of them; as a

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response, the student replied “por fin me dijeron algo bueno” in turn 89, showing clearly her enthusiasm and encouragement for continuing working on her draft.

Further, in turn 90 the teacher continued motivating the students making use of positive comments for them as “when you write nothing need to be perfect” and immediately she invited them to read some excerpts from their own drafts, achieving also a positive response from the participants who were reading for their classmates as it can be evidenced in turns 91 and 93, and then the same sequence was taking place. Those short excerpts let us consider the language as a resource that serves as constituents of our cultures for building meaning motivated into our “sociocultural contexts” (Ghio & Fernández, 2005).

Excerpt class´ observation 6 (Joint construction stage to independent construction)

- |     |    |   |
|-----|----|---|
| 146 | S  | his birth name was Charlie Spencer Chaplin, though he had many nick names, growing, such as   |
| 147 | S2 | Growingap   |
| 148 | T  | growing up  |
| 149 | S  | Charlie, Charlott, and the little tramp. His father, Charlie Chaplin, and his, mother [ ] Chaplin, were in [ ]                          |
|     | T  | Ok. Stop. Wait there.<br>What happen in that part, of the biography? It is talking about what?  |
| 150 |    |   |
| 151 | S  | [ ] and the personal information  |
| 152 | T  | personal information and  |
| 153 | Ss | And the life, familia. Family   |
| 154 | T  | Family!   |
| 155 | Ss | Family!   |
|     | T  | His family! K, we are going to talk then about, about what? Can you guess?  |
| 156 |    |   |
| 157 | Ss | interesting things  |
|     | T  | Can you guess that? It is talking about personal information and family. And we are going to talk about?                                |
| 158 |    |   |
| 159 | Ss | [ ] personality [ ]   |
| 160 | T  | Mmj. This is me! Ca! ( <i>the student is annoying his partners</i> )<br>(See complete class observation 6 transcripts in annexes: 7 a.) |

Through this excerpt of the class observation six, we can see a biography reading fragment followed by one of the students, in turn 146; a second student repeated what may be he found new, in turn 147; after, the initiation from the teacher took place, in turn 150; and the IRF pattern seems to continue. Besides, it is possible to notice that students produced short answers making use of the vocabulary they know. Although the exchange should involve to the three moments mentioned, sometimes the exchanges were not fulfilled because more than one participant was responding, evaluating or initiating the exchange, which was neither intentionally practiced nor planned as a pattern to follow during the class.

However, the teacher asked for information in turn 150, encouraging the students' participation and then she confirmed their answer, eliciting in order to scaffold the learners' learning observable in turns 155-156. Then, a scaffolding sequence was taking place. Rose (2005) suggested that strategies to be used in class depend basically on the support required for the learners to carry out a task, taking into account the lesson stages as well as the learning program involved.

Thus, the use of specific genre texts, reading in class, modeling and writing strategies seem to be useful resources for scaffolding the students' learning, even in the beginner levels of the language learning. As it is understood, the IRF exchange might serves as an important tool in the classroom and it seems not mandatory to follow a teacher initiation and a follow up tradition; thereby the students have the opportunity for interacting, increasing their self-confidence and autonomy, as suggested by Van Lier (1996) the IRF /E may be also contingent interaction.

4.1.2.1. *Scaffolding strategy/ Vocabulary used, emergent category.*

Vocabulary in this category refers to the use of the language that students were practicing both mother language, L1 and the second language L2. Taking into account the very beginner level of English from the participants, the use of vocabulary here expresses how able they were to say what they wanted to communicate using the L2; let us see some examples of that. Some excerpts from the different class stages were taken as follow.

Class observation 3 excerpt (modeling and deconstruction stage)

43	Ss	the year
44	T	yes! The year and the...?
45	S	Invention
46	T	the invention, ok. That is a chronological order, it's like time line but you can use also tables, you can use photography, you can use, eh some boxes...
47	S	in the biography?
48	T	with the biography. It's clear?
49	S	ok, yes!
50	T	that is clear? So-so? Why? Do you have questions?
51	Ss	Noo, Spanish, in Spanish?
52	T	if you want, don't worry. You can!
53	S	¿Que, si hay que, de quien va hacer la biografía, de nosotros?
54	S2	Yes
55	T	yes, but don't worry, we are going to work, step by step... Don't worry about...

(see class observation 3 transcripts in annexes 7 a.)

These turns 43, 45, 47 and 49 from class observation 3 excerpt revealed on one hand, that students used the L2 in the measure they were able to use it; on the other hand, that they used also the L1 in order to ask for clarification and express what they were not able to express in the target language, as was the case in turn 53.

Excerpt transcripts class observation 4 (modeling and deconstruction stage)

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- 81 T if, I write this, I use this (*using the board*)  
 82 S Aroun  
 T Ok!  
 83 Ca? Are you ok?  
 84 Ss arron, aroun, arund  
 85 T ok, is around, around. It's clear?  
 86 S4 yes!  
 87 T For example,  
 88 S6 we around to Mn.  
 89 T Ok.  
 S6 We  
 90 S9 I like. La tierra gira alrededor [ ]

Through this other excerpt it is evidenced the use of vocabulary in the second language by the students. In turn 84 they made attempts to express in a correct way the word "around" finding the approval from the teacher in turn 85; in the same way they were trying to construct some structured sentences showing how linguistic resources were emerging in their English language practice and learning, in turn 88.

Thus, it makes clear how the use of realistic situations in communication provide the students with a starting point for interaction using those linguistic resources they are able to use while their communicative competence is strengthened (Canale & Swain, 1980). In addition, the learners were trying to build new meanings even making use of both L1 and L2 which had high importance because they were not habituated to speak in the target language.

## Excerpt transcripts class observations 6 (Joint construction stage)

- 231 T yes, daughter. What else? Uncle?  
 S Tío. Tío!  
 232 Aunt: tía  
 233 T aunt. Tía. Ok  
 234 S ¿Cuál es tía seño?  
 235 T Aunt.



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- What other?  
 236 Ss abuela, abuelo  
 (...)
- T Yes. Granny.  
 243 The pronunciation is granny!
- Ss Grand pa.  
 244 Granny!
- T Is the same that grand ma. Grand ma- granny.  
 245 It's the same than grand mother

As observable, in turn 231 the teacher was assisting the students with the teaching of the family members, therefore in turn 232 the student answered using both languages, L1 and L2, in order to communicate what he was understood; he added a new family member he learned previously. In turn 233 the teacher confirmed his answer as a positive one, in turn 234 a student making use of the L1 asked for clarification about this last word meaning, which is here associated as an important part of the social construction because learners become social actors making connections among their academic environment and cultural relationships, engagement and power of the skills they can reach taking part in a conversation (Zwiers & Crawford, 2011). After, the participants were not using the L2 by themselves but they were repeating what the teacher taught them instead. Nonetheless, students mentioned the family members using the L1 and L2 as they could at that moment; in fact, the teacher valued it as an attempt for building new meanings in the target language.

Students learning was encouraged by the teacher through the scaffolding strategies such as repeating, providing examples and new vocabulary, providing explanations, and clarifying the learners doubts. In this short excerpt, in turn 243 the teacher was helping students with pronunciation, then in turn 244 they repeated those

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words learned in class using the L2. Then, in turn 245, the teacher explained them the meaning and relationship among “grand ma, granny, and grandmother” clarifying and providing them with possibilities for writing or expressing their ideas to communicate with others.

Results described in scaffolding strategy and type of interaction categories were addressed to identify the stages from the GB pedagogy which foster the oral production ability of the students. Although students mostly used the first language (L1) because their low target language knowledge, their participation was active because as these excerpts showed, the teacher was modeling the topic probably facilitating their learning. Thus this was a sample of strategies used by the teacher during the English classes which appear to reflect an insight of oral interaction. At this point it is important to reiterate that class observation was supporting the whole study development which general objective was to analyze how the use of the GB pedagogy may influence the interaction and the oral production ability of the students when writing in the target language; through categories type of interaction and scaffolding strategies it seek to reach these cited objectives. In addition, this can be clearer perceived through the analysis of results and further conclusions.

#### **4.2. Students´ interview results**

In this section, the results of the interview applied to four 10<sup>th</sup> grade students in order to determine which of the stages used is better adapted to foster the oral production ability of the students are shown; regarding the language used at that moment no matter if participants involved expressed questions or answers in English or

Spanish. The six planned questions are here expressed in English. However, in order to offer a better comprehension to the students for answering the interview these were formulated and answered in Spanish; transcriptions also were typed as they were listened without make changes. (See annexes 7 b. Interviews transcripts). Results are displayed through the category Students' learning views pointing to know their perceptions about using biographies.

Thus, the conventions used in these results were: S= Student, Ss= students; Q= question; E= interview. Students are named S1, S2, S3, and S4 through this results in order to protect their identity. Last but not least, the numbers indicate the question, the student(s), and /or the interview number. Students' answers to the questions were as follows:

#### **First question**

*In what extend do you consider the job made with biographies or auto biographies helped you or nor to improve your English comprehension?*

To the question “¿De qué manera consideras que el trabajo realizado con las biografías, o autobiografías, te ayudó o no a mejorar tu comprensión del inglés?”, the students agree they have learned about the text structure, new vocabulary, pronunciation, use of present and past tenses, and they have improved their oral production because they could talk about something they like. For instance, S1 said:

*“yo fui aprendiendo nuevas palabras con algunos significados...ya puedo hacer una oración con coherencia” (E1, Q1);*

S4 answered:

*“una de las cosas fue la estructura... de la biografía, aprendí nuevos verbos...  
Lo del presente y el pasado como se debe utilizar” (E4, Q1).*

The GB Pedagogy offers the students a view to understand lexico-grammatical expressions, and how the texts are structured from the implicit use of the language to the consciousness of linguistic choices (Hyland, 2003). Thus, through the use of genres in the classroom the teacher becomes a facilitator for the students who can follow step by step a text written structure in order to understand why such texts are usually written following particular patterns.

### **Second question**

*Which skill do you think is the most advantageous for you now? How do you evidence this?*

Regarding the second question (¿En cuál de las habilidades te desenvuelves mejor ahora? ¿Cómo lo evidencias?), students seem to be convinced about their improvement in abilities such as writing, speaking and listening. For example, S1 answered that she had improved her writing skill “¡Escritura! [...] no son muchas las palabras que tengo que corregir” (E1, Q2).

Similar to the oral discourse in the writing production it is the same writer who constructs the text influenced by the language system (Christie & Derewianka, 2008), taking into account this consideration, the student answer in this case serves as insight of a possible and positive progress for the learners group in the achievement of the target language, and thereby this reflects why in the genre, a type of discourse spoken

or written possessing or not a literary aspiration can result of great importance in the academic context (Swales, 1990).

Student 3 said:

*“En escucha, y el habla [...] escuché nuevas palabras de mis compañeros... no solo... una sola voz como la del profesor de inglés, sino también la de mis compañeros” (E3, Q2).*

In this case working collaboratively seems to have helped the students to improve some of their language skills while working with biographies, they argued to have learned by listening not only the teacher but also their classmates voices, which can be explained from the Zone of Proximal Development (ZPD) and socio cultural theory of Vygotsky which supposes that learners feel comfortable and learn easier when working collaboratively with their classmates, because they can interact with peers having a similar level of knowledge developing different activities and skills (Fernandez, Wegerif, Mercer & Rojas, 2001).

Additionally, this demonstrates that learners work individually and through interaction with peers and teacher as mediator for achieving independence in their language communicative competence “development in the ZPD is understood as the difference between what an individual can do independently and what he/she is able to do with mediation” (Lantolf & Thorne, 2006, p.208).

### **Third question**

*To what extent do you consider that the orientation from your teacher had influenced your learning during the last months?*

To the question “¿De qué forma consideras que la orientación, de tu docente, ha influido en tu aprendizaje durante los últimos meses?”, it seems clear that the students also considered that during their English classes, working with biographies was useful for them thanks to the patience and positive orientation they perceived from their teacher, which allowed them to learn more. For example, S3 answer was:

*“Sí ha influido, porque, me ha enseñado cosas nuevas... mucho vocabulario pronunciación [...] si sabía que era una autobiografía, pero no como se ordenaba; no sabía ni siquiera que tenía un orden, pensé que solo era hacerlo y ya.” (E3, Q3).*

Undoubtedly, in the classroom the students were working for writing a text structure that allowed them to develop a set of linguistic competence, such competence involve the form and meaning of the language through the appropriation of vocabulary, pronunciation, word formation, and the sentences grammatical structure (Hegel, 2002) in order to reach communication in the target language.

S4 argued:

*“Positivamente! Sí señó porque usted, a la hora de explicar lo hace de una manera clara... Si no lo entienden en inglés, en español, y eso ayuda a que el estudiante ehh aprenda sobre lo que estamos tratando.” (E4, Q3).*

It appears that students felt motivated to learn because they perceived that the teacher was orienting them for their better understanding making use of both the mother language and the target language to encourage the learners' participation. This assertion could be supported on the socio-cultural theory, because this highlights that

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as anticipation of what is going to happen the teacher can allow to the students to switch the language for confirming the appropriateness of the information they are processing, and this is known as the scaffold that allow the interaction in a given learning situation (Dailey-O & Liebscher, 2009). Therefore, it concedes the possibility to use the mother tongue in the classroom for encouraging and achieving learners understanding.

Herazo (2012) based on the theory review suggest that the GBA through the systemic functional grammar, facilitates the teacher role as a mediator since this permits the teacher to make decisions about the contents for the class development adding that the GBA sees the functional linguistics development as "the expansion of learners' meaning- making potential and grammar as a resource rather than a recipe to be followed" (p.122). These students' responses mean that more than follow a simple activity, they were interested in their learning and they appraised the role of the teacher as mediator for their progress in the English language.

**Fourth question**

*What learning experiences have been meaningful for you during this time? What was important?*

About this question (¿Qué experiencias de aprendizaje han sido significativas para ti durante este tiempo? ¿Qué ha sido importante?), it appears that students believe they become more active participants in their learning process by using their own information because it helped them to learn about texts structure and grammatical uses among other learning aspects:

S1 answered:

*“¿Lo que más me gustó de todo? Las biografías porque fue lo que más, no sé, lo que más dinámica nos puso... los videos y todo eso.” (E1, Q4).*

S4 maintained:

*“La estructura porque nosotros no trabajábamos, así como que la estructura, así como que como se debe empezar, when eh, por ejemplo: ehh when I was a child, I remember that...” (E4; Q4).*

These students' answers show that currently for them it is really essential sharing the knowledge with others, it means, learners are not passive recipients, rather they are participants in communicative activities and they are learning from others at the same time that they are remembering what they can do for themselves as a fundamental part of a meaningful learning; Chaklin (2003) states that students select what they can perceive and seems interesting to their learning. In that order, it might be said that at the same time that the students evidenced how important it was for their learning the fact of being active participants in their English classes they also discovered how capable they are for understanding a given topic and worked actively because evidently they were perceiving their own outcomes in their language learning.

#### **Fifth question**

*Do you think that learning through the use of biographies and autobiographies leads you to acquire a better ability or to improve your reading and writing skills?*

Referring to this question (¿Piensas que aprender a través del uso de biografías y autobiografías, te conduce a adquirir mejor habilidad, o a mejorar tus habilidades de lectura y escritura?) some students' answers indicate that they were learning to read,



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write, and speak as well as to make the effort to communicate their ideas sharing with others and establishing a communication in the target language. For instance, students answered:

*S1: “¡Claro! [...] tengo que estar recordando cosas de mi vida, tengo que estar escribiéndolo entonces si algo me sale mal, lo tengo que volver a escribir y eso lo que me pone es a practicar.” (E1, Q5);*

*S2: “Si, porque ... no es información que busco en internet, es información que yo mismo tengo.” (E2, Q5).*

Undeniably, the writer who makes a writing activity should take her/his time to process the information, to reflect and write as many drafts as s/he considers with the aim of polishing the written made, and in this manner the writer will be working consciously or not in lexis and syntaxes in order to present a coherent and cohesive text (Derewianka, 2008); examples of this are presented here when the student one (E1, Q5) argued that if something from their writing is not good enough they need to rewrite it, therefore it becomes a practice for them, and the student two (E2, Q5) said that the information source came from themselves, such assertions could be supported in the genre which is recognized as a system process of realization that serves as a model of one static and ended product to support the construction of new texts that become a dynamic process allowing to change the initial model (Ghio & Fernandez, 2005).

*S3: “Si [...] porque cuando escribimos nuestra autobiografía, estamos aprendiendo cosas nuevas, aunque, no lo sepamos; y cuando estamos hablando...estamos aprendiendo más el vocabulario, en inglés.” (E3, Q5).*

S4: *“Si [...] uno busca en el diccionario u otros recursos, eh, preguntándole al compañero y así vamos integrando más palabras a la redacción... y trata de establecer un como una comunicación” (E4, Q5).*

It appears clear that students make connections using their own forms of expression in the class development to build meaning; this means that for learners their interpersonal resources involve the oral interaction through the use of simple questions, sentences and negotiation of meaning as essential language functions for their learning. Concerning to this assumption, Christie and Derewianka (2008) state that in logical meta-functions, students use many types of combining clauses to build "relationships between meanings" (p.12). Evidently, when the students find opportunities for sharing their ideas working in collaboration with others the outcomes can reflect meaningful learning experiences in the classroom.

### **Question sixth**

*How then you have advanced in the development of your English skills?*

To the last question ¿De qué manera entonces has avanzado en el desarrollo de tus habilidades en inglés? the students considered to have improved in different skills, as evidenced in their answers as follows:

S1 answered:

*“En speaking, no he avanzado mucho porque siempre tengo como miedo de participar...En writing, como ya tengo más libertad...ya escribo con más libertad y ya me expreso más” (E1, Q6);*

S3 affirmed:

*“Reading, sí porque, eh antes para leer algo en inglés se me hacía difícil, pues no entendía mucho las palabras [...] con lo de las autobiografías, aprendí a escribir cosas nuevas, y eso, y además de eso me ayudó al vocabulario [...] cuando mis compañeros hablaban, yo aprendía cosas nuevas también de ellos, y, nuevas palabras con ellos... y eso de la autobiografía ¡como que salió de lo normal! (E3; Q 6); and S4 argued:*

*“En el writing, ehh eh palabras que no, no sabía la gramática más que todo... también enreda mucho a uno a la redacción y a lo que uno crea entender. En el listening sí, ya que yo me enredo mucho al escuchar palabras que no conozco [...] el speaking a veces sí, sí me desenvuelvo” (E4, Q6).*

Student three affirmed have learned new things such as vocabulary working with biographies and from her partners, arguing to have improved in her reading and writing skills (E3; Q6); while student four said to have improved her grammar ability in writing, but also listening and speaking skills (E4; Q6). Currently, the basic skills such as reading and writing are of great importance in order to carry out a productive communication in the English language; therefore, the students’ linguistic background in the target language seems an essential tool for them in their English class in order to strengthen their linguistic capacity for communicating with others. Such assertion find support in Rodriques (2000) who stated that “Because of the increased emphasis today on direct communication in English as a second and foreign language, the skills of listening, writing and reading have also become the objects of growing attention” (p.175).

These students' answers revealed that working together and learning in a collaborative environment helped them to construct the linguistic resources they need in order to express their ideas through the development of different language skills. As it can be observed also in these cases, S1 argued to have been advanced less in the speaking skill because she is afraid of participating orally, which is understandable since some researchers have found that speaking is the skill that increases anxiety when the students face the embarrassment of making mistakes in front of their partners, the possible negative evaluation from the teacher and their own lack of confidence in order to express ideas and thoughts in the second language (Arnold, 2002).

In contrast, S2 manifested he has advanced in speaking because now he tries to understand the contexts when Reading, He answered

*“En speaking, porque ya no tartamudeo tanto...alcanzo a leer, pero si no entiendo, aplico más o menos el contexto de lo que estoy leyendo y así entiendo. Y, en el writing...significados de más palabras” (E2, Q6).*

This demonstrates that the students were making attempts not only to speak about something but also they showed an important effort in order to comprehend and establish a more effective communication and clarify their ideas. Likewise, it shows us that as individuals we are constantly looking for meanings and producing our language; it is said that it is the way we use our knowledge about the language system in order to reach the communicative purposes (Berns, 1990).

*“En escucha, y el habla [...] escuché nuevas palabras de mis compañeros... no solo ... una sola voz como la del profesor de inglés, sino también la de mis compañeros” (S3, Q2)*

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As Swales (1990) argues a genre comprises communicative events and members involved share communicative purposes with certain patterns in terms of structure, style, content and audience. As it can be appreciated through the results obtained, one of the most relevant findings is the fact that students gave high importance to work together, showing that the teacher and students collaborative work contributed to the students understanding because it allowed them sharing and learning from other peers, it means that collaborative work results a fundamental aspect for them in the English class.

As consequence the students manifested to have improved different skills; results allowed to infer that they consider have become more active participants because now they make use of their own and personal information making use of a text structure and taking into account some grammar uses. For instance, their answers to question four:

4.. ¿Qué experiencias de aprendizaje han sido significativas para ti durante este tiempo? ¿Qué ha sido importante?	S1 "¿Lo que más me gusto de todo? Las biografías porque fue lo que más, no sé, lo que más dinámica nos puso... <u>los videos</u> y todo eso."	S2 "cuando nos tocó hacer ...la diapositiva. Puse las cosas más importantes de mi vida, y las empecé a explicar.	S3 nunca habíamos, como que presentado en <u>diapositivas</u> , y hablado, al mismo tiempo; <u>y con imágenes</u> ... nunca habíamos experimentado eso."	"la estructura porque nosotros no trabajábamos, así como que la estructura, así como que como se debe empezar (...) por ejemplo: ehh when I was a child, I remember that..."
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Showing with this their interest and effort to communicate their ideas sharing with others and improving their oral expression, which traduce all mentioned in attempts to interact in the target language. The students said to have become better first of all in

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writing, then in speaking because now they seem to have increased their self-confidence. Some of them argued to have improved the reading skill because now they know new meanings. However, some of them seem had recognized they need to continue working, particularly on listening. (E1,2,3,4; Q6).

6.¿De qué manera entonces has avanzado en el desarrollo de tus habilidades en inglés?	S1 En speaking no he avanzado mucho ...En "writing, como ya tengo más libertad...ya escribo con más libertad y ya me expreso más"	S2 "En "speaking, porque ya ... Y, en el writing...significados de más palabras"	S3 assumed have "Reading, si porque, eh antes para leer algo en inglés se me hacía difícil, [...] con lo de las autobiografías, aprendí a escribir cosas nuevas, y eso, y además de eso me ayudo al vocabulario [...]"	S4 "En el writing, eh eh palabras que no, no sabía la gramática más que todo... El listening si ya, que yo me enredo mucho al escuchar, palabras que no conozco [...] el speaking a veces sí, si me desenvuelvo"
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Additionally, although it is not the focus of this research, it is necessary to reflect in the importance that the appropriate use of materials has as tool to support teaching topics in the classroom, for instance S2 argued:

*"en si estamos hablando inglés, y estamos hablando sobre cosas que nos gustan, cosa de nosotros mismos, pero estamos haciendo la mejor manera porque estamos aplicando con diapositivas y a la vez estamos haciendo cosas audiovisuales"*

These results permit to believe that the development of the communicative competence in the school might be considered as a staged and joint construction

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process in which the teacher orientation contributes to the improvement of communication in the second language for learners into a social environment.

According to McGroarty (1984) students in the school need to develop more language skills than those learners from occupational or university contexts in order to follow their academic progress, particularly those skills related to literacy and these can vary depending on the contextual development; It means that communicative competence as a concept could represent a different meaning in each learners group taking into account their communicative needs and specific purposes for which the language is used in those contexts.

### **4.3. Documents' results**

Students' oral presentations and written results

In order to analyze how the use of the GB pedagogy may influence the interaction and the oral production ability of the students when writing in the target language which has been the general objective of this study, this section shows results from the students' oral presentations and written drafts made by the students through a basic rubrics based on Allen (2009). Specifically, pointing to explore students' interaction when writing using the GB pedagogy; the category used in this case was skills difficulties: speaking difficulties involving vocabulary learned, and writing difficulties involving text structure. Further, the analysis of students' documents shows: first, the oral presentation and second the students' writings, into the same corresponding section of this study. (Please, see annexes 7c for complete transcripts; 7e for printed samples used as support; and annexes 7f. for rubrics).

#### **4.3.1. Oral presentation results:**

These results are shown under the speaking difficulties category involving vocabulary learned; in order to analyze the accomplishment of some basic structures features from a biography such as the name, date, place, family member's information, academic information, likes, and some special moment or event mentioned as criteria in the students' oral presentation (see complete transcripts in annexes; transcripts 7c.).

**Mn. S1.**



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It was observed that in her oral presentation, this participant made use of her name forgetting the birth date and place. However, she was making use of basic and complete sentences such as

*“My dad lives in...” or “I live with my grandma, my mom and my sisters”*

talking about the family members. Moreover, she mentioned her actual occupation as well as some likes, and a complete and structured sentence as it was

*“My second best moment was when my sister ...was born in 2012”*

Consequently, into the classroom not always the activities or proposed tasks must be perfect, it is also important to consider some situations such as the students' anxiety when facing specific activities, their mind state, their knowledge level, among others during the class (Herrera, 2010).

**Ja. S2.**

In this oral presentation the lack of enough linguistic resources was evidenced, the structure taken from the samples followed during the de- construction and joint construction of the recount genre seemed need a higher assistance. However, the students made the construction of really basic sentences to express ideas, for instance:

*“This is the birthday of my dad”* and

*“These are my brothers and my friends, and my sister”*

These showed the use of family members vocabulary as well as the practice of *“this”* and *“these”* as starting point for building a sentence. In the same way, the possessive pronoun *“my”* was higher utilized as oral linguistic resource for communicating avoiding silence or not expression in the participant at that moment.

As argued by Hyland (2007) "There are a wide variety of practices relevant to and appropriate for particular times, places, participants, and purposes" (p. 150). Concerning to this, the participant in this study was making use of those resources that He was able to express, those that also had been explained during the whole process, and perhaps had been already internalized by the student.

**Le. S3.**

Through this oral presentation the appropriate use of the recount genre biography, based on its structure, was taken into account. There is a noticeable attempt for using the past tense which is an important feature in this type of genres, for instance:

*"I was when I graduated. It was a very special..."* and

*"I was swimming" or "I was in Playa..."*

(See annexes 7 for full transcripts); although the construction of the sentences requires more practice, undeniable it may be contemplated as a valuable starting point in beginner levels of the language knowledge.

As beforehand indicated learning involves a complex process in which the learner stores information that results relevant for him or her in long term memory (Burns, 2012). Therefore, it demands to focus the attention in the students' language development of strategies and different skills for achieving fluency in speaking.

**Ke. S4.**

The lexical use given in this presentation showed grammatical structures that might be perceived through the whole speech of the participant. The basic elements

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considered as fundamentals for this particular case were accomplished in terms of the oral biographical recount included in order the name, birth date, place, family members, vocabulary and pertinent information about them, academic information as well as one interesting moment and participant´ likes, in an organized way that made it easy to understand for the rest of the class.

Hence, it might be reflecting the effectiveness of the scaffold provided and achieved during the de-construction and joint construction through which the students gradually become independent, having the necessary skills to manage their learning into a particular situation (Bruner, 1983). In addition, “exposure to realistic communication situations is crucial if communicative competence is to lead to communicative confidence” (Canale & Swain, 1980, p.28) considering this quotation, perhaps the learners felt the enough confidence which lowered their anxiety levels and organize their ideas having control on their communicative competence because they were working on a topic related to their own life experiences.

#### **4.3.2. Writing results:**

Similar to the oral presentations, writing results from the four students involved in this case study are shown. Based on some linguistic features into the skill difficulties category involving the text structure, taken for this purpose from the same students´ documents into a rubric in this manner: structure based on the biography model; complete written sentences; use of verbs in past tense such as went, was; family members´ vocabulary; use of I remember, when I was/ went, I like, thereby, these results are shown student by student. (see complete transcripts in annexes 7 c).

**Mn. S1.**

The genre analysis used in this study, might be conceptualized as the response that served the students with the linguistic resources they needed in order to express their ideas and to structure the recount genre appropriately; thus, the instruction given from the GB pedagogy involves content and context with implicit and explicit explanations that help to understand how texts work to communicate (Christie & Martin, 1997). From the Systemic Functional Linguistics, the genre is represented as a staged goal oriented to social process (Martin & Rose, 2007).

Concerning to the writing process the structured based on the de-constructed model was followed while the use of complete sentences presented some weaknesses, for instance, in the sentence

*“my time in the school was been successful”*

The student was considering the use of vocabulary shared and explained during the de-construction of their own texts; this other utterance

*“the person that I admire most is my aunt”*

revealed how the students from ten grade being participants of this study showed a lack of enough linguistic resources in order to build sentences following an accurate grammar structure (Please, see complete transcripts in annexes 7).

Nonetheless, some basic utterances were appropriately constructed such as

*“When I was a kid I went to the park with my family”.*

In general, the use of basic verbs in past tense was practiced as well as the family members' vocabulary. Additionally, the use of I remember, when I was or when I

went, in order to make reference to a given situation on the past were practiced in the participants' drafts.

**Ja. S2.**

According to the writing process in this auto-biography, there is a visible lack of linguistic resources because it did not follow a structured based on the de-constructed model. Taking into account the beginner knowledge level of the target language, it may be said that it was evidenced an advance in the construction of basic sentences such as

*"I was born in Barranquilla"* and

*"When I finish my average academic studying"* (as it was written by the student)

where the participant was making important attempts for building meaning (annexes 7).

In fact, through this draft it was observable the use of family members' vocabulary as well as the important effort for using the past tense as linguistic resources for building meaning.

**Le. S3.**

Through this auto- biography, the participant showed the structured followed in accordance with the modeled texts during the cycle of de-construction and joint construction revealing an important insight of independence for follow it along with the use of I like, I enjoy, and I prefer, to express preferences. For instance:

*"I like to read...I like music [...] I enjoy the Christmas [...] I prefer, one my favorite..."*

If well these sentences need grammar emphasis and practice, it would be a good point to argue that there is a good advance in her attempts for writing complete sentences building meaning, even taking into account the notorious weakness in the use of past tense.

As beforehand stated the students can write at the time they are increasing their cultural values and verbal expression; thereby, the grammar control in their written texts might be improved and evidenced through the process (Christie & Derewianka, 2008). Evidently, the participant was practicing her writing for expressing her ideas while she was gaining learning engagement and self-confidence.

#### **Ke. S4.**

Positive outcomes were reflected in this written, were the biography structure followed an appropriate order, sentences were clearly making use of past tense and expressions that allowed understand a reference to past situations or events as well as likes. In this written draft, the weakness was reflected in the use of family members' vocabulary, she did not use any other vocabulary.

#### **4.4. Analysis of results**

This analysis seeks to be consistent with the previous results and the theoretical framework in the pursuit of the objectives achievement for this case study. As beforehand mentioned, the class observation served as support for analyzing the gathered data results from the students' interview and students' documents in terms of the research objectives. This analysis pointed to answer the present research question:

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To what extent the use of the GB pedagogy may influence the interaction and the oral production ability of the students when writing in the target language? Following the general objective for this case study: to analyze how the use of the GB pedagogy may influence the interaction and the oral production ability of the students when writing in the target language. Consequently, to the previous order to know: first, Class´ observation; second, students´ interview; third, documents´ analysis of results are shown as follow.

**4.4.1. Class´ observation analysis of results**

General results from class observations revealed that basic grammar topics taken from the genre biographies contributed in the learning process of the participant students from the target context, which involved the explanation of topics such as the text structure, prepositions and family members, providing to the students with basic linguistic resources during the deconstruction and joint construction of their writings. To this respect it might be argued that learners seemed motivated during the development of this process for learning making use of the biographical texts, becoming more active participants during the English class.

Although learners mostly used the mother language, L1, their participation level in the process of working with biographies was active because the teacher was modeling them the topic in order to facilitate their learning, allowing the students clarify their ideas, connecting these with their own experiences of life for extending their thinking in favor of the English learning. In addition, the participants were able to use

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short answers when the teacher elicited their participation, making use of vocabulary learned by them.

Most of the strategies adopted by the teacher were useful for facilitating learning in the students; because they provided them with new opportunities for participating, expressing their ideas as a beginning through mutual collaboration among them and other learners from their class and their teacher in order to develop their abilities. Another noticeable fact was that the scaffolding strategy derived into a motivating factor that positively influenced the learning of the participants. The students used both the mother and target languages, this taking into account their beginner English level, in order to provide those who had a higher weakness with opportunities for understanding the topic development, little by little. This might be supported in the fact that students can respond to the educator actions in diverse manners; they can follow their teacher' instruction in some activities, and fail doing others; or sometimes they cannot show visible reaction, as well as repeat some things correctly and others with a bunch of mistakes because it is a normal process, as it was appreciated through the joint construction stage. All this is related to Van Lier (1996) contingencies idea, in which real experiences involve building of understanding and the expectancy that motivates learning in the students.

Likewise, the students' motivation for learning and the IRF exchange were significant because both of them might be generators of engagement building bridges towards contingent forms of instruction, leading interaction toward higher levels of participation. Then, participants as previously said become more confident in order to express what they wanted to communicate making attempts for pronouncing in a more



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accurate way, repeating expressions or simple words which helped them to make connections between the L1 and the L2 in order to build new meanings in the target language. In summary, the complexity of learning in a beginner level of language may be dominated for the learners' interest, engagement and self-confidence for participating actively in their learning activities, because the GB pedagogy and the socio-cultural approaches seem to act at hands of the whole class members, in order to build meaning and therefore new knowledge.

Clearly, learners were building new meanings as appreciated because they used a linguistic resource in the L1 in order to connect their mother language with those target meanings. Students also used L2 as an important attempt to communicate expressing meaning in English; it was really significant because "Learning also involves storing key information in long term memory, and thereby activities that focus the students' interest in the language, the development of skills and strategies are important part of teaching" (Arnold, 2002). In addition, the students showed the ability to connect what he knew with that said by the teacher, building basic structures in the independent stage, and to this respect, Burns (2012) emphasized that "Speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes – cognitive, physical and socio-cultural – and a speaker's knowledge and skills have to be activated rapidly in real-time" (p. 166).

Undeniably, as it could be appreciated through the results in the joint construction stage, similar than conversation fosters the speaking in learners, scaffolding and negotiation of meaning through the IRF exchange contributed to the students' internalization of vocabulary, and expressions used in the class with teachers,

peers, and different media in the classroom in order to build new vocabulary and meanings (Zwiers & Crawford, 2011). In this order, it confirms that the GB pedagogy involves not only the linguistic but also the sociocultural factors from the learners' context.

#### **4.4.2. Students' interview analysis of results**

The use of biographies in the classroom provided different information and diverse interpretations depending the background of each student; therefore, the mediation from the teacher is required to negotiate the construction of the students' biography in interaction and mutual collaboration in order to increase their participation, achieving in that way their academic and social development (Herrera, 2010). What is more, the teacher mediation in the English class using the GB pedagogy could foster learners' participation to go beyond the fact of making activities as mere tasks, increasing their engagement through their learning experiences while working collaboratively with classmates and their English teacher, for developing not only reading and writing skills but also for developing oral competence and a more effective communication.

General results from students' interviews allow stating that the students seem to have learned through the use of basic texts structures such as the biographies. They showed positive disposition to follow the teacher orientation in order to learn with data about themselves. Nonetheless, it is essential to say that the class development was not focused in making emphasis on grammar rules but on the practice of a different learning experience which involved linguistic resources for the students through a basic

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use of the teaching learning cycle stages from the GB pedagogy, to know: the deconstruction, the joint construction and independent construction.

Herrera (2010) affirms that "the sociocultural development is driven by social institutions, including the home, school and societal interactions, affective influences including self-esteem, anxiety, and motivation; social interactive phenomena including prejudices and discrimination" (p.22). Undoubtedly, the GB pedagogy was joined to the students' experiences, when working with biographies in the classroom, and served us as a useful pedagogical tool in order to know their behaviors as well as their social background and life facets as academic participants, because the teacher is the person who influence learners' motivation and commitment for learning (Herrera, 2010).

A social activity with a purpose that involves an oriented goal and is divided into stages, in which the participants can interact as a culture or community members is defined as genre (Martin, 1984, as cited by Moyano, 2007). In this particular study the use of biographies allowed to the students the identification of a basic text structure from this genre, as an attempt to construct independently into a social activity for sharing the experience with their English classmates. According to Hyland (2003) genre refers "to abstract, socially recognized ways of using language" (p. 21).

As supported by Vygotsky (1978) the teacher and students' collaboration reflected the scaffolding that the students received in the earlier stages when they were learning the genre. Thus, the biography as a factual genre was modeled and the learners were showing progress through the joint construction and, almost, the independent construction of a basic text as in this case, through the teacher and peers assistance.

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Likewise, the students were able to start achieving their target goals, having the opportunity to communicate and interact using familiar information in the development of each language skill, which allowed them to learn from their real context as they did it with the biographies.

The language is a determiner for interacting with others in order to construct interpersonal relationships maintaining the social order. Accordingly, Halliday and Matthiessen (1999) suggested the language is defined as a tool for building meaning through the use of diverse meta-functions such as the representations and interpretations of our own life experiences, the participation in social contexts and the expression of logical relations, whereby in the SFL this is known as the context of situation. Learners in this case study used their linguistic resources in order to communicate finding new forms for learning and communicating their ideas. Similarly, Ghio & Fernandez (2005) maintained that in the SFL the context of situation is at the same time an abstract of the communicative situation, whereby the language is a resource that serves to take the appropriate options according the situation or communication needs.

Perhaps this simple exercise carried out with those students can serve to understand that what they need is to learn by building meaning in what they practice, in order to really learn the foreign language and being active participants in their own learning in and outside the classroom. Arnold (2002) states “offering learners the possibility of speaking from where they are as individuals can make a great difference in their willingness to speak and their fluency” (p.60).

*Besides, in the SFL, the social semiotic suggests that a social structure and a meaning system are concepts that can be connected as meaning systems facilitating the language study into cultural contexts (Ghio & Fernandez, 2005); perhaps supported in this theory, It allowed me to suppose that the learners acquired new meanings into their social structure, limited to their classroom in this case, when they worked in collaboration with others in order to reach independence and communicate what they really wanted to be able to say in the target language.*

#### **4.4.3. Documents' analysis of results**

The analysis made to the learners' texts showed that the SFL played an important role in the writing process into the classroom because it served as a resource for developing the communicative competence, while the students felt that the use of the basic structure of the biography as textual genre permitted them to make connections with real situations and own life experiences, in this particular case through these attempts for construing the biography; whereby it will be required further adjustments and improvements.

Undeniable, other grammar aspects must be studied and practiced little by little and stage by stage according to the language level, the context and background of the learners. As it was evidenced, the classroom interaction was affected by the students' low proficiency level, nonetheless, learners were making important efforts for building meaning and learning, which might be supported in the fact that "using a language entails the ability to both interpret and produce discourse in context in spoken and written communicative interaction" (Celce, 2000, p.4.) Then, the students' learning does

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not need to be forced because each one of them follows his or her interest and his or her own learning process.

In fact, what it might be considered relevant is the encouragement into such learning process because as it was evidenced through this study, when the student felt and saw that the teacher was the first person interested for their learning, assisting them, they almost automatically responded with a positive contribution for building knowledge. According to Hyland (2007) providing the writer with the suitable language forms contributes to make a conscious use of the language choices for writing instruction. Consequently, each one of the actions from the learners during the class stages notoriously obtained a positive influence from the GB pedagogy; in reason to this, I state that to make use of the deconstruction, joint construction and independent construction during the class, most of the time it can be required the teacher assistance and peers' collaboration.

To sum up, general results found from students' documents were, the use of some basic utterances as well as expressions showing likes, possessive pronouns, use of I remember in order to express a situation in the past; when I was, I went, were practiced by the participants along their oral presentations and writing drafts. Hence, those students' practices were observed and analyzed as important efforts made for using those linguistic resources whereby they were engaged gaining self-confidence through the use of the de-construction, joint construction and independent construction taken from the GB pedagogy.

## 5. CONCLUSION AND RECOMMENDATIONS

Through this chapter the conclusions from this study, along with implications involving some recommendations and final considerations that might serve for further research are described.

Conclusions of this study are described considering the previous analysis of results from the gathered data, being consequent with the theory review and the research question formulated at the beginning of this study that pointed to answer: To what extent the use of the GB pedagogy may influence the interaction and the oral production ability of the students when writing in the target language. Therefore, conclusions obtained are shown taking into account the accomplishment of the established objectives as follows:

The main class observation objective was to identify the stages from the GB pedagogy which foster oral production of the students. The teaching learning cycle TLC was evidenced through the class development as follows:

Referring to the deconstruction, the communicative situation rather than the use of complete grammatical structures was the center of the class for promoting the oral interaction. Chaklin (2003) sustains that “rather than being a passive recipient of an objective environment, the child is selective about what is perceived and interesting” (p. 6). Hence “attitude influenced motivation and motivation influenced L2 development” (Kumaravadevelu, 2006, p. 38). In the first step, building the context, an authentic model of the text type being studied was presented while in the deconstruction stage there were accomplished at least two of its main characteristics such as introduce the context,

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and present the context using authentic materials. Students underlined and recognized the biography construction by comparing the information with similar texts and following the teacher help. (not directly in terms of register: field tenor and mode).

During the deconstruction as well as the joint construction stages the scaffolding might be one of the most valuable strategies when implementing the GB pedagogies as a social process in which the learners receive their teacher assistance in order to become independent. In accordance with Hyland (2003) "we need to explore ways of scaffolding students' learning and using knowledge of language to guide them towards a conscious understanding of target genres and the ways language creates meanings in context. This is the goal of genre pedagogies" (p. 21). In short, the stages used from the GB pedagogy were: building the context (presentation), deconstruction and joint construction (practice), joint construction between students and teacher (production and teacher assistance during almost the whole process, and independent construction (involving joint review).

The students' interview supported on the class observation analysis of results helped to determine which of the stages used is better adapted to foster the oral production ability of the students. The scaffolding strategies appear to confirm the idea that when students start a learning process in the target language in mutual collaboration, they start a relationship among them with other learners sharing what they already know and seen the teacher as someone who assist them to develop their abilities, for increasing their knowledge (Lantolf & Thorne, 2006).

Through the modeling and deconstruction stage a standard for the IRF pattern was present, nonetheless the structure was not always in the same order; the



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interaction sequence during the English classes frequently was interrupted giving place to Initiation - Response, or Response - Evaluation or feedback, as it was observed through the class transcripts results. Therefore, results related to the scaffolding strategy were influenced by the IRF exchange whereby has sense since the socio cultural theory is related to the scaffolding (van Lier, 2004); there the teacher started an initiation making emphasis in the purpose to be achieved during the development of the topic.

Undeniably, eliciting was one of the most used scaffolding strategies in this study. Hence, participation of the students in this stage was mainly limited to follow the teacher explanations who modeled the text type, avoiding the equality. Related theory suggests that the students' development of critical thinking is feasible through the IRF when the scaffolding interaction allow them higher participation (Van Lier, 1996). In addition, according to Kim and Trong (2010) it is important that teachers ask the students to clarify their ideas, establishing connections with their own experience, to justify, and to extend their thinking. Summarizing, although each one of the stages contributed to encourage Ss' learning, it was evidenced that *deconstruction and joint construction (practice) and joint to independent construction (production)* were the most helpful stages to foster the interaction and oral production ability of the students because they had the opportunity for working in mutual collaboration connecting ideas and building meanings.

The students' documents also supported on the class observation analysis of results contributed to achieve the objective: to explore students' interaction when writing using the GB pedagogy.

Similar to the deconstruction of the biographies, in the joint construction stage students were writing their own biographies drafts, they received the teacher assistance and followed a given sample text. In this case the teacher was helping the students when writing their first drafts, they took notes in their notebooks; particularly, the scaffolding was considered as the support given to the student during the first stages of their learning process (Bruner, 1983). However, learners' oral production ability was not evidenced immediately in the L2 nor in the joint construction neither in the independent construction stage, but at least, they were working for developing their communicative competence; to this respect it is relevant to remark the idea that teachers need to teach their learners to make consistent linguistic choices to organize their texts using grammar appropriately for writing to their readers (Hyland, 2007).

There, the IRF was also acting as contingent interaction because in its exchange the learners had the opportunity for increasing their participation, interacting confidently and developing their own autonomy, without follow a strict exchange order (Van Lier, 1996). Particularly, a transitional stage from the modeling and deconstruction to joint construction stage was assumed, because there the students and teacher were writing the first utterances, using those subjects explained by the teacher such as prepositions and family members, the topics taken from the biography that were practiced at that moment. Thus, the learners began to contribute in the construction of one similar text and the teacher was assisting them, but gradually reducing the modeling and

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scaffolding whereas the students were discovering how to use that sort of information for achieving more effective communication when interacting with others.

Although most of the time was the teacher who expressed words or sentences concerning to the topic development, in order to assist the students in their learning, when the students produced a minimum sample of learning it was highly appraised. For reasons of this study, the fact that students with a very low English level had showed interest, at least by repeating what the teacher was transmitting to them was considered a significant attempt for learning; it was seen as a starting point for making connections between L1 and L2 in order to associate meanings and process them in a short or long term.

After having worked with the students from the target context, using biographies as a genre for accomplishing the main objective of this study, the class' observation, their answers in the interview as well as the documents analysis (see annexes 7 a to g.) allowed me to conclude that the Genre- based pedagogy presented positive influences in the interaction and the oral production ability of the students who showed progress not only improving their language learning, but also in fostering their self- confidence to communicate what they wanted to say or share with others.

Clearly, it was evidenced the learners' satisfaction because they not only showed engagement during the English class but also expressed that they were learning easier by using the information concerning to their contexts which was more familiar to them. Additionally, as English teacher I found that no matter their proficiency level it is possible to help learners to improve their learning by using the GB pedagogy as was made through the use of biographies in this study, which offers a variety of genres for

those working in the English class. It might be said that promoting the Genre-based pedagogy positively influences learning and the advance in diverse learning tasks from learners, as well as in a higher engagement and constant mutual support among learning mates.

### **5.1. Recommendations**

According to the reached outcomes in the present study “The Interaction and Oral Production Ability using the Genre- Based Pedagogy in the English class” some recommendations might be taken into consideration.

The English teachers should not assume that the current academic grade of the students corresponds to the real English knowledge they have, because always there is a higher and lower knowledge into each learners group. Therefore, they need the teacher assistance in order to achieve learning goals. Likewise, more genres should be explored in the English class in order to provide students with a variety of contextualized topics during their language learning process. This would facilitate new grammar structures and vocabulary for communicating with others; building new meanings and gaining those linguistic resources for interacting effectively.

The teaching practice requires higher attention in order to generate changes facilitating not only proficiency for the students in the classroom, but also the improvement of the language knowledge in the academic community. Thus, traditional forms of teaching should be use to foster learning, for facing the daily life. Some aspects to take into account might be:

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- ✓ Engage learners in activities concerning to their real context to promote their success in the language learning.
- ✓ The encouragement of learning by using different textual genres during the class.
- ✓ To teach using reading and writing activities as a tool for encouraging learners to speak communicating their ideas in the target language.
- ✓ The promotion of collaborative work in order to strength the joint construction of knowledge.
- ✓ Perform new genres to promote an effective negotiation of meaning in the target language.

Finally, the use of the GB pedagogy offers a wide branch of possibilities to be explored for sociocultural and academic purposes. Diverse studies involving a deeply research on the GB pedagogy in Colombian contexts should take place because they might present a very positive impact in the education field. Considering that related studies found were carried out with adult learners, this study has been a significant advance for the own professional and research practice since it was experienced with teenagers having a beginner knowledge level of the target language.

## 5.2. Final considerations

In general terms, the English class seemed to follow a IRF exchange that most of the time was initiated by the teacher. However, it is not necessarily a rigorous or traditional pattern because sometimes the students are who ask for information or clarification, deriving these acts as initiation. The Teacher respond and occasionally

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students follow the exchange depending of the class topic or the question formulated at that moment of the interchange.

The interaction process during the English class is reduced to low participation for sharing information perhaps because the lack of previous authenticity in topics associated to real situations, and the lack of linguistic resources evidenced during the development of this study. Participants showed less interest at the beginning of the deconstruction stage, and they gained more confidence in the topic during the joint construction with the teacher assistance than when she was explaining and giving examples in front of the class. Concerning to this, it seems that some learners prefer to ask for clarification and solve any doubt they might have when the teacher is walking near to them for providing feedback if necessary during the English class.

The GB pedagogy seems to be effective for helping students to become engaged in their learning because they might improve their knowledge step by step without pressure. Through the use of a basic genre these participants wrote a biographic draft, and did an oral presentation evidencing some changes in their learning. If well it was not exactly an effective interaction, those students recognized they were not able to do these in earlier learning experiences. Therefore, the GB pedagogy allows them to be aware of how much they can advance in different language abilities, perhaps the simple fact of expressing basic ideas may be opening new opportunities for starting a more effective interaction process in the target language, from beginner to higher learning levels.

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7. ANNEXES

\*[Lesson plan](#) and [gallery](#)

- a. Classes observation transcripts
- b. Interview transcripts
- c. Students' documents transcripts and writings
- d. Classes and interview records
- e. Printed samples used as support "Ss documents"
- f. Rubrics
- g. Formats
  - a. Class observation
  - b. Interviews
  - c. Analysis of categories class observation
  - d. rubrics

THE INTERACTION USING GBP

Lesson plan

Ppt presentation ([slides](#))

### Lesson Plan

Private School (Barranquilla)

Name of the teacher: Nubia Helena Parada G. Class:

Beginner level

Number of students: 20

Average ages of students: 13-17

Topic: Working with biographies.

English Level of students: A (A-)

Time: 6 hours

General Objectives:

Use stages from the teaching learning cycle as strategy that foster oral production and interaction.

Work in collaboration with others to increase interaction through writing.

Specific objectives:

Identify the biography structure through different samples and activities.

Write a personal biography in joint construction with the teacher assistance.

Produce written and orally sharing life experiences through biographies.



Previous knowledge assumed (to review):

Articles, prepositions, personal pronouns, some knowledge about action verbs, family vocabulary, and wh words.


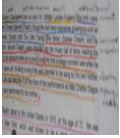

Supporting materials:

## THE INTERACTION USING GBP



Models of biographies, photocopies, power point slides, letter size paper, learners' notebooks, pen and pencils...

Class stage	objective	Teacher and students' activities	Supporting materials	Time / Interaction
Introduction  Building the context		<p>The teacher starts the class by asking some questions to the students: What is your favorite subject? What do you like to talk about? Who is your favorite famous person?</p> <p>The teacher writes on the board some vocabulary related to the students' answers such sports vocabulary and school subjects. Some students take notes.</p> <p>The teacher shows some pictures to the students in order to associate famous characters with some previous knowledge about their life. She asks for those famous people name and occupations, and learners answer what they are able in English.</p>	<p>Markets, board, notebooks</p> <p>Power point Slides</p>  <p>(annexes 7)</p>	15 minutes Teacher – students.
Presentation  Building the contexts to modeling stage	To identify the biography structure through different samples and activities.	<p>Based on the questions made in the introduction, the teacher presents the objectives to be achieved through this topic “working with biographies”. Clarifying them the purpose of this topic (teacher and students are going to work together) in order to learn how to write a biography “factual genre”</p> <p>The teacher explains that it is a useful text for learning about others</p>	<p>Power point presentation</p>  <p><a href="#">..\Videos\The Life and Career of Charlie</a></p>	30 minutes Teacher-students


THE INTERACTION USING GBP

		<p>life experiences, that generally follows a specific order. different biographies are presented to the students as a sample in order to help students become familiar with the text structure at the time that the teacher explains them.</p>	<p><a href="#">Chaplin[1].wmv</a></p>	
<p>Modeling and Deconstruction</p>	<p>To identify the biography structure through different samples and activities.</p>	<p>The teacher provides learners with some sample copies for modeling the genre. Then, she models the biography texts to the students inviting them to identify the structure while modeling what is happening there:                  The character name                  His/ Her date of birth                  Their academic studies                  What allow the character to become famous. Some special event in his/ her life and so on.</p> <p>Students write some notes identifying the biography structure, or highlight its order on the sample they use in the modeling.</p> <p>The teacher and students will compare the written model with the provided samples in order to find similarities and differences concerning to the structure and the information presented.</p> <p>The teacher checks how the students have written or highlighted appropriately on their samples.</p>	<p>Printed copies:</p> <p>Alexander Fleming, James Rodriguez, and Charlie Chaplin biographies as sample.</p>   	<p>40 minutes Teacher and students</p>
		<p>The teacher and</p>		

THE INTERACTION USING GBP

<p>Deconstruction and joint construction</p>	<p>Write a personal biography in joint construction with the teacher assistance.</p>	<p>students read together the printed samples. Then, they write together a first draft in order to get familiar with the sematic structure.</p> <p>Some fragments from one of the biographies samples are distributed into small groups. Then, the teacher asks to the students for reading the information provided and reorganize the complete sample.</p> <p>Important aspects to discover in the sample texts are:</p> <p>The character (who is the biography about?)</p> <p>The dates (born and dead if it is the case)</p> <p>Family information (parents, occupation)</p> <p>Academic achievements (studies carried out)</p> <p>Special events (the relevant situations or actions). In sum, information such as, who, what happened, important events or situations, the use of present and past tenses in the text, prepositions, basic words or utterances used.</p> <p>Latter, the three biographies are exhibited on the board and the students must search the character information into a set of mixed fragments provided for the teacher; this is made in order to check the students'</p>	 	<p>two sections</p> <p>teacher and students' collaboration</p>
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## THE INTERACTION USING GBP

		<p>comprehension of the genre structure and association of basic utterances used for constructing a biography.</p> <p>With the teacher assistance they will be revising and editing.</p>	 	
Joint construction and independent construction	Produce written and orally sharing life experiences through biographies.	<p>The teacher remarks to the students the clue information such as, who, what happened, what was important in the character life, the use of present and past tenses in the text, basic words or utterances used.</p> <p>The students check the biographical information together with partners and the teacher; and then, they reedit their drafts for presenting their biographies written pieces.</p> <p>Latter the learners will be sharing their own biographical information with their classmates through a short oral presentation. Finally, students' job is revised into rubrics based on Allen (2009) (writing and oral presentation) (annexes 7f; rubrics)</p>	 	<p>Ss- Ss participation</p> <p>45 min (ss revising and editing)</p> <p>25 min (ss preparing oral presentations)</p> <p>3 min (each student) oral presentations</p>





## THE INTERACTION USING GBP

Record 120103-003 transcription

Institución Educativa XX

Teacher and observer: Nubia Helena Parada G.

Grade: currently 10<sup>th</sup> ° city: Barranquilla

Date: 16/04/2015 time: 45 minutes

Main Topic: Working with biographies.

Conventions:

Observer's comments: *(italics and between brackets)*

Pause: ...

Undistinguishable/Inaudible: [...]

Teacher leader of the area: T2

Teacher of the students group: T

Student: S

Several students at the same time: Ss

		Transcription	Class observation N°	Comments	Category
		1			
		<i>(The teacher leader of the area is in charge of discipline at that time and he is next to the classroom door. The teacher of the students group arrives and they maintain a short conversation previous to the English class, and some students interrupt the greeting of the leader and the group English teacher).</i>			
1	T	Ok. Maybe!			
2	S	Maybe es la prima mía seño!			
3	T	May be, eh, for tomorrow, you can help me! And...wait for me in a		Ask for ss collaboration	

## THE INTERACTION USING GBP

		perfect order, down, next to the TV room, That's possible teacher? For tomorrow maybe they can wait for me, next to the room, the TV room, maybe.		
4	SS	lab, laborator		
5	T2	Ah tomorrow! yes. We can!		
6	T	In order to, in order to accelerate, to advance in our project!	Explains actuation	
7	T2	The second?		
8	T	The second hour!		
9	T2	Do you have the...como se dice, ahh the, tomorrow you are going to use the USB or the computer?		
10	T	The computer		
11	S	laptop!	The student makes a correction	
12	T2	you have laptop?!		
13	T	Yes! I have this, (showing the laptop), but the time is the problem!		
14	T2	ah Ok! Don't worry about it! Tomorrow when we, ehh		
15	T	It's in the second hour		
16	T2	This start at seven thirty fifth, at, twenty fifth to eight. We are going to go to the laboratory. In a line, we are going to... stay, in the laboratory, and we are going to wait for our teacher there, tomorrow. Ok?. The class tomorrow is not here, is on the	Giving instructions	Control: - order

## THE INTERACTION USING GBP

		laboratory.		
17	S	On the lab!?! <i>(She expressed surprise and doubt at the same time. They do not use the TV lab for English classes)</i>	Confirming	
18	T2	Do you understand?	Checking	: - evaluation on
19	S	Yeah		
20	T2	You understand?!	Checking. the teacher seems to distrust the students answers	Negative evaluation
21	SS	Yes!		
22	T2	Yes, I Do!	Correction	Negative evaluation
23	S	yes, I do		
24	T2	ok.		Positive evaluation
25	T	Please. Now, I need that you speak! A little bit. I need to know! I want to know! What do you like? What would you like to talk about?! What would you like to write, about? And why??. But, this is not in Spanish, is in English! And you can understand!	Giving instructions	Control
26	S	yes.		
27	T	I'm sure about that!	Encourage the students	: (strategy) - Affective reinforce

## THE INTERACTION USING GBP

			participation	ment
28	S	hey teacher may		
29	T	What ... (waiting for the students words or question), do you like, to talk		
30	S	Abou ( <i>trying to pronounce the word he had heard from his teacher</i> )		
31	T	<u>About</u> (nodding positively to help the student with the pronunciation)	Correction	Negative evaluation
32	S	abot!		
33	T	o, <u>or, what, would, you like, to write?</u> ( <i>asking in order to address the organization and management of the class topic</i> )	Invitation to participate	Control
34	S	abot!		
35	S	correcto [...]		
36	T	Yes! Of course! But in English Ro.. An.! <u>What do you like to talk about?</u> And Ja. ( <i>uses their names to catch their attention</i> )	Invitation to participate  I	Control
37	S	In the class? ( <i>she asked in order to solve her doubts</i> )	R	
38	T	<u>Yes</u> . In general terms. In the school, at home	F / Providing clarification and examples	Positive evaluation
39	S3	about me ( <i>the student whispering</i> )		
40	T	with partners, with friends,		
41	S	about me! ( <i>he repeats aloud the idea from his mate</i> )		
42	T	with teachers ... About yourself?		Positive

## THE INTERACTION USING GBP

		About yourself ( <i>the teacher stop in order to take the ss idea</i> )		evaluation
43	S	Jajaja		
	T	ok. Good point!		Positive evaluation
44		What else? Lu. ( <i>using the name to catch the student attention</i> )	Invitation to participate	Control
45	S3	hay no seño no se ( <i>she is not showing interest and seems to be afraid about talking in the target language</i> )		
46	S2	about bomba!		
47	T	What would you like to write about?	Ask for information	Scaffold: eliciting
48	S3	no se seño ( <i>she is confused looking and asking her classmates for the Spanish meanings</i> )		
49	S2	about the hermano, el hermano	( <i>Although there are some mistakes, students attempt to produce orally and the interaction is happening. An opportunity for asking them how to say "hermano" in the target language is omitted.</i> )	
50	T	write, Lu. write, write ( <i>the teacher using body language, trying to help to the students to find</i> )		

## THE INTERACTION USING GBP

		<i>meanings or make connections).</i>		
51	S	fitfhty, fifty. <i>(suggesting additional help for the classmate)</i>		
52	T	what would you like to write? About something? About someone? Who? <i>(providing more information in order to help the student)</i>	<i>(It could be thought that until this point, the language use has been given as an interaction media but not as a learning media.)</i>	
53	S3	...conmigo no, dígale a otro <i>(refusing to try to participate using the target language)</i>		
54	S4	Mrs. other teacher		
55	T	and you, Za.!		
56	S3	na hay que decirlo!...no no, no <i>(smiling, she refuse the comment from her classmates about bomba who seems to be a student partner)</i>		
57	S2	other teacher , may mirando		
58	S4	Other teacher, bay dynamic		
59	T	Other teacher? <i>(asking in order to let the students to express their ideas without pressure)</i>	Asking for clarification	: - Strategy
60	S4	mey, dinamic,		
61	S2	make!		
62	S	make!		
63	T	Dinamic?! Ok,	Asking for clarification	: - Evaluati on

## THE INTERACTION USING GBP

				- Strategy
64	S4	Dinamic! ( <i>repeats the word as it is pronounced by the teacher</i> )		
65	T	but..		
66	S2	Expleis me ( <i>the teacher smiles with the students moving her head approving what their partner said, no matter the pronunciation</i> )		
67	S	seño él quiere que haga dinamicas!		
68	T	Explain me!	Correction. Asking for explanation.	- Evaluati on - Strategy
69	S2	Jajaja ( <i>the student smiles when the teacher says: Explain me!</i> ).		
70	T	but it's to talk! talk about dinamics? Or, writes about dinamics with the teacher? ( <i>assuming what the students want to say but letting them to express what they are thinking</i> )	Asking to understand what the ss want	- Strategy
71	SS	Nooo		
72	T	Then? ( <i>encouraging ss participation</i> )	Asking for explanation	- Strategy
73	SS	[...]		
74	T	In order to do, or in order to...be more dynamic, we need to understand, we need to catch the ideas! We need to, catch the attention, and have the vocabulary, and have information about	Explanation	Control



## THE INTERACTION USING GBP

		something or about someone.		
75	S	se pone a dar vueltas ( <i>one of the students is nodding his head, showing disagree. They are facing a change because most of the time T2 is the English teacher they have had in this school</i> ).		
76	T	yes, of course! ( <i>trying to get her students to understand her position</i> ) But then?... Di.! What would you like to write about?	Direct question	Control
77	S	ehh, about, persons		
78	T	about people! ( <i>nodding her head positively</i> )	Correction	: - Evaluati on
79	S	People		
80	T	people! Remember: ONE: person, Two or more, People!	Error explanation	Control
81	S	me equivoque ( <i>he recognizes his mistake and the rest of the ss laugh</i> )		
82	T	You say People! two or more, people! Only one: person	Reinforcement	Control
83	Ss Ss	Person ( <i>repeat the word at the same time with the teacher</i> ) People ( <i>ss repeating at the same time</i> )		
84	T	Person! Ok? Singular and plural, two or more plural: people!	Correction and question to clarify. Reinforcement.	T Control

## THE INTERACTION USING GBP

85	S	Mrs.	<i>(Lines 85 to 105 The oral production takes place in a simple dialogue into the interaction process.)</i>	
86	T	Yes?		
87	S	Music		
88	T	Music, ok		Positive evaluation
89	S	tattoo, Mr. Tatoo		
90	T	Tatoo!		
91	S	sport,		
92	S4	solo él,		
93	S5	Football		
94	S6	sport, soccer		
95	S	me, me!		
96	T	ok!		
97	S	technology,		
98	T	Yourself, or my self		
99	S	Whatsapp		
100	T	tatoes, tatoes		
101	S6	Facebook		
102	S7	Whatsapp		
103	S8	social web		
104	T	social web, ok!		Positive evaluation
105	S	Networt!		
106	T	It's social network, ok! Ca., or Ro.? <i>(the teacher asking, showing</i>		Positive evaluation

## THE INTERACTION USING GBP

		<i>satisfaction because the word "network" was used by a student that presents low participation in class)</i>		
107	S9	bien!		
108	S	Ca., Ca.		
109	S7	el más sapo		
110	T	Social ( <i>encouraging the students to complete the expression</i> )	invitation to participate reinforcing the new word	
111	S	Network (one student uses the word)		
112	S6	Place		
113	S	technology, mother, mother		
114	T	place. Like countries: Places!	Explanation and correction	Control. T
115	SS	places! Places		
116	S5	places! Claro es con esa		
117	S	peircings		
118	T	Places! yes? Like Colombia, Venezuela,	Correction, reinforcement adding information	Evaluation T control
119	SS	Hollywood, Japon ( <i>they talk at the same time that teacher speaks</i> )		
120	T	United States, UK... ok! What else?	Evaluates and asks	
121	SS	olibod, animals		
122	T	animals?	Asking for clarification	Control
123	S	just animals		
124	T	What about arts or artists?	Offering other alternatives	

## THE INTERACTION USING GBP

125	SS	yes, yes		
126	T	what about sciences?	Offering other alternatives	
127	SS	teatro, piercing	<i>(from line 127 to 156 Ss participation shows oral interaction)</i>	
128	S3	hay seño por lo que más quiera peircings!		
129	T	Peircings		
130	S2	famous people		
131	S3	noviazgos,		
132	S4	Picturis!		
133	SS	Pictures		
134	S3	ehh ¿Cómo es que se llama eso?		
135	T	peircings...		
136	S5	gird, gird, gird, gierld frind		
137	S6	pictures! Pictures!		
138	T	girlfriend!		
139	S	gird!		
140	T	Girlfriend and boyfriend. But, ok! People, that´s people!		
141	S	famous!		
142	S	famous people		
143	T	famous people! Okay.		
144	S	my mother		
145	S	seño, y eso ¿qué es?		
146	T	art, and artists		
147	S	Inventors		
148	T	inventors?		

## THE INTERACTION USING GBP

149	S	no, mentiras, no		
150	SS	no, no, no, no		
151	T	may be		
152	S	homework, homework. Cállate		
153	T	but, that's good, that's good! Why not inventors? Might be		
154	S	No. hemos dado mucho eso ya señor!		
155	T	but there are interesting, really interesting inventions	Encouraging the ss.	
156	SS	no, no (many voices) las biografías		
157	T	Do you have here. Do you have here your books? The works you were doing, about biographies?	Ask for information <i>Real question</i> )	Control
158	SS	yes! No yo lo bote ya		
159	T	and, can you let me, can you let me that?	Asking homework material	
160	SS	no hombre que va! An.! No, no pero no lo tengo aqui		
161	T	please, is a favor for me		
162	SS	yo ya lo bote, señor ya eso es did.		
163	S	señor, I love you		
164	T	another one?		
165	SS	in my house!		
166	S	a mi no me lo entregaron		
167	T	could you bring it tomorrow?	Real question	
168	S	In my basura.		
169	SS	tomorrow, tomorrow		
170	T	ok Kelly and Yuranis, tomorrow. Please		
171	SS	please, a mi no me lo devolvieron,		

## THE INTERACTION USING GBP

		Mrs, Mrs		
172	S	Hay todo el que lo quiera traer, ya? S: es que yo lo hice pero es que no		
173	S	mi mamá lo boto!		
174	S	noo, in, in my basura. S: mi mama lo cogio pa papel de fosforo!		
175	S	Mrs, el que lo quiere traer lo trae y ya! S: no porque hay si..		
176	T	ok for tomorrow		
177	S	no hay ningún problema. Bullying!		
178	T	ok, we are going to work. About this, we are going to write. Please! Ro., Ca.; Js.!		
179	S	seño,		
180	T	This is not the Js. I know		
181	S	obvious, obviously		
182	S	(Js.): seño, lo que, isque parece ...que los boyfriend		
183	T	please, from tomorrow until, May? More or less. We are going to work, about different things, people can do. And we are going, to, learn, but please! Be patient, be careful, be attentive, and, be, creative. Because, you want to learn, Dayana, and may be Valery, Za., Cami;	Discussion and awareness of the students. Explanation and attention called	Control
184	S	(Ca.) me?		
185	T	you would like, each day, to learn, English. I promise help you with your processes, I promise that you are	Discussion and explanation.	Control

## THE INTERACTION USING GBP

		going to enjoy the activities we are going to do. And... tell me about yourself. ( <i>asking to one of the students</i> )		
186	S	yay o dije piercing!		
187	T	tell me about yourself, Ja.. What do you like?	eliciting	T Scaffolding
188	S	aah! Mi name is Ja.		
189	T	what do you do? Yes...		
190	S	I am Stupid		
191	SS	yeah, yes, yeah (claps), es sincero también... is a dumb		
192	S	(Ja.): I am Indio!		
193	S	I am a mongol		
194	T	Noo, what happen?	Calling the order	Control
195	S	Ja., I am a Mongolic		
196	SS	ajajaja,		
197	S	I am fat,		
198	T	Are you fat?	Asking for clarification	T scaffolding
199	SS	yes!		
200	T	sure?		
201	SS	is anorexico! Jajaj		
202	S	I like basketball, dance, play the guitar, pictures, tatooes, soccer.		
203	T	ok.		Positive evaluation
204	SS	patination, (many voices)		
205	T	ok I asked you. Be quiet	Calling the order	Control
206	S	ahh señor!		

## THE INTERACTION USING GBP

207	S	oye como digo que...		
208	S	my profession in the future is stripy professional		
209	SS	ahhy, (claps) para hombre, para hombres		
210	S	stryper, stryper!		
211	S	for men		
212	SS	Ajajaja		
213	S	espere, espere, no he terminado		
214	T	now, i ask you. Is Ja. the best student of the class?	Triggering the scaffolding for continuing with other students	T strategy
215	SS	nooo, invent, regulo		
216	T	is Ja. the best student in biology?		Scaffolding
217	SS	noo! Nooo, no		
218	T	is he the best student in Spanish?		Scaffolding
219	SS	Nooo. Pregunte por educación física ...en ninguno! Jaja		
220	T	Who is the best student in this class?		Scaffolding
221	SS	en recreo, en recreo. In recreo		
222	T	In the English class		
223	SS	Noooo		
224	T	who is the best?		
225	T	Di.!		
226	S	recreo, recesou, recesou		
227	T	Di.?		
228	S	Tengo hambre		
229	T	and, Di., what would you like to talk about? In this class	Triggering the scaffolding (to	T strategy



## THE INTERACTION USING GBP

			<i>encourage student participation)</i>	
230	S	is que English works		
231	S	ehh, music		
232	SS	peircings, gringo		
233	T	you would like to talk about music, ummh, what kind of music do you like?		Scaffolding
234	S	cluster, claster, duster, noo, electronic!		
235	T	electronic music! And... What is your favorite singer, who is your favorite singer?	I	Positive evaluation. Scaffolding.
236	S	ummm, his name is Sony	R	
237	S	¿Dónde esta la pregunta?		
238	T	Sonny! And, Do you know, his life?	E	Positive evaluation. Scaffolding
239	S	Ehhh		
240	T	a little bit. What do you know about? About him?	I	Scaffolding
241	S	ehh, he was, eh, he	R	
242	T	speak loud, please	Calling the order	Control
243	S	when he was little, eh, he, he	R	
244	T	when he was a little boy, he was, what?	E/I Correction	Evaluation. Scaffolding
245	S	he, he was, he was a but person	R	
246	T	he was a bad person ?	I/E correction	Negative evaluation
247	SS	Valery, prestame ahí		

## THE INTERACTION USING GBP

248	S	yes, because he had problems with her parents, because, he, he, his is a...no se, adoptado	R	
249	S	Ajaja		
250	T	he was adopted, Ahh? Okay!	E providing information	Positive evaluation
251	SS	teacher!		
252	T	how interesting	E	Positive evaluation. Scaffolding
253	S	Teacher		
254	S	and, he got out house, ah, and, grow in the road,		
255	T	really?	I	Positive evaluation
256	S	¿Qué estan diciendo?		
257	S	grow in the road, and, later, he was, singer.	R	
258	T	And,who discover him? Who discovered him as a singer?	I	Scaffolding
259	S	ahh, a band		
260	SS	le voy a preguntar		
261	T	a band! And what was the name of that band?	E/I	Scaffolding
262	S	ahh, no	R	
263	T	Do you remember?	I Asking for continuing with the interaction	Control
264	S	no, I no remember	R	
265	T	not at the moment!		

## THE INTERACTION USING GBP

266	S	No		
	T	ah, ok. Interesting, Di.. Thank you! Thank you. OK!	E <i>(Initiates other IRE pattern)</i>	Positive evaluation
267		Ro., Do you like music?	I	
268	S4	[ ] <i>(moving hands)</i> sou	R	
269	T	so, so? Do you like history?	E/I	
270	S4	No	R	
	T	No, you don't like it? But, do you like sports?	E/I	
271				
272	S4	yes.	R	
273	T	Yes?	E	
274	S4	Soccer	R	
	T	Soccer! and, what is your favorite player?	E/I	
275				
276	S4	my favorite	R	
277	Ss	[ ] <i>(noise)</i>		
	T	please, pay attention. What is your favorite player?	Calling the order. I	Control
278				
	S	[ ] eh, [ ] my favori, player es ... [ ] eh, is		
279				
280	S6	Ronaldiño!		
	S4	ronaldiño <i>(repeats what his peer told)</i>	R	
281				
	T	Are you sure? <i>(Asking for clarification)</i>	E	T
282				
283	S4	ahh?		
	T	Are you sure? Ronaldiño? <i>(Asking for clarification)</i>	E/I	Evaluation
284				
285	S4	yes!	R	

## THE INTERACTION USING GBP

286	T	and, What about Messi? Or What about, Falcao?	I	
287	Ss	ah, James! [ ]	R	
288	T	ok. Please. Don't forget for tomorrow, our appointment is next to the lab.	Giving instructions	Control
289	S	Mrs, seño , my favorite is one direction		
290	T	One direction? Ok, and yours? <i>(comments at the end of the class)</i>		
291	Ss	[ ] <i>(noise)</i>		
292	T	Please...		
293		...the bell rings. And the class ends.		

## THE INTERACTION USING GBP

120103-004 -p1

Institución Educativa XX

Teacher and observer: Nubia Helena Parada G.

Grade: currently 10<sup>th</sup> ° city: Barranquilla

Date: 27/04/2015 time: 45 minutes

Main Topic: Working with biographies.

Conventions:

Observer's comments: *(italics and between brackets)*

Pause: ...

Undistinguishable/Inaudible: [...]

Teacher leader of the area: T2

Teacher of the students group: T

Student: S

Several students at the same time: Ss

English class- tenth grade- low target level (A- A1 estimated)

		Transcription	Class observation	Comments	Categories
		N°2			
		<i>(The students are waiting next to the TV lab after finishing their break time, when the teacher arrives some of them seem did not have listened her greeting and are asking for their greeting using the mother language. Thus, when each one is in there place the class starts.)</i>			
1	T	No,I said, good morning			
2	Ss	Jaja			

## THE INTERACTION USING GBP

3	T	<p>Well, <u>we are going to start, with</u>, a power point presentation. (<i>ss showing interest and motivation, because the TV room had been not used for English classes before during their learning process</i>).</p> <p>Yes, and why? <u>Because, we need to know and</u>, may be search some knowledge that you have. <u>Those are elements, things that you know, basic things</u>.</p> <p><u>I am sure you know these</u>. And. Well, the question is, (<i>The teacher shows the Ss some images from the power point presentation she prepared for them, and ask some basic questions in order to start</i>).</p> <p><u>What do you know about this? Do you know something?</u> It means something for you? What do you think this is about?</p>	<p>Announce the activity.</p> <p>Justifies</p> <p>Explains</p> <p>Encourage Ss.</p> <p>eliciting</p> <p>I</p>	Eliciting, modeling.
4	S	the persons?	R	
5	T	The... ( <i>a student takes the turn to participate</i> )		
6	S	a people, people.	R	
7	T	is people! Yes of course! And, what kind of people?	E	Explicit evaluation
8	SS	red time, prim times, band	R	
9	T	a band?	E / asking for	scaffold

## THE INTERACTION USING GBP

			clarification	
10	SS	mothers,	R	
11	T	mothers, ok	E	
12	S	Actors	R	
13	T	Actors! Could be	E	
14	SS	Aladdino	R	
15	S	isque Aladino		
16	T	Aladino? Why?		
17	S	helado de la rica sorpresa		
18	T	could be, and, Do you know who he or she...Who they are?	E	scaffolding
19	S	What?	Ask for clarification	
20	T	Who they are?	E	Eliciting
21	SS	(voices) no answers		
22	T	No? And What about these? ( <i>The teacher continues showing different people images from the power point presentation</i> ). Do you know them?	I eliciting	scaffolding
23	Ss	Emma Watson, and. Actors!	R	
24	T	Emma Watson?	I / ask for confirmation	scaffold
25	Ss	yeah, yes, actors?	R	
26	T	And he's?, is...	I	eliciting
27	Ss Ss S	[ <i>whispering</i> ] actor Actor, Harry Potter, Spanish, in English! in Spanish	R	
28	T	He is an actor?	E	

## THE INTERACTION USING GBP

			Ask fo confirmation	
29	S	Is a question	R	
30	T	Could you repeat? Please	E	
31	SS	Spanglish!		
32	S	yo conocer a Nelson Phallen.	R	
33	T	really?	I	scaffold
34	SS	<i>(smiles)</i> Mr. Sneil	R	
35	T	And his name´s? he´s?	I	
36	Ss S	Home. [ ] Palton	R	
37	T	Di.? <i>(asking to the student to repeat what he was saying for all the group)</i>	I	
38	S	He has, a writer, face	Expressing own ideas	Vocabulary (V): use of L2
39	T	A writers´ ...	I	eliciting
40	S	A writers´ face	R/ Repeating	
41	SS	writer face?		
42	T	Yes, he said a writer face	E / confirm	
43	S	se traducer <i>(smiling)</i>		
44	T	Ok, it´s your idea, and its ok! Le., could you repeat? please	E	
45	S	Hay seño ¿yo otra vez?		
46	T	yes, please.		
47	S	Spanish!		
48	T	What do you think about?	I / Inv.to participate	Control
49	S	Five hundred.		
50	SS	Five hundred. Hunder. Hay pero si		



## THE INTERACTION USING GBP

		diez en inglés.		
51	T	Only for now ( <i>using gestures to ask the Ss to pay attention while the Ss are whispering and talking about numbers</i> ). Ok, ok Le., let's continue	Calling the order	Control: discipline
52	S	Esta es speaking the Spanish		
53	T	You said, you said that he is known, where?	eliciting	scaffolding
54	Ss	Where?. I yo no seño.	I	
55	T	Yes, you said, in your...		
56	S	House	R	
57	T	House! Le. said He is known in his house, in his home. May be, because he is a common person, like you, like Jo., like Lu.. Like, like me! He's a common person. And, She is... she is ?	E Explains justifying  I	, scaffolding
58	Ss	Emma Watson, Emma Watson, Emma Watson	R	
59	T	Emma Watson! And Who is Emma Watson?	E /I eliciting	, scaffolding
60	SS	Actor, actor, actress, actress	R	
61	T	An actress. Well, excellent! And is, she is important?	E	
62	Ss	Yes, yes! So, so so, yes.	R	
63	S1 S2 S3	Yes, almost, yes olibu!		
64	S	So so porque todos conoceichon		

## THE INTERACTION USING GBP

		<i>(kidding about the word "know")</i>		
65	T	She's important in...?	I	eliciting, scaffold
66	SS	Cine, olibud, Hollywood	R	
67	T	Hollywood!	E	
68	SS	is a fam		
69	T	She's a famous person, yes! And, What about this? <i>(showing a different image in the slides, taking into account they are studying inventions in sciences classes)</i>	E / I  eliciting	scaffolding
70	S	Albert Aistein, Albert Ainstein, Albert	R	
71	SS	An inventor, a philosophy science		
72	S	Cientifico!		
73	T	the most famous person in... Ro. <i>(the student is looking kinder garden students through the window)</i>	E Order	Control: discipline
74	Ss	Cientific <i>(whispers for helping)</i>		
75	T	Repeat please!	Ask For confirmation	
76	Ss	Cientist		
77	S	Sorry no		
78	T	Repeat your words	Confirming	
79	S1	Seño! Como se dice	I	
80	S2	Theoretical physis <i>(Reading the slides notes)</i>	R	
81	T	A theoretical physicist that influence	R /clarifies pronunciation	
82	S	physicist, si! <i>(The students repeating to pronounce</i>		

## THE INTERACTION USING GBP

	S2	<i>the word) theoretical physicist!</i> Philosophy!		
83	T	The philosophy, of sciences	E	
84	Ss	Si, ciencias, theoretical, theoretic. Scientific crazy [ ]		
85	T	A scientist. Yes. He is a scientist. And, what about, this? ( <i>changing slides in the pp presentation and showing two new characters</i> )	I / eliciting	, scaffolding
86	Ss S1 S2 S3 S4 S5	Hay! <i>Students expressing emotion</i> ) Mery Monrou, ahh esa vieja es hay señor! she is, she is, actress! Marilyn Monroe! She is, cine, she is hay ¿cómo se dice cine?	R    I	
87	T	Cinema? (whispering)	R	
88	Ss	Marilyn Monroe		
89	S 1	She is ¿Como se dice eso?	I	
90	S2	Actress	R	
91	S2	Se me olvido, she is, she is	I	
92	S3	Perfect	R	
93	S5	she is [ ] ( <i>there is a lot of noise from the schoolyard</i> ) the movies	R	
94	Ss	The aboleishon, actress,		
95	S4 Ss	diaboleishon, ( <i>smiles</i> )		
96	S1	actress, no cine, ¿cómo se dice película? ¿Qué es cine? ¿Cómo se	I	

## THE INTERACTION USING GBP

		dice película?		
97	T	movie! yes, of course. She is an actress	E / provides vocabulary	
98	Ss	<i>(many voices inside and outside the TV lab)</i> a beautiful!	R	
99	T	She is a woman, a beautiful woman, yes Za.	Provides vocabulary	
100	S	Pero, tiene, she, he is actor, singer		
101	Ss	[ ] voices ... a pop start... the fifth avenue, ... Silence!		
102	S	Misiss! he's singer, the rock and roll!		
103	T	Elvis Presley?	Helps Ss to continue	scaffold
104	Ss	Si, yes		
105	T	Yes, we are talking about Elvis Presley. He is a, rock and roll?, are you sure? A pop start?	Providing information. Eliciting //	scaffold
106	S	Yes ( <i>Students making gestures simulating to play a guitar</i> )	R	
107	T	Rock! And, have you listened some music, or only, some things about the life, about his life, about the life of Elvis Presley, about the life of Marilyn Monroe?	I Real questions triggering the interaction	, scaffolding
108	Ss	Yes, yes, ¿cómo? ¿cómo?	R	
109	T	Have you read something about them?	I	
110	Ss	yes! Yes!	R	
111	Ss	No		

## THE INTERACTION USING GBP

112	S	yes!		
113	T	and have you watched on TV? Maybe	I	
114	S	yes. Yes	R	
115	T	and some movies about them?	I / ask for information	scaffolding
116	Ss	yes, yes	R	
117	S	in youtube		
118	T	yes? In you tube?	I	eliciting
119	S	in serio, in serio	R	
120	T	ahh ok. Seriously! Seriously!	E	-
121	Ss	si, si, in serious	R	
122	T	or in serious, yes of course!	E	
123	S	on welcome, Elvis Presley		
124	T	very, very well	E	
125	Ss	(smiles, laughs and claps, simulating to play the guitar)		
126	T	and what about... ( <i>passing the slide with new characters</i> )	I ask for information	scaffolding
127	Ss	yes! Yes. My father, my father	R	
128	T	your father? !	I / ask for clarification	strategy, scaffold
129	Ss	yes, the father, the Microsoft	R	
130	S	very good!	E	
131	T	and, what is the name of your father?	I / eliciting	scaffolding
132	Ss	Billet gay, bilet gueit	R	
133	S	Bill Gates!	E correction	
134	S	bill Gates	repeating	V: use of L2
135	T	and he was the creator of?	I	

## THE INTERACTION USING GBP

136	Ss	Microsoft! Microsoft.	R	
137	T	Microsoft!	E	
138	S	my grand pa.	R	
139	T	he's the [inaudible] business man of the world	I / adding information	scaffolding
140	S	El hombre más rico del mundo	R / traducing	
141	T	and, then, after he was, or he had created,	I	
142	Ss	He is poor, a cucho		
143	T	the Microsoft different people [ ] working and have been working on the network, social network. He is...	Adding information	scaffolding
144	Ss	cucho, pur, he is a cuchara, poor, cuchara, cucho, poor	R	
145	T	Poor?, he is not a poor person, he is a	E / I	
146	Ss	poor! a cuchara	R	
147	T	as Le. said, and ( <i>sound from the schoolyard and Ss voices at the same time interrupt</i> )		
148	Ss	y que era pobre,		
149	T	Va., he is the richest man	Order/ Adds information	Control: discipline
150	S	he is cucho	Referring to the age	
151	T	around the world		
152	Ss	A si, eso si es monideishon...he is cucho ...	R	
153	T	No. <u>he is young</u>	E / Corrects providing the	

## THE INTERACTION USING GBP

			vocabulary	
154	Ss	The is cucho, que él era pobre! ( <i>showing an image</i> )	R	
155	T	Yes? he isn't a poor man. No- he is a rich man.	E / corrects	
156	S S2	Teacher, he is cucho He is ooold	R	
157	T	Yes it is. Well...	E	
158	S	Mr. Mr, my poor father	R	
159	T	Now,continue! Do you know about this people? and things they have do, they have done? excuse me.	Calling the order. I / trigger the interaction	Control scaffolding
160	Ss	yes, yes, si my brothers, soccer play, my brothers	R	
161	T	ahjaa! they are your brothers, and what about you?	E / I eliciting	, scaffolding
162	S	teacher!		
163	S3	...he is band... ah, a Steve jobs	R	
164	Ss	pero joven!		
165	T	Steve Jobs?	I/ ask for confirmation	eliciting
166	S	Joven	R	
167	T	Who was Steve Jobs?	I / ask for info	scaffold
168	S	Apol [ ]		
169	Ss	aple, aple, economy, an economis	R	
170	T	an economist, yes. What else?	E / I eliciting	evaluation, scaffolding
171	S	the apol! Eipol, a creator...	R	
172	S	the, he create, creaty		

## THE INTERACTION USING GBP

173	Ss	he create, what he created (smiles)		
174	T	He was the creator of, apple?	E / Ask for clarification, corrects	eliciting
175	Ss	apple! Apple	pronounce	V: use of L2
176	T	Apple. Sure?	E I / Ask for confirmation	
177	Ss	Yeah	R	
178	T	ok. And, What about things, they are doing?	E / I	, scaffolding
179	Ss	very, very money! Entrepurnur	R	
180	T	Is that important for you?	I	
181	Ss	yes, yes!yes.	R	
182	T	the social networks are important for you?	I	scaffolding
183	Ss	yes, yes!	R	
184	T	and Do you use that?	I	
185	Ss	yes, yes, ...yo tengo una una asistente de...	R	
186	T	what social network, networks do you use?	I	
187	Ss	Facebook	R	
188	T	the facebook?	Ask for confirmation	
189	Ss	twitter!	R	
190	T	and Do you use twitter?	I	
191	Ss	and whatsapp	R	
192	T	and What about you? Do you use whatsapp? <i>Asking to different</i>	I eliciting	scaffolding



## THE INTERACTION USING GBP

		<i>students)</i>		
193	Ss	yes, Instagram! drop box	R	
194	T	The drop box?	I Ask for confirmation	eliciting
195	Ss S2	¿Qué ese so seño? What is? Es un asistente de	R / I	V: use of L1- L2
196	T	Is like a social network, where you can share different files, documents	Explains adding information	strategy, scaffolding
197	Ss	ahhh (many voices) no es whatsapp; ... twitter		
198	T	and what about twitter? You know it?	I / question(eliciting)	scaffolding
199	Ss	he is money, very money	R	
200	T	Do you know the twitter?	I	eliciting
201	Ss	ahh, noo	R	
202	T	no? the bird? The social network with the bird?	Explains I	strategy, explanation
203	Ss S	si, yes, yes! Twitter! No	R	
204	T	yes? Ro. Ma.? And you Js.?	Calling the order	Control: discipline
205	Ss	Mr, Mrs!	I	
206	T	tell me, Za.	R	
207	Ss	Mr. money , jaja; <u>he is a riqueishon</u>	I	
208	T	<u>They have, a lot of money!</u>	E / correction, providing information	
209	S	richis! Richis		
210	Ss	one millione. He, he is ritchis!	R	

## THE INTERACTION USING GBP

211	T	yes, he is?	E	
212	Ss	Ritchis	R	
213	T	the richest!	E	ev-
214	Ss	riches, or rich, riches		
215	T	or rich!	E	ev
216	Ss	rich	R / repeat	V: use of L2
217	T	the riches man, or, a rich man. They are the richest men	Explains adding information	
218	Ss	rich money		
219	T	this? ( <i>showing additional images</i> )		
220	Ss	no conocheichon, Mc Donal, Jordan, Maicol Jordan		
221	T	this is? about		
222	Ss	(noise)		
223	T	Bo.?		
224	Ss	... is adopted		
225	T	this is about Social network, this is about, technology	Explains, adding information	
226	T	This?	I	
227	S	Esto	R	
228	T	It is about?	I	
229	Ss	Technology! Soft	R	
230	T	Technology too! Software, hardware. Yes of course!	E	ev
231	Ss	Microsoft. Seño una pregunta, ¿qué significa la palabra software en español, sé que software y hardware, es que yo tengo el significado, pero está en ingles		
232	T	ok. You use it... (the audio was		

## THE INTERACTION USING GBP

		interrupted)...		
233	Ss	actor, singer, a singer of rock and roll, singer and actor	R / participating	V: use of L2
234	T	an actress!, and	E / corrects	ev -
235	S	Singer	R	
236	T	a singer! They are, artists! it's about artists. And this is about	E	ev
237	Ss	cientific, Scientists, physicist, science,...		
238	T	sciences, physics, yes	E	ev
239	Ss	science crazy		
240	T	and here ...	I	
241	Ss	actor, technology	R	
242	T	technology?	E / ask for confirmation	
243	Ss S	phisycal education, sports	R	
244	T	About sports!	E	
245	S	my father, the best	R	
246	S2	My father adoptive	Building vocabulary	V: use of L2
247	T	Ca.? ( <i>asking the st to sepak louder</i> )	I asking	
248	S	the best soccer! ( <i>the st repeat</i> )	R	
249	T	the best player of soccer around the world. Yes, of course!	E / Adding information	
250	S	James, James		
251	T	and what about Michael... ( <i>showing the slide</i> )	I Real questions	
252	Ss	Michael yordon, Basquetbolista! James, my step, Jordan, Jordan,	R Showing	

## THE INTERACTION USING GBP

		basketbolist.	motivation	
253	T	Jordan, yes	E /correction	
254	Ss	Jordan. The father , my step farther and my step mother. Basketboliseishon (many voices) your grandmother. Champion of the world.	Providing information	scaffolding
255	T	...six times MBA champion	I / Adding information	Scaffold
256	S	champion of the world!		
257	T	... the MBA most valuable player, around the world	Adding information	Scaffolding
258	Ss	MBI, A! (many voices) MBA, ...	R	
259	T	and Do you like sports?	I/ eliciting	
260	Ss	MBA...solo gomeles pueden jugar ahí		
261	T	Do you like sports? Do you like...	I / repeating the question	Eliciting
262	Ss	soccer. Mrs soccer, I love soccer	R	
263	T	Bo. Loves	E	
264	Ss	soccer. I love this sport, ...	R	
265	T	An., I love?	I /direct question	Scaffold
266	S	skates	R	
267	T	I love skates	E/ correcting	ev -
268	S	I love skates!	R st repeats	
269	T	ok. And, What about you, Va.	I/ direct question	
270	Ss	sleep, sleep, sleep!	R /	
271	T	what do you love?	I	
272	S	I love sleep	R	
273	T	sleep?	E	ev -

## THE INTERACTION USING GBP

274	Ss	my name is Va. ( <i>kidding with the classmate</i> )		
275	T	is that a sport? Do you like, hmmm, for example: I love ( <i>Ss interrupt the teacher to participate</i> )	I	
276	Ss S1 S2	Tennis! the best sport is play the piano. I love tennis. Sport!	R	
277	T	I love [(student voices)] I love sports.	E	
278	S	Sports	R	
279	T	Yes, why not? But, some people love arts, or other people love, sciences, others love people, math. What do you love? Sciences, sports..	E / I Explains, eliciting	ev -, strategy, scaffolding
280	Ss	me, me. Sport, me, ¿qué te gusta? Que haces. Me gusta el tenis de mesa	R traducing	
281	T	Di.?( <i>giving the opportunity to participate</i> )	I direct ¿?	Scaffold
282	Ss	ehh...[ ( <i>noises</i> ) ] Mrs Leonel Messi is my boyfriend; sciences	R	
283	Ss	I, I, me, me, me, me	Showing interest	
284	T	Ro., what do you like?	I/ eliciting	Scaffolding
285	S	sciences, fisical!	R	
286	S2	the quimic, quimical	R	
287	T	Do you like chemist... ( <i>helping the Ss, they interrupt to take the turn</i> )	I / E corrects to help the ss	Eliciting
288	Ss	chemi, fisica, physics, quimic, quimical, fisic	R	
289	T	How do you say it? You say quimical,	E / Corrects	

## THE INTERACTION USING GBP

		or Do you say chemistry?	giving options	
290	S	Chemistry	R	
291	T	that's right! Ok. And	E	
292	S	my father. My step father!	R	
293	T	Do you like, may be...	I	Eliciting
294	S	physics grand father	R	
295	T	Would you like to know someone...?	I eliciting	Scaffolding
296	S	my physical father ( <i>showing Einstein image</i> )	R	
297		... The class ended and the students have to leave the TV room immediately because there is a group waiting for it...		

## THE INTERACTION USING GBP

-p2

Institución Educativa XX

Teacher and observer: Nubia Helena Parada G.

Grade: currently 10<sup>th</sup> ° city: Barranquilla

Date: 30/04/2015 time: 45 minutes

Main Topic: Working with biographies.

Conventions:

Observer's comments: *(italics and between brackets)*

Pause: ...

Undistinguishable/Inaudible: [...]

Teacher leader of the area: T2

Teacher of the students group: T

Student: S

Several students at the same time: Ss

		Transcription class observation N° 3	Comments	Categories
		<i>(the class starts following the previous class information. The teacher starts with a brief review remembering what they are doing to continue the topic development. Thus, the turns are given as follows)</i>		
1	T	Would you like to know someone who is important? Would you like to know someone who has made a lot of important things, in life? What is more! Would you like, Mn. and Ke., Would you like, to know the life of another people? Would you like to know my life, my entire life? Or maybe would you like to know the life of Mr Gó., or Mrs. Cb.? Or	I  Inv. To participate	Interaction  Control: discipline.
2	Ss	(many voices)		

## THE INTERACTION USING GBP

3	T	Maybe, Di., Cr., would you like to know the entire life of, Cr.o Ronaldo?	Inv. To participate using a Real question	Control.
4	Ss	[ ] (many voices)		
5	T	or maybe would you like to know the life of the most famous soccer player in the world		
6	Ss	[ ] a James, a James (many voices)		
7	T	well, in order <u>to know more about</u> the people, more about a person, about people! <u>We need to search</u> , we need to search the information and, in that way, <u>for example</u> : I would like to know the life of, entire life, of for example: I don't know, may be an artist!	Justifies  Explains	Control
8	Ss	(many voices)		
9	T	maybe I would like to know the entire life of, the president Andres Pastrana, An.!		
10	S	<u>teacher! How do you say guarderia en English?</u>	I	V: use of L2
11	T	<u>the kinder garden!</u> ( <i>Students from first grades were shouting and playing in the yard next to the classroom</i> ). Well, we are going to check some info, extra information about one historical event, one historical life! Maybe, do you know something about Spencer! Charlie Spencer Chaplin. Do you know him? Do you know something about him?	R /  Explains  Add information	Interaction  Control  Scaffold, elicit



## THE INTERACTION USING GBP

12	Ss	yes, yes, Yes! He was who, yes.		
13	T	Za.?		
14	T	ok, we have a little problem, here! ( <i>the connectivity for electronical devices was not working at all</i> )		
15	Ss	uhhu, siga, siga, [ ] imposible		
16	T	No. is a problem, it has a problem. But we can solve that. Don't worry about		
17	Ss	[ ] video, video, video!	Showing interest	
18	T	It's a short video about one important person, ( <i>talking to the ss while trying to fix the compatibility of the electronical devices</i> )... That's terrible! I have problems with this, sorry... ( <i>finally such devices were fixed</i> )		
19	Ss	(many voices) seño, pero actualícelo		
20	T	now, we need to continue with some basic explanations, then. The objective for this process, for this part of our learning process is: to write, to write what? Could you read? Please. Di. or Ja.	I Explains Inv. to participates	Control
21	Ss	object, objective	R / Reading	
22	T	General objective!	E / Corrects	evaluation -
23	S	To write a short autobiography taking into account the structure, features	Reading	
24	T	<u>yes, ok. Thank you!</u> Our objective now, is to write a short auto biography taking into	Explain	strategy

## THE INTERACTION USING GBP

		account the structures, its features and elements. And, Do you know the structure, features and basic elements, of one biography? Do you know that? Do you know the features?	Ask for information, triggers the scaffold I	(explanation, eliciting)
25	S	yes!	R	
26	T	the characteristics, main characteristics into the biography	I	
27	Ss	no. No	R	
28	T	the elements?	I	
29	Ss	no, no, so	R	
30	T	Do you know that? so-so?	I	
31	Ss	no	R	
32	T	and, what about the structure. Do you know the structure? Yes, or No?	I	
33	Ss	Ss: What?	R / I	
34	T	the structure. How you should write that, no? Well, first we need to know, or we need to recognize the basic features of the biography and recognize the elements, but also how it is organized, and, the different types and forms of biographies. <u>Do you know the types? Do you know the types of biographies?</u>	R / E / I  Providing information  Ask for information	scaffold  Strategy
35	Ss	No	R	
36	T	<u>No. well.</u> In that order, we can start! Some features about the biographies	E	

## THE INTERACTION USING GBP

		because you are going to work on that, it talks <u>Ja. and Bo. about real people!</u> ( <i>the students making noise that interrupts the class</i> ) Because if you talk about famous people, if you talk about someone that you know, they are, real people. It is not fiction! And, obviously, they share a true story. And, <u>what is a true story?</u>	Calling the order.  Provides and ask for information  I	Control: discipline  scaffolding
37	Ss	Historia, historia verdadera	R	
38	T	<u>Yes!</u> Something that is true, something that is real about the person. And what tense it has? Lu.? ( <i>the students refuse to answer, moving her head</i> )	E / F	
39	S	Present		
40	T	Lu., do you know the past tense, and the present tense?  The idea is that we are going to identify those tenses in the autobiography. We are going to work grammar, but in a different way! Biographies normally, are written in past tense, or n present tense	I  Asking for information  Explains	strategy (eliciting explanation)
41	Ss	las biografias [ ]	R	V: use of L1
42	T	and, we use some graphic devices, and those devices are the pictures we can find there , the time lines, remember you were writing about, inventions and maybe you were using a chronological order, and its...	I  Adding information  explains	scaffold
43	Ss	the year	R  Student participation	V: use of L2

## THE INTERACTION USING GBP

44	T	yes! The year and the ?	E	
45	S	Invention	R	V: use of L2
46	T	the invention, ok. That is a chronological order, it's like time line but you can use also tables, you can use photography, you can use, eh some boxes, or maybe graphics, you can use a lot of things in order to show what you want to share	F Adding information.  evaluates	Scaffold
47	S	in the biography?	I	V: use of L2
48	T	with the biography. It's clear?	R /I Ask for confirmation	, strategy.
49	S	ok, yes!	E	V: use of L2
50	T	that is clear? So-so? Why? Do you have questions?	E/ I Ask for confirmation, providing ways to answer	, eliciting
51	Ss	Noo, Spanish, in Spanish?	R	V: use of L2
52	T	if you want, don't worry. You can!	E	
53	S	¿Que si hay que, de quien va hacer la biografía, de nosotros?		
54	S2	Yes		
55	T	yes, but don't worry, we are going to work, step by step, little by little. We need to know first of all How a biography works. Don't worry about... I continue? Continue?	Explains Adding information	strategy, explanation
56	Ss	yes, yeess.		

## THE INTERACTION USING GBP

57	T	ok. The elements of a biography are, first of all the theme, then, the setting. Why the theme and why the setting? What do you think?	I Explains adding information. eliciting	Control. scaffolding,
58	S	Dictionary please.		V: use of L2
59	T	what do you think? No? Answer me. Don't worry, you can answer it in Spanish now, but	E / I Encouraging the ss to participate	eliciting
60	S	theme. ¿Qué significa?	R / I building vocabulary	V: new vocabulary
61	T	the theme? The theme is, similar to Spanish! You say that	R	
62	S	tema!	R	
63	T	Yes. Of course! Why? Because we know, we need to know, talk about what, and about who, and we...	E / I	
64	Ss	scenary, the scenary [ ]stop,	R	V: use of L2
65	T	yes. And then, we need to know about the setting. And the setting is	E	
66	S	place, places!		V: use of L2
67	T	place! The place. And the events	E	
68	S	una pregunta, a question	I	V: L1-L2
69	T	tell me!	R	
70	Ss	y ¿si no tenemos fotos de los lugares?	Asking for clarification	
71	S	place, eeh, serin, ehh setting is...	Participation, building meaning	V: use of L2, building vocabulary

## THE INTERACTION USING GBP

72	T	setting is the place, and the events, different events that happen in the life	I / Explains	explanation
73	S	eh, pero yo. I listen, eeh, setting ais, is the	R/ Buiding meaning	V: use of L2
74	T	setting is like the	I / Explaining	explanation
75	S	Ajustes	R	
76	T	no. please! Be careful with the words, be careful with the meanings. The setting in this case makes mention to the places, the different places, and the different events in your life, in her life, in the life of people you know, or you want to know, or you want to look for. Then, the factual information about the person, what is a fact?	E Explaining I	explanation, eliciting.
77	Ss	Ss: fat, fat, fa	R	
78		_____		
79	T	But not fat! No who is fat When you are watching TV and you watch the news, they show you the different facts, during the day, the events. Is that! The meaning of fact or factual information is the different events in the life. Ja. is clear? is that clear Ja.? Is clear?	E Explains	explanation
80	Ss	no, más o menos. Señor		
81	T	tell me! If you have a questions please, ask me	I Inv. to participate	Control
82	S Ss	seño! ¿eso es necesario para hacer la	Showing interest	

## THE INTERACTION USING GBP

		biografía?		
83	T	yes those are the most important features	R	
84	S	teacher, teacher! Y ¿eso que es?	Showing interest	
85	T	características, y elementos.  It's so important to have this into account. Now, is it more clear?	Explains in L1. I/ ask for confirmation	eliciting
86	Ss	yes, yes!	R	
87	T	are you sure about that?	E	
88	Ss	yes, yes	R	
89	T	Do you have questions?	I	
90	Ss	No, no continue! Noo	R	
91	T	what did you understand?	I	
92	S	¿Qué entendiste?	R traducing	
93	T	yes! Please.	E	
94	S	las características, son de las personas la edad, este, oraciones en presente y pasado. y como videos, fotografías, puede ser una línea del tiempo. Los elementos, pueden ser temas, los ajustes que uno le hace, y lo tercero no lo entiendo, información sobre la persona!	Showing attention and motivation	
95	T	ok. But the setting is adjustment? or it's also..., is only to fix the information? or is also to take into account the places and the different facts? Events...	I Ask for confirmation	eleiciting
96	Ss	mhhh, event	R	
97	T	hechos, eventos!	E	

## THE INTERACTION USING GBP

98	Ss	ahh ya, ya	R	
99	T	that, is the setting, and the place is in the setting, and facts and events are involved	explains	explanation
100	S	teacher ¿sobre qué tiene que ser la biografía, sobre cualquiera?	I Showing interest	
101	T	Don't worry, don't worry about. Ehh, Take it easy!	Encouraging	
102	Ss	cogela suave	Traducing	
103	T	Well? and continue. We are going to go step by step, don't worry Bo.	Encouraging the Ss	
104	S	take it easy.	Repeating	V: use of L2
105	T	take it esasy! Do you need additional information?	I	scaffolding
106	Ss	no, no, noo	R	
107	T	are you sure about that?	E	
108	Ss	yes, yes	R	
109	T	A biography, as the rest of the text types, have a beginning, a middle, and, one	I	scaffold
110	Ss	and end, end, end	R	
111	T	End	E	
112	Ss	finish!		
113	T	most of the text have that, and here, it is the link of another video	Adding information	scaffold
114	Ss	Ahh, ( <i>claps and smiles, some ss easily recognize the character</i> ) Charlie Chaplin!		
	S2	seño y ¿ese quién es?		
	S3	Mi tío		
115	T	this is the biography of Charlie Chaplin	Presents	



## THE INTERACTION USING GBP

116	S	my brother		
117	T	But what happen? Be careful with this. Here you have the structure! Do you have the structure? And you can observe, What do you have? You have Charlie Chaplin, the name of the person. Was born on April 16 <sup>th</sup> 1889. It is, the date! Can you observe here? ( <i>a guided reading process about the biography take place</i> )	Models the text structure to the ss.  I	modeling
118	Ss	Yes	R	
119	T	well. Please. Ja. continue the reading	E / I	
120	Ss	Charlie Chaplin was born on April sixty eighty night	R	
121	Ss	89!	Traducing	
122	S	April [ not clear]	Repeating	V: use of L2
123	T	ok, one moment Ja., thank you. When it says that his birth was [ ] the little tramp, .. it is the place, it is talking about the setting. Continue Ja., please	Explains	modeling
124	Ss	nick name [ ] charlotte and the little tramp. His father Charles Chaplin and his, mother [ ... ] ( <i>the student is reading</i> )		
125	t	ok, stay there, wait. What do you notice, In that excerpt? in that excerpt you can notice that it is talking about Charlie Chaplin parents, Charlie Chaplin family, and it is another essential part in the biography, can you notice that?		modeling
126	Ss	yes, yes, yes		

## THE INTERACTION USING GBP

127	T	yes. Ok! Continue please	I	
128	S	so he had [ ] Charlie Chaplin [ ] he sang and song, a song [ ] so, [ ] all the time [ ]	R	
129	T	ok. Do you notice here, <u>Bo., Ca. and your friend.</u> This part is about a special fact, a special event in the life of Charlie Chaplin. It is talking about a [ ] What happened when he was child? a little kid. What happened with him? And How her mother was helping him? And, How it was important, for them to grow up and to become a famous person. Then, continue please, An.!	F Calling the order  Explains	Control: discipline.  explanation, modeling.
130	Ss	[ ] An.		
131	T	Charlie Chaplin came		
132	Ss	[ ] Oh my god		
133	T	in the second paragraph.	Guiding the Ss reading	
134	Ss	[ ] Charlie Chaplin came into the United States, in, ninety [ ] of April, twenty [ ]		
135	T	Twenty one. Ok we have. Thank you An.. We have there, what? It's an event? It's a fact? Is a date?	I Ask for information	eliciting, modeling
136	Ss	date, yes! Yes!	R	
137	T	what is that?	I	
138	Ss	date, date, five, date! Fine, date!	R	
139	T	It's a date! Yn.. Ok! Could you please continue Yn.. He was brought	E Guiding the Ss.	

## THE INTERACTION USING GBP

140	Ss	He was brought to New York [ ] agree for [ ] become a professional actor [ ] 1930 Chaplin, his [ ] contract [ ]		
141	T	Continue please.		
142	S	... his first movie was [ ] His holiday [ ] in 1940[ ] he raised in popularity [ ] with the parent of the [ ] it was nothing new [ ]		
143	T	ok. Thank you Yn.. It was nothing new to Charlie! <u>This part, of the paragraph, or this paragraph is talking about, the life! The life of Charlie Chaplin, following the chronological order</u> you were describing about the inventions. Can you observe? <u>Two years later!</u> It starts: United States <u>1910, and then, two years later in 1913.and then,</u> it talks about 1914. And it follows a chronological order. Ke., could you please continue? Charlie Chaplin, grew to become one of the most popular and successful actor, of all times.	Explains	modeling
144	T	<i>(Someone interrupted because the classroom was given to other group in the same schedule)</i> please, give me two minutes, and we finish.		
145	S	[ ] 1921 when he start in a product [ ] from the most [ ] Charlie Chaplin and [ ] of the movies	The student continues the reading.	
146	T	The movies. ok, Ke., thank you. If you can observe here, <u>it is about the ups and downs, what was happening in</u>	Explains	explanation,

## THE INTERACTION USING GBP

	<p><u>the life of</u> Charlie Chaplin. <u>The ups and downs, the good moments, and the, bad moments, in his life.</u></p> <p>And you can observe <u>here we have, the whole, history of the life of</u> Charlie Chaplin, but <u>step by step</u>, little by little.</p> <p>And <u>that is what we; we are going to do,</u> on next session. <u>We are going to work with different, biographies,</u> and, at that time, yours! We <u>Are going to find those features, those parts of the biography</u> about the people at the side to you!</p> <p>Ok?</p>	I / Ask for confirmation	<p>modeling.</p> <p>Evaluation</p>
147	Ss: ok. Yes! Yes	R	
148	T: Then, we finish here, and we continue on, Tuesday!		
149	Ss: yes, yes		
150	T: thank you! <i>(the class finish).</i>		
151	Ss: seño		

THE INTERACTION USING GBP

Record N° \_\_\_\_\_

Institución Educativa XX

Teacher and observer: Nubia Helena Parada G.

Grade: currently 10<sup>th</sup> ° city: Barranquilla

Date: 04/05/2015 time: 45 minutes

Main Topic: Working with biographies.

Conventions:

Observer's comments: *(italics and between brackets)*

Pause: ...

Undistinguishable/Inaudible: [...]

Teacher leader of the area: T2

Teacher of the students group: T

Student: S

Several students at the same time: Ss

English class- tenth grade- low target level (A- A1 estimated)

		Transcription Observation 4 English class May 04-2015 Reading	Comments	Categories
1		<i>(the class starts and the ss are taking notes from the previous class; the teacher profit the opportunity for teaching the use of prepositions at the time the students become familiar with the biography model and structure they have in hands, as a sample for their own writings)</i>		
2	T	We are going to start our class, our English class, please		
3	Ss	miss, agua , miss		
4	T	Well. Good morning class	I	
5	Ss	good morning Mrs. Good morning Good morning <i>(as a school norm, the ss stand up in order to greet their teachers, some of them follow this habit)</i>		
	T	Take your chairs, do not worry		
6	Ss	A pues <i>(a glass of jam collapse from one of the</i>		

## THE INTERACTION USING GBP

		<i>classroom chairs, producing a delay in the process of the class, the teacher suggest to the Ss do not eat it</i> [ ] Eso es pecado [ ] él está libre de pecado <i>(after some minutes, the class takes place)</i>	R	
7	T	Do you have a homework for me?	I	
8	S12	<u>Yes</u> . Yes yo no se que esta diciendo pero eso suena bien	R	
9	T	Did you did it? ¿Hiciste tu tarea?	E / I	
10	S2 S3	Yes, hay seño se me quedo la libreta Seño no es justo, yo ayer la traje y se, hoy se me quedo la libreta	R	
11 12	T	<i>(the teacher is revising some homeworks and the students are talking)</i> [ ] Well please, pay attention to this, you need to take your copies keep one by one in your folder. En sus carpetas folders, deben conservar cada copia que vamos trabajando, eso aal final, del period, necesitamos recogerlo. Asi que quienes no la tengan, por favor con sus compañeros, miren cual les hace falta.	Explains in L1	Control: explanation
13	S9	Seño mire yo tengo mi carpeta	Showing interest	
14	T	<u>Ok</u> No se olviden de hacer las actividades. <u>What else do you have there?</u>	E / I eliciting	- scaffold
15	S	The structure	R	V: use of L2
16	T	<u>The structure, yes</u> . But you have something different there. May be this is familiar for you; may be no <i>(drawing on the board)</i> <u>if I put this for you, what happen?</u> I have this, what is this	E / I eliciting	- Scaffold
17	Ss S9	[ ] ¿seño, qué es eso? <i>(ss traducing the previous question meaning)</i> ¿Cuadrados?	Building meaning	V: use of L1
18	T	What is this? Ca. what do you thing? Those are? Those are what?	I / Verifying understanding	scaffold
19	S1	Box , boxes	R	V: use of L2
20	T	<u>Yes</u> . <u>But</u> , Ca. what is this? what do you thing?	E / I	-
21	S6	Es como un cuadro	R	
22	T	yes of course! Is this, it is not a person, it's a thing, an object is what? You say in Spanish it is a? repeat it	E Ask for clarification	Scaffold
23	Ss	cuadro [ ]	R	
24	T	cuadro, <u>but</u> in English you say <i>( writing on the board)</i>	E / I	M. evaluation -
25	S4	Chart	R Reading	V: use of L2

## THE INTERACTION USING GBP

26	T	It could be a chart. Read your biography and what do you notice there? Could you please read? Yn.	I eliciting	scaffolding
27	S 2	... ( <i>looking the text from the copy</i> )		
28	T	We were talking about names. We were talking about numbers...	Reviewing	
29	S	places [inaudible]	R	
30	T	Places! We were talking also about nationalities, and, what is that?	E / I	
31	S	personal information	R	
32	T	yes, the personal information. we are talking about the place, the origin place. What is the city, the country, the born?	E / Ask for clarification.	Strategy (eliciting)
33	S	Numbers		
34	T	The birth day; and <u>also numbers</u> in a general way. And then, Yn. Please.	E	
35	S2	Charlie Chaplin was born on April 16 <sup>th</sup> , 1889, in London England. His birth name was Charles Spencer Chaplin, though he had many nicknames, growing up such as Charlie, Charlot, and The Little Tramp. His father, Charles Chaplin, and his mother, Hannah Chaplin, were induct, into the music hall of fame.	Reading following the order	
36	T	ok! Stop there.	E order	Control
37	S	such, such as		
38	T	what happen? In that order, taking into account, that information, you can observe some little things, some little words. What are they?	I / Asking for information	scaffolding
39	Ss	On	R	
40	T	you have something that express this, something that express this ( <i>drawing and writing on the board indicating it to the ss; some of them start reading what the teacher writes</i> )	Giving examples	strategy (example)
41	S	Under	R	
42	T	this, and this, and this, ok. ( <i>showing and drawing on the board</i> )		
43	S	Under	Repetition	
44	T	ok. What else?	E	Strategy (eliciting)
45	S	in, on un		
46	T	what else? What do you think?	Ask for information	Strategy, scaffold
47	S	Dentro		
48	T	On		
49	Ss	preposition, prepositions	Repeating	V: use of L2

## THE INTERACTION USING GBP

50	T	prepositions. <u>Ok!</u> You have there prepositions. In	E	
51	S	On	R	
52	T	On	E	
53	Ss	Under	R	
54	T	under. <u>Okay!</u>	E	
55	Ss	the right, the right between- between	R	
56	T	<u>ok</u> , this is right, this is left	E / Reinforce	, strategy.
57	S	Antes, despues?		
58	T	(showing with hands) the right	Explains	
59	S	Derecho izquierda! right derecho, izquierda		
60	T	on the right on the left. Which one?	I / Ask for clarification	strategy (eliciting)
61	Ss	left, between	Ss participate	
62	S	right derecho, izquierda		
63	T	on the left. <u>Ok</u> . Between, and this, What about this? (drawing on the board)	E I	Strategy (eliciting)
64	S Ss	Right diagonal, diagonal	R	
65	T	<u>yes! Diagonal</u> . But in English how do you say that?	E I	Strategy (eliciting)
66	S4	Daagonal	R	
67	T	What happen about this? ( <i>pointing the sketch made on the board</i> )	I	
68	Ss S4	left! [ ] left, left. Right	R / Ss participation	
69	T	<u>ok</u> . Right, left. Its left. It 's on the left! . but, you can say ( <i>showing classroom elements and writing on the board</i> )	Explaining	control: explanation
70	S	on the left	Repeating	V: use of L2
71	T	on the left! you also can say (writing on the board)	E	
72	S S2	on the right! on the right, es la primera [ ] on the right!	Repeating	
73	T	next to.	Add information	scaffold, modeling
74	S2	why?	I / ask for clarification	V: use of L2
75	T	Next. ( <i>walking next to the ss chairs to explain them</i> ) Bo. is next to Yn. And she is on her left. She is on her left, it's not her right.	R Explains reinforcing	strategy, modeling
76	S5	esta a la izquierda	Shows understanding	
77	T	Do you remember that?	I / Ask for clarification	strategy (eliciting)



## THE INTERACTION USING GBP

78	Ss	Yes	R	
	T	Well! What else do you know about prepositions? What else do you remember about that?	E I Eliciting using Real questions	, Scaffolding
79				
80	Ss	[ ] una preposition		
81	T	if, I write this, I use this ( <i>using the board</i> )	I	
82	S	Aroun	R	
	T	ok!	E	
83		Ca? Are you ok?		
84	Ss	arron, aroun, arund	I/ pronunciation	V: use of L2
85	T	<u>ok, is around</u> , around. It's clear?	R / corrects	-
86	S4	yes!	Ss evaluating	
87	T	For example		
88	S6	we around to Mn.	Participation	V: use of L2
89	T	ok.	E	
	S6	we		
90	S9	I like. La tierra gira alrededor [ ]		V: use of L2- L1
91	T	repeat that. Please	E / I	
92	S 6	we, around to, the Mn.	R	
93	T	<u>ok! You are around</u> . They are around to, Mn	E	
	S	Mn		
	S6	Yes!		
94	S10	Seño how do you say ira	I	
95	T	¿Ira o gira?	E / I	
96	S7	No, gira	R	
	T	Look at your dictionary. Please. How do you say that? Gira	R	
97				
98	Ss	Gira, girar		
	T	I do not remember at the moment, sorry. But you use your dictionary please look at that	E	Negative evaluation
99				
100	S8	Seño, no entiendo		
	T	Why? Those are prepositions. We use that, in order to talk about places, about the locations of something. Usamos eso normalmente para hablar ( <i>the student goes next to the teacher to receive the explanation</i> ) [ ] <u>okay, it's okay</u> [ ] what else? If you use this... Well! Bo. But it's okay, remember this, Za. [ ] it's clear? It's clear? Did you understand? Da.? No yet? Or now it's better?	I / R Explains  Evaluates	Control: explanation.
101				
	S2	No mucho		
	S11	Teacher ! mire ireson,		
	S2	ireson		
102	S17	ireishon, si mire aquí dice	New vocabulary	V: new, using L1- L2

## THE INTERACTION USING GBP

	T S 4	No Si aquí dice vea! [ ]		
103	T	Turns! This is the moon, this is the sun and it turns around ( <i>showing a picture from the dictionary</i> ).  Well. What happen with this, if we use this? What happen there?	Adding information  I	scaffold
104	S4	Go out	R	V: use of L2
105	T	Go out!	E	
106	Ss	Ese es el profesor. [ ] ( <i>the leader teacher comes to the classroom to supervise</i> )		
107	T	but do you know prepositions? No? then, I need that please, and, do you use those prepositions? Ro. You can understand that?	I Ask for clarify	strategy (eliciting)
108	S4	Si seño	R	
109	T	And you can explain, What happen with this? It is useful when you talk, about what? Es útil cuando hablas acerca de qué	I	
110	S8 S9 S4 S6	place, este places! positions eso ubicaciones	R	
111	T	positions! you talk about positions, about locations. What else? Are you agree? Mn. Are you agree? Do you know, all? ( <i>indicating figures drawn on the board</i> ) What happen if this, is here, but you can't, see that? ¿qué pasa si esta aquí, pero no la puedes ver??	E I / Asks for new information	Scaffolding
112	S S	Detrás y ¿cómo dices?		
113	T	what happen? you cannot see it!	I / Explains	Control
114	S	ehhh,		
115	T	what do you use?	I	
116	Ss	ok ( <i>thinking</i> )	R	
117	T	Behind.	Provides information	
118	S2	dentro?	R	
119	T	Behind. <u>No</u> . I'm behind the desk. I am behind the desk. In front. Behind. ( <i>makes the move using the desk to illustrate the example</i> ) .	E	-
120	S3	al rededor?	I	
121	T	mhhm, the other classroom. This is sixth, seventh grade? ( <i>pointing a different classroom</i> )	R / I Ask for clarification	strategy (eliciting)

## THE INTERACTION USING GBP

122	Ss	seventh[ ] sixth-seventh seventh, seventh!	R	
123	T	ok. seventh grade is, behind! Ten grade	E	
124	S10 S9	ten grade okay, okay	R E	
125	T	and, the principal office, ...is	I	strategy (eliciting)
126	Ss S11	an, on	R	
127	T	<u>in front</u>	E corrects	-
128	S4	ah, sí, sí	E	
129	T	of tenth grade	Giving examples	scaffold
130	S	ah, ya, ya. Allá esta!	R	
131	T	behind. In front. ( <i>using body language</i> )	Giving example	strategy (examples)
132	Ss	[ ]		
133	T	it's clear? Is clear, Ag.?!	I ask for clarify	
134	Ss	yes (smiling)	R	
135	T	Va. ! yes?	I	
136	S	easy! ( <i>the student smiles</i> )	R	
137	T	a little bit?	I	
138	S13 Ss	seño, a mi nunca me pregunta si es claro! [ ]	R	
139	T	T: <u>well</u> . Try to do. Ok. Oh, oh! I don't have copies for you. Could you please, Di! Help me? Could you take some copies? Please.	E Asking for help	
140	Ss	[ ] estamos en ingles [ ]		
141	T	well. Remember that prepositions are really important!	I	
142	S9	Teacher, y eso de las escaleras, es que no entiendo ( <i>referring to the draw on the board</i> ) [ ]	I	
143	T	you are here, and you... ( <i>drawing and writing on the board while explaining to the ss</i> )	R explains	Control: explanation
144	S14 S4 Ss	seño Ro. que no entendio, i' que le repita ¿y si no entendí? <u>in, up</u>	I R	
145	T	up!	E / corrects	-
146	S13 S11	Up in	Repetition	
147	T	and, also! When is the opposite,	I	
148	S11 S19	Ahí va otra vez, son prepositions. <u>seño up.</u>	R	V: use of L1-L2
149	T	Up! but, when it is in the opposite way! You say ? Down!	E	
150	Ss	(singing) [ ]	I	
151	T	and you can use songs! A lot of songs have prepositions. Mis amores, las preposiciones en	R explains	Control: explains

## THE INTERACTION USING GBP

		inglés, nos sirven igual que en el español, para identificar la ubicación, Cr, de las cosas, de los objetos de las personas. Around? (Drawing on the board) in Spanish?	I	strategy (eliciting)
152	S11	si, si, si, in Spanish	R	
153	T	Around, in Spanish is what?	E	
154	S	Si	R	
155	T	Around? Al rededor	I / R	
156	S2	Si <u>alrededor</u>	R / E	V: use of L1
157	T	<u>Around.</u> Between?	E / Corrects I / Ask for information	– strategy, scaffold.
158	S2 S3	al lado entre	R	
159	T	between! Could you repeat?	E	evaluation strategy (eliciting)
160	S Ss	entre! entre [ ]	R	V: use of L1
161	T	entre! In? ( <i>drawing on the board a different object location</i> )	I adding information	scaffold
162	Ss	Dentro, dentro	R	
163	T	dentro! Sometimes, you use here	E	
164	S	Arriba	R	
165	T	Into! On ( <i>explains exemplifying with draws on the board</i> )	I adding information	scaffold
166	S S3 S2	Arriba under arriba!	R	V: use of L1-L2
167	T	Arriba. But also, sometimes you use over!	E Adding information	Scaffold
168	Ss	Over	R repetition	V: use of L2
169	T	And it is, encima de. Arriba	I explaining	strategy
170	S	over me!	R	V: use of L2
171	T	Up...?	I	evaluation strategy (eliciting)
172	S	Subir	R	
173	T	and down? (continue drawing)	I	evaluation strategy (eliciting)
174	S5	Bajar	R	
175	T	<u>ok!</u> Under...	E I	evaluation strategy (eliciting)
176	Ss	Debajo	R	
177	T	ok, on the left?	E / I	
178	S S6	a la izquierda a la derecha!	R	

## THE INTERACTION USING GBP

	S3 Ss S7 Ss	izquierda derecha izquierda es a la derecha – izquierda		
179	T	(showing raising hands)	orientation	
180	S3	right es derecho	R	V: use of L2- L1
181	T	Left...	I	strategy (eliciting)
182	S8	izquierda!	R	
183	T	and right!	I	
184	S3	left es izquierda	R	
185	S Ss S4 Ss	por eso está bien así ahhh seño, una pregunta, me presta su marcador pa hacer un dibujo [ ] ¿qué significa eso?	R	
186	T	please. Across, (drawing) across?	I	
187	Ss S7 S3	Diago, cruzado esquina diagonal	R	
188	T	Diagonal	E	
189	S4 S11	¿qué significa eso? Dia-gonal	I R	
190	T	on the corner! Yn.. Corner!	I	
191	S2 S3	yes, yes, si es la esquina en la esquina	R	
192	T	here. Yes.	E	
193	S4	¿qué significa esto? (the student writing on the board)	I	
194	T	Hat! first is the number [ <i>(the teacher explains the meaning to the student that ask to write Hat 1 on the board)</i> ]	R	
195	S10 Ss	Ro permiso. Ro que me regales un permiso, [ ] Ro que me hagas un permiso, por favor		
196	T	You can use, you can use down, also, when you talk about feelings. I'm down	I explains adding information	strategy, scaffold
197	S4	¿cómo? ¿cómo? no entendí	I	
198	T	T: puedes usar down tambien. Ok, remember this expression, this word, down, this preposition is used, or we can find that in a lot of songs, but also	Reinforces	strategy, scaffold
199	S	Seño		
200	T	we can use that, when we talk about feelings. I'm ok today! But also, I can say, I'm down, estoy, estoy triste, estoy bajo de animo, ok? It's clear? Please	Reinforces	strategy, scaffold
201	S	seño [ ] copia		

## THE INTERACTION USING GBP

202	T	do you have the copy, do you have the copy?	I	scaffold
203	Ss	[ ] yes!	R	
204	T	yes? Please, try to do the exercises <i>(the explanation provided was related with the activity in the copies)</i> .	E ask for confirmation	
205	Ss	[ ] <i>(whispering)</i>		
206	T	and put your name there!		
207	S9 S17	¿qué es amun? seño ¿qué es amun?	I trying to pronounce	V: new vocabulary
208	T	among!	R / corrects	
209	S S10 Ss S2	amon, what is amon? seño, es ¿es amundar? [ ] what is amon?	Building vocabulary I	V: use of L1-L2
210	T	look at this! <i>(goes to the draws on the board to explain)</i>	R asking for attention	Control: order
211	Ss	amun-amon [ ]		
212	T	is this! When this is, and this, is <i>(drawing on the board)</i> here, is?	R	model
213	Ss	[whispering] no estan prestando atención		
214	T	What do you say here?	I	strategy (eliciting)
215	S	en la esquina ¿qué dice?	I	
216	T	the ball, el balon. The ball is	R	
217	S	Entre	R	
218	T	is between, the boxes. But, if I use	E / Corrects	-
219	S3	Amon	R	V: use of L2
220	T	for example, this,	I	
221	S 2	more, ok	Use of L2	
222	T	is, among, entre! But, you use not only two elements; you use three, four, five, or more. Yn. it's clear?	Explains I / Ask for confirmation	strategy (example), Evaluation
223	S3	yes, yes!	R	
224	T	Bo? Now is more clear?	I	
225	S9	Yes	R	
226	T	Well	E	
227	S	[ ] tengo dudas	I	
228	T	why? Tell me!	R / I	
229	S	ta ra ra ra, ta ra, ta ra ra		
230	S	¿porqué [ ] <i>(showing the notebook notes)</i>	R / I ask for clarification	strategy
231	T	No, no, among, is this; it's different, is not clear?		
232	S	is esay!	R explains	
233	T	please, we start, to say that. <u>Please. Pay attention</u> to this: we use turn around, turn around <i>(drawing)</i>	Asking for attention / I	
234	S6	Rotación	R	

## THE INTERACTION USING GBP

235	T	when we say that, <u>yes!</u> Something	E	
236	S6	Rotación	R	
237	T	is turning, turning and turning, and we say, that something is around	Explains giving example	strategy (example)
238	S	Mrs.		
239	T	when is	I	
240	S	Aroun	R	
241	T	it's, when...	E	strategy (eliciting)
242	S	Around	R	
243	T	yes, is around but, as Ja said before: we are around Mn, but in this case, Mn is among the other mates, the other classmates. She is among them	Reinforce adding information	strategy, scaffold
244	S3	Mrs. Over and on, is the same?	I / use the L2	
245	T	over and on, both of them	R	
246	S	Noo, but	R	
247	T	have the same meaning, but you use them, different, according to your idea.	explains	strategy (explanation)
248	S	over es uno, on otro	Showing understanding	
249	T	Quieren decir lo mismo, ambos dicen encima, o indican que está encima de, pero uno es encima de y el otro es sobre ( <i>showing on the board</i> )	I Reinforce	scaffold
250	S11	ok sobre	R / E	
251	T	sobre (showing on the board) encima		model
252	S	osea que ese esta over	R	
253	T	it's clear? Ca	I	
254		Lu., cr. Ma. is clear?	Ask for confirmation	strategy, Evaluation
255	S13 Ss S6	osea ¿on es encima y over, sobre? (whispers) tonces, dilo tu!		
256	Ss T S1 S2 S3 S4 T S5 S6 S4 S8 T S6 T Ss	seño [ ] ( <i>the teacher walks around the ss chairs in order to check and help them about the activity from the copies</i> ) yes? [ ] T: no, why not? [ ] no se explicar Mrs, Mrs I don't is easy! easy [ ] seño, [ ]dale permiso a la seño que va a pasar ss: [ ] seño, ss: [ ] I have a question [ ] What is doing the dog?		Interaction: ss-t t-ss ss-ss

## THE INTERACTION USING GBP

	S S14 S T S8 T Ss T	seño, la necesito aquí. I need aquí I am here. I need you here! [ ] esta rotando, esta rotando over, over over? yes, it's jumping, esta saltando ta saltando? yes. It is jumping! pero esta salando sobre? [ ] it's clear? Can I erase?		
257	Ss	(whispering) jaja		
258	T	Ja, please.	I	
259	S13	¿voy a ser fotografo seño?	R	
260	T	Yes, please	E	
261	S12 S2 S Ss	una selfi Mrs. Invent, Mrs! <i>(the teacher is revising other students activity)</i> Quiero agua [ ] s: bijain	I / trying to pronounce	V: use of L2
262	T	Behind. Js.!	E corrects	-
263	S14	behind!	R repeats	
264	T	Ro. is next, to	I	
265	S	Ke	R	
266	T	Ke. Is	I	
267	S5	seño vea yo lo hice		
268	T	across , Ja and Cr		
269	S3	me!	R	
270	T	where is the, where is the Kiosco?	I / ask for information	strategy, scaffold
271	S12	seño no hable e comida	R	
272	T	yes. But, Where is...	E / I	
273	S1 S2 S3	next, next next to the tarima	R	
274	T	next to the	E	
275	S2	Tarima	R	
276	T	next to the tarima. How do you say that?	E / I	
277	S	hay seño del árbolito ese	R	
278	T	How do you say tarima? Is next to the trees?	I	strategy (eliciting)
279	S	The trees?	I	
280	T	Where are the trees? Where are the trees?	R / E I	scaffold
281	S	y ¿cómo se escribe seño? se burlaron de ti	I	
282	T	Trees , tree <i>(writing on the board)</i> this is a tree <i>(showing a draft)</i>	R	
283	S3	árbol!		



## THE INTERACTION USING GBP

284	T	yes. And where is the tree?	E asking for information	Scaffold
285	S S2 S4 S11	Coco ira. ehhh, almendro <u>in the floor!</u>	R	V: use of L2
286	T	<u>ok. It is an almendro</u>	E	
287	Ss S1	Palmeras <u>In the floor</u>	repeats	V: use of L2
288	T	<u>Well!</u> but, here, in the school, where is that?	E / I	Scaffold
289	S14	it's in the garden	R	V: Using L2
290	T	it's in the <u>garden!</u> Ok. <u>That's ok</u>	E corrects	
291	S S7 S2	cojanla, cojanla next bien		
292	T	and, where is Mr G.? now	Asks for information	scaffolding
293	Ss	[ ]ha regresado	R	
294	T	where is Mr G.?	I	
295	S14 S8 S2 S3 S1	He is, right [ ] here, here Right to the text to Da. to the board, write on the board [ ]	R	
296	T	He is, repeat that Di, but speak loud		
297	S14	Mr. Larry G., is, from, from Z	R / building meaning	V: use of L2
298	T2	in front	E correct	-
299	S14	in front Z	Repetition	
300	T1	in front! Ok	E	
301	S	Between	R	
302	T	T: and between?	I	
303	Ss	[ ]		
304	T	Could you repeat that? Please. L. but, speak loud!	I	
305	S16	The teacher Larry, is, in between [ ]yana y Ke.	R	V: use of L2
306	T	Mr Larry G. is between Da and Ke. <u>That's ok.</u> Yn.!	E	
307	S6 S2	Yn., Yn. Mr G. is, over, the, desk!	R	
308	T2	<u>Over! ?</u>	E	-
309	S3	S3: sobre,	R	
310	T2	T2: <u>Over?</u>	E	-
311	S3	S3: no	R	
312	T2	<u>On!</u> (simulating to be floating on the chair)	E corrects	-
313	T1	Look the example	I	

## THE INTERACTION USING GBP

314	T2	On. Over! That's over	corrects	-
315	Ss	(laughs)		
316	T1	is like the dog! It's like the dog at the end. That's over ( <i>showing the student copies</i> )	Explains	strategy (explanation)
317	Ss S2	Ahh ok, okay	R	
318	T1	and this	I	
319	S	Is under	R	
320	T1	<u>Okay.</u>	E	
321	S14	Mr Larry is under.	R	
322	T2	when I'm in contact with the!	Clarifies	
323	T1	<u>ok</u> , ahh, and my copy. Where is that?	E	
324	S14	is under	R	
325	T1	Where is that?	I	strategy (eliciting)
326	S8	On	R	
327	T1	my copy is ...	I	
328	S8 S6	On on the desk ( <i>tapping on the desk</i> )	R	
329	S3	on the, taibol	R	
330	S14	table!	R	
331	T1	: <u>ok</u> . On the table, on the desk. <u>That's ok. Good!</u> And, Mn where is your bag?	E I	Scaffolding
332	S3	Eehhhhh		
333	T1	your bag! ( <i>Showing it</i> )	Provides information	model, scaffold
334	S5 S6	¿qué es eso? bag, your bag, bag, bag ( <i>showing</i> )	I R	
335	S3	next to	R	
336	T2	<u>next to?</u>	E	
337	S3 Ss S2	Cr. [ ] On the right	R	
338	T1	<u>On my right!</u> It's on her right, <u>you can say that</u>	E	
339	T2	On the left!	E	-
340	S4	Yo tengo una duda[ ] (laughs)		
341	T1	It's on the right		
342	S4	yo tengo una duda		
343	T1	Excuse me. Yes of course, but is on her right ( <i>showing a different student</i> )	Justifies	
344	T2	ahh, on the right. Yes!		
345	Ss	(laughs)		
346	T1	yes! Also the right of, Z	Justifies	
347	T2	oh, yea, the, Z's right		
348	Ss	Yes! yes, yes	E	

## THE INTERACTION USING GBP

		[ ] sin excusas [ ] of course		
349	T2	I said! very beautiful!		
350	S1	you are outside,	I	
351	T2	outside, out side	E corrects	-
352	S1	: outside	Repetition	
353	T1	T1: where is Ja at this moment?	I	
354	S14 S2	Ja is in, behind on the corner	R	
355	T1	Behind	corrects	-
356	S12	¿cómo se dice e	I	
357	T1	you use of. Behind of.	R	
358	S12	On. Of	R	
359	T	<u>Ok that's good, but</u> you can use it in other, prepositions (ta student take the turn in order in order to participate before the teacher finish her turn )	E	
360	S	Corner	R	
361	T1	but complete that, complete the sentence	I / Eliciting	
362	S2	on the corner. Ja, is, on the corner	R	
363	T1	Ja is on the corner	E	
364	S1	Or the class is, is under	I	
365	T2	under?	R / E	-
366	S14	under the	R	
367	S2	the techo?	I	
368	T2	ahh, this is ceiling	R provides information	
369	S14	Ceiling	Repeats	
370	T1	under the ceiling. Okay	E	
371	S6	ah, claro	R	
372	T2	obviously! Of course	E	
373	T1	okay. Is clear the information? Now, Do you remember the use of? prepositions.	E / I Ask for confirmation	, strategy.
374	S7	Yes	R	
375	T1	and it's a good activity, and you find that also, in your biographies! Bueno. For next class, please. Write some sentences using prepositions, but about different things and people in your neighborhood	Adding information Giving instructions	Control: instructions
376	S11	five?		
377	T1	in the place you live in, in your home, whatever you want, but please use prepositions. Have you understood?	Explains I / Asking for confirmation	strategy
378	S s	: yes	R	

## THE INTERACTION USING GBP

379	T1	yes? No? is enough the information? No? repeat!	E	
380	Ss	Yes	R	
381	T1	we are going to write as homework! Some sentences, using, prepositions. Clear?	Explains again	Control: instruction
382	Ss	Yes		
383	T1	Va.? No? Ma.? Lu.? Is clear? Is clear. Do you need some extra information? Da.?	I/ Ask for confirmation	strategy
384	Ss	Clear	R	
385	T1	are you sure? What are we going to do? ok sentences using prepositions. But as a ?	I	
386	S	Homework	R	
387		The bell rings		
388	T1	As homework. Ok, please		
389	T2	silence! Be quiet!		
390	T1	en español porque no quiero excusas. Por favor, al menos diez oraciones, donde utilicen preposiciones, que estén relacionadas con cosas o personas de su entorno, la calle donde habitan, el barrio en general, los lugares que hay en el barrio, o elementos de sus viviendas. Please at least ten sentences. How many?	Repeats the instruction using L1. I	Control: instruction
391	Ss	tennn!	R	
392	T2	How many?	I	
393	T1	How many sentences? One?		
394	S	ten sentences	R	
395	T1	ten sentences. Ok, that's all	E	
396	Ss	y que yes		
397	T1	please. Don't forget. Keep your copies. Guarden sus copias		
398	T2	Good! Excellent!		
		The class finished		

Institución Educativa XX

Teacher and observer: Nubia Helena Parada G.

Grade: currently 10<sup>th</sup> ° city: Barranquilla

Date: 07/05/2015 time: 40 minutes

Main Topic: Working with biographies.

Conventions:

## THE INTERACTION USING GBP

Observer's comments: (*italics and between brackets*)

Pause: ...

Undistinguishable/Inaudible: [...]

Teacher leader of the area: T2

Teacher of the students group: T

Student: S

Several students at the same time: Ss

English class- tenth grade- low target level (A- A1 estimated)

		Transcription Observation 5 <b>120131-001</b>	Comments	Categories
		<i>(There is a lot of noise and electricity is not working. However, the timetable follows its order. Greetings take place and some of the students answer about some manual cubes they bring to decorate the classroom).</i>		
1	T	Wonderful! Really?		
2	Ss	[ <i>not clear</i> ] ( <i>many voices at the same time</i> )		
3	T	Old! Its old fashion. Are you ok? Ja <i>(Students continue talking at the same time, about different topics not concerning to the class).</i>		
4	T	Well... please... Ma, Mn, Bo, Pa, we are going to start. I know that at this time there is really hot, and maybe you are tired, but we need to continue with our class	Encouraging the students	
5	Ss S S	Missis, esque yo hice mi tarea pero se me quedo en la casa Hay el árbol! Ya lo sembre.		
6	T	Hmm, tree, the family tree!		
7	Ss	Hay seño, se me quedo. Si seño cayo agua en la casa y lo bueno fue que se desbordo, que árbol tan raro ese.		
8	T	We are going, we are going to write, to construct some sentences		
9	Ss S S	Se desbordo. Acabo de decirlo Venga yo le borro el tablero seño. Seño yo hago el mio [ ]		



## THE INTERACTION USING GBP

		About yourself <u>is what?</u> About me?	Asking for clarification	
26	S4 S5	Noo about me	R	
27	T	about you. <u>That's ok.</u> Then, please. Ke <u>would you like?</u>	E / I Eliciting	Scaffolding
28	S5	Ke, would you like. hombe!	Ss repetition , building vocabulary	Vocabulary: use of L2
29	T	to write, please, here on the board		
30	S5 S6 Ss	Ke, <u>would you like?</u> viste! [ ]	Ss repetition	Vocabulary: use of L2
31	T	Ke. Here please. <u>How do you start a biography?</u> <u>How do you start your sentences?</u> Please.  <u>Would you like?</u> Read the last. Ok Please. How do you start? Only one sentence. And please, you! <u>Take your notes, your own notes!</u> Information about...	eliciting  Giving instruction	scaffolding  Control: instruction
32	Ss S1 S2 S1	<u>yourself.</u> [ ] seño ¿hay que escribir el apellido completo? Ke Calle, felicidades ya te conocíamos	I Building vocabulary	Vocabulary: use of L2
33	T	yes. That's necessary. but, I don't know you, and maybe another student	R	
34	S5	Ke Calle		
35	T	Ro, maybe another student, from another course don't know you! Then, it's necessary to write, your, full name.		
36	Ss S6 S7 S6	Okay, I was born on [ ] In Mexico. I was born in Mexico He isch ke. B! and más bonita de class!	E	Interaction: ss- ss
37	T	Pay attention to that, and follow the examples in order to write your own, text.	Giving directions	Control: instructions
38	S6 S8	seño, yo la copio seño Seño paseme mi!		

## THE INTERACTION USING GBP

39	Ss S2 Ss S6 S9 S6 S9 Ss S4 S6	En Abril cincientayuno? – Abril cincuenta y uno si que es vieja y que vieja Ja, no joa 2001? tu que vas a venir habla! Joa Ke. pero tas vieja Fuera eso, es más vieja que yo, yo soy del dosmil, quince hay tenemos quinciañero! – [ ] ( <i>voices singing frompreschoolar students interrupt</i> )	Ss talking Spanish	
40	T	<u>well. Ok.</u> <u>What is that?</u> Ke. Please, tell us	E/ I / Ask for clarification	Scaffold
41	S	keloks		
42	T	<u>How many sentences do you have there?</u> and, <u>they are about what?</u> Exactly	Asking for information	scaffolding
43	S10	My name, was born where was born on, at and the place of the birth.	R Using target language	Vocabulary: use of L2
44	T	Ok, <u>your full name!</u> then, a second sentence, talking about, <u>your birth date!</u> <u>When did you born?</u> And <u>where?</u>  Then, Di? <u>Would you like continue?</u> Please. Another sentence about personal information. With your personal information	E / F Reinforce providing information  Inv.to participate	, strategy.  Model/ scaffold  Control
45	T	If you would like to change the colors, you can change it, ok?	Offering confidence	: confidence
46	Ss	Seño, ¿ese programa de qué es? ( <i>question not concerning to the English class</i> )		
47	T	Okay, may be they can differentiate it. ( <i>referring to the students following the text from the board</i> )		
48	Ss	Seño yo les decía, pero		
49	T	Then please, Z write the own information. Your own personal information in your notebook, or [ ( <i>ss interrupt and many voices are not clear</i> ) ]  Ro, are you writing your personal information? Tienen que escribir. Follow the example.	order	Control: order
50	Ss	Ahhm [ ] te están diciendo [ ]		



## THE INTERACTION USING GBP

51	T	Follow the example, and write your own information. <u>What is the meaning of nickname?</u>	I / Ask for confirmation	strategy (eliciting)
52	S7 S2	¿qué es lo que eso? sobrenombre, apodo	R / Building new vocabulary	Vocabulary: use of L1
53	T	<u>The affective name!</u> <i>(the teacher is walking around ss chairs revising what they are writing while the ss she indicates go to continue writing the text on the board) I love the... <u>ok, but is your own</u>, with your own information Mn.</i>	E  Correction in the L2	
54	S12	Pero ¿puedo borrar ese y hace el mio?	I	
55	T	Now, continue! You are going to construct only one text. Then, you can follow the idea, but with your own words. Puedes seguir la idea con tus propias, palabras	R Explaining	Control: explanation
56	Ss S	Seño, ¿usted no se llevó la hojita? [ ] Seño, una pregunta [ <i>(ss asking for the text they should construct independently)</i> ] seño ¿usted se llevó la hojita que nosotros teníamos aquí?	I	
57	T	Si es con tu propia información que lo vas construyendo, ya a la final tenemos que hacer un texto muy parecido al que tienes en tus manitos.	R	
58	Ss S 8 Ss	¿cuál texto seño? El de Charlie Chaplin! Aahhh Charlie Chaplin.	I R E	Interaction: ss-ss Using L1
59	T	<u>An autobiography but complete and well organized!</u>	Explaining	Control: explanation
60	Ss	Mira ella lo tiene. Seño!		
61	T	ok. Ag. you can continue, and after, L.	Giving directions	Control: order
62	T	Use different colors please.		
63	S 6	Me!		
64	T	There are different markers, with different colors <i>[(voices from other grades avoid to listen clearly, the teacher continues passing ss to complete the text, making some corrections on the board, and revising other ss notebooks around the classroom)]</i>  <i>(attending ss called)</i> Okay but please! Be careful with that. Maybe, she wants to say	Explains and provides information	scaffolding  Control: explanation.  Scaffold

## THE INTERACTION USING GBP

		live! Vivir. Is different when you use live and when you use life! Be careful with that. L., and after L. Ca.		
65	S6	Seño, Js.		
66	T	Please! Be careful with this. Remember, life, is when we are, our life, our life! <u>but, we live! in Barranquilla.</u> <u>This is my life! Like the song.</u> Remember? Is my life (singing).	Reinforcement	strategy, scaffolding
67	Ss	yes - my vida	E	
68	T	yes. But, If I say in Barranquilla, I live in Barranquilla, I live in Baranoa.	R reinforcement	strategy
69	S	Piojo		
70	T	I'm doing, <u>reference to the place</u>	Reinforcement	scaffolding
71	Ss	Polo Nuevo- aja! -pueblo viejo. -polo viejo		
72	T	Live		
73	S8 S16 S8 S12	Polo Nuevo is una imitación de país. [ ] Aajo! Ya, ya. Seño, una pregunta ¿se puede poner[ ] ¿se puede poner esto?		
74	T	My most important moment was when... <i>(students speak while the teacher revises and adds information to the writings from other classmates)</i> yes, Lu. But write your own information, look at the board, follow the example but your own information. Sigue el ejemplo pero pones tu propia información.	E / adding information	scaffolding
75	S12	Ahh, listo seño.	R	
76	T	Very five, Verify!	E correction	-
77	Ss	[ ] Seño como así! ¿qué significa esa palabra?	I Showing interest	
78	T	Verificar, verify! Es una sola palabra	R	
79	Ss	Polo Nuevo, pueblo viejo ... [ ] ¿ de qué?... <i>(smiles, whispers and other noises are heard)</i> Hay dame las tapas mi vida, hay dame las tapas...		
80	T	Di. What happen? Ohh my God!	Calling the order	
81	Ss	I like to move it, move it... [ ]	Use of L2	
82	T	Ja. <i>(student whispers)</i> yes, of course!	Calling th order	Control: discipline
83	Ss4 S 6	Jaja, viejo, corro! Yes o corro?	R/ Buiding meaning	Vocabulary: use of L1

## THE INTERACTION USING GBP

84	T	No, you say Yes, of course.	E correction	-
85	S	Yes, of course!	R / The student repeats	Vocabulary: use of L2
86	T	Ok! Okay, look at this! follow, the example! ( <i>many voices</i> ) Jo. Would you like to read that? Please. <u>Would you like to read?</u> Pay attention to this	E eliciting	scaffold
87	S11 S9 S11 S9 S12 S13 S1	Hey! Hay Jo. Que lo leas! Seño no lo hice No, que lo leas! Mi mamá es ama de casa y no sé cómo lo voy a decir. Hay... ese peinado. Yo voy a marcar la diferencia Aahhy!		Interaction: ss-ss Using L1
88	T	<u>It's okay</u> , porque lo estas construyendo, estas construyendo conocimiento, y <u>lo que haces es muy bueno</u> .	E	
89	S12 Ss	<u>Por fin me dijeron algo bueno!</u> [ ]	Showing encouragement	:
90	T	When you write, nothing needs to be perfect [ ] Okay. Ke. Would you like to read this? please	Encouraging Ss E / I	
91	S3	I was Ke. BA. I was born April 5 <sup>th</sup> 2000 in Barranquilla, Colombia. I don't have nick name. I love the video games. My mom works in A de CU. My father lives in Valle d... My parents has have been together for nineteen years ago, ya, my mom.	R	scaffold/ modeling
92	T	Okay. L. would you like to continue ? please	E / I	
93	S13	My most important moment was when graduate was a very especial moment and I were very proud	R	scaffold/ modeling
94	T	Ok. L. Ja. Continue	E / I	
95	S5	I like to [ ] my mom. I like [ ] my mom was in A de CU. My father live in Valle d... I like to go and I like the football soccer, the futbol!	R	modeling
96	S4 S9	Hay seño, yo le hago una pregunta, ¿por qué soccer se pronuncia soccer si tiene c? Porque es inglés!	I / R	Interaction: s-s
97	T	Yes, that's English, that's the language	E	
98	S9 S4	Oiga mejoren, esa palabra.		

## THE INTERACTION USING GBP

		No por qué soccer! no futbol como aquí		
99	T	That is the language, aqui,		
100	Ss	<i>(whispers)</i> Aja, porque es el inglés!		
101	T	haber, why you say calle and you do not say street?	E	
102	S1	Hey seño faltan las tildes		
103	T	Di. Please, continue. My most important moment was		scaffold/ modeling
104	S1 S17 Ss	My most important moment was when graduate was an especial moment, in, 1990. I like to go out the Saturdays. I like to the, like [ ] formula 1. Hey Di! I like Ferrero , I like		
105	T	Now that you have this. Each one of you have your notes, own notes? please. Cada uno de ustedes tiene sus propias notas	Asking for confirmation	
106	S	Yo más o menos seño		
107	T	You followed this? <i>(pointing the example on the board and the copies used during the class)</i>	I / Asking for confirmation	
108	S	Más o menos	R	
109	T	And you? Followed the example ¿seguiste el ejemplo?	R	
110	S9	Yo, mire seño, pero no lo he terminado		
111	T	<i>(students continue reconstructing the model to follow as example, they go to the board as the teacher indicates them )</i> But use a different color Ca. Ca.		scaffold/ modeling
112	S9	Mr. Mrs! Missis	I	
113	T	Tell me!	R	
114	S9	pero no mire!		
115	T	I like barbies	Revising	
116	Ss S6 Ss S4 Ss S12	I like you moch. Ahy, Ahy, me gusta la Barbie the monkey, the monkey I like el cabello garrapatoso. <i>(smiles and many voices)</i> [ ] S:seño, yo!		
117	T	Ok! Now, please	E	
118	S12	sigo yo.		
119	T	ok. Go. Excellent Lu.!	E	
120	S12	Seño como me saque algo malo no vuelvo a pasar al tablero por nada.		
121	T	go, go. You can.	E	
122	S13	no pasas más!		

## THE INTERACTION USING GBP

	S18 S6 S9 Ss S12	Le gustan los monos Aahy! Me gustan los monos Menos mal la mia no se ve casi [ ] dime que me salio malo y me tiro por la ventana seño ¿Cómo me salio? Oye no le vayas a quitar eso, le quitas eso y te ahorco.		
123	T	( <i>checking the ss writings</i> ) I like the Barbie , I like the momnkey... the monkey, what?	E / Making corrections	
124	S12	[ ] no no eso no		
125	T	I like to read a book. Ok! I like to read a book. It's okay, good! Well done!	E	
126	S13 Ss	Seño, yo ( <i>many voices at the same time</i> )no ves que estas sobre [ ]		
127	T	Ok. Please. <u>Correct the mistakes</u> , correct mistakes. I like to read a book, <u>ok. Excellent</u>	Ordering and making corrections	
128	Ss S6 S1 S17 Ss	Seño no son decentes[ ] I like monkey <b>I like to move it, move it</b> <b>I love</b> <b>[ ] a mi me gusta [ ]</b>	Ss interaction	Interaction: ss-ss
129	T	Okay. ( <i>the teacher underline students sentences on the board</i> )Barbie, I like the Barbie, I like to read a book, and?	E Correcting	
130	Ss	Ajajaj, ahhhh		
131	T	What happen there?	Direct question	Control: order
132	S14 S2	¿quién puso <u>esa question</u> en el tablero? Aca no son decentes		Vocabulary ( V): use of L1-L2
133	T	Be serious, please! Be serious. (ss smiles) Maybe Bruno Mars is ok, but, I like? I like what?	E Correcting	
134	S4	I love you Ke.		
135	T	the Barbie, I like the monkey.		
136	S4	ese es Ca ( <i>ss laughing about a draw made by them on the board</i> )		
137	T	And then you can <u>continue with</u> a lot of things. Now, you have tools	Explaining	Control: explanation
138	Ss	[ ]		
139	T	Please. Ja. What happen?	Direct question, calling the order.	Control

## THE INTERACTION USING GBP

140		T: <u>now you have the tools in order to write in another way</u> , a biography	Explaining	strategy (explanation)
141	S13 S6 S13 Ss	Hey seño no, me están golpeando ( <i>kidding and smiling</i> ) estábamos, me están diciendo disque Js. Js. (laughs)		
142	T	Now you have tools <u>in order to write, in a correct way, your own autobiography.</u>	Explaining	Control: explanation
143	Ss S4 S6	[ ] tenemo que hace eso Eso ta bueno		
144	T	Please! <u>Give m, your drafts. Follow the example.</u> Ok follow the example <u>and continue writing your drafts.</u> Then, present that, to me, on, Monday. And <u>we are going to continue, until finish, the whole biography.</u> But your biography	Giving instructions And explaining	Control: instruction, Explanation
145	Ss	hay seño.		
146	T	This is only an example	Explains	
147	S	yes!		
148	T	J! This is <u>only an example!</u> But, <u>you need to write your own information, your personal information!</u> That's clear? Va?	Reinforce, and ask for confirmation	strategy scaffolding
149	S	Yes ( <i>Moving her head</i> )		
150	T	It's clearer now? Yes? What do you think, Ma? its more clear, now? Or it's confusing?	ask for clarification	scaffolding
151	S	(answer moving her hand)		
152	T	A little bit? But, please! Try. Try because, I know you can! Lu. okay excellent, well done! It's a good job for today. Excellent! And also, Eilin was trying.	Encouraging ss	
153	Ss	¿ Quién es? Ell.		
154	T	Ell, ok. Eilin is another girl. Ell was trying to find meaning, and she was asking me, and that's important, that's a good point, congratulations. And Ma you know you can, then make your best effort. Za. Congratulations! You are working well, excellent that's fine. Ja, I have your written. Ca, and the rest of my class, well done. Thank you my class. you are working excellent. And I want I like that. Yes of course.	Recognizes the ss effort and motivates them.	
155	Ss	(claps)		
156	T	This is a clap for you		
157	Ss	Gracias seño porque eso motiva.		
158	T	Mis amores, en realidad, están trabajando		

## THE INTERACTION USING GBP

		muy bien. Yo me alegro por ustedes. Estoy viendo su progreso		
159	Ss4 17 13 2	[ ] Claro e que con una seño asi quien no va progresa. Asi mañana no nos dan tn duro seño, yo ya quiero improvisar me siento honrrado		
160	T	Please, raise your hands and take your turn in order to talk. Lu. And then Bo.?		Control: order
161	S12 Ss S12	seño parece mentira ehh, me parece bien, la verdad me sentí feliz porque no era algo que, [ ] Hay deja de criticarme! algo que yo no esperaba de pronto que usted me felicitara ni nada por el estilo, si no de pronto que lo tomara era algo como normal, pero, y me pareció motivador ...	Showing confidence	
162	T	<u>Okay</u> . Then, please, <u>continue because you can</u> .	Evaluates and encourage ss	
163	S14 S4 S9  S8 S10	I finish Callate Oiga que callense. Seño, eso que acaban de decir, diganlo mañana en la entrega de boletines. Hay si seño. Temprano, venga temprano paque con [ ]		
164	T	Well. What do you think about biographies? It's easier. It's okay in order to learn different things? Have you learned something with this?	I / Eliciting	scaffolding
165	Ss S13	¿ Que dijo, inmaduro [ ] no me da la gana Ehy callese que no deja oir		
166	T	Ag. Have you learned something different with this? ¿iHas aprendido algo diferente con esto? Using biographies	repeats	Use of L1-L2
167	S16 S9 Ss S6 S2	Yes En la biografía  Claro Si	R	
168	T	Well. What else? Ca.	E / I	
169	S18	How do you say organizer?	R / I	
170	T	Organize	R	
171	Ss S18 S	Orgainize Eso, organizarlo major Seño, ¿cómo se dice vendedor de [ ]	R / I	

## THE INTERACTION USING GBP

172	T	<u>A representative</u> (goes next to the student and explains checking her notebook) <u>Well.</u> This is for you, I hope you had learned and you enjoyed your English class a little bit , more, and, you can discover that it's important to pay attention; and that we can explore different things with a simple text.	R E	
173	S9	Seño y despues que hagamos eso ¿qué vamos a hacer?	I	
174	T	We are going continue with another theme, a Little bit more interesting	R	
175	S19	Pero ¿biografia también?	I	
176	T	No, but we need to write, write, and write	R	
177	S9 S10 S9 S5	Seño pero hagamos algo que sea interesante aja, que sea different <u>seño como se dice ellos están ¿ separados?</u>	I	
178	T	They are divorced	R	
179	Ss S5	Divorced My parents	Repetition	
180	T	My parents, my parents what?	E	
181	S5	are divorced	R	
182	T	Are, or get divorce, or are divorced. Estan divorciados o se divorciaron	Reinforce	
183	S10	Seño, ese se remplazaría por este	I	
184		<u>Yes</u> , you can change that, switch, change it. My parents have been together for 19 years. <u>That's okay.</u> But, in Za.s' case, she can say my parents get divorce or my parents are divorced, as you said and <u>that's okay!</u> They are single! They are single, ahh ?	E  Reinforce and continues the correction	, strategy.
185	Ss	(smilings about the text wrote on the board, paying attention to the corrections)		
186	T	they live together. (continues the revision erasing a word wrote by the ss) <u>That's not good</u>	E	-
187	Ss	Jaja, y que fornication		
188	T	What happen? May be. I do not know	Ask for clarification	
189	Ss S9	(laughs) [ ] conste que no lo dije yo <u>I am product de fornication</u>		V: use of L1- L2
190	T	I am the love result. Soy resultado del amor	Corrects	
191	Ss	[ ] seño y sí no es del amor, sino que es de la casualidad. <u>I am the casuality</u>	I	V: use of L2



## THE INTERACTION USING GBP

192	T	I am a passion result	Corrects	
193	S9	Seño y si fue pura casualidad	I	
194	T	I am a beautiful life casuality . soy una Hermosa casualidad de la vida	R	
195	Ss	[ ]		
196	T	Mis amores bellos, bye		
		The class finished		

## THE INTERACTION USING GBP

Institución Educativa XX

Teacher and observer: Nubia Helena Parada G.

Grade: currently 10<sup>th</sup> ° city: Barranquilla

Date: 20/05/2015 time: 40 minutes

Main Topic: Working with biographies.

Conventions:

Observer's comments: (*italics and between brackets*)

Pause: ...

Undistinguishable/Inaudible: [...]

Teacher leader of the area: T2

Teacher of the students group: T

Student: S

Several students at the same time: Ss

English class- tenth grade- low target level (A- A1 estimated)

Turn N°	Speaker	Transcription Observation N° 6 120127-001	comments	Categories
0		<i>(The class starts, and the purpose is to do a review based on the reading used as a sample model for understanding how biographies are structured and how they work. Consequently, teacher and students focuses on basic topics that have been found in the sample during the last sessions, through the attempt to carry out the deconstruction and joint construction of their own biographical texts, in order to advance to the independent construction by the learners. The time is not easy to work because the high levels of noise and because the academic period is almost finishing, therefore, students are worried about assessments they must present for the accomplishment of goals).</i>		
1	T	please be quiet. Pa. We are going to start our		Control:

## THE INTERACTION USING GBP

		class. Lu..		discipline
2	S	ya me callo		
	T	thank you! Ok. We are going to start our English class. we are going to continue with our purpose, which is what? Do you remember?	E / I	strategy, explanation
3				
4	Ss	ehh, yes! eh este	R	
5	T	what is important for this class?	I	scaffolding
6	Ss	the prepositions, the homework, sentences	R	
	T	well ( <i>the teacher shows agreement with the ss comments</i> ). That what we were working before, in our last class. And we have a homework about that.	E /F Ask for information	evaluation ( ), scaffolding
7				
8	Ss	ahh, yes! Yes. The numbers and, the nationality, and	R / E	
	T	nationalities (approving ss comments), the numbers that was what we were working before. But, the homework for today was?	E / I	
9				
10	Ss	sentences, sentences ,prepositions	R	
	T	to write some sentences using, prepositions	Confirming information	
11				
12	S	yes, yes!	R / Showing motivation	
	T	ok. What happened with your chairs? Why Ja is there, Pa ( <i>the ss are in different chairs because of the leader teacher decisions</i> )	I Real question	
13				
14	S	Da	R	
	T	Da here. I don't understand why, Ca! Why are you there?	I Real question. T ask for information	Control: order
15				
	Ss	because, in spanish!	R / I Ss ask for clarification	V: use of target language (L2) and mother language (L1)
16				
	T	why are you there? ¿Porqué estas al fondo?	R / I attending the ss appeal.	
17				
18	Ss	ahh! Mr. G.	R	
19	T	¿quién es el culpable?	I	
20	S	seño, lo que pasa es que aca puedo dormir	R	
	T	ok. For today we have a homework! We have some sentences, ( <i>the class continues</i> ).	E / I	
21				
22	Ss	ponte de pie		

## THE INTERACTION USING GBP

23	T	using prepositions. You did it?	E	
24	Ss	(whispers)		
25	T	¿hicieron su tarea?	I ask for confirmation	strategy
26	Ss	claro!, si, si. Medio yes	R	
27	T	Can I check that? Please	I	
28	Ss	ehh, yes	R	
29	T	: Pa, write here one sentence. Please ( <i>the teacher asks the ss to pass and write on the board</i> )	Order	Control
30	Ss	[ ]		
31	T	but, quickly	Order	
32	T	J. Please come here, write one of your sentences	Instruction	Control
33	Ss	seño yo	Self-confidence	
34	T	quickly. Please. Well! Ro and then Ca	E	
35	S	yo seño, ahora me pasa a mi	Self-confidence, showing confidence	
36	T	Z! Come here. Please	Order	Control
37	Ss	[ ] aquí?	I	
38	T	yes, you have extra points, or not points, according to your participation.	R	
39	Ss S T	[ ] yes, thank you. seño no se invent. Va. Ma.. [ ]	E / R Order	Control
40	T	remember, you have studied, many prepositions, not only one or two. Ok please write and go to your chairs. Return to your chairs	E Order	- Control
41	Ss	teacher,		
42	T	Va. and Pa What happen? ( <i>ss whispering</i> ) Da excuse me What happen?	Calling the order	Control: discipline
43	Ss T S	seño como usted dijo que así. that's right. that yo me acuerdo que usted dijo [ ] profe		
44	Ss	seño, ¿así esta bien? [ ] faster		
45	T	The sentence is ok. Ma.. But it's not about "above" [ ] faster Bo, here! Ag. come here write your sentence. Ja is your turn!	correction Order, giving instructions	- Control: instructions
46	Ss	[ ] profe yo, yo, yo yo.	Ss showing confidence	
47	T	ok go to your chair.	Calling the order	Control
48	S2	me,me. Me me	Showing motivation	

## THE INTERACTION USING GBP

49	T Ss T	Lu.! [ ] seño pasaría después de ella.. ok. Ya.	S attention	
50		<i>(each one of the ss pass and write a sentence on the board attending the teacher invitation)</i>	Invitation to participate	Control
51	Ss	teacher, [ ] <i>(some ss ask for permission in order to attend to the coordinator office)</i>	I	
52	T	ok. Bye. Bye bye M.	R	
53	Ss	¿qué ese so? Seño <i>(ss continue passing to the board and write a sentence from their homework)</i>	Ask for clarification	strategy
54	T	ok. [ ] Ca	E	
55	Ss	seño is a [ ] la tercera		
56	T	bye. Bye <i>(addressing ss to their chairs)</i>		
57	Ss S	jajaja. Seño bad person. Seño, seño. Lu.	Ss Use of target vocabulary	Vocabulary: use of L1 and L2
58	T	ok. I'm going to check these. I am on the door. It is ok? What do you think?	E eliciting/ evaluate	Scaffold
59	Ss	Noo		
60	T	is it ok, Di?	Ask for approval	strategy
61	S	Yes		
62	T	I am on the door. is ok? I am in the <u>classmate</u> of English ..hmmj		
63	Ss	yes. No		
64	T	what happen here?	I / Real question as Invitation to evaluate	scaffold
65	Ss	the classroom	R / Ss correction	
66	T	in the classroom!	E / Approves the ss correction	
67	Ss	[ ] in the classroom [ ] it's ok <i>(smiles)</i>	Ss auto Showing motivation	
68	T	maybe you can say I am , in, the... <i>(writing on the board)</i>	Adding information	scaffold
69	S	English class		V: L2
70	T	<i>(teacher uses body language to approve) in the English classroom</i>	Adding information	scaffold, evaluation
71	Ss	yes, a ya	R	
72	T	that's ok. I like to talk [ ] above the music. It's ok?	I Correcting sentences	
73	Ss	yes, ok, no,no no, yes	R	

## THE INTERACTION USING GBP

74	T	it's ok?	I Asks	
75	Ss	yes, no	R	
76	T	why?	E /I	
77	Ss	she[ ] la preposition, seño porque es una ubicación	R	V: L1 attempting to use L2
78	t	she didn't use, about as preposition [ ]. What is the meaning of ? ( <i>writes the word about</i> )	E /I Ask for information	scaffold, evaluation -
79	S	es la, seño eso es. Esa es la preposición	R Shows motivation to participate	
80	T	acerca de, sobre. But when you talk about something that is happening or happened before. Cuando tu hablas acerca de algo que está sucediendo, o que sucedio anteriormente, usas above, <u>but the sentence is ok, the structure is ok.</u> La oración está bien, la estructura está bien. <u>Lo que no esta bien es</u>	F Make corrections  I	
81	Ss	es en sí lo que estamos utilizando ( <i>the student seems to be making a CDA about their abilities to use grammar structure, in this case using prepositions</i> ) ss [ ]	R	
82	T	que no estamos usando, la preposición. Ok? I like. the book is, or the desk. ( <i>teacher continues reading to correct with the ss what they wrote on the board</i> )	E  I	
83	S	en el escritorio	R	
84	T	i on! The desk. On, ( <i>underlying and correcting the mistake on the board</i> ) the sentence is ok	E Correction	-
85	Ss	[ ]		
86	T	ok, be careful with this! Lu., what happen?	I	
87	Ss	[ ] seño, esta en estado de al [ ]	R	
88	T	ok. Be careful with this. When you write names, it is with capital letters. Remember the capital letters. [ ] ( <i>A sentence catch the teacher attention. Then, the correction on the board stops and I use the class members to provide more real examples</i> ) Di is in front of Ke. You agree?	E /I	

## THE INTERACTION USING GBP

89	Ss	yes, yes	R	
90	T	the sentence is ok. But really, what happen in real life? Di is in front of Ke?	E eliciting	scaffolding, model
91	Ss	No	R	
92	T	what do you thing, it's in that way?	I	scaffold
93	Ss	yes	R	
94	T	is the sentence ok?	I	
95	Ss	Yes	R	
96	T	yes, why? Mn, Ell, it's ok, what do you think about? <i>(frequently, I use direct names in order to confirm ss attention)</i>	E/ I Calling the order	Control
97	S	S: about what?	R /I	
98	T	about the sentence. It's ok, what do you think?	R /E /I	
99	S	Ah ya seño is ok, esta bien. Its ok	R	V: L1- L2
100	T	<u>please, be careful with this</u> , and pay attention because, with the time, you need to write and you need to talk, produce, orally, about all the information you are taking. Then, please, don't be talking, don't be socializing about different things [ ] The bathroom next, the bedroom, <u>what happen here?</u>	E / I T explains	Control strategy. Scaffold
101	Ss	is.	R	
102	T	is, next to, the bedroom. ok, that's the preposition, next to.	E	
103	Ss	seño[ ] los detalles, [ ] ese que esta abajo		
104	T	I was on the chair. Its ok?	I	
105	Ss S2 S3	esta bien. <u>Yes its ok</u> seño ese esta bien esta malo	R	V: L1-L2
106	T	the dress is the table, what dress?	I corrects	
107	S	in your house	R	
108	T	at home. Ok.	E correction	
109	S	seño eso está malo <i>(the student point to the board and go there).</i>		
110	T	what is? Who wrote that?	I	
111	S	Mrs una pregunta, una pregunta[ ] <i>(the student interrupts covering the sentence he was pointing previously without ask).</i>		
112	T S T	go to your chair. le iba a hacer una pregunta. Please, go to your chair. [ ] his ky. What is ky? Who write this? Who	Calling the order I Ask for	Control: discipline scaffold

## THE INTERACTION USING GBP

		wrote that? ( <i>the ss did not answer</i> ) who was writing here, Di [( there is too much noise) ] ¿quién escribió esta oración? What is the meaning of ky?	information	
113	Ss	¿qué? seño lo que pasa es que le falta [ ]	R	
114	T	who write this, who was writing this? ( <i>waiting to understand the idea and orientate the student</i> )	I	
115	S	seño de las que ya se fueron	R	
116	T	who was writing this? ¿quién es el autor de esta?	I	
117	Ss	por favor. Es Angelica, la letra la delata, esa es de Angelica [ ] el jardín bacano, eso está malo, el escrito [ ( <i>a student Reading what the partner wrote in the notebook</i> ) ]	R	
118	T	did you use a, traductor? That ´s not a good idea	E	-
119	S	[ ] the diccionario, traductor, pero falto google	R	
120	T	please, no usen el traductor		
121	Ss	[ ]		
122	T	[ ] explain me the meaning. Si yo les pregunto a ustedes ¿qué quiere decir lo que escribieron, deben tener la capacidad de decirlo. Si escribimos, debemos saber que estamos escribiendo. Pilas con eso! The shopp is next to the [ ]	E	
123	Ss	[ ] ese esta bueno		
124	T	in side, inside, dentro, only one word!	Correction	
125	T	[ ( <i>checking and orientating the ss drafts</i> ) ] this is ok, but you say this- unido-la oración esta bien.a lo que me refiero es a que ustedes deben saber que están escribiendo, no escriban por escribir, traten, de entender lo que están diciendo, si no, no va a tener sentido.		
126	S	qué e un nombre		
127	T	he is [ ] ( <i>some ss show me their notebooks in order to verify their sentences</i> )		
128	Ss	[ ] ya cállate que [ ]		
129	T	over, is a preposition, ok. But the sentence doesn´t have sense	E / correction Explains	strategy, evaluation -
130	S	seño eso esta malo!	I	
131	T	over is a preposition, something is over, but the sentence doesn´t have sense	E	
132	S	seño eso esta malo?	I	



## THE INTERACTION USING GBP

133	T	estas usando bien la preposición	R	
134	S	Seño		
135	T	la estructura esta bien, pero la oración no tiene sentido	R /E	
136	Ss	biography, biography	R	V: use of L2
137	T	hicieron sus correcciones, escribieron correctamente, tomaron todo o que tenían allí como ejemplo ¿cierto? Tomaron todo y lo verificaron.	E	
138	Ss	Si		
139	T	perfecto! Recuerden que yo no les digo escriban esto, copien esto, ustedes verán. Ustedes son los que quieren aprender.		
140	S	seño pero no me regañe (smiling)		
141	T	well, go to your copies		Control
142	S	seño hace calor. <u>About</u> Charlie Chaplin	Ss I	V: use of L2
143	T	about Charlie Chaplin life! And we are going to continue. What else do you notice there? Di! and L! What do you notice there? About Charlie Chaplin life?	R eliciting	scaffold
144	Ss	eehh his birth name was		
145	T	but speak loud, please. L, speak loud	Giving directions	Control
146	S	his birth name was Charlie Spencer Chaplin, though he had many nick names, growing, such as	S reading	V: use of L2
147	S2	Growingap		
148	T	growing up	Correction	-
149	S	Charlie, Charlott, and the little tramp. His father, Charlie Chaplin, and his, mother [ ] Chaplin, were in [ ]		
150	T	ok. Stop. Wait there. What happen in that part, of the biography? It is talking about what?	E /I Asking for information	scaffold
151	S	[ ] and the personal information	R	
152	T	personal information and	I	modeling
153	Ss	and the life, familia. Family	R	
154	T	family!	E	
155	Ss	family!	R	V: L2
156	T	his family! K, we are going to talk then about, about what? Can you guess?	E /I T confirming information and eliciting	scaffolding
157	Ss	interesting things	R	V: L2
158	T	can you guess that? It is talking about personal information and family. And we are going to talk about?	I	scaffolding

## THE INTERACTION USING GBP

159	Ss	[ ] personality [ ]	R	
160	T	mmj. This is me! Ca! ( <i>the student is annoying his partners</i> )	I Giving example Calling the order	strategy Control: discipline
161	S	Digame		
162	T	this is me (showing a draft on the board)	The example takes place	
163	S	Si	Attention	
164	T	ok, and here, is my father, this my mother (drawing and writing a family three on the board)		
165	S	seño yo! Seño yo! Yo seño, seño yo.	Ask for participation	
166	T	who follows? ( <i>indicating to the students to pass and write or draw on the board</i> )	I	
167	Ss S2 S3 Ss	grand mother- con t, esta mal, con T esta mal escrito con t [ ] yo, yo, yo voy	R Ss make peer corrections	Interaction: ss-ss
168	T	take one and write it. Please. L. ( <i>ss take turns to write on the board</i> )	I Instruction Inv. To participate	Control
169	S1 S2	seño no escribo en español ahora voy a escribir en inglés <u>gran monkey</u>	R	V: L1- L2
170	T	Ag.	I	
171	Ss	seño [ ] mi amigo, yo puse dos [ ] grand pa!	R	
172	T	my father, my mother, grand father, grand mother,	E	
173	Ss	grand mommy ( <i>ss continue reading what their mates wrote on the board</i> )	R	
174	T	my sister. what else? Ca! Is that a family tree?	E / I	
175	S	mmhmm?	R	
176	T	is that a family tree, like a tree?	I	
177	Ss S S Ss S	falta, falta, ¿falta? El árbol árbol familiar! ahhh [ ] cousing? Ahhh- uncol- que uncol- jaja- osea- yo no entiendo eso! – espera que ya estamos terminando!- la mamá tiene	E  Ss building meaning	Interaction : ss-ss
178	T	ok. only one on the board! Solo uno en el tablero, por favor! ( <i>Many ss writng on the board</i> )	Calling the order	Control
179	Ss	él me dio el marcador		
180	T	Ca. Come here! Ro. Please!	Calling the order	Control

## THE INTERACTION USING GBP

181	Ss	seño, a él hay que hecharle pegamento en el puesto		
182	T	ok. Di, aunt, cousin, what else? Do you remember?	E / Ask for information	Scaffolding
183	Ss	[ ] a mi nunca me dieron hoja. [ ] a mi tampoco. Seño a mi no me dio copia. A mi tampoco. [ ] Yo no tengo ninguna copia	Asking for material	
184	T	ok. What do you remember? What is the meaning of, cousin- ( <i>t provides some extra copies to the ss</i> ) what happen with your copies?	I Asking for information	
185	Ss	thank you! Thank you	R	
186	T	your welcome Ro	F	
187	S3	[ ] ¿qués eso de yourwelcome? Oiga, Di! ¿qué es ese yourwelcome?	Ss I Asking a partner for clarification	Interaction : ss -ss
188	S2	de nada hey, de nada	Ss R Answer the partner question	
189	S3	a eso es por preguntar [ ]	Ss E	
190	T	( <i>the teacher notice that ss are not understanding and write the English word on the board</i> ) ok. This is, in spanish, what is the meaning of that?	I Ask for information	scaffold
191	Ss	ehy seño [ ]		
192	T	cousin?	I	
193	Ss	Primo	R	
194	Ss	oye Ro tienes bastantes inconvenientes – [ ] ( <i>ther is an unkown situation affecting some ss, the teacher focus the attention in the class topic</i> )		
195	T	are you sure?	I ask for clarification	strategy. Evaluation -
196	Ss	no.yes	R	
197	T	are you sure? [ ]What about this. Do you have it in your copies? You have the baby, mother, father, aunt. What else? In your copies! Read in your copies	I Indicates where they can found the information	
198	Ss	baby. In the board? ( <i>looking on the board the sketch made for the teacher</i> )	R Ss participation	
199	T	<u>you have grand ma, a baby</u> ( <i>delineating a family three on the board and talking with the ss</i> )	I Adding information	Scaffolding
200	S	seño una pregunta	Ss I	

## THE INTERACTION USING GBP

201	T	<u>what else?</u>	I ask for information	scaffold
202	S	father	R	Vocabulary: use of L2
203	T	<u>father!</u> What else?	E / I Ask for information	
204	S	Mother	R	
205	T	<u>mother!</u> In your copy you have that! Ag.. Va. <u>What happen?</u> Jo. <u>Look at your copies.</u> <u>Uncle, sister.</u> <u>What else? What else do you remember?</u>	E / I  Ask for ss attention Add information Ask for information	C: discipline scaffolding
206	Ss	[ ] (at that moment the ss are looking their copies and sharing, whispering, and the teacher is near to them listening their views and helping them)		
207	T	<u>Do you remember this?</u> <u>Well! Sister!</u> (whispers from some students were heard for the teacher and she takes the information to continue) <u>ahh son!</u> <u>and also</u>	Ask for information E Implicit R from ss  I	– and  Interaction: T-ss
208	Ss	¿cómo se dice suegro?	Ss I	
209	T	Something like this? ahh. ¿así? I don't remember ( T writing on the board and eliciting the ss participation)	I Asking for clarification	scaffolding
210	Ss S6 S7 S8	seño y ¿si queremos hacer asi mire, vea <u>father and suegra-</u> y ¿porqué no busca en el diccionario seño ? Ahí hay diccionario paque lo busque- <u>gossipy</u>	R Building vocabulary	Vocabulary: use of L2 - L1 – I2
211	T	No. Is, is that! What else? (the teacher showing on the board the wrote vocabulary)	E / I Ask for information	scaffold, evaluation -
212	Ss	nephew, my nephew	R	Vocabulary: use of L2
213	T	<u>my nephew!</u> <u>What is nephew?</u> What is the meaning of nephew?	E / I Ask for clarification	strategy. Evaluation Scaffolding
214	S	cuñado!	R	
215	S2 S3	suegro, suegra	R	

## THE INTERACTION USING GBP

		sobrino!		
216	T	what is nephew?	I	
217	Ss	a no, no, no. Sobrino! - Y qe suegra.	Ss R / E	Vocabulary: use of L1
218	Ss S2	Seño eso ahí no se ve. Seño si lo veo		
219	T	ok. <u>What else?</u> What else do you remember, <u>and what about this?</u>	I asks	
220	Ss	[ ] y primo Segundo cómo se dice seño? - ¿Quién lo tiene?	I	
221	T	what about this? (cousin wrote on the board)	I	
222	Ss	prima! <u>Prima. Your niece</u>	R	Vocabulary: Use of L1- L2
223	T	ok. <u>My niece? No!</u>	E / I	-
224	Ss S1 S	nieta, nieto! prima sobrina	R	Vocabulary: Use of L1
225	T	ok. Di. <u>Good. Excellent.</u> Cousin. My cousin, primo, prima. <u>Nephew?</u>	E / I	
226	Ss	sister!	R	
227	T	primo. Niece. Sobrina	E correction F clarify	-
228	S	sobrino malo y sobrino Bueno		
229	T	daughter	I	
230	S	Hija	R	
231	T	<u>yes</u> , daughter. what else? Uncle?	E / I	
232	S	<u>tío. Tío!</u> <u>Aunt: tia</u>	R	Vocabulary: Use of L1- L2
233	T	<u>aunt. Tia. Ok</u>	E	
234	S	¿cuál es tía seño?	Ss I	
235	T	aunt. What other?	R / I	
236	Ss	abuela, abuelo	R	Vocabulary: Use of L1
237	T	<u>ok.</u> Then, you say grand pa, grand ma! <u>Is something like this? You remember?</u>	E Provides information I / asks	strategy (eliciting)
238	S	si. Abuelita!	R	
239	T	but also, you can say Grand mother, and you can say granny	F Adds information	scaffolding
240	S	grand pa	R	
241	T	Granny	Adds	

## THE INTERACTION USING GBP

			information	
242	Ss	granny?	I building vocabulary	
243	T	yes. Granny. The pronunciation is granny!	R Clarifying	
244	Ss	<u>grand pa.</u> <u>granny!</u>	R building vocabulary	Vocabulary: Use of L2
245	T	is the same that grand ma. Grand ma-granny. It's the same than grand mother	F Clarifying	
246	S	grand mother	Ss I	Vocabulary: Use of L2
247	T	is the same grandmother - Grand ma- granny. Its equal <u>The same. Grandfather, you can say ...</u>	F Clarifying	strategy (eliciting)
248	Ss	grand pa. <u>grand pa.</u> <u>seño usted dijo que grand father</u>	Ss I Asking for clarification	
249	T	grand pa is ok! is the same. What else?	E R I	Scaffolding
250	S	grand pa.	R	
251	T	<u>ok.</u> What about this? If you say, friend ...	E / I	strategy (eliciting)
252	S	boy, boy friend	R	
253	T	it's the same? ( <i>T walking around the students in the classroom</i> )	I	
254	Ss	no, no. - step-father – seño ¿cómo se dice mari novio y mari novia?- jaja- Mrs!	R	
255	T	ok, you say		
256	Ss	(smiles) que falta de respeto. -¿cómo se dice marido? ¿ cómo se dice que es [ ] -vicino, vicino [ ]	Ss	
257	Ss T S	hermoso, hermoso. beautiful? [ ] es el portero [ ] llavecita hay eso suena feo! [ ] ( <i>T continues walking around the ss looking what they are doing in their notebooks and copies, while some ss are interacting in L1, T answer some ss doubts</i> ). or, you can say my buddy. body. like, ba! No body, no body! S- hay seño ¿cómo se dice? Seño eso qué	I R  The teacher provides information  Ss I	Interaction : ss- t-ss. ss-ss

## THE INTERACTION USING GBP

		<u>es?</u>		
258	T	I don't remember if that is exactly the correct written. (writing on the board) No me acuerdo si es exactamente cómo se escribe.	R	
259	Ss S	seño, ¿eso es un nombre? ¿qué significa eso?	Ss I	
260	T	<u>my buddy</u> . Mi amigo, como mi mejor amigo	R	
261	Ss S6 S4	<u>seño Budy!</u> ese es el de <u>toy story!</u> seño ¿cómo se dice derechos?	Ss R / I	Vocabulary: use of L1- L2-
262	T	rights.	R	
263	S3	¿Cómo se dice?	I	
264	T	Rights	R	
265	S3	hay seño espere lo escribo sino se me olvida.	Showing interest	
266	T	rights, not left or right. Rights!	Correction and clarification. providing information	–  Scaffold
267	Ss	[ ] seño ( <i>T walking around and answer some ss questions</i> )	Ss I	
268	T	<u>ok</u> . you can say sister, but, how you can say.	E	
269	Ss	[ ] ( <i>ss whispering</i> )		
270	T	You can say sister, but do you say cuñada, cuñado?	I	
271	Ss S S	suegra. Cuñis. Step father	R Building vocabulary	Vocabulary: use of L1-L2
272	T	suegra, suegro? How do you say that?	I ask for information	scaffold
273	S	Mrs! <u>I don't remember, but, for, use, sister or brother, in the fin</u>	R	Vocabulary: use of L2-L1
274	T	<u>in the final?</u> You can say <u>sister</u> , in...	E	Strategy (eliciting)
275	S	Di. ¿Tu no tienes suegra en inglés?		
276	T	<u>Low</u>		
277	S	eeso!		
278	S5	suegra en ingles, suegra en ingles		
279	T	and you use it like this (showing and writing the vocabulary on the board)		
280	Ss S  T	suegra en inglés <u>suegrareishon</u> . (smiles)  No!	Ss I / R  T E	Interaction V: building meaning. -
281	Ss Ss	¿cómo es que se llama él? <u>mother in low</u> ( <i>Reading what the T writes</i> )	Ss I R	Interaction: ss-ss

## THE INTERACTION USING GBP

	S	seño, Ma fe quiere participar y usted no la deja seño. ( <i>smiles</i> )		Vocabulary: use of L2
282	T	what else? What else?	I	
283	S	suegro y suegra	R	
284	T	how do you say that?	E / I	
285	Ss	mother in low, and father in low!!	R	Vocabulary: use of L2
286	T	suegra, and suegro.		
287	Ss S	suegra suegro. [ ] falso vecino [ ]	Ss I	
288	T	and what else? Members of your family. Or your neighbor, your neighbour!  Cr. Don't ask if you don't pay attention.	I Adding information  Calling the order	scaffold.  Control:discipline
289	Ss	y ¿si se quieren mucho?		
290	T	No me pregunten si no van a poner atención.	Calling the order	Control:discipline
291	Ss	esta más perdido		
292	T	mother in low, sister in low, father in low, brother?	I / Repetition	
293	Ss	in low [ ]	R	
294	T	in low.	E	
295	Ss	[ ] seño [ ]		
296	T	brother in low (writing on the board)	F	
297	Ss S S S s	seño, seño, seño, yo no tengo cuñado. seño ¿ <u>nuero</u> ? <u>Step father</u> . ( <i>the ss are trying to fing meanings</i> ) oye	Ss I /	Interaction : ss-ss  Vocabulary: use of L1-L2
298	T	step father. What is that?	I	
299	S	padraastro	R	Vocabulary: use of L1
300	T	well. Ok. Now	E	
301	S	ves, es padraastro		
302	T	Now is your turn. You have here	I	
303	Ss S	<u>yes, si!</u> Seño, pero ahí hay una combinación de sexo, hay unos que parecen mujer. verdad!	R	Use of L2-L1
304	T	ok. you have [ ]	E	
305	Ss	[ ] Mr chicken [ ] ( <i>ss whispering</i> )		V: Use of L2
306	T	Bo, don't ask me if you don't have...	Calling the order	Control
307	S	pay attention! ( <i>s interrupted repeating what they had listened</i> )		V: use of L2
308	T	I need your attention here. If you don't pay attention, please. Don't ask me.	Calling the order	Control: discipline
309	S	seño pero eso parece un		



## THE INTERACTION USING GBP

310	T	<p>si no me van a poner atención, por favor no me pregunten, y avisenme para quedarme con los que si quieren trabajar. (<i>this class had place on Thursday in the last hour from the timetable, the ss are tired but the class continues</i>).</p> <p>You have here, a small family three. Then, you can find there, some, names about family members! Please, fill in the blanks the names of those members.</p> <p>Tienen aqui la hojita, con un pequeño árbol, tienen unos nombres de miembros de la familia, organizan de acuerdo a lo que ustedes creen que pueden interpretar, con lo que ven allí.</p>	Give instructions using both languages	Control: discipline Instruction
311	Ss	[ ]		
312	T	did you take notes about this? can I erase?	I / Real question	Control
313	Ss	no S- yes Ss-noo! seño una pregunta, eh hay [ ] seño brother in low es un hombre o una mujer?	R  Ss I The student ask for clarification	strategy. Vocabulary: use of L1- L2
314	S	hey, las dos cosas! Es hermafrodita.		
315	T	ok. Brother, hermano, and brother in low is , cuñado. But, brother in low is el hermano del esposo (a).	E  Explains using both languages	strategy. Evaluation
316	S	pero es que alguien me dijo que el hermano de mi cuñado es otro cuñado,		
317	T	I imagine is that!	R	
318	Ss	seño, ¿está bien seño? por qué es el hermano del otro cuñado. Yo creo que es algo pero no me acuerdo	I  Asking for approval	
319	T	is confusing	R	
320	S	suegro, consuegro es el hermano de la suegra	Ss trying to fing meanings	
321	S	seño!		
322	T	something like that!	R	
323	Ss	es como si tu y yo [ ] y mi mamá, viene siendo la consuegra tuya- [ ]		
324	T	maybe. I don't know	R	
325	Ss	ahh ya seño!	Ss I / R	

## THE INTERACTION USING GBP

	S	Los dos cuñados! o mother in low. Como mother in low		
326	T	ah ok! May be, may be <i>(answering to the ss that were trying to find meaning, as a joke)</i>	E	
327	S	osea [ ]		
328	T	your brother, and the brother of your girlfriend?		
329	Ss S S3	of you boyfriend y la mujer, es lo mismo ¿verdad? Seño con cuñado, con cuñado es lo mismo que la nuera.	CHEQUEAR AUDIO	
330	T	Imagine ... it is confusing		
331	Ss S	[ ] es la novia de Cubillos [ ] sí, sí, sí is muy confusing		
332	T	the baby, sister, father, mother, grand pa, grand ma, <u>Excellent!</u> <i>(revising the activity in the students notebooks and copies, then a copy with a family tree sketch is provided to the students).</i> now! ok. J! Now. Please, read this, and interpret it in order to tell your partners what is the homework for next class!	Revising	
333	S	homework?		
334	Ss	[ ] la seño le esta explicando para que él luego nos diga cuál es la tarea. S- Pa!		
335	T	that's ok? Can I errase?	I	
336	Ss	No, no. yes, yes. [ ]	R	
337	T	family tree. Is like, you have that there <i>(indicating the provided copies the ss have in hands)</i> . This is a family tree	Explanation	strategy, explanation
338	Ss s	seño [ ] eso ¿qué es, Diomedes? <i>(students ask making reference to the images from the copy. The time of the class ends)</i> ya se acabo. [ ]		
339	T	tu mismo, tu propio		
340	Ss S	seño yo soy malo pa dibuja! [ ] pa escribir todo pongan mejor Diomedes, sale todo ahí! [ ]		
341	T	ok! Have you finished?		
342	S	yees		
343	T	ok. The first one is? The first one is what? <u>The first one is the baby! and then? Next to the baby</u>	I Orientatation	scaffolding
344	Ss	sister!	R	
345	T	<i>(helping and guiding to the students with the activity from the copy)</i> the sister! On the left,	I	

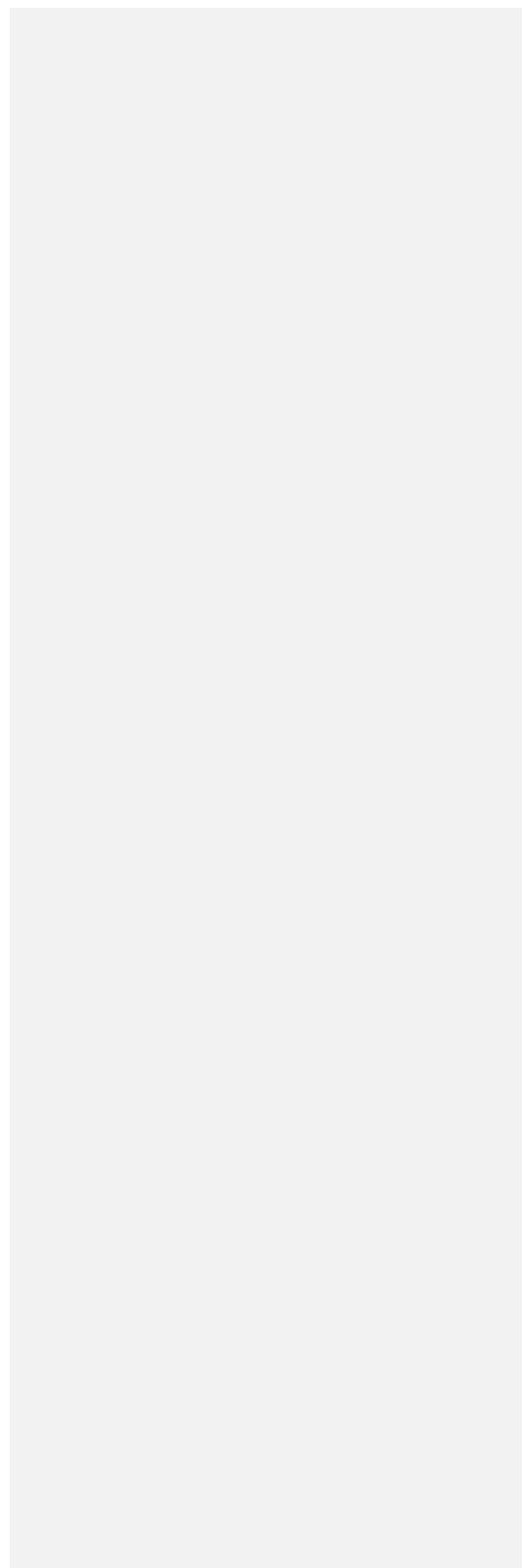
## THE INTERACTION USING GBP

		or on the right?		
346	Ss	right	R	
347	T	<i>on the right</i> and the other one? On the left is	E correction I	
348	Ss	cousin, cousin!	R	
349	T	are you sure?	E / I asking for confirmation	
350	Ss	yes!	R	
351	T	the brother, sister, then...	E correction	
352	Ss	seño brother [ ]	R	
353	T	J. Tell us what is the homework. J? Dinos ¿cuál es la tarea? por favor	I Asking for clarification	
354	S	es armar tu propio árbol familiar!	R	
355	T	ok. Here. Now is your turn! L, please.	E	
356	Ss	se cabo hace rato. <i>(the class ended and some ss continue asking for clarification)</i> seño pero el mismo árbol o se puede en [ ]		
357	T	I told you. It says now is your turn. Ahora, es tu turno. How long is your family tree? ¿qué tan grande es tu árbol familiar?	I Explaining	strategy
358	Ss	el mio es demasiado grande seño.		
359	T	espectacular!		
360	Ss	[ ] la familia mía [ ]		
361	T	it could be too big or too small [ ]	Explaining	strategy
362	Ss	[ ]		
363	T	ok draw it, and write it for tomorrow		Control: instruction
364	S	seño pero no nos dijo ¿cómo se dice abuelastro?		
365	Ss	¿cómo que no? step grand pa		
366	T	[ ] I don't know ow to say that. Mr G.! Ow do you say that? Abuelastro?		
367	T2	step grand pa. step grand pa. is very strange, I understand what's that because is very strange, but is father, step father, mother, step mother, step all of these		
368	Ss	grand patrol[ ]		
369	T2	yes I know sister in low, mothe in low, but step, step, step, ehh, step grand pa, is very strage, because that it doesn't exist, but if you want to say, is step grand pa		
370	Ss	granja		
371	S	my grandfather, tiene una grand grand pa		
372	T	in all cases, now is your turn, then don't		

THE INTERACTION USING GBP

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		forget your homework, please. Thank you!		
		The class finished.		



THE INTERACTION USING GBP

120110-001

Institución Educativa XX

Teacher and observer: Nubia Helena Parada G.

Grade: currently 10<sup>th</sup> ° city: Barranquilla

Date: 22/05/2015 time: 40 minutes

Main Topic: Working with biographies.

Conventions:

Observer's comments: *(italics and between brackets)*

Pause: ...

Undistinguishable/Inaudible: [...]

Teacher leader of the area: T2

Teacher of the students group: T

Student: S

Several students at the same time: Ss

English class- tenth grade- low target level (A- A1 estimated)

	Transcription class observation N°7 120110-001	Comments	Categories
	<i>(The teacher arrives and the class takes place. Before the recording is on the teacher explains that they are going to continue with the topic they are developing during the last classes. The students have already a clear idea about what are they working on) The teacher is walking around the students chairs in order to help them to follow a genre model they bring to the English class, talking with them and guiding</i>		

## THE INTERACTION USING GBP

		<i>their ideas to write a biography.</i>		
1	T	Well, how do you start your autobiography? If I say, I am Nubia Helena Parada. What do you say? How do you start?	Elicits providing information I	Methodology(M) strategy
2	S	My name is J C. I was, born, in	R	V: use of L2
3	T	Ok. I'm Jo. and I was born in, the date, of you born, the birth. In, I say in Bogotá Colombia. What do you say?	E Providing information I	Scaffolding
4	SS	Seño, Barranquilla. Co...	R	Ss interaction
5	T	In Barranquilla Colombia, in Cb. Colombia, yes you can say that. And then, my birth date	F / E	
6	S	¿Cómo es Barranquilla en inglés?	I	S interaction
7	T	Is equal, Please! Are you working there?	R Calling the order	Control
8	Ss	Teacher	I	ss-t Interaction
9	T	Tell me!	R	
10	S	<u>Esta complete?</u>	I Building meaning	V: use of L1-L2
11	T	I'm Bo de L, I was born on May 29 <sup>th</sup> , 1999, in Barranquilla Atlántico	T revising ss writings	
12	S	Seño ¿cómo se dice	I	Interaction
13	T	My birth name is Bo M de L Fr, so I have many nick names. Growing up such as, Bonny. My father is [ ] de L,	Correction ( <i>t invites to reflect on</i> )	Evaluation -

## THE INTERACTION USING GBP

		he employed as serves. <u>Mmhhm I have a doubt about the noun serve, ahh</u> , he is and, a speaker? Speaker! ... Polo Nuevo. He is honest, he is the best father. My mother is D Lz. <u>Mmhh. Fr! She work, she works! With us. but she works, or her works is, or her job or?</u>	<i>grammar or find new vocabulary)</i>  I	
14	S	Occupation	R s participates	Interaction V: use of L2
15	T	<i>(approving making gestures)</i> Her job or her occupation is... and write that.	F	
16	S	Ama de casa- seño ama de casa ¿cómo se dice ama de casa, ama de casa?	I L1 use	
17	T	She is tolerant, honest. <i>(the teacher gives more information to help the ss to improve their writings)</i> she is very important in my life. Ok, good! Continue, please. It's good	Revising and Adding Information	
18	SS	¿Cómo se dice ama de casa? ¿Cómo se dice comerciante?	I Ss ask for information	Vocabulary (V): use of mother language (L1)
19	T	It's a house wife. House wife.	R Provides the new vocabulary	Vocabulary
20	SS	Gracias ¿cómo se dice esto?	E - I	Interaction
21	T	I don't remember...	R	
22	S	Hay seño	E	
23	T	Businessman, businesswoman?	R -	scaffolding

## THE INTERACTION USING GBP

			provides vocabulary	
24	S	Seño, voy a inventa entonces!	E	
25	T	No. you can say this. L! ( <i>writing on the board</i> ) Business, man or business woman. You can use one of these. Is a man, or is a woman? Is a boy or a girl?	E - F - I Asks providing information	scaffolding
26	S	A boy	R	V: use of L2
27	T	Ok. Then is this! (Showing on the board). And, Bo, you said, what was the word?	E - I	scaffold
28	SS	Seño yo no	R	
29	T	<u>Ahh, ok.</u> Cr, excuse me! You say House wife! ( <i>writing and showing to the ss Spanish- English words on the board, the student had asked whispering</i> )	E - R Provides information	Scaffold
30	S	¿era eso?	I	
31	T	Yes.	R	
32	Ss	Bo[ ]		
33	T	Another question? No?	I	
34	Ss	[ ] autobiography	R	V: use of L2
35	T	Jo, Jo. Please, Start. Quickly, faster. Did you start? ( <i>encouraging the student to make an attempt on writing</i> )	Ordering, use of time	Control: order
36	S	Seño yo no entiendo		



## THE INTERACTION USING GBP

37	T	<p><i>(walking around the classroom to revise and help students with their writings explaining to them)</i></p> <p>you start: I am Jo. [ ] you start, I am Ro, ok continue.</p> <p>You started. Ok I am El., I was born, the month, and the date of your born, in Barranquilla Colombia, ok. My, birth name is, and you write your full name. [ ] other paper <i>(revising other student draft)</i> my name is Ro, [ ] my name is Ro. ok go.</p> <p>... I was born on October thirthy one, <u>mmmhh are you sure that is yours?</u>  <u>You have the same date she has.</u> In Soledad Atlantico. Ok. My birth name, is, because, you are, and you are alive, [ ] your full name, yes?</p>	E	-
38	S	<p><i>(one student asks)</i> in Spanish, ¿ qué aquí despues de este, [ <i>(whispering)</i> ]</p>		
39	T	<p>Yes, of course, and then [ ] my father is Ro M and, my mom is Yd [ ] and here, [ ] s- ahh no, no, no ,no. And then... then, what is their occupation? What is the job of your father? My father is, this and this, and my mother is this, and this, and I am doing</p>	Explaining	strategy
40	Ss	<p>Ahh ya. [ ] Un compañero , le preste.  <i>(Students showing some images with their drafts).</i></p>		

## THE INTERACTION USING GBP

41	T	Ok. Please, continue. <u>It's ok!</u> [ ]colaborame. <u>Ok, but</u> . Ro, write your draft, and then I give you another paper. please, write your draft! [ ] Da. date, mmhh [(the teacher goes next to each student to orientate, correct and answer their doubts)] my ful name is Da T [unaudible ] your father, or your mother [ ]	E Ordering Revising	Control: discipline
42	Ss	English is Eglisih, ¿qué significa todo esto? ¿Cómo se dice ama de casa?	Building meanings	V: use L1-L2
43	S	perate, ellos lo dijeron, pero no sé, no me acuerdo [ ]	Building meanings	Interaction : ss-ss
44	T SS	Ok! We are going to do the following. I 'm going to start on the board... Yes!- ...and you follow the example but, in your place, and use your personal information, no mine! Yes? ( <i>observing some ss confused with their writings</i> )	Giving instruction I	Control: instruction. L2
45	S	Mrs		
46	T	Vamos a hacer el ejemplo en el tablero, yo lo escribo con mis datos, y ustedes lo escriben con su información personal	Giving instruction.	Instruction L1
47	SS	Hay si, si, Mrs! Mrs How do you say, how do you say ama de casa in English?	R – E Building meaning	V: use of L1-L2
48	S	House wife	Student	V: use of L2

## THE INTERACTION USING GBP

			Response	
49	T	Yes. House wife! It is.	E	
50	S	Seño pero como va a hacer eso después de, eso, ya todo el mundo lo sabe [ ]	Self-confidence I	
51	T	Not all the people know that	R - E	-
52	SS	Solo lo entiende ella, porque los demás no [(Ss referring to the classmate answer in turn 46)]	Attention E	
53	T	Ok, please. Use your personal information, yours, no mine.	E Remember the instruction	Control
54	SS	[ ] ella dijo ( <i>the ss speaking softly</i> )		
55	T	I am Nubia	I modeling	Scaffold
56		[ ] . ( <i>two students said they knew what to do</i> )	R /E Ss showing	Interaction: ss- t
	T	I know	Self-confidence	
57	SS	Hey Sincelejo [ ] seño.		
58	T	You can say a nick name. I told you. Do you remember? Recuerden que yo les decia, cuando alguien les dice hay mi gordita, mi negrita [ ] that's the Nick name.	Explaining  F	explanation
	Ss	( <i>some of the ss pay attention to what is being said by the teacher, few of them are whispering</i> ).		
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## THE INTERACTION USING GBP

		Ajajaja ( <i>laughs and smilings</i> )		
60	T	That's the nick name	Clarifying	
61	SS	[ ] seño una pregunta, seño, ¿se puede poner I have some nick names?	I Building meaning	V: L1 – L2
62	T	Yes. I have many, many nick names	R Confirms /modeling	
63	S	Seño [ ]		
64	T	Remember, I'm writing my personal information, but you might use ( <i>writing on the board</i> ) yours.	F Remember to clarify	Control
65	Ss S	<u>Me, me.</u> Seño [ ] <u>una pregunta [ ] abogado</u> ( <i>the teacher uses body language approving the "me" expression correcting with "yours" while answering the question writing lawyer on the board</i> )	E / I Building new vocabulary	V: use of L1- L2
66	SS	How do you say licenciada en idiomas, en English? O científica?	Building new vocabulary	V: use of L1- L2
67	T	Licenciada, normally I use teacher. I am a languages teacher, and that's all, because normally a person, who has licenciado en, is called in that way, teacher.	R Provides information	scaffold
68	SS s	Seño me puee regalar una hoja [ ] no le hice nada y qué te importa? [ ] CD [ ] dejame estudiar		

## THE INTERACTION USING GBP

69	T	Are you following the example?	I / Calling the order	Control: discipline.
70	SS	Yes!	R	
71	T	Are you writing?	I	scaffold
72	SS	Yes! Yes	R	
73	T	Are you writing? That is my [ ] but, what about yours? ( <i>checking what the ss are writing</i> )	I / E Asking for confirmation, direct question	Control
74	Ss- T	[ ] Mrs, seño y puedo hablar de mi mama? ( <i>the teacher reading and orienting the ss writings</i> ) <u>They have being together for... the years</u> , and continue.	I T guiding and providing additional information	modeling
75	Ss	Seño, my mom...	Building meaning	V: use of L1- L2
76	T	Ask me! [ ( <i>the student asking how to express what she wants in Spanish while the teacher observes her writing, then explains and helps the student with the info she needs</i> ) ] my mother is the honest, <u>and pretty woman in the world</u> . She is a house wife...	explains and provides new additional information	modeling
77	S8 S1 Ss S4 S1	¿Cómo se dice semana santa? week! Week santa holiday disque holiday oye niña week holiday ( <i>the students interacting while the teacher helps others</i> )	I / R / E  Attention, motivation and self-confidence	Interaction: ss-ss

## THE INTERACTION USING GBP

78	T	Bo. I traveled, past. I will travel, in the future, in the far future. I would travel [( <i>explaining on the board what some students wanted to know or were asking for at that moment of the class in order to write their texts. They showed interest on this</i> )] and, I'm going to travel is future, but near future. I will be traveling, estaré viajando.	Explaining and providing additional information, Shows grammar structures.	scaffold /modeling V: L2 –L1
79	Ss	[ ] <u>hay que holiday</u> [ ] ( <i>the students were searching new vocabulary collecting the information in order to write their own biographical texts</i> )	Ss building meaning	V: use of L1-L2
80	T	Please.	Calling the order	Control: discipline
81	Ss	[inaudible]	Interaction Ss-t-s follows	
82	T	<u>Yes, security guard.</u> ( <i>answering a previous and inaudible question from students</i> )	provides information	, modeling
83	S	Mrs! How do you say [ ] en inglés?	Building new vocabulary	V: use of L2-L1
84	T	How do you say?	I / Ask for clarification	

## THE INTERACTION USING GBP

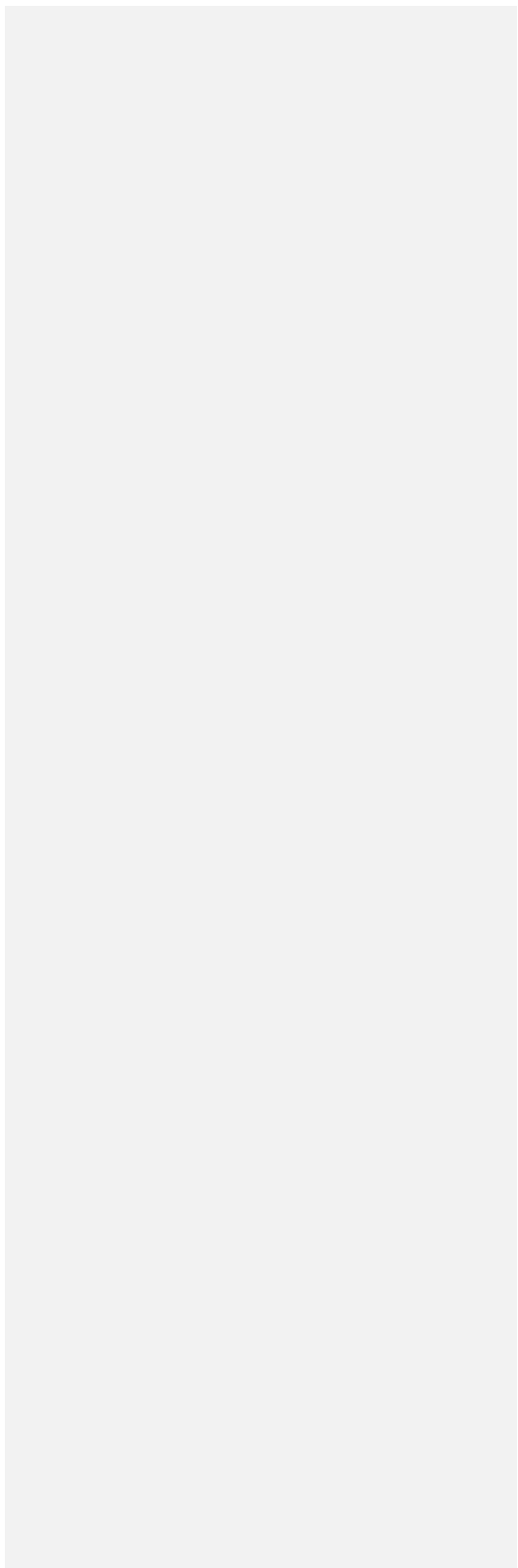
85	S	Isla!	R	
86	T	Island! [ <i>(some of the students are afraid to ask or express something)</i> ] I think is island.	E provides information	scaffold
87	Ss	Seño, mire. Mrs [ ] commercial?	I	
88	T	It could be, could be a representative [ ]	R	
89	Ss	teacher! [ ] está en pausa, no, mira la grabadora, está grabando, seño, hágame un favor.		
90	T	well, please, finish your drafts, bring me what you finish and then I'll receive your papers	I / Giving instructions	instruction
91	SS	Seño. Seño ¿y los que no terminamos?	R	
92	T	Please continue working on that. Ok?	I	Control: instruction
		The class finished	120110-001	

THE INTERACTION USING GBP

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## 7. ANNEXES

b. interview transcripts





Private school in Barranquilla XX

Teacher and interviewer: Nubia Helena Parada G.

Grade: currently 10<sup>th</sup> ° city: Barranquilla

Date: 29/05/2015

#### Interview questions

Question
1 ¿De qué manera consideras que el trabajo realizado con las biografías, o autobiografías, te ayudó, o no a mejorar tu comprensión del inglés?
2 Después de haber trabajado con esas biografías ¿En cuál de las habilidades te desenvuelves mejor ahora? ¿Cómo lo evidencias?
3 ¿De qué forma consideras que la orientación de tu docente ha influido en tu aprendizaje durante los últimos meses?
4 ¿Qué experiencias de aprendizaje han sido significativas para ti durante este tiempo? ¿Qué ha sido importante?
5 ¿Piensas que aprender a través del uso de biografías y autobiografías te conduce a adquirir mejor habilidad o a mejorar tus habilidades de lectura y escritura?
6 ¿De qué manera entonces has avanzado en el desarrollo de tus habilidades en inglés?

## THE INTERACTION USING GBP

Private school in Barranquilla XX

Teacher and interviewer: Nubia Helena Parada G.

Grade: currently 10<sup>th</sup> ° city: Barranquilla

Date: 29/05/2015

## Conventions:

Q= question.

TQ= teacher question

S= student interviewee

S1. S2. S3. S4. Indicate students' identity used for interviews in this study.

Mn. Ja. Le. Ke. Indicate the same students' identity used for the interviews in classroom transcripts.

Numbers indicate the order or sequence of each interview and question.

----- Fragment used in the analysis section.

... pause

S1. Mn.

Q1	TQ	Señorita Mn. Estas son preguntas simples sobre lo que hemos estado trabajando, pero te voy a agradecer que me hables fuerte porque este ruido es cosa seria. Entonces, lo primero es ¿ De qué manera consideras tú, que el trabajo con biografía o autobiografías te ha ayudado, o no, a mejorar tu comprensión del idioma inglés?	
	S	Ehh por como usted nos divido, la división eh la información en varias partes, y buscamos las letras y todo eso, y como se componían, <u>yo fui aprendiendo nuevas palabras con algunos significados</u> que tal vez había visto antes, pero que no me había tomado el trabajo de buscar, y que ya me quedaron en la memoria y ya puedo sa, ósea, ya puedo hacer una oración con coherencia.	
Q	T	¿Y antes?	
	S	Antes la hacía pero no me quedaba bien.	
Q2	TQ	Okey. Después de trabajar con las biografías ¿En cuál de las habilidades te desenvuelves mejor?	
	S	<u>¡Escritura!</u>	
Q	T	Writing. ¿Cómo te das cuenta de eso?	
	S	Por qué, ósea, <u>no son muchas las palabras que tengo que corregir</u> , yo na más escribo, a veces busco en el diccionario, y no, no es que tenga que corregir mucho. Al menos cuando leo o hablo, me equivoco demasiado	
Q	TQ	Antes ¿escribías con esa facilidad?	
	S	Ni tanto	
Q3	T	¿No? ok. Descríbeme ¿de qué forma consideras tú que la orientación de la docente ha influido durante los últimos meses?	

## THE INTERACTION USING GBP

	S	De, ósea ha influido ¿en mi aprendizaje?	
	T	Si	
	S	De, en mí, <u>de forma positiva</u> , por qué bueno este mis compañeros a veces ´tan desordenados y botan las cosas y en sí, uno no sabe. Pero, como yo siempre estoy guardando las copias y las estoy guardando en la libreta, la e´toy pegando. <u>Entonces cuando usted nos pone un trabajo, ya me es fácil a mí buscarlo o averiguarlo, y se me facilita más, entiendo más e´ contexto.</u>	
Q4	TQ	Ahh, okay. ¿Qué experiencias o que aprendizajes han sido significativos para ti entonces durante este tiempo? Qué ha sido importante para ti durante este tiempo	
	S	Ehhh <u>¿Lo que más me gusto de todo? Las biografías porque fue lo que más, no sé, lo que más dinámica nos puso</u> porque más hiperactivos estábamos. Hicimos lo de la actividad esa, la dinámica, hicimos <u>los videos y todo eso.</u>	
Q	T	A parte de los videos ¿Qué te pareció interesante?	
	S	¡La de la familia!	
Q5	TQ	Hablar de la familia. ¿Piensas qué aprender a través del uso de las biografías y las autobiografías, así como el hecho de integrar en ellas eventos o anécdotas, te conducen a mejorar tus habilidades de lectura y escritura?	
	S	<u>¡Claro!</u>	
Q	T	Explícame ¿por qué?	
	S	Por qué a pesar de que <u>tengo que estar recordando cosas de mi vida, tengo que estar escribiéndolo entonces si algo me sale mal, lo tengo que volver a escribir y eso lo que me pone es a practicar.</u>	
Q6	TQ	Consideras que te ayuda entonces. Okay ¿De qué manera has avanzado en el desarrollo de tus habilidades en inglés? Descríbeme brevemente cada una de ellas, ej: en qué he avanzado más, en qué he avanzado menos ¿Por qué? Reading, writing, listening, speaking	
	S:	<u>En speaking, no he avanzado mucho porque siempre tengo como miedo de participar</u> y todo, cuando participo siempre hablo en español por qué no, me daría miedo equivocarme y que mis compañeros me molestaran. <u>En writing, como ya tengo más libertad</u> y se que usted es la única que lo va a ver, entonces <u>ya escribo con más libertad y ya me expreso más.</u> Ehh en listening hay veces que en comparación de antes, escucho más palabras y todo ósea, las entiendo, pero no, no entiendo todo así de buena forma yy ¿Qué más es?	
Q	T:	¿Reading?	
	S	Ahh en Reading, en Reading entiendo las palabras, pero como le dije antes me da miedo pronunciarlas por lo que me equivoque o algo así.	
	T	Okey! Bueno Marianny muchas gracias	
		End	

## S2. Ja.

Q1	TQ	Ja, háblame fuerte, por fa, porque hay bastante ruido. ¿De qué manera consideras que el trabajo realizado con las biografías y las autobiografías te ha ayudado o no a mejorar tu comprensión del idioma?	
	S	Ehh, yo digo que me ha mejorado, porque <u>estoy hablando sobre algo que me gusta, estoy hablando sobre mí, o personajes que me gustan.</u> Entonces, empiezo a explicar de una forma mejor, y entonces así estudio y aprendo de	

## THE INTERACTION USING GBP

		la vida de ellos y lo aplico, también los aplico de cuál es la diferencia	
Q	T	¿Sobre la [vida] tuya?	
	S	Si	
Q2	TQ	Ah ok. Después de trabajar con esas biografías ¿Cuáles de las habilidades, en cuál de ellas te desenvuelves mejor ahora?	
	S	<u>Para mí, en el speaking, porque antes me quedaba mucho, tartamudeaba</u>	
Q	T	Y ¿tú te diste cuenta en qué consistía nuestro proceso? básicamente ¿por dónde empezamos?	
	S	Por el Reading, and, y el writing	
Q	T	Ummh, ¿y llegaste a?	
	S	Speaking	
Q	T	¿Te gusto ese proceso?	
	S	¡Si, me gusto!	
Q3	TQ	Describeme ¿de qué forma consideras que la orientación de tu docente ha influido de forma positiva o negativa en el aprendizaje durante los últimos seis meses?	
	S	Porque, <u>con mucha paciencia y esmero me ha ayudado mucho, este, así le toque devolverse muchas veces, porque me explica mucho el tema y al final termino comprendiendo.</u>	
Q	T	¿Nos hemos devuelto?	
	S	¡Sí!	
Q	T	¿Cuántas veces Ja.?	
	S	Nohombre, dejemos así (risas)	
Q4	T	Sí. ¡Es necesario! Pero desde que les sirva. ¿Qué experiencias han sido significativas para ti durante este tiempo, qué aprendizajes han sido significativos, importantes?	
	S	<u>En la parte cuando nos tocó hacer la, la posi, la diapositiva. Puse las cosas más importantes de mi vida, y las empecé a explicar, y eh de paso eché, hice un repaso un recuerdo de aquellos tiempos</u>	
Q5	T	Ok. ¿Piensas que aprender a través de ese uso de biografías y autobiografías, haber integrado los eventos, o, my special moment! Como decíamos, te conduce a adquirir o mejorar tus habilidades de lectura y de escritura?	
	S	<u>Sí, porque no tengo, no es, no es información que busco en internet, es información que yo mismo tengo.</u> Y tengo que buscar un diccionario o con ayuda de otras cosas para sí traducir	
Q6	T	Bueno, entonces ¿De qué manera ha avanzado el desarrollo de tus habilidades en inglés? Explicame cada una de ellas de forma breve	
	S	En <u>speaking, porque ya no tartamudeo tanto.</u> En el writing, (he refers to reading) porque, porque, ósea, <u>alcanzo a leer pero si no entiendo, aplico más o menos el contexto de lo que estoy leyendo y así entiendo.</u> Y, en el writing, eh escribo las palabras que se me, es decir <u>significados de más palabras.</u>	
Q	T	Y ¿el listening?	
	S	Todavía ahí estoy más o menos	
Q	T	Más o menos, ¿todavía te falta?	
	S	Sí.	
Q	T	¿Consideras que aprendiste más vocabulario? O ¿Simplemente recordaste, o	

## THE INTERACTION USING GBP

		no te sirvió?	
	S	Yo considero que he aprendido mucho.	
Q	T	Has aprendido más. ¿Por ejemplo?	
	S	La tartamudeada , eh el significado de las palabras	
	T	¿Ahora tartamudeas más?	
	S	No, menos (risas)	
Q	T	(Risas) el significado de las palabras. ¿Qué tan útil es hablar de ti mismo, hablar de las personas que conoces, piensas que es una experiencia más o menos útil que aprender cualquier otro tema?	
	S	Yo considero que más, porque, <u>en si estamos hablando inglés, y estamos hablando sobre cosas que nos gustan, cosa de nosotros mismos, pero estamos haciendo la mejor manera porque estamos aplicando con diapositivas y a la vez estamos haciendo cosas audiovisuales.</u>	
Q	T	¿Te parece qué ha habido una buena interacción, buena comunicación con el grupo, o que ha fallado allí?	
	S	Para mí ha habido una buena porque de cierta forma también nos divertimos, y, y en juego y en juego, estamos hablando inglés.	
Q	T	Ok, Jaison. ¿Qué otra cosa te gustaría aprender?	
	S	Por lo pronto no tengo nada en mente.	
Q	T	No tienes nada en mente. Ok, pero te ha parecido entonces, ¿el proceso...?	
	S	Bien, sí, me ha parecido chévere.	
	T	Interesante. Ok. Listo.	

## S3. Le.

Q1	TQ	La primera pregunta que tengo para ti es ¿De qué manera consideras, que el trabajo realizado con las biografías y autobiografías te ayudo, o no, a mejorar tu comprensión del idioma inglés?	
	S	<u>Pues si me ayudo, porque aprendí nuevas palabras</u> que pensé que nunca iba a aprender, o no sabía ni que existían. Y, <u>el vocabulario, y la pronunciación, he mejorado bastante.</u> Y además he aprendido mucho más sobre mis compañeros.	
Q2	TQ	Ok. Después de trabajar con estas biografías ¿ En cuales habilidades te desenvuelves mejor? Ahora	
	S	<u>En escucha, y el habla</u>	
Q	T	Listening and speaking. ¿Cómo lo evidencias?	
	S	Eeh, cuando pasamos al frente, <u>escuché nuevas palabras de mis compañeros, y no solo me acostumbre a escuchar una sola voz como la del profesor de inglés, sino también la de mis compañeros;</u> y en el habla, porque bueno, según yo voy subiendo.	
Q3	TQ	Ok, Le. Describeme ¿de qué forma consideras que la orientación del docente (en este caso yo) ha influido en tu aprendizaje durante los últimos meses?	
	S	<u>Si ha influido, porque, me ha enseñado cosas nuevas,</u> eeh, he aprendido, eh <u>mucho vocabulario pronunciación,</u> eh	
Q	T	¿qué vocabulario recuerdas, que has aprendido?, algunas palabras	
	S	Ah, eh como se ordenan la autobiografía, porque antes como nunca habíamos dado eso. Y la verdad, es que no tenía ni idea de lo que hacía. Ósea,	

## THE INTERACTION USING GBP

		<u>si sabía que era una autobiografía, pero no como se ordenaba; no sabía ni siquiera que tenía un orden, pensé que solo era hacerlo y ya.</u>	
Q4	TQ	Ah ok. Y ¿Qué experiencias de aprendizaje han sido significativas para ti durante este tiempo? Importantes	
	S	(ruido- pide que le repita la pregunta)	
Q	T	¿Qué experiencias, o qué aprendizajes han sido significativos, o importantes, durante este tiempo?	
	S	Eeh, la vez que pasamos allá abajo. <u>Me pareció interesante</u> , porque nunca lo habíamos hecho con el profesor Larry, <u>nunca habíamos, como que presentado en diapositivas, y hablado, al mismo tiempo; y con imágenes.</u> Siempre lo habíamos hecho como que lo normal, ¡diálogos y ya! Y <u>nunca habíamos experimentado eso.</u>	
Q5	T	Que interesante Le. ¿Piensas que aprender a través del uso de biografías y autobiografías, así como integrar en ellas los eventos, las anécdotas, conduce a adquirir mejor habilidad, o, a mejorar tus habilidades de lectura y escritura?	
	S	<u>Si</u>	
Q	T	¿Por qué? Explícame	
	S	Eh, por que aprendimos de manera, inconsciente. <u>Porque cuando escribimos nuestra autobiografía, estamos aprendiendo cosas nuevas aunque, no lo sepamos; y cuando estamos hablando, estamos diciendo nuestra autobiografía, estamos aprendiendo más el vocabulario, en inglés.</u>	
Q6	T	Bueno. Según eso que me estas respondiendo ¿De qué manera entonces has avanzado en el desarrollo de tus habilidades en inglés? Coméntame brevemente cada una. Reading	
	S	<u>Reading, si porque, eh antes para leer algo en inglés se me hacía difícil, pues no entendía mucho las palabras,</u> o, o no sabía muy bien que decían, entonces solo las repetía, como estaban ahí, pero no estaba pendiente de lo que decían, solo leía. Entonces, como que era nada más leer y leer y no más.	
	T	Ok. Writing. escritura	
	S	Eeh, <u>con lo de las autobiografías, aprendí a escribir cosas nuevas, y eso, y además de eso me ayudo al vocabulario.</u> Eeh, ósea, como que una cosa conlleva la otra.	
Q	T	Ahí, una cosa te lleva a la otra. ¿Aplicas lo de la estructura, de pronto, del texto?	
	S	Si	
Q	T	Y en listening y speaking?	
	S	Eh, porque, <u>cuando mis compañeros hablaban, yo aprendía cosas nuevas también de ellos, y, nuevas palabras con ellos.</u> Eh, y además de que siempre habíamos escuchado en inglés, la voz de usted y la del profesor Larry. Y había escuchado pocas veces las de mis compañeros. Siempre escuchaba como que los mismos diálogos, los mismos vocabularios, <u>y eso de la autobiografía ¡como que salió de lo normal!</u>	
	T	Ok. Le. Muchas gracias.	

S4. Ke.

Q1	TQ	...son preguntas super sencillas, sobre lo que hemos trabajado. La primera es	
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## THE INTERACTION USING GBP

		¿ De qué manera consideras que el trabajo realizado con las biografías o autobiografías te ha ayudado o no te ha ayudado a mejorar tu comprensión del idioma inglés?	
	S	Bueno seño <u>una de las cosas fue la estructura</u> , la estructura <u>de la biografía</u> , <u>aprendí nuevos verbos</u> . Sí, este, hay! Recordar pasado ehh que más le digo, ahh! <u>Lo del presente y el pasado como se debe utilizar</u> dentro de, dentro de la anécdota y las biografías.	
Q2	TQ	Ok. Después de trabajar con esas biografías ¿En cuál de las habilidades consideras que te desenvuelves mejor?	
	S	En la de (indica con sus manos)	
Q	T	Writing?	
	S	<u>Writing!</u>	
Q	T	¿Cómo te das cuenta de eso?	
	S	A la hora de <u>cuando voy redactando todo lo que pienso</u> , <u>redactando</u> , <u>redactando</u> .	
Q	T	¿Reconoces más fácil cuándo hay alguna falla? sientes qué de pronto algo cuadra o no	
	S	Mhjj por qué en, en el listening a veces me enredo con unas cositas. Y en el speaking, a veces sí también me enredo en las palabras, a la hora de pronunciarlas	
Q3	TQ	Se te facilita la escritura. Okey. Descríbeme ¿de qué forma consideras que la orientación de la docente ha influido positiva o negativamente durante los últimos meses en tu aprendizaje?	
	S	<u>Positivamente! Sí seño porque usted, a la hora de explicar lo hace de una manera clara</u> . Hay muchos estudiantes que no los entienden inglés, bueno yo si entiendo bastante, la mayoría. <u>Y usted trata de que ehh el estudiante eh aprenda tanto en inglés como en español</u> . <u>Si no lo entienden en inglés, en español, y eso ayuda a que e el estudiante ehh aprenda sobre lo que estamos tratando</u> .	
Q4	TQ	¿Para qué entonces ha sido positivamente- positiva? ¿Qué experiencias o qué aprendizajes han sido significativos para ti durante este tiempo? qué cosas han sido importantes	
	S	Señe hemos trabajado el anécdota y las biografías. Eso. Usted trabaj	
Q	T	¿Por qué han sido importantes?	
	S	Las, <u>la estructura porque nosotros no trabajábamos así como que la estructur, así como que como se debe empezar</u> , <u>cuen eh por ejemplo: ehh when I was a child, I remeber that</u> , esas cosas así. ¡Anécdotas no habíamos escrito nunca. La verdad! Que yo recuerde, nada.	
	T	Yo creo que en eso vamos a enfatizar un poquito más porque eso quedo así como parte integral de la biografía, pero, se debe enfocar un poquito más en eso. Bueno	
	S	En las exposiciones no se vio mucho las anécdotas	
Q5	TQ	No, no en las exposiciones no la sacaron mucho, yo quería que fuera así, pero ¡vamos a trabajar en eso! Pero la autobiografía hasta ahora ha sido útil. Bueno ¿Piensas qué aprender a través del uso de esas biografías y autobiografías, así como el hecho de haber integrado en ellas eventos, conduce a adquirir o mejorar tus habilidades de lectura y escritura?	

## THE INTERACTION USING GBP

	S	<u>¡Sí!</u>	
Q	T	Explícame ¿por qué?	
	S	Seño, cuando uno está redactando uno busca pa, cuando no entiende las palabras <u>uno busca en el diccionario o otros recursos, eh, preguntándole al compañero y así vamos integrando más palabras a la redacción.</u> Y en el es, en esp, eh para el habla uno se socializa con los demás, y hasta, <u>y trata de establecer un com una comunicación.</u> Yo por ejemplo: cuando estoy con Yanniris y así, trato de de hablar y preguntarle a ella lo que no sepa y así.	
Q	T	Se ayudan mutuamente ¿trabajan juntas?	
	S	Mhjj	
Q6	T	Okey. ¿De qué manera has avanzado entonces en el desarrollo de tus habilidades de inglés? Coméntame brevemente cada una de ellas. En speaking, en listening, en Reading, and writing.	
	S	<u>En el writing, ehh eh palabras que no, no sabía la gramática más que todo,</u> más la gramática uno se enreda con, con palabras que tiene que las palabras que tie, por ejemplo que tienen que algo que dicen algo pero a la vez dicen otra cosa, como lo que usted dijo de este, amigos friend, words algo así. Eso <u>también enreda mucho a uno a la redacción y a lo que uno crea entender.</u> En <u>el listening si ya, que yo me enredo mucho al escuchar, palabras que no conozco.</u>	
	T	Te falta de pronto educar un poquito más el oído en ese sentido	
	S	Yo me ayudo a veces con canciones que escucho así ya por mi casa. En el ¿Cómo es? En el speaking sii, en <u>el speaking a veces sí, si me desenvuelvo.</u> Trato de, de que las palabras que yo, yo ya se me, trato de, de colocarles un dialogo o para explicar algo así.	
	T	Pones en práctica	
	S	A veces cuando estoy en mi casa trato de como eh todo lo que me he aprendido decirlo así, yo sola, paque me quede.	
Q	T	Okey, eso es buen ejercicio. Y ¿el Reading qué tal? La lectura.	
	S	Sí. De hecho, yo en mi casa mi papá es profesor, y él tiene algunos libros que le dan en el colegio y que traen una, algo sobre un proyecto de inglés que traen cuestionarios de abc, así y yo me pongo hacer eso y voy ahí practicando.	
	T	Ahh, que bien.	
	S	Yo a veces traigo ese libro, se lo voy a mostrar, traen con varios cuestionarios.	
	T	Bueno. Gracias.	

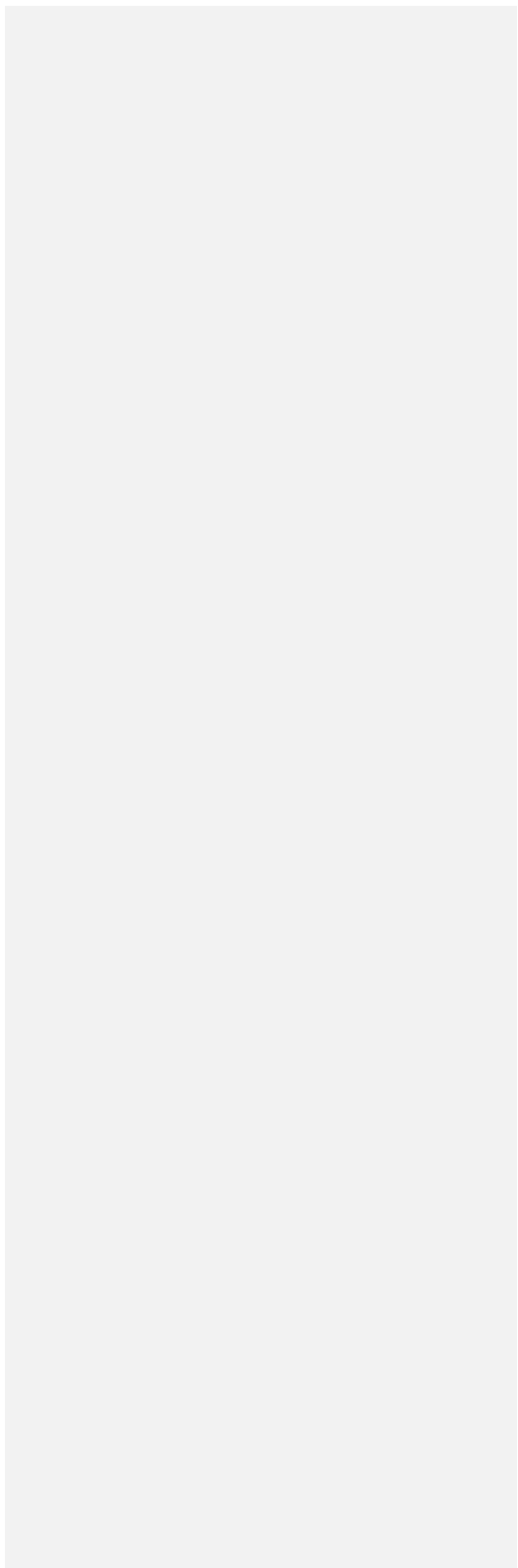


THE INTERACTION USING GBP

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## 7. ANNEXES

c. Students' documents transcripts and writings



**Oral presentations´ transcripts**

Observer: Nubia Helena Parada G.

Date: May 2015

Estimated English level: beginner

Grade: 10th grade Private Institute in Barranquilla

Topic: auto-biography

Conventions used in these transcripts:

( ) comments.

[ ] Inaudible.

Le. Mn. Ja. Ke. Make reference to participants´ names in order to protect their identity.

X, Y, Z, XZ, XX or XY make reference to different names referred by the students in their presentations.

... Pause.

S: student.

Ss: students.

T: teacher

## THE INTERACTION USING GBP

Mn. S1. Oral presentation:

**This is Mn. XY.** These is my parents! My mom ZZ works in X. University.

**My dad** XX lives in (the region name) .He is Architect.

**This is my family** (showing some pictures)

**I live with my grandma, my mom and my sisters.**

**My first best moment, when my sister was born in 2009**

I felt to be sweet and [ ]

**My second best moment was when my sister XX was born in 2012**

These is my best friends (friends´ names)

**I am student,** [ ]

I spend some moments I like to spend with my cousin [ ]

My hobbies are going to the park, listen music, play the guitar, and like to read.

My favorite places are the beach, the park, my home.

**I graduated from institute (institute´ name) in 2004 when I was three years old**

**Then in 2009, I graduate from the school when I was twelve.**

Mn. S1. Oral presentation rubric

Oral presentation autobiography RUBRIC	Satisfactory 100	Good 80	Need improvement 60
<b>Name, birth date, place</b>			x
<b>Family members information</b>		x	
<b>Own academic information</b>	x		
<b>Likes</b>	x		
<b>Some interesting/special moment or event</b>	x		
Results	80		

## THE INTERACTION USING GBP

## Ja. S2. Oral presentation

I fourteen years old!

I was born in 21 in 1999

This is the (showing a picture) birthday of my dad.

This is my new nephew.

Ehh, this is my sister, sister, sister, and my dad (showing a picture), and me, and the rest of the group of my group.

This is an sport, special for me, it's a fantastic place.

This is, ahh, my family.

These are my brothers and my friends, and my sister.

This is my sister, my dad, my mother (showing pictures)

This is [ ] this is my nephew. My nephew.

This is my father, this is me and my father, my father is XZ [ ]

Thank you.

## Ja. S2. Oral presentation rubric

Oral presentation autobiography RUBRIC	Satisfactory 100	Good 80	Need improvement 60
Name, birth date, place			x
Family members information		X	
Own academic information			X
Likes			X
Some interesting/special moment or event		X	
Results	70		

## THE INTERACTION USING GBP

## Le. S3. Oral presentation

I was born on October 20, [ ] in Barranquilla Colombia

My full name is Le. ZZZ I have many Nick names as...

My father is X... and my mom is Y.

My most important moment was when I was when I graduated. It was a very special moment and I...

My father is Ag. My mother works in O.

And my brother X. is studying in the university,

and my other brother XZ. is studying in the institute.

I attend at institute ... I am student, and actually I attend to the same institute. In my free time I was with my friends [ ]

I like to watch TV and I like music, specially romantic music; my favorite singers are [ ]

I was ten years old and [ ] I was swimming, a

t this time I was in Playa Blanca, with my [ ]

and my uncles [ ] and my brothers.

My family, this is here (showing photographs).

This is my mother (showing some pictures),

this is my gran., and she is special for me!

## Le. S3. Oral presentation rubric

Oral presentation autobiography RUBRIC	Satisfactory 100	Good 80	Need improvement 60
Name, birth date, place	x		
Family members information	x		
Own academic information	x		
Likes	x		
Some interesting/special moment or event	x		
Results	100		

## THE INTERACTION USING GBP

## Ke. Oral presentation

my name is Ke. XZ. I was born on April 5<sup>th</sup> in 2000

My full name is, nick name is Ke. XZ so I don't have nick name.

Ehh, my father is ZZ and my mother XZ, they are (parents profession)

My brother is X ZX and my sister is z ZX.

My mother is the best mom

In 2003, I was, I was the time when I studied in Institute xx for first time  
when I was three. in 2009 when I was finish my studies

[ ] (the student mentioned have finished her elementary school studies)

My special moment was when my brother x ZX was born in 2009,

it was beautiful because...

I remember when he said his first word.

My anecdote. When I was a child I went with my family at the pool

When I fell and hurt all laughed at me,

and my mom not left me enter at the pool again,

because I hurt. But, was very funny share with my family

In my free time, I like to read, play and listen to music.

thank you!

## Ke. S4. Oral presentation rubric

Oral presentation autobiography RUBRIC	Satisfactory 100	Good 80	Need improvement 60
Name, birth date, place		x	
Family members information	x		
Own academic information	x		
Likes	x		
Some interesting/special moment or event	x		
Results	90		



I was born on October 20, 2000, in Barranquilla, Colombia.  
 My birth name is Leidy Vanessa Cochero Ortega, I have some nick names as le, wane, cati.  
 My father is John Cochero He is a business man and is very tall, my mother is Betty Ortega She is a secretary and is very small, my brother is Anderson David Cochero Ortega is a student of university, my other brother is Juan David Cochero Ortega is a student. My most important moment was when, graduate was a very special moment and I felt very proud.

About me - Jedy Cochern



This is information on my background (where and when I was born, where I lived most recently)...

My name is Jedy Cochern and I grew up in Barranguilla Atlantica. My birthday is 26th Oct. The hospital where I was born is still there. When I was a kid, we used to go to Sincdejo.

My family and other important people in my life...

I am Student and I have a family. I have two brothers. My mom and I spend a lot of time with my little pet and we play in the yard.

These are the schools I have attended.

I attend instituto reina de los angeles High School and now I continue in the same school. I would like to return a degree in the school. I come from a family of people incredible.

This is information on the work I hope to carry out in my life... some of my dreams, plans, and goals...

my goal is graduate with honors I first would like to study in an University. After, I want to be a professional.



Who do you admire the most? What did that person teach you.

my fathers, Because we are responsible



Jeidy Cochero

These events and other life events have impacted me... (my anecdote)

When I was <sup>a</sup> little I go to beach with my family we had a good time.

I remember lot funny with my family.

I have these hobbies, interests, places I like to go, and things I like to do...

I like read, I like to go a beach, I like music, my hobbies is read and watch tv.

These are celebrations and holidays I enjoy... and how I like to celebrate...

~~because~~ I enjoy ~~on~~ the christmas, carnival, Because is very funny

Here is one of my favorite music and more about pop and romantic I prefer...

One of my favorite song is "lay me down" but I also like "little things" and "thinking out loud". I like read a book such as "romantic" and "novel". I like sweet and especially in the afternoon. I wished I liked better than I do, but I like things you can



## THE INTERACTION USING GBP

My name is Mariany Leivas Padua, I was born on November 16, 2000, in Barranquilla Colombia. The hospital where I was born is still there. My mother Candelaria Padilla works in Autonoma del Caribe University, My father lives in Valledupar. I live with my mother, my grandma, and my two sisters Madian and Analia.

I am student. My sisters and I spend a lot of time with my mother and we go to the park something times.

I attend Instituto Reina de las Américas and I would like to make a degree in the school Mount Mary. I come from a family of good grades. My time in the school was been successful.

The work I hope to carry out in my life is journalist. I first would like to help needy in an foundation of children in Barranquilla. After, I want to be the best journalist.

The person that I admire most is my aunt. She has taught me to make big effort in order to achieve my goals.

I have a hobbies to handicraft, my interests are playing the guitar and listen music, I like to go to the park and the beach.

When I was a kid I went to the park with my family, we visited to amusement park. I remember





About me: Marianne Ceballos P.

This is information on my background (where and when I was born, where I lived most recently).

My name is Marianne Ceballos P. and I grew up in Barroquillo, Atlix. My birthday is Nov 21<sup>st</sup> The Hospital where I was born is still there. When I was a kid, we used to go to the Pantheon the weekend.

My family and other important people in my life.  
I am student and I have a family. I have two Sister My Sister, and I spend a lot of time with my Mother and We go to the fair with her.

How are the schools from starting  
supreme Escuela Superior de las Américas High school and Escuela La Fe high school. I would like to Make a degree in the School Management. I come from a family of good moral.

This is information on the work I hope to carry out in my life, some of my dreams, plans, and goals.  
My work I hope to carry out in my life is a Journalist. I first would like to help a study in an foundation of children. I would be the best journalist.



Who do you admire the most? What did that person teach you.  
The person that I admire most is Bravo Mars. He has taught me to make by efforts in order to achieve my goals.

I have events and other life events have impacted me... my ancestors  
 when I was a kid I <sup>went</sup> to the fair with my family we walked to ~~some~~ <sup>my</sup> family fair  
 I remember that I felt in the zoo

I have these hobbies, interests, places I like to go, and things I like to do.  
 I have a hobbies to handicraft my interests are playing the guitar and listen to music, I like to go at park and the beach.

These are celebrations and holidays I enjoy... and how I like to celebrate...  
 Mother's Day, I like to celebrate with a special food, and criss topper

Here is one of my favorite songs and some about hobbies and what I love.  
 One of my favorite songs is "Treasure" "tell me like" talking to the radio  
 and "Marry You" I like art such as "handicraft" and  
 "I'm a Carpenter" I like to do especially hand  
 what I like the most is to work better than I do, but I like things you can make  
 with the hand





THE INTERACTION USING GBP

when, I was a kid my family and me travel to Bucaramanga, when we was in this place my father missing in to the bar my brother want a my father and travel to bouanquilla  
 I remember that the face of my mom was ~~so~~ hungry

These events and other life events have impacted me. (try anecdote)  
 when I was my family travel to we  
 I remember

I have those hobbies, interests, places I like to go, and things I like to do.  
 I like play football I like food  
 I love driving motorcycle I like tattoo  
 I like a play basketball I like the car

These are celebrations and holidays I enjoy, and how I like to celebrate.  
 I like to celebrate mother day  
 I like to celebrate birthday  
 I like to celebrate christmast

Here is one of my favorite My dad and more about your dreams your future, I prefer.  
 One of my favorite game is My Cousin "but I also like" your progress  
 and "your cash" "I like" your car "such as" "and"  
 "I like" play 3/4 "and especially" Call of Duty "I"  
 wished I had gta "Call of Duty" better than I do, but I like things you can shoot "and"



William Robinson

## THE INTERACTION USING GBP

This is information on my background (where and when I was born, where I lived most recently).

My name is Jeson Echeverría and I grew up in Barranquilla  
Colombia. My birthday is 22 Feb the place the where I was born  
 is still there. When I was a kid, we live in Guaymas in Colombia.

My family and other important people in my life.

I am a student and I have a family. I have one father 7 siblings  
my mother and I spend a lot of time with my dad to visit my  
brother is a student.

These are the schools I have attended.

I attend Escuela Normal de los Angeles High School and  
 then High School school. I would like to have a  
 degree in hardware. I come from a family of  
riches.

This is information on the work I hope to carry out in my life... some of my dreams, plans, and goals.

my plan is live in Medellin I first would like to live in an  
area where I want to buy a yamaha 60

Who do you admire the most? What did that person teach you?

I admire a steve jobs because he taught  
a not digan my goals

Hi my name is Jeson Echeverría, I was born on February  
22, 1999 in Barranquilla, Colombia. My birth name is  
Jeson Ivan Echeverría Cuevas. I have one a nickname  
which is Jet. My father is Ivan Echeverría and  
 my mother is Grete Cuevas. They have been together  
for 22 years. My father taught mechanical at finally  
my mother's house wife.

**This is my auto-biography**

I am Kelly Barrios I was born on April 5th, 2002 in Barranquilla - Atlántica. My birth name is Kelly Johana Barrios Alvear though (don't) have nickname. My father is Barrios and my mother Kelly Alvear are teachers. When I was small my mom teach my self to write and to read. My first day on the Instituto Reina de los Angeles was great because I learned many thing.

In 2003 when I entered the school for the first time, I was the three years old. In 2010 when I was in fifth of primary. I graduated and finished my studies of primary. I do not forget the time when I went to the congress of science with my classmate and other people.

I remember when I went with my family to the pool. I was walking toward the pool when I fell and all the people saw my self.

I will never forget the time when I went to the beach with my family and my parents.

I attend Instituto Reina de los Angeles high school and now I continued studying in INEA.

In my free time I like to read, to write story, listen to music in my bedroom though I like to walk with my pet meny! His greata, one of my favorite song is "Thinking Out loud" by Ed Sheeran.

When I grew up I want to study medicine I first would like to finish the secondary. After, I want to go to University to study medicine.

**Love**  
Kelly Barrios

**mother**

**brother**



## THE INTERACTION USING GBP

Name: Kelly Esmail Hagar 15/11/2000

This is information on my background (where and when I was born, where I lived most recently).

My name is Kelly Esmail Hagar and I grew up in Cambridge  
Atlantic. My birthday is 15/11/2000 the place where I was born  
 is still there. When I was a kid, we used to watch old-time cartoons.

My family and other important people in my life.

I am a student and have a big family I have two siblings  
 My mother and I spend a lot of time with my father and  
my two brothers I love my father

These are the schools I have attended.

I attend St. Anthony's Roman Catholic High School and  
Cambridge International School. I would like to earn a  
degree in medicine. I come from a family of  
doctors teachers.

This is information on the work I hope to carry out in my life... some of my dreams, plans, and goals.

When I grow up I want to study medicine I first want to finish high  
school. After, I want to go to university to study medicine.

Who do you admire the most? What did that person teach you?

I admire my father, because he is persevering  
 he is a good person.

8-15-15

These events and other life events have impacted me... (my interests)

When I was child we went to pool in vacation

remember that I went with my family to a pool, I  
toward the pool when I fell

I have these hobbies, interests, places I like to go, and things I like to do...

I like to read, want to write story, listen to music  
in my free time I like to walk

These are traditions and holidays I enjoy... and how I like to celebrate.

I enjoy the Christmas, Day of mother, Carnaval because  
it more entertainment for me and my family

Here is one of my favorite song and more about music and Salsa I prefer

One of my favorite food is chicken and hot but I also like Arroz con

and rice like lula luchas ambush and

Stew like Arroz con and especially lula to  
which I don't to eat lula than I do, but I like things you can do



## THE INTERACTION USING GBP

My name is Kelly Barrios. I was born in Barranquilla - Colombia. My birth name is Kelly Johana Barros Alvear, though I don't have a nickname. My father David Barrios and my mother Ketys Alvear are teachers and they are people that love me very much. My mom when I was six years old taught myself to write and to read. My first day at the Instituto Reina de los Angeles was great because I learned many things.

In 2005 when I entered the school for the first time I was three years old.

In 2013 when I was in fifth grade of primary, I graduated and reached my studies of primary. Three years later in 2016, I went to the Congress of Sciences with my classmates and other persons, we all were taking projects and experiments!

My moment of happiness was when born my brother David Jose Barrios Alvear in 2009 was beautiful. I remember when he said his first word and when he went to the school, when we went to the beach with my family was great, my brother had very few



THE INTERACTION USING GBP

7. ANNEXES

d. Classes and interview records

(audio Mstr recordings)

THE INTERACTION USING GBP

7. ANNEXES

- e. Printed samples sed as support “Ss documents”

## Charlie Chaplin Biography stood

Posted on March 17th, 2015 by admin in Actors & Actresses

Charlie Chaplin was born on April 16, 1889, in London England. His birth name was Charles Spencer Chaplin, though he had many nicknames growing up such as Charlie, Charlot, and The Little Tramp. His father, Charles Chaplin, and his mother, Hannah Chaplin, were inducted into the music hall of fame, leading the way to his exposure even as a young boy. His first onstage moment was when he was 5 years old; he sang a song that was intended to be sang by his own mother, though she had become ill at the time of the performance so little Charlie Chaplin stood in and performed for his mother.

**Comentado [H1]:** NAME

**Comentado [H2]:** DATE

**Comentado [H3]:** PLACE /SETTING

**Comentado [H4]:** ADDITIONAL PERSONAL INFORMATION

**Comentado [H5]:** MAIN FAMILY ASPECTS

**Comentado [H6]:** Interesting beginning / ANECDOTES

Charlie Chaplin came to the United States in 1910, at the age of 21. He was brought to New York, which was known to be a great place to start out



for anyone trying to become a professional actor.

Two years later, in 1913, Chaplin signed his very first contract at Keystone and it was no time before he headed to Hollywood. His first movie premiered in 1914, "Making a Living," and went on to make over 35 movies total in that year alone. His rise in popularity was like nothing that people had seen, though with parents of fame, it was nothing new to Charlie.

**Comentado [H7]:** Life following a chronological order

Charlie Chaplin grew to become one of the most popular and successful actors of all time. The moment that really kicked off his long career was in 1921 when he starred in, and produced, his first full length film called "The Kid." From then on, most people all over the world knew Charlie Chaplin and loved his movies. He had a great career and life, dying on December 25, 1977, in Vevey, Switzerland. He had apparently died of natural causes in his sleep from old age.

**Comentado [H8]:** Ups and Downs / triumphs

**Comentado [H9]:** Date

## Sir Alexander Fleming - Biography



**Sir Alexander Fleming** was born at Lochfield near Darvel in Ayrshire, Scotland on August 6th, 1881. He attended Loudon Moor School, Darvel School, and Kilmarnock Academy before moving to London where he attended the Polytechnic. He spent four years in a shipping office before entering St. Mary's Medical School, London University. He qualified with distinction in 1906 and began research at St. Mary's under Sir Almroth Wright, a pioneer in vaccine therapy. He gained M.B., B.S., (London), with Gold Medal in 1908, and became a lecturer at St. Mary's until 1914. He served throughout World War I as a captain in the Army Medical Corps, being mentioned in dispatches, and in 1918 he returned to St. Mary's. He was elected Professor of the School in 1928 and Emeritus Professor of Bacteriology, University of London in 1948. He was elected Fellow of the Royal Society in 1943 and knighted in 1944.

Early in his medical life, Fleming became interested in the natural bacterial action of the blood and in antiseptics. He was able to continue his studies throughout his military career and on demobilization he settled to work on antibacterial substances which would not be toxic to animal tissues. In 1921, he discovered in «tissues and secretions» an important bacteriolytic substance which he named Lysozyme. About this time, he devised sensitivity titration methods and assays in human blood and other body fluids, which he subsequently used for the titration of penicillin. In 1928, while working on influenza virus, he observed that mould had developed accidentally on a staphylococcus culture plate and that the mould had created a bacteria-free circle around itself. He was inspired to further experiment and he found that a mould culture prevented growth of staphylococci, even when diluted 800 times. He named the active substance penicillin. Sir Alexander wrote numerous papers on bacteriology, immunology and chemotherapy, including original descriptions of lysozyme and penicillin. They have been published in medical and scientific journals.

Fleming, a Fellow of the Royal College of Surgeons (England), 1909, and a Fellow of the Royal College of Physicians (London), 1944, has gained many awards. They include Hunterian Professor (1919), Arris and Gale Lecturer (1929) and Honorary Gold Medal (1946) of the Royal College of Surgeons; Williams Julius Mickle Fellowship, University of London (1942); Charles Mickle Fellowship, University of Toronto (1944); John Scott Medal, City Guild of Philadelphia (1944); Cameron Prize, University of Edinburgh (1945); Moxon Medal, Royal College of Physicians (1945); Cutter Lecturer, Harvard University (1945); Albert Gold Medal, Royal Society of Arts (1946); Gold Medal, Royal Society of Medicine (1947). Dr Fleming died on March 11th in 1955 and is buried in St. Paul's Cathedral.

From *Nobel Lectures, Physiology or Medicine 1942-1962*, Elsevier Publishing Company, Amsterdam, 1964

**James Rodriguez: The Life Story Of Colombia's Brightest Star**  
Posted on [July 3, 2014](#) by [Juan Arango](#)

image: <http://worldsoccertalk.com/wp-content/uploads/2014/07/james-rodriquez.jpg>

**Comentado [H10]:** name

**Comentado [H11]:** place and date

**Comentado [H12]:** studies

**Comentado [H13]:** relevant or important events in his life

**Comentado [H14]:** discoveries made by Alexander Fleming

**Comentado [H15]:** Important Publications

**Comentado [H16]:** chronological order of events

## THE INTERACTION USING GBP



Colombia's young James Rodríguez set up the ball. He looked up and knew exactly where he was going to place his corner kick. What was amazing about that play was that the ball ended up in the back of the net, one of the more amazing goals scored by this 12-year-old (see video below). Two years later, this young player would end up becoming a professional. From his time playing Pony Fútbol with Academia Tolimense as a kid, the Cúcuta native James Rodríguez was always a youngster that constantly showed his class. This one moment below encapsulated one of the most ballyhooed young players to come out of Colombia in the past decade.

**Comentado [H17]:** Nationality

**Comentado [H18]:** Name

**Comentado [H19]:** Information about James' occupation

So his tremendous goal against Uruguay at Maracanã was not only a crowning moment of his already impressive career; it was confirmation of what many had already seen in his seven-year career as a professional footballer.

Sometimes in life people learn either by their mistakes or the mistakes of others. That was James' success. His major influencer was seeing to a certain extent the mistakes and virtues of his father's career as a footballer.

Those experiences helped Rodríguez mature beyond his age, mostly credited to the experiences passed down by his father, Wilson James Rodríguez. His father was also a quality player, who even played on the Colombian national team. Wilson was part of the 1985 U-20 side that also had players the likes of John Jairo Trellez, Eduardo Niño and a young goalkeeper named René Higuita.

Wilson was just as talented as his son, but he saw his career cut short by injuries and a battle with alcoholism. He carried those life lessons over and taught his son what to avoid.

**Comentado [H20]:** Parents or family information

Many saw great things from James, even his eventual wife Daniela Ospina. James met Ospina's sister while he was at Banfield and her being able to relate to his demands as a player helped provide him a much stronger foundation. Ospina was an aspiring volleyball player when they first met and they quickly established a long distance relationship.

**Comentado [H21]:** wife or family information

Little did he know, he was talking to the sister of his eventual teammate — national team goalkeeper David Ospina.

...

And all of this even before he even stepped foot in Brazil, where he has now equaled Pelé, Ademir, Thomas Müller as the players that have had the best performances to start their World Cup participation. All of that occurred before the world fell to his knees. All this happened before he faces the greatest challenge of his career as Brazil awaits in Fortaleza.

Read more at <http://worldsoccertalk.com/2014/07/03/james-rodriquez-the-life-story-of-colombias-brightest-star/#UBALLYe56beG0m2K.99>

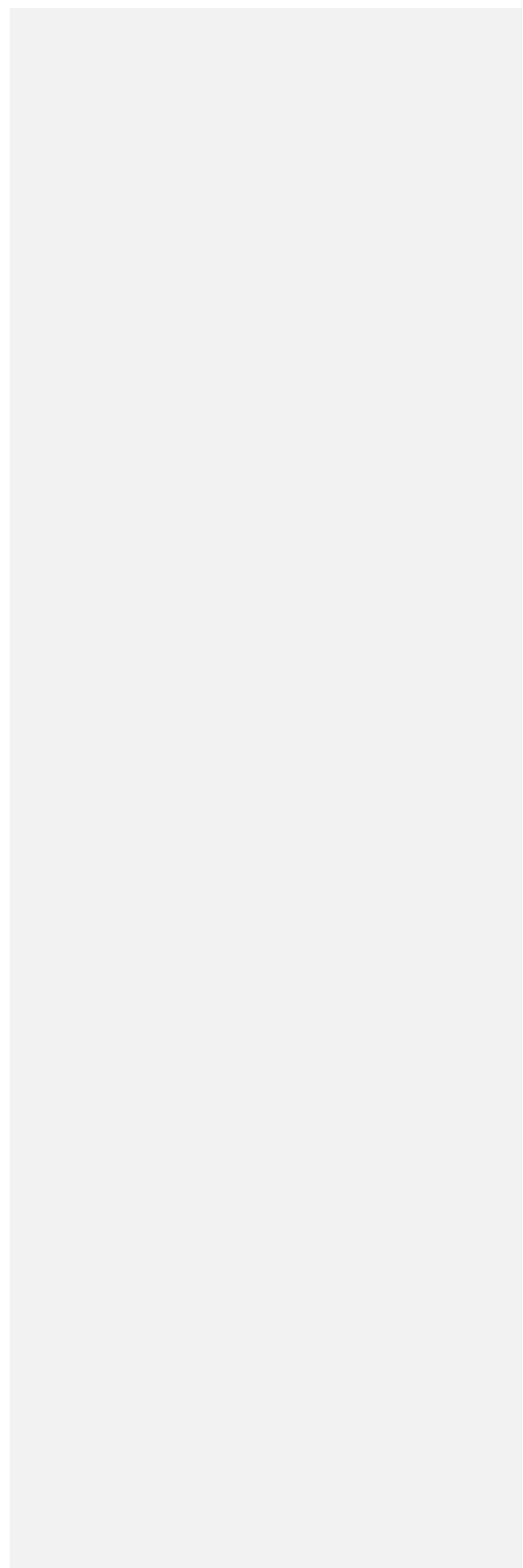


THE INTERACTION USING GBP

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## 7 ANNEXES

f. Rubrics



## THE INTERACTION USING GBP

## Mn. S1. Oral presentation rubric

Oral presentation autobiography RUBRIC	Satisfactory 100	Good 80	Need improvement 60
Name, birth date, place			x
Family members information		x	
Own academic information	x		
Likes	x		
Some interesting/special moment or event	x		
Results	80		

## Ja. S2. Oral presentation rubric

Oral presentation autobiography RUBRIC	Satisfactory 100	Good 80	Need improvement 60
Name, birth date, place			x
Family members information		X	
Own academic information			X
Likes			X
Some interesting/special moment or event		X	
Results	70		

## THE INTERACTION USING GBP

## Le. S3. Oral presentation rubric

Oral presentation autobiography RUBRIC	Satisfactory 100	Good 80	Need improvement 60
Name, birth date, place	x		
Family members information	x		
Own academic information	x		
Likes	x		
Some interesting/special moment or event	x		
Results	100		

## Ke. S4. Oral presentation rubric

Oral presentation autobiography RUBRIC	Satisfactory 100	Good 80	Need improvement 60
Name, birth date, place		x	
Family members information	x		
Own academic information	x		
Likes	x		
Some interesting/special moment or event	x		
Results	90		

## Mn. S1. Written rubrics

## THE INTERACTION USING GBP

WRITING AUTOBIOGRAPHY RUBRIC	Satisfactory 100	Good 80	Need improvement 60
Does the biography contain A structure based on the deconstructed model?	x		
Complete written sentences?		x	
Verbs in past tense (was, went,...)?	x		
Family members' vocabulary?	x		
Use of I remember, when I was/ went, like?	x		
Results	90		

## Ja. S2. Written rubrics

WRITING AUTOBIOGRAPHY RUBRIC	Satisfactory 100	Good 80	Need improvement 60
Does the biography contain A structure based on the deconstructed model?			x
Complete written sentences?		x	
Verbs in past tense (was, went,...)?			x
Family members' vocabulary?		x	
Use of I remember, when I was/ went, like?		x	
Results	70		

## THE INTERACTION USING GBP

## Le. S3. Written rubrics

WRITING AUTOBIOGRAPHY RUBRIC	Satisfactory 100	Good 80	Need improvement 60
Does the biography contain A structure based on the deconstructed model?	x		
Complete written sentences?		x	
Verbs in past tense (was, went,...)?			X
Family members' vocabulary?		x	
Use of I remember, when I was/ went, like?	x		
Results	85		

## Ke. S4. Written rubrics

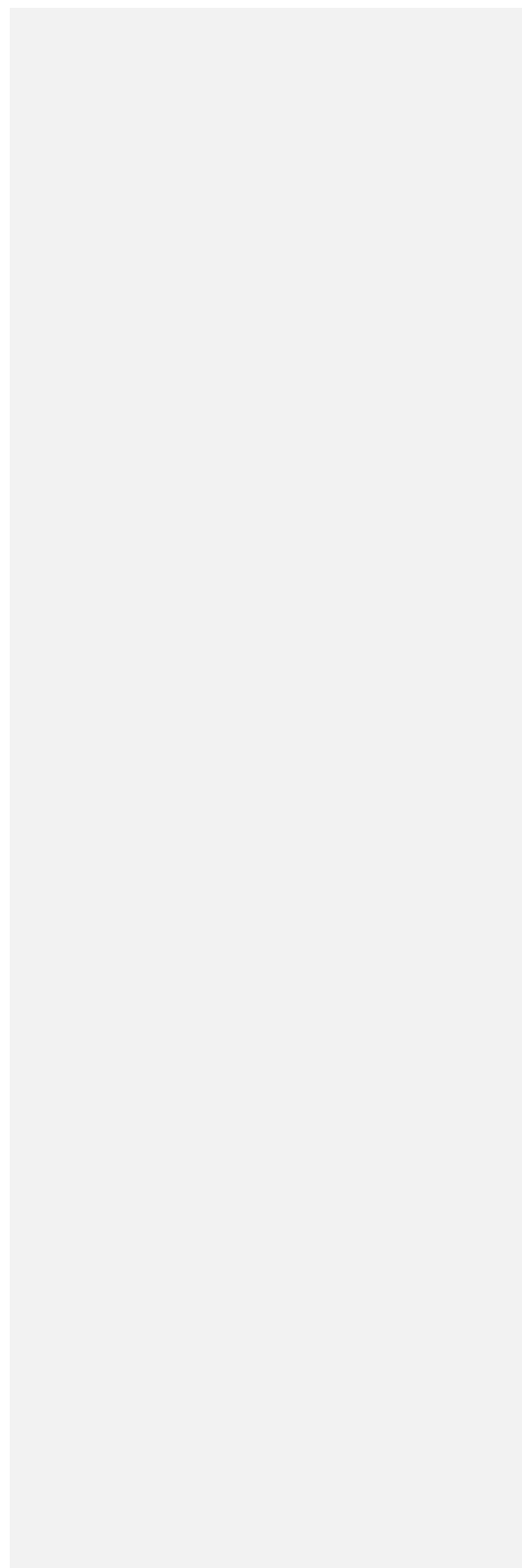
WRITING AUTOBIOGRAPHY RUBRIC	Satisfactory 100	Good 80	Need improvement 60
Does the biography contain A structure based on the deconstructed model?	x		
Complete written sentences?	x		
Verbs in past tense (was, went,...)?	x		
Family members' vocabulary?		x	
Use of I remember, when I was/ went, like?	x		
Results	95		

THE INTERACTION USING GBP

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## 7. ANNEXES

g. Formats



## THE INTERACTION USING GBP

## g.a. Classes observation (formats)

Institución Educativa XX

Teacher and observer: \_\_\_\_\_

Grade: currently \_\_\_\_\_ city: \_\_\_\_\_

Date: \_\_\_\_\_ time: \_\_\_\_\_

Main Topic: \_\_\_\_\_.

Conventions:

Observer's comments: (*italics and between brackets*)

Pause: ...

Undistinguishable/Inaudible: [...]

Teacher of the students group: T

Student: S

Several students at the same time: Ss

		Transcription	Class observation N°	Comments	Category
1	T				
2	S				
3	T				

## THE INTERACTION USING GBP

## g.b. Interviews (formats)

Private school in \_\_\_\_\_

Teacher and interviewer: \_\_\_\_\_

Grade: currently \_\_\_\_\_ city: \_\_\_\_\_

Date: \_\_\_\_\_

## Conventions:

Q= question.

TQ= teacher question

S= student interviewee

S1. S2. S3. S4. Indicate students' identity used for interviews in this study.

Mn. Ja. Le. Ke. Indicate the same students' identity used for the interviews in classroom transcripts.

Numbers indicate the order or sequence of each interview and question.

----- Fragment used in the analysis section.

... pause

Q1	TQ		
	S		
Q	T		
	S		
Q2	TQ		



## THE INTERACTION USING GBP

g.c. Analysis of categories

Class observation results and analysis of results (formats)

Class observation			
Analysis in terms of Categories			
Macro category	Sub category	Observation N°	Turn N°
Type of Interaction (ss-ss, t-ss, ss, t)	I R F/E		
	E R		
	I R		
	Negotiation of meaning (repetition, building meaning)		
Scaffolding strategies	Strategy (modeling, eliciting, ask for confirmation/ clarification...real or direct questions; and vocabulary used		
Students learning views	Students' perceptions about using biographies.	Interviews	
Skills difficulties	Writing difficulties (text structure)	Documents	

## THE INTERACTION USING GBP

## g.d. 1- ORAL Presentation RUBRIC (formats)

Oral presentation autobiography RUBRIC	Satisfactory 100	Good 80	Need improvement 60
Name, birth date, place			
Family members information			
Own academic information			
Likes			
Some interesting/special moment or event			
Results			

## g.d. 2- WRITING RUBRIC (formats)

WRITING AUTOBIOGRAPHY RUBRIC	Satisfactory 100	Good 80	Need improvement 60
Does the biography contain A structure based on the deconstructed model?			
Complete written sentences?			
Verbs in past tense (was, went,...)?			
Family members' vocabulary?			
Use of I remember, when I was/ went, like?			
Results			