

**CHARACTERISTICS OF THE TEACHER-STUDENTS' ORAL INTERACTION
PROCESS IN THE FIRST LEVEL CLASS AT THE ENGLISH LANGUAGE
INSTITUTE IN THE LIGHT OF THE NOTION OF COMMUNICATIVE
COMPETENCE**

By

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ABSTRACT

In this paper the researcher gives response to the question: “What are the characteristics of the teacher-students’ oral interaction process in the first level class at the English Language Institute in the light of the notion of Communicative Competence?”. This descriptive ethnography took place in a small class of five adult students in elementary level who study English as a foreign language. Data collection is made through observation, and materials collection. The analysis is carried out from the perspective of four different theorists, and organizational competence was proved to be the main competence developed in this classroom setting. This work useful for all who want to do research on communicative competence, and those who are using class transcriptions to explain oral interaction.

Keywords: communicative competence, ethnography, communicative Language Teaching, interaction, conversational approach.

DEDICATION

To my Lord Jesus
To my father Oscar, who is in heaven.
To my mother Elsa,
for her support and loving advices.
To my friends
that always encouraged me to keep on.

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1. INTRODUCTION

In the present paper the researcher will describe the characteristic of teacher-student oral interaction process at the light of the notion of communicative competence in a determined classroom setting. In chapter 1 it is found the Research Question, in Chapter 2 the general and the specific objectives of the work and in chapter 3 a rationale to give account of the importance and implications of such a research. In the following chapters the researcher will present the theoretical background in chapter 4-6, they contain all the theoretical aspects related to Second Language Acquisition hypothesis, communicative competence, classroom interaction and communicative language teaching, their historical development, as well as current standpoints. This section also shows the categories of analysis that are going to be used for finding out the answer to the research question. In chapter 7 Methodology, it is given a sound explanation on what approach to research has been chosen for carrying out the present research, followed by chapter 8, where instruments for data collection are presented according to the advantages and disadvantages they offer in this specific context. In chapter eight the researcher gives account of the instruments to be used for data collection.

2. RATIONALE

The reality of a globalized world, the challenges that the current international economic model presents to the nations, and the importance of new information technologies for the present and future of human relationships have increased the need of learning a new language in our Spanish speaking countries. In this context, English language has taken the forefront as a common language, and according to this, the development of many countries has to do with the capacity to communicate effectively with others in a cultural understanding, through the development of the necessary communicative abilities which will allow them to fulfil the goals they have in politic, economic, social and cultural areas.

During recent years new educational laws have been passed in Colombia in order to promote the learning of a new language, especially English. The 115 law determines, from the article 67 of the Constitution, as one of the aims of education “the study and critical comprehension of the national culture and of the ethnic and cultural diversity of the country, as foundation of the national unity and identity”. (Ministerio de Educacion Nacional, 1999, p. 12). And it continues saying: “the learning of foreign languages implies and intercultural education, it is to say, the development of the comprehension, tolerance and importance of other cultural identities. The contact with other languages and cultures decreases ethnocentrism and allows contrasting and appreciating the value of our own world” (Ministerio De Educacion Nacional, 1999, p. 13).

The National Ministry of Education (1999) has also stated the following:

Language and communication are at the core of human experience, consequently the country should educate its students so they be equipped both linguistically and culturally, and that they be also able to communicate successfully in English with foreign countries and people from other cultures, with the purpose of building a Colombian society which is prepared in foreign languages matters. The development of such a competence makes it imperative to provide a future in which all students develop and maintain a high level of proficiency in his mother tongue and in at least in one foreign language (p. 12)

Consequently with these facts, universities have opened programs which attempt to promote English learning, and research, and such an area has gained paramount importance among teachers and theorists; it has made communicative interaction a very important matter of study nowadays. Nevertheless, despite of the efforts students seem not to be developing good levels of oral communicative competence, which becomes a matter of preoccupation. For this reason the researcher will relate to the communicative interaction phenomenon, and specifically classroom interaction, which is at the core of this project and that, has been a matter of research in recent years. Furthermore, the knowledge of the interaction phenomena that occurs in English classes at the institution this research takes place, could be a help for its directives, teachers and students in order to recognise what is working well and what things could possibly have to be changed. According to Van Lier (1996), “Social interaction is the engine that drives the learning process” (p. 147) for this reason the researcher considers, along with him and with Johnson (1991), that the study of interaction in the present and actual classroom setting is the key to understand first, how the language teaching-learning processes take place, second, how students relate to each other, with the world, the teacher and with themselves in order to gain

abilities who will make them able to succeed in the development of the required communicative abilities, and third, how the teacher can improve classroom processes with the intention of helping students achieve the goals they are getting after in the English Language Institute

3. RESEARCH QUESTION

The call for a bilingual education has increased in Colombia in recent years, in this moment, only 2.4 per cent of high school students has good levels of English, as well as the 6 per cent of college graduates, reveals and study of the Center of Economical and Regional Studies of Banco de la República, mentioned by eltiempo.com el 20 de Julio de 2013. For this reason many schools and universities are investing time and money in the improvement of bilingual processes through research, teacher training, expert coaching, opening new English programs and improving the policies toward second language curriculum. The Department of la Guajira, in the north part of the country, has been traditionally backwards in these matters. In this context, the English Language Institute (the place where this research takes place) is an alternative for many guajiros who want to become English speakers. For this reason the researcher has decided to find out What are the characteristics of the teacher-students' oral interaction process in the first level class at the English Language Institute in the light of the notion of Communicative Competence, with the purpose of improving the process of English language teaching and learning in this institution through giving its teachers, directors and students a thorough understanding of how this phenomenon takes place in their classroom setting.

4. OBJECTIVES

This research represents an attempt to understand the nature of the linguistic and communicative phenomenon in a determined language context, a second language classroom.

The objectives presented below give account of the most salient features the researcher is interested in and which he believes will give account of the inquiry presented before, as Slinger and Sohamy (1989) state, “The type of questions asked in the research will determine what the objective or purpose of the research will be”(p. 35).

4.1.General.

- To analyze and describe the characteristic of oral interaction process of the students in the first level of English in the English Language Institute ELI, in the light of the notion of communicative competence

4.2.Specific Objectives.

- To describe the features and nature of teacher-students oral interaction of the students in the first level of English in the English Language Institute ELI
- To identify the kind of communicative competence that is stimulated in the English class.
- To describe the kind of communicative competence the students actually develop.

5. SECOND LANGUAGE ACQUISITION THEORIES

In this chapter the researcher will give account of the nature of Second Language Acquisition as a social situated phenomenon. It will also be presented how this concept came to maturity through the works of different theorists through last century, till the raise of the interaction based second language learning hypothesis, observed mainly from the perspective of Van Lier (1991) and Johnson (1995). It will also be presented a model for understanding what classroom interaction is, due to the purpose of the present research is to describe the common features of the classroom interaction process, to give a wider account of what this process is and in which way it is related to second language learning, ending with a conclusion with the view of the researcher, and a definition of terms.

How languages are learned has been a topic of much interest among psychologists and second languages researchers; studies on this matter aim at bringing about findings that lead to a theory of second language acquisition, as Gregg, K. (1989) states, “The ultimate goal of second language acquisition research is the development of a theory of Second Language Acquisition” (p. 15). Second language programs are informed by these theories and focus on achieving this goal, language learning, and the way we consider how a second language is learned is the paradigm that will guide our performance as teachers.

Second language learning has been looked at from different perspectives along the last six or seven decades, prominent behaviorists authors such as Fries (1948), Nelson Brooks (1940) and Robert Lado (1970) gave importance to the idea that language is mainly

learned through memorization and repetition, it produced the birth of the Audio-lingual Method, a method of teaching that grew up from the structural approach developed by a number of American linguistics.

Chomsky responded to the audioingual method and proposed his notion of Universal Grammar (UG). He states, “innate knowledge of the principles of universal grammar permits all children to acquire the language of their environment during a critic period of their development” (as cited in Lightbown, and Spada, 2006, p. 39). Based on Chomsky’s ideas some authors such as White (2003) and others, argued that universal grammar, even though is a first language learning theory, gives account more accurately of the nature of Second Language Learning than the behaviorist theories. When talking about the audio-lingual approach Ellis (1990) states, “What was missing from the theory was recognition that language learning is a developmental process” (p. 30). This developmental process is nowadays the most important matter of discussion and theorizing among second language learning theorists. UG theory works as a point of reference for subsequent models of second language learning. And one of its main achievements is the change from a teacher/teaching centered approach to a learner centered one, which functioned as the basis for the development of subsequent second language learning theories and models, this fact changed the vision of the teaching-learning phenomena because it starts from what the learner brings into the classroom, how he or she learns, and as a result new methods and materials were developed to fit with learners needs and interests.

To this respect, making an apology of UG theory Ellis (1994) states de following:

One of the claims of L2 theorists working with a generative grammar framework is that any theory of L2 acquisition that is not based on an adequate theory of language will prove inadequate. The argument is that the theory of universal grammar, as proposed by Chomsky, constitutes the best theory of grammar currently available, because it achieves both, descriptive and explanatory adequacy. It follows that L2 research should be informed by his theory. (p. 429)

The researcher believes this statement is the basis on which several theorists started their second language acquisition models. One of the most important products of UG theory was the cognitive anti-method, which was articulated in a series of articles published by Newmark and Reible in the sixties. Ellis (1990) listed six main assumptions of this method that in my view represent the most important aspects of the following UG based language learning theories. The first assumption was that second language learning is controlled by the learner rather than by the teacher. It is the birth of the learner centered curricula in language teaching. The second assumption is that human beings possess an innate capacity for language learning, the cornerstone of UG and Chomsky's proposal. The third is that it is not necessary to attend to linguistic form in order to acquire a second language. This assumption at a first glance resembles the audiolingual standpoint about that grammar knowledge is not really necessary, however, in the view of the researcher, audiolingualism and UG theorists differ in the way they thought about the nature of grammar; grammar awareness for audiolingualism was not necessary for learning because it requires metalinguistic work of the learner, and for UG theorists of the cognitive anti-method grammatical emphasis was viewed as a danger of implementing an approach based on repetition. The fourth assumption is that classroom language learning is not an additive process. The cognitive anti-method changed the paradigm in second language classroom, and in the

teaching methods, giving place to the use of natural contexts for the learner. The fifth assumption was that errors are concomitant of the learning process and are therefore, inevitable. And the sixth is that first language interference is the result of ignorance. So, first language interference should decrease if second language exposure increases. Chomsky's ideas are very important for the present discussion hence they are, in view of the researcher, the basis for the development of subsequent and current second language acquisition theories which are to be presented below.

One of the most important and widely accepted second language learning theories which was developed based on Chomsky's ideas is Krashen's Monitor model. In his book *Second Language Acquisition and Second Language Learning*, Krashen (1988) presents his point of view of language learning. Krashen proposes five hypotheses: the acquisition learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis and the affective filter hypothesis. The acquisition-learning hypothesis is based on the idea that language acquisition and language learning are two different phenomenon, while language learning is a conscious process of language analysis and apprehension, language acquisition is an unconscious process which "requires meaningful interaction in the target language-natural communication-in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding" (Krashen, 1988, p. 1). Making an overview of Krashen's monitor model, Ellis (1990) states, "Acquisition is the subconscious process by which linguistic competence is developed as a result of using language for real communication. Learning is the conscious process by which metalinguistic knowledge is developed through study" (57). The researcher believes that Krashen's ideas put the basis for the current communicative approaches in language teaching and learning because he was able to interpret

Chomsky's ideas and make them applicable to Second Language Learning. According to the same author "the fundamental claim for Monitor Theory is that conscious learning is available to the performer only as a Monitor" (Ellis, 1990, p. 2). The researcher is in agreement with this hypothesis, conscious language learning is a formal construction of meaning through the understanding of understandable rules which are inherent to the language, this conscious learning requires the personal effort of the learner and a constant attitude of watching how words and phrases and other aspects of the language are constructed and make significant meaning in a given situation.

As Lightbown and Spada (2006) based on Krashen's views states: The learner system acts as an editor or monitor, making minor changes and polishing what the acquired system has produced, such monitor takes place only when the speaker/writer has plenty of time, is concerned about producing correct languages, and has learned several rules. (p. 37)

Krashen's natural order hypothesis claims that second language is acquired in a natural sequence such as in first language; at the same time, first language interference is considered as unnatural, and when it interferes with second language "the monitor may be then be used to add some morphology and do its best to repair word order when it differs from first language" (Krashen, 1988, p. 68). The input hypothesis claims that language acquisition takes place when the acquirer is exposed to a significant amount of the target language, it means, comprehensible language which is called "intake". According to this view it is not the amount of language the learner is exposed to what is going to produce the acquisition but the quality of the exposure what is going to produce the waited results. See (Krashen, 1988, p.102). The

researcher agrees with this standpoint, no one is able to understand a language just by listening incomprehensible speech, it is necessary that this speech be placed in a communicative and significant situation, for example, though watching movies in English would not be enough to acquire English, it is necessary to understand what is the relation between words, communicative acts and world in order to acquisition take place, so, according to this theory, what a determined individual understands, what he or she perceives as a real use of language in a given situation, and how this person can use it for communicative purposes, or even for conscious learning, is what should be understood as a profitable input, intake. The affective filter hypothesis claims that “the affective filter is a metaphorical barrier that prevents learners from acquiring language even when appropriate input is available. Affect refers to feelings, motives, needs, attitudes, and emotional states”. (Lightbown and Spada, 2006, p. 37).

Figure 1. A Model of Adult Second Language Performance. Krashen and Terrel, (1983)

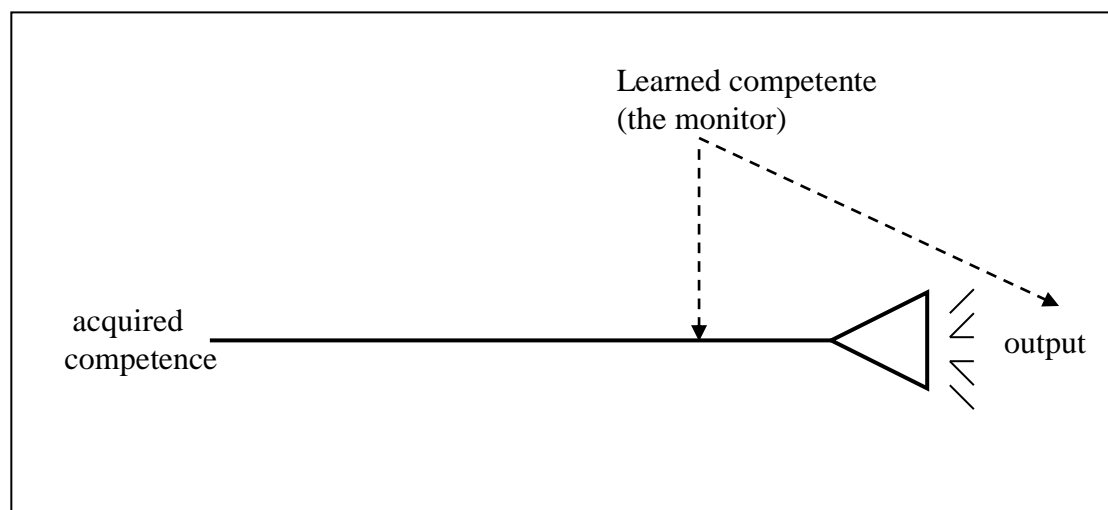


Figure 1.

The monitor then mediates between the acquired competence and output as a catalyzing system that aims at producing the correct utterances in communicative environments through the conscious construction of the appropriate language expressions.

5.1. Current Psychological Theories

Language acquisition has seen the birth of new language learning theories from the nineties, these theories are based on psychological approaches and represent the cognitive and developmental perspective on second language learning. These theories are important for the present research since they relate to the second language learning in psychological and social areas, and at the same time are related to Chomsky's and Krashen's views, (Van Patten's theoretical model and Connectionism) giving account of the nature of the communicative competence, which is central for the present work as it is going to be presented in next chapters. At the same time, the interaction hypothesis, considered by the researcher as central because the role of interaction in second language learning and because is through the analysis of this phenomenon in the specific context of this research that findings will happen.

5.1.1. Van Patten's theoretical model. This theory is based on Krashen's input hypothesis (1982) and it is considered as one of the few that has been able to demonstrate that Krashen's models enables second language acquisition. In his view VanPatten (2004) accepts the fundamental role of input and uses the term 'input processing' (IP) for the cognitive process which occurs when input is understood and integrated into interlanguages. According to the ELT Journal (2007) VanPatten characterizes input processing as "being concerned with how learners

understand the underlying grammar and acquire it". According to Lightbown and Spada (2006) "VanPatten argues that in part learners have limited processing capacity and cannot pay attention to form and meaning at the same time" (p. 46). His theory of language learning looks forward the explanation of this as well as the way to overcome this limitation. Skehan (1998) elicits three principles that VanPatten (1996) stated for input processing. The first is that learner process input for meaning before they process it for form. In this case what any particular word means is most important for the learner that what its place in the sentence is. The second is that for learners to process form that is non-meaningful, for example, third person -s, they must be able to process informational or communicative content at no or little cost to intentional resources. According to this principle context comes before form, and input processing can be regarded as a communicative theory. And the third is that learners possess default strategies for grammatical role assignments only after their developing system has incorporated other cues (case marking, acoustic stress). This view seems to consider grammatical awareness and language production as a result which depend on a first stage on non-grammatical aspects. "VanPatten argues that the processing approach is compatible with some clear pedagogic goals. It suggests that the usefulness of training language learners in effective processing, to make them more able to notice the relevant cues in the input so that form-meaning links are more likely to be attended to" . (Skehan, 1998, p. 47). I agree with that, one of the most important cues in acquisition is the development of processing skills; it means that the learner would be able to select the correct processing strategy for a determined learning goal.

Figure: 2 VanPatten's Model of Processing and Acquisition. (Adapted from VanPatten (1996).

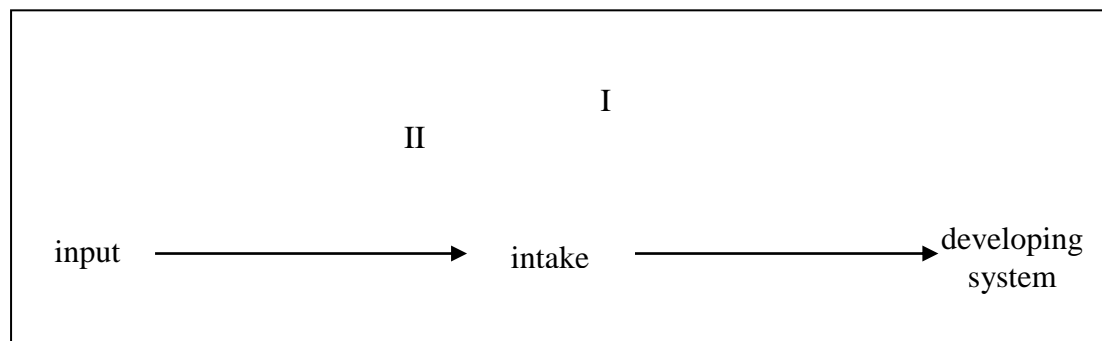


Figure: 2

The first arrow shows the stage where input is processed to make form, in the stage the learner is able to focus on meaning as well as in form while processing information. In the second arrow the learner attempts to incorporate that input into an interlanguage system to relate the form elicited from the input to the ideas or hypothesis about the form of the target language, "...then, with material to work on, acquisitional processes can work more effectively and subsequently output processes have access to the product of such acquisition" (Skehan 1998 p. 48)

5.1.2. Connectionism. According to this theory "After hearing language feature in specific situational or linguistic contexts over and over again, learners develop and stronger and stronger network of connections between the elements. Eventually, the presence of one situational or linguistic element will activate the others in the learners mind" (Lightbown and Spada 2006, p. 41). Second language learning from this perspective is a reminiscence of Chomsky's Universal Grammar, the difference is here the emphasis is not only on the innate

capacity of the learner for learning but the importance of a situational and linguistic context that feeds back itself and builds up itself as the learner is exposed to new language.

5.1.3. The noticing hypothesis. Having stated how according to connectionism language learning is related to the specific situational context of the learner and that in Van Patten's theoretical model meaning is previous to form, it is now necessary to take a look at the mental processes involved in language learning. To this respect, noticing is understood as the essential standpoint of language acquisition. Schmidt (1990, 2001) is the proponent of this theory.

The ELT Journal (July 1996) states the following:

Noticing is a complex process: it involves the intake both of meaning and of form, and it takes time for learners to progress from initial recognition to the point where they can internalize the underlying rule. This argues for teachers to provide recurring opportunities for learners to notice, since one noticing task is most unlikely to be sufficient. (p. 273).

This is a meta-cognitive theory of language learning (based on the awareness or analysis of one's own learning or thinking processes), as well as a meta-linguistic one (based on the relation between language and other cultural factors in a society), Noticing, thus, requires an understanding of what any word or phrase means in a language context, a social context and a communicative context; once it has been understood acquisition can take place, so, it is considered as a requirement for language acquisition.

Skehan (1998) has developed a figure to explain Schmidt's noticing theory:

Figure 3. Types of Noticing Within the Information Processing Model. Skehan (1998)

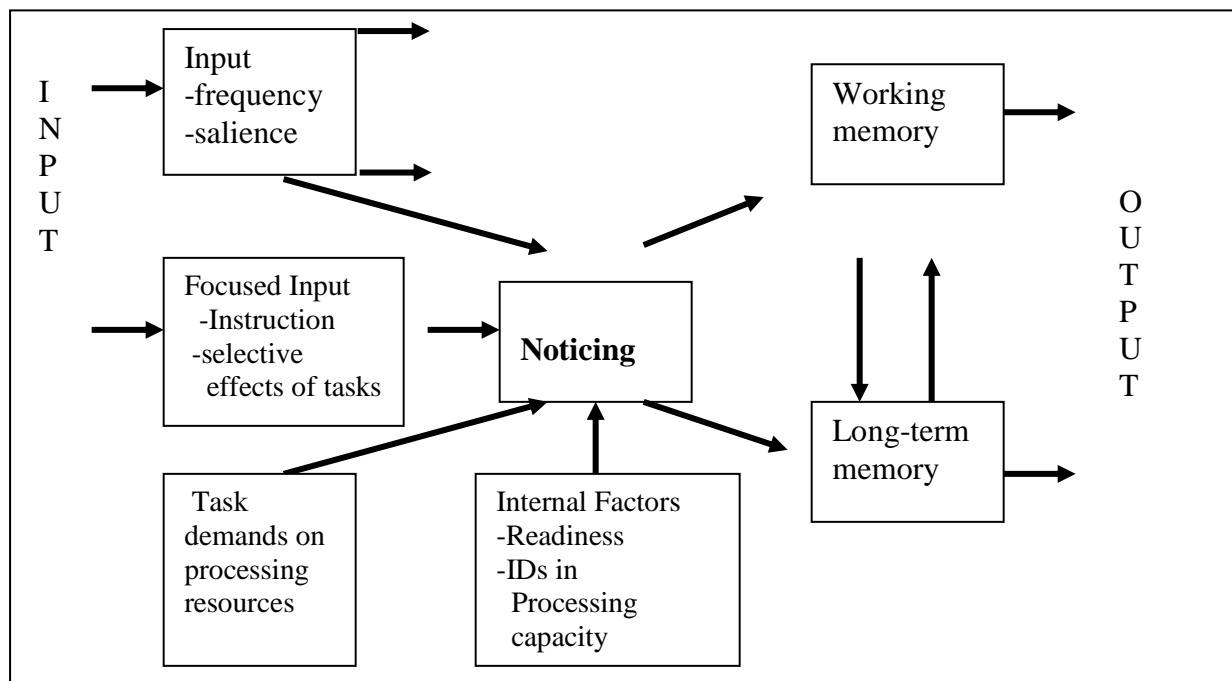


Figure 3.

The most frequent the learner is exposed to a particular structure or words in a given context the more likely he/she is going to notice its features, the more salient is that particular linguistic feature the more possibilities exist to be grasped by the learner, this is the kind of input required, at the same time focused input (composed by instruction and selective effects of tasks) works as the means through which these structures become available for the learner, to this respect Skehan (1998) states, “the role of instruction is not necessarily therefore in the clarity of explanations it provides, but rather in the way it channels attention and brings into awareness what otherwise would have been missed” (p. 49). The combination of input and instruction and the task demands on processing resources results in noticing, however, it is necessary a mental processing in which an important role is played by internal factors such as the individual differences among learners, readiness and individual differences in processing capacity, these learners factors influence how input is processed. Then working memory (short

term memory) uses the input while unconsciously the long term memory process and stores the information that later will result in output.

Lightbown and Spada (2006) explain the contrast among different cognitivist theories on this subject, they affirm, “According to information processing theories, anything that uses up our mental ‘processing space’, even if we are not aware of it or attending to it ‘on purpose’ can contribute to learning” (Lightbown and Spada, 2006, p. 45). From the connectionist perspective, the likelihood of acquisition is best predicted by the frequency with which something is available for processing, not by the learners awareness of something in the input”. It is more profitable for learning or acquisition something that has been already understood and used, however, it cannot be denied the capacity of human brain to work and do things beyond our conscious knowledge, it is hard to prove something we cannot measure, though. For this reason, it is time to present how second language learning is thought to take place in the context that is particular to this phenomenon, the language classroom.

5.2. Second Language Learning Through Classroom Interaction

Recent theories emphasize the role of interaction in the process of second language learning, and for this research, this idea is central because all the phenomenon that takes place in the classroom setting to be observed during the present work is going to be analyzed in the light of the concept of interaction, based mainly in the view of Johnson (1995) and Van Lier (1988). According to Johnson (1995), “the classroom is viewed as a unique communication context, in which the meaning being communicated and the structure of the communication are shaped by the perception of those who participate in classroom activities” (p.

5). She holds a complete scheme for understanding classroom interaction from the perspectives of all those involved in the event. Due to this research being carried out in a classroom setting; a description of the role of such environment is of paramount significance. In order to clearly understand what classroom interaction is, and how it is tied to language learning and acquisition it is necessary to mention an important concept before, verbal interaction. According to Malamah Thomas (1987), “Factors of the speech event define the context for verbal communication, but verbal interaction is a continuous shifting process in which the context and its constituent factors change from second to second” (p. 37). This author states that in general verbal interaction the addressee becomes the addresser and the addresser becomes the addressee in a shifting process. This is the general and traditional view of communication.

Figure 4. The shifting nature of verbal interaction. Malamah-Thomas, A. (1987).

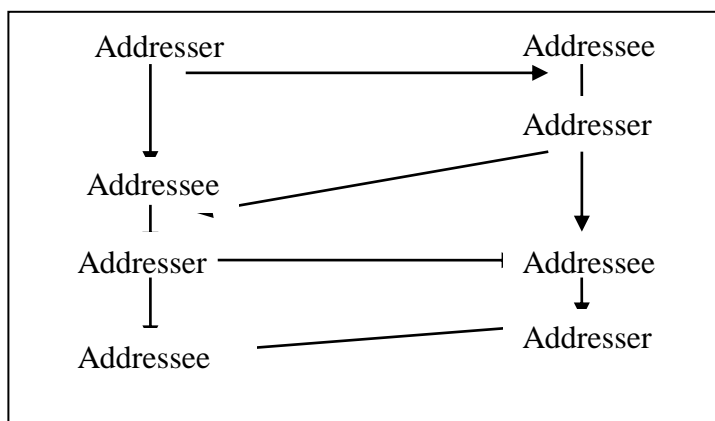


Figure 4.

Understanding this simple phenomenon opens the way to understand what classroom interaction is. In order to have a general overview of how classroom interaction has been defined, El-Koumy (1997) affirms, “classroom interaction is a system of giving and

receiving information” (as cited in Celce Murcia, 1989, p. 25). According to Malamah Thomas (1987), classroom interaction “means acting reciprocally...acting upon each other” (p. 2). The following figure shows Malamah Thomas (1987) view of interaction:

Figure 5. Classroom Interaction. Malamah-Thomas, A. (1987)

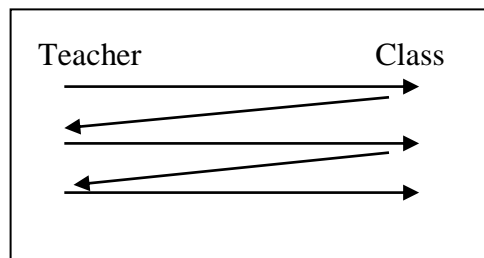


Figure 5.

She maintains that “the teacher acts upon the class, but the class reaction subsequently modifies his next action, and so on”. (Malamah Thomas, 1987, p. 3). This is what is always observed in second language classrooms, the teacher initiates the conversation, the tasks and so on, and depending on students’ response the teacher decides which path follow for the achievement of learning goals. So, classroom interaction cannot be predicted but some outstanding and common results can be expected. It is in this context where the interaction hypothesis of language learning takes place. One of the more basic components of interaction is turn taking. The character of turn taking and its analysis is of central importance as a tool to understand the nature of teacher and learners interaction, and is in this understanding that the kinds of competences developed become able to be discovered.

5.2.1. Turn Taking. In order to make a suitable classification of the nature of different participations of the learner from the perspective of discourse analysis it is necessary to give a brief classification of what turn taking means. According to Van Lier (1988), “turn taking studies the systematic nature of speaker change in different settings” (p. 94). Turn taking does not refer merely to what is said when somebody speaks, but to the opportunity to speak itself. Classroom is different from natural settings so classroom interaction and turn taking are to be governed by their own particular rules. Van Lier (1988) discusses turn taking in terms of four basic ingredients or underlying principles:

1. Transition: particularly, turn progression and turn size.
2. Distribution: particularly, speaker attention, allocation;
3. Prominence: the status of a turn as attended –to action;
4. Initiative: voluntary (i.e. actor-originated) participation in the goings on.

In his view, Van Lier considers turn taking nature as a holistic process, as it is shown in the next figure:

Figure 6. The dynamics of speaker change. Van Lier, L. (1988).

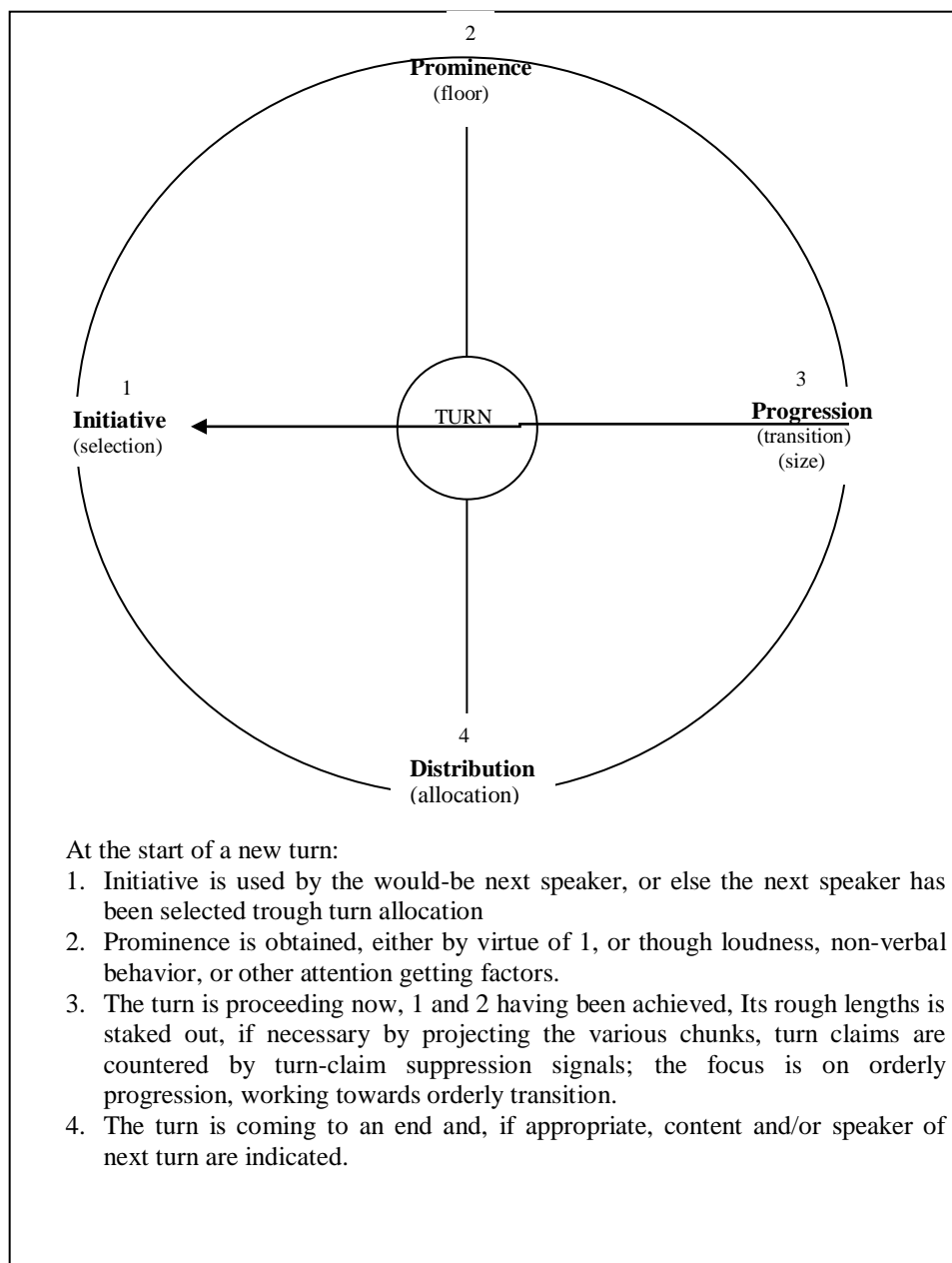


Figure 6.

The above classifications, even though do not represent categories for analysis in the present research, could be taken as tools for the description of the classroom interaction process when analyzing each different already accepted category of analysis.

5.2.2. IRF exchange. Now, in order to describe the subject of classroom interaction and its more common features in language classrooms, a description of the nature of exchanges is required. One of the most frequent (maybe always present) exchanges in language classroom is IRF. Initiation, response feedback exchange (IRF), called this way by Van Lier (1996), also called by Johnson (1991) Initiation, Response, Evaluation (IRE), has been thought as a useful tool for teaching English. This fact consists of a three turns long technique in which the teacher initiates the communication, then the students responds, and as a last step the teacher evaluates this response. Table 5 shows an example where A is clearly the teacher and B and C are students.

Table 1. IRF Exchange. Taken from (Van Lier, 1996, p. 148)

1. A *How many people are talking Elly? How many people?*
2. B *Two people.*
3. A *Yes, that's right, two people.*
4. A *And what are these people talking about Marcia*
5. C *((unintelligible)) people ask the way*
6. A *Uhuh*

Table 1.

The researcher believes that the emphasis in the use of this technique tends to discourage initiative from the part of some learners due to the control and power is given to a single person, interaction then may not really be a free experience. For this reason, analyzing the use of this technique in the classroom is an excellent way to improve the understanding of teacher-students relation. According to Van Lier (1996) the teacher can use IRF format in at

least the following four ways, repetition, recitation, cognition and expression. To find out how these categories are used in the classroom setting is the work of the researcher.

Figure 7. Types of IRF. Vann Patten, B (1996)

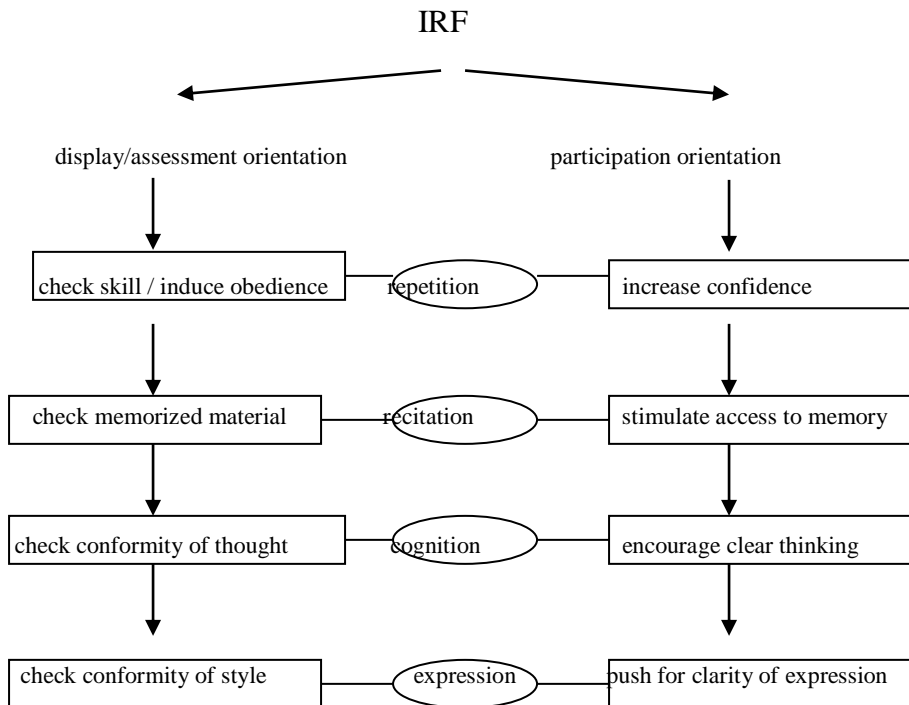


Figure 7.

IRF exchange is a category for analysis of discourse in this work because through the careful observation of the use of this technique and the analysis of its constituent features a wide comprehension of the process of interaction and competence to be developed can be observed, so it is a category as well as a means to understand other aspects of the communicative process. This process is going to be observed from the perspective of the Barnes's (1976) model of communication adapted by Johnson (1995).

5.3. A Model for Understanding Communication In Second Language Classrooms

Johnson, (1995) proposes a model for understanding communication in second language classrooms by adapting a model suggested by Barnes (1976) in which he states, “classroom learning is a negotiation between teacher’s meanings and students’ understandings, a sort of give-and-take between teachers and students as they construct shared understandings through face to face communication” (as cited in Johnson, 1995, p. 8); according to her, in Barnes’s model of communication “Classroom communication is examined not only in terms of what actually occurs in second language classrooms, but also in terms of what teachers and students bring to second language classrooms and how they shape what occurs there” (Johnson, 1995, p. 8), and this examination of what the teacher actually brings to the classroom is one of our main concerns in this research. According to the same author, there are two dimensions of how teachers and students talk, act and interact in second language classrooms:

1. The moment to moment actions and interactions
2. What teachers and students bring to the second language classroom.

By considering these two aspects Barnes (1976) establishes an inductive approach to understand classroom communication, one in which not only what but why people do what they do and act as they act are at the core of the focus and brings a meaningful comprehension of the interactive process in the classroom. Furthermore, it centers the attention not only in the students but also in the teacher as an active agent in the second language learning process, as Johnson, (1995) states, “The interrelatedness of these two dimensions implies that what resides between teachers and their students (who they are, what they know and how they act

and interact) shape how they will communicate with one another in second language classrooms” (p. 7) This hermeneutic perspective is of enormous importance when finding out teacher’s values and beliefs, as well as to discover the communicative competences that the students are developing in the teaching learning process.

Johnson (1995) also asserts the following:

Teacher’s control of the patterns of communication is shaped, in part, by their frames of reference, that is, by aspects of their professional and practical knowledge that shape how they interpret and understand their own and their student’s communicative behaviour within the classroom context. In addition, student’s perceptions of the patterns of communication are shaped by another aspect of their frame of reference: the norms of references they hold for their own and their teacher’s communicative behaviour based on their former experiences as students in classrooms. (p. 8)

Taking these two elements into consideration, having stated the usefulness of the above presented model, and in order to understand second language classroom interaction, these elements proposed by Barnes (1976) and adapted by Johnson (1995) are to be taking into account as categories of analysis for the study of the phenomenon of interaction in the present research context.

Figure 8. Barnes's Model of communication (1976). Adapted by Johnson (1995)

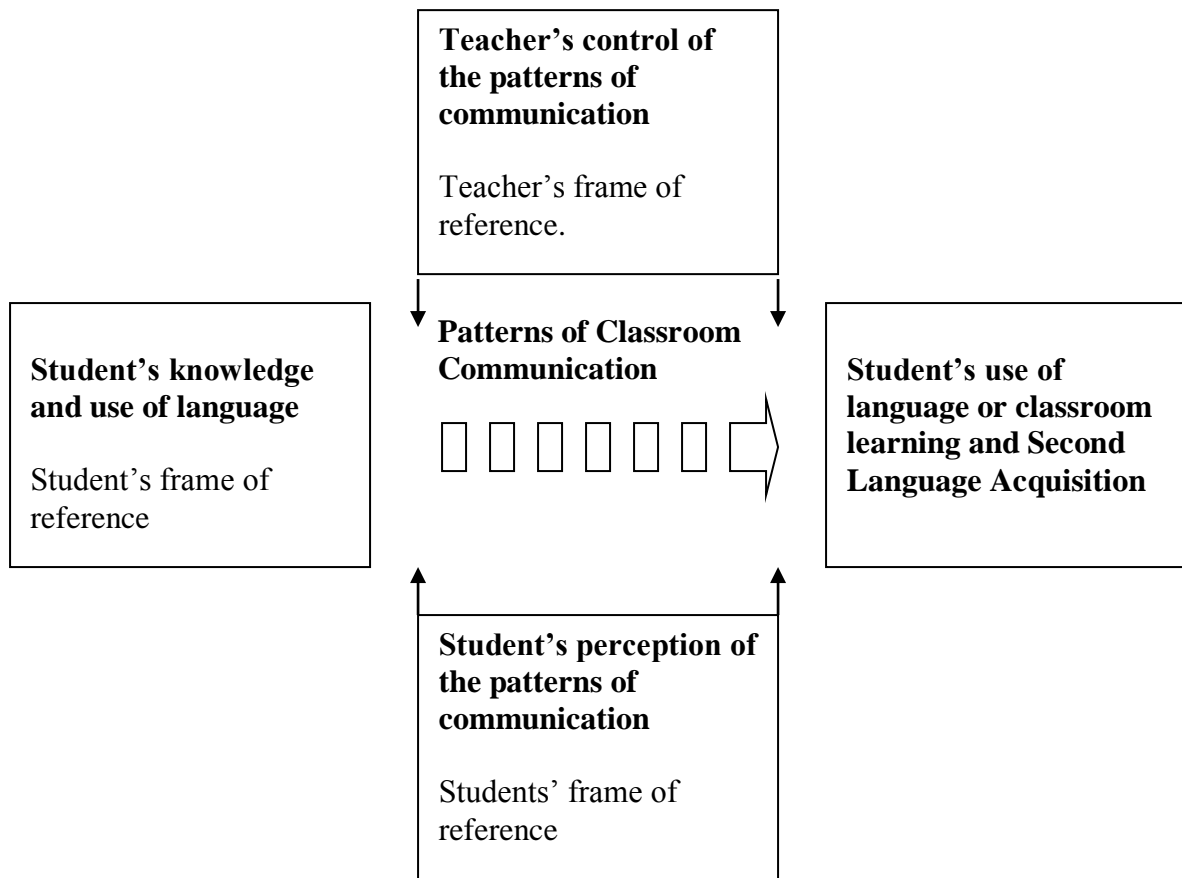


Figure 8.

5.3.1. The Structure Of The Classroom Event. The structure of the classroom event is a wide concept and it is informed and fed from different factors that surround students and teachers. “Erickson (1982) describes verbal interaction in classrooms as containing two interrelated structures, he affirms, “Academic task structures, represents how the subject matter is sequenced in a lesson or the logical operations involved in a task and its sequential steps” (as cited in Johnson, 1995, p. 153). Johnson (1995) affirms, “Social participation structures represent the allocation interactional rights or obligations of participants that shape the

discourse; these can include turns at speaking, pairs of turns, such as the question answer of IRE pattern as well as listening behavior in relation to speaking behavior” (41). From this assertion it is stated that academic task structures and social participation structures are two main concepts under which the rest of the categories of analysis in this research are. So, verbal interaction in classrooms is to be looked at as a phenomenon which is embedded in the pursue of a mutual understanding between teacher and students on the basis of communication, which is understood as a means to learning around social and academic goals.

As important as understanding the interactional rights in classroom setting interaction, is to understand the kind of information that is been transmitted or shared through the exchanges and that are known as transactions.

5.3.2. Classroom Transactions. Classroom transaction is, according to Malamah-Thomas (1987) the communication of information, communication with a pedagogic purpose and with a strict pedagogic content, and is controlled by the teacher or the textbook writer, for example: She states, “information about the grammar or the use of the language, information about how linguistic skills, such as those of reading and listening, operate in that particular language and the culture they adhere to” (Malamah-Thomas, 1987, p. 15).

Making reference to this aspect of interaction is important because by its analysis the purposes of the teacher become quite clear, making more salient the nature of the competence that is developed.

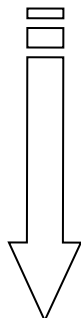
5.3.3. Teacher's Control Of The Patterns Of Communication. In the framework for understanding classroom interaction is of great important the analysis of teachers' control of the patterns of communication. The teacher is the one who controls the pedagogical moment, the one who establishes the aims and goals of the language class. To this respect Johnson (1995) states, "Beyond their status, teachers' control over the patterns of classroom communication is generally maintained through the ways in which they use language. In fact, teachers' control on the patters of communication determines, to a large extent, how, when and where and with whom language is to be used in the classroom" (p. 16). The analysis of how the teacher manages the classroom interaction is at the core of this research, and how others aspects such as the communicative competence to be developed are included. That is supported by Johnson (1995), she affirms, "hence, knowledge of the rules of the language game and the underlying construction of the classroom communication are essential components of classroom communicative competence" (Johnson, 1995, p. 10). In this analysis the researcher will do a study of Initiation, Response, Feedback, IRF sequence, also known as IRE (initiation Response Evaluation). The use of this bottom up approach to analysis, from the small pieces to general view, will provide the hints to understand teachers-students interaction, and especially how teacher controls the patterns of communication in order to develop a determined competence.

5.3.4. Student's Perceptions Of The Patterns Of Classroom Communication. "How students perceive and respond to what their teachers say and do during second language instruction" (Johnson. 1995, p. 12). Even though teacher's performance analysis is the main goal of the present research, some mention of student's perception of the

patterns of classroom communication can be helpful to describe the teaching-learning phenomenon in a more specific way.

5.3.5. Importance of Output in Interaction. According to Swain (1985), “output provides three functions: noticing, hypothesis testing, and reflection” (as cited in Verplaetse, 2000, p. 102)

Table 2. Three functions of output



Noticing	At the point when she or he must produce output, the learner must first notice that a gap of linguistic knowledge exist between what she or he wants to convey, and his or her abilities to convey it.
Hypothesis Testing	When the learner attempts production, using what linguistic knowledge is currently available in his or her interlanguage , the learner tests out hypothesis about the organization of the language system
Reflection.	Finally, through the learners output, and the interlocutor response to that output, the learner can reflect on and ultimately his or her language use.

Table 2.

Last three functions above mentioned serve as a guideline for evaluating the quality of interaction in the classroom event. These functions become tangible categories of analysis, if there is not enough output from both of the interlocutors then the quality of interaction, and by this same path the language learning process, are negatively affected.

5.3.6. Moves In Classroom Interaction

A move is the smallest unit in Bowers' (1980) categories of verbal behavior in the language classroom, a system of classroom language description. These categories show, according to Malamah Thomas (1987), "the difference between language used directly in connection with teaching and learning and language used for social, formal or organizational purposes" (p. 25) As it was stated above, classroom language is governed by its own rules, moves are mainly pedagogical tools for language teaching and learning, how are they used and to what degree and frequency can inform the researcher about the pedagogic focus of the teacher in relation to student's language learning. This moves have been classified by Malamah-Thomas (1987) in the following way:

Responding: Any act directly sought by utterance of another speaker, such as answering a question.

Sociating: Any act not contributing directly to the teaching/learning task, but rather to the establishment or maintenance of interpersonal relationships.

Organizing: Any act which serves to structure the learning task or environment without contributing to the learning task itself.

Directing: Any act encouraging nonverbal activity as an integral part of the teaching/learning task.

Presenting: Any act presenting information of direct relevance to the learning task.

Evaluating: any act which rates another verbal task positively or negatively.

Eliciting: Any act designed to produce a verbal response from another person.

It is necessary to remember that all categories are not independent but they work together to give shape to the communicative process.

These moves mentioned above can be found during the task of analysis of classroom interaction; they serve as specific marks for illustrating the phenomenon in precise moments and to describe accurately teacher's behavior. Every aspect of the interactional process forms part of the big picture. The way the teacher uses the above stated moves will serve as a way to determine his view on the students and on teaching, and as a consequence, the competence that is really developed.

Taking into account the different tools before stated the researcher believes that next figure will give account of the analysis that is to be done through this research when finding out interaction features that will lead the researcher to describe the language classroom phenomenon:

Figure 9. Categories for Analysis of Classroom Interaction in the Research Context.

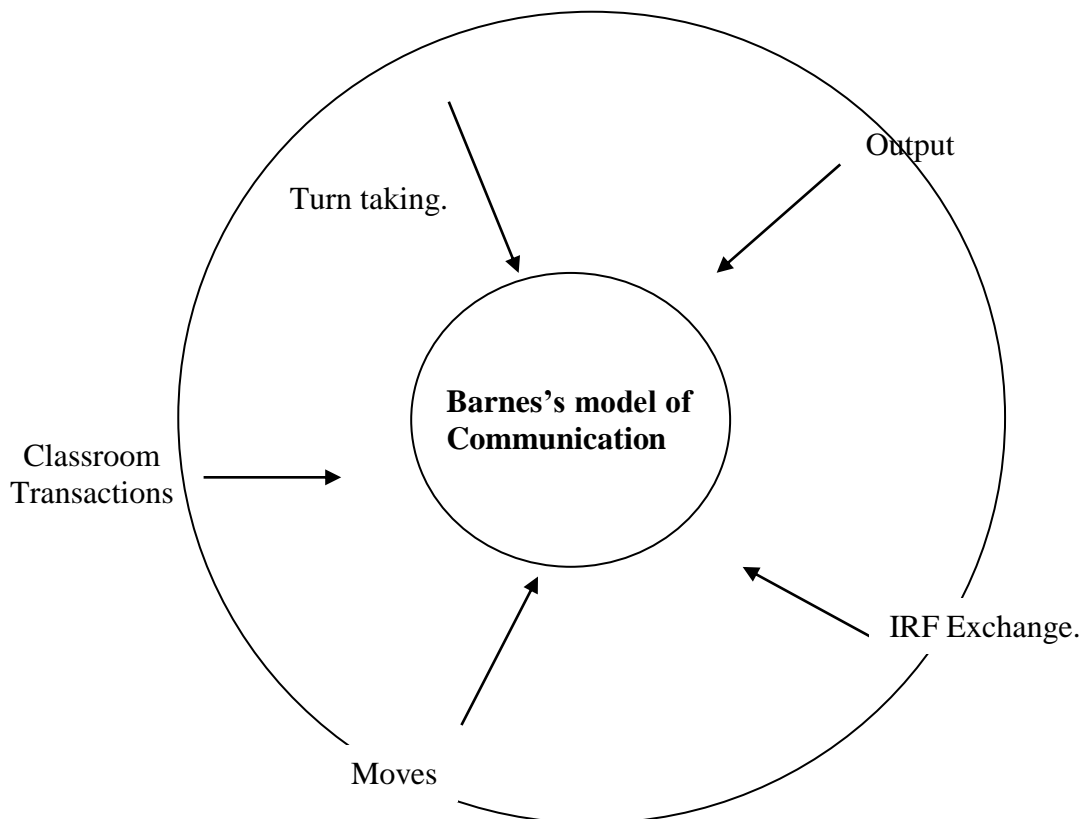


Figure 9.

So, Barnes' (1976) model of communication and Van Lier (1996) are the head line of analysis, the surrounding aspects help in the description of the process and as a tool to discover the teacher's purposes and goals, and the competence that is among these purposes.

5.4. The Interaction Hypothesis.

Having presented more specifically what classroom interaction is, what its components are, a model to understand communication in second language classrooms, and

which the categories of analysis for the present research are, it is time to show how the phenomenon of interaction shapes second language learning. Lightbown and Spada (2006), according to this hypothesis states, “is through interaction that interlocutors figure out what they need to do to keep the conversation going and make the input comprehensible”. (p. 43) Long (1983) assumes that modified interaction is a requirement for second language acquisition to take place; and summarized this relationship in the following way: 1. Interactional modification makes input comprehensible. 2. Comprehensible input promotes acquisition, therefore interactional modification promotes acquisition. According to this, classroom interaction plays a very important role in second language learning, so, the analysis of the nature of interaction will lead the researcher to find out the nature of the second language learning process, at the same time, the second language learning process will reflect the kind of interactions that are given in the language classroom. This is also seen in the same quotation from the same author, “research has shown that conversational adjustments can aid comprehension. Modification that takes place during interaction leads to better understanding that linguistic simplification or modification that is planned in advance” (Lightbown and Spada, 2006, p. 44). Along with them, Johnson (1995) considers language learning as a product of student’s interaction, how student’s talks and act can be equate to what is known as classroom communicative competence, she affirms: “is essential for second language students to participate in and learn from their second language classroom experiences”. (Johnson, 1995, p. 6). She stresses her point by saying, “for student operating in a second language classroom communicative competence is also believed to be an essential component in the process of second language acquisition” (Johnson, 1995, p. 6). According to Allwright (1984), “any second language learning that takes place must in some way result from the process of interaction the learner takes part in” (as cited in Johnson, 1995, p.

6). The process of classroom interaction, thus, determines what language learning opportunities become available to be learnt from. In Johnson's (1995) view language learning is a product of student's interaction during the classroom event. The development of communicative competence is thus a means as well as a goal.

Figure 10. Interaction as a means and a goal to language learning

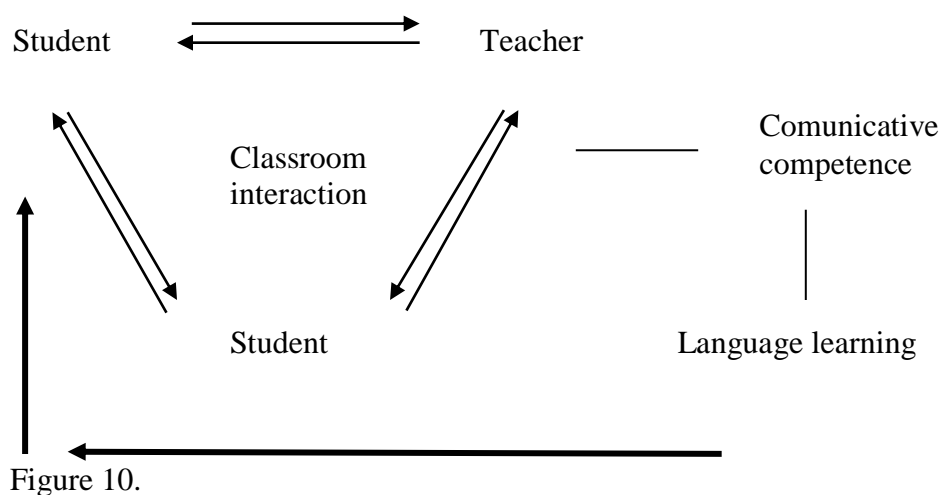


Figure 10.

With this conception in mind, Johnson (1995) states her theory of interaction based language learning on the model of classroom communication proposed by Barnes (1992), in which he states that all what students and teachers bring to the classrooms (ideas, beliefs, concepts, prejudices, and other kinds of cultural and academic knowledge and information) shapes classroom communication and thus language learning. This model, which was detailed presented above, constitutes the core of the categories of analysis in this project. One of the components of Barnes (1992) model adapted by Johnson (1996) is that student's use language for learning and second language acquisition, as it is shown in figure_10. Taking the social cognitive view proposed by Vigotsky which basically consists in the idea that every function in

the Child's cultural development appears twice: first, in the social level, and later in the individual level: First, between people, (interpsychological) and then inside the child (intrapsychological), and the theory of the Zone of Proximal Development which is, according to Vigotsky (1978), "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (p. 86). Simply stated, it is the difference between what a learner can do without help and what he or she can do with help. It is connected with the concept of scaffolding proposed by Brunner (1963), which consists on the assistance to the learner from the teacher or other peers in order to foster the process of language learning. Interaction is consequently, a central aspect of this process since through it, scaffolding working in the zone of proximal development, can help the learner to achieve the desired learning goals. Is therefore important in the current process of analysis, to establish if students are really headed to the goals of communicative competence, and, having established the nature of such a competence, to describe whether or not the teacher is aiming at the development of this competence thorough the interactional process.

Van Lier (1988) addresses to the point of the nature of interaction and its role in language learning development. He has suggested that because attention is a prerequisite for learning, and attention is clearly seen in participation, and participation is visible in interaction, then classroom interaction shows the degree in which the learner is developing his/her language learning.

Figure 11. The role of Interaction. Taken from (Van Lier, 1988,p. 93)

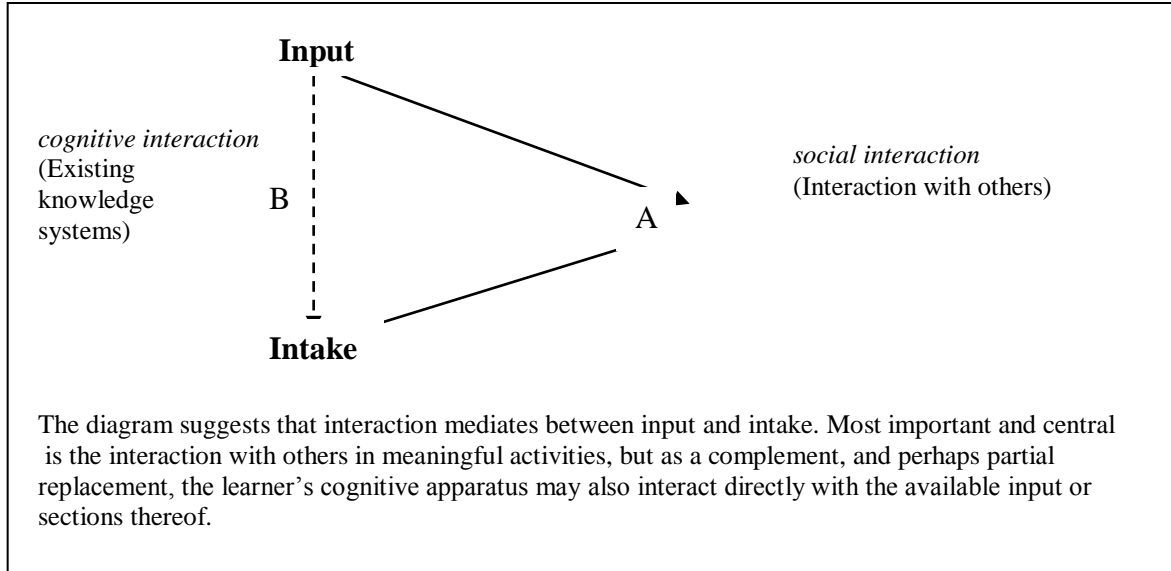


Figure 11.

5.4.1. Pedagogic Interaction And Second Language Learning

“The learning event describes the context for pedagogic interaction, the interaction of teaching and learning” (Malamah Thomas, 1987, p. 7). Pedagogical interaction is based on the simple idea of verbal interaction, nevertheless the pedagogical purposes add to this phenomenon a different character. Pedagogical interaction includes a purposeful experience thought to help as a tool for learning, a means through which second language learning takes place.

Figure 12. Pedagogic Interaction. Taken and adapted from (Malamah Thomas, 1987, p. 39)

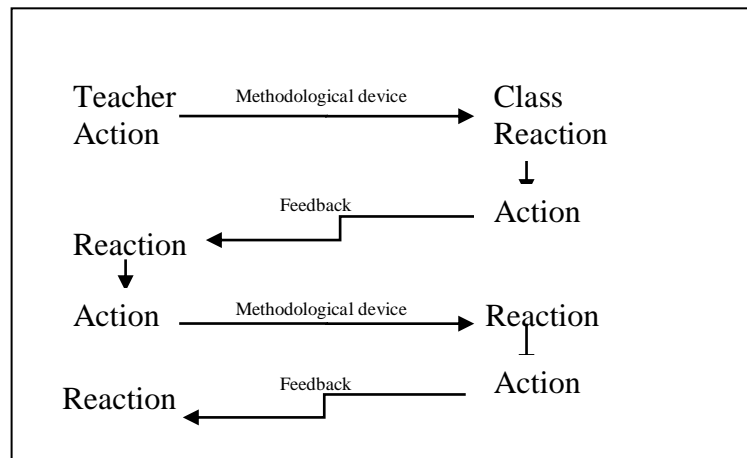


Figure 12.

Malamah Thomas, (1987) explains this figure as follows:

The teacher acts upon the learner to cause reaction. This reaction informs some action performed by the learners: a response to a question, and item executed in a drill, a word pronounced or spelt, a sentence written. The teacher studies this action, and perceives in it the reaction to her own original action. She in turn reacts and builds this into her subsequent action on the class, and so on. (p. 39)

When thinking about last three figures, it becomes clear what they have in common: giving and receiving, reciprocally, reaction; and these words evidently suggest the existence of two or more individuals, subjects or entities relating to each other. Interaction, then, takes place when two “subjects” manage to get some goals throughout a mutual understanding which involves a determined way of communication. Classroom interaction, which is our main

concern in this project, is mediated by the components above alleged. To this concern Van Lier (1998) has added an important differentiation by dividing classroom interaction in two types: 1) Social interaction, and 2) Cognitive interaction. He maintains that both types mediate between input and intake and the social type involves interaction with people whereas the cognitive one involves interaction with knowledge systems such as prior knowledge. This declaration confirms the above stated thinking about interaction, and as language teachers, communication among people is at the core of any educational process. To this respect Freire (1972) states: “Without dialogue there is not communication, and without communication there cannot be true education”. (p. 81). From this assertion it can be deduced that classroom interaction and educational processes are walking hand in hand, and more important, classroom communicative processes become, due to the current conditions of west education, a central concern in educational research. Among authors, classrooms and more precisely, the activities that take place in the classroom are considered important sites of development. To this respect Hall and Verplaetse (2000) states, “because many activities are created through classroom discourse, the oral interaction that occurs between teachers and students and among students is especially consequential to the creation of learning environments and ultimately to the shaping of individuals learner’s development” (p. 11). So, oral interaction, well thought also as social or communicative interaction, is the way through which the individual’s potential is increased, and it has to do directly with the potential of learning a language, and as suggested above, it leads us to think in the role played by teachers in these matters. Hall and Verplaetse (2000) state that “Through their communicative actions in their interactional activities, teachers shape the learners’ development in the following ways: 1.They make salient to the learners certain properties of the world constituted within their classrooms. 2. They mediate both, the quality and

the quantity of opportunities the students may have to participate in and learn from activities. 3. In and through their interaction with learners, teachers make apparent the standards against which student's performance are measured". These last three mentioned paths serve as helpful guidelines when analyzing the qualities and features of the interactional activities students develop during the class. This is in agreement with what Hall and Verplaetse (2000) also says, "Is in her interaction which each other that teacher and students work together to create the intellectual and practical activities that shape both the form and the content of the target language, as well as the processes and outcomes of individual development" (p. 10). From this assertion it is assumed that creativity has a direct connection with interaction in classroom discourse, it allows us to see the role of contingency in classroom communication. Contingency may be thought as unpredictable occurrences. According to Van Lier (1996), "Contingency is what gives language first an element of surprise, and then allows us to connect utterance to utterance, text to context, world to word" (p. 171). So, these connections are the ones to be developed in this research, they represent the cosmos in which language educational phenomenon takes place, and more precisely, the nature itself of classroom interaction. To this respect, and going back to classroom discourse, it can be cited Consolo (2000) when says that "The function of classroom language are produced under typical discourse patterns of classroom communication systems in which the role of language extends beyond the communicating of propositional information, to the establishment and the maintenance of relationship in the classroom". (p. 91). See Cazden (1998). This maintenance of the relationship in language teaching and learning is crucial for the development of fruitful social environments; this fruitfulness is seen in the degree that communicative events promote mutual understanding among participants, it means, the appropriate and effective negotiation of meaning that leads to

achieve the communicative goals of the interactional process. The fruitfulness previously mentioned can also be seen in the way the interactional process promotes language learning among participants; with this in mind Consolo (2000) states, “Thus, the language spoken in classrooms is not only linked to social and pedagogical aims; it is also a medium through which much language is learnt, and which for many is conducting for learning” (p. 91). So, as it can be noticed, there are several components that build up the concept of classroom interaction and its teaching/learning possibilities. In last quote, for example, the emphasis is placed on the fact that the mere existence of a language act works as a tool for language learning. Consolo (2000) also says that the social and the linguistic aspects of classrooms exhibit patterns that allow certain amount of predictions and control in managing classroom interaction. At the same time he states that “interaction is better accomplished when negotiation takes place, which is, when the verbal roles taken up by classroom interacts (a teacher and his or her students) are nearly symmetrical, in attempts to reach decisions by consensus rather than by unilateral decision making”. (Consolo, 2000, p. 91, 93). For this reason the analysis of the relation student-teacher is of great importance when we comprehend the communicative processes that take place inside the classroom. To this respect Johnson (1995) says, “In second language classrooms, how teachers perceive their students and how students perceive their teachers can shape both the meaning and structure of classroom communication” (p. 5). This relation is of great importance for the purposes of this research, because such a perception will shape the kind of competence that are to be developed during the interactional process, as it is going to be seen below, and it constitutes a preliminary requirement for the understanding of such an aspect of the communicative process.

5.4.2. Sociocultural Principles Of Language Learning. Because the

classroom is a socio cultural environment is necessary to take a look from the perspective of all actors involved in the interactional process, as Johnson. (1996) states: “Understanding the dynamic of classroom communication is essential for all those involved in second language education”.(p. 3) It is a belief that language that children learn depend on their repeated participation in speech and socio cultural activities with other more competent participants. According to Hall and Verplaetse (2000) “Over the time, and with the help from more expert participants, the novice participants develop expectations about the communicative value of the linguistic resources constituting these activities and, in doing so, create prototypes for action”. (p. 55). This social aspect of language learning is so crucial that without it language use has no meaning or purpose, and is in this sociocultural environment where the individual acquires the required abilities that will allow him to perform appropriately in a determined culture, in a given society. According to Hall and Verplaetse (2000), “Findings from research in cultural psychology also provide evidence that our development is intimately tied to the activities in which we engaged” (p. 55). The word activities that are engaged, shows that the human being is action-oriented, he/she manipulates, or try to manipulate his/her surrounding by using language in a determined way, this way has its roots in former actions and experiences, in the interaction with the world, the things and others. This thinking gains importance when it is realized that it gives to interaction a central role in language learning, placing it at the heart of the socio-cultural process.

Premises of this perspective: Hall and Verplaetse (2000) state three main premises which are considered as central when describing this point of view:

1. Development. The individual man is created in the pursuit of action in our material and social world. This is a fact; action and learning are mutually connected, if we consider culture as socially learned knowledge this knowledge has to be connected to the actions that take place when individuals try to become an active agent in a determined group of people that have many things in common, a society.
2. It has to do with the means by which involvement in our learning environment is realized. Our participation and subsequent development are mediated by the symbolic tools and resources constitutive of these environments. These symbolic tools such as language, are the expression, and at the same time, an agent of the realization and build of individuals and communities. When human beings get involved in the use of language in a determined group of people, language learning is a subsequent result.
3. The study of individual development is the study of the processes by which mind and external world are linked. This connection takes place through the use of an articulate language system, so, the world is understood through formal thinking, and this thinking gives things their subjective worth.

As a key to improve and secure language learning Van Lier (1996) proposed the term contingency, to make reference to the ideal interactional process that fosters language learning. It means that conversation inside the classroom phenomena must be conversational in opposition to monologic: “the talks become increasingly conversational, exhibits features such as local assembly, unpredictability of sequence and outcome and so on” (Van Lier, 1996, p.

181). Symmetrical in opposition to asymmetrical: “one in which rights and duties of speaking are equally shared, even if one of them is a teacher, a parent, a genius, or whatever, and the other is a student, a child, etc”. (Van Lier, 1996, p. 181). Process oriented in contrast to product oriented. It means that the educational process is not based on the specification of a subject matter, or performance in tests, and it must be conversational. Proleptic in contrast to elliptic. Since conversation is not tied to a single subject matter no aspect of the information is left aside but welcomed in the interactional learning process. Exploratory in contrast to authoritarian. Teacher is not to be authoritarian but rather authoritative. Van Lier, (1996) says, “at the encounter end of the continuum participants are equal in all relevant respects, and interaction becomes truly exploratory” (p. 182). Self-determined, in contrast to external controlled. As in normal conversation all participation and motivations are self-determined, so it has to be in the educational process, and not forced by external factor such as the teacher or the curriculum. And finally, contingent rather than non-contingent. Once classroom interaction is not monologic, asymmetrical, product oriented, elliptic, authoritarian and externally controlled. Van Lier, (1996) says, “Sharpness of perspectives increases and expectancies are effectively created and exploited. When that happens we can speak of contingent interaction and this will mean that the other polarities mentioned will be pulled outwards, opening up an enriching discourse” (p. 183). Van Lier’s view on interaction thus, is at the same time a conceptualization of what all education is about. In the language classroom language learning is to take place by the healthy establishment of an approach if there is a process that leads to the moment of teaching and interaction from transmission to transformation of meaning according to what the actors of the process bring to the classroom.

Figure 12. Types of Pedagogical Interaction. (Van Lier, 1996, p. 179)

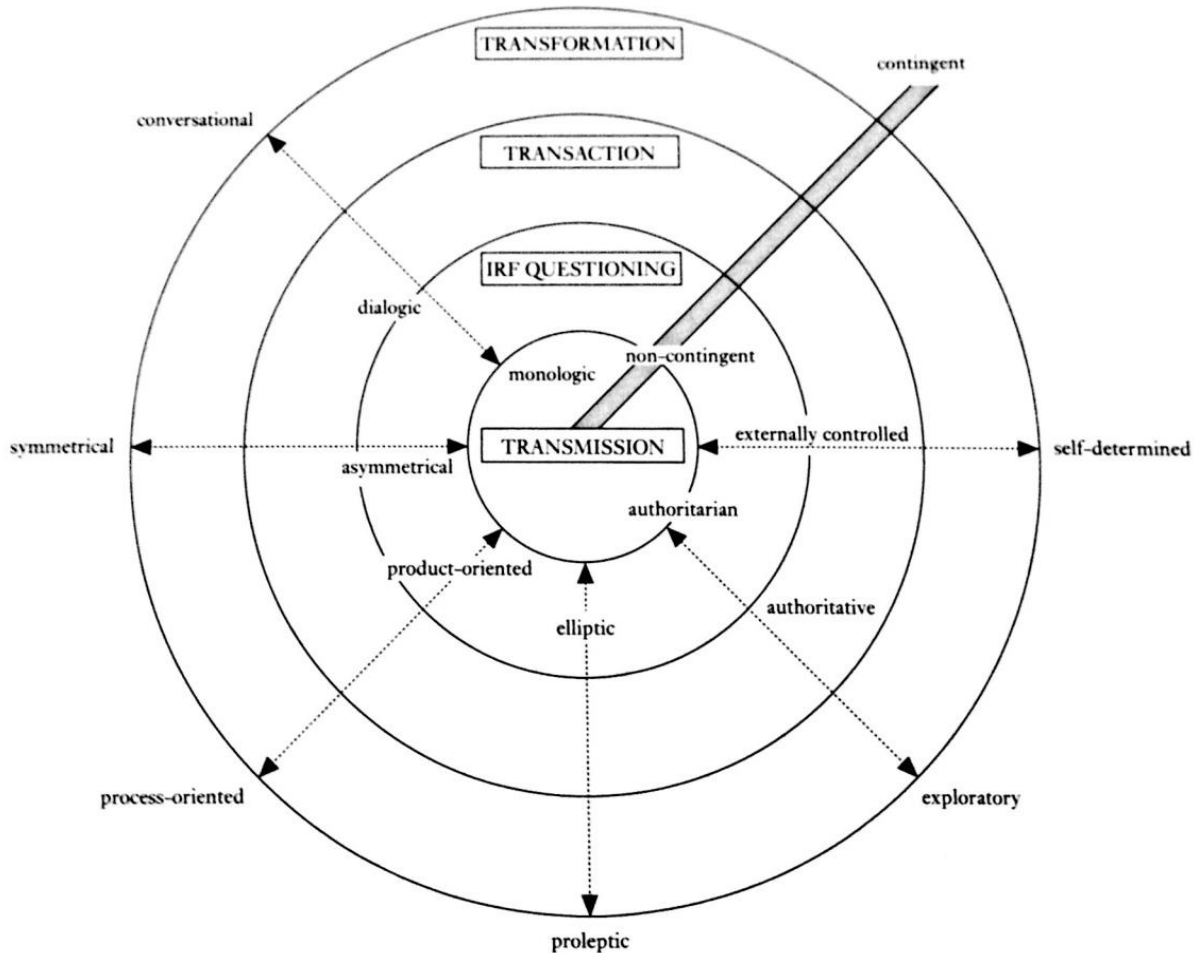


Figure 12.

After Presenting the different approaches to second language learning the researcher considers SLA as a developmental process which articulate human innate capabilities and social context as the tools the language learner uses and articulate to achieve acquisition. Language acquisition then, is a process which is tied to the use of language itself in a determined context with the aim of responding to a determined situation in which other humans play a vital role. At the same time it is a subconscious process in the sense that innate processes take place while the learner is exposed to comprehensible language; so, if language is understood as a social instrument for human development, and learning, and language acquisition are directly

linked to language use, then second language acquisition must take place in the pursuit of human social development, and all acts of speech, or the use of any communicative ability that focus on achieving a social goal should be considered a learning intention. For this reason, in any social encounter, such as in a classroom setting, language learning is seen when any of the participants in the language teaching process uses language (in any way) in order to become part of the teaching-learning phenomenon. Interaction, then, plays a vital role in second language learning, as well as any other purposeful activity the learner performs during the language lessons as well as out of it. The most a learner is exposed to a determined language structure or word in a significant context, the more probable is that this structure can be acquired by him; this exposure must comprehend language and context to be fruitful and produce language acquisition. At the same time the language filter must be low to generate an appropriate environment for acquisition, the teacher, then, should work on this issue to preserve a relaxing atmosphere.

6. COMMUNICATIVE COMPETENCE

In this section the researcher will show the different theories along the last four decades that worked on the topic of competence and later on communicative competence, ending with a description of language competence based mainly on Bachman (1990). As it was stated above, communicative competence is the main category of analysis in this paper, so it is necessary thoroughly to specify its features.

A very important aspect to consider in language learning is the one related to the theme of competence. Richards (1985) affirms, “Teaching ESL to competencies requires the instructional focus to be on functional competencies and life-coping skills. It is not what the students know about language but what they do with the language” (p. 63). This dichotomy between doing and knowing gave birth to the term competence. This term was used first in language circles by Noam Chomsky in the 70s. According to Bratt (1992), “Chomsky (1972) associates his view of competence and performance with the Saussurian conceptions of *langue* and *parole*, nevertheless, Chomsky’s conception is superior, even in the terminology he proposes ‘competence and performance’, still suggesting, contexts, concrete persons and actions” (p. 39). Chomsky approached to the term competence mainly from a linguistic perspective, as an intrapersonal construct and failed to see it as a dynamic process which depends on the performance of two or more individual in the process of communication. So, Chomsky’s linguistic perspective was not on the nature of communication but in the nature of competence and the capabilities of human being to produce language appropriately, it is supported by Bratt (1992) when she says, “by linguistic competence, Chomsky means the natives

speaker knowledge of his own language, the set or systems of internalised rules about the language which enables to create new grammatical sentences, and to understand sentences spoken to him” (Bratt, 1992, p. 39).

According to Mumby (1978) Habermas (1970) “preserves Chomsky’s distinction of competence and performance but criticises his conception of competence as a monological ability, on the grounds that it provides an inadequate basis for the development of general semantics and because it fails to take account of the essential dimension of communication (in a highly idealized sense)” (p. 10).

Habermas differed from Chomsky because he approached to “competence” from a socio-philosophical stand point while Chomsky did it from a linguistic one, as stated above. Halliday (1970) rejected the dichotomy between competence and performance, he prefers to speak in terms of language as ‘meaning potential’, the set of options in meaning that are available to the speaker-hearer. Mumby (1978) asserts, “This meaning potential relates behaviour potential to lexico-grammatical potential: what the speaker can do can mean can say” (p. 13). Later, Rives (1973) used the term competence as a synonym of spontaneous expression. The term competence came to maturity with the appearance of new studies that classifies them into different kinds. It is the concern of this study to focus in communicative competence. The term Communicative Competence finds its roots in the early works of Hymes during the 1970s. It was firstly defined by Hymes (1967, 1972) as the social rule of language use. According to Hymes, the notion of competence should not be restricted to a homogeneous community independently of cultural factors, he claims for the inclusion of sociocultural factors in this term. Hymes looked at competence from a sociolinguistic perspective. As Douglas (2007) states, “So

Hymes referred to Communicative Competence as the aspect of our competence that enable us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts” (p. 219). If you accept Hymes (1972) notion that a model of language must be designed with a face toward communicative conduct and social life, then it follows that a model for teaching language must also be design with a face toward communicative conduct and social life. This idea is a very important one; Considering speech acts as social oriented, opens a variety of possibilities when interpreting such an act, it means, each speech act is socially situated and it is to say that a rich background of relations are to be taken into account when trying to find the real sense of each word, clause, etc. In the 1970s Miller (1970) tried to equate communicative competence with the ability to carry out linguistic interaction in the target language. Similarly, Lyons (1970) proposes a combined approach to communicative competence when stating that “the ability to use one’s language correctly in a variety of social determined situations is as much and as central a part of linguistic competence as the ability to produce grammatically well-formed sentences” (p. 287). From this view, linguistic competence is principally related to the social environment from which language should take its shape, and in this way this competence relates to communicative competence in the area of social determined situations. Mumby (1978) makes clear the cluster of approaches that emerged in the 1970s on the subject of competence and communicative competence. These approaches established the following emerging theories, being Chomsky’s view the more widely accepted among current English language teaching theorists.

Figure 13. The Competence Constellation. (Mumby, 1978, p. 21)

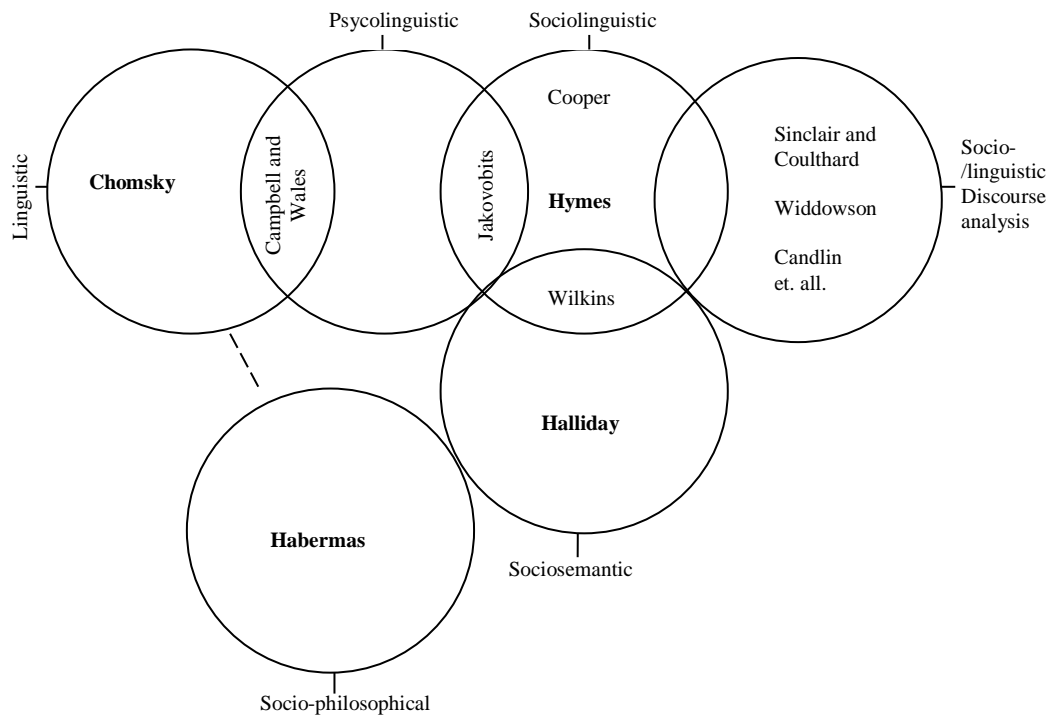


Figure 13.

Bratt (1992) states that “On a superficial level, communicative competence may simply be defined as tact and good manners, and people not sharing that will consider others rude and tactless”.(p. 42). According to the last statement, the social significance of well formed expressions is what really matters in communicative competence. In a similar way Bratt (1992) is concerned with the ways of teaching communicative competence, so she suggests that in order to develop communicative drills to internalize rules, as she says, “we next need autonomous interaction activities where the students use language for the autonomous purpose of language, establishing social relations, seeking or hiding information, hiding one’s intention, etc. It is at

this point we need to become sensitive to whether these are activities for developing communicative competence or merely exercises in communicative performance” (Bratt, 1992, p. 41). This point is very important; when analyzing the qualities of exercises and interaction activities in my context, identifying which of these aspects of language learning is being developed will make clear the real focus of the teacher and which of these activities are taking students to. Having this in mind, it becomes necessary to quote Gumperz. (1971) when he says, “effective communication requires that speaker and audience agree both on the meaning of words and on the social import or values attached to choice their expression” (p. 285). So, meaning is a key word due to everything that surrounds us represents something in our minds, words acquire meaning according to the context in which they are used, consequently, this imported values above alleged are embodied in the way each person articulates words and collocates words and sentences.

6.1. Recent Theoretical Models On Communicative Competence

Swain (1980) and Canale (1983) added to the concept of communicative competence when stated that communicative competence is formed by four components or subcategories: grammatical competence, sociolinguistic competence, discursive and strategic competence. As it can be seen, these components of communicative competence involve language as subject, society as environment, discourse as socially situated phenomenon and strategic competence related to meta-linguistic features.

Figure 14. A Model for Language Teaching. (Bratt, 1992, p. 40)

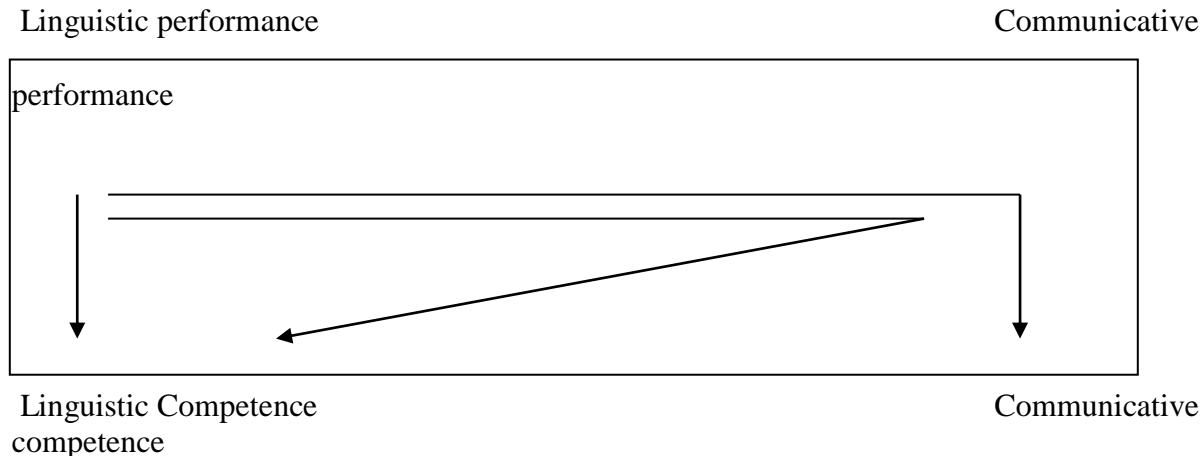


Figure 14.

According to Bratt (1992) linguistic and communicative performance are both the act of speech and the intent of communication. Linguistic performance is the speech act which is catalyzed with the purpose of effective communication (communicative performance) and this last is the conduct through which we use the language system as a system itself (linguistic competence) and the meaning we want to convey in a social context (communicative competence).

In 1990 Lyle Bachman goes beyond Canale and Swain by the reorganization of their model presenting it in a more detailed way. This model is constituted by three components: the competence of language, strategic competence and psycho-physiological mechanisms. He defines communicative language ability (CLA) as “constituting both knowledge, and competence, and the capacity for implementing or executing that competence in appropriate, contextualized communicative language use”. (Bachman, 1990, p. 86).

Figure 15. Components of Communicative Language Ability in Communicative Language Use.
(Bachman, 1999, p. 84).

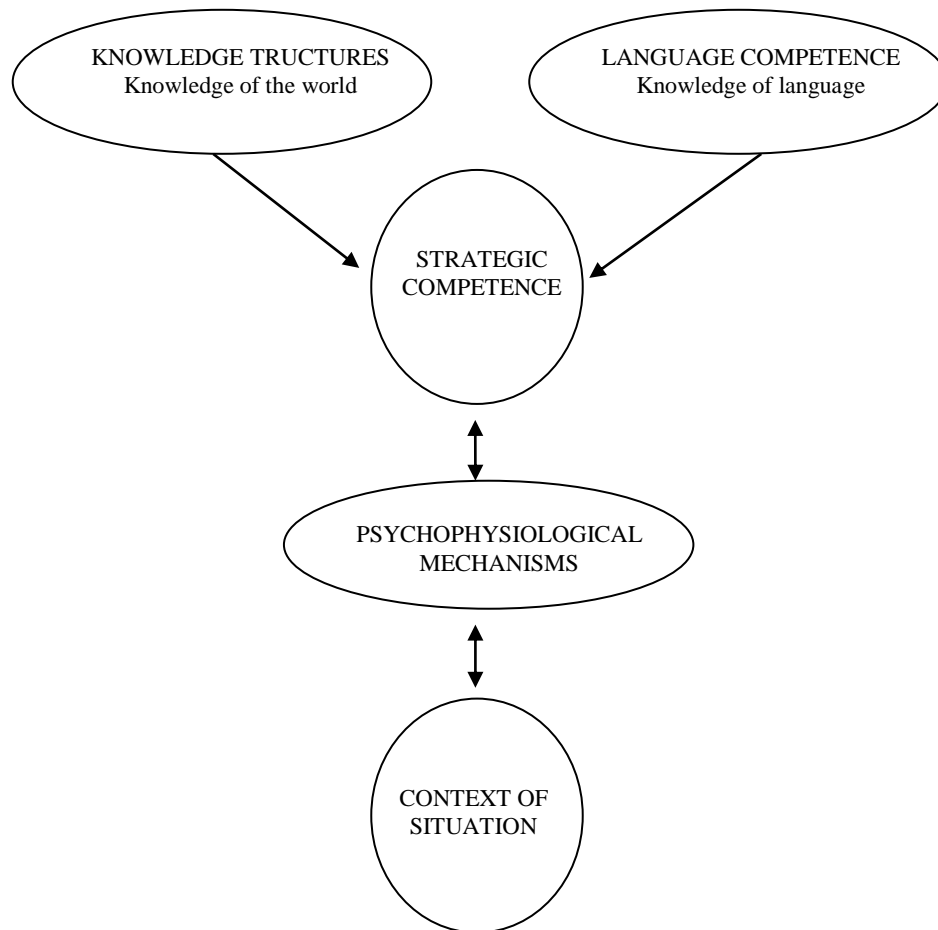


Figure 15.

“Language competence comprises; essentially; a set of specific knowledge components that are utilized in communication via language: strategic competence is the term I will use to characterize the mental capacity for implementing the components of language competence in contextualized communicative language use. Strategic competence thus provides the means for relating language competences to features of the context of situation in which language use takes place and to the language users knowledge structures (sociocultural knowledge, ‘real-world’ knowledge).

psychophysiological mechanisms refer to the neurological and physiological processes involved in the actual execution of language as a physical phenomenon (sound, light)”. . (Bachman, 1999, p. 84).

At the same time, Bachman (1990) expands Canale and Swain’s (1980) version of language competence by providing his components of languages, see figure 8 which is a graphic representation of the components of this competence and not a theoretical model.

Figure 16. Components of the language competence. (Bachman, 1999, p. 87)

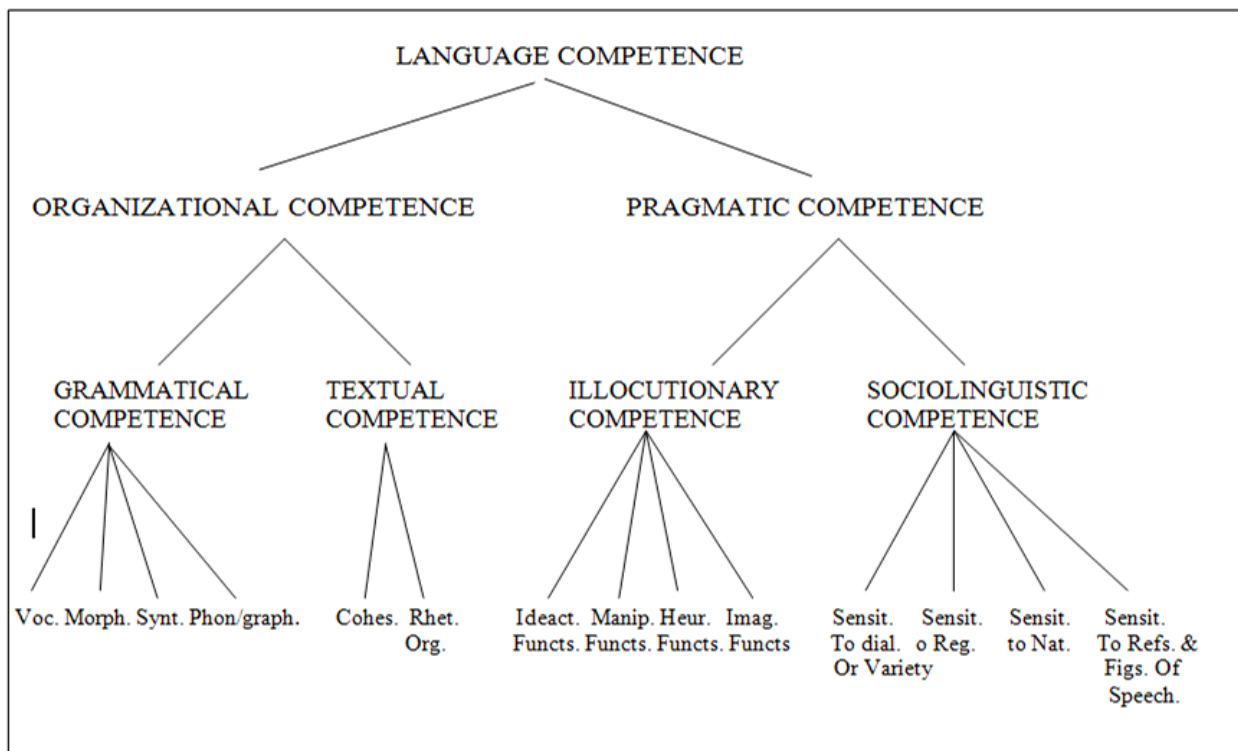


Figure 16.

The categories in the above figure demonstrate the wideness of language competence’s nature, and they are at the core of the analysis of classroom phenomenon, so, in this research they play an important role because one of the purposes of this work is to find out

what is the type of communicative competence the teacher is developing in the class. In addition to this, it can be said, as Mehan (1979) states, “Understanding the dynamics of classroom communication is essential since how students talk and act in classrooms greatly influences what they learn” (as cited in Johnson, 1995, p. 5). This dynamic can be discovered and studied in the specific research context by the careful understanding of the different competences above alleged. Now it is necessary to explain in detail what each of this above presented competence refers to.

6.2.Organizational Competence.

Bachman (1999) states, “organizational Competence comprises those abilities involved in controlling the formal structures of language for producing or recognizing grammatically correct sentences, comprehending their propositional content, and ordering them to form texts” (p. 87); in this area it can be placed the ability to write essays or any other kind of literature according to the current social or academic standards.

6.2.1. Grammatical competence. Bachman (1999) believes that this competence includes those competencies involved in language usage: knowledge of vocabulary, morphology, syntax and phonology/graphology. Canale and Swain (1980) say that grammatical competence encompasses “knowledge of lexical items and of rules of morphology, syntax, sentence-grammar, semantics and phonology.” (Bachman, 1999, p. 29)

6.2.2. Textual competence. It “Includes the knowledge of the conventions for joining utterances together to form a text”. (Bachman 1999, p. 88). The abilities

for the organization of discourse are all included in this competence; it entails written and spoken texts, and explicitly marking semantic relationships such as reference, substitution, ellipsis, conjunction and lexical cohesion.

6.2.3. Rhetorical organization. It comprises narration, description, comparison, classification and process analysis.

6.3. Pragmatic Competence

Pragmatics is constituted for the description of the relationship between the signs and referents on the one hand, and the language user and the context of communication, on the other hand.

Bachman (1999) affirms the following: Pragmatic is thus concerned with the relationships between the utterances and the acts or functions that speakers or writers intend to perform through the utterance which can be called the *illocutionary force* of the utterances, and the characteristics of the context of language use that determine the *appropriateness of utterances*. (Cursives from the author). (p. 90).

In the view of the researcher, this competence is the one that allows language use to land in the ground of applicability in order to modify the world around the speakers. For so achieving, pragmatic competence nature contains other 'sub-competences' that show in a clearer way what this competence works for, as follows:

6.3.1. Illocutionary competence. For understanding this competence Bachman (1999) divides speech acts in three classes: utterance act (the simple act of saying something), propositional act (implies what it is said about something), illocutionary act (the

intention or real meaning of the speech act in context). So, form and meaning are two different aspects involved in the domain of illocutionary competence. Language functions then are very important for the understanding of these competences. In view of Douglas (2007) “Functions are essentially the purposes that we accomplish with language, e.g., stating, requesting, responding, greeting, parting, etc. Functions cannot be accomplished, of course, without the forms of language, morphemes, words, grammar rules, discourse rules and other organizational competences”.(p. 223). Bachman proposes the ideational, manipulative, heuristic and imaginative functions as constituent aspects of illocutionary competence. According to him, by the ideational function “we express meaning in terms of our experience in the real world”... “The manipulative functions are those which the primary purpose is to affect the world around us” (Bachman 1990, p. 90). They are: the instrumental function (use language to get things done). Regulatory function (use to control other’s behaviour). Interactional function (works to maintain interpersonal relationships).The heuristic function is used in the context of knowledge transmission; it is used to extend our knowledge of the world. It occurs frequently in the teaching-learning environment.

In useful illustration Bachman (1999) observes the following:

For example, when a language teacher points to a book on a table and says ‘the book is on the table’, he is not conveying information. That is, he is not performing an ideational function, but rather a heuristic function of illustrating the meaning of the preposition ‘on’ in English. (p. 94)

This function is expected to be found to a large extent in the present work because it is classroom research, and language teaching is based mainly in the use of it. Bachman (1999) says, “The imaginative function enables us to create or extend our own

environment for humorous or esthetical purposes, where the value derives from the way the language itself is used” (p. 94). In this type are jokes and all kind of art that depend on language for expressing its meaning. This function may be found in language classrooms such as the one is being researched for this work, it becomes possible if it is considered that teachers often use the imaginative function to create a new suitable atmosphere for language acquisition. For example, in order to decrease the affective filter the teacher can start the class with a joke. All the functions above mentioned are not regarded as independent of each other, quite the opposite; they work hand to hand to make sense of the world appropriately, complementing each other. Bachman (1999) supports this view when he says, “The majority of language use involves the performance of multiple functions in connected utterances, and it is the connections among these functions that provide coherence to discourse” (p. 94). So, during the analysis carried on in this research, it is expected to find that a determine feature of a competence is working along with another or others, and the categorization or description of an given sociolinguistic event can be described from both dimensions of the language competence phenomenon.

6.3.2. Sociolinguistic Competence. The nature and purpose of language itself is intrinsically linked to the nature of social reality, language cannot be thought apart from its social implications, and language use is shaped in a two way road by the social phenomenon. In this sense, sociolinguistic competence becomes a *sine qua non* ability to handle if the individual is to be appropriately inserted in society. To this respect Savignon (1983) states that this competence “requires an understanding of the social content in which language is used: the roles of the participants, the information they share, and the functions of the interaction. Only in a full context of this kind judgments can be made on the appropriateness

of a particular utterance” (p. 37). Bachman (1999) declares, “sociolinguistic competence is the sensitivity to, or control of the conventions of language use that are determined by the features of the specific language use context; it enables us to perform language functions in ways that are appropriate to that context” (p. 94). There are five aspects of this competence that forms the whole picture of this ability and work as sings to distinguish the level of development the individual is reaching on this subject.

Sensitivity to differences in dialect or variety. It makes reference to the ability to accommodate language to the different social situations; taking into account who are you talking to. Bachman (1999) proposes the example of the black girl who prefers to speak in standard American English in school classes which is considered more appropriate, and not use it in informal conversation with her friends.

Sensitivity to differences in register. Register is a variation in language use within a single dialect variety. Halliday, McIntosh, and Strevens (1964) distinct three differences in register: field of discourse, mode of discourse, style of discourse. The field makes references to the language used for professions, hobbies, occupations, or in a determined subject matter. Mode of discourse addresses to the differences between written and spoken discourse. And style of register, which has been classified as frozen, formal, consultative, casual and intimate, makes reference to the relations among the participants, how the individual uses language according to the context to sound appropriate in a determined situation.

Sensitivity to naturalness. It makes reference to the ability to understand the meaning the other person is trying to convey even though the utterances this person produces are not linguistically appropriate.

Ability to interpret cultural references and figures of speech. The meaning of a word depends on the cultural context in which this word is spoken; a person must be able to interpret the meaning of a determined word or figure of speech according to the linguistic and cultural background. For example; “the current president is approaching to its own Watergate”. In order to understand this assertion the hearer or reader must be aware of the historical and cultural significance of the Watergate case to appropriately grasp the meaning of the whole sentence.

It was necessary to establish the nature of communicative competence as a phenomenon that comprises all aspects of communication and language, grammar, linguistic, social, discursive and strategic, giving account of the language phenomenon from an entire human perspective, considering the individual as capable of interpret his/her environment and accommodate the use of language according to what he/she considers is the most appropriate with respect to the context in which the communicative event takes place. As a social situated phenomenon, communicative competence relates to language learning which is also social situated.

Language learning in an interactional experience does not take place apart of the appropriate performance in the communicative competence, and this phenomenon occurs inside

classrooms. So classroom interaction and its features shape the way in which competences are taught and developed. For this reason it is important to take a detailed look at the pedagogical aspects of interaction, a fact which is a very important subject of interest in SLT circles and which represents the pedagogical standpoint for the analysis and description of the language-teaching phenomenon in the present research, and that is intimately tied to the concept of communicative competence, the Communicative Approach, also known as Communicative Language Teaching CLT.

7. COMMUNICATIVE APPROACH

In the last sections it was placed the basis for understanding the Second Language Acquisition phenomenon, and the nature of communicative competence, now for the present chapter is necessary to take a specific look at the Communicative Approach, also known as Communicative Language Teaching CLT, which is mainly based on the interaction based language learning theory formerly discussed. The researcher will offer a look at its historical development, its nature and features, typical classroom activities and what they aim at achieving; as well as to the role of students and teachers and the way this topic is relevant for the present research.

Communicative Language Teaching has its roots in Britain during the 60s and was born as a response to traditional language teaching methods that arose during World War II, especially the Audio-lingual Method, which emphasized on grammar, repetition and translation.

Communicative Language Teaching, is defined by Savignon (2002) as “an approach to teaching based on the view of language as communication and the idea of the development of communicative competences among learners. With this assertion, Savignon links CLT to the above presented interaction based theory. It becomes clearer when according to the same author it is considered that in this approach to teaching “The focus has been the implementation and elaboration of programs and methodologies that promote the development of functional language abilities through learners’ participation in communicative events”. (p. 4)

Nunan's (1991) has listed five features of CLT:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.

At the same time Berns (1990) has registered eight principles of CLT as follows:

1. Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing
2. Diversity is recognized and accepted as part of language development and used in second language learners as it is with first language users.
3. A learner competence is considered in relative, not in absolute, terms.
4. More than one variety of a language is recognized as a viable model for learning and teaching.
5. Culture is recognized as an instrumental in shaping speaker's communicative competence, in both, their first and subsequent language.
6. No single methodology or fixed set of techniques is prescribed.

7. Language use is recognized as serving ideational, interpersonal and textual functions, and is related to the development of learners' competence in each.
8. It is essential that learners be engaged with doing things with language-that is, that they use language for a variety of purposes in all phases of learning.

From these principles it can be assumed that Communicative Language Teaching is based on a view of language learning as a social phenomenon which depends on the individual's potentialities to be successful, recognizing the differences each actor brings to the learning environment, which is a social laboratory where new proposals are welcomed from both, students and teachers. Is not only what to know but how to apply it in a given situation. In this sense, teachers and learners are the protagonists of a give and take in which the development of learner's communicative competences is at the core of the process and at the same time is the target goal. This give and take is at the core of the present research analysis; the feature above stated and the ones to come serve as a guide to identify and describe the kind of approach to language teaching the teacher is working on, and consequently the kind of competence that is been developed in the specific context.

Among other characteristics, CLT focuses on the learner; giving importance to learner's needs, and claims for the relation between classroom practices and extra classroom activities. All these features of CLT work as a guide to be used when analyzing classroom communication by means of the categories proposed for the present study such us turn taking, IRF exchange, classroom transactions, teacher's control of the patterns of communication,

student's perceptions of the patterns of classroom communication, moves, communicative competence

7.1. Classroom Activities In CLT.

There are some classroom activities related to the communicative approach, for example: games, interviews, language exchanges, information gap, pair work, learning by teaching, survey. In contrast with the audio-lingual method, in CLT methodology Richard and Rogers (2007) say, "instead of making use of activities that demanded accurate repetition and memorization of sentences and grammatical patterns, activities that require learners to negotiate meaning and to interact meaningful were required" (p. 13).

7.2.1. Roles of teacher and students. The roll of the teacher is a very important issue in this work, discovering his system of values requires the knowledge of the different approaches to language teaching and knowing in which way a typical philosophy of teaching may be seen in the activities and procedures followed by the teacher during the class. In the CLT approach the teacher serves as a facilitator, allowing the students to be in control of their own learning. To this respect Larsen-Freeman, (1986) states that "Teachers in communicative classrooms will find themselves talking less and listening more, becoming active facilitators of their students' learning". (p. 24). Students are responsible of his own development as language learners and they are expected to accomplish communicative goals in and develop communicative competence through the active participation in the classroom activities. They are waited to work in collaborative effort with their partners, listening to their peers in group work etc. To this respect, Larsen-Freeman, (1986) also states, "Because of the increased responsibility

to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning” (p. 25).

At the core of the roles of teacher and students are the categories of analysis for this present research, presented mainly in the section of interaction based language learning. These categories are to be analyzed with the purpose of finding out the kind of communicative competence that is fostered in the class.

In next section, the researcher will give account of the approach to research he has decided to implement in the present work, the methodological standpoint to be used, offering sound reason for his choice.

8. METHODOLOGY.

The methodology is at the core of the research work, in this chapter the researcher will make reference to the nature and conceptions about social reality from the standpoints proposed for several authors, and the researcher will also offer his own point of view about this matter. There are going to be presented the nature and features of qualitative research, descriptive research, ethno-methodology and ethnography, and the researcher will give reasons for selecting a specific approach to methodology for advancing the current research.

Slinger, H. and Sohamy E. (1989) say:

There is not one preferred research approach for the study of all second language acquisition phenomena. Research methodologies may be determined by such factors as the philosophy of the researcher, the theory motivating the research, and the objective factors such as the conditions under which the research is being conducted and the questions being investigated (p. 43)

I consider that an approach to research is a concept wider than any other, and that all other elements are included or make part of this wider one, and at the same time it mirrors why and what the researcher think is to be done in order to get to know the reality. The researcher agrees with Slinger and Sohamy (1989) in the sense that , from my viewpoint, the methodology to be carried out in the process of researching classroom experiences must be open to the specific context in which the classroom phenomena is taking place. In the case of this

study, which is about describing the nature of the interaction process in a classroom setting, the researcher pretends to give account of the reasons for applying a specific methodology.

Before describing the methodology to follow along this research the researcher would like to mention some theoretical facts about how social science is conceived and about what research is and what approach to research he has decided to implement in line with his standpoint, later, there will be given an explanation about methodology and what approach to it is going to be used.

In order to continue with the procedure above alleged it is necessary to clearly establish how the researcher, conceives social science in order to make a well informed decision about what is the most suitable methodology to use. For this purpose let's take a look at the different conception of social reality among theorists.

8.1. Two Conceptions of Social Reality

According to Cohen and Manion (1994), "In adopting a special scientific orientation, educational research has at the same time absorbed two competing views of social sciences- the established traditional view, and more recently emerging a radical view" (p. 84). In traditional terms they also asserts that "Social sciences are the same natural sciences and are therefore concerned with discovering natural and universal laws regulating and determining individual and social behavior"... and that the radical view "Emphasized how people differ for

inanimate natural phenomena, and, indeed, from each other". (Cohen and Manion, 1994, p. 84). In order to amplify this topic let's consider more thoroughly these conceptions.

Cohen and Manion (1994) based on Burrell and Morgan (1979) make a difference between positivistic and non-positivistic assumptions of social reality, these assumptions concerned the very nature of the social phenomena.

8.1.1. *Ontological Assumptions.*

8.1.1.1. Nominalist Position. According to this view, objects of thought are merely words, and there is no independently thing constituting the meaning of a word. It means that an object does not have meaning in itself but the meaning that the observer agrees to give him.

8.1.1.2. Realist Position. Objects have and independent existence and it does not depend on the view on the knower. It means that the meaning of objects is something external to the viewer and this meaning is a reality of the object itself. So, the task of the viewer is to discover it.

8.1.2. *Epistemological Assumptions.*

8.1.2.1. Positivism. It conceives knowledge as hard, objective and tangible.

8.1.2.2. Anti-positivism. According to Anti-positivism social reality is viewed and interpreted by the individual himself according to the ideological positions he possesses. Therefore, knowledge is personally experienced rather than acquired from or imposed from outside. Knowledge, thus, is personal, subjective and unique. This fact leads the researcher to notice that the nominalist position in its ontological nature holds a relativist standpoint and seems to make real knowledge of objects (in this case the social phenomenon) a total subjective enterprise. The researcher believes that even though we as human give value to the objects, these objects have value in their selves, it becomes clearer when it is realized that the social phenomenon gives account of realities and behaviors which are likely to be explained from the analysis of its surrounding elements. In this sense, social reality may be considered as complex, and sometimes elusive, nevertheless explainable and understandable. To this respect, the researcher supports an epistemological view of this reality according to which it is necessary to have certainty of what is being studied and what is been occurring during the social phenomenon. Although this knowledge can be partial because of the degree of complexity of social phenomenon, and due to the impossibility for a single research work to grasp all the constituent parts of a given case of analysis, is this partial nature itself what really makes it a subjective enterprise, only humans beings can understand human beings.

Boyle (2003) states, “the epistemological foundations of the study should have a deep and continues influence on the purpose of the study, the method for data collection and the procedures for its analysis” (p. 185). This study is found on an anti-positivist point of view, it can be seen in that the purpose of the study is to understand and explain the nature of a social phenomenon in a classroom setting through the interpretation of the events that occur in a no-

controlled environment which make sense only at the light of a given theory of analysis. It is also seen in that the methods for data collection require involvement with the subjects from a non-participant standpoint giving them the chance to manage their own action accordingly to their choice, and that the procedures for the analysis of this data are based on the analysis of the subjects from a social perspective, it means, analysis of the elements that compounds and surround the social phenomenon. And furthermore, bearing in mind these above alleged facts, the researcher has preferred a non-positivist stand point.

In relation to this, Cohen and Manion (1994) say:

Where positivism is less successful, however, is in its application to the study of human behavior where the immense complexity of human nature and the elusive and intangible quality of social phenomena contrast strikingly with the order or regularity of the natural world. This point is nowhere more apparent than in the context of classrooms and schools where the problem of teaching, learning and human interaction presents the positivistic researcher with a mammoth challenge (p. 12).

This assertion fits with the fact that the current research aims at understanding a social phenomenon that takes place in a classroom setting, furthermore, at understanding the nature of an educational process at the light of human behavior and of a determined approach to language teaching related to this process, (Communicative Language Teaching CLT). For this reason understanding of human nature becomes important for the analysis of human behavior.

8.1.3. Human Nature. It is related to the relationship between humans and their environment. In words of Cohen and Manion (1994), “Since the human being is both, subject and object of study, the consequences for social sciences of assumptions of this kind are still far reaching”; It implies that social sciences are in a constant process of construction, at the time that the understanding of human nature is taking place among different areas of knowledge. According to Cohen and Manion (1994) there are two images of human being: Determinism, which means that human beings respond mechanically to their environment. And voluntarism, which means that they respond freely to their own actions. To this respect, in view of the researcher it is clear that humans are not programmed machines, even though it can be said they in a certain degree respond to their environment, decision making is a complex process and different human beings respond in different ways to different situations; so, the construction of a determined pattern of behavior or the continues election of different choices is an interactive and dialogical process between environment and human nature, having each individual the chance to change his own environment. Then, as a conclusion for last three points, in order to advance the current research, social reality is conceived from a realistic point of view which stresses the independent existence of the objects, next to a non-positivist point of view, which considers that knowledge is personal subjective and unique, and at the same time the human being is looked at as someone who responds to his/her own actions (voluntarism).

Now, having established the reasons for adopting a determined conception of social reality, it is necessary to say that this view of social reality gives a basis for understanding what actually occurs in the classroom setting in relation to the interaction phenomenon.

This vision is important for this study because the understanding of human nature represents the basis from which human acts are to be analyzed and considered. There is no way to come out with opinions on human actions if they are not based in a sound idea of what human nature is. And to bring about conclusions in this research, selecting the correct method is necessary, a method that matches with the conception of social reality and human nature.

8.2. Selecting a Method

According to Larsen and Freeman (1991), “The prototypical qualitative methodology is an ethnographic study in which the researchers do not set out test hypotheses, but rather to observe what is present with their focus, and consequently the data free to vary during the course of the observation. A quantitative study, on the other hand, is best typified by an experiment designed to test a hypothesis through the use of objective instruments and appropriate statistical analysis (p. 11).

Nevertheless, even though this work is considered as an ethnographical study, it is also important to highlight that, at the same time, it has been taken into account the fact that the field work starts with a clear purpose in mind which is related to an specific aspect of the human interaction in a determined context, and to describe specific features of the class in the light of the notion of Communicative Language Teaching (CLT), in this sense this research is theory driven, analytical and deductive.

Slinger, and Sohamy (1989) state the following: The deductive approach, begins with a preconceive notion of expectation about the second language phenomena to be investigated.

In this sense it may be said the deductive research is *hypothesis-driven*. That is the research begins with a question or a theory which narrows the focus of the research and allows the second language phenomenon to be investigated systematically. (p. 64)

Taking this into account, the methodology is called ethnographical in the sense that it is related to the study of the interaction phenomenon among a specific human group, even though it starts with a question which narrows the focus of the research itself.

Morse (2003) believes that “The process of making research in a qualitative manner presents a challenge since the procedures for organizing the images are not well defined, and are based in procedures of inference, comprehension, logic and luck, and at the end of the time, with creativity and hard work, results come out as a coherent whole” (p. 3). This statement emphasizes the important role of researcher as the main resource when carrying out this kind of research, data does not speak by itself, inference, comprehension, and logic are processes that due to the subjective-objective process of finding out answers, are the main tools to bring about coherent and trust worthy results. Morse (2003) also highlights certainty as a vital element for a qualitative research. She proposes several questions:

1. How do you know that?---- Certainty
2. How to do it?---- Methodology.

So, it can be said that validity of data is directly related to the selection of the research method. The way we conceive the world will dictate the kind of research we will

implement, for example, in our western world we believe that observation is a *sin equa non* tool when running a research, so how do I know tells me how I do research. For this reason, the researcher believes that each social phenomenon may require a different kind of research methodology, or at least, a differentiation in the emphasis that can be put in the different tools of a determined kind of methodology. So, let's give answers to Morse's questions in relation to this research. We have already established, as is above alleged, that social reality is conceived from a realistic point of view which stresses the independent existence of the objects, next to a non-positivist point of view, due to knowledge is personal subjective and unique, and at the same time human being is looked at as someone who responds to their own actions (voluntarism). This is the researcher's view of the world as social reality (this is the way "I know"), and from my standpoint, this view of social reality requires that the researcher use qualitative methods to research the social phenomenon (this is the way "I do it"). Now, let's wide this last concept through the description of the processes implied in qualitative research

8.3. Processes Implied In Qualitative Research

Morse (2003) proposes four different processes implied in qualitative research which, from the researcher's point of view, are holistic in nature: comprehension, synthesizing, theory and recontextualization.

The chosen qualitative methods are the ones that give epistemological base to the method. So, according to this, the methods guide us in the process of implementing adequately the different processes above alleged.

8.3.1. *Comprehend.*

Figure 16. Requirements for Comprehend.

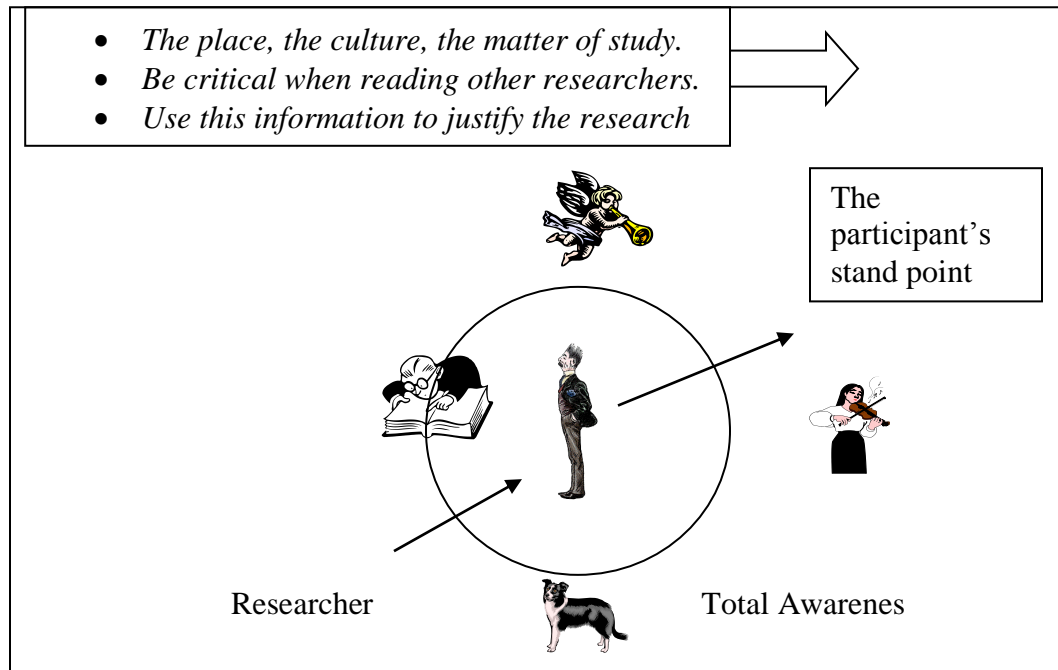


Figure 16. Requirements for Comprehend.

According to the same author there are three conditions for obtaining complete comprehension: first, enter as a stranger, second, participants should be willing to intromission and third, be able to comprehend passively.

Morse (2003) says, “The process of comprehend uses to be a painful process of growth, which goes from the examining of amounts of pieces of knowledge which does not seem be related to each other, to identify something that has a pattern, is predictable and flows” (p. 39); It means that human behavior is predictable and follows patterns of behavior that have their roots in a determined believe; at the same time, these patterns can be discovered by the careful

analysis of the situations the individual faces, and particularly in the case of the educational and teaching process, in how the teacher solves different problems and responds to the challenge that a class offers. It is to say, that in order to understand and comprehend what is going on in a determined teaching-learning environment, it is necessary to start with a general concept of what is going to be observed, then go to particular pieces of behaviors, and next come to specific and general conclusions that arise as a result of the discovery of predictable and verifiable patterns of conduct.

When making reference to synthesizing Morse (2003) says, “When he synthesizes, the researcher makes himself conscious of certain joining points, critical factors, as well as significant ones, and then is able to explain variables in data” (p. 39); In this process the level of awareness and knowledge about the data is of critical importance. It is necessary that the researcher could talk about the state of affairs without using any aid but his/her only memory; it’s a process of learning.

8.3.2. Theorize. In order to elicit a coherent theory it is necessary, according to Diesing (1971) to do it in an inductive way, starting from particular details, followed by small steps in order to later get a general comprehension of the phenomenon. “Theorize is to develop logical and amendable models in order to develop the better one” (Morse, 2003, p. 40)

Figure17. Steps in making theory. Morse (2003)

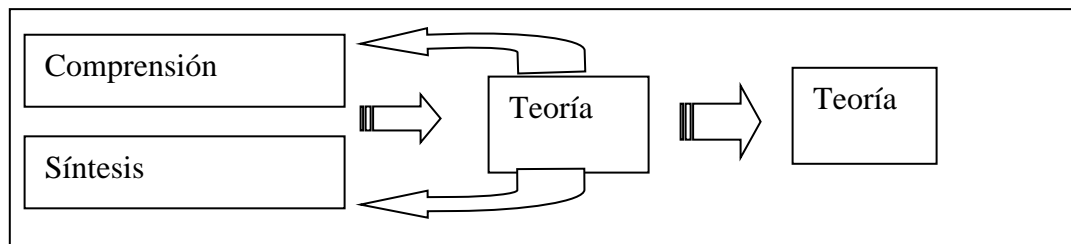


Figure17.

Steps in making theory:

1. Identify believes and values in data.
2. Employing lateral thinking (Consulting other sources)
3. Systematical development of a substantive theory from data.
4. Employ conjectures, comparing data. Kind of similar to triangulation.

These steps are of a great importance to this project because the development of a coherent theory about what processes are taking place in the classroom phenomenon which give account of the meaning of human actions is at the core of this ethnography.

Recontextualization “It is the development of the emergent theory in a way that could be applicable to all the localities and towns to which the research be applied. In qualitative research, theory is the most important product” (Morse 2003, p. 42)

The researchers consider that the above alleged processes comprehend, theorize and recontextualize, as processes implied in qualitative research are holistic in nature, they are

not steps, but processes or components, and they are to be a constant part of the whole process, no theory is a final knowledge, going back to the same facts and point of analysis can throw new light in the understanding of any social phenomenon and the researcher is supposed to make use of these processes in the appropriate way according to the stage of the research

Morse (2003) firmly states, “there is nothing inherent in either approach to prohibit it being practiced in a way consisted with the alternate paradigm” (p. 3). What the researcher considers very valuable of this reflection is that it makes clear that methods are not necessary linked to a paradigm, it is most of time the preferred way of the researcher who plays the main role in selecting the methodology. Synchronic and diachronic studies could be done in both paradigms, as well as process oriented and product oriented studies.

Morse (2003) states the following:

The point is that what is important for researchers is not the choice of a priori paradigms, or even methodologies, but rather to be clear of what the purpose of the study is and to match that purpose with the attributes more likely to accomplish it. In other words, the methodological design should be determined by the research question. (p. 14)

That’s important, in the research question we can find what we want to know and at the same time how to get this knowledge, nevertheless, it is the work of the researcher to accurately select the appropriate method, and due to researchers hold different views of social reality this methodology will vary among the researchers even though they have the same question, so the question itself gives general hints to select the most suitable methodology even

though it works along with the epistemological view of the researcher in order to decide the specific steps to be followed during the research .

With this in mind Cohen and Manion (1994) states:

An approach characterized by procedures and methods designed to discover general laws may be referred to as nomothetic, however, if we favor the alternative view of social reality which stresses the importance of the subjective experience of the individual in the creation of the social world, then the search for understanding focuses upon different issues, and approaches them in different ways. The principal concern is with an understanding of the way in which the individual creates, modifies and interpret the world in which he or she finds himself or herself in its emphasis on the particular individual. This approach to understanding individual behavior may be termed idiographic. (p. 8)

So, due to the mentioned features, the researcher has decided that a nomothetic approach is not the most suitable given the research question, which is the one who will define the approach, and due to the understanding of human behavior and the discovery and explanation of how the individual creates, modifies and interpret the world, and in this case and educational process, the researcher has decided that an idiographic approach matches suitably with the goal this research aims at accomplishing, which is describing what the characteristics of the teacher-students' oral interaction process are, at the light of the notion of communicative competence. It is idiographic because in order to do so it is necessary to consider each specific individual as

different from the others and the meaning of actions as contingent and unique in an attempt to get to general conclusions.

Now it is necessary to take a look at a very important aspect of the approach for this work that complements the qualitative and idiographic approach.

8.4. *Descriptive Research.*

Even though the descriptive research differs in several aspects from qualitative research, there are some related features which they have in common and that form an important part of the present work, as Slinger, and Sohamy (1989) state, “descriptive research is similar to qualitative research because it deals with natural occurring phenomena, using data which may either be collected first hand or taken from already existing data sources”. (p. 25) Furthermore, the nature itself of the research question of this work leads the researcher to make use of several aspects of descriptive methodology to produce outcomes, such as the fact that descriptive research starts with a narrow scope of investigation. At the same time, descriptive research is often quantitative, feature that is not to be used or applied during this work

Slinger and Sohamy (1989) establish a dichotomy between qualitative and descriptive research, nevertheless, due to this work is considered qualitative as well as descriptive, the researcher considers that its methodology is eclectic, taking elements from both, qualitative and descriptive approach to second language research. In order to wide this statement, and using elements mentioned by Qureshi (2005), it can be said that this methodology is qualitative in the sense that it consists of two kinds of data collection: open ended

observations, and analysis of written documents. Furthermore, the data comes from the field work, the researcher makes first hand observations about the activities and interactions, the researcher talks to people about their experiences and perceptions, it focuses on the process, it adopts a holistic perspective. Additionally, this research holds two of the main features of qualitative research according to Qureshi (2005) naturalistic inquiry. It means that the research takes place in the setting where the vents are taken place, i.e. the classroom. 2. Direct personal contact. The researcher makes direct and personal contact with the people under study. These two features are part of the present research work, however, according to the same author; a third feature of qualitative research is the inductive analysis. According to him “the researcher attempts to make sense of the situation without imposing preexisting expectation or categories on the phenomenon. Categories or dimension of analysis emerge from open-ended observations and interviews as the researchers come to understand the situation” (Qureshi, 2005, p. 1). Even though new categories can emerge from the analysis and observations, this research is theory driven and the researcher aims at contrasting the categories that a determined language teaching approach (Communicative Language Teaching CLT) with the data collected from different instruments in the fieldwork, this is an outstanding feature of descriptive research, so, it is fair to state the eclectic nature of this research work.

Now, having stated the nature of qualitative and descriptive research, let's take a look at ethnomethodology as a more specific variety of this type of the qualitative approach.

8.5. Ethnomethodology

Cohen and Manion (1994) assert, “Ethnomethodology is concerned with how people make sense with the everyday life. More specifically, it is directed at the mechanism by which participants achieve and sustains interaction in a social encounter – the assumptions they make, the conventions they utilize, and the practices they adopt. Ethno-methodology thus, seeks to understand social accomplishment in their own terms; it is concerned to understand them from within” (p. 30). The same authors assures, “as part of their empirical method, ethno methodologists may consciously and deliberately disrupt or question the other taken for granted elements in everyday situations in order to reveal the underlying process at work” (Manion 1994, p. 31). Making sense is a clue phrase, people all around explain the world from a personal stand point, what is known as cosmovision, the vision of the world that the individual holds, and the word “ethno” relates to people; understanding people from their own environment and from the individual’s standpoint is a must if a research will give account of a real understanding of the social situations because it aims at understanding people (teachers and students) in their own environment with the purpose of explaining, from the actors’ experience itself, the nature of communicative acts at the light of the notion of communicative competence.

8.6. Ethnography.

The term ethnography is employed to describe a technique, and also to make reference of the research product itself. Hughes (1992) says, “Ethnography is centered in a group of people who have something in common” (p. 187). Agar (1980) says, “Ethnography is a process as well as a product”. (p. 35)

Figure 18. The nature of ethnography.

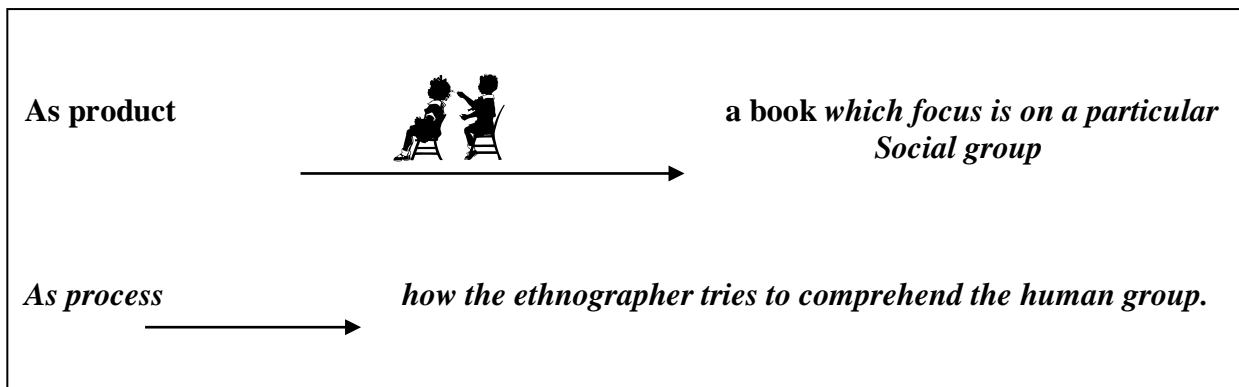


Figure 18.

The most important features of ethnographical research are:

- a) Its Holistic and contextual nature.
- b) Its reflective character.
- c) The use of emic and etic data.
- d) The final product that we call ethnography.

8.6.1. Holistic and Contextual. In order to define this feature Morse (2003) says, “A central statement of ethnography is that human behaviour can only be understood in context; it is to say; in the process of analysis and abstraction, the ethnographer cannot put apart the elements of human behaviour from its meaningful and purposeful pertinent contexts” (p. 189). The researcher believes that this is a very important idea. If we think about interaction, it can only be understood in context, who, what, when, how and why. It is not possible to understand human interaction without making reference to the environment and circumstances in which people live.

8.6.2. Reflexivity. In words of Boyle (2003), “The reflective character of ethnography is related to the fact that the researcher is part of the world he studies and he is affected by this...a good ethnography is always more than only a description: it is a theoretical explanation. The level and power of the theory vary according to the reach and the focus of the ethnography” (p. 192)

The researcher believes that what makes ethnography interesting is the fact that we are researching about humans, people like us, people that in certain way we feel identified with, is like the exploration of our own world but from the others’ standpoint, and at the same way, the exploration of a foreign world, but from our own perspective.

8.6.3. The Emic and Etic Standpoints. The emic perspective is the informant’s perspective. It stresses cognitive methods for data collection and analysis, giving more importance to data from interviews. The etic Perspective, in contrast, is the researcher’s perspective; its emphasis is on observations and informal interviews. The researcher believes that both, emic and etic perspectives are important, and they should work together in order to find the answer to the research questions. The reality of these two standpoints stresses the idea that in an ontological sphere humans are identified with themselves, and that the researcher in certain way identifies himself with the group to be investigated.

8.6.4. The Product of Ethnography. “The central product of ethnography is the preoccupation about the meaning of actions and events of the people we are trying to comprehend” (Spradley, 1979, p. 16)

“ An ethnographer which epistemological standpoint is that culture should be studied through the language could put an emphasis in the emic point of view and use analytical techniques derived from ethno science” (Boyle, 2003, p. 197).

Boyle (2003) suggests two kinds of ethnographies:

- According to it binary features (urban, rural, unique or multiple theme, etc).
- Process oriented ethnographies (describe social processes)

This work is a process oriented ethnography since it entails the description of a social process in a classroom setting

8.6.5. Process oriented ethnographies. Are holistic, contextual, and reflexive in nature. Their focus is on people which share similar social features. If interaction is considered a social process, then the more suitable kind of ethnography should be process oriented. And if we think about classroom research, we realize that people in a classroom most of times share the same social features, in this sense, a process oriented ethnographical study could be done in my context.

Considering the different standpoints and classifications of the authors above quoted, and analyzing the nature itself of this specific research, the researcher has arrived to the conclusion that the methodology to be applied on this work holds an eclectic approach which contains elements from qualitative and descriptive methods, it is a descriptive ethnography.

Making a summary, the researcher has already established the kind of approach to research for the present research, an ethnographical study, viewing social reality from a realistic standpoint, next to a non-positivistic approach, considering human being as someone who responds to his/her own actions (voluntarism).

Now, having established the approach to methodology used in the research, let's take a look at the instruments that are used to collect the necessary data and to make its subsequent analysis.

9. INSTRUMENTS

In this chapter it is going to be briefly stated the kind of instruments to be used in the present research, as well as the reasons for their selection; ending with the instrument to be employed for data analysis.

“Information on second language acquisition may be gathered through a variety of means such as observation, testing, interviews, and instrumentation” (Slinger, and Sohamy, 1989)

9.1.Observation

According to Cohen and Manion (1994.), “The second stage in development of science is the observational stage, at which the relevant factors, variables or items are identified and labeled; and at which taxonomies and categories are developed” (p. 25); They also affirm that “much research in the field of education, special at classroom and school levels, is conducted in this way, e.g. surveys and case studies”. (Cohen and Manion, 1994, p. 25). So, the importance of observation in second language acquisition research is obvious, as well as in any ethnographical work. In order to be congruent with this statement, the data of this research is mainly collected by the use of class observation. Five classes of sixty minutes long each were recorded on tape and transcribed for their analysis.

The University of Washington (2004), some advantages of observation compared to other data collection procedures are:

- Observation provides the opportunity for mutual learning by both observer and observed.
- Observation is less intrusive than videotaping
- The logistics, mechanics are relatively simple
- Provide one means of analysis, review and reflection about our teaching
- Provide an alternative to other data collection methods (e.g., student ratings)
- Offer an opportunity to learn how others teach, encouraging the development of a broader repertoire of instructional skills and strategies

Some potential disadvantages of classroom observations, compared to other data collection procedures are: *Most of times* (Cursives of the researcher) the number of perspectives is limited to one observer.

Non-participant observation. Non participant observation is a very useful tool to be used in my context. To this respect Morse (2003) says, “As the name implies, the researcher observes the activity without engaging in them directly” (p. 15). So, the observer in the language class will be inside the classroom but will not carry out any activity that could affect in any way the pedagogical process. The procedures for using this technique are:

- Free take notes
- Make tape recordings during observation.

- Subjects are few in number
- Period of study relatively long.
- Recollection of valuable documents.

This kind of methodology is actually the one the researcher is using for developing the current research.

9.2. Documents

The documents collected for this research are copies from the English program, the lesson plans that builds the teaching materials that were used during the sessions of class. The purpose of using this data is for the researcher to be able to uncover the possible language competence the teacher is trying to develop among students, including textual competence. So, by contrasting the work done in the books by the students, with the commands or guidelines given in the class by the teacher and the activities, results will come into view.

9.3. Triangulation

More than an instrument, it is a process through which different data obtained through different instruments is compared and tested by contrasting it, so, in such a way, a clearer perspective of the phenomenon could be obtained. With this in mind Morse (2003) asserts, “Since there are no a priory hypothesis to be tested, researchers’ attention is freed to discover any potential factor which could significantly affect the SLA process” (p. 16). The description of observable behavior in connection with the goal of the research, and in union with

the analysis of other data sources will bring about the expected information for describing the language-teaching phenomenon, as can be notice in next figure:

Figure 19. The process of triangulation in my research context.

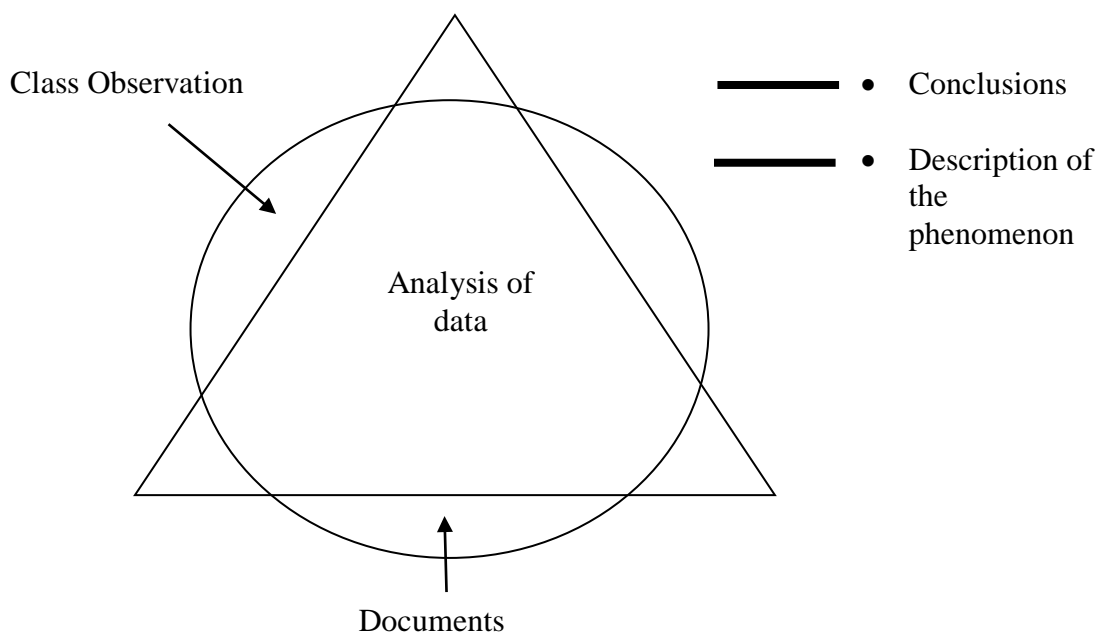


Figure 19.

The instruments then, are observation, and collection of documents. Through the triangulation of these topics the wanted finding will come to light.

Figure 20. Snapshot of the Research Process.

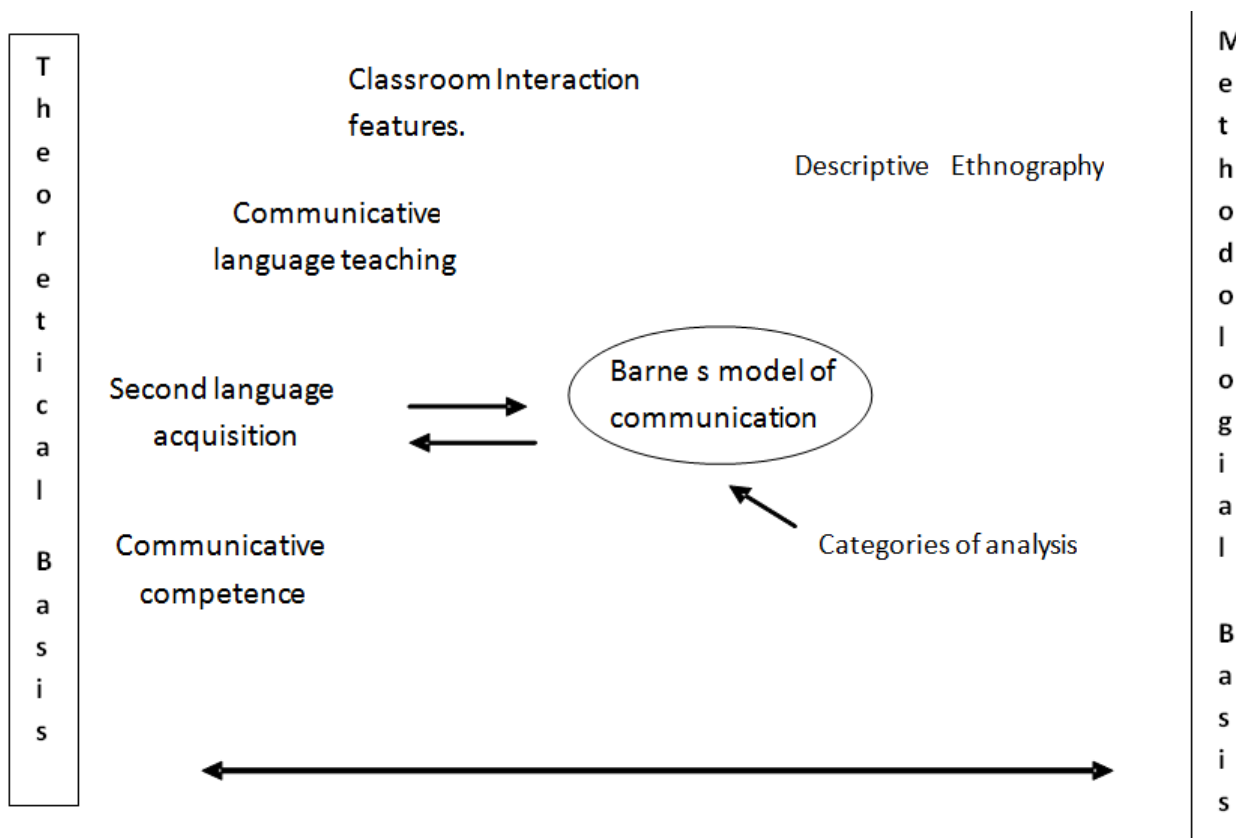


Figure 20.

This figure represents the different dimensions on which the present research has been built, the theoretical basis that comprehend the current pedagogical issues that are part of the language teaching phenomenon and Barnes' model of communication as the engine that leads the research process. It also contains the methodological basis for the whole project which is a descriptive ethnography. Both theoretical and methodological basis work together to give form to the present research.

10. DATA ANALYSIS

With the purpose of having a clear perspective of the competence that is actually foster during classes, the researcher makes use of a technique to analyze scripts that consist in the use of a grill to categorize every turn of the class according to the standards proposed by different authors, in this case: Malamah-Thomas (1987), (Bachman 1999) and Van lier (1996). During this chapter it will be presented analysis of categories in every class observation. The categories to be analyzed are the kind of competence, classroom transactions and use of IRF technique. After this graphic analysis there will be done an explanation of the categorization and also a further analysis where other categories are analyzed along with the analysis of the categories presented in this session.

10.1. CATEGORIZATION OF CLASS OBSERVATIONS

10.1.1. Class Observation 1

Date. November the 17th

Name of school: ELI

Time:

7:20 pm

Level 1

Class duration: 40 minutes.

Observer: Moisés Ibarra

TU= turn

PA= PARTICIPANT

TU.	PA.	PARTICIPATION	CATEGORIES		
			Moves Malamah-Thomas (1987)	Transactions and IRF Van Lier (1996)	L competence and functions (Bachman 1999)
1	T	<p>ON THE BOARD Learning objectives. Months and days. Talk about classmate's birthdays.</p> <p>O. k. For this unit the learning objective is ahh, (reading from the book) the months and dates, well, so.. oh.. that makes perfect</p>	Presenting		Using ideational function
1b	M	(READING ALOUD FROM THE BOOK)			
1c	T	So, These are the, ahh, the learning objectives of this unit. Look at the... Oh, let's now look at the picture, for example: let's talk about the dates. What's the date today?	Eliciting questioning		Using ideational function instrumental
2	K	Today is...	Introducing the topic		
3	T	What's the date today? Today is.	Eliciting information		Using ideational function
4	F	Wednesday...	Responding		Using ideational function
5	T.	November...(attitude that waits for an answer)	Eliciting		Using ideational function
6	F	Seventeen.	Responding		
7	T	Seventieth			Teaching Vocabulary and phonetics
8	F	November	Repeating		Teaching Vocabulary and phonetics
9	T	November.	Eliciting		Teaching Vocabulary and phonetics
10	F	Seventeen.	Repeating		Teaching Vocabulary and

					phonetics
11	T	Seventeen	Eliciting		Teaching Vocabulary and phonetics
12	J	Seventeen	Repeating		Teaching Vocabulary and phonetics
13	K	Seventeen.	Repeating		Teaching Vocabulary and phonetics
14 1	T	It's seventeen, you write it like this: November, December. O.K? What's the difference between this number and this number. (Pointing out to the board) (It is written on the board: Today is November the 17th. WRITING ON THE BOARD What's the difference between first and one O.k. (Pointing out to the board). We call this ordinal number, ordinal. ordinal number, and we call it cardinal.	presenting	Inf. About grammar and use of language	Teaching Vocabulary and Morphology Using heuristic function
15	F	Cardinal	Responding		Using heuristic function
16	J	Cardinal number			Using heuristic function
17	T	Yes, cardinal number and ordinal number. First, first. Listen, you have to pronounce the three consonants: the T the S and the R, you say: First.	presenting	Inf. About grammar and use of language	Teaching Vocabulary and phonetics
18	Ss	First	Repeating		
19	T.	First	Eliciting	Inf. About grammar and use of language	
20	Ss.	First	Repeating		

21	T	<p><u>No pronounce, listen:</u> First. O.k. Let's play de audio *****C.D. Listen. T. LEAVES THE ROOM WHILE THE AUDIO PROGRAM SOUNDS AUDIO PROGRAM <i>Lesson eleven. What are you going to do, page 72, exercise one, moth28s and dates.</i> <i>Part A. Listen. Practice the months and the dates</i></p> <p>(Ss. LISTEN WHILE THEY READ ON THE BOOK) <i>Moths: January, February, March, April, May, June, July, August, September, October, November, December. Dates: First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, seventeenth, eighteenth, nineteenth, twentieth, twentieth first, twentieth second, twentieth third, twentieth fourth, twentieth fifth, twentieth sixth, twentieth seventh, twentieth ninth, thirtieth, thirtieth first.</i> AUDIO PROGRAM OFF</p>	Eliciting	Inf. About grammar and use of language	Teaching Vocabulary Using Instrumental function
		<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>ON THE BOARD There are twelve months in a year. 1st, 2nd , 3rd.</p> </div>			
22	T	. Ok. How many months are there in a year?	Eliciting	IRF in participation orientation as recitation to stimulate access to memory	Using ideational function
23	K	Twelve	Responding	IRF Recitation	Answering Using ideational function
24	T	Twelve, twelve months in a year. They are Ahh...	Eliciting	IRF in participation orientation as recitation to stimulate access to memory	Using ideational function Teaching vocabulary
25	Ss	January	Repeating	IRF Recitation	Using ideational function Teaching vocabulary
26	T	January	Eliciting	IRF in participation orientation	Using ideational function Teaching

				as recitation to stimulate access to memory	vocabulary
27	Ss	(SS try to speak).	Responding	IRF Recitation	Using ideational function
28	T	Listen, <u>listen to me</u> : January January, February, march, April, march, June, July, august, September October, November, December. Right. What is the first month of the year?	Eliciting questioning	IRF in participation orientation as recitation to stimulate access to memory	Teaching Vocabulary Using instrumental and heuristic function
29	K	January		IRF Recitation	Vocabulary Using ideational function
30	T	January, yes. What is the tenth month of the year?	Eliciting questioning	IRF in participation orientation as recitation to stimulate access to memory	Teaching Vocabulary Using heuristic function
31	Ss	October.		IRF Recitation	Vocabulary, syntax
32	T	October, yes. What is the third month of the year?	Eliciting questioning	IRF in participation orientation as recitation to stimulate access to memory	Vocabulary, teaching syntax Using heuristic function
33	S S	March		IRF Recitation	Using ideational function
34	T	March. Very good! What is the fifth month of the year?	Eliciting questioning evaluating	IRF in participation orientation as recitation to stimulate access to memory	Vocabulary, teaching syntax Using heuristic function
35	S S	May.		IRF Recitation	Using heuristic function
36	T	May, very good! yes. *****There are twelve months in a year. Repeat after me: There are twelve months in a year.	Eliciting Evaluating	IRF in participation orientation as recitation to stimulate access to memory	Vocabulary, teaching syntax Using heuristic function
37	F. M	There are twelve months in a year.			Vocabulary, syntax Using heuristic function
38	T	Maira <u>Would you please repeat.</u> You're repeating? I didn't hear you. O.k. There are	Eliciting		Using ideational function

		twelve moths in a year			instrumental
39	Ss	There are twelve months in a year	Repeating		
40	T	Very good. Repeat after me, say: January	Eliciting, Evaluating		Teaching vocabulary
41	S S	January	Repeating		Vocabulary
42	T	January	Eliciting,		Teaching vocabulary
43	S S	January	Repeating		Vocabulary
44	T	February	Eliciting		Teaching vocabulary
45	S S	February	Repeating		Vocabulary
46	T	March	Eliciting,		Teaching vocabulary
47	S S	March	Repeating		Vocabulary
48	T	March	Eliciting,		Teaching vocabulary
49	S S	March	Repeating		Vocabulary
50	T	April	Eliciting		Teaching vocabulary
51	S	April	Repeating		Vocabulary
52	T	May	Eliciting,		Teaching vocabulary
53	S S	May	Repeating		Vocabulary
54	T	June	Eliciting,		Teaching vocabulary
55	S	June	Repeating		Vocabulary
56	T	July	Eliciting		Teaching vocabulary
57	S S	July	Repeating		Vocabulary
58	T	August	Eliciting,		Teaching vocabulary
59	Ss	August	Repeating		Vocabulary
60	T	September	Eliciting,		Teaching vocabulary
61	Ss	September	Repeating		Vocabulary
62	T	October	Eliciting		Teaching vocabulary
63	Ss	October	Repeating		Vocabulary
64	T	November	Eliciting,		Teaching vocabulary
65	Ss	November	Repeating		Vocabulary
66	T	December	Eliciting,		Teaching vocabulary
67	Ss	December	Repeating		Vocabulary
68	T	O.k. the first moth is February, second January, third march, fourth April, fifth may, sixth June, seventh July, eighth August,	Eliciting,	Inf. About grammar and use of	Teaching vocabulary Teaching phonetics

		ninth September, tenth is October, eleventh is November, and the twelfth is December. O.k.? Now let's... ah... Repeat the dates: First.		language	
69	Ss	First	Repeating		Vocabulary
70	T	<u>Repeat after me</u> , say: first. <u>Listen, remember</u> , you have to pronounce the R the S and the T, say: First.	Eliciting,	IRF in assessment orientation to as repetition to check conformity of style	Teaching Phonetic Using instrumental function
71	Ss	First.	Repeating		
72	T	O.k.? <u>Say that again</u> : First.	Eliciting,	IRF in assessment orientation to as repetition to check conformity of style	Teaching phonetics Using instrumental function
73	Ss	First	Repeating		phonetics
74	T	First	Eliciting,		Teaching phonetics
75	Ss	First.	Repeating		
76	T	That's way you write ST because the last two letters of first are S and... Second.	Eliciting	IRF in assessment orientation to as repetition to check conformity of style Inf. About grammar and use of language	Teaching phonetics
77	Ss	Second	Repeating		Phonetics
78	T.	The last two letters are N and D, you write N and D, second. Third. R and D, the last two letters of third. Repeat. First	Eliciting,	IRF in assessment orientation to as repetition to check conformity of style Inf. About grammar and use of language	morphology
79	Ss	First.	Repeating		Phonetics
80	T.	Second:	Eliciting,		Teaching phonetics Teaching

					vocabulary
81	Ss	Second.	Repeating		Phonetics Vocabulary
82	T.	Third.	Eliciting		Teaching Phonetics and vocabulary
83	Ss	Third.	Repeating		Phonetics Vocabulary
84	T	Keep your tongue out of your mouth. Third.	Eliciting,	Inf. About grammar and use of language	Phonetics Teaching vocabulary
85	Ss	Third	Repeating		Practicing Phonetics Vocabulary
86	T	Maira, third	Eliciting,		Teaching Phonetics and vocabulary
87	M	Third	Repeating		Practicing Phonetics Vocabulary
88	T	Keishia, Third	Eliciting		Teaching Phonetics and vocabulary
89	K	Third	Repeating		Practicing Phonetics Vocabulary
90	K	Mr. Martínez, Third	Eliciting,		Teaching Phonetics and vocabulary
91	J	Third	Repeating		Practicing Phonetics Vocabulary
92	T	Fernando, Third	Eliciting,		Teaching Phonetics and vocabulary
93	F	Ah?	Repeating		Practicing Phonetics Vocabulary
94	T	Third	Eliciting		Teaching Phonetics and vocabulary
95	F	Third	Repeating		Practicing Phonetics Vocabulary
96	T	Third	Eliciting,	IRF as repetition in a display orientation to check skills	Teaching Phonetics and vocabulary
97	Ss	Third	Repeating	IRF as repetition in a display orientation to check skills	Practicing Phonetics Vocabulary
98	T	OK You got it now. O.K. Fourth.	Eliciting,	IRF as repetition in a display orientation	Teaching Phonetics and vocabulary

				to check skills	
99	Ss	Fourth	Repeating		Practicing Phonetics Vocabulary
100	T	Fouth	Eliciting		Teaching Phonetics and vocabulary
101	Ss	Fourth	Repeating		Practicing Phonetics Vocabulary
102	T	Fifth	Eliciting,		Teaching Phonetics and vocabulary
103	Ss	Fifth	Repeating		Practicing Phonetics Vocabulary
104	T	Sixth	Eliciting,		Teaching Phonetics and vocabulary
105	Ss	Sixth	Repeating		Practicing Phonetics Vocabulary
106	T	Sixth	Eliciting		Teaching Phonetics and vocabulary
107	Ss	Sixth	Repeating		Practicing Phonetics Vocabulary
108	T.	Seventh	Eliciting,		Teaching Phonetics and vocabulary
109	Ss	Seventh	Repeating		Practicing Phonetics Vocabulary
110	T.	Eighth	Eliciting,		Teaching Phonetics and vocabulary
111	Ss	Eighth	Repeating		Practicing Phonetics Vocabulary
112	T.	Ninth	Eliciting		Teaching Phonetics and vocabulary
113	Ss	. Ninth	Repeating		Practicing Phonetics Vocabulary
114	T.	Tenth	Eliciting,		Teaching Phonetics and vocabulary
115	Ss	Tenth	Repeating		Practicing Phonetics Vocabulary
116	T.	Eleventh	Eliciting,		Teaching Phonetics and vocabulary
117	Ss	Eleventh	Repeating		Practicing Phonetics Vocabulary
118	T.	Twelfth	Eliciting		Teaching Phonetics and vocabulary
119	Ss	Twelfth	Repeating		Practicing Phonetics Vocabulary

120	T.	Thirteenth	Eliciting,		Teaching Phonetics and vocabulary
121	Ss .	Thirteenth	Repeating		Practicing Phonetics Vocabulary
122	T	Fourteenth	Eliciting,		Teaching Phonetics and vocabulary
123	Ss	Fourteenth	Repeating		Practicing Phonetics Vocabulary
124	T.	Fifteenth	Eliciting		Teaching Phonetics and vocabulary
125	Ss .	Fifteenth	Repeating		Practicing Phonetics Vocabulary
126	T.	Sixteenth	Eliciting,		Teaching Phonetics and vocabulary
127	Ss .	Sixteenth	Repeating		Practicing Phonetics Vocabulary
128	T.	Seventeenth	Eliciting,		Teaching Phonetics and vocabulary
129	Ss .	Seventeenth	Repeating		Practicing Phonetics Vocabulary
130	T	Eighteenth	Eliciting		Teaching Phonetics and vocabulary
131	Ss .	Eighteenth	Repeating		Practicing Phonetics Vocabulary
132	T.	Nineteenth	Eliciting,		Teaching Phonetics and vocabulary
133	Ss .	Nineteenth	Repeating		Practicing Phonetics Vocabulary
134	T.	Twentieth	Eliciting,		Teaching Phonetics and vocabulary
135	Ss .	Twentieth	Repeating		Practicing Phonetics Vocabulary
136	T.	Twenty first	Eliciting		Teaching Phonetics and vocabulary
137	Ss	Twenty first	Repeating		Practicing Phonetics Vocabulary
138	T.	Twenty second	Eliciting		Teaching Phonetics and vocabulary
139	Ss	Twenty second	Repeating		Practicing Phonetics Vocabulary
140	T.	Twenty third	Eliciting,		Teaching Phonetics and vocabulary
141	Ss .	Twenty third	Repeating		Practicing Phonetics Vocabulary

142	T	Twenty-fourth	Eliciting,		Teaching Phonetics and vocabulary
143	Ss .	Twenty-fourth	Repeating		Practicing Phonetics Vocabulary
144	T.	Twenty-Fifth	Eliciting		Teaching Phonetics and vocabulary
145	Ss .	Twenty-Fifth	Repeating		Practicing Phonetics Vocabulary
146	T.	Twenty-sixth.	Eliciting		Teaching Phonetics and vocabulary
147	Ss .	Twenty-sixth.	Repeating		Practicing Phonetics Vocabulary
148	T.	Twenty-seventh	Eliciting,		Teaching Phonetics and vocabulary
149	Ss .	Twenty-seventh	Repeating		Practicing Phonetics Vocabulary
150	T.	Twenty-eight	Eliciting,		Teaching Phonetics and vocabulary
151	Ss .	Twenty-eight	Repeating		Practicing Phonetics Vocabulary
152	T.	Twenty-ninth	Eliciting		Teaching Phonetics and vocabulary
153	Ss .	Twenty-ninth	Repeating		Practicing Phonetics Vocabulary
154	T.	Thirtieth	Eliciting,		Teaching Phonetics and vocabulary
155	Ss .	Thirtieth	Repeating		Practicing Phonetics Vocabulary
156	T.	Thirty-first.	Eliciting		Teaching Phonetics and vocabulary
157	Ss	Thirty-first.	Repeating		Practicing Phonetics Vocabulary
158	T.	O.K. Thirty, thirty. (Teaching the correct pronunciation) Right? For the other we have here is T.H. Today is seventeenth of November. The seventeenth of November. O.k.? Now repeat after me one more time the months of the year. Month.	Eliciting	Inf. About grammar and use of language	Teaching Phonology, morphology vocabulary
159	Ss	Month.	Repeating		Practicing phonetics, and Vocabulary
160	T.	January	Eliciting		Teaching phonetics, and Vocabulary
161	Ss .	January	Repeating		Practicing phonetics, and Vocabulary

162	T.	January	Eliciting		Teaching phonetics, and Vocabulary
163	Ss .	January	Repeating		Practicing phonetics, and Vocabulary
164	T.	February	Eliciting		Teaching phonetics, and Vocabulary
165	Ss .	February	Repeating		Practicing phonetics, and Vocabulary
166	T.	March	Eliciting		Teaching phonetics, and Vocabulary
167	Ss	March	Repeating		Practicing phonetics, and Vocabulary
168	T	March	Eliciting		Teaching phonetics, and Vocabulary
169	Ss .	March	Repeating		Practicing phonetics, and Vocabulary
170	T	April	Eliciting		Teaching phonetics, and Vocabulary
171	Ss .	April	Repeating		Practicing phonetics, and Vocabulary
172	T.	May	Eliciting		Teaching phonetics, and Vocabulary
173	Ss .	May	Repeating		Practicing phonetics, and Vocabulary
174	T.	June	Eliciting		Teaching phonetics, and Vocabulary
175	Ss .	June	Repeating		Practicing phonetics, and Vocabulary
176	T.	July	Eliciting		Teaching phonetics, and Vocabulary
177	Ss .	July	Repeating		Practicing phonetics, and Vocabulary
178	T.	August	Eliciting		Teaching phonetics, and Vocabulary
179	Ss .	August	Repeating		Practicing phonetics, and Vocabulary

180	T.	September	Eliciting		Teaching phonetics, and Vocabulary
181	Ss .	September	Repeating		Practicing phonetics, and Vocabulary
182	T.	October	Eliciting		Teaching phonetics, and Vocabulary
183	Ss .	October	Repeating		Practicing phonetics, and Vocabulary
184	T.	November	Eliciting		Teaching phonetics, and Vocabulary
185	Ss .	November	Repeating		Practicing phonetics, and Vocabulary
186	T.	December	Eliciting		Teaching phonetics, and Vocabulary
187	Ss .	December	Repeating		Practicing phonetics, and Vocabulary
188	T.	O.k. First	Eliciting		Teaching phonetics, and Vocabulary
189	Ss .	First.	Repeating		Practicing phonetics, and Vocabulary
190	T.	Second:	Eliciting		Teaching phonetics, and Vocabulary
191	Ss .	Second.			Practicing phonetics, and Vocabulary
193	T.	Third.	Eliciting		Teaching phonetics, and Vocabulary
193	Ss .	Third.	Repeating		Practicing phonetics, and Vocabulary
194	Ss .	Fourth.	Repeating		Teaching phonetics, and Vocabulary
195	T.	Fourth.	Eliciting		Practicing phonetics, and Vocabulary
196	Ss .	Fourth.	Repeating		Teaching phonetics, and Vocabulary
197	T.	Fifth	Eliciting		Practicing phonetics, and Vocabulary
198	Ss	Fifth.	Repeating		Practicing

	.				phonetics, and Vocabulary
199	T.	Fifth	Eliciting		Teaching phonetics, and Vocabulary
200	Ss.	Fifth.	Repeating		Practicing phonetics, and Vocabulary
201	T.	Sixth.	Eliciting		Teaching phonetics, and Vocabulary
202	Ss.	Sixth.	Repeating		Practicing phonetics, and Vocabulary
203	T	Seventh	Eliciting		Teaching phonetics, and Vocabulary
204	Ss.	Seventh	Repeating		Practicing phonetics, and Vocabulary
205	T.	Eighth	Eliciting		Teaching phonetics, and Vocabulary
206	Ss.	Eighth	Repeating		Practicing phonetics, and Vocabulary
207	T.	Ninth	Eliciting		Teaching phonetics, and Vocabulary
208	Ss.	Ninth	Repeating		Practicing phonetics, and Vocabulary
209	T.	Tenth	Eliciting		Teaching phonetics, and Vocabulary
210	Ss.	Tenth	Repeating		Practicing phonetics, and Vocabulary
211	T.	Eleventh	Eliciting		Teaching phonetics, and Vocabulary
212	Ss.	Eleventh	Repeating		Practicing phonetics, and Vocabulary
213	T.	Twelfth	Eliciting		Teaching phonetics, and Vocabulary
214	Ss.	Twelfth	Repeating		Practicing phonetics, and Vocabulary
215	T	T. Thirteenth	Eliciting		Teaching phonetics, and Vocabulary
216	Ss.	Thirteenth	Repeating		Practicing phonetics, and

					Vocabulary
217	T.	Fourteenth	Eliciting		Teaching phonetics, and Vocabulary
218	Ss	Fourteenth			Practicing phonetics, and Vocabulary
219	T.	Fifteenth	Eliciting		Practicing phonetics, and Vocabulary
220	Ss	Fifteenth	Repeating		Teaching phonetics, and Vocabulary
221	T.	Maira.	Personal specific elicitation		Vocabulary
222	M	Fifteenth.			Vocabulary
223	T.	Fifteenth. You, pronounce fifth, and then pronounce. Maira. Say This: (pointing out to the board) Sixteen and sixteenth.	ON THE BOARD 16-16 th		Phonetics morphology
224	M	Yeah.	responding		Using ideational function
225	K.	Sixteen.	Repeating		
226	T.	Put your tongue ***** your mouth.			Phonetics instrumental
227	M	Sixteenth.			phonetics
228	T.	O.k.? Sixteenth. Very Good! Sixteenth. That's different. Now ah... (TEACHER ERASES THE BOARD) Listen, ah.. November... seventeenth. Is today *****people write the dates, you can also say. November...seventeen. That's another way. Right? You can also say seventieth November. I did. The regular way too. Now. November is the eleventh month of the year. November is the eleventh month of the year. *****And some time they write it like this, too. First the day, the day and next the month. They do it in different ways. O.k.? O.k. Let's talk about birthdays. When is your birthday Maira?	Eliciting Questioning evaluating		Teaching syntax Using ideational function
229	M	ahh....	Eliciting		
230	T.	Yes. When is your birthday?	Eliciting questioning		Teaching syntax Pragmatic Using ideational function

231	M	My birthday...in August.	Eliciting		Using ideational
232	T.	My birthday is in August (modeling the structure for M)			teaching syntax
233	M	Twenty (Laugh)	sociating		
234	T.	You say: my birthday...is...			teaching syntax
235	J.	Is.			syntax
236	T.	In or on?			Teaching syntax
237	J.	On.			syntax
238	T	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p style="text-align: center;">ON THE BOARD</p> <p style="text-align: center;">My birthday is on August 20th</p> </div> <p>August...twenty?</p>	Eliciting questioning		Teaching syntax
239	M	yeah.			
240	T.	Like this? You say my...(Interrupted by M)	Eliciting questioning		teaching syntax
241	M	On, on, on.	responding		syntax
242	T.	On or in?	Eliciting questioning		teaching syntax
243	M	On August.	responding		syntax
244	T.	But you said in.	evaluating		teaching syntax
245	M	Yeah. I'm wrong.			Using ideational function
246	T.	Now you say: My birthday is on August the twentieth. But you said: my birthday is IN August. (Emphasizing IN). You use it like that if you only refer to the *****. But if you talk of the days, exactly.			teaching syntax
247	M	yeah you..(Interrupted by T)			
248	T.	I know what you are trying to explain Maira. I know you would practice. Don't worry about it. O.k. ah... Fernando, when is your birthday.	eliciting questioning		Using ideational function
249	F.	In November nineteen?	responding		Using ideational function
250	T.	November nineteen? Next Saturday?	eliciting questioning		Using ideational function
251	F.	Yeah!	responding		Using ideational function
252	T.	Oh, yeah? You are goanna celebrate?	eliciting questioning		Using ideational function Teaching syntax
253	F.	No.			Using ideational function
254	T.	No? Mr. Martinez, when is your birthday?	eliciting questioning		Using ideational function Teaching syntax
255	J.	October twenty-four.	responding		Using ideational function

256	T.	October twenty-four. Keshia. When is your birthday?	eliciting questioning		Using ideational function Teaching syntax
257	K.	In July fifteen.	responding		Using ideational function
258	T.	On July fifteen. My birthday is October nineteen. O.k. let's go to... Get a piece of paper and ask all of your classmates. Ah... Fernando!...Maira!, Keshia!...Martin.... When is your birthday. You collect the information. Do the exercise, come on. Ask everybody about their birthday. Come on. You have to ask everybody on the classroom. Do you need paper? (T. SHARES PIECES OF PAPER WITH STUDENTS SO THEY CAN DO THE EXERCISE) Maira!	Eliciting questioning		Teaching syntax Using Instrumental function
259	M.	Wait a minute.			Using ideational function and And interactional function
260	T.	*****The exercise. Ask everybody about his birthday... Keshia. Ask everybody, hurry up.			Using instrumental function and interactional function
261	Ss.	4. (ask each other about dates)			Syntax, vocabulary and interactional function
262	T.	O.k. So...Keshia. When is Maria's birthday?	Eliciting questioning	IRF to evaluate expression	Teaching syntax , vocabulary
263	K.	Maria's birthday is on August twenty.	responding	IRF to evaluate expression	Using ideational function
264	T.	O.k. Maira, when is Keshia's birthday?	Eliciting questioning	IRF to evaluate expression	Using ideational function, teaching syntax
265	M.	Keshia's birthday is in July fifteen.	responding	IRF to evaluate expression	Vocabulary syntax
266	T.	O.k. July Fifteen. Maira, Maria's birthday, is on August. Mr. Martinez. When is Keshia's birthday.	evaluating, evaluating,	IRF to evaluate expression IRF to evaluate expression	Using ideational function
267	J.	Keshia's birthday is in July twenty.	responding	IRF to evaluate expression	

268	T.	July twenty. O.k. Very good. O.k. Let's pass to exercise number two. Conversation. Happy birthday. Birthday, happy birthday. O.K. Look at the picture, first look at the picture. The plan for this exercise is to practice conversation about birthday plans. And... Ah... How to use the future. Be going to. Look at the picture, look at the picture. Maira. Can you describe the picture? What can you see in the picture?	Exercise 2 2	evaluating, presenting eliciting	IRF to evaluate expression	Using instrumental Function Using heuristic function
269	M	I see a woman and a men...talk...		responding	IRF to evaluate expression	Using ideational function
270	T.	You see a woman and a Man (emphasizing singular pronunciation, MAN)		evaluating	IRF to evaluate expression	Teaching phonetics and morphology
271	M	A woman and a man.		responding	IRF to evaluate expression	syntax
272	T.	Talking				
273	M	A Woman and a man talking about the happy birthday.		presenting		Using ideational function
274	T.	The man is thinking right? The man is thinking about a group of people.		presenting		Using ideational function
275	F.	About the, about the... for to celebrate.		responding		Using ideational function
276	T.	The way to celebrate ahh...his birthday.				Using ideational function
277	F.	His birthday.		responding		Using ideational function
278	T.	What is, what is the man thinking about Keshia?		Eliciting questioning		
279	K.	Repeat.				Insturmental Using ideational function
280	T.	What is the man thinking, thinking about?		eliciting		Using ideational function
281	K.	he is thinking about his birthday.		responding		Using ideational function
282	T.	My birthday?		eliciting		Using ideational function
283	K.	No		responding		Using ideational function
284	T.	His.				Using ideational function
285	K.	About his birthday		responding		Using ideational function
286	T.	He's talking about his birthday. Aja. And what kind of celebration is that? What place are they in?		presenting		Using ideational function
287	K.	Restaurant.		responding		
288	T.	In a restaurant.		responding		teaching syntax

289	F.	Restaurant.	responding		
290	T.	Who are those people. Fernando? Who are those people in the picture? Maira said that's the picture of a restaurant. Now, who are those people in the picture?	eliciting		Using ideational function
291	F.	Who... (Talking to M)			Using ideational function
292	T.	The waiters?	eliciting		Using ideational function
293	F and M.	Waiters. One waiter...and....	Responding		Using ideational function
294	T.	a waitress.			Using ideational function vocabulary
295	F.	I don't know	Responding		Using ideational function
296	T	And maybe the chefs. No, it's not the chef. It's two waiters and a waitress.-Yeah, because the chef dresses on white. Right? The uniform of a chef in a restaurant different than waiters. Right.			Using ideational function
297	F.	The girl is his girlfriend, she invites him to have dinner.			Using ideational function
298	T.	They are Angie and Philip; you are saying that it's his girlfriend?	eliciting		Using ideational function
299	F.	Yes.	responding		Using ideational function
300	T.	Because she is inviting him for...ah...			Using ideational function
301	F.	(Laughs)	sociating		Using ideational function
302	T.	For dinner, may be a friend. Why not?	eliciting		Using ideational function
303	F.	The boy is frightening about the musician, or about the song for celebrate...	responding		Using ideational function
304	T.	The man is fear about the... the celebrate, the birthday song.			Using ideational function
305	F.	The birthday song	Repeating		Using ideational function

306	T.	<p>You know. The people from the restaurant, the people who work in the restaurant singing the Happy Birthday song for him, and he doesn't like the idea. Right? That's what happens in the picture. O.k. Let's listen the... (AUDIO PROGRAM STUDENTS LISTEND AND READ SILENTLY) Page seventy two. Exercise two. Conversation. Happy birthday. Listen and practice.</p> <p style="text-align: center;">Exercise 3</p> <p>A. <i>Are you going to do anything exciting this weekend?</i> B. <i>B. well, I'm going to celebrate my birthday</i> A. <i>Fabulous! When is your birthday exactly?</i> B. <i>It's August ninth – Sunday.</i> A. <i>SO what are your plans?</i> B. <i>Well, my friend Kayla is going to take me out for dinner.</i> A. <i>Nice! Is she going to order a cake?</i> B. <i>Yeah, and the waiter are probably going to sing "Happy Birthday" to me. It's so embarrassing.</i></p>	Directing		Using ideational function Using instrumental function
307	F.	(Laughs)	Sociating		
207A		<p>TEACHER STANDS UP AND WRITES ON THE BOARD WHILE EXPLAINS</p> <p style="text-align: center;">ON THE BOARD</p> <p>Celebrate. Have fun at a special occasion. Fabulous: That's great. Take out: Take (someone) to dinner or a movie, like a date. Order: Ask for, like food in a restaurant. Embarrassing. Make you feel shy or uncomfortable.</p>			
307B	K.	(Moves to the back of the classroom)			
307C	Ss	(Looking at the board and to the books)			
308	T	<p>To celebrate is to have fun, a special occasion right? Celebrate. A. Fabulous. That's great. Take someone for dinner, or a movie, or a *****. Order Ask for... like food.... in a restaurant. Make you...you...feel shy...or...uncomfortable. To celebrate means, to celebrate means to have fun, a special occasion, may be have a party of something. Fabulous means: That's great. To take out: Take someone to</p>	Presenting		Vocabulary Using heuristic function Using ideational function

				assessment orientation to induce obedience and check conformity of style.	
314	T.	O.K. Now. Listen to me. Conversation. Happy Birthday.	Eliciting	IRF as cognition	Using instrumental function
315	Ss	Happy birthday.	Repeating		
316	T.	No, listen to me (Interrupting Ss.) happy birthday. Birth. Birth. Happy Birthday. Are you going to do anything exciting this weekend? Are you going to do anything exciting this weekend? That's a yes/no question. That is raising intonation. (READING FROM THE BOOK. STUDENTS LISTEN AND READ SILENTLY) Are you going to do anything exciting this weekend? well, I'm going to celebrate my birthday <i>Fabulous! When is your birthday exactly?</i> Ss.- August ninth – Sunday. <i>So what are your plans?</i> Ss. Well, my friend Kayla is going to take me out for dinner. <i>Nice! Is she going to order a cake?</i> <i>Yeah, and the waiters are probably going to sing "Happy Birthday" to me. It's so embarrassing.</i> Repeat after me: Everybody at the same time please! Are you going to do anything exciting this weekend?	Eliciting Directing eliciting	IRF a in assessment orientation to induce obedience and check conformity of style. Inf. About grammar and use of language	Instrumental Teaching phonetics Using heuristic function Teaching syntax Using Instrumental function
317	Ss	Are you going to do anything exciting this weekend?	Repeating		
318	T.	Come on! Let's do it again! Are you going to do anything exciting this weekend?	Eliciting		Using instrumental function teaching syntax
319	Ss	Are you going to do anything exciting this weekend?	Repeating		syntax
320	T.	Well, I'm going to celebrate my birthday	Eliciting		teaching syntax
231	Ss	Well, I'm going to celebrate my birthday	Repeating		syntax
322	T.	<i>Fabulous! When is your birthday exactly?</i>	Eliciting		teaching syntax
323	Ss	<i>Fabulous! When is your birthday exactly?</i>	Repeating		syntax
324	T.	it's August ninth – Sunday.	Eliciting		teaching syntax
325	Ss	It's August ninth – Sunday.	Repeating		syntax
326	T.	So what are your plans?	Eliciting		teaching syntax
327	Ss	So what are your plans	Repeating		syntax

328	T.	Well, my friend Kayla is going to take me out for dinner.	Eliciting		teaching syntax
329	Ss .	Well, my friend Kayla is going to take me out for dinner.	Repeating		syntax
330	T.	Well, my friend Kayla is going to take me out for dinner.	Eliciting		teaching syntax
331	Ss .	Well, my friend Kayla is going to take me out for dinner.	Repeating		syntax
332	T.	Nice! Is she going to order a cake?	Eliciting		teaching syntax
333	Ss .	Nice! Is she going to order a cake?	Repeating		syntax
334	T.	Nice! Is she going to order a cake?	Eliciting		syntax
335	Ss .	Nice! Is she going to order a cake?	Repeating		syntax
336	T.	Yeah,	Eliciting		teaching syntax
337	Ss .	Yeah	Repeating		syntax
338	T.	Yeah,	Eliciting		syntax
330	Ss .	Yeah	Repeating		teaching syntax
340	T.	and the waiter are probably going to sing “Happy Birthday” to me.	Eliciting		syntax
341	Ss .	and the waiters are probably going to sing “Happy Birthday” to me.	Repeating		syntax
342	T.	It’s so embarrassing.	Eliciting		teaching syntax
343	Ss .	It’s so embarrassing.	Repeating		syntax
344	T.	Embarrassing.	Eliciting		
345	Ss .	Embarrassing.	Repeating		
346	T.	O.k. Repeat after me one more time please. Are you going to do anything exciting this weekend?	Eliciting		Using instrumental function
			Repeating		syntax
347	Ss .	Are you going to do anything exciting this weekend?	Eliciting		teaching syntax
348	T.	Well, I’m going to celebrate my birthday	Repeating		syntax
349	Ss .	Well, I’m going to celebrate my birthday	Eliciting		syntax
350	T.	Fabulous! When is your birthday exactly?	Repeating		teaching syntax
351	Ss .	Fabulous! When is your birthday exactly?	Eliciting		syntax
352	T.	It’s August ninth – Sunday.	Eliciting		syntax
353	Ss .	It’s August ninth – Sunday.	Repeating		teaching syntax
354	T.	So what are your plans?	Eliciting		syntax
355	Ss .	So what are your plans?	Repeating		syntax
356	T.	Well, my friend Kayla is going to take me out for dinner.	Eliciting		teaching syntax
357	Ss .	Well, my friend Kayla is going to take me out for dinner.	Repeating		syntax
358	T.	Nice! Is she going to order a cake?	Eliciting		syntax
359	Ss .	Nice! Is she going to order a cake?	Repeating		teaching syntax

260	T.	Is she going to order a cake?	Eliciting		syntax
361	Ss	Is she going to order a cake?	Repeating		syntax
362	T.	Listen, the intonation is rising intonation. Nice! Is she going to order a cake?	Eliciting		Using instrumental function teaching syntax
363	Ss	Nice! Is she going to order a cake?	Repeating		syntax
364	T.	Yeah, and the waiter are probably going to sing “Happy Birthday” to me.	Eliciting		teaching syntax
365	Ss	Yeah, and the waiter are probably going to sing “Happy Birthday” to me.	Repeating		syntax
366	T.	It’s so embarrassing.	Eliciting		teaching syntax
367	Ss	It’s so embarrassing. 7: 59	Repeating		syntax
368	T.	I’m Angie and you’re Philip. O.k.? Are you going to do anything exciting this weekend?	Directing Eliciting		Teaching syntax
369	S.	Well, I’m going to celebrate my birthday	Repeating		syntax
370	T.	Fabulous! When is your birthday exactly?	Eliciting		teaching syntax
371	Ss	It’s August ninth – Sunday.	Repeating		teaching syntax
372	T.	So what are your plans?	Eliciting		syntax
373	Ss	Well, my friend Kayla is going to take me out for dinner.	Repeating		syntax
374	T.	Nice! Is she going to order a cake?	Eliciting		teaching syntax
375	Ss	Yeah. And the waiters are probably going to sing “Happy Birthday” to me.	Repeating		syntax
376	T.	It’s so embarrassing. O.K. You’re Angie, I’m Philip. One two, three:	Eliciting		syntax
377	Ss	Are you going to do anything exciting this weekend?	Repeating		syntax
378	T.	Well, I’m going to celebrate my birthday	Eliciting		teaching syntax
379	Ss	Fabulous! When is your birthday exactly?			syntax
380	T.	It’s August ninth – Sunday.	Repeating		teaching syntax
381	S.	So what are your plans?	Eliciting		syntax
382	T.	Well, my friend Kayla is going to take me out for dinner.	Repeating		teaching syntax
383	S.	Nice! Is she going to order a cake?	Eliciting		syntax
384	T.	Yeah. And the waiters are probably going to sing “Happy Birthday” to me. It’s so embarrassing. O.k. Close your books please. And repeat after me. Everybody at the same time please. Are you going to do anything exciting this weekend?	eliciting		teaching syntax using instrumental function
385	Ss	Are you going to do anything exciting this weekend?	Repeating		syntax
386	T.	Come on! . Are you going to do anything exciting this weekend?	Repeating		Teaching syntax
387	Ss	Are you going to do anything exciting this weekend?	Eliciting		syntax
388	T.	Well, I’m going to celebrate my birthday	Repeating		teaching syntax
389	Ss	Well, I’m going to celebrate my birthday	Eliciting		syntax

	.				
390	T.	Fabulous! When is your birthday exactly?	Repeating		teaching syntax
391	Ss	Fabulous! When is your birthday exactly?	Eliciting		syntax
	.				
392	T.	It's August ninth – Sunday.	Repeating		teaching syntax
393	Ss	It's August ninth – Sunday.	Eliciting		syntax
	.				
394	T.	So what are your plans?	Repeating		teaching syntax
395	Ss	So what are your plans?	Eliciting		syntax
	.				
396	T.	Well, my friend Kayla is going to take me out for dinner.	Repeating		teaching syntax
397	Ss	Well, my friend Kayla is going to take me out for dinner.	Eliciting		syntax
	.				
398	T.	Nice! Is she going to order a cake?	Repeating		teaching syntax
399	Ss	. Nice! Is she going to order a cake?	Eliciting		syntax
400	T.	Is she going to order a cake?	Repeating		teaching syntax
401	Ss	Is she going to order a cake?	Eliciting		syntax
	.				
402	T.	Yeah, and the waiter are probably going to sing "Happy Birthday" to me.	Repeating		teaching syntax
403	Ss	Yeah, and the waiter are probably going to sing "Happy Birthday" to me.	Eliciting		syntax
	.				
404	T.	It's so embarrassing.	Repeating		teaching syntax
405	Ss	It's so embarrassing.	Eliciting		syntax
	.				
406	T.	O.k. Very good. See you tomorrow.	Repeating		teaching syntax

10.1.2. Class Observation 2

Date. November the 18th

Name of school: ELI

Time: 6:59.

Level 1

Class duration: 60 minutes.

Observer: Moisés Ibarra

TU= turn

PA= PARTICIPANT

TU.	PA.	PARTICIPATION	CATEGORIES		
			Moves Malamah-Thomas (1987)	Transactions and IRF Van Lier (1996)	L competence and functions (Bachman 1999)
1.	T	Well, let's start the class, page 72. Exercise number two. (It takes a minute for the teacher to prepare the setting). Listen the conversation again.	presenting		Using ideational function Using instrumental function
2.	Ss.	Ok (AUDIO PROGRAM. STUDENTS LISTEND AND READ SILENTLY) Unit eleven. "What are you going to do, page 72, EXCERSICE TWO. Conversation			

		<p><i>Happy Birthday, listen and practice.</i></p> <p><i>C. Are you going to do anything exciting this weekend?</i></p> <p><i>D. B. well, I'm going to celebrate my birthday</i></p> <p><i>C. Fabulous! When is your birthday exactly?</i></p> <p><i>D. It's August ninth – Sunday.</i></p> <p><i>C. SO what are your plans?</i></p> <p><i>D. Well, my friend Kayla is going to take me out for dinner.</i></p> <p><i>C. Nice! Is she going to order a cake?</i></p> <p><i>D. Yeah, and the waiter are probably going to sing "Happy Birthday" to me. It's so embarrassing.</i></p>			
3.	T	O.k. Very good. Listen and repeat, repeat after me: Are you going to do anything Exciting this weekend?	Evaluating eliciting		Using heuristic function
4.	Ss.	Are you going to do anything exciting this weekend?	Repeating		Syntax
5.	T.	Keshia, would you please come here and sit down next to Mr. Martinez? O.K. Repeat after me, say: Are you going to do anything exciting this weekend?	Directing		Using instrumental function using ideational function
6.	Ss.	Are you going to do anything exciting this weekend?	Repeating		
7.	T	. Well, I'm going to celebrate my birthday	Eliciting		Using heuristic function
8.	S.	Well, I'm going to celebrate my birthday	Repeating		
9.	T	Well, I'm going to celebrate my birthday (Correcting students, emphasizing I'm).	Eliciting		Using heuristic function
10.	Ss.	well, I'm going to celebrate my birthday	Repeating		
11	T	Fabulous! When is your birthday exactly?	Eliciting		Using heuristic function
12.	Ss	Fabulous! When is your birthday exactly?	Repeating		
13.	T	It's August ninth – Sunday.	Eliciting		Using heuristic function
14	S.	It's August ninth – Sunday.	Repeating		
15	T.	So what are your plans?	Eliciting		Using heuristic function
16	Ss	So what are your plans?	Repeating		
17.	T.	Well, my friend Kayla is going to take me out for dinner.	Eliciting		Using heuristic function
18.	Ss.	Well, my friend Kayla is going to take me out for dinner.	Repeating		
19	T.	Well, my friend Kayla is going to take me out for dinner.	Eliciting		Using heuristic function
20	Ss.	Well, my friend Kayla is going to take me out for dinner.	Repeating		
21	T	Nice! Is she going to order a cake?	Eliciting		Using heuristic function
22	Ss.	Nice! Is she going to order a cake?	Repeating		
23	T.	Yeah, and the waiters are probably going to sing happy birthday to me.	Eliciting		Using heuristic function
24.	S.	Yeah, and the waiters are probably going to	Repeating		

		sing happy birthday to me.			
25.	T.	It's so embarrassing.	Eliciting		Using heuristic function
26.	S.	It's so embarrassing.	Repeating		
27.	T	Say: Yeah, and the waiters are probably going to sing happy birthday to me (TEACHER WRITING ON THE BOARD)	Eliciting		Using heuristic function
28	Ss.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>ON THE BOARD Yeah. And the waiters are probably going</p> </div> <p>Yeah... and the waiters... waiters... are probably... probably... going to sing "Happy Birthday"... to me... It's... so.... embarrassing.</p>	Repeating		
29	K.	Double S.	Responding		
30	T	O.k. Repeat after me Say: Yeah, and the waiters are probably going to say, to sing happy birthday to me.	Eliciting		Using heuristic function Teaching phonetics
31	Ss.	Yeah, and the waiters are probably going to sing happy birthday to me.	Repeating		
32	T.	And the waiters are. (Placing emphasis on waiters)	Eliciting	IRF as repetition in an assessment orientation to check skills	Using heuristic function Teaching phonetics
33	Ss	And the waiters are.	Repeating		Teaching phonetics
34	T.	O.k. Say that. Yeah, and the waiters are probably going to sing happy birthday to me.	Eliciting	IRF as repetition in an assessment orientation to check skills	Using heuristic function
35	Ss.	Yeah, and the waiters are probably going to sing happy birthday to me	Repeating		
36.	T.	It's so embarrassing.	Eliciting	IRF as repetition in an assessment orientation to check skills	Using heuristic function
37	S	It's so embarrassing.	Repeating		
38.	T	Very Good. <u>O.K. I'm Angie, you're Philip. Can you do it, too?</u> Are you going to do anything exciting this weekend?	Evaluating Eliciting	IRF as repetition in an assessment orientation to check skills	Using ideational function Using heuristic function Teaching syntax
39	Ss.	Well, I'm going to celebrate my birthday	responding		Using heuristic

					function
40	T.	Fabulous! When is your birthday exactly?	Eliciting		Using heuristic function Teaching syntax
41	Ss.	It's August ninth – Sunday.	Responding		Using heuristic function
42	T	So what are your plans?	Eliciting		Using heuristic function Teaching syntax
43	Ss.	Well, my friend Kayla is going to take me out for dinner.	Responding		Using heuristic function
44.	T.	Nice! Is she going to order a cake?	Eliciting		Using heuristic function Teaching syntax
45	Ss.	Yeah, and the waiters are probably going to sing Happy Birthday to me. It's so embarrassing.	Responding		Using heuristic function
46	T.	O.k. You are Angie, I'm Philip. Begging one, two three...	Eliciting		Using instrumental function Teaching syntax
47	Ss.	Are you going to do anything exciting this weekend?	Eliciting		Using heuristic function
48	T.	Well, I'm going to celebrate my birthday	Responding		Using heuristic function Teaching syntax
49	Ss	Fabulous! When is your birthday exactly?	Eliciting		Using heuristic function
50	T.	It's August ninth – Sunday.	Responding		Using heuristic function Teaching syntax
51	Ss	So what are your plans?	Eliciting		Using heuristic function
52	T.	Well, my friend Kayla is going to take me out for dinner.	Responding		Using heuristic function Teaching syntax
53	Ss	Nice! Is she going to order a cake?	Eliciting		Using heuristic function
54	T.	Yeah, and the waiter are probably going to sing "Happy Birthday" to me. It's so embarrassing. O.K. Very Good. <u>Now close your books, close your books, and repeat after me, say:</u> Are you going to do anything exciting this weekend? (7:03.)	Responding Evaluating		Using heuristic function Using instrumental function Teaching phonetics
55.	Ss.	Are you going to do anything exciting this weekend? (/only student K repeats)	Repeating		Using heuristic function
56	T.	O.k. Repeat after me, say: Are you going to do anything exciting this weekend?	Eliciting		Using instrumental function Teaching syntax

					Using heuristic function
57	Ss.	Are you going to do anything exciting this weekend?	Eliciting		Using heuristic function
58	T.	Well, I'm going to celebrate my birthday	Eliciting		Teaching syntax Using heuristic function
59	S.	Well, I'm going to celebrate my birthday	Repeating		Using heuristic function
60	T.	Well, I'm going to celebrate my birthday (<u>Correcting students, emphasizing I'm</u>).	Eliciting		Teaching syntax Using heuristic function Teaching phonetics
61	Ss.	well, I'm going to celebrate my birthday	Repeating		Using heuristic function
62	T	Fabulous! When is your birthday exactly?	Eliciting		Teaching syntax Using heuristic function
63	Ss	Fabulous! When is your birthday exactly?	Repeating		Using heuristic function
64	T.	It's August ninth – Sunday.	Eliciting		Teaching syntax Using heuristic function
65	S.	It's August ninth – Sunday.	Repeating		Using heuristic function
66	T	So what are your plans?	Eliciting		Teaching syntax Using heuristic function
67	Ss.	So what are your plans?	Repeating		Using heuristic function
68	T.	What are your plans?	Eliciting		Teaching syntax Using heuristic function
69	Ss.	What are your plans?	Repeating		Using heuristic function
70.	T	What are your plans. (Emphasizing “are”)	Eliciting		Teaching syntax Using heuristic function
71	S	What are your plans.	Repeating		Using heuristic function
72	T.	Well, my friend Kayla is going to take me out for dinner.	Eliciting		Teaching syntax Using heuristic function
73	Ss	Well, my friend Kayla is going to take me out for dinner.	Repeating		Using heuristic function
74	T.	Well, my friend Kayla is going to take me out for dinner.	Eliciting		Teaching syntax Using heuristic function
75	Ss	Well, my friend Kayla is going to take me out for dinner.	Repeating		Using heuristic function
76	T.	Nice! Is she going to order a cake?	Eliciting		Teaching syntax Using heuristic function
77	Ss	. Nice! Is she going to order a cake?	Repeating		Using heuristic function

78	T.	Yeah, and the waiters are probably going to sing happy birthday to me.	Eliciting		Teaching syntax Using heuristic function
79	S.	Yeah, and the waiters are probably going to sing happy birthday to me. me... out for dinner. (Writing on the board) (7: 06.).	Repeating		Using heuristic function
80.	T.	(TEACHER WRITING ON THE BOARD) Repeat after me. So what are your plans?	Eliciting		Teaching syntax Using heuristic function and instrumental function
81	Ss.	So, what are your plans?	Repeating		Using heuristic function
82	T.	What are your plans?	Eliciting		Teaching syntax Using heuristic function
83	Ss.	What are your plans?	Repeating		Using heuristic function
84	T.	Well, my friend Kayla is going to take me out for dinner	Eliciting		Teaching syntax Using heuristic function
85	Ss.	Well, my friend Kayla is going to take me...	Repeating		Using heuristic function
86	T.	Out for dinner	Eliciting		Teaching syntax Using heuristic function
87	Ss.	Out for dinner	Repeating		Using heuristic function
88	T.	Well, my friend Kayla is going to take me out for dinner	Eliciting		Teaching syntax Using heuristic function
89	S.	Well, my friend Kayla is going...	Repeating		Using heuristic function
90	T.	Well, my friend Kayla is going to take me out for dinner	Eliciting		Teaching syntax Using heuristic function
91	Ss.	Well, my friend Kayla is going to..to...	Repeating		Using heuristic function
92	T.	To take me out. Well, my friend Kayla is going to take me out for dinner	Eliciting		Teaching syntax Using heuristic function
93	Ss.	Well...	Repeating		Using heuristic function
94	T.	Well, my friend Kayla is going to take me out for dinner	Eliciting		Teaching syntax Using heuristic function
95	S.	Well, my friend Kayla is going to take me out for dinner.	Repeating		Using heuristic function
96	T.	O.k. Say that again: Well, my friend Kayla is going to take me out for dinner.	Eliciting		Using instrumental function
97	Ss.	Well, my friend Kayla is going ...	Repeating		

98	T.	O.k, say: Well... my friend... take... O.k. Repeat after me say: Well, my friend Kayla is going to take me out for dinner.	Eliciting		Using instrumental function
		ON THE BOARD Well, my friend Kayla is going to take me out for dinner.			
99	Ss	. Well, my friend Kayla is going to take me out for dinner.	Repeating		
100.	T	O.k. Say: Dinner	Eliciting		Teaching syntax and vocabulary Using heuristic function
101	Ss.	Dinner	Repeating		Using heuristic function
102	T.	For dinner	Eliciting		Teaching syntax, phonetics and vocabulary Using heuristic function
103	Ss.	For dinner	Repeating		Using heuristic function
104	T.	Out for dinner	Eliciting		Teaching syntax, phonetics and vocabulary Using heuristic function
105	Ss.	Out for dinner	Repeating		Using heuristic function
106	T.	Me out for dinner	Eliciting		Teaching syntax, phonetics and vocabulary Using heuristic function
107	Ss.	Me out for dinner	Repeating		Using heuristic function
108	T.	Take me out for dinner	Eliciting		Teaching syntax, phonetics and vocabulary Using heuristic function
109	Ss.	Take me out for dinner	Repeating		Using heuristic function
110	T.	To take me out for dinner	Eliciting		Teaching syntax, phonetics and vocabulary Using heuristic function
111	Ss.	To take me out for dinner	Repeating		Using heuristic function
112	T.	Going to take me out for dinner	Eliciting		Teaching syntax, phonetics and vocabulary

					Using heuristic function
113	Ss.	Going to take me out for dinner	Repeating		Using heuristic function
114	T.	Is going to take me out for dinner	Eliciting		Teaching syntax and vocabulary
115	Ss.	Is going to take me out for dinner	Repeating		Using heuristic function
116	T.	Kayla is going to take me out for dinner	Eliciting		Teaching syntax and vocabulary
117	Ss.	Kayla is going to take me out for dinner	Repeating		Using heuristic function
118	T.	Friend Kayla is going to take me out for dinner	Eliciting		Teaching syntax and vocabulary
119	Ss.	Friend Kayla is going to take me out for dinner	Repeating		Using heuristic function
120	T.	My friend Kayla is going to take me out for dinner	Eliciting		Teaching syntax and vocabulary
121	Ss.	My friend Kayla is going to take me out for dinner	Repeating		Using heuristic function
122	T.	Well, my friend Kayla is going to take me out for dinner	Eliciting		Teaching syntax and vocabulary
123	s.	Well, my friend Kayla is going to take me out for dinner	Repeating		Using heuristic function
124	T.	Very good. So repeat again. So what are your plans?	Evaluating Eliciting		Using instrumental function Teaching syntax and vocabulary
125	Ss.	So what are your plans?	Repeating		Using heuristic function
126	T.	well, my friend Kayla is going to take me out for dinner	Eliciting		Teaching syntax and vocabulary
127	J.	My friend Kayla is going to take out for dinner	Repeating		Using heuristic function
128	T.	Take me out (emphasizing “me”, correcting students)	Eliciting		Teaching Phonetics Teaching syntax and vocabulary
129	J.	Take me out for dinner.	Repeating		Using heuristic function
130	T.	Well, my friend Kayla is going to take me out for dinner	Eliciting		Teaching syntax and vocabulary
131	Ss.	Well, my friend Kayla is going to take me out for dinner	Repeating		Using heuristic function
132	T.	Nice! Is she going to order a cake?	Eliciting		Teaching syntax and vocabulary
133	Ss.	. Nice! Is she going to....	Repeating		Using heuristic function
134	T.	Nice! is she going to order a cake? (Emphasizing “she”, correcting students).	Eliciting		Teaching syntax and vocabulary Teaching Phonetics
135	Ss.	Nice, is she going to order a cake?	Repeating		Using heuristic function
136	T.	Yeah, and the waiters are going to sing happy birthday to me.	Eliciting	nal	Teaching syntax and vocabulary
137	K.	Yeah, and the waiters...	Repeating		Using heuristic function

					function
138	T.	Come on, repeat that: Yeah, and the waiters are going to sing happy birthday to me.	Eliciting		Using instrumental function Teaching syntax and vocabulary
139	J.	Yeah.	Repeating		Using heuristic function
140	T.	and the waiters are going to sing happy birthday to me.	Eliciting		Teaching syntax and vocabulary
141	J.	The waiters are probably...	Repeating		Using heuristic function
142	T.	The waiters are probably. Say..	Eliciting		Using instrumental function Teaching syntax and vocabulary
143	J.	The waiters are..	Repeating		Using heuristic function
144	T.	And the waiters are probably, and the waiters are probably	Eliciting		Teaching syntax and vocabulary
145	J.	And the waiters are probably	Repeating		Using heuristic function
146	T.	Going to sing happy birthday to me	Eliciting		Teaching syntax and vocabulary
147	J.	Going to sing..	Repeating		Using heuristic function
148	T.	happy birthday to me	Eliciting		Teaching syntax and vocabulary
149	J.	to me	Repeating		Using heuristic function
150	T.	It's so embarrassing	Eliciting		Teaching syntax
151	J.	It's so embarrassing	Repeating		Using heuristic function
152	T.	O.k. Very good. Open your books. Practice, practice you two. You two Practice. Practice both roles, Angie, Philip(7:09) (WHILE STUDENTS WORK IN GROUPS THE TEACHER PICKS UP SOME CDS)	Evaluating Presenting Directing		Using instrumental function
153	J.	Are you going to do anything exciting this weekend?	Eliciting		Using heuristic function
154	K.	Well, I'm going to celebrate my birthday	Responding		Using heuristic function
155	J.	Fabulous! When is your birthday exactly?	Eliciting		Using heuristic function
156.	K.	It's August ninth – Sunday.	Responding		Using heuristic function
157	J.	So what are your plans?	Eliciting		Using heuristic function
158.	K.	Well, my friend Kayla is going to take me out for dinner.	Responding		Using heuristic function
159.	J.	Nice! Is she going to order a cake?	Eliciting		Using heuristic function
160.	K.	Yeah, and the waiters are probably going to sing happy birthday to me. It's so embarrassing. (7:10)	Responding		Using heuristic function

161	T.	O.k. very good... O.k. let's go onto page seventy	<div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>ON THE BOARD Be going to I'm going to study tonight. I'm planning to study tonight</p> </div> <p>three, grammar focus, the structure of "be going to. Structure of "be going to. Be...going... to (writing on the board) For example. I'm going... to...study...tonight. That's the same that. I'm...planning... to... study tonight. I'm planning to study tonight. <u>These two sentences have the same meaning. I'm going to study tonight, or I'm planning to study tonight.</u> You use the expression "be" plus "going to" to talk about future plans.</p>	Evaluating Presenting		Using heuristic function Using instrumental function Using ideational function Teaching syntax
162	J.	Is this a question? (Pointing the board out)				Using ideational function
163	T.	No, that's not a question, it's a first statement. I'm going to study tonight, or I'm planning to study tonight.	<div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>ON THE BOARD S+ be going to +the V</p> </div> <p>Both sentences have the same meaning. You use this ***** future: "be" plus "going to" to talk about future plans? For example: ahh... are you going to do anything this weekend? Yes, I'm going to celebrate my birthday. That's future plans. Is the coming weekend, I'm going to celebrate my birthday. O.k.? For example, in this case, you use... This is like a formula: subject plus... be... going to....going to... plus... the verb. December fourth. Right? Subject. The subject can be a personal pronoun or a proper name. She is going to. She..is.. going to... eat. She is going to eat.</p>	Presenting		Using ideational function Teaching syntax
164 J		Breakfast				

165 T		Breakfast? She is going to eat, she is going to eat ah, fried... turtle... with... bollo. She is going to eat fried turtle with bollo... for breakfast...tomorrow morning. She is going to eat fried turtle with bollo for breakfast tomorrow morning. That means that she is planning to eat fried turtle with bollo for breakfast tomorrow morning. Tomorrow morning is expression of time, of future time in this case, because we are talking about tomorrow, tomorrow is future. O.k.? So you use the “be” plus “going to” to talk about the future. Listen, you have “she is”, in this case you have “his” because is third person singular.	ON THE BOARD She is going to eat fried turtle with bollo for breakfast tomorrow morning.	Presenting	Information about grammar and use of language	Heuristic function Teaching syntax
tic1 66	J.	The plural is “we are going to”?		Eliciting	Information about grammar and use of language	Teaching syntax
167	T.	Yeah. We are going if the subject is we, or Pedro and Pablo are going to. It’s “going to”. Eat fried turtle with bollo. Do you like that kind of breakfast? Yes?		Answering Eliciting an answer	Information about grammar and use of language	Teaching syntax
168	J.	Nothing.			Information about grammar and use of language	Answering
169	T:	o.k. So, that’s the formula. Listen to this: for ah...questions, yes-no question, you say ah... be...plus subject plus going to.. plus verb.		Presenting	Information about grammar and use of language	Using instrumental function Teaching syntax
169 A		(7:16) (STUDENT “M” GETS IN THE CLASSROOM.)				
170	T.	Oh, Hello Maira! How are you?		Sociating Question eliciting an answer		Using ideational function Sociolinguistic
171	M.	Fine thank you.		Sociating		Using ideational function Answering Developing sociolinguistic


					awareness
172	T.	<p>Good to see you. Sit-down. O.k. Let's... so. (STUDENT "M" IS SITTING IN FRONT OF THE OTHER TWO STUDENTS)</p> <p>Be plus subject plus going to plus verb. These are Yes/no questions. Right? Yes...no...questions. Yes/no questions, yes/no question. Be . be plus going to plus verb. In this case, are...they going.. are they going to...take... a shower tomorrow? O.k.?. are they going to take a shower tomorrow. Say: no, they</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">ON THE BOARD</p> <p style="text-align: center;">Be + going to + verb</p> </div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">ON THE BOARD</p> <p style="text-align: center;">I am going to study Are they going to take a shower tomorrow? Subject + be. No, subject + be + not.</p> </div> <p>aren't. If your answer is affirmative you say: yes, and then you have: subject...plus be, right? Say: yes they are. Now if it is not the question, you say no... subject... subject.. ah.. plus be...plus no. That's the formula, that's the formula. Do you understand Maira? We are talking about "be" plus "going to" to talk about future plans. I'm going to study tonight is the same of I'm planning to study tonight. The two sentences have the same meaning. Right? Now, this is a formula: subject plus be plus going to plus verb. The simple for ***** I'm going to I, subject, am-be go-go going-going-to-to, study – the verb. That's yes/no question be, subject, going to plus the verb. Are they going to take a shower tomorrow? Yes, they are. Subject plus be. They are. Subject plus be, a verb. Right? Negative: no, subject, they're not. Right? Affirmative and negative statements short answers. Right. You say: no, they're not, they're not going to take the shower, there is not water supply in Riohacha, so you cannot take a shower. Did you take a shower this morning? Asking to K)</p>	<p>Sociating</p> <p>Presenting</p> <p>Eliciting an answer</p>	<p>IRF in assessment orientation to check students understanding of grammatical rules</p> <p>IRF in assessment orientation to check students understanding of grammatical rules</p>	<p>Developing sociolinguistic awareness</p> <p>Teaching Syntax</p> <p>Using instrumental function</p> <p>Heuristic function</p>
173	K.	Yes.			Heuristic function

174	T.	O.k. Do you understand this? (Blowing the board with the marker, pointing the sentence out). Do you understand this Maira?	Eliciting an answer Evaluating	IRF in assessment orientation to check students understanding of grammatical rules	Teaching Syntax Using ideational function
175	M.	Yes.	Responding		Answering
176	T.	Now, open your books to page seventy three Maira, page seventy three, exercise number three. (7:20) (AUDIO PROGRAM) (Ss. ARE READING AND LISTENING. THE TEACHER IS SITTING NEXT TO THE CASSETTE PLAYER) <i>Are you going to do anything this weekend?</i> <i>Yes, I am, I'm going to celebrate my birthday</i> <i>No, I'm not. I'm going to stay home.</i> <i>IS Kayla going to have a party for you?</i> <i>Yes, she is. She is going to invite al may friends.</i> <i>No, she isn't. She is going to take me out for dinner.</i> <i>Are the waiters going to sing to you?</i> <i>Yes, they are. They're going to sing Happy Birthday</i> <i>No, they aren't, but they're going to give me s cake</i> (7:23) (REPETITION EXERCISE IT IS STANDING AND READING FROM THE BOOK)		IRF in assessment orientation to check students understanding of grammatical rules	Using instrumental function Using ideational function
176 b	T	O.k. Very good. Now listen to me, listen to me: <i>Are you going to do anything this weekend</i> <i>Are you going to do anything this weekend?</i> <i>Yes, I am, I'm going to celebrate my birthday or no, I'm not. I'm going to stay home.</i> <i>Is Kayla going to have a party for you?</i> <i>Yes, she is. She is going to invite all my friends.</i> <i>No, she isn't. She is going to take me out for dinner.</i> <i>Is Kayla going to have a party for you?</i> <i>Yes, she is. She is going to invite all my friends.</i> <i>No, she isn't. She is going to take me out for dinner</i> <i>Are the waiters going to sing to you?</i> <i>Yes, they are. They're going to sing Happy Birthday, or no, they aren't, but they're</i>	Evaluating	IRF in assessment orientation to check students understanding of grammatical rules	Using instrumental function Teaching Syntax

		<i>going to give me s cake. no, they aren't, but they're going to give me cake. O.k.?</i> (THE TEACHER STANDS UP AND BEGINS READING ALOUD FROM THE BOOK)			
176 c	T.	Repeat after me please. Everybody at the same time: Are you going to do anything this weekend	Eliciting	IRF as repetition in an assessment orientation to induce obedience	Using instrumental function
177	Ss.	Are you going to do anything this weekend?	Repeating	IRF as repetition in an assessment orientation to induce obedience	
178	T.	Maira I can't hear you. Maira sit down over here. (M. MOVES TO THE PLACE THE TEACHER ASKS HER TO MOVE) Now I can listen to you. The three of you at the same time. Are you going to do anything this weekend?	Eliciting Directing Organizing	IRF as repetition in an assessment orientation to induce obedience	Using instrumental function Using ideational function
179	Ss.	Are you going to do anything this weekend?	Repeating		Using heuristic function
180	T.	Yes, I am, I'm going to celebrate my birthday	Eliciting		Teaching syntax and phonetics
181	Ss.	Yes, I am, I'm going to celebrate my birthday	Repeating		Using heuristic function
182	T.	No, I'm not. I'm going to stay home	Eliciting		Teaching syntax and phonetics
183	Ss.	No, I'm not. I'm going to stay home	Repeating		Using heuristic function
184	T.	No, I'm not. I'm going to stay home	Eliciting		Teaching syntax and phonetics
185	Ss.	No, I'm not. I'm going to stay home	Repeating		Using heuristic function
186	T.	Is Kayla going to have a party for you?	Eliciting		Teaching syntax and phonetics
187	Ss.	Is Kayla going to have a party for you?	Repeating		Using heuristic function
188	T.	Is Kayla going to have a party for you?	Eliciting		Teaching syntax and phonetics
189	Ss.	Is Kayla going to have a party for you?	Repeating		Using heuristic function
190	T.	Yes, she is. She is going to invite all my friends.	Eliciting		Teaching syntax and phonetics
191	Ss.	Yes, she is. She is going to invite all my friends.	Repeating		
192	T.	Yes, she is. She is going to invite all my friends.	Eliciting		Teaching syntax and phonetics

193	Ss.	Yes, she is. She is going to invite all my friends.	Repeating		Using heuristic function
194	T.	No, she isn't.	Eliciting		Teaching syntax and phonetics
195	Ss.	No, she isn't.	Repeating		Using heuristic function
196	T.	No, she isn't.	Eliciting		Teaching syntax and phonetics
197	Ss.	No, she isn't.	Repeating		Using heuristic function
198	T.	Maira, I can't hear you Maira.	Eliciting		Using instrumental function Teaching syntax and phonetics
199	M.	No she isn't.	Repeating		Using heuristic function
200	T.	No, she isn't.	Eliciting		Teaching syntax and phonetics
201	Ss.	No, she isn't.	Repeating		Using heuristic function
202	T.	She is going to take me out for dinner.	Eliciting		Teaching syntax and phonetics
203	Ss.	She is going to take me out for dinner.	Repeating		Using heuristic function
204	T.	Are the waiters going to sing to you?	Eliciting		Teaching syntax and phonetics
205	Ss.	Are the waiters going to sing to you?	Repeating		Using heuristic function
206	T.	Are the waiters going to sing to you?	Eliciting		Teaching syntax and phonetics
207	Ss.	Are the waiters going to sing to you?	Repeating		Using heuristic function
208	T.	Yes, they are.	Eliciting		Teaching syntax and phonetics
209	Ss.	Yes, they are.	Repeating		Using heuristic function
210	T.	They're going to sing Happy Birthday	Eliciting		Teaching syntax and phonetics
211	Ss.	They're going to sing Happy Birthday	Repeating		Using heuristic function
212	T.	No, they aren't,	Eliciting		Teaching syntax and phonetics
213	Ss.	No, they aren't,	Repeating		Using heuristic function
214	T.	No, they aren't, (Correcting Ss. Emphasizing aren't).	Eliciting		Teaching syntax and phonetics
215	Ss.	No, they aren't,	Repeating		Using heuristic function
216	J.	No, they aren't. (7: 25)			Using heuristic function
217	T.	(THE TEACHER TAKES A MOMENT TO TEACH THE CORRECT PRONUNCIATION OF AREN'T)			Phonetics Morphology Using instrumental function Eliciting

		Are the waiters going to sing to you? Maira repeat! Maira! Wake up Maira! Ok. Are the waiters going to sing to you?	ON THE BOARD Are/ aren't				
218	Ss.	Are the waiters going to sing to you?				Using heuristic function	
219	T.	No, they aren't,	Eliciting			Teaching syntax and phonetics	
220	S.	No, they aren't.	Repeating			Using heuristic function	
221	T.	But they're going to give me a cake.	Eliciting			Teaching syntax and phonetics	
222	S.	But they're going ...	Repeating			Using heuristic function	
223	T.	But they're going to give me a cake.	Eliciting			Teaching syntax and phonetics	
224	Ss.	But they're going to give me a cake.	Repeating			Using heuristic function	
225	T.	But they're going to give me a cake. (correcting students, emphasizing give)	Eliciting			Teaching syntax and phonetics	
226	Ss.	But they're going to give me a cake.	Repeating			Using heuristic function	
227	T.	Give me a cake.	Eliciting			Teaching syntax and phonetics	
228	Ss.	Give me a cake.	Repeating			Using heuristic function	
229	T	. O.k. Very good. (TEACHER ERASES THE ENTIRE BOARD) (7:26) (T. WRITING FROM THE BOOK	Evaluating Presenting			Teaching syntax	
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"> ON THE BOARD 1. Going to celebrate his birthday this weekend 2. Going to take him for dinner 3. Going to order a cake 4. Going to sing happy birthday. </td> </tr> </table> ON THE BOARD.) (Ss. LOOKING AT THE BOARD)	ON THE BOARD 1. Going to celebrate his birthday this weekend 2. Going to take him for dinner 3. Going to order a cake 4. Going to sing happy birthday.				
ON THE BOARD 1. Going to celebrate his birthday this weekend 2. Going to take him for dinner 3. Going to order a cake 4. Going to sing happy birthday.							
229 b	T	O.k. Who is going to... (7:32)					

229 c	T.	<p>Going to celebrate his birthday. Who is going to celebrate his birthday? Who is going to take him for dinner? Who is goanna take him for dinner. Going to order a cake. Who is going to order a cake. Going to sing happy birthday. Who is going to sing happy birthday? Find the information in this conversation. ***** Maira, Do you understand the exercise? Find the answer here. Complete the sentences from the board. O.K? Complete the sentences from the board. Who is going to celebrate his birthday this weekend? Who is going to take him out for dinner? Who is going to order a cake? Who is going to sing happy birthday? (Reading from the board as he points out to it)</p> <p>The information is here (The conversation on page seventy two). Find the information after you read the sentences. Come on! Ss. (COMPLETING THE INFORMATION. DOING THE EXERCISE.)</p> 	Presenting Eliciting an answer		Using ideational function Using instrumental function Teaching syntax
229 d	T.	Are you finished Keshia. You have to complete the sentence. The information is here, in the conversation. (ONE MINUTE LATER)	Presenting		Teaching syntax
229 e	T.	For example: Who is going to celebrate his birthday this weekend?	Eliciting	IRF as cognition to check conformity of thought and to evaluate expression	Heuristic
230	M.	Philip is going to celebrate his birthday this weekend.	answering		Using heuristic function
231	T.	That's correct Maira. Very good! Now questions number two, three and four. Are you finished Keshia?	Evaluating Presenting Eliciting an answer	IRF as cognition to check conformity of thought and to evaluate expression	Using heuristic function Using ideational function
232	K.	No.			Answering
233	T.	Listen. You have to complete these sentences using the information from exercise number three, from the conversation. (TWO MINUTES OF SILENCE WHILE Ss DO THE TASK) (7:36) (TEACHER STARTS CHECKING OUT)		IRF as cognition to check conformity of thought and to evaluate expression	Using instrumental function

233	b	T. Finished? O.k. Number two Keshia...	Eliciting Question	IRF as cognition to check conformity of thought and to evaluate expression	Using instrumental and ideational function
234	K.	Kayla is going to take him for dinner			Answering
235	T.	Very good. Ahh. Number three Mr. Martinez	Evaluating eliciting	IRF as cognition to check conformity of thought and to evaluate expression	Using Ideational function
236	J.	Angie is going to order a cake.			Answering
237	T.	Who?	Eliciting	IRF as cognition to check conformity of thought and to evaluate expression	
238	K.	No, Kayla, Angie is *****	Responding		Answering using ideational function
239	T.	Kayla. No.. Angie is going.		IRF as cognition to check conformity of thought and to evaluate expression	Using ideational function
240	K.	No...Kayla. Mire ve. "Nice! Is she going to order a cake? Going to order a cake.			Using ideational function
241	T.	O.k. That's correct. Listen. Ahh. Angie and Philip are talking about Kayla. They're talking about Kayla, so the answer is: Kayla is going to order a cake. Is ***** Kayla is going to order a cake. And number four Maira...	Presenting Eliciting an answer	IRF as cognition to check conformity of thought and to evaluate expression	using instrumental function and ideational function
242	J.	The waiters.			Responding
243	M.	The waiters are going to sing happy birthday			Using heuristic function
244	T.	The waiters are going to sing happy birthday. Very good! O.K. Kayla. Kayla and the waiters are going to sing happy birthday. (7:37) (EXERCISE A. PAGE 73.)	Evaluating		Using heuristic function Using instrumental function
244	T.	O.k. Let's check exercise A on page seventy	Presenting		Using instrumental

b		three. Look at the pictures; focus your attention in the pictures. Look at the pictures. Write the sentence according to the information in the picture. Write possible sentences for each picture. Using going to. Keshia, Maira, Mr. Martinez. Do you understand the exercise?	Eliciting an answer		function Using ideational function
245	J.	Yes.	Responding		Answering
246	T.	Use going to. Future plans, and write sentences for each one of the six... one, two...for five six... eight pictures. They are to write eight different sentences. Using going to. The first pictures refers to dancing, second...ah...studying, the third – swimming, number four – walk, or go for a walk. Number five is....	Presenting		Using ideational function
247	J.	eat.	Responding		Answering Using ideational function
248	T.	Going to eat. Going to eat. Or they're going to go to a restaurant. To eat. Number six could be...watching television. And number seven going to see a movie.	Presenting		Using ideational function
249	K.	Going to see.			
250	M.	In five pictures.			Using ideational function
251	T.	In picture number five (correcting M)			Correcting Syntax
252	M.	It's possible; they are going to take a break.			Using ideational function
253	T.	They're going to take a break for number five?	Eliciting an answer		
254	M. Yes .				Answering
255	T.	Oh. That's the question Maira. They're sitting in a restaurant.. They... I don't know.		IRF TO Evaluate Expression	S Using ideational function
256	J.	Teacher, in the picture seven.		IRF TO Evaluate Expression	Using ideational function
257	T.	Picture number seven (correcting J),		IRF TO Evaluate Expression	Correcting syntaxUsing ideational function
258	J.	they to...		IRF TO Evaluate Expression	Syntax
259	T.	They are going to.		IRF TO Evaluate Expression	Correcting syntax
260	J.	They are going..		IRF TO Evaluate Expression	Syntax

261	T.	They're going to see the movie could be. Watch, No, to see a movie. We use: to see a move. We are going to see... a movie (writing on the board). You say: to see a movie, and you say: to watch T.V. O.k. To see a movie, and you say: to watch T.V. Are you finished?	Presenting Eliciting an answer	IRF TO Evaluate Expression	Teaching Syntax And Vocabulary Using ideational function
262		M. Yes.		IRF TO Evaluate Expression	Syntax Vocabulary answering
263	T.	Mr. Martinez are you finished?	Eliciting an answer	IRF TO Evaluate Expression	Using ideational function
264	J.	Yes.	Responding		Answering Using ideational function
265	T	O.k. Yeah. Ah... Number one Maira!	Eliciting an answer	IRF TO Evaluate Expression	
266	M.	Number one?	Responding		Answering
267	T.	Yes.		IRF TO Evaluate Expression	Answering
268	M.	They're going to go...	Responding		Answering
269	T.	They're going to go Dancing.		IRF TO Evaluate Expression	Correcting syntax
270	M.	Dancing.	Responding		
271	T	. Very good. They're going to go Dancing. Keshia number two.		IRF TO Evaluate Expression	Using instrumental function
272	K.	She is going to read.	Responding		
273	M.	She is going to read.	Responding		
274	T.	Very good! Number three Mr. Martinez.	Evaluating	IRF TO Evaluate Expression	Using instrumental function
275	J.	He is, he is going to swim.	Responding		
276	T.	he is going to swim. Ahja! O.K. Number <u>three</u> , going to swim. Top swim, swim, 277S	Responding	IRF TO Evaluate Expression	Using ideational function
278	J.	no swimming.	Responding		
279	T.	Both. You can say: he's going to swim or he's going swimming. Or he's going to go swimming.		IRF TO Evaluate Expression	Using ideational function Teaching grammar
280	J.	To go swimming.	Responding		Using heuristic function
281	T.	Ah, O.k. He's going to swim or he's going to go swimming.		IRF TO Evaluate Expression	Using heuristic function Teaching grammar

282	J.	To go swimming.	Responding		Using heuristic function
283	T.	Number four Maira.		IRF TO Evaluate Expression	using instrumental function
284	M.	She is going to walk.	Responding		
285	T.	She is going to walk or she is going to go for a walk. Eh. She is going to go for a walk. Or she is going to walk. Number five Keshia.		IRF TO Evaluate Expression	Using heuristic function Teaching grammar
286	K.	They are going to eat.	Responding		
287	T.-	They are going to eat. Or they're going to go to a restaurant. O.k.? Number six Mr. Martinez.		IRF TO Evaluate Expression	Using heuristic function Teaching grammar Using instrumental function
288	J.	He is going to watch T.V.	Responding		
289	T.	He's going to watch T.V. Ahh. Number seven Maira.	responding	IRF TO Evaluate Expression	Using heuristic function Teaching grammar
290	M.	They're going to see a movie.	Responding		
291	T.	They're going to see a movie. Very good. Number eight Keshia.	Evaluating	IRF TO Evaluate Expression	Using heuristic function Teaching grammar Using instrumental function
292	K.	He's going to work.	Responding		Using heuristic function
293	T.	he's going to work or he's going to go to work. He's going to go to work or he's going to work. Very good.	Evaluating	IRF TO Evaluate Expression	Using heuristic function Teaching grammar
294	K.	I wrote he's going to answer the telephone.	Responding		Using ideational function
295	T.	I wrote		IRF TO Evaluate Expression	
296	K.	I wrote he's going to answer the telephone.	Responding		Using ideational and heuristic functions
297	T.	He's going to answer the telephone. That's correct. O.k. So. Exercise B. Student A should ask ***** questions, and student B should ask more information. For example: Is your partner going to do the things in part A this weekend? (From the book). Ask and answer questions. You can ask your, you can ask your partners: are you going to go dancing this weekend? No, I'm not, I'm going to study. O.k. You say: number two: are you going to study this weekend? You can answer; I'm going to study math or study English. Are you going to sleep? No. I'm not. You give more information. O.k.?	Presenting Eliciting questioning	IRF TO Evaluate Expression	Using ideational function

		For example: Are you going to go to the movies? You say: Yes. I am. You can ask: who are you going to go with? I am going to go to the movies with my friends. Are you going to go with a friend? Things like that. You understand the exercise?			
298	Ss.	Yes.			
299	T.	O.k. Keshia, you practice with me, and Maira you practice with Mr. Martinez. (7:45 PAIR K-T M-J WORK)	Presenting		Using ideational function
299 b	T.	Keshia, are you going to study this weekend?	Eliciting an answer	IRF TO Evaluate Expression	Using ideational function
300	K.	No.		IRF TO Evaluate Expression	Using ideational function
301	T.	Give me more information. Are you going to swim this weekend?	Eliciting	IRF TO Evaluate Expression	Using ideational function and instructional function
302	K.	No, I'm not, because I'm ... yo no sé nadar. ¿Cómo se dice?	Eliciting	IRF TO Evaluate Expression	Using ideational function
303	T.	I don't know how to swim	Responding	IRF TO Evaluate Expression	Teaching Vocabulary and syntax
304	K.	I don't know how to swim.	Responding	IRF TO Evaluate Expression	Using ideational function
305	T.	O.k. Ask three questions.	Responding	IRF TO Evaluate Expression	Using instrumental function
306	K.	are you going to...walk this weekend	Eliciting an answer		Using heuristic function
307	T.	No, I'm not, I'm going to stay home and relax.	Responding		Answering
308	K.	Are you going to go to a restaurant?	Eliciting		Using heuristic function
309	T.	yes, I am. I'm going to a restaurant.	Responding		Answering
310	K.	Are you going to watch television this weekend?	Eliciting		Using heuristic function
311	T.	Yes, I am. I'm going to watch television. Saturday afternoon I will watch television.	Responding		Answering Using heuristic function
312	K.	Are you going to see a movie this weekend?	Eliciting		Using heuristic function

313	T	Yes, I'm goanna see a movie on T.V. I'm not going to a theater. I'm goanna see that movie on T. V. I'm goanna watch this movie on T.V. (7:48). (CHANGING PARTNERS) J - T. K - M	Responding		Answering Using heuristic function
313 b	T.	O.k. practice with ahh.. with Maira. Are you finished' (asking to M and J) No? You practice with Keshia and I practice with Mr. Martinez.	Presenting		Using instrumental function and ideational function
314	M.	Are you going to go dancing this weekend? (K-M CONVERSATION)	Eliciting and Responding		Using ideational function
315	K.	Yes, I am going to a party with my friends.	Responding		Answering Using ideational function
316	M.	ehh. Are you going to go with your friend ah.. see a movie in the.... No, they are, No, they aren't. But ***** a movie.	Eliciting and Responding		Using ideational function
317	K.	Pregunto yo. Are you going to swim? Are you going to swim this weekend?	Eliciting		Using ideational function
318	M.	No, I'm not. I don't.- ***** I, I, bueno, no because I am ***** I don't remember.	Responding		answeringUsing ideational function
319.	K	Are you going to go this weekend?	Eliciting and Responding		Using ideational function
320	M.	No, (Laughs) Necesito irme rápido. (in spanish*****) Pero es que el going es un, es, (cómo es? ¿Como es que es el going). (Laughs)... El going to es una estructura para futuro inmediato, por el "ing". Si fuera go, si fuera en presente. To the movies.	Eliciting and Responding		
321	K.	Are you going to watch Television this weekend?	Eliciting		Using ideational function
322	M.	(Laughs) No, I'm not going to see a movie.	Responding		Answering
323	K.	are you going to go dancing this weekend?	Eliciting		Using ideational function
324	M.	yes, I am. (Laughs)+	Responding		Answering
325	K.	are you going.. es que lo ya hemos dicho todo. Are you going to... (7:52) (CHANGING PARTNERS) (T-M CONVERSATION. T. IS STANDING IN FRONT OF M) K-J T-M			
326	T.	Maira, are you going to go dancing this weekend?	Eliciting questioning	IRF to evaluate expression	Using heuristic function
327	M.	Yes, I am going to go with my friends.	Responding		Answering
328	T.	Going to a party with your friends. Very good.	Evaluating	IRF to evaluate expression	Using heuristic function
329	M.	Are you going to walk this Saturday?	Eliciting questioning		Using ideational function

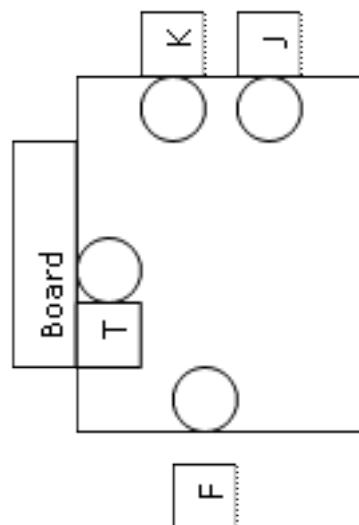
330	T.	No.***** I take taxis. I'm not going to walk. O.k. Are you going to study tomorrow?	Responding Eliciting questioning		Answering using ideational function
331	M.	No, ahh, yes, yes. I am going to develop my homework.	Responding		Answering using ideational function
332	T.	You're going to develop your homework. O.k. Are you going to see a movie this weekend?	Responding Evaluating Eliciting questioning		using ideational function
333	M.	No, because...here...	Responding		Answering
334	T.	We don't have theater here in Riohacha.***** You can see a movie on T.V.	Responding		Answering using ideational function
335	M.	Ah.. Yes. I'm going to...	Responding		
336	T.	Are you going to watch television.	Eliciting questioning		using ideational function
337	M.	¿Cómo?			
338	T.	Are you going to watch television	Eliciting questioning	IRF TO Evaluate Expression	using ideational function
		ON THE BOARD Soup Opera			
339	M.	Yes, I'm going to see the novela	responding	IRF TO Evaluate Expression	Answering
340	T.	The soap Opera.		IRF TO Evaluate Expression	Teaching Vocabulary
341	M.	Soap opera. (Reading from the board).			Teaching Vocabulary
342	T.	Are you finished? Asking to K and J.	Eliciting questioning		Teaching Vocabulary Using ideational function Vocabulary
343	K and J.	Yes.	Responding		Answering Using ideational function Syntax Vocabulary
344	M.	ya se acabo la clase.			
345	K.	Ya se acabo?			
346	T.	Eight o'clock?			Using ideational function
347	M.	Eight O'clock. (7:54)			Using ideational function
348	T.	Well. We'll continue tomorrow. (ERASES THE BOARD).			Using ideational function

10.1.3. Class Observation 3

Date. November the 19th
 Time: 7:05
 Level 1
 Class duration: 55 minutes.
 TU= turn
 PA= PARTICIPANT

Name of school: ELI

Observer: Moisés Ibarra



TU.	PA.	PARTICIPATION	CATEGORIES		
			Moves Malamah-Thomas (1987)	Transactions and IRF Van Lier (1996)	L competence and functions (Bachman 1999)
1	Ta	let's wait for Mr. Martinez... You have to find out about classmates plans. (MINUTE OF SILENCE)	Presenting		Using ideational function Using instrumental function
1b	T	Listen to me ***** ahh, interchange eleven. You got it here (Addressing to a specific student). O.k. Listen to me. Ahh. Is your partner going to watch television tonight? Is your partner going to study English this evening? Is your partner going to use a computer tomorrow? Is your partner going to cook dinner tomorrow night? Is your partner going to go out with friends this weekend? Is he going to the restaurant this weekend? Go to the gym next week. Buy something expensive this month. Go on a trip next month. Visit family next summer. You have to guess. At first you have to guess about your partner. If you want to go and	Personal specific elicitation Presenting		Using instrumental function Using heuristic function

		***** you. You want to ***** your partner. And then you have to ask the question to see if you get this correct or not. But first repeat after me. Say: Is your partner going to watch television tonight?	Eliciting		
2	Ss	Is your partner going to watch television tonight?	Repeating		Syntax
3	T.	Is your partner going to watch television tonight? (Slower to help students get the correct pronunciation)	Eliciting		Teaching Phonetics
4	Ss	Is your partner going to watch television tonight?	Repeating		Syntax
5	T.	O.k. Repeat: Study English this evening	Eliciting		Using Instrumental function
6	Ss.	Study English this evening.	Responding		Syntax
7	T.	Keshia, would you please sit down over here? O.K. Repeat after me, say: Watch television tonight.	Eliciting a repetition		Using Instrumental and ideational function Developing sociolinguistic awareness
8	Ss.	Watch television tonight	Repeating		
9	T.	Watch television tonight	Eliciting		Teaching syntax
10	Ss.	Watch television tonight	Repeating		
11	T.	Study English this evening	Eliciting		Teaching syntax
12	Ss:	Study English this evening.	Repeating		
13	T.	Use a computer tomorrow.	Eliciting		Teaching syntax
14	Ss.	Use a computer tomorrow.	Repeating		
15	T.	Cook dinner tomorrow night.	Eliciting		Teaching syntax
16	Ss.	Cook dinner tomorrow night.	Repeating		
17	T.	Cook. No. Go out with friends this weekend	Eliciting		Teaching syntax
18	Ss.	Go out with friends this weekend.	Repeating		
19	T.	Eat at a restaurant this weekend.	Eliciting		Teaching syntax
20	Ss.	Eat at a restaurant this weekend	Repeating		
21	T.	Go to the gym next week.	Eliciting		Teaching syntax
22	Ss.	Go to the gym next week.	Repeating		
23	T.	Buy something expensive this month.	Eliciting		Teaching syntax
24	Ss.	Buy something expensive this month.	Repeating		
25	T.	Say: Buy something expensive this month.	Eliciting		Teaching syntax
26	Ss.	Buy something expensive this month.	Repeating		
27	T.	Go out on a trip next month.	Eliciting		Teaching syntax
28	Ss.	Go out on a trip next month.	Repeating		
29	T.	Visit family next summer.	Eliciting		Teaching syntax
30	Ss.	Visit family next summer.	Repeating		
31	T.	O.k. Let's say, for example. Mr. Castro. Are you going to watch television tonight?	Eliciting an answer		Using ideational function Teaching syntax
32	F.	No.			Answering
33	T.	Keshia are you going to watch television tonight?	Eliciting		Using ideational function Teaching syntax
34	K.	No.			Answering
35	T.	Are you going to use a computer tomorrow Mr. Castro?	Eliciting		Using ideational function

					Teaching syntax
36	F.	Yes.			Answering
37	T.	Keshia are you going to use a computer tomorrow?	Eliciting		Using ideational function Teaching syntax
38	K.	No.			Answering
39	T.	Mr. ahh...Castro. Are you going to cook dinner tomorrow night?	Eliciting		Using ideational function Teaching syntax
40	F.	No.			Answering
41	T.	O.k. Keshia. Are you going to go out with friends this weekend?	Eliciting		Using ideational function Teaching syntax
42	K.	No.			Answering
43	T.	No? O.k.			
44	F.	(Laughs)	Sociating		
45	T.	Are you going to the gym next week Mr...?	Eliciting		Using ideational function Teaching syntax
46	F.	No.			Answering
47	T.	No? Keshia? Are you going to go out on a trip next month?	Eliciting		Using ideational function Teaching syntax
48	K.	Como?			Answering Asking in L1
49	T.	Are you going to go out on a trip next month?	Eliciting		Using ideational function Teaching syntax
50	K.	Hmm...			Answering
51	T.	Yes or no?	Eliciting		
52	K.	No.			Answering
53	T.	But, are you going to Barranquilla next month?	Eliciting		Using ideational function Teaching syntax
54	K.	Ah... sí.			Answering
55	F.	(Laughs)	Sociating		
56	T.	So, answer in English please. Ah... visit family next summer. We're waiting for Mr. Mr. Martinez.	Eliciting		Using Instrumental and ideational functions Teaching syntax
57	F.	(Laughs)	Sociating		
58	T.	He is busy.			Using ideational function
59	F.	Mr. Martinez is *****			Using ideational function
60	T.	O.k. So.			
61	F.	(Laughs)	Sociating		
62	aT.	Listen. Ahh. Look. Pay attention to the charts. 7:11. STUDENT J GETS INTO THE CLASSROOM	Directing		using Instrumental function
62	bT.	***** Mr. Martinez. (Not addressing to student J, it's just a comment).			
63	F.	(Laughs).	Sociating		
64	T.	Get Interchange Eleven. Page 25.	Directing		using Instrumental

		(ONE MINUTE IN SILENCE. AS STUDENTS GET THE PAGE 25)			function
64b	T.	O.K. Repeat after me one more time, say: Watch television tonight	Eliciting		using Instrumental function
65	Ss.	Watch television tonight	Repeating		
66	T.	Study English this evening.	Eliciting		Teaching syntax
67	Ss:	Study English this evening.	Repeating		
68	T.	Use a computer tomorrow.	Eliciting		Teaching syntax
69	Ss.	Use a computer tomorrow.	Repeating		
70	T.	Cook dinner tomorrow night.	Eliciting		Teaching syntax
71	Ss.	Cook dinner tomorrow night	Repeating		
72	T.	No. Go out with friends this weekend	Eliciting		Teaching syntax
73	Ss.	Go out with friends this weekend	Repeating		
74	T.	Eat at a restaurant this weekend.	Eliciting		Teaching syntax
75	Ss.	Eat at a restaurant this weekend	Repeating		
76	T.	Go to the gym next week.	Eliciting		Teaching syntax
77	Ss.	Go to the gym next week.	Repeating		
78	T.	Buy something expensive this month.	Eliciting		Teaching syntax
79	Ss.	Buy something expensive this month.	Repeating		
80	T.	Go out on a trip next month.	Eliciting		Teaching syntax
81	Ss.	Go out on a trip next month.	Repeating		
82	T.	Visit family next summer	Eliciting		
83	Ss.	Visit family next summer	Repeating		Teaching syntax
84	T.	O.k. Listen to me. This is what you might do. You have white color of the same ***** guesses and then “my partners answers”. O.k.? Mr. Castro. You are going to work with me. Come over here. O.k. Listen Ah... Is your partner going to watch television tonight? You have to guess. You have to write yes or no. Keshia is your partner. And Keshia, Mr. Martinez is your partner. First you have to guess. And when you finish your guesses then you ask. You can compare then.	Presenting	IRF to push for clarity of expression	using Instrumental function
85	F.	My guess is your...		IRF to push for clarity of expression	Using ideational function
86	T.	Yeah. Is your opinion if Keshia is going to watch television or not tonight.		IRF to push for clarity of expression	Using ideational function
87	J.	Example. Watch Television tonight.		IRF to push for clarity of expression	Using ideational function
88	T.	No, no, don't answer, first you write your guess, you say, she's probably watch television tonight. Then you say yes. You suppose that she is going to.		IRF to push for clarity of expression	Using ideational and Instrumental functions
89	J.	Mh...(Nodding his head)			
90	T.	O.k. Study English this evening. No. Yes or not. Use a computer tomorrow, you write yes or no. Use your imagination, you imagine that probably she is or probably she is not. I don't know. And do the same with Mr. Martinez. Are you finished? (Talking to	Evaluating	IRF to push for clarity of expression	Using Instrumental and heuristic functions

		F) you made your guesses about me?	Eliciting through questions		
91	F.	*****what is the reason about...		IRF to check conformity of style in assessment orientation	
92	T.	No, wait a minute, wait a minute (interrupting F)		IRF to check conformity of style in assessment orientation	Using Instrumental function and ideational function
93	F.	Listen (in a tone of claim)		IRF to check conformity of style in assessment orientation	Using Instrumental function and ideational function
94	T.	Yeah, yeah. Keshia, do you understand the exercise Mr. Martinez? Keshia do you understand the exercise? Make your choice. Do you think? Listen. Do you think Mr. Martinez is going to watch television tonight? What do you think?	Eliciting through questions	IRF as display orientation to increase cognition and check conformity of style	Using ideational function
95	K.	Sí. Yes.		IRF as display orientation to increase cognition and check conformity of style	Answering
96	T.	Yes? Well, you are all right. Yes! And continue with your, that's your guess. Ah...Well. Here you are. Is this the exercise? No. Ahh Mr. Martinez or no, Mr. Castro. Are you going to watch television tonight?	Eliciting through questions	IRF as display orientation to increase cognition and check conformity of style	Using ideational function
97	F.	No.	Responding	IRF as display orientation to increase cognition and check conformity of style	Answering
98	T.	O.k. Ah.. Are you going to study English this evening Keshia?.	Eliciting through questions	IRF as display orientation to increase cognition	Using ideational function

				and check conformity of style	
99	K.	Yes		IRF as display orientation to increase cognition and check conformity of style	
100	T:	THE TEACHER SEATS NEXT TO F. K AND J WORK TOGETHER (7:16) (PAIR WORK) T--F Are you going to use a computer tomorrow?	Eliciting an answer		Syntax
101	F:	Yes.			Practicing syntax and vocabulary Answering
102	T.	Yes?. Are you going to cook dinner tomorrow night?	Eliciting an answer		Teaching syntax and vocabulary
103	F.	No.			Practicing syntax and vocabulary Answering
104	T.	Are you going to go out this Friday. This weekend?	Eliciting an answer		Teaching syntax and vocabulary
105	F.	No.			Answering
106	T.	Are you going to eat at a restaurant this weekend?	Eliciting an answer		Practicing syntax and vocabulary
107	F.	No.			Practicing syntax and vocabulary Answering
108	T.	Are you going to go to the gym next week?	Eliciting an answer		Teaching syntax and vocabulary
109	F.	No.			Answering
110	T.	O.k. Are you going to buy something expensive this month?	Eliciting an answer		Teaching syntax and vocabulary
111	F.	No.			Answering
112	T.	No? Are you going to go on a trip next month?	Eliciting an answer		Teaching syntax and vocabulary
113	F.	Yes.			Answering
114	T.	Are you going to visit your family next summer?	Eliciting an answer	IRF to push for clarity of expression in assessment orientation	Teaching syntax and vocabulary
115	F.	No.		IRF to push for clarity of expression in assessment orientation	Answering

116	T.	No?. O.k. You ask to me the questions.	Evaluating	IRF to push for clarity of expression in assessment orientation	Using Instrumental function Using ideational function
117	F.	Are you going to watch television tonight?	Eliciting an answer		practicing syntax and vocabulary
118	T.	Yes.	Responding		Answering
119	F.	Are you going to study English this evening?	Eliciting an answer		Practicing syntax and vocabulary
120	T.	No	Responding		Answering
121	F.	Are you going to use a computer tomorrow?	Eliciting an answer		Practicing syntax and vocabulary
122	T.	Yes, today, tomorrow, the day after tomorrow, everyday.	Responding		Answering
123	F.	Yes? Are you going to cook dinner tomorrow night?	Eliciting an answer		Practicing syntax and vocabulary
124	T.	No, no, no, no, no, I will not cook dinner.	Responding		Teaching syntax and vocabulary Answering
125	F.	Are you going to go out this Friday. This weekend?	Eliciting an answer		Practicing syntax and vocabulary
126	T.	Yes. Are you going to eat at a restaurant this weekend? Are you going to go to the gym next week? O.k. Are you going to buy something expensive this month?	Eliciting an answer		Teaching syntax and vocabulary Answering
127	J.	*****	Responding		
128	F.	No. (Nodding her head)	Responding		Answering
129	T.	No? Are you going to go on a trip next month?	Eliciting an answer		Syntax
130	F.	Yes.	Responding		Answering
131	T.	Yes. Are you going to visit your family next summer?	Eliciting an answer		Syntax
132	F.	No.	Eliciting an answer		
133	T.	No?. O.k. You ask to me the questions.	Responding		Using Instrumental function Answering
134	Ss.	Are you going to by something expensive this weekend?	Eliciting an answer		Syntax
135	T.	Yes.	Responding		Answering
136	F.	Are you going to go on a trip next month?	Eliciting an answer		Syntax
137	T.	Well... I go on a trip every day.	Responding		Answering
138	F.	(Laughs)	Sociating		
139	T.	I go to Maicao, I go to the mine			
140	F.	Are you going to visit your family next summer?	Eliciting an answer		Syntax
141	T.	Oh yes. How many of your guesses are correct?	Eliciting an answer Responding		Answering
142	F.	una, dos, tres, cuatro, cinco, seis...	Responding		Answering
143	T.	Do it in English please (Interrupting F)	Responding		Using Instrumental function

					Using ideational function
144	F.	One, two, three, four, five, six, seven, eight, nine.	Responding		Answering teaching vocabulary
145 a	T.	You finished? (Talking to K and J)			using ideational function
145 b	T.	Let's do ***** and practice with Keshia. And Mr. Martinez, you come here and practice with me. So, you have to make your guesses again. Ok?. Your partner is different now. (7: 19 CHANGING PARTNERS)	Presenting		Using Instrumental function Using ideational function
146	F.	Yeah, yeah.	Responding		Agreeing
147	T.	So Keshia. Your partner is Mr. Castro, so you have to make a different guess. 7: 21 T AND J. PRACTICE.			Using Instrumental function Using ideational function
148	J.	Are you going to watch Television tonight?	Eliciting an answer		Learning syntax
149	T.	. Yes.	Responding		Answering
150	J.	Are you going to study English this evening?	Eliciting an answer		
151	T.	Yes	Responding		Answering
152	J.	Are you going to use a computer tomorrow?	Eliciting an answer		
153	T.	Yes.	Responding		Answering
154	J.	Are you going to cook Dinner tomorrow night?	Eliciting an answer		
155	T.	No.	Responding		Answering
156	J.	Are you going to go out with friend this weekend?	Eliciting an answer		
157	T.	Yes.	Responding		Answering
158	J.	Are you going to go to the gym next week?	Eliciting an answer		
159	T.	No	Responding		Answering
160	J.	Are you going to buy something expensive this month?	Eliciting an answer		
161	T.	Yes	Responding		Answering
162	J.	Are you going to go on a trip next month?	Eliciting an answer		
163	T.	Yes.	Responding		Answering
164	J.	Are you going to visit my family next summer?	Eliciting an answer		
165	T.	Yes. Let's change. Are you going to watch Television tonight?	Eliciting an answer		Answering
166	J.	Yes.	Responding		Answering
167	T.	Are you going to study English this evening?	Eliciting an answer		
168	J.	Yes	Responding		Answering
169	T.	Are you going to use a computer tomorrow?	Eliciting an answer		
170	J.	Yes.	Responding		Answering
171	T.	Are you going to cook Dinner tomorrow night?	Eliciting an answer		
172	J.	No.	Responding		Answering

173	T.	Are you going to go out with friend this weekend?	Eliciting an answer		
174	J.	No	Responding		Answering
175	T.	No? O.k. Are you going to eat at a restaurant this weekend?	Eliciting an answer		
176	J.	No.	Responding		Answering
177	T.	Are you going to go to the gym next week?	Eliciting an answer		
178	J.	No	Responding		Answering
179	T.	Are you going to by something expensive this month?	Eliciting an answer		
180	J.	No.	Responding		Answering
181	T.	No? Are you going to goanna trip next month?	Eliciting an answer		
182	J.	Yes.	Responding		Answering
183	T.	Are you going to visit my family next summer?	Eliciting an answer		
184	J.	No.	Responding		Answering
185	T.	Show me your guesses, Show me your guesses. You have: one, two, three, four, five, six, seven, eight. You finished the exercise? (Asking to K and F).	Eliciting an answer		Using Instrumental function Tecahing Syntax
		<p>ON THE BOARD</p> <p>I'm going to dance next week</p> <p>Be going to + verb</p> <p>I'm going have</p>			
186	K.	Yes.	Responding		Using ideal function
187	T.	O.k. Let's go back to page seventy four. Pronunciation. Reduction of going to. Notice the reduction of going to. Learn to sound natural when talking about future plans.(Reading from the teacher guide) List. When you're using... O.K. Attention here to the board please! I'm going to dance next week. This is when we are talking about future plans. Right? That means I'm planning to go dancing next weekend. This case has the combination of be plus... Be going to plus the verb, Right?. Then here you have the complement. In this case when you're using this for talking about future plans you reduce going to to goanna. Sound like that: I'm goanna dance next weekend. I'm goanna dance next weekend but you ought to say. I'm...for example. I'm going home. This is different tense, all right?. I'm going home is present continues. You cannot		Information about grammar and use of language	Using Instrumental function Using ideational function Phonetics for pronunciation

		<p>use the reduction for this. But In this case you use be, going to plus verb. You reduce the sound of going to to goanna. I'm goanna dance next weekend. Listen the tape. You listen the tape. (7:27) (AUDIO PROGRAM)</p> <p><i>Page seventy four. Exercise five. Pronunciation. Reduction of going to. Listen and Practice. Notice the redaction of going to to goanna:</i> <i>Are you goanna have a party?</i> <i>B. No, I'm going to go out with a friend.</i> <i>A. Are you goanna go to a restaurant?</i> <i>B. Yes, we're going to Nick's Café</i></p>			
187 b	T.	<p>O.k. Listen again. <i>Page seventy four. Exercise five. Pronunciation. Reduction of going to. Listen and Practice. Notice the redaction of going to to goanna:</i></p>		Information about grammar and use of language	Using Instrumental function Syntax Phonetics for pronunciation
187 c	T.	<p>Goanna. <i>Are you goanna have a party?</i> <i>B. No, I'm going to go out with a friend.</i> <i>A. Are you goanna go to a restaurant?</i> <i>B. Yes, we're going to Nick's Cafe.</i></p>		Information about grammar and use of language	Phonetics for pronunciation
187 d	T.	<p>Nick's Cafe. O.k. Listen. Are you goanna have a party? Are you goanna have a party?. Yes, I goanna go out with a friend. Are you goanna go to a restaurant? Yes, we're goanna go to nick's Cafe. So the reduction of going to sound like goanna. This is a phonetic symbol. Goanna. Going to is goanna. List: that's only for spoken English .Only in conversation. You never say that. You never write that. You never write goanna, you write going to. Are you going to have a party Pronunciation. Are you goanna have party?</p>	Eliciting	Information about grammar and use of language	Phonetics for pronunciation
188	Ss.	Are you goanna have party?	Repeating		
189	T.	<p>Are you goanna have a party' No, I'm going to go out with a friend. Are you goanna go to a restaurant? Yes, we're goanna go to Nick's Cafe. O.k.? Is that ***** to you?. So, it's the reduction of going to. You reduce going to to goanna. In conversations only. You never write like this: I'm goanna dance. That's not for written purposes. Just spoken. O.k. You understand Keshia?</p>	Personal specific elicitation	Information about grammar and use of language	Phonetics for pronunciation Using ideational function
190	K.	Yes.			Using ideational function

191	T.	Fernado?	Personal specific elicitation		
192	F.	Yes.	Responding		Answering
193	J.	Only pronunciation?	Eliciting		Asking a question
194	T.	Pronunciation. Only pronunciation.	Presenting		Answering
195	J.	Pronunciation.			
196	T.	Pronunciation in conversation. You never write that. Are you goanna have party? Repeat after me: Are you goanna have party?	Eliciting	Information about grammar and use of language	Syntax Morphology Using Instrumental function
197	Ss.	Are you goanna have a party?	Responding		
198	T.	Are you goanna have a party?	Eliciting		
199	Ss.	Are you goanna have a party?	Repeating		
200	T.	Remember. Going to is goanna. Are you goanna have a party?	Eliciting	Information about grammar and use of language	Using Instrumental function Syntax Phonetics for pronunciation
201	Ss.	Are you goanna have a party?	Repeating		
202	T.	Repeat again please. Are you goanna have a party?	Eliciting		Using Instrumental function
203	Ss.	Are you goanna a have a party?	Repeating		
204	T.	No, I'm goanna go out with a friend.	Eliciting		Teaching syntax
205	Ss.	No, I goanna go out with a friend	Repeating		
206	T.	I'm goanna go out with a friend.	Eliciting		Teaching syntax
207	Ss.	I goanna go out with a friend.	Repeating		
208	T.	Are you goanna go to a restaurant?	Eliciting		Teaching syntax
209	Ss.	Are you goanna go to a restaurant?	Repeating		
210	T.	Are you goanna go to a restaurant?	Eliciting		Teaching syntax
211	Ss.	Are you goanna go to a restaurant?	Repeating		
212	T.	Yes. We're goanna go to Nick's Cafe.	Eliciting		Teaching syntax
213	Ss.	Yes. We're goanna go to Nick's Cafe.	Repeating		
214	T.	Say that again please.. yes.. say: Are you goanna have a party?	Eliciting		Using Instrumental function
215	Ss.	Are you goanna a have a party?	Repeating		
216	T.	No, I'm goanna go out with a friend.	Eliciting		Teaching syntax
217	Ss.	No, I'm goanna go out with a friend	Repeating		
218	T.	Are you goanna go to a restaurant?	Eliciting		Teaching syntax
219	Ss.	Are you goanna go to a restaurant?	Repeating		
220	T.	Yes. We're goanna go to Nick's Cafe.	Eliciting		Teaching syntax
221	Ss.	Yes. We're goanna go to Nick's Cafe.	Repeating		
222	T. a	Say that again please. Remember. Goanna is the reduction of going to in spoken English. Only. You never write goanna. You pronounce. Always remember. You never write goanna. You pronounce, in natural speech. Listen to the tape again. (7:32) (AUDIO PROGRAM) <i>Page seventy four. Exercise five.</i>	Eliciting	Information about grammar and use of language	Using Instrumental function Syntax Phonetics for pronunciation

		<p><i>Pronunciation. Reduction of going to. Listen and Practice. Notice the redaction of going to to goanna:</i></p> <p><i>Are you goanna have a party?</i> <i>No, I'm going to go out with a friend.</i> <i>Are you goanna go to a restaurant?</i> <i>Yes, we're going to Nick's Cafe.</i></p>			
222 b	T.	Nick's Cafe. Now repeat, one more time please: Are you goanna have a party?			Using Instrumental function and Syntax Phonetics for pronunciation
223	Ss.	Are you goanna a have a party?	Repeating		
224	T.	Remember the intonation. Are you goanna a have a party?	Eliciting		Using Instrumental function and Syntax Phonetics for pronunciation
225	Ss.	Are you goanna have party?	Repeating		
226	T.	It's rising intonation because is a yes-no question.. Ok? Are you goanna have a party?	Eliciting	Information about grammar an use of language	Using ideational functiona and Phonetics for pronunciation
227	Ss.	Are you goanna have a party?			
228	T.	No, I'm goanna go out with a friend.	Eliciting		
229	Ss.	No, I'm goanna go out with a friend			Repeating Phonetics for pronunciation
230	T.	No, I'm goanna go out with a friend.	Eliciting		
231	Ss.	No, I'm goanna go out with a friend			Repeating Phonetics for pronunciation
232	T.	Are you goanna go to a restaurant?	Eliciting		
233	Ss.	Are you goanna go to a restaurant?			Repeating Phonetics for pronunciation
234	T.	Yes. We're goanna go to Nick's Cafe.	Eliciting		
235	Ss.	Yes. We're goanna go to Nick's Cafe.			Repeating Phonetics for pronunciation
236 a	T.	<p>O.k...O.k. Let's talk to your partner. Ask questions to your partner using going to plus verb and trying to reduce going to to goanna. O.k.? You can use interchange eleven. And ask the question using goanna. Use the same question in interchange eleven and use goanna in the pronunciation.</p> <p>(7: 34) (PAIR WORK. T AND F). (THE TEACHER IS SITTING NEXT TO</p>	Presenting		Using Instrumental function Using ideational function Syntax Phonetics for pronunciation

		F)			
236 b	T.	Are you going to watch Television tonight?	Eliciting an answer		
237	F.	Yes.			Answering
238	T.	Say: yes. I'm goanna watch television tonight Are you going to study English this evening?	Eliciting an answer		Using Instrumental function Using ideational function Syntax Phonetics for pronunciation Answering
239	J.	Yes. I'm goanna use....			Answering
240	T.	Are you going to use a computer tomorrow?	Eliciting an answer		
241	J.	Yes, I'm goanna use	Responding		Answering
242	T.	Are you going to cook Dinner tomorrow night? <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">T—J F—K</div>	Eliciting an answer		
243	J.	No, yes I'm goanna...			Answering
244	T.	Are you going to go out with friend this weekend?	Eliciting an answer		Teaching syntax
245	J.	No.	Responding		Answering
246	T.	Are you going to go to the gym next week?	Eliciting an answer		Teaching syntax
247	J.	No	Responding		Answering
248	T	. Are you going to by something expensive this month?	Eliciting an answer		Teaching syntax
249	J.	No.	Responding		Answering
250	T.	Are you going to goanna trip next month?	Eliciting an answer		Teaching syntax
251	J.	yes.	Responding		A Teaching syntax answering
252	T	Are you going to visit my family next summer?	Eliciting an answer		Teaching syntax
253	J.	Yes.	Responding		Answering
254	T.	O.k. Now you can ask me the question. Using goanna.			Teaching syntax
255	J.	Are you going to study English this evening?	Eliciting an answer		Answering
256	T.	Yes. I'm goanna study English this evening.	Responding		Teaching syntax
257	J.	Are you going to use a computer tomorrow?	Eliciting an answer		Answering
258	T.	Yes. I'm goanna use a computer tomorrow, I'm goanna use it tonight, too.			Teaching syntax
259	J.	Are you going to cook Dinner tomorrow night?	Eliciting an answer		Answering
243	J.	No, yes I'm goanna...	Responding		Teaching syntax
244	T.	Are you going to go out with friend this weekend?	Eliciting an answer		A Teaching syntax answering
245	J.	No.	Responding		Teaching syntax
246	T.	Are you going to go to the gym next week?	Eliciting an answer		Teaching syntax

247	J.	No	Responding		Answering
248	T.	Are you going to buy something expensive this month?			Teaching syntax
249	J.	No.	Responding		A Teaching syntax answering
250	T.	Are you going to goanna trip next month?	Eliciting an answer		Teaching syntax
251	J.	yes.			Answering
252	T.	Are you going to visit my family next summer?	Eliciting an answer		Teaching syntax
253	J.	Yes.	Responding		Answering
254	T.	O.k. Now you can ask me the question. Using goanna.	Presenting		Using ideational function Using Instrumental function
255	J.	Are you going to study English this evening?	Eliciting an answer		
256	T.	Yes. I'm goanna study English this evening.	Responding		Answering using ideational function
257	J.	Are you going to use a computer tomorrow?	Eliciting an answer		
258	T.	Yes. I'm goanna use a computer tomorrow, I'm goanna use it tonight, too.	Responding		Answering using ideational function
259	J.	Are you going to cook Dinner tomorrow night?	Eliciting an answer		
254	T.	O.k. Now you can ask me the question. Using goanna.	Responding		Answering using ideational function
255	J.	Are you going to study English this evening?	Eliciting an answer		
256	T.	Yes. I'm goanna study English this evening.	Responding		Answering using ideational function
257	J.	Are you going to use a computer tomorrow?	Eliciting an answer		
258	T.	Yes. I'm goanna use a computer tomorrow, I'm goanna use it tonight, too.	Responding		Answering using ideational function
259	J.	Are you going to cook Dinner tomorrow night?	Eliciting an answer		
260	T.	No, I'm not goanna cook dinner tomorrow night.	Responding		Answering using ideational function
261	J.	Are you going to go out with friend this weekend?	Eliciting an answer		
262	T.	Oh, yes. I'm goanna go out with friends this weekend.	Responding		Answering using ideational function
263	J.	Are you going to eat at a restaurant this weekend?	Eliciting an answer		
264	T.	No.	Responding		Answering using ideational function
265	J.	Are you going to go to the gym next week?	Eliciting an answer		
266	T.	No.	Responding		Answering using ideational function
267	J.	Are you going to buy something expensive this month?	Eliciting an answer		
268	T.	Yes. I'm goanna buy something expensive this month.	Responding		Answering using ideational function

269	J.	Are you going to goanna trip next month?	Eliciting an answer		
270	T.	Yes. I'm goanna go on a trip next month.			Answering using ideational function
271	J.	Are you going to visit my family next summer?	Eliciting an answer		
272	T.	Are you finished Fernando and Keshia?	Eliciting an answer		Answering using ideational function
273	F. K.	Yes.	Responding		Answering
274	T.	O.k. Let's do the listening exercise. Let's do exercise six on page seventy four...exercise six. Look at the pictures, look at the pictures. You have to fill in the columns according to the information. This is Michel, this is Kevin, Robin, and Jane , You will fill the left column of the chart	Presenting Directing		Using ideational function Using Instrumental function
275	F.	Kevin is going to"!'	Responding		Answering using ideational function
276	T.	Kevin is going to.. to a party. Yes?	Responding		Correcting syntax
277	F.	Going to a party. Or maybe he's going to listen to music. I don't know. Robert is going to go to work.	Responding		Using ideational function
278	T.	Robert is going to go to work. What about Jane?	Eliciting an answer		
279	F.	is going.... Is going....to (intereputed by T.)	Responding		Answering
280	T.	Jane is..			Correcting syntax
281	F.	going...	Responding		Answering
282 a	T.	Probably listen to music, I don't know. Well... You're ready? You are going to listen the interviewer from ahhh... the interviewer from KXQ News Radio. He's going to interview the four people. So, listen. <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">T. STANDING</div> AUDIO PROGRAM. <i>Page seventy four, exercise six. Listening. Evening plans. Part B. Listen to the interviewer ask these people about their plans. What are they really going to do? Complete the chart.</i> <i>Interviewer: Good evening. I'm Al Rivers with KXQ News Radio. I'm talking with people waiting for the bus tonight. I'm finding out how they're going to spent their evening. What's your name?</i> <i>Michelle. It's Michelle.</i> <i>Interviewer: I bet you're going to go to the gym tonight.</i>	Presenting		Using ideational function

		<p><i>Michelle. NO, not tonight. I'm going to meet a friend, We're going to run together in the park.</i></p> <p><i>Interviewer: And what's your name?</i></p> <p><i>Kevin: Kevin</i></p> <p><i>Interviewer: Are you going home now Kevin?</i></p> <p><i>Kevin: No, not right now. First I'm going to the video game arcade.</i></p> <p><i>Interviewer: Oh,, so you're going to play video games.</i></p> <p><i>Kevin: Yeah; I am.</i></p> <p><i>Interviewer: Can I ask your name?</i></p> <p><i>Robert: Yes, my name is Robert.</i></p> <p><i>Interviewer: are you going to do anything interesting tonight?</i></p> <p><i>Robert: Well, my friend Chris is going to have a party, but I'm going to work at home. I have all my work right here in my briefcase.</i></p> <p><i>Interviewer: So, you can't go to the party, you're going to work tonight.</i></p> <p><i>Robert: That's right.</i></p> <p><i>Interviewer: and what's your name?</i></p> <p><i>Jane. I'm Jane.</i></p> <p><i>Interviewer: do you have any plans for this evening?</i></p> <p><i>Jane: I just bought some new CDs, so I'm going to listen to music tonight.</i></p> <p><i>Interviewer: at kind of music is this?</i></p> <p><i>Jane: Jazz. I always listen to jazz.</i></p>			
282 b.	T.	I always listen to Jazz. O.k. Did you get all the information?	Eliciting an answer		Using ideational function
283.	SS.	(In silence)			
284.	T.	No? Mr. Martinez. Did you get the information.	Eliciting an answer		Using ideational function
285.	J.	(Nods his head).			Answering
286 a.	T.	Well. Listen to this!! Pay attention.			Using Instrumental function
		<p>AUDION PROGRAM</p> <p><i>Page seventy four, exercise six. Listening. Evening plans. Part B. Listen to the interviewer ask these people about their plans. What are they really going to do? Complete the chart.</i></p>			

		<p><i>Interviewer: Good evening. I'm Al Rivers with KXQ News Radio. I'm talking with people waiting for the bus tonight. I'm finding out how they're going to spent their evening. What's your name?</i></p> <p><i>Michelle. It's Michelle.</i></p> <p><i>Interviewer: I bet you're going to go to the gym tonight.</i></p> <p><i>Michelle. NO, not tonight. I'm going to meet a friend, We're going to run together in the park.</i></p> <p><i>Interviewer: And what's your name?</i></p> <p><i>Kevin: Kevin</i></p> <p><i>Interviewer: Are you going home now Kevin?</i></p> <p><i>Kevin: No, not right now. First I'm going to the video game arcade.</i></p> <p><i>Interviewer: Oh,, so you're going to play video games.</i></p> <p><i>Kevin: Yeah; I am.</i></p> <p><i>Interviewer: Can I ask your name?</i></p> <p><i>Robert: Yes, my name is Robert.</i></p> <p><i>Interviewer: are you going to do anything interesting tonight?</i></p> <p><i>Robert: Well, my friend Chris is going to have a party, but I'm going to work at home. I have all my work right here in my briefcase.</i></p> <p><i>Interviewer: So, you can't go to the party, you're going to work tonight.</i></p> <p><i>Robert: That's right.</i></p> <p><i>Interviewer: and what's your name?</i></p> <p><i>Jane. I'm Jane.</i></p> <p><i>Interviewer: do you have any plans for this evening?</i></p> <p><i>Jane: I just bought some new CDs, so I'm going to listen to music tonight.</i></p> <p><i>Interviewer: at kind of music is this?</i></p> <p><i>Jane: Jazz. I always listen to jazz.</i></p> <p>AUDIO OFF</p>			
286 b	T.	Did you get the information now?	Eliciting an answer		Using ideational function
287	J.	Michelle is going to meet in the park	Responding		Answering
288	T.	Michelle is what? Is goanna meet a friend. Michelle is going to meet a friend and they're going to run in the park.			using ideational function
289	F.	Is she going to meet a friend?	Eliciting an answer		Answering

290	T.	Yes, she is going to meet a friend. They're going to go together and they're going to run in the park. O.k What about Kevin Keshia?	Eliciting an answer		using ideational function answering
291	K.	Is going to video games	Responding		Answering using ideational function
292	T.	Is going to play video games (Emphasis on <i>Play</i>) o.k? He's going to play video games. What about... Robert. Mr. Martinez?	Eliciting an answer		syntax
293	R.	Robert is going to work.	Responding		answering using ideational function
294	T.	Robert is going to work			using ideational function
295	R.	He's going to work and...	Responding		answering using ideational function
296	T:	He's going to work at home. Fernando, what about... Jenny?	Eliciting an answer		using ideational function
297	F.	She's going to listen music tonight.			answering using ideational function
298	T.	Keshia?	Eliciting an answer		using ideational function
299	K.	She's going to listen to music			Answering
300	T.	She's going to listen to music. What's her favorite music?	Eliciting an answer		using ideational function
301	K:	Jazz.			Answering
302	T.	Jazz. She always likes jazz, always listen to jazz. O.k Very good! Let's go to exercise number seven...snapshot. Look at the picture. New years day is January first, Valentine's day is February the fourteenth. Ah... independence day is the Unites States is July four, Halloween is October thirty-first, thanksgiving is fourth Thursday in November, so thanksgiving day in the United States is the day after tomorrow.	Evaluating		Teaching vocabulary
303	F.	Thanksgiving is a special day			Using ideational function
304	T.	Thanksgiving Day is the United States is a special date when they give thanks to God and they celebrate thanksgiving the fourth Thursday in November. Is a special they when they praise the Lord and they give things God for all the things that they have. That's special. Ah... Christmas is on December the twenty first. We celebrate here new years day, and we also have Valentine's Day, we call it love and friendship day here. Independence Day, we have our own independence day. When is Independence Day in Colombia?	Eliciting a question		Teaching vocabulary Developing sociolinguistic awareness Contextualizing knowledge
305	K.	July the seventh			
306	T.	July the seventh, July the seventh. We celebrate here also October the thirty first. Do we have Thanksgiving Day here? I think so. Do we have a Thanksgiving day like in	Eliciting a question		Teaching vocabulary Developing sociolinguistic

		CALENDAR.) (T. LOOKING AT THE CALENDAR.)			
315	T.	Today is twenty...			
316	K:	Seventeenth			
317	T.	twenty second.... No, no (Correcting himself). The first Thursday was the third, the second was the tenth... so the fourth Thursday in November will be the twenty-fourth. So, the day after tomorrow will be thanksgiving in the United States. So, is a special day, a special holiday when people give thanks to God.			Teaching vocabulary Developing sociolinguistic awareness Contextualizing knowledge Using ideational function
318	F.	They celebrate, they eat a turkey.			
319	T.	They eat turkey			
320	F.	and lift a prayer.			
321	T.	Turkey. Turkey is ah... big bird. <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">ON THE BOARD Turkey</p> </div> <p>They put many things in it and they put it in the oven...Well. That is thanksgiving. In Spanish is called, acción de gracias. O.K. let's see... Holidays in the United States, in the United States of America. New years Day, January first. Valentine's day, February fourteenth. Independence day, July fourth. Halloween, October thirty first. Thanksgiving, fourth Thursday in November. Christmas, December the twenty first. So, repeat after me and say: new years Day!</p>	Eliciting		Teaching vocabulary Developing sociolinguistic awareness Contextualizing knowledge Using ideational function Using instrumental function
322	Ss.	New Years day.			Teaching vocabulary and phonetics
323	T.	Say it again New Years Day.			Using instrumental function
324	Ss.	New years day			
325	T.	January first.	Eliciting		Teaching vocabulary and phonetics
326	Ss.	January first.	Repeating		
327	T.	Valentines' Day.	Eliciting		Teaching vocabulary and phonetics
328	Ss.	Valentine's day.	Repeating		

329	T.	February fourteenth.	Eliciting		Teaching vocabulary and phonetics
330	Ss.	February fourteenth	Repeating		
331	T.	Fourteenth.	Eliciting		Teaching vocabulary and phonetics
332	Ss.	Fourteenth.	Repeating		
333	T.	Independence Day.	Eliciting		Teaching vocabulary and phonetics
334	SS.	Independence Day.	Repeating		
335	T.	July forth.	Eliciting		Teaching vocabulary and phonetics
336	Ss.	July fourth.	Repeating		
237	T.	Halloween.	Eliciting		Teaching vocabulary and phonetics
338	Ss.	Halloween.	Repeating		
339	T.	October thirty first.	Eliciting		Teaching vocabulary and phonetics
340	Ss.	October thirty first.	Repeating		
341	T.	Thirsty first.	Eliciting		Teaching vocabulary and phonetics
342	Ss.	Thirty first.	Repeating		
343	T.	Thanksgiving	Eliciting		Teaching vocabulary and phonetics
344	Ss.	Thanksgiving	Repeating		
345	T.	Thanksgiving	Eliciting		Teaching vocabulary and phonetics
346	Ss.	Thanksgiving	Repeating		
347	T.	Fourth Thursday in November	Eliciting		Teaching vocabulary and phonetics
348	Ss.	Fourth Thursday in November	Repeating		
349	T.	Christmas T. WRITING ON THE BOARD			Teaching vocabulary and phonetics
350	Ss.	Christmas			

351	T.	December thirty first	Eliciting		Teaching vocabulary and phonetics
352	Ss.	December thirty first	Repeating		
353	T.	What is Christmas about?... What happened in Christmas? What do they celebrate on it? What do they celebrate on December the thirty first?	Eliciting an answer	IRF in a participation orientation as cognition to encourage clear thinking	Teaching vocabulary Developing sociolinguistic awareness Contextualizing knowledge Using ideational function
354	F.	Jesus Christ			Answering
355	T.	What does the occasion mean?	Eliciting an answer	IRF in a participation orientation as cognition to encourage clear thinking	Teaching vocabulary Developing sociolinguistic awareness Contextualizing knowledge Using ideational function
356	Ss.	(quiet)	Responding		Answering
357	T.	The birth of Jesus.		IRF in a participation orientation as cognition to encourage clear thinking	
358	F.	That is important			Using ideational function
359	T.	The birth of Jesus. O.k. Do you celebrate any of these holydays?		IRF in a participation orientation as cognition to encourage clear thinking	Teaching vocabulary Developing sociolinguistic awareness Contextualizing knowledge Using ideational function
360	f.	Yes.			Answering
361	T.	Oh yeah... new year's Day? January first. Do we have a Valentine's Day?		IRF in a participation orientation as cognition to encourage clear thinking	Teaching vocabulary Developing sociolinguistic awareness Contextualizing knowledge Using ideational function
362	Ss.	Yes..			Answering

363	T.	Yeah, we have and equivalent,		IRF in a participation orientation as cognition to encourage clear thinking	Answering Teaching vocabulary Developing sociolinguistic awareness Contextualizing knowledge Using ideational function
364	Ss.	Love and friendship.			Answering
365	T.	Yes! We have love and friendship. We have love and friendship Day ON THE BOARD Love and friendship		IRF in a participation orientation as cognition to encourage clear thinking	Teaching vocabulary Developing developing sociolinguistic awareness Contextualizing knowledge Using ideational function
366	J.	Yeah. .			Agreeing
367	T.	We have this day, but is in September, love and friendship Day. We have a day that is equivalent to Valentine's Day.		IRF in a participation orientation as cognition to encourage clear thinking	Teaching vocabulary Developing developing sociolinguistic awareness Contextualizing knowledge Using ideational function
368	J.	Independence....			Answering
369	T.	We have and Independence Day, July twenty. We don't have thanksgiving, but we have Christmas.		IRF in a participation orientation as cognition to encourage clear thinking	Teaching vocabulary Developing sociolinguistic awareness Contextualizing knowledge Using ideational function
370	K.	We have Christmas.			Answering
371	T.	How do you celebrate New Year's Day? How do you celebrate New Year's Day? What you do?	Eliciting an answer	IRF in a participation orientation as cognition to encourage clear thinking	Teaching vocabulary Developing sociolinguistic awareness Contextualizing knowledge Using ideational

					function
372	K.	We have a party. With family.			Answering
373	T:	Yes you gather with all the members of your family. Ok. How do you celebrate Love and Friendship Day here? We play secret friend, that's one way we celebrate. And how do we celebrate Independence Day? What do we do on Independence Day?		IRF in a participation orientation as cognition to encourage clear thinking	Teaching vocabulary Developing sociolinguistic awareness Contextualizing knowledge Using ideational function
374	K:	a desfile.			Answering
375	T.	We see the parade, you raise the flag, the Colombian flag. Then you can drink some beers. What about Halloween? How do you celebrate Halloween?		IRF in a participation orientation as cognition to encourage clear thinking	Teaching vocabulary Developing sociolinguistic awareness Contextualizing knowledge Using ideational function
376	K.	treak and treak.			Using ideational function
377	T.	Eating a lot of candy.			Using ideational function
378	F.	How do you say ceremonia military?	Eliciting an answer	IRF in a participation orientation as cognition to encourage clear thinking	Teaching teaching vocabulary Developing sociolinguistic awareness Contextualizing knowledge Using ideational function
379	T.	Ahh, military ceremony. That's for Independence Day		IRF in a participation orientation as cognition to encourage clear thinking	Answering Teaching vocabulary Developing sociolinguistic awareness Contextualizing knowledge Using ideational function
380	F.	Oh yes.			Agreeing
381	T.	ahh, let's see. Halloween is for children. A holyday for children		IRF in a participation orientation as cognition to encourage clear thinking	Teaching vocabulary Developing sociolinguistic awareness Contextualizing knowledge Using ideational function
382	K.	Yes. (nods her head)			Answering

383	T.	They wear customs and goes from house to house asking for candies. What about Christmas? How do you celebrate Christmas here?	Eliciting an answer Eliciting an answer	IRF in a participation orientation as cognition to encourage clear thinking	Teaching vocabulary Developing sociolinguistic awareness Contextualizing knowledge Using ideational function
384	K.	We have dinner.			Answering
385	T.	How do you celebrate Christmas? Mr. Martinez, how do you celebrate Christmas?	Eliciting an answer	IRF in a participation orientation as cognition to encourage clear thinking	Teaching vocabulary Developing sociolinguistic awareness Contextualizing knowledge Using ideational function
386	J.	We have a party...with family	Responding		Answering
387	T.	we have a family reunion		IRF in a participation orientation as cognition to encourage clear thinking	Teaching vocabulary Developing sociolinguistic awareness Contextualizing knowledge Using ideational function
388	J.	is a reunion with family, we pray and have a dinner.		IRF in a participation orientation as cognition to encourage clear thinking	Learning vocabulary Developing sociolinguistic awareness Contextualizing knowledge Using ideational function
389	T.	How do you celebrate Christmas keshia?	Eliciting an answer	IRF in a participation orientation as cognition to encourage clear thinking	Teaching vocabulary Developing sociolinguistic awareness Contextualizing knowledge Using ideational function
390	K.	we... have a meeting.			Answering
391	T.	What's your favorite holiday?	Eliciting an answer	IRF in a participation orientation as cognition to encourage clear thinking	Teaching vocabulary Developing sociolinguistic awareness Contextualizing knowledge

					Using ideational function
392	K.	Independence Day.			Answering Vocabulary
393	T.	Independence Day is your favorite? (laughs). Fernando. What's your favorite holiday?	Eliciting an answer Sociating	IRF in a participation orientation as cognition to encourage clear thinking	Teaching vocabulary Developing sociolinguistic awareness Contextualizing knowledge Using ideational function
394	F.	The New Year's Day is my favorite.	Responding		Answering
395	T.	My favorite is New year's day, I like it a lot.		IRF in a participation orientation as cognition to encourage clear thinking	Teaching vocabulary Developing sociolinguistic awareness Contextualizing knowledge Using ideational function
396	F.	We have breakfast with the family, all the family.			Teaching vocabulary Developing sociolinguistic awareness Contextualizing knowledge Using ideational function
397	T.	You have breakfast?	Eliciting	IRF in a participation orientation as cognition to encourage clear thinking	
398	F.	(Nod his head)			Answering
399	T.	Just breakfast?	Eliciting a question	IRF in a participation orientation as cognition to encourage clear thinking	
400	F.	Yeah.	Responding		Answering
401	T.	Well. O.k. Listen ah... we have an examination. Right? Let's do it on Friday for you to have time to study. O.k.?			Using ideational function Using instrumental function
402	Ss.	O.k.	Responding		Agreeing
403	T.	See you tomorrow.			Saying good bye Using ideational

					function
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10.1.4. Class Observation 4

Date. November the 20th

Name of school: ELI

Time: 7:20

Level 1

Class duration: 40 minutes.

Observer: Moisés Ibarra

TU= turn

T.	PA.	PARTICIPATION	CATEGORIES		
			Moves Malamavoca bh-Thomas (1987)	Transactions and IRF Van Lier (1996)	L competence and functions (Bachman 1999)
1	T	IT. Open your books to page 74, <u>exercise number seven. Snap shot***** more about Holydays in the U.S.</u> Tomorrow is Thanksgiving Day in the United States O.k. because tomorrow is the fourth Thursday in November, tomorrow is September the twenty fourth. How do you celebrate New Year's Day? Here in Colombia with your family. <u>How do you celebrate that Maira? In January the first what do you do?</u>	Presenting the exercise Personal specific elicitation		Using ideational and instrumental function
2	M	*****			
3	T	Mr. Franco, How do you celebrate New Year's Day?	Personal specific elicitation	IRF to evaluate with follow up questions and as recitation to check memorized material	Teaching vocabulary Using ideational function
4	F	I have breakfast with my family	Responding		Answering Using ideational function
5	T	Do you have breakfast with your family? When you say your family you mean: your father, your mother, all your brothers and sisters...	Personal specific elicitation	IRF to evaluate with follow up questions and as recitation to check memorized material	Teaching vocabulary Using ideational function
6	F	Yes	Responding		answering Using ideational function

7	T	That's your family	Personal specific elicitation	IRF to evaluate with follow up questions and as recitation to check memorized material	Teaching vocabulary Using ideational function
8	F	(He nods his head).	Responding		Answering Using ideational function
9	T	O.K. Where are they? Where are they? Here in Riohacha?	Personal specific elicitation	IRF to evaluate with follow up questions and as recitation to check memorized material	Teaching vocabulary Using ideational function
10	F	No, they're in Sincelejo. Sincelejo Sucre. My mother is from...	Responding		answering Using ideational function
11	T	Are you from Sincelejo?	Personal specific elicitation		Teaching vocabulary Using ideational function
12	F	No, my mother is..	Responding		Answering Using ideational function
13	T	Your mother is not from Sincelejo.	Personal specific elicitation		Teaching vocabulary Using ideational function
14	F	Yes.	Responding		Answering Using ideational function
15	T	And all your brothers and sisters are in Sincelejo	Personal specific elicitation		Teaching vocabulary Using ideational function
16	F	Ahh... some people.	Responding		Answering Using ideational function
17	T	Some of they are in Sincelejo. The others are where?	Personal specific elicitation		Teaching vocabulary Using ideational function
18	F	In Barraquilla, in Bogotá	Responding		Answering Using ideational function
19	T	Ah and you get together for new year's day.	Personal specific elicitation		Teaching vocabulary Using ideational function
20	F	Yes.	Responding		Answering
21	T	All the family together.	Personal specific elicitation		Teaching vocabulary Using ideational function
22	F	Yes.	Responding		Answering

23	T	O.k. And you have breakfast this day.	Personal specific elicitation		Using ideational function
24	F	Yeah!	Responding		Answering
25	T	What do you eat for breakfast this day? What special food?	Using ideational function Eliciting		Teaching vocabulary Using ideational function
26	F	Fish.	Responding		Answering
27	T	Fish?	Eliciting		Using ideational function
28	F	Yeah!	Responding		Answering
29	T	Fish for breakfast.			Teaching vocabulary Using ideational function
30	F	Yeah.	Responding		Answering Using ideational function
31	T	O.k. And what kind of... what kind of fish do you eat? Coroncoro?	Eliciting		Using ideational function Teaching vocabulary
32	F	No. bocachico.	Responding		Answering Using ideational function
33	T	Bocachico, you eat bocachico.	Eliciting		Using ideational function
34	F	In viuda.	Responding		Answering Using ideational function
35	T	Viuda de bocachico	Personal specific elicitation		Teaching vocabulary Using ideational function
36	F	Yeah.	Responding		Answering
37	T	That's delicious.	Personal specific elicitation		Teaching vocabulary Using ideational function
38	F	Yeah.	Responding		Answering
39	T	That's delicious. Have you ever eaten viuda de bocachico Maira?	Personal specific elicitation		Teaching vocabulary Using ideational function
40	M	No.	Responding		Answering Using ideational function
41	T	Never?	Personal specific elicitation		Using ideational function
42	M	Never.	Responding		Answering Using ideational function
43	T	You prefer viuda the bocachico with.. ahh.. yuca, potato. Like a... like a soup. Right? What we found delicious. O.k. Ahh. Keshia, what do you do? How do you celebrate New Year's Day?	Personal specific elicitation		Teaching vocabulary Using ideational function
44	K	Ehh, the January first (laughs) no, but the...	Responding		Answering Using ideational function

45	T	December	Personal specific elicitation		Using ideational function
46	K	December	Responding		Answering Using ideational function
47	T	What is called the New Years Eve	Personal specific elicitation		Developing sociocultural awareness Using ideational function
48	K	Yeah..	Responding		Answering Using ideational function
49	T	New Years Eve. December. Thirty first. Evening. O.k.? That's New Years Eve. That's December thirty first evening, or... or night. December thirty first night. What do you do for... Ahh... New Year's Eve?	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 5px;"> ON THE BOARD: (New years eve). December, 31st . Evening, night </div> Presenting information for the task Personal specific elicitation		Teaching vocabulary Using ideational function Developing sociocultural awareness
50	K	I eat dinner with my family.	Responding		Answering Using ideational function
51	T	O.k. You eat dinner... dinner with..with your... your family. All your family? Your grandma, your uncle, your mother, your brother, everybody.	Personal specific elicitation		Developing sociocultural awareness Using ideational function
52	K	Yes.	Responding		Answering Using ideational function
53	T	O.k. And where do you meet? Where do you meet? Here in Riohacha, in Barranquilla..	Eliciting Evaluating		Using ideational function
54	K	In Barranquilla	Responding		Answering Using ideational function
55	T	Maira, How about you Maira? How do you celebrate New Year's Eve?	Specific personal elicitation		Teaching vocabulary Using ideational function
56	M	I... I...ehh, I eat with my family ah...	Responding		Answering Using ideational function
57	T	What meal do you eat? Lunch, breakfast or dinner?	Personal specific elicitation	IRF to evaluate with follow up questions	Using ideational function
58	M	Dinner.	Responding		Answering Using ideational function
59	T	Dinner. O.k.	Evaluating	IRF to evaluate with follow up questions	Using ideational function
60	M	And...and ehh... next	Responding		Using ideational function

61	T	On New Year's Day?	Personal specific elicitation		Using ideational function Teaching vocabulary
62	M	No, no, that's the first December. Next of eat.	Responding		Answering Using ideational function
63	T	After dinner. After dinner, a party. You have a party. Oh. And you dance	Personal specific elicitation		Using ideational function
64	M	Uhhh.(She nods her head)	Responding		Answering
65	T	You drink ahh	Personal specific elicitation		Using ideational function
66	M	*****	Responding		Answering
67	T	***** Beer.	Personal specific elicitation		Using ideational function
68	M	No.	Responding		Answering
69	T	No? You don't drink alcohol.	Personal specific elicitation		Using ideational function
70	M	(She nods her head)	Responding		Answering Using ideational function
71	T	O.k. <u>Very good</u> . What any other day do we have here? Ahh... Valentine's Day? We have an equivalent? I mean... we have an equivalent? What day? Ahh...They call it Valentine's Day in the United States, I mean, February fourteenth. We have ahh... love and friendship day here in Colombia in September. How do you celebrate that day? What do you do?	Personal specific elicitation Evaluating		Teaching vocabulary Using ideational function Developing sociocultural awareness
72	F	I give a present	Responding		Answering Using ideational function
73	T	You give a waited present to a friend.	Responding	IRF To ask students to widen concepts	Using ideational function
74	F	Uhhh (He nods his head)			Using ideational function
75	T	O.k. What else? Nothing else? Keshia?	Personal specific elicitation	IRF to evaluate with follow up questions	Using ideational function
76	K	I play secret friend.	Responding		Answering Using ideational function
77	T	You play secret friend. Ahja.	Responding	IRF to evaluate with follow up questions	Answering Using ideational function
78	K	And.. and give the present...	Responding		Answering Using ideational function

79	T	To your secret friend	Responding Eliciting	IRF to evaluate with follow up questions	Using ideational function
80	K	Umhjh. (She nods her head)	Responding		Answering Using ideational function
81	T	And you receive also a present. And what about you...		IRF to evaluate with follow up questions	Using ideational function
82	K	You too.	Responding		Answering Using ideational function
83	T	You too. O.k. Very good. That's one way we celebrate here, we play secret friend, that that somebody and you in the whole week you practice the secret friend. The first day we gave something sweet, ahh the second day you give something salty, and the third day you give a fruit, and after that you get a joke, and at the end we get a present.	Evaluating	IRF to evaluate with follow up questions	Using ideational function
84	K	Saturday.	Responding		Answering Using ideational function
85	T	O.K? It can be on Saturday or Friday, I don't know. O.k. That's the way we play the secret friend. Very good Keshia. What any other ahh... holyday do we have here? Independence day, We have independence day here in Colombia, too all right? What day is Independence Day Maira? In Colombia...	Evaluating	IRF to evaluate with follow up questions	Using ideational function Teaching vocabulary
86	M	(Laughs) I don't remember.	Responding		Answering Using ideational function
87	T	Don't remember?			Using ideational function teaching vocabulary
88	K	(She tells M something about the day).			
89	M	Ahh, (Laughs).. July	Sociating		
90	F	(Laughs).	Sociating		
91	T	July?	Eliciting		Using ideational function
92	M	Twenty.	Responding		Answering Using ideational function
93	T	July twentieth. That's Independence Day in Colombia.	Personal specific elicitation		Using ideational function Teaching vocabulary
94	M	Yeah. (Laughs)	Responding		Answering Using ideational function
95	T	How do we celebrate Independence Day here in Colombia?	Personal specific elicitation		Using ideational function Teaching vocabulary
96	M	here? Ehh	Responding		Answering Using

					ideational function
97	T	What do you do?	Personal specific elicitation		Using ideational function
98	K	Nothing.	Responding		Answering Using ideational function
99	T	You don't do anything? No, no, no. But... well... how most people celebrate ahh independence day here in Colombia?	Personal specific elicitation	IRF in participation orientation to evaluate expression	Using ideational function teaching vocabulary
100	F	ehh....			
101	M	Ehh. The people is eh...uhmm, the people is together in the park...	Responding		Answering Using ideational function
102	T	The people are together, O.K the people are together.	Evaluating	IRF in participation orientation to evaluate expression	Using ideational function correcting syntax
103	M	People are	Responding		Answering Using ideational function
104	T	People are, people is plural. O.K?	Eliciting	IRF in participation orientation to evaluate expression	Using ideational function correcting syntax
105	M	people are together—in the park-in the park and...esto (laughs)	Responding		Answering Using ideational function
106	T	They go to a parade, parade?	Personal specific elicitation		Teaching vocabulary Using ideational function
107	M	Yeah.	Responding		Answering using ideational function
108	T	Is a like ahh military ceremony. Right?	Personal specific elicitation		Teaching vocabulary Using ideational function
109	K	Izar la bandera.B (7:08)			
110	T	Excuse me...	Responding		Teaching manners, sociocultural function
111	K	Cuando se iza la bandera....			
112	T	Ahh... raise the flag.	Responding		Teaching vocabulary
113	T	How do you spell raise? (writes "raise the flag" on the board). ***** raise ***** raise the flag. The Colombian parade***** you raise the flag***** raise the flag. *****People raise the flag in	General unspecific elicitation	Information about grammar and use of language IRF in	Teaching vocabulary and morphology Using ideational function

		the.....home. Well, some people***** here in Colombia. Any other holyday? December twenty fifth, ahh, let's say, ahh October first, Halloween. ***** <u>In Colombia for Halloween?</u>		participation orientation to push for clarity of expression	
114	M	The... chi.. the childs is put (laughs)	Responding		Trying to answer
115	T	The children, let's do it plural. Children	Responding	IRF in participation orientation to push for clarity of expression	Using instrumental function Teaching vocabulary
116	M	Is put the...	Responding		Trying to answer Using ideational function
117	T	Wear, wear.	Personal specific elicitation		Teaching vocabulary
118	M	Wear.			
119	T	Customs	Personal specific elicitation	IRF as repetition in participation orientation to increase confidence	Teaching vocabulary
120	M	Costums.	Responding		
121	T	Ahja. And they go to, they go to	Eliciting	IRF as repetition in participation orientation to increase confidence	Using ideational function
122	M	The park.	Responding		
123	T	And the...			Scaffolding student's participation
124	K	And the house	Responding		
125	T	The house. Asking for		IRF as recitation in participation orientation to increase confidence	Scaffolding student's participation Using ideational function
126	K	Sweets.	Responding		Using ideational function
127	T	Sweets. O.k. candies. Sweets.	Evaluating	IRF as recitation	Teaching vocabulary Using ideational

				in participatio n orientation to increase confidence	function
128	F	How do you say secuestra?			Using Ideational function
129	T	Kidnap.	Responding		Teaching vocabulary Answering
130	F	Kidnap.	repeating		
131	M and K	(Speaking silently in spanish)			
132	F	In Colombia kidnap children...	Responding		Using ideational function
133	T	They kidnap	Responding		Teaching syntax and vocabulary
134	F	*****			
135	T	They kidnap children on holyday?	Responding		Teaching syntax and vocabulary Using ideational function
136	F	Yeah.	Responding		Using ideational function
137	T	On this holyday?	Eliciting		Teaching vocabulary Using ideational function
138	F	The Halloween.	responding		Using ideational function
139	T	The Halloween?	Personal specific elicitation		Teaching vocabulary
140	F	Yes.	Responding		Answering Using ideational function
141	T	Oh yes. May be is dangerous if the children go ***** alone.			Using ideational function
142	F	*****			
143	T	Ok. Ahh. Yesterday we said that we don't have thanksgiving here in Colombia, but we have Christmas, What do you do for Christmas Maria?	Personal specific elicitation		Teaching syntax and vocabulary Using ideational function
144	M	In Christmas I, I toge-together with my family in my...	Responding		answering Using ideational function
145	T	I get together with my family			Teaching syntax
146	M	I get together with my family	Responding Repeating		
147	T	well, in your house, in your mother's house or..			Using ideational function
148	M	My grandma	Responding		Using ideational function
149	T	Your grandma's house. All family.	Responding		Using ideational function

					(Contextualizing knowledge)
150	M	Yeah,	Responding		Answering Using ideational function
151	T	All your aunts and uncles and cousins. You get together with your grandma and your grandpa. O.k. What do you do for Christmas Fernando?	Personal specific elicitation		Using ideational function Contextualizing knowledge)
152	F	I eat special food with my-with my friends.	Responding		Answering Using ideational function
153	T	You eat special food with your friends. What kind of food do you eat? What do you do?	Personal specific elicitation		Using ideational function (Contextualizing knowledge)
154	F	ehhh....			
155	T	I mean, do you get together by the park? or...	Responding Eliciting		Using ideational function (reformulating a question)
156	F	Ehhh... in the restaurant or in the.....	Responding Eliciting		Answering Using ideational function
157	T	you go...			
158	F	In my home o			Using ideational function
159	T	O.k. In your restaurant or in your house, but eh, what-what-what Is the special food, I mean, what is the menu? What do you chose? What do you have? what is the main dish?	Evaluating Personal specific elicitation		Using ideational function
160	F	How do you say pavo?	Responding Eliciting		Answering Using ideational function
161	T	Turkey.	Responding		Answering Teaching vocabulary
162	F	Yeah. Turkey and***** relleno.	Responding		Using ideational function
163	T	Ahh. O.k. You eat turkey.	Responding		Using ideational function
164	F	Yes.	Responding		Answering
165	T	***** Ahh Turkey. Keshia. What do you do for Christmas?	Personal specific elicitation		Using ideational function Teaching vocabulary
166	K	I have party with my friends.	Responding		Answering Using ideational function
167	T	You have party with your friends. Maira, what is your favorite holiday?	Responding Personal specific elicitation		Using ideational function teaching vocabulary
168	M	My favorite holyday. Valentine's Day.	Responding		Answering Using ideational function
169	T	Excuse me.	Responding		Using ideational function teaching manners
170	M	Valentine's Day	Responding		Answering Using

					ideational function		
171	T	Valentine's Day is your favorite?	Responding Personal specific elicitation		Using ideational function		
172	M	Yes.	Responding		Answering Using ideational function		
173	T	But we don't have Valentine's Day, the one***** the love and friendship day.	Responding Personal specific elicitation		Using ideational function Teaching vocabulary		
174	M	Yes, yes.	Responding		Answering Using ideational function		
175	T	That's your favorite. What about you Fernando? What is your favorite holiday?	Responding Personal specific elicitation		Using ideational function Teaching vocabulary		
176	F	My favorite holiday is New Year's Day	Responding		Answering Using ideational function		
177	T	New Year's Day. What about yours Keshia?	Responding Personal specific elicitation		Using ideational function teaching vocabulary		
178	K	My favorite holyday is Independence Day. Independence Day because this day I don't have class.	Responding		Answering Using ideational function		
179	M	(Laughs).	Sociating				
180	F	(Laughs)	Sociating				
181	T	Oh, ah, ah, ah, O.K.					
182	F	(Laughs)	Sociating				
183 a	T	O.k. Well, you don't have classes on Christmas, and you don't have classes in January the first. O.K. Let's go up to page seventy five. (ERASING THE WHOLE BOARD)	Directing		Using ideational function Using instrumental function		
183 b	T	Conversation, "Have a Good Valentine's Day. (ONE MOMMENT OF SILENCE) (SS. LOOKING AT THE BOOKS)	Presenting the exercise		Using heuristic function		
		<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>ON THE BOARD Love and friendship day.</td> </tr> </table> <table border="1" style="display: inline-table; vertical-align: middle; margin-left: 20px;"> <tr> <td>ON THE BOARD "Valentine's Day.</td> </tr> </table>	ON THE BOARD Love and friendship day.	ON THE BOARD "Valentine's Day.			
ON THE BOARD Love and friendship day.							
ON THE BOARD "Valentine's Day.							
183 c	T	Valentine's Day. We don't, remember, we don't call it Valentine's Day. We say Love and Friendship Day here in Colombia. Love...and...friendship...day. (Writing on the board) Love and Friendship Day". O.K? Ahh, the day for Valentine's Day is <u>February</u> <u>fourteenth</u> . <u>February...fourteenth.....</u> (February 14 th) And in Colombia is September...	Presenting relevant information	IRF To ask students to widen concepts	Developing sociocultural awareness Using ideational function		

184	M	The second Saturday	Responding		Using ideational function
185	T	<p>The second Saturday, second Saturday, September the second Saturday. Now, ahh How do we celebrate Love and friendship day here? People get together at school and offices, they play secret friend, that's the way we do it. Play...secret friend. (On the board "Play secret friend). O.k. Can you explain this game ahh Maira?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>ON THE BOARD (General overview) "Valentine's Day. Love and Friendships Day". February 14th " Is at second Saturday") "Play secret friend</p> </div> <p>(7:15)</p>	Responding Personal specific elicitation	IRF To ask students to widen concepts	Using ideational function
186	M	ehh, When I bueno.. doy un regalo ey...	Responding		Answering
187	T	I give a present		IRF To ask students to widen concepts	Using ideational function Teaching vocabulary
188	M	I give a present but I don't know...the other person don't. No sabe.	Responding		Using ideational function
189	T	Doesn't know		IRF to evaluate with follow up questions IRF To ask students to widen concepts	Teaching syntax Using ideational function
190	M	Doesn't know who is, what is, who is, who is eh... that person oh..eh..that person...give a present.	Responding		Using ideational function
191	T	O.k. The... ahhh. Keshia, could you explain that? Can you explain that to me? What is that game called playing secret friend?	Personal specific elicitation	IRF to push for clarity of expression	Using instrumental function Using ideational function
192	K	Ehh...the...secret friend?	Responding Eliciting		Asking a question
193	T	umhjm	Responding	IRF To ask students to widen concepts	
194	K	The people. The people ehh... the group of people give a present and.. eh...an, ¿recibir?	Responding		Using ideational function
195	T	Receive.. And receive the present, and... ehh... they play... every week. And the first		IRF To ask students to	Tecahing vocabulary Using ideational

		day they receive the fruit or chocolate. O.k. What Keshia said is that in a group of people they play secret friend. In a group of people like ahhh...a***** a school or a group of people in an office, yeah. They give presents to each other but the person you are giving the present doesn't know that you are the friend until the last day, that last day everybody knows who their secret friend was. O.k? <u>You understand Maira?</u>	Personal specific elicitation	widen concepts	function
196	M	Yes.	Responding		Answering Using ideational function
197	T	That's one way we play secret friend, in that way we celebrate love and friendship love and friendship-day. That is second Saturday in September. Other way to celebrate love and friendship is ahh...some time a husband gives a bunch of flowers to his wife. That's another way, right? Ahh Boyfren ***** give to each other ahh presents like special card, like a bunch of red roses. <u>Do you know what is a bunch? Red roses. A bunch of...red roses A bunch of red roses is a symbol of love. O.k? You understand that? Maira. A bunch of red rose is a symbol of love, so when you love a person from the opposite sex you give a bunch of red roses. You understand that Maira?</u>	Personal specific elicitation		Using ideational function Teaching vocabulary
		<u>ON THE BOARD</u> <u>a bunch of red roses.</u>			
198	M	Yes.			
199	T	You know what is a bunch of red roses?	Personal specific elicitation		Using ideational function
200	M	Yeah.			Teaching vocabulary
201	T	O.k. Have you ever receive a bunch of red roses?	Personal specific elicitation		Using ideational function
202	2	Uhm, (She shakes her head)			
203	T	Never? Mr. Castro. Have you ever given a bunch of red roses to somebody?	Personal specific elicitation		Teaching vocabulary Using ideational function
204	F	Yeah,			
205	T	Yes? Really? O.k. That's the way we celebrate love and friendship day here in Colombia, people have fun, they dance, they drink***** have a lot of <u>beverages like beers</u> , ***** aguardiente, chirrinchi also, churro, we call it churro, right? That's a very famous word at the Universidad de la			Teaching vocabulary Using ideational function

		Guajira, They have a churrroteca, which is the place where people can drink churro and dance, churrroteca, like discotheque, rith? A discotheque with churro, a churrroteca. <u>Is that correct teacher?</u>	Personal specific elicitation		
296	F	Yes.	Responding		answering Using ideational function
207	T	Yes? Well.	Responding		Using ideational function
208	F	In Spanish, Todos saben ir a la churrroteca y les preguntas por una oficina, donde queda dentro de la U y nadie sabe			
209	T	How do you say that in English? All university students from Universidad de la Guajira know where churrroteca is. But if you ask somebody (student) where is ahh.. any office they don't know where it is. But everybody knows where the churrroteca is. <u>O.k. Let's go up to page seventy five.</u> "Have a Good Valentine's Day". <u>O.K. Look at the picture. Look at the picture.</u> Mr. Castro *****you****at the picture. What can you see in the picture?	Personal specific elicitation		Teaching syntax and vocabulary Using instrumental function Using ideational function
210	F	Two people.	Responding		Answering
211	T	Two people.	Responding		Using ideational function
212	F	One woman one man.			Using ideational function
213	T	One woman one man. What else can you see?	Personal specific elicitation		Using ideational function
214	F	Ahhh.			
215	T	You see a window from the store. What can you see through the glass of the window?	Personal specific elicitation		Using ideational function
216	F	Globs	Responding		
217	T	Excuse me.			Tecahing manners
218	F	Globs,	Responding		
219	T	Balloons, balloons.	Responding		Teaching vocabulary
220	F	Yeah, balloons.	Responding		
221	T	Can you see balloons? What else? Well, Maira, give your opinion. Very good, very good Fernando	Evaluating	IRF to reformulate questions	Using ideational function
222	M	(Laughs)	Sociating		
223	T	Maira give your opinion. What else can you see?	Personal specific elicitation	IRF to reformulate questions	Using instrumental function Using ideational function
224	M	Window, everything about Valentine's Day, and the woman and men are talk- talk-	Responding		Using ideational function

		talking, talking?			
225	T	Ahja.		IRF to reformulate questions	
226	M	About what-what are he or she doing this day.			
227	T	O.K. You understand Maria's picture? You understand what Maira says? That in the window of the store they show everything about valentine's day and you can see a***** balloons***** And Maira says that the man and the woman, the man and the woman, in singular, man is singular, woman is singular are talking about how they're going to celebrate Valentine's day. That's what Maira said. O.K? Anything else about the picture? What else can you see in the picture?	General unspecified elicitation	IRF to reformulate questions	Using ideational function
228	K	I see the glass of window and two balloons and a bunch of red roses and bear.	Responding		Answering Describing a place Using ideational function
229	T	Do you see a bunch of red roses?	General unspecified elicitation		Using ideational function
230	K	Yes.	Responding		Answering
231 a	T	Ahja! And a heart, it's a heart. So. Mona and Tyler are talking about ahh...Halloween. AUDIO PROGRAM. Students are reading and listening. <i>Page Seventy five. Conversation. Have a good Valentine's Day. Listen and Practice.</i> <i>Mona: So, Tyler, are you going to do anything special for valentine's day?</i> <i>Tyler: Yeah, I'm going to take my girlfriend out for dinner,</i> <i>Mona. Oh, really? Where are you going to go?</i> <i>Tyler: Laguna's. It's her favorite restaurant.</i> <i>Mona. Oh, she's going to like that!</i> <i>Tyler: How about you? What are you going to do?</i> <i>going to go to a dance.</i> <i>Tyler: Sounds like fun. Well, have a good Valentine's Day.</i> <i>Mona: Thanks, you too.</i>			Using ideational function

231 b	T	<p>O.k. I want you to-to close your books, I want you to close your books, and listen again. Close your books and listen again, pay attention to the intonation: AUDIO PROGRAM. STUDENTS ARE LISTENING. <i>Page Seventy five. Conversation. Have a good Valentine's Day. Listen and Practice.</i> <i>Mona: So, Tyler, are you going to do anything special for valentine's day?</i> <i>Tyler: Yeah, I'm going to take my girlfriend out for dinner</i> <i>Mona. Oh, really? Where are you going to go?</i> <i>Tyler: Laguna's. It's her favorite restaurant.</i> <i>Mona. Oh, she's going to like that!</i> <i>Tyler: How about you? What are you going to do?</i> <i>Mona: Well, I'm not going to go to a restaurant, but I'm going to go to a dance.</i> <i>Tyler: Sounds like fun. Well, have a good Valentine's Day.</i> <i>Mona: Thanks, you too.</i></p>	Directing		<p>Using instrumental function</p> <p>Teaching phonetics</p>
231 c	T	<p><u>How they sound? They sound happy, right?</u> Is that correct? <u>The way they sound, the way they talk. They're both happy about the celebration, right? It sounds happy, and they are happy, they are smiling.</u> Do you see the picture? You forgot to say that, they're smiling. So Tyler, are you going to do anything special for Valentine's Day? <u>Open your books please</u></p>	General unspecified elicitation		<p>Describing a situation</p> <p>Using instrumental function</p>
232	Ss	Ss. Ss. O.k. (Opening the books)			
233	T	<p><u>Listen to me, don't repeat, just listen:</u> So Tyler, are you going to do anything special for Valentine's Day? <u>Check the intonation. Right? That's a yes/no question.</u> Is that correct? So, You have to go rising the tone of your voice at the end of the question, you say: are you going to do anything special for Valentine's Day? Yeah, yeah.. is relax, yes. Yeah. It's a yes/no question and the answer is yes. Yeah, are you going to take, or I'm going to take my girlfriend out for dinner. I'm going to take my girlfriend out for dinner. <u>(The teacher is explaining intonation).</u> In this case "my girlfriend" means "my fiancé". O.k.? <u>That's another word for girlfriend.</u> In this case is "my fiancé". Somebody from the opposite sex, O.K. That's another word for girlfriend. In this case is "my fiancé". That's somebody from the opposite sex, in this case, that they're are going out, or dating. <u>Do you</u></p>	General unspecified elicitation	Information about grammar and use of language	<p>Teaching phonetics</p> <p>Using instrumental function</p> <p>Tecahing vocanulary</p>

		<u>understand that?</u>			
234	Ss.	Yes.	Responding		Answering Using ideational function
235	T	O.k. I'm going to take my girlfriend out for dinner. Oh Really? Where are you going to. That's a different question. <u>And the intonation is different too.</u> Where are you going to?. <u>That's W/h question, it's falling intonation:</u> (READING FROM THE BOOK) Oh, really? Where are you going to go? Laguna's. It's her favorite restaurant. Oh, she's going to like that! How about you? What are you going to do? Well, I'm not going to(Coughs) excuse me, go to a restaurant, but I'm going to go to a dance. Sounds like fun. Well, have a good Valentine's Day. Thanks, you too. <u>I want you to repeat know:</u> So, Tyler, are you going to do anything special for valentine's day?	General unspecified elicitation	Information about grammar and use of language	Teaching phonetics Using instrumental function
236	Ss	So, Tyler, are you going to do anything special for valentine's day?	Repeating		
237	T	<u>Hey, everybody at the same time. Wake up!</u> <u>I want you to repeat know:</u> So, Tyler, are you going to do anything special for valentine's day?	General unspecified elicitation		Using instrumental function
238	Ss	So, Tyler, are you going to do anything special for valentine's day?	Repeating		
239	T	Yeah, I'm going to take my girlfriend out for dinner	General unspecified elicitation		Teaching syntax an phonetics
240	Ss	Yeah, I'm going to take my girlfriend out for dinner	Repeating		
241	T	O.k. <u>The students repeat at the same time:</u> Yeah, I'm going to take my girlfriend out for dinner.	General unspecified elicitation		Teaching syntax an phonetics
242	Ss	Yeah, I'm going to take my girlfriend out for dinner.	Repeating		
243	T	Oh, really?	General unspecified elicitation		
244	M	Oh really?	Repeating		
245	T	<u>Come on, repeat:</u> Oh really?	General unspecified elicitation		Using instrumental function
246	Ss	Oh really?	Repeating		
247	T	Where are you going to do.	General unspecified elicitation		Teaching syntax an phonetics
248	Ss	Where are you going to do.	Repeating		

249	T	Excuse me. Where are you going to go?	General unspecified elicitation		Teaching syntax an phonetics
250	Ss	Where are you going to go?	Repeating		
251	T	Laguna's. It's her favorite restaurant.	General unspecified elicitation		
252	Ss	Laguna's. It's her favorite restaurant.	Repeating		
253	T	Say: Laguna's. It's her favorite restaurant.	General unspecified elicitation		Using instrumental function
254	Ss	Laguna's. It's her favorite restaurant.	Repeating		
255	T	Oh, she's going to like that!	General unspecified elicitation		Teaching syntax an phonetics
256	Ss	Oh, she's going to like that	Repeating		
257	T	How about you?	General unspecified elicitation		
258	Ss	How about you?	Repeating		
259	T	What are you going to do?	General unspecified elicitation		Teaching syntax an phonetics
260	Ss	What are you going to do?	Repeating		
261	T	Well, I'm not going to go to a restaurant, but I'm going to go to a dance.	General unspecified elicitation		Teaching syntax an phonetics
262	Ss	Well, I'm not going to go to a restaurant, but I'm going to go to a dance.	Repeating		
263	T	Well, I'm not going to go to a restaurant, but I'm going to go to a dance.	General unspecified elicitation		Teaching syntax an phonetics
264	Ss	Well, I'm not going to go to a restaurant, but I'm going to go to a dance.	Repeating		
265	T	Sounds like fun.	General unspecified elicitation		
266	Ss	Sounds like fun.	Repeating		
267	T	Well, have a good Valentine's Day.	General unspecified elicitation		
268	Ss	Well, have a good Valentine's Day.	Repeating		
269	T	Thanks, you too	General unspecified elicitation		
270	Ss	Thanks, you too.	Repeating		
271	T	Well... I'm...not...going to go..			Teaching phonetics
272	F	Going to go			Teaching phonetics

273	M	¿Por qué dice goanna?			
274	F	*****is goanna.			Teaching phonetics
275	T	Goanna is contraction of going to Maira that's why you have to come to class every day. Page seventy four. Reduction of going <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>ON THE BOARD: "Well I'm not going to go to a restaurant, but I'm going to dance</p> </div> to "goanna". O.k?	General unspecific elicitation	Information about grammar and use of language	Teaching phonetics Using regulatory function
276	M	Yes.	Responding		Answering
277	T	<u>Listen, if you don't come to class you have to call Keshia</u> or*****what***** class in order for you to practice. O.K. Well, I'm not <u>goanna go to a restaurant</u> . Well, <u>I'm not goanna go to a restaurant</u> but I, but I.			Teaching phonetics Using regulatory function and ideational function
278	F	But I.			
279	T	But I...			Scaffolding students oral production
280	M	Going to go to a dance.			
281	T	(UNDERLYING KEY WORDS ON THE BOARD <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>ON THE BOARD "Well I'm not <u>going to go</u> to a restaurant, but <u>I'm going to dance</u></p> </div> O.K. ***** <u>Check here the board</u> . You reduce going to to goanna ***** I'm goanna go to the dance. <u>Reduce going to to goanna and put together here this... goanna +++ this here and this T sounds like and R you say "but I'm goanna go to the movies"</u> . Well, I'm not goanna go to a restaurant but I'm goanna go to a dance. <u>Repeat that everybody at the same time say</u> : Well, I'm not goanna go to a restaurant but I'm goanna go to a dance.		Information about grammar and use of language	Teaching phonetics Using instrumental function
282	Ss	Well, I'm not goanna go to a restaurant but I'm goanna go to a dance.	Repeating		
283	T	O.k. Let's do it again: Well, I'm not <u>goanna go</u> to a restaurant but <u>I'm goanna go</u> to a dance.	Evaluating		Teaching phonetics and syntax Using instrumental function
284	Ss	Well, I'm not goanna go to a restaurant but I'm goanna go to a dance.	Repeating		
285	T	<u>O.K. That's good</u> . So, I'm Mona, you are Tyler, so answer when Tyler:	Evaluating Directing		Teaching phonetics and syntax

286	T	So, Tyler, are you going to do anything special for valentine's day?	General unspecified elicitation		Teaching phonetics and syntax
287	Ss	Yeah, I'm going to take my girlfriend out for Dinner.	Responding		
288	T	Oh, really? Where are you going to go?	General unspecified elicitation		Teaching phonetics and syntax
289	Ss	Laguna's. It's her favorite restaurant.	Responding		
290	T	Oh, she's going to like that!	General unspecified elicitation		Teaching phonetics and syntax
291	Ss	How about you? What are you going to do?	Responding		
292	T	Well, I'm not going to go to a restaurant, but I'm going to go to a dance.	General unspecified elicitation		Teaching phonetics and syntax
293	Ss	Sounds like fun. Well, have a good Valentine's Day.	Responding		
294	T	Thanks, you too. Now you are Mona and I'm Tyler, let's start. Begging!	Directing		Teaching phonetics and syntax Using instrumental function
295	Ss	So, Tyler, are you going to do anything special for Valentine's Day?	Eliciting		
296	T	Yeah, I'm going to take my girlfriend out for Dinner.	Responding		Teaching phonetics and syntax
297	Ss	Oh, really? Where are you going to go?	Eliciting		
298	T	Laguna's. It's her favorite restaurant.	Responding		Teaching phonetics and syntax
299	Ss	Oh, she's going to like that!	Eliciting		
300	T	How about you? What are you going to do?	Responding		Teaching phonetics and syntax
301	Ss	Well, I'm not going to go to a restaurant, but I'm going to go to a dance.	Eliciting		
302	T	Sounds like fun. Well, have a good Valentine's Day.	Responding		Teaching phonetics and syntax
303	Ss	Thanks, you too.	Eliciting		
304	T	<u>Ok. Close your books</u> , close your books and repeat after me. O.k. Listen and repeat:	Responding		Using instrumental function
305	Ss	So, Tyler, are you going to do anything special for Valentine's Day?	Eliciting		
306	Ss	So. Tyler are you... (laughs).			
307	T	<u>Let's do it again. Come on, wake up! Wake up! Wake up!</u> So, Tyler, are you going to do anything special for Valentine's Day?	General unspecified elicitation		Using instrumental function
308	Ss	So, Tyler, are you going to do anything special for Valentine's Day?	Repeating		
309	T	Yeah, I'm going to take my girlfriend out for Dinner.	General unspecified elicitation		Teaching phonetics and syntax
310	Ss	Yeah, I'm goanna take. (Students cannot	Repeating		

		coordinate their speech).			
311	T	O.k. <u>Listen, listen</u> : Yeah, I'm goanna take my girlfriend out for dinner	General unspecified elicitation		Using instrumental function. Teaching phonetics and syntax
312	Ss	Yeah, I'm goanna take my girlfriend out for dinner	Repeating		
313	T	Oh Really?	General unspecified elicitation		Teaching phonetics
314	M	Really?	Repeating		
315	T	<u>repeat</u> . Oh really?	General unspecified elicitation		Using instrumental function
316	Ss	Oh really?	Repeating		
317	T	Where are you goanna go?	General unspecified elicitation		Teaching phonetics and syntax
318	Ss	Where are you goanna go?	Repeating		
319	T	Laguna's. It's her favorite restaurant.	General unspecified elicitation		Teaching phonetics and syntax
320	Ss	Laguna's. It's her favorite restaurant.	Repeating		
321	T	Oh, she's going to like that!	General unspecified elicitation		Teaching phonetics and syntax
322	Ss	Oh, she's going to like that!	Repeating		
323	T	How about you? What are you goanna do?	General unspecified elicitation		Teaching phonetics and syntax
324	Ss	How about you? What are you goanna do?	Repeating		
325	T	Well, I'm not goanna go to a restaurant, but I'm goanna go to a dance.	General unspecified elicitation		Teaching phonetics and syntax
326	Ss	Well, I'm not goanna go to a restaurant, but I'm goanna go to a dance.	Repeating		
327	T	Sounds like fun.	General unspecified elicitation		Teaching phonetics and vocabulary
328	Ss	Sounds like fun	Repeating		
329	T	Well, have a good Valentine's Day.	General unspecified elicitation		
330	Ss	Well, have a good Valentine's Day.	Repeating		Teaching phonetics and vocabulary
331	T	Thanks, you too. .	General unspecified elicitation	IRF as repetition to increase confidence	
332	Ss	Thanks, you too.	Repeating		

333	T	<u>Let's do it again. Good job. Let's do it again. Stand up, Stand Up. Up. Wake up Good. So. So, Tyler, are you going to do anything special for Valentine's Day. 334M. So..</u>	Evaluating	IRF as repetition to increase confidence	Using instrumental function
335	K	So...(laughs)			
336	F	So Tyler, are you..			
337	T	<u>Let's do it again.</u> So, Tyler, are you going to do anything special for Valentine's Day	General unspecified elicitation	IRF as repetition to increase confidence	Using instrumental function Teaching phonetics and vocabulary
338	Ss	So, Tyler, are you going to do anything special for Valentine's Day	Repeating		
339	T	Yeah, I'm going to take my girlfriend out for Dinner.	General unspecified elicitation		Teaching phonetics and syntax
340	Ss	Yeah, I'm goanna take my girlfriend out for dinner	Repeating		
341	T	Oh Really? Where are you goanna go?	General unspecified elicitation		Teaching phonetics and syntax
342	M	Oh Really? Where are you goanna go?	Repeating		
343	T	Laguna's. It's her favorite restaurant.	General unspecified elicitation		Teaching phonetics and syntax
344	Ss	Laguna's. It's her favorite restaurant.	Repeating		
345	T	Oh, she's going to like that!	General unspecified elicitation		Teaching phonetics and syntax
346	Ss	Oh, she's going to like that!	Repeating		
347	T	How about you? What are you goanna do?	General unspecified elicitation		Teaching phonetics and syntax
348	Ss	How about you? What are you goanna do?	Repeating		
349	T	How about you? What are you goanna do?	General unspecified elicitation		Teaching phonetics and syntax
350	Ss	How about you? What are you goanna do?	Repeating		
351	T	Well, I'm not goanna go to a restaurant, but I'm goanna go to a dance.	General unspecified elicitation		Teaching phonetics and syntax
352	Ss	Well, I'm not goanna go... (students get confused)	Repeating		
353	T	Well, I'm not goanna go to a restaurant, but I'm goanna go to a dance.	General unspecified elicitation		Teaching phonetics and syntax
354	Ss	Well, I'm not goanna go to a restaurant, but I'm goanna go to a dance. Very Good. Sound like fun.	Repeating		
355	T	Sounds like fun.	General unspecified elicitation		Teaching phonetics vocabulary

356	Ss	Sounds like fun	Repeating				
357	T	Well, have a good Valentine's Day.	General unspecified elicitation		Teaching phonetics and vocabulary		
358	Ss	Well, have a good Valentine's Day.	Repeating				
359	T	Thanks, you too.	General unspecified elicitation	IRF as repetition to increase confidence	Teaching phonetics and vocabulary		
360	Ss	Thanks, you too.	Repeating				
361 a	T	<u>O.k. Very good. You did it very good.</u> Now practice in groups of two. Listen, you have to play Mona and Tyler (7:37) (TWO GROUPS ARE FORMED) STUDENTS PLAY THE ROLES SITTING AND READING FROM THE BOOKS. PARTNERS ARE CHANGED THREE TIMES: T with M F with K <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>T—M</td></tr><tr><td>F—K</td></tr></table>	T—M	F—K	Evaluating	IRF as repetition to increase confidence	Using instrumental function
T—M							
F—K							
361 b	T	Are you finish?					
362	Ss	Yes.	Responding		Answering		
363 a	T	Now Maira work with Fernando. T with K F with M. <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>T—K</td></tr><tr><td>F--M</td></tr></table>	T—K	F--M	Directing		Using instrumental function
T—K							
F--M							
363 b	T	Maria and Keshia work together, Fernando you practice with me. F with T M with K <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>F—T</td></tr><tr><td>M—K</td></tr></table>	F—T	M—K	Directing		Using instrumental questions
F—T							
M—K							
363 c	T	Listen. Sounds like fun. Sounds like fun. O.K. I need two volunteers to dramatize the situation in front of the class with no books	Directing		Using instrumental function Using ideational function		
364	K	Maira.					
365	M	Yo?			Asking a question in L1		
366	T	Are you ready Maira?	Persona specific elicitation		Using ideational function Asking questions		
367	M	No.					

368	T	<u>Fernando and Keshia, are you ready?</u> Hey you can do it! <u>Remember the situation.</u> Remember the situation. (FERNANDO AND KESHIA STANDING IN FRONT OF THE CLASSROOM WITH NO BOOKS)			Using ideational function Asking questions
369	K	So Tyler. Are you goanna do anything special for Valentine's Day?	Responding		
370	F	Yeah, I'm goanna, I'm goanna go...evening..(laughs)I'm goanna take my girlfriend,	Responding		
371	F	I goanna take my girlfriend, ehh, out for dinner. (At the same time Maira says: girlfriend out for dinner").	Responding		Teaching phonetics Using instrumental function
372	K	Oh really? Where are you goanna go?	Responding		
373	F	Eh... Laguna's is her-her preferred restaurant, it mean, favorite restaurant.	Responding		
374	K	Oh, she's goanna like that.	Responding		
375	F	*****are you.. Ehh, where are you goanna?	Responding		
376	T	What are you goanna do?			Correcting pronunciation
377	K	Well, I'm not goanna go to a restaurant but I'm goanna go to a dance.	Responding		
378	F	Sounds.. eh...	Responding		
379	T	Like fun.			Correcting pronunciation
380	F	Ahh?	Responding		
381	T	Sound's like fun	Responding		
382	F	like ah. Have a good valentine's day.	Responding		
383	K	Thank you, you too.	Responding		
384 a	T	Thanks, you too. Very good. Maira, would you do it? Can you do it with me? (TEACHER AND MAIRA PLAYING THE ROLES, STANDING IN FRONT OF THE CLASS WITH NO BOOKS)	Evaluating		Correcting pronunciation Using manners
384 b	T	Let's play it.			Using instrumental function
385	M	Yo no se.... So Tyler. Are you goanna go to... do anything special for Valentine's Day?	Responding		
386	T	Yeah, I'm goanna take my girlfriend out for dinner.	Personal specific elicitation Responding		Teaching phonetics and syntax
387	M	Oh, really? Where are you going... goanna do?	Responding		
388	T	Goanna go. Laguna's is her favorite restaurant.	Responding Personal specific elicitation		Teaching phonetics and syntax Correcting pronunciation

389	K	Oh , she's going like that. (Whispering)	Responding		
390	M	Oh, she's going, she's going like that	Responding		
391	T	What about you? What are you goanna do?	Personal specific elicitation		Teaching phonetics and syntax
392	M	I...well... I no...no 'pérate... I'm not goanna go to a restaurant but I'm goanna go to a dance.			
393	T	Sounds like fun. Have a good valentine's day.	Personal specific elicitation		Teaching phonetics and vocabulary
394	M	Thanks, you too.	Responding		
395	T	(EVERYBODY SITTING, TEACHER STANDING) <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>ON THE BOARD W/h question. be going to. in + be + subject + going to + plus verb + complement.</p> </div> <p>Very good, very simple. Muy bien! Grammar focus. O.k.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>ON THE BOARD What are you going to do plus valentine's day.</p> </div> <p>Grammar focus. <u>We're goanna practice W/H question with "be" ah "be going to"</u> In this case the formula is the same, interrogative word which is "who, where, how, what", plus interrogative word plus Be plus the subject plus going to plus the verb. Ok, that's the formula, o.k.? What...what...are you... going...to...do...for...Valentine's Day? Interrogative mark. Yeah. Ahh. <u>Interrogative word, the verb be, the subject, going to, the verb, plus complement... plus complement. Do you see? Yeah? The form of be depends on the subject. They say: "What are you going to do for Valentine's Day? Or what is Maira going to do for Valentine's Day. ***** The verb be is "is" because Maira is the third person singular. O.k. What is: What is Maira going to do for Valentine's Day?</u></p>	Evaluating	Giving Information about grammar and use of language	Using ideational function

		<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>ON THE BOARD Going to a restaurant with my girlfriend.</p> </div> <p>mhjuh? Remember, “What” asks for <u>specific information, you say: what is Maira going to do for Valentine’s Day. You’re asking for specific information. What...going to restaurant, going to a restaurant with my girlfriend</u></p> <p><u>That’s the specific information the word “what” is asking for. What are you going to do for Valentine’s Day? Going to a restaurant with my girlfriend. That’s very specific. Another example could be: where...is...Keshia...going...to...celebrate ... where is Keshia going to celebrate ahh...new year’s Day? The question mark. That’s another example. Where is Keshia going to celebrate a new year’s*****. Interrogative word. Verb be (is), ahh subject (Keshia), going to (the same), verb (celebrate), New Year’s Day is the complement. You understand?</u></p>			Asking a question
396	Ss	Yes.	Responding		Answering
397	T	<u>And the interrogative word “where” asks for specific information. What place Barranquilla! O.k? Barranquilla Where is Keshia going to celebrate New Year’s Day? Barranquilla. Where is asking for this specific information. Do you understand??</u>	e	Giving Information about grammar and use of language	Using ideational function Asking a question
398	K	Yeah.	Responding		answering
399	M	O.k.	Responding		answering

400	T	Maira, <u>Castro and... yes?</u> . Well. <u>Let's listen</u> the C.D. Listen. (7:51)(AUDIO PROGRAM) Page 75. Grammar focus W/h questions with "be going to". <i>What are you goanna do for Valentine's Day? I goanna go to a dance, I'm not goanna go to a restaurant.</i> <i>Where are you goanna go?</i> <i>We're goanna go to Laguna's. We're not goanna stay home.</i> <i>How are you goanna get there?</i> <i>We're goanna drive. We're not goanna take a bus.</i> <i>Who's goanna be there?</i> <i>My friend are goanna be there, My sister isn't goanna be there.</i>			Using instrumental question Asking a question to check student's understanding
401	T	<u>Ok. So repeat after me.</u> What are you goanna to do for Valentine's Day?	Evaluating General unspecific elicitation		Using instrumental question Teaching phonetics and syntax
402	Ss	What are you goanna..	Repeating		
403	T	<u>Come on everybody repeat...</u> What are you goanna to do/ what are you goanna do for Valentine's Day	Evaluating General unspecific elicitation		Using instrumental question Teaching phonetics and syntax
404	Ss	What are you goanna do for Valentine's Day.	Repeating		
405	T	Where is Keshia going to celebrate new year's day?	Evaluating General unspecific elicitation		Using instrumental question Teaching phonetic, syntax and vocabulary
406	Ss	Where is Keshia going to celebrate new year's day?	Repeating		
407	T	<u>Let's repeat this example from the book.</u> What are you goanna do for valentine's day?	Evaluating General unspecific elicitation		Using instrumental question Teaching phonetics and syntax
408	Ss	What are you goanna do for...	Repeating		
409	T	<u>Come on repeat:</u> what are you goanna go.-.. excuse me! <i>Ahh what are you goanna do for Valentine's Day?</i>	Evaluating General unspecific elicitation		Using instrumental question Teaching phonetics and syntax
410	Ss	<i>What are you goanna do for Valentine's Day?</i>	Repeating		
411	T	<i>I'm goanna go to a dance.</i>	General unspecific elicitation		Teaching phonetics and syntax
412	Ss	<i>I'm goanna go to a dance.</i>	Repeating		

413	T	<i>I'm not goanna go to a restaurant.</i>	General unspecific elicitation		Teaching phonetics and syntax
414	S.	<i>I'm not goanna go to a restaurant.</i>	Repeating		
415	T	<i>Where are you going to go?</i>	General unspecific elicitation		Teaching phonetics and syntax
416	Ss	<i>Where are you goanna go'</i>	Repeating		
417	T	<i><u>O.k.</u> Where are you goanna go?</i>	evaluating Evaluating General unspecific elicitation		Teaching phonetics and syntax
418	Ss	<i>Where are you goanna go?</i>	Repeating		
419	T	<i>We're goanna go to Laguna's.</i>	General unspecific elicitation		Teaching phonetics and syntax
420	Ss	<i>We're goanna go to Laguna's.</i>	Repeating		
421	T	<i>Were not goanna stay home.</i>	General unspecific elicitation		Teaching phonetics and syntax
422	SS	<i>Were not goanna stay home.</i>	Repeating		
423	T	<i>Were not goanna stay home.</i>	General unspecific elicitation		Teaching phonetics and syntax
424	Ss.	<i>We're not goanna stay home.</i>	Repeating		
425	T	<i>How are you going to get there?</i>	General unspecific elicitation		Teaching phonetics and syntax
426	Ss	<i>How are you goanna get there.</i>	Repeating		
427	T	<i><u>O.K.</u> How era you goanna get there?</i>	Evaluating General unspecific elicitation		Teaching phonetics and syntax
428	Ss	<i>How are you goanna get there?</i>	Repeating		
429	T	<i>We're goanna drive.</i>	General unspecific elicitation		Teaching phonetics and syntax
430	Ss	<i>We're goanna drive,</i>	Repeating		
431	T	<i>We're not goanna take a bus.</i>	General unspecific elicitation		Teaching phonetics and syntax
432	Ss	<i>We're not goanna take a bus.</i>	Repeating		
433	T	<i>Who's going to be there?</i>	General unspecific elicitation		Teaching phonetics and syntax

434	Ss	<i>Who's goanna be there?</i>	Repeating		
435	T	O.k. <i>Who's goanna be there?</i>	Evaluating General unspecific elicitation		Teaching phonetics and syntax
436	Ss	<i>Who's goanna be there?</i>	Repeating		
437	T	<i>My friends are goanna be there.</i>	General unspecific elicitation		Teaching phonetics and syntax
438	Ss	<i>My friends are goanna be there?</i>	Repeating		
439	T	<i>My sister isn't goanna be there.</i>	General unspecific elicitation		Teaching phonetics and syntax
440	Ss	<i>My sister isn't goanna be there</i>	Repeating		
441 a	T	(STUDENTS WORKING ON THE BOOKS FOR TWO MINUTES). Well, you can finish this exercise at home. (CLASS FINISHES) (7:57).	Presenting an exercise		Using instrumental questions

PA= PARTICIPANT

Learning objectives. Months and days. Talk about classmate's birthdays.

10.1.5. Class Observation 5

Date. November the 17th

Time: 7:31

Level 1

Class duration: 40 minutes.

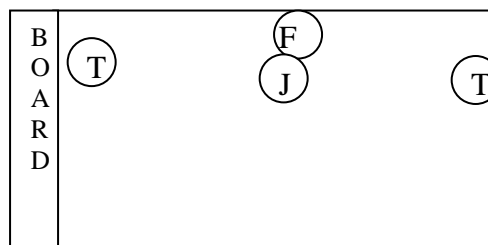
TU= turn

PA= PARTICIPANT

Name of school: ELI

Observer: Moisés Ibarra

CLASSROOM SETTING



TU.	PA.	PARTICIPATION	CATEGORIES		
			Moves Malamah-Thomas (1987)	Transactions and IRF Van Lier (1996)	L competence and functions (Bachman 1999)
1	T	<p>AUDIO PROGRAM</p> <p><i>Page Seventy five. Conversation. Have a good Valentine's Day. Listen and Practice.</i></p> <p><i>Mona: So, Tyler, are you going to do anything special for valentine's day?</i></p> <p><i>Tyler: Yeah, I'm going to take my girlfriend out for dinner,</i></p> <p><i>Mona. Oh, really? Where are you goanna go?</i></p> <p><i>Tyler: Laguna's. It's her favorite restaurant.</i></p> <p><i>Mona. Oh, she's going to like that!</i></p> <p><i>Tyler: How about you? What are you going to do?</i></p> <p><i>Mona: Well, I'm not going to go to a restaurant, but I'm going to go to a dance.</i></p> <p><i>Tyler: Sounds like fun. Well, have a good Valentine's Day.</i></p> <p><i>Mona: Thanks, you too.</i></p> <p>O.k that was a conversation. Yesterday... did you practice with your...?</p>	Presenting		Using ideational function
2	M	Yeah.	responding		
3a	T	<p>Yes? <u>O.K. Look at the grammar focus box.</u></p> <p>W/h question +++ "be going to". O.k, the structure of the w/h question: w/ question right? Plus... be, plus subject, plus going to...going to, plus verb. O.k.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>ON THE BOARD W/h question + be +sub + going to + verb.</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>ON THE BOARD Who + be + going to? Who is going to be there?</p> </div> <p>The first three questions, "what are you going to for Valentine's day". O.k. The other one is "Where are you going to go" "Where are you going to go".</p>		Inf. About grammar and use of language	Using ideational function Teaching syntax

		<p><i>Page 75. Grammar focus W/h questions with “be going to”.</i></p> <p><i>What are you goanna do for Valentine’s Day? I’m goanna go to a dance, I’m not goanna go to a restaurant.</i></p> <p><i>Where are you goanna go?</i></p> <p><i>We’re goanna go to Laguna’s.</i></p> <p><i>We’re not goanna stay home.</i></p> <p><i>How are you goanna get there?</i></p> <p><i>We’re goanna drive. We’re not goanna take a bus.</i></p> <p><i>Who’s goanna be there?</i></p> <p><i>My friend are goanna be there, my sister isn’t goanna be there</i></p> <p>Time expressions</p> <p>Tonight, tomorrow, tomorrow night, next week, next month, next summer.</p>			
3b	T	<p>O.k. Most of the times we use this time expression, we use *** cause is future, next, tonight if we are talking in the morning we say tonight, it’s something that is going to have place in the future, not immediately. Tomorrow. O.k. Tomorrow night, next week, next month, next summer. Those are time expressions that we use, ahh...usually with, ahh.. tense going to, because they something that we are planning to do in the future. Ahh, let’s do exercise A, <u>“Complete this conversation with the correct form of be going to. Then practice with a partner”</u>. O.k. the first one is already done: “what are you going to do for Halloween”. Anybody knows what’s Halloween? When is Halloween?</p>	Presenting	Inf. About grammar and use of language	<p>Teaching vocabulary</p> <p>Using ideational function</p> <p>Teaching syntax</p> <p>Using instrumental function</p>
4	F	October 31	responding		answering Using ideational function
5	T	October 31. What do people do in Halloween? What do they celebrate?	Eliciting questioning		Using ideational function
6	F	Día de las brujas.			Using ideational function

7	T	What do you do in Halloween Maira?	Eliciting questioning	IRF as expression in participation orientation	Using ideational function
8	M	Nothing.	Responding		answering
9	T	Nothing. Very good. It's much better. (laughs)	Evaluating Responding	IRF as expression in participation orientation	
10	F	Yeah!	responding		Using ideational function
11	T	So.. usually, ahmm			Using ideational function
12	M	They ***** children	Responding		Using ideational function
13	T	Children,			Using ideational function
14	M	and pudding	Responding		Using ideational function
15	T	and wear...			
16	M	wear...	Responding		Using ideational function
17	T	They wear customs and ask for candies			Using ideational function
18	M	Yeah.	responding		Using ideational function
19	T	They knock at the doors			Using ideational function
20	F	May I speak en español?	Responding		Using ideational function
21	T	Yes, si.	Responding		answering
22	F	Halloween es día de brujas.			
23	T	No, that's not the, the... Halloween has nothing to do with día de brujas.			Using ideational function
24	F	No día de brujas como tal sino...			
25	T	No, no, yeah, yeah, we know that it is not the children day, because Hallo is a, is a, is a, the expression hallo is como...How do you say ahh, ahh, el padre nuestro en español Maira..-	Eliciting questioning		Using ideational function
26	M	Santificado sea tu nombre...			
27	T	Exacto, santificado, it's more or less the context de "Hallo" . So, it has nothing to			Using ideational function

		do with brujas or things like that.			
28	F	¿Qué significa Halloween?	Eliciting. Questioning in L2.		
29	M	Y ween es bruja.			
30	T	No. No, no, no “ween” has to do with “eve”, o.k.? Eve.	ON THE BOARD Eve	Responding	answering Using ideational function Teaching vocabulary
31	M	Ahhh			
32	T	It's a compound word. In North America “eve”... <u>you say “Christmas eve”</u> . New Year's eve. It's a night before Christmas. O.k. We celebrate here for example, December 24 th . December 24 night, we celebrate... la noche anterior al venticinco, so Christmas eve, is, o.k. ***** the noun before, and new years is on December 24 th , O.k. hallo, Hallo is on October 24, the next day is dia de los Santos, is Hallo, O.k. La noche esta celebraban era esto, inicialmente, despues eso se transformó en otra cosa que no vamos a entrar aqui a discutir..			Teaching vocabulary Using ideational function
33	F	(Laughs)	Responding Sociating		
34	T	So it has not to do with this. Ok? Hallo and ***** eve, era la noche anterior al día de los santos. O.k. Anyway. Let's continue with that, <u>let's try to do the exercise. Complete the conversation with the correct form of be going to, let's practice with a partner. Now let's see if it's correct.</u> The first one, “ <u>What are you going to do for Halloween?</u> ”	Eliciting questioning	IRF as expression in a participation orientation	Using ideational function Using instrumental function
35	F	I'm not goanna do anything special. O.k. Let me try something : I'm not goanna do anything special	responding	IRF as expression in a participation orientation	Answering Using ideational function
37	T	Ok. I don't like to, O.k. this is right. You don't have to say goanna. <u>The other one</u> _____ please. Maira.	Eliciting	IRF as expression in a participation	Teaching phonetics Using instrumental function

				orientation	
38	M	(Reading from the book): "Well, Pat and I are going to have a party. Can you come?"	Responding		Using heuristic function
39	T	"Sure". Continue Mr. Martinez.	Responding		Using instrumental function Using instrumental function
40	J	Where are you going to have the party?	Eliciting		Using heuristic function
41	T	Where..	Responding		
42	M	Where are you going***** (Ss asks question)	Eliciting		Using heuristic function
43	T	no, no, no, that's the one..	responding		
44	J	Ahh, ya, ya.			
45	T	Sure	Responding		
46	J	Where are you going to have the party?	Eliciting		Using heuristic function
47	T	Continue	Eliciting		Using instrumental function
48	M	It's... Pat's house.	Responding		
49	T	It's going to be at Pat's house. Right? The other one Fernando.	Responding		Teaching syntax Using instrumental function
50	F	"What time is the party going, going to, to start?What time..."	Eliciting		
51	M	is the party going to start.	Eliciting		
52	T	and F. "What time is the party going to start?" "What time is the party going to start?" Maira.	Eliciting		Using heuristic function
53	M	At six p.m. And it's going, and it's going to end around midnight.	Responding		Using heuristic function
54	T	Around midnight?	Eliciting		
55	M	Around midnight.	responding		Using heuristic function
56	T	Mr...(Reading from the book) "Who are you going to invite?"	Eliciting		Using heuristic function
57	J	I...***** the question			
58	M	We are going to ask for all our good friends.	Responding		Using heuristic function
59	T	we are going to ask for our good friends.	Responding		Using heuristic function Correcting grammar or pronunciation
60	F	***** la contraccion we're verdad?			
61	T	We are, we are going.	Responding		Teaching syntax
62	F	Ajah.			
63a	T	O.K. We are going to ask for our good friends. <i>GROUP WORK. 7:48</i>			Using heuristic function
63b	T	O.k Let's practice with... You practice with Mr. Martinez (Talking to F) I'm		Information about	Using instrumental function

		going to practice with Maira. I'm not going to, I'm not going... The negative part is after the verb to be. I'm not going to do anything special, and plus ***** and not, subject plus the verb to be. I'm not... I'm not going to do anything special. (SITTING IN GROUPS OF TWO). M-T (READING FROM THE BOOK)		grammar and use of language	
63c	T	O.k. Maira. What are we going to do for Halloween Maira?	Eliciting questioning		Using heuristic function
64	M	I don't know (wrong pronunciation of know)			
65	T	I don't know (Correcting pronunciation)			Correcting phonetics Teaching syntax
66	M	I'm not going to do anything special	responding		Using heuristic function
67	T	Well, I am going to have a party, can you come?	Eliciting questioning		Using heuristic function Teaching syntax
68	M	Sure, Where are you going to have the party?	Responding Eliciting questioning		Using heuristic function
69	T	It's going to be at Pat's house.	Responding		Using heuristic function Teaching syntax
70	M	What time is the party going to start?	Eliciting questioning		Using heuristic function
71	T	At six. And it's going to end up around midnight.	Responding		Using heuristic function. Teaching syntax
72	M	Who are you going to invite?	Eliciting questioning		
73-74	T	We are going to ask all our good friends. O.k. Maira. What are we going to do for Halloween Maira?	Responding Eliciting questioning		Using heuristic function. Teaching syntax
75	M	I don't know (wrong pronunciation of know)			
76	T	I don't know (Correcting pronunciation) I'm not going to do anything special			Correcting phonetics Teaching syntax
78	M	Well, I am going to have a party, can you come?	Responding Eliciting questioning		Using heuristic function
79	T	Sure, Where are you going to have the party?	Responding Eliciting questioning		Using heuristic function. Teaching syntax
80	M	It's going to be at Pat's house.	responding		Using heuristics function
81	T	What time is the party going to start?	Responding Eliciting		Using heuristic function. Teaching

			questioning		syntax
82	M	At six. And it's going to end up around midnight.	responding		Using heuristics function
83	T	Who are you going to invite?	Responding Eliciting questioning		Using heuristic function. Teaching syntax
84	M	We are going to ask all our good friends.	responding		Using heuristics function
		NORMAL CONVERSATION			
85	T	Ok Maira. What are you going to do on your vacations?	Eliciting questioning		Using ideational function
86	M	I am going to travel in vacation.	responding		Answering Using ideational function
87	T	You are going to Barranquilla City. What are you going to do in your graduation Maira?	Eliciting questioning		Using ideational function
89	M	I'm going to do a party with my friends, and I am going to, to to..... enjoy.	Responding		Answering Using ideational function
90	T	Who is going to be there?	Eliciting questioning		Using ideational function
91	M	My family, my friends, my good friends, my best friends and all the person of my, of my school.	Responding		Using ideational function
92	T	Your classmates.			Teaching vocabulary Using ideational function
93	M	Yes.	Responding		Using ideational function
94	T	Very good! Where are you going to be tonight?	Evaluating		
95	M	all my friends are going to my best friend's house, continue... (laughs)	Responding		Using ideational function
96	T	And who is your best friend?			Using ideational function
97	M	Laughs	Sociating		
98	T	Who is your best friend?	Eliciting questioning		Using ideational function
99	M	(Laughs)	Sociating responding		
100	T	It's a boy or is a girl?	Eliciting questioning		Using ideational function
101	M	Yeah, it's a boy.	Responding		answering Using ideational function
102	T	Is your best friend or boyfriend?	Eliciting questioning		Using ideational function
103	M	No! (Laughs) My best friend.	Responding		answering Using ideational function
104	T	Yeah, but ***** your best friend then.	Eliciting questioning		Using ideational function
105	M	No!	Responding		answering Using ideational function
106	T	Carlos Mario?	Eliciting		Using ideational

			questioning		function
107	M	No! (Lauhgs)	Responding		answering Using ideational function
108	T	When is your graduation day? When?	Eliciting questioning		Using ideational function
109	M	On, on first, first December.	Responding		answering Using ideational function
110	T	December the first. And.. ***** is going to be there?	Eliciting questioning		Correcting syntax Using ideational function
111	M	yeah!	Responding		answering Using ideational function
112	T	Yeah.	Responding		Using ideational function
113	M	Yea, she is arrive, next...			Answering Using ideational function
114	T	She will arrive	responding		Teaching and correcting grammar
115	M	She will arrive next weekend.	Responding		Correcting syntax Using ideational function
116	T	she is going to arrive	Responding		Teaching and correcting grammar
117	M	She is going to arrive.	Responding		
118	T	She's going to arrive, she will arrive	Responding		Teaching and correcting syntax
119	M	Next Sunday.	Responding		Using ideational function
120	T	ahh. What are you going to study?	Eliciting questioning		Using ideational function
121	M	ahh.	Responding		Using ideational function
122	T	(Talking to J and F) O.k. you can start conversation over there.	Directing		Using instrumental function Using ideational function
123	M	I'm going to be a lawyer.	Responding		Answering Using ideational function
124	T	You are going to be a lawyer! In what university?	Eliciting questioning		Using ideational function
125	M	I don't know but, next I will arrive of my ***** I'm going to... to do	Responding		Answering Using ideational function
126	T	Ahja, you are going to, to get to the... to be a How do you say? O.K.	Eliciting questioning		Using ideational function
127	M	Yeah	Responding		Using ideational function
128	T	O.k.	Responding		Using ideational function
129	M	I, I... I like to study in Barranquilla.			Using ideational function
130	T	In Barranquilla. What about your mother's plans to send you to United States? What are ***** goanna be with you?	Responding Eliciting questioning		Using ideational function

131	M	¿Cómo?	Responding eliciting in L1		Answering
132	T	What are your mother's time..?	Eliciting questioning		Using ideational function
133	M	ahh, yes	Responding		Answering Using ideational function
134	T	Is already, when are you going to the United States?	Eliciting questioning		Using ideational function
135	M	Now I don't know, but my mother is...***** final, that of December.	Responding		Answering
136	T	<u>Your mother is going to make the final decision</u> on December. And what is the option, Boston? Canada? How many months are you going to be there?	Eliciting questioning		Using ideational function Correcting and teaching syntax
137	M	Two, two, two or, or three months	Responding		Answering Using ideational function
138	T	You have your decision about that?	Eliciting questioning	IRF as expression in participation orientation	Using ideational function
139	M	Yeah.	Responding		Answering Using ideational function
140	T	Very good, excellent. Very good. Ahh, O.k... Let me see what happens to you, You got to go home?	Evaluating Eliciting questioning	IRF as expression in participation orientation	Using ideational function
141	M	(laughs). O.k. I've got to go home.	Sociating. Responding		Answering Using ideational function
142	T	Ohh, that's terrible. Now, Mr. Martinez. What are you going to do on December, on Christmas?	Eliciting questioning		Using ideational function
143	J	Ahh, be with my family and...their coming for my wife.	Responding		Answering Using ideational function
144	T	Aja, the... your family wife. Ahh, you're going to have like a dinner party	Eliciting questioning		Using ideational function
145					
146	J	Uhhh?	Responding		Answering Using ideational function
147	T	Dinner party			Using ideational function
148	J	Yeah.	Responding		Answering Using ideational function
149	T	When is Chevron's party. When is going to be the party at Chevron. Christmas party.?	Eliciting questioning		Using ideational function
150	J	The twenty four *****	Responding		Answering Using ideational function
151	T	No, that, the Christmas, the party that, that, that Chevron is planning. Do you have a Christmas party there right? I think it is goanna, it's going to on December, December the ninth.	Responding. Eliciting questioning		Using ideational function
152	J	It's a party for celebrate...December..	Responding		Answering Using

					ideational function
153	T	ahh, o.k. O.k. When is going to be that party?	Responding. Eliciting questioning		Using ideational function
154	J	On December... December the...	Responding		Answering Using ideational function
155	T	Ninth, ninth. Who is going to be there? In that party, who is going to be?	Responding. Eliciting questioning		Using ideational function Teaching vocabulary
156	J	El president, the president.	Responding		Answering Using ideational function
157	T	ahh.			Using ideational function
158	J	and the administradores	Responding		Answering Using ideational function
159	T	ahh.			Using ideational function
160	J	Administrators, and... people with...how do you say entidades gubernamentales?	Responding Eliciting Questioning		Answering Using ideational function
161	T	The government	Responding.		Answering Using ideational function Teaching vocabulary
162	J	The government. The government, local government.	Responding		Answering Using ideational function
163	T	This a special party to celebrate in December.	Responding		Using ideational function
164	J	Yes.	Responding		answering
165	T	Is always in December that party?	Eliciting questioning		Using ideational function
166	J	Always.	Responding		Answering Using ideational function
167	T	So, what are you going to do on December Fernando?	Eliciting questioning		Using ideational function
168	F	Give presents for my mother, and my sister and my brother, and I give a present to my wife	Responding		Answering Using ideational function
169	T	What kind of food are you going to eat?	Eliciting questioning		Using ideational function
170	J	Eh. The kitchen..	Responding		Answering Using ideational function
171	T	I'm going to eat chicken. (correcting to F)	Responding		Teaching and correcting syntax
172	F	Chicken. Ah chicken. In Christmas Is the... kitchen. (Laughs) Chicken. And.. How do you say sal?	Responding Eliciting questioning		Answering Using ideational function
173	T	Salt.	Responding		Teaching vocabulary Answering Using ideational function
174	F	***** fish and fruit			
175	T	**** is my ***** carrot. My first year in			Using ideational

		the United States I celebrated in my pastor's house. Her wife made a special diner for... and I was so happy to be with that family there. And after that I had a meeting with my friends in my apartment. Sometimes I used to *****. It's a very nice celebration. And you know, ahh... in the United states, I think ninety percent of the people in the United States celebrate that, together with family and friends for ***** day. That's in the house, people stay in the house. Christmas is not according to the catholic religion, this is Jesus birthday, it is time to ***** for a ***** , its a different celebration. When the British arrived to the united States, after they have... they, they celebrated... the turkey is the.. like the symbol... I missed the word. It's just to say the word thank you for all they blessing that they received. I... I missed the word.			function
176	F	Después que ellos recogen la cosecha...			
177	T	Ellos hacen el acto de acción de gracias, le dan gracias a Dios. All right. Any questions about this?	Eliciting questioning		Using ideational function
178	M	No.	Responding		Answering Using ideational function
179	T	Going to in the future, that's the structure. When you have plans for the future you use...eh, eh,. going to.			Teaching syntax Using ideational function
180	M	This is the immediate future	Responding		Using ideational function
181	T	Immediate future yeah.(correcting M). O.k. Plans for the future, O.k? All right. See you tomorrow because Maira is pressing	Responding		Answering Using ideational function
182	M	AY!!			Using ideational function
183	T	Maira needs to go home. No, it's time to go home.			Using ideational function

10.2. *Analysis Of Observations And Categorizations*

In this section it is going to be presented first the analysis of the categorization process, the work done in the former section: competences, moves and transactions. Secondly, the analysis of the lesson at the light of the other categories that were not include in the categorization box: perception of the patterns of classroom communication, teacher's control of the pattern of classroom communication, students knowledge and use of language, student's use of language for learning and language acquisition and contextualization cues.

10.2.1. *Class Analysis I*

Analysis Of Moves In The Classroom

Eliciting: Any act designed to produce a verbal response from another person.

Most of the acts designed to produce a verbal response from other person are repetition exercises, based on scripts from the book and directly commanded from the teacher; turns 40-49 :

T. Repeat after me, say: January
 Ss. January
 T. January
 Ss. January
 T. February
 Ss. February
 T. March
 Ss. March
 T. March
 Ss. March

This exercise goes from turns 78-85. It is also seen in turns 84 to 157, taking a big part of the teaching/learning exercise, now with ordinal numbers: lines 78-85.

T. ... Repeat! First!
 Ss. First.
 T. Second:
 Ss. Second.
 T. Third.
 Ss. Third.
 T. Keep your tongue out of your mouth. Third.
 Ss. Third.

The same phenomenon occurs in turns 158 to 224. This technique is also used to practice conversation and reinforce pronunciation, for example, after listening the conversation from the audio program and reading it from the book 316, 360, Ss. are encouraged to repeat after the teacher:

T. Repeat after me: Everybody at the same time please! Are you going to do anything exciting this weekend?
 Ss. Are you going to do anything exciting this weekend?
 T. Come on! Let's do it again! Are you going to do anything exciting this weekend?
 Ss. Are you going to do anything exciting this weekend?
 T. Well, I'm going to celebrate my birthday
 Ss. Well, I'm going to celebrate my birthday

The same command in turns 68, 40, 158, 316, 384 and in a different way on lines:

237. T Maria, say this.
 318 T. Come on! Let's do it again!
 386 T. Come on!
 Are you going to do anything exciting this weekend?
 Ss. Are you going to do anything exciting this weekend?

The same technique is used from line 317 to 405 when the class finishes. There are 156 turns in which students repeat, it represents 38% of turns during the class. The teacher

also uses some other forms of eliciting in this class; one of this is asking questions. Questions are based on the topic; turns 3 and 4:

T. What's the date today? Today is.
F. Wednesday

After listening to the audio program for teaching the months of the year the teacher tries to elicit some answers from student's turns 22 and 38:

T. Ok. How many months are there in a year?
K. Twelve

And he continues in a more specific way, lines 28 to 35

T. ...Right. What is the first month of the year?
K. January.
T. January, yes. What is the tenth month of the year?
Ss. October.
T. October, yes. What is the third month of the year?
Ss. *March*
T. March. Very good! What is the fifth month of the year?
Ss. May.

A particular feature is that the teacher uses to start every section of the lesson by making a question with the purpose of introducing the topic. It can be seen in turn 1, where after asking students to look at the book's illustration the teacher raises a question before explaining how to talk about a date; lines 1-4:

T. ...let's talk about the dates. What's the date today?
K. Today is...
T. What's the date today? Today is...
F. Wednesday...

After a listening exercise and before explaining how to talk about months; turns 22- 26:

AUDIO PROGRAM OFF

- T. Ok. How many months are there in a year?
 K. Twelve
 T. Twelve, twelve months in a year. They are Ahh...
 Ss. January...

To start the topic of birthdays: 228-231

- T. O.k. Let's talk about birthdays. When is your birthday Maira?
 M. ahh...
 T. Yes. When is your birthday?
 M. My birthday...August.

To start the discussion on the nature of conversation; 312-316.:

- T. What is the situation in the conversation...? I mean... So. Do you understand the situation in the conversation.
 Ss. Yes.

Asking question is used in several occasions in each section to reinforce the

topic

Questions are used also to correct pronunciation and grammar; turns 230-245:

- T. Yes. When is your birthday?
 M. My birthday...August.
 T. My birthday is in August (modeling the structure for M)
 M. Twenty (Laugh)
 T. You say: my birthday...is...
 J. Is.
 T. In or on?
 J. On.
 T. August...twenty?
 M. yeah.
 T. Like this? You say my...(Interrupted by M)
 M. On, on, on.
 T. On or in?
 M. On August.
 T. But you said in.
 M. Yeah. I'm wrong.

Asking questions is also used for directing the class...310, 311.

T. Fernando, are you finished?
F. Yes.

56 questions are 12 % of the turns.

Evaluating. Any act which rates another verbal act positively or negatively. It is found mainly after a question, turns 34-36:

T. March. Very good! What is the fifth month of the year?
Ss. May

T. May, very good! yes...

Turns 266-268

T. Mr. Martinez. When is Keshia's birthday.
J. Keshia's birthday is in July twenty.
T. July twenty. O.k. Very good

After students obey a command from the teacher like repeating, turns 40-42.

T. Maira Would you please repeat. You're repeating? I didn't hear you. O.k. There are twelve months in a year.
Ss. There are twelve months in a year.
T. Very good. Repeat after me, say: January

See lines 11-122, 240-242, 448-449

Presenting. It is not preponderant in the present class. Only three time T gives information of direct preponderance to the leaning task, turns 14, 308 and 310

Analysis Classroom Transactions

Analysis of classrooms transactions makes reference to the communication of information, communication with pedagogic purpose and with a strict pedagogic content. It is controlled by the teacher or the textbook writer, it consists of:

- Information about grammar or the use of language
- Information about how linguistic skills operate in this particular language and the culture they adhere to.

Information about grammar or the use of language

Most of this kind of information is about the correct pronunciation of words, turns

16-18

J. Cardinal number

T. Yes, cardinal number and ordinal number. First, first. Listen, you have to pronounce the three consonants: the T the S and the R, you say: First.

Ss. First

Turns 68-79:

T. Repeat the dates: First.

Ss. First

T. Repeat after me, say: first. Listen, remember, you have to pronounce the R the S and the T, say: First.

Ss. First.

T. O.k.? Say that again: First.

Ss. First

T. First.

Ss. First. That's way you write ST because the last two letters of first are S and...

T. Second.

Ss. Second.

T. The last two letters are N and D, you write N and D, second. Third.

R and D, the last two letters of third. Repeat. First
Ss. First.

We can see the same phenomenon in turns 84, 98, 158.

The teacher explains about the nature of questions and raising intonation, line 316:

T. No, listen to me (Interrupting Ss.) happy birthday. Birth. Birth.
Happy birthday. Are you going to do anything exciting this
weekend? Are you going to do anything exciting this
weekend? That's a yes/no question. That is raising intonation

*Information about how linguistic skills operate in this particular language and
the culture they adhere to.*

Transactions are basically aimed at transferring information about grammar,
phonetics or the use of language, in this lesson there is not any explicit intent from the teacher to
explain about how linguistic skills work in the language and culture. This can be an indicator of
the focus of the lesson.

Analysis Of IRF Exchange

This phenomenon consists of a three turns long technique in which the teacher
initiates the communication, then the students responds, and as a last step the teacher evaluates
this response. According to Van Lier (1996: 154) the teacher can use IRF format in at least the
following four ways, repetition, recitation, cognition and expression. IRF exchange is not
preponderant in the present language teaching context; there are just a few examples of it.

IRF as recitation, turns 22-36

22. T. Ok. How many months are there in a year?
 23. K. Twelve
 24. T. Twelve, twelve months in a year. They are
 Ahh...
 25. Ss. January
 26. T. January
 27. Ss. (TRY TO SPEAK)
 28. T. Listen, listen to me: January, February, march, April, march, June, July, august, September October, November, December. Right. What is the first month of the year?
 29. K. January.
 30. T. January, yes. What is the tenth month of the year?
 31. Ss. October.
 32. T. October, yes. What is the third month of the year?
 33. Ss. March
 34. T. March. Very good! What is the fifth month of the year?
 35. Ss. May.
 36. . T. May, very good! yes. *****There are twelve months in a year. Repeat after me: There are twelve months in a year

In turn 24 there is an evaluation in which T. confirms what K has answered by reaffirming it: “Twelve, twelve months in a year”. Then T. elicits and evaluates answers. It is used both to check memorized material and to stimulate access to memory, it is true due to what is really important here for the teacher is not the dates as a matter of study but how students use recently received information to apply it using it as an answer. Teacher is evaluating whether or not students handle the name of months and ordinal numbers; through a question he checks listening understanding and through students’ answers he checks previously learned vocabulary.

Teacher also uses IRF to evaluate expression. Turns 262-268:

- T. O.k. So...Keshia. When is Maria’s birthday?
 K. Maria’s birthday is on August twenty. (Looking to dates at the notes)
 T. O.k. Maira, when is Keshia’s birthday?
 M. Keshia’s birthday is in July fifteen. (Looking to dates at the notes)
 T. O.k. July Fifteen. Maira, Maria’s birthday, is on August.

Mr. Martinez. When is Keshia's birthday.
J. Keshia's birthday is in July twenty. (Looking to dates at the notes)
T. July twenty. O.k. Very good. O.k.

Teacher evaluates clarity of expression. Even though the teacher seems to evaluate students cognition when he states after each response "O.k", praising students knowledge of partner's birthdays, it is clear that he does not evaluate that because students responded looking at the notes, neither he is checking memorized material. He is evaluating whether or not students can build appropriate sentences with the previously learned language information, as said above, he is evaluating expression.

The teacher uses IRF as repetition:

Turns 96-98:

T. Third.
 Ss. Third.
 T. O.k. You got it now. O.K.

The teacher is teaching ordinal numbers, showing the correct pronunciation of them, and uses general unspecific elicitation to check student's pronunciation, this repetition seems to be used as a means to increase confidence, and this fact is possibly shown in teacher's evaluation "you got it now".

Turns 312 -314

T. What is the situation in the conversation?.. I mean. Philip doesn't like the idea of being in a restaurant with ahh... his birthday party, because they will bring a cake to the table. And the people who sings happy birthday are the people who works in a restaurant, like the waiters, may be the chef. He doesn't like that idea, he feels uncomfortable with that. Open your books. So. Do you understand the situation in the conversation?
 Ss. Yes.

T. O.K. Now. Listen to me. Conversation. Happy Birthday.

This exchange represents a pedagogical task which is related directly with teaching aims; its purpose is to direct the class, the teacher is checking (through this general unspecific elicitation) context understanding in order to proceed with the exercises. So it is not about repetition, recitation or expression but about cognition, not of the language itself but of a given situation, so, to encourage clear thinking.

IRF exchange in this given classroom context is employed in the four ways above mentioned: repetition, recitation, cognition and expression. As repetition it is used to increase confidence, as recitation it is used both to check memorized material and to stimulate access to memory, as cognition it is used to encourage clear thinking, and as expression it is used to evaluate clarity of expression

As a conclusion, the nature of IRF exchange in this language teaching context is mostly of a participation orientation. At the same time, this lesson does not have a preponderance of IRF exchange, as it is believed to happen in most language teaching environments; only about a six percent of turns are devoted to IRF exchange, knowledge transmission and teacher-grammar center approach is preponderant.

Analysis Of Competences

Now it will be presented how the teacher manages competence in the classroom, what competence or competences are taught, benefit or developed. There are two main competences to be analyzed, organizational and pragmatic. Their corresponding sub-competences will be mentioned, even though they will be analyzed only when they are found.

Organizational Competence

“Organizational Competence comprises those abilities involved in controlling the formal structures of language for producing or recognizing grammatically correct sentences, comprehending their propositional content, and ordering them to form texts” (Bachman, 1999, p. 87).

Grammatical competence. Bachman (1999) says that this competence includes those competencies involved in language usage: knowledge of vocabulary, morphology, syntax and phonology/graphology.

A big part of the class is devoted to the development of grammatical competence.

Vocabulary

Vocabulary is taught through the following means:

The use of listening exercises (turns 21, 28, 70).

Through the use of questions after a listening exercise: turns, 30-31

T. January, yes. What is the tenth month of the year?

Ss. October.

T. October, yes. What is the third month of the year?

Ss. *March*

T. March. Very good! What is the fifth month of the year?

Ss. May.

Through oral repetition exercises, (turns 36-228)

Throughout the explicit explanation of meanings. See turns 308-310

Phonetics.

Phonetics is also taught. The teacher devotes time to explain the correct pronunciation of words and how to use the phonetic system to achieve it: turns 68-85

T. Repeat the dates: First.
 Ss. First
 T. Repeat after me, say: first. Listen, remember, you have to pronounce the R the S and the T, say: First.
 Ss. First.
 T. O.k.? Say that again: First.
 Ss. First
 T. First.
 Ss. First. That's way you write ST because the last two letters of first are S and...
 T. Second.
 Ss. Second.
 T. The last two letters are N and D, you write N and D, second. Third. R and D, the last two letters of third. Repeat. First
 Ss. First.
 T. Second:
 Ss. Second.
 T. Third.
 Ss. Third.
 T. Keep your tongue out of your mouth. Third.
 Ss. Third.

Syntax

Syntax is reinforced through questions and corrections. We can see how the teacher corrects M. on the use of the preposition “On”, and how he models the structure for her, showing how “on” is to be placed in the sentence, using the board to make it clearer: turns 228-248

T. When is your birthday Maira?
 M. ahh...
 T. Yes. When is your birthday?
 M. My birthday... in August.
 T. My birthday is on August (modeling the structure for M)
 M. Twenty (Laugh)
 T. You say: my birthday...is...
 J. Is.
 T. In or on?

- J. On.
 T. August...twenty?
 M. yeah.
 T. Like this? You say my...(Interrupted by M)
 M. On, on, on.
 T. On or in?
 M. On August.
 T. But you said in.
 M. Yeah. I'm wrong.
 T. Now you say: My birthday is on August the twentieth. But you said: my birthday is IN August. (Emphasizing IN). You use it like that if you only refer to the *****. But if you talk of the days, exactly.
 M. yeah you..(Interrupted by T)
 T. I know what you are trying to explain Maira. I know you would practice. Don't worry about it. O.k.

ON THE BOARD

In

My birthday is on August 20th

Syntax is also taught when the teacher allows students to practice forming new phrases with the information provided; after modeling the use of ON in last phrases he asked students about their birthdays: turns 252-258

- T. Oh, yeah? You are goanna celebrate?
 F. No.
 T. No? Mr. Martinez, when is your birthday?
 J. October twenty-four.
 T. October twenty-four. Keshia. When is your birthday?
 K. In July fifteen.
 T. On July fifteen...

ON THE BOARD

Fernando

Maira

Keshia

Martin

Then students began forming more elaborated phrases when they were asked about other's birthdays; compare J. responses in turns 254 and 267. And K responses in turns 262 and 267:

- Ss. (ask each other about dates)
 T. O.k. So...Keshia. When is Maria's birthday?
 K. Maria's birthday is on August twenty.
 T. O.k. Maira, when is Keshia's birthday?

M. Keshia's birthday is in July fifteen.

T. O.k. July Fifteen. Maira, Maria's birthday, is on August. Mr. Martinez. When is Keshia's birthday?

J. Keshia's birthday is in July twenty.

Syntax is also reinforced through the use of oral repetition exercises which include complete sentences and the whole book conversation: 316-406.

T. Repeat after me: Everybody at the same time please! Are you going to do anything exciting this weekend?

Ss. Are you going to do anything exciting this weekend?.....

T. O.k. Very good.

Syntax is taught as well through making grammatical explanations 319:

T. That's a yes/no question. That is raising intonation.

Pragmatic Competence.

According to Crystal (1985), "Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication" (as cited in Kasper 1997, p. 240). Bachman (1999) proposes two sub competences: illocutionary competence and sociolinguistic competence.

Illocutionary Competence.

Kasper, (1997) states, "illocutionary competence can be glossed as knowledge of communicative action and how to carry it out" (p.240). It contains different functions according to Bachman (1999)

- **Ideational function.** Express meaning in terms of our experience in the real world
- **The manipulative functions** are those which the primary purpose is to affect the word around us
- **The instrumental function.** Uses language to get things done
- **Regulatory function** It is used to control other's behaviour
- **Interactional function.** It works to maintain interpersonal relationships.
- **The heuristic function** is used in the context of knowledge transmission.
- **The imaginative function** enables us to create or extend our own environment for humorous or esthetical purposes

The heuristic function

It is used in the context of knowledge transmission. In next excerpt T is trying to teach the months of the year rather than establishing a real conversation with the students. The reward "very good" proves that fact:

28. T. Listen, listen to me: January, February, march, April, march, June, July, august, September October, November, December. Right. What is the first month of the year?
29. K. January.
30. T. January, yes. What is the tenth month of the year?
31. Ss. October.
32. T. October, yes. What is the third month of the year?
33. Ss. March
34. T. March. Very good! What is the fifth month of the year?
35. Ss. May.
36. . T. May, very good! yes. *****There are twelve months in a year.
Repeat after me: There are twelve months in a year.

The interactional function

It is clear that in next excerpt T is giving students the change to engage in interpersonal abilities by promoting interaction among them. Students are to interact with each other in order to get the information required:

(T. SHARES PIECES OF PAPER WITH STUDENTS SO THEY CAN DO THE EXERCISE)

T. Maira.

259. M. Wait a minute.

260. T. *****The exercise. Ask everybody about his birthday... Keshia.
Ask everybody, hurry up.

261. Ss. (ask each other about dates)

The instrumental function.

It is used to get things done. T control students explicitly and implicitly. In next excerpt it can be seen how T direct the class by asking students what to do (O.k. Let's pass to exercise number two). He asks students to look first at the picture, and asks them to speak accordingly:

268. T. July twenty. O.k. Very good. O.k. Let's pass to exercise number two. Conversation. Happy birthday. Birthday, happy birthday. O.K. Look at the picture, first look at the picture. The plan for this exercise is to practice conversation about birthday plans. And... Ah... How to use the future. Be going to. Look at the picture, look at the picture. Maira. Can you describe the picture? What can you see in the picture?

269. M. I see a woman and a men...talk...

270. T. You see a woman and a Man (emphasizing singular pronunciation, MAN)

271. M. A woman and a man.

A total of 15 turns T uses commands or other strategy to makes things done in the class. In turns 1, 21, 38, 70, 72, 226, 226, 258, 260, 268, 306, 310, 314, 316, 318, 346 and 384

Despite of these examples, students do not use the same functions themselves to regulate someone else's behaviour.

Sociolinguistic Competence

Is the sensitivity to, or control of the conventions of language use that are determined by the features of the specific language context; it enables us to perform language functions in ways that are appropriate to that context. It includes aspects such us:

- **Sensitivity to differences in dialect or variety.** It makes reference to the ability to accommodate language to the different social situations;
- **Sensitivity to differences in register.** Register is a variation in language use within a single dialect variety.
- **Sensitivity to naturalness.** It makes reference to the ability to understand the meaning the other person is trying to convey even though the utterances this person produces are not linguistically appropriate.
- **Ability to interpret cultural references and figures of speech.**

In turn 310-312 T. explains the context of a conversation and how to understand the social situation presented.

310. T. When the person from the opposite sex invites you to go out. That's a date. O.k. Order: ask for, like food in a restaurant. You order your meals to the waiter. You read the menu and you decide what to eat. Then you tell the...the waiter, bring me a...fried turtle with bollo, right? Embarrassing is make you to feel shy or

uncomfortable. That's a difficult situation for you, cause you don't like to feel uncomfortable with that situation. Ah... close your books. Close your books. Fernando, are you finished?

Analysis Of Lesson 1 From The Perspective Of Barne's Model Of Communication.

1. Teacher's Control Of The Pattern Of Classroom Communication.

It is going to be presented the ways in which the teacher controls the structure of the patterns of classroom communication. T. represents the teacher, Ss. represents the students, M. is Maira, J. is Juan and F. is Fernando.

1. Teacher use of language during classroom lessons
2. The structure of classroom communication
3. Control of the content of the lesson.

Due to most of the class is centered in grammar explanation, repetition and pronunciation, there are just a few of moments in which students and teacher interact with each other, so, it is going to be taken one of these moments to discover the patterns of classroom communication.

T. starts another stage of the lesson, he asks students about their birthdays. The pedagogical purpose of this lesson is to teach grammar, so not surprisingly classroom communication is based on the treatment of this issue. T. starts. He follows and IRF sequence

even though evaluation he gives finds different forms than an explicit positive or negative feedback.

In 228 T. asks “when is your birthday Maira? Maira takes a while to respond and says: “yes, when is your birthday?”; so T. guesses a response based on M.’s attitude in order to make sure M. understands the question, to which M. responds: “my birthday...august”. M. cannot reproduce the correct language pattern, so T.’s answer is an implicit evaluation modeling the correct structure for M.: “my birthday is in august”. It can be seen that T.’s purpose is not to establish a conversation about M.’s life but to teach grammatical structures, his response in 232 when says: “my birthday...” shows that he is keeping with the teaching of structures if it was not so he could have been said: “your birthdays is...” and he continued to clear more aspects of the structure.

T. 234 “you say: “my birthday... is...on lines 235-237. Another S. respond T.’s questions, en 251 J repeats “is” to practice the structure, but T. is waiting for M’s response, and J. himself responds T.’s elicitation of the preposition of place, this turn shows that T. uses language strictly with the purpose of teaching the structures. Even though that IRF sequence is not very clear he keeps on asking questions in order to elicit M.’s response, so, it is clear that he was focused on M.’s response rather than in any one else’s.

M. decides to respond on 237 after a T.’s question. T. allows the same patter for evaluation based on the analysis of the correct form writing on the board, and waits for M.s understanding of her mistake. He uses language to show M. her errors. In turn 241 T. point out to the board to show M. her mistake, so in her response she can interrupt T. saying in 241 “On,

On, on” To show she has understood the correct grammatical pattern, so in 242 T. asks again “on or in?”

Finally M. is able to form the correct structure in turn 243 “on august”, to which T. replies her finally on line 244: “but you said in” and M. herself evaluates saying “yeah, I’m wrong”.

It is interesting the way IRF sequence is maintained in a continued feedback in which T. leads the conversation to a specific goal (M.’s achievement of the target structure). In 246 T. gives further explanation of grammar in use, and in 247 and 248 it is clear that when M. tries to start a new sentence to set a fact T. interrupts her and cuts the flow of the conversation in order to maintain a fixed pattern of classroom communication.

From this excerpt we can assume that T. uses language accordingly with the purpose of the lesson in the following ways: first, to model correct grammar structures. Second, to maintain the flow of conversation in the level of grammar teaching. Third, to lead the Ss. to be aware of their errors and to correct them.

In turn 240 T. strongly stop M. from keeping talking.

In turn 248 T. changes the S. and addresses to F. starting with the same question “when is your birthday?” Surprisingly on 264 T. does not correct F.’s answer (“in November nineteen”). T. rather focuses in the fact that F.s birthday is next Saturday, so he seems to get out from the pattern and adds one more question; he is not evaluating grammar in this moment but

asking real questions, nevertheless he does not permit the conversation to go further and starts another with J.

T. has the right to build long sentences-268. He finishes asking SS. the same questions and gives a final evaluation for the variation of IRF sequence from lines 256 to 268 saying, “o.k.”

T. organizes the class by asking Ss. to do the oral exercise in turn 268: “you have to ask everybody, hurry up!”

We can also see the IRF structure used to control the patterns of communication in the second part of the exercise, starting from turn 262. Tasks K. “when is Maira’s birthday?” followed by K.’s response: “Maira’s birthday is on August twenty”, ending with an evaluation on 268: “o.k.”., and asking a new question to M. this structure is also followed with other student, ending again with a general evaluation 269. “o.k.”.

T. tries to handle Ss.’ oral production; he wants the students build correct sentences. In 269 M. says: “I see a woman and a man”. Immediately T. makes a correction by saying the appropriate noun: “you see a woman and a man”, so in turn 271 M. responds with the correct sentence: “a woman and a man”. Then T. encourages sentence production by giving M the next word of the sentence on 272: “talking”. Immediately M. is able to produce the whole sentence in 273: “a woman and a man talking about the happy birthday”.

We can see T. uses language to develop Ss.' language production, he leads Ss. step by step to put them right to say what he is looking for.

We can see that in turns 273 to 277 where the same phenomenon occurs. On 274 T. shows the correct way to form the sentence: “the man is thinking. Right? The man is thinking about a group of people” to which F. in 275 responds trying to complete the thinking of T. And goes beyond saying “about the.. about the celebrate”, to which T. replies by completing the target sentence in 276: “the way to celebrate..ahh... his birthday”. And consequently on 277 F ends by building the end of the sentence: “his birthday”.

From turns 268 to 306 T. tries to do a pre-listening exercise through setting the scene and establishing the purpose of the exercise, which is related to oral skills and learning grammar (how to make future with “Be going to”). He takes advantage of the situation to teach grammar, so he is not only setting the scene; he is using interaction to teach grammar.

In 293 T. uses correction to show the right way of building the previous sentence: “the form to celebrate” (276), by saying: “the way to celebrate. T. controls the content of the lesson through questions and through who he asks these questions to. As stated before, T. uses language for both, teaching grammar and setting the scene before a listening exercise. He decides who speaks and when, as it can be seen on turns 268, 278, 295 and 290 where he allows Ss. to speak as a response to a new question, each one as follows: 285 “what can you see in the picture”. 278 “What is the man thinking about Keshia?” 290 “who are those people Fernando?” He develops a set of question with each student.

In each group of turns we can see directed oral practice, controlled by the teacher who manages interaction by controlling the structure of interactional patterns (a variation of IRF) and focusing on his teaching purposes, using interactional control to get the answers the task demands.

In general terms, the teacher controls the content of the lesson by organizing each stage and during language to manage interactional activities toward his teaching/learning goals in a controlled oral practice. The teacher is interested both, in the grammatical accuracy of student's utterances and in the meaning these utterances are trying to convey.

There are two main stages in the conversation periods, first on 228 to 267 (on student's birthdays) based on grammar accuracy; and second, on lines 268 to 306 (setting the scene for a listening exercise) where the teacher is concerned more in what Ss. are trying to say (as a result of context comprehension) than in grammatical accuracy. The feedback T. provides in the pattern of communication provides in some cases more and enhanced version of what Ss. say than an explicit grammatical correction; for example: in 281 K. says: "he's think about his birthday". Then, after a few turns later T. expands K.'s version by saying a sentence with the right structure in 286: "he's talking about his birthday".

Student'S Perception Of The Patterns Of Classroom Communication

Students perceive their role just as listening, repeating and responding teacher's questions. In lesson one they are mostly passive receivers of teachers directions, they repeat when they are required to do so, or repeat to practice what the teacher has already said, e.g.: on

line 14 T. finishes his turn saying “cardinal”, and immediately F. repeats “cardinal”, and J. does the same in turn 16 “cardinal number”; to what T. responds “yes. Cardinal and ordinal numbers”. The fact that they were not asked to repeat, and nevertheless they did it, (followed by the teacher’s feedback) shows that they clearly understand when and how participate during the lesson.

After a listening exercise on line 22 students passively wait for teacher’s questions as soon as he finishes writing on the board: “how many months are there in a year?”. To what Ss. responds “twelve”. And to their response T. follows his discourse and says: “twelve months is a year, they’re ah...”. To this space that the teacher gives to Ss. they accurately respond with the pronunciation of the first month “January” turn 25. In this turn T. confirms in turn 26 “January”, and Ss. together try to keep on saying the months of the year turn 27. This attitude demonstrates that all students understand they have the right to speak out after a teacher’s command.

IRF is the most common exchange during interactional processes. Ss. understands that a conversation can be hold with the teacher and it is compulsory to respond. In turns 243 to 263 Maira understand her obligation to speak between T.’s turns; nevertheless J. in 235 and 336 knows that he can be part of the exchange and feel free to answer T.’s questions which were addressed to M. When T. tries to correct M.’s use of the preposition of place in turn 234; “you say may birthday is....”(talking to M.) but it is J. who responds “is”. T. is not worried about J.s response and keeps on asking to M. in turn 236, however this time J. responds again “on”; nevertheless T. keeps talking and finally M responds in turn 239 “yeah” and they started a new

exchange. M. as well as J. knew they can talk and participate when T. is asking something to somebody else. In a typical IRF exchange other students know they have the right to participate to become part of a conversation of the teacher with another student. However, it is the teacher who always starts the exchange.

IRF exchange shows that Ss. know also that when T. says clearly the name of the person they are supposed to wait for their turn. In 248 T. asks F., when is his birthday, the other wait patiently for their turn in- 258-.260. The same phenomenon occurs after a group exercise about sharing birthdates. In 261 Ss. wait for T.'s initiation of questions in 262 "o.k. so, Keshia, when is Maira's birthday?" and K. responds accordingly "Maira's birthday is on August twenty". The rest of the Ss. waits for their turns. In the same sense at the beginning of an exercise Ss. wait for teacher's directions, and he is always the one who is supposed to start the exchange, Ss. then know they have to listen and wait for T.'s initiative for them to start asking as in 268b. "What can you see in the picture?" To this general unspecific elicitation SS. know they are free to respond, and M. replies in 269: "I see a woman and a man".

When analyzing IRF from turn 269 we see some variables of this exchange that show that Ss. are not always waiting for an evaluation but for another question, and that they know that T.'s specific elicitation is required to start a long exchange with the teacher. This is clear on lines 268b to 306. All Ss. have a group of turns to exchange with T., each one takes part in the exchange looking for his new turn, as we can see when T. asks in 268: "what can you see in the picture?" M. starts responding, and then, in subsequent turns 275 F. gets involved responding T.'s questions because he understands it was a general unspecific elicitation in

which M. responds freely as she has the right to do. Nevertheless, when T. asks, in turn 278 to Keshia un a specific elicitation “what is the man thinking about Keshia? F. remains silent to respect Keshia’s turn, and only tries to participate at the end of this exchange in 308: “in a restaurant”. F. then responds to T. questions and a new exchange starts with another student. Turns 290 to 306.

Ss. know they have to wait for an elicitation from the teacher just after the presentation of a new topic, vocabulary or conversation; as it can be seen at the beginning of the class. Ss.’s first turn appears after a T.’s question lines 1 and .2 “What’s the day today?” K. responds: “today is...”

Students perceive the teacher is supposed to direct the class after each exercise through a general or specific elicitation. After the exercise between turns 21 and 22 no student take the initiative but the teacher by asking a question turn 22 “o.k., how many months are there in a year?” to what K. responds: “twelve”²³. In exercise number 2 (conversation) the teacher starts the conversation; Ss. perceive their role is to wait for T.’s directions. 268: “Maira, can you describe the picture? What can you see in the picture?”, to what M. responds and another exchange begins.

In exercise 3 Ss. are listening and reading silently, and after finishing the listening T. is the one who takes the initiative, no student speak, it happens only after a question from the teacher the end of turn 308: “do you know what is the date? They answer “no”. The same phenomenon occurs in exercise 4, again after listening 310 and T. elicit a question in

312“what is the situation in the conversation?...Do you understand the situation in the conversation?” to what Ss. respond “yes” in 313.

So, Ss. perceive the pattern established by T. according to which any new topic, exercise or activity is supposed to be followed by T.’s general or specific elicitation, so they are just waiting for the occurring of the same phenomenon.

Contextualization cues

Body posture and vibration in the classroom. Ss. can see the teacher standing almost the whole class. T. acts as the one who is in front of Ss. and almost always standing even during interactional exchanges. This fact is possibly perceived by Ss. as a signal of authority and as if he was the one in charge of leading every moment of the lesson, maybe discouraging in this way Ss. initiative of starting themselves a conversation. As it can be seen in turn 1 for example, T. is standing and he starts the questions after writing on the board “what date is today?” He is in front of the class, by the board, and Ss.- appropriately wait for explanations. When in turn 21 T. asks Ss. to listen to the audio program he leaves the classroom for a while after turn 21 nevertheless Ss. listen and read silently, so they perceive that that even when the teacher is not physically present in the classroom they are supposed to keep on doing their role.

During interactional exchange T. is always standing. After turn 21 audio program off- T. is standing by the board. He starts making questions in 22 and S. wait for their turn to respond. During all this section, from turns to 22 to 312 T. is standing, and the main exchange (IRF) and its variables are found between these turns.

It possibly creates the perception that T. is the one on charge of starting not only the teaching of topics but the conversations themselves. This fact, along with teacher's attitude in directing the whole process, such as in 268, (when he commands Ss. to look at the picture and explain the purpose of the lesson) creates this atmosphere of teacher centered lesson, and Ss. have to behave during the class accordingly and wait for their turn to speak. T. only sits when the audio program is running after turn 312, and he remains sitting during the rest of the class. Interestingly, there are no more interactional exchanges since when he sits.

Students Knowledge And Use Of Language

Due to the teacher as well as the students share a common cultural background there is no misunderstanding on behalf of the students of teacher's patterns of communication, so there is not mismatch between them.

Student's Use Of Language For Learning And Language Acquisition

The teacher is concentrated on form focused instruction, the moments of verbal interaction show how T. uses conversation to fulfill the purposes of the lesson in terms of practicing language structure, or as a preparation for listening exercises with the aim of achieving the grammatical accuracy of the speakers.

Ss. use language for classroom learning, following the pattern already established by the teacher, as it has been said above. They respond teacher's questions and receive teacher's feedback in academically oriented language use.

We can see on lines 228 to 312 (which are the longest interactional stage of the class) that T. uses scaffold instruction to make Ss. develop their knowledge of appropriate grammatical order. This focus on form is clearly seen on turns 228-229. It has been already quote; nevertheless, let's examine it from the perspective of how Ss. use language for language learning between the patterns of classroom communication established by the teacher. T. asks to M. "when is your birthday Maira?" M. takes a little time to work out the answer "ahh..." 228 T. appropriately interprets M.'s willingness to respond and tries to motivate her by saying in 230 "yes, when is your birthday? It is not a reformulation of the question; however, it works as a means through which M. feels more self-confident to respond suitably. So, in turn 241 she answers "my birthday... august". Even though M. does not handle the total structure of the sentence she tries to make herself understood. Then T. in 232 produces the appropriate form of the sentence by filling the gaps M. was not able to fill: "My birthday is in august". This modeling of the structure seems to be understood by M. when she laughs in 249. Then T. proceeds to explain the structure in detail as he writes it on the board: "my birthday... is..." To what J. responds with "is" in 235, trying to repeat for learning the structure. Then T. says "in or on". And J. seems to have understood when he says "on" in 237. Then T. asks in 238 "august...twenty?" to which M. responds "yeah". Later, when T. attempts to explain the whole structure M. Realizes in 241 that she was committing a mistake using the wrong preposition, and she interrupts T. in 241 saying "on, on, on". T. next tries to confirm M.'s understanding by keeping the exchanged focused on form by saying "on or in?", as a result M. produces the correct grammatical form in turn 243 "on august", to what T. responds "but you said in" to which M. accurately responds in 245 "yeah, I'm wrong". Subsequently in 246 T. proceeds with more grammatical scaffold, providing more information and making M. to reflect on her own

mistakes; and when in 247 M. tries to give an observation on the topic T. immediately interrupts her by saying “I know what you are trying to explain Maira, I know you would practice. Don’t worry about it. O.k.,” And he stops the conversation with her. This exchange seems to show that Ss. use language for learning grammar and form between the patterns of communication established by the teacher.

After that, in exercise 2 T. is trying to set the scene before a listening exercise based on the illustration provided in the text; and the purpose of this lesson is to practice conversations about birthday plans. In this section of the class T. is trying to make sure Ss. understand the background of the conversation. If we are to conceive every attempt to produce and utterance in the target language as an attempt for language learning, then this learning is taking place as Ss. participate between the structures of patterns of communication. As it has been stated before, T. is the one who starts conversations and Ss. wait for each one’s turn. In this section Ss. are making use of previously learned structures to respond to T.’s questions, so in 268 T. asks: “what can you see in the picture?” To which M. responds in 269 with previous knowledge “I see a woman and a man” and in 271 T. corrects by completing what M. has failed to do in 269: Then in 271M. is able to construct the whole phrase appropriately “a woman and a man talking about the happy birthday”. It can be said that M. is using language between the verbal scaffold that T. provides in order to build correct sentences, to learn the correct structure.

T. uses questions to elicit answers from students, to give them the “!right to speak”, provides verbal scaffold to ensure students are using language appropriately,

nevertheless, there is no negotiation of meaning, just a little of reformulation of questions and instruction is focused on for.

10.2.2. Class Analysis 2

Analysis Of Moves In The Classroom

Eliciting: Any act designed to produce a verbal response from another person.

The teacher elicits a response from students 120 times during the whole class. Most of the acts designed to produce a verbal response from other person are repetition exercises, 90 turns based on scripts from the book and directly commanded from the teacher.

As in class one, most of the turns in which there is an elicitation act, come from a repetition order from the teacher. He uses the command “repeat after me” to control students’ verbal acts during long periods of the class. For example: At the beginning of the class, after listening to the audio program, students are asked to repeat after listening to the teacher in turn 3,

3 O.k. Very good. Listen and repeat, repeat after me: Are you going to do anything exciting this weekend?

4.Ss. Are you going to do anything exciting this weekend?....

In turn 30.. the same command is used again:

30 T O.k. Repeat after me Say: Yeah, and the waiters are probably going to say, to sing happy birthday to me

31 Ss. Yeah, and the waiters are probably going to sing happy birthday to me.

Then in turns 54, 56, 80, 98 and 139 we can see how student’s response is controlled through this command:

54T.T Yeah, and the waiter are probably going to sing “Happy Birthday” to me. It’s so embarrassing. O.K. Very Good. Now close your books, close your books, and repeat after me, say: Are you going to do anything exciting this weekend?

56T.T O.k. Repeat after me, say: Are you going to do anything exciting this weekend?

57 Ss. Are you going to do anything exciting this weekend?

in 80

80. T. Repeat after me. So what are your plans?

81Ss. So, what are your plans’

In 98

98T. Repeat after me say: Well, my friend Kayla is going to take me out for dinner.

99Ss. Well, my friend Kayla is going to take me out for dinner.

138T. Come on, repeat that: Yeah, and the waiters are going to sing happy birthday to me.

139J. Yeah.

140T. and the waiters are going to sing happy birthday to me.

176cT. Repeat after me please. Everybody at the same time:

Are you going to do anything this weekend

177Ss. Are you going to do anything this weekend?

There are some variants of the same command which in nature means the same thing, taking into account the nature of the exercise and the purpose of the exercise. It can be seen in the following turns:

34 T. O.k. Say that. Yeah, and the waiters are probably going to sing happy birthday to me....

35 Ss. Yeah, and the waiters are probably going to sing happy birthday to me.....

98T. O.k, say: Well... my friend... take... me... out for dinner.
(Writing on the board). O.k.

100T. O.k. Say: Dinner

101Ss. Dinner

102T. For dinner

103Ss. For dinner.....

138T. Come on, repeat that: Yeah, and the waiters are going to sing happy birthday to me.

139J. Yeah.

140T. and the waiters are going to sing happy birthday to me....

142T. The waiters are probably. Say..

143J. The waiters are..

227 turns are spent using this elicitation technique, which corresponds to about 60 percent of the whole class. Exactly 27 minutes of 54. So, as it can be seen, most of turns take place during the first 30 minutes of class, and almost all of them are part of a repetition technique.

Questions

During the time that the repetition drill takes place there are no conversational questions, only turn 64 represents a question, nevertheless this one only aims at checking whether the students can or cannot do the activity which is a repetition exercise.

38. Very Good. O.K. I'm Angie, you're Philip. Can you do it, too? Are you going to do anything exciting this weekend?

And turn 167. When a question is arose with the purpose of contextualizing the grammar explanation:

167T. Yeah. We are going if the subject is we, or Pedro and Pablo are going to.

It's "going to". Eat fried turtle with bollo. Do you like that kind of breakfast? Yes?

168J. Nothing.

And also when a student gets to class late and the Teacher says “how are you?” which is evidently a functional language resource and not part of the class itself.

7: 16 pm. STUDENT “M” GETS IN THE CLASSROOM.

170T. Oh, Hello Maira! How are you?

171M. Fine thank you.

172T. Good to see you. Sit-down. O.k. Let’s... so.

There is way in which the teacher elicits a verbal respond from students. The teacher says something with the purpose of the student to complete the task orally:

233bT. Finished? O.k. Number two Keshia...

246T. Use going to. Number five is....

247J: eat.

265T O.k. Yeah. Ah... Number one Maira!

266M. Number one?

267T. Yes.

268M. They’re going to go...

269T. They’re going to go Dancing.

270M. Dancing.

274T. Very good! Number three Mr. Martinez.

275J. He is, he is going to swim.

83T. Number four Maira.

284M. She is going to walk.....

289T. He’s going to watch T.V. Ahh. Number seven Maira.

290M. They’re going to see a movie.

291T. They’re going to see a movie. Very good. Number eight Keshia.

292K. He’s going to work.

The teacher controls the turns by requesting students to build a sentence from the pictures in the book. He decides who and when is to speak. The purpose of this activity is to check if the student has understood how to build correctly a sentence with going to.

Evaluating. Any act which rates another verbal act positively or negatively

The teacher praises student's performance by using the expression "very good" sixteen times in turns 3, 38, 54, 124, 152, 161, 176b, 231, 235, 244, 271, 291, 293, 328.

This expression does not aim necessarily at reinforcing students' self-esteem, but it is used as a tool to link two stages of the class, for example, as a joint between a listening-reading exercise and the repetition drill used as the next step, as happens in turn 3:

Audio Program. Students Listen And Read Silently

3. T O.k. Very good. Listen and repeat, repeat after me: Are you going to do anything exciting this weekend?

To join to different exercises of repetition, one with the book open, and another with books closed.

54T. Yeah, and the waiter are probably going to sing "Happy Birthday" to me. It's so embarrassing. O.K. Very Good. Now close your books, close your books, and repeat after me, say: Are you going to do anything exciting this weekend?

7:03 p.m.

55. Ss. Are you going to do anything exciting this weekend? (/only student K repeats)

To join a repetition drill with a pair work exercise, turns 151-154

150T. It's so embarrassing

151J. It's so embarrassing

152T. O.k. Very good. Open your books. Practice, practice you two. You two Practice.
Practice both roles, Angie, Philip.

To join a pair work exercise with a grammar explanation: 159-161

159. J. Nice! Is she going to order a cake?

160. K. Yeah, and the waiters are probably going to sing happy birthday to me. It's so embarrassing.

161T. O.k. very good... O.k. let's go onto page seventy three, grammar focus, the structure of "be going to."

Between a listening exercise and a repetition exercise 176

Ss. ARE READING AND LISTENING. THE TEACHER IS SITTING NEXT TO THE CASSETTE PLAYER.

REPETITION EXERCISE IT IS STANDING AND READING FROM THE BOOK

176 bT O.k. Very good. Now listen to me, listen to me:
Are you going to do anything this weekend

To join a repetition exercise to an individual task on the book.

227T. Give me a cake.

228Ss. Give me a cake.

229T. O.k. Very good.

TEACHER ERASES THE ENTIRE BOARD

7:26. T. WRITING FROM THE BOOK ON THE BOARD.

ON THE BOARD

5. Going to celebrate his birthday this weekend
6. Going to take him for dinner
7. Going to order a cake
8. Going to sing happy birthday.

In turns 38, 124, 231, 235, 244, 271, 274 and 238 "very good" is used with the purpose of confirming a student that he or she has answered correctly or that was able to build a sentence properly. E.g.:

229eT. For example: Who is going to celebrate his birthday this weekend?

230K. Philip is going to celebrate his birthday this weekend.

231T. That's correct Maira. **Very good!** Now questions number two, three and four

45 percent of the evaluation expressions are not used not to reinforce student self awareness of the process but to mark a change in activities during the class.

Analysis Classroom Transactions

Analysis of classrooms transactions makes reference to the communication of information, communication with pedagogic purpose and with a strict pedagogic content. It is controlled by the teacher or the textbook writer, it consists of:

- Information about grammar or the use of language
- Information about how linguistic skills operate in this particular language and the culture they adhere to.

Information about grammar or the use of language

After a ten minutes long session of repetition the teacher proceeds to give a thorough explanation about the structure of “be going to” and the use of it. From turns 161 to 172. Students’ questions follows the teachers flow in the explanations, see 162:

7:10 p.m.

161T. O.k. very good... O.k. let’s go unto page seventy three, grammar focus, the structure of “be going to. Structure of “be going to. Be...going... to (writing on the board) For example. I’m going... to...study...tonight. That’s the same that. I’m...planning... to... study tonight. I’m planning to study tonight. These two sentences have the same meaning. I’m going to study tonight, or I’m planning to study tonight. You use the expression “be” plus “going to” to talk about future plans...

This pedagogical contact, based on the information of the correct syntax is illustrated using the cultural background of the student. The teacher makes reference to a traditional breakfast dish.

165T. Breakfast? She is going to eat, she is going to eat ah, fried... turtle... with... bollo. she is going to eat fried turtle with bollo... for breakfast...tomorrow morning. She is going to eat fried turtle with bollo for breakfast tomorrow morning. That means that she is planning to eat fried turtle with bollo for breakfast tomorrow morning. Tomorrow morning is expression of time, of future time in this case, because we are talking about tomorrow, tomorrow is future. O.k.? So you use the “be” plus “going to” to talk about the future. Listen, you have: she is, in this case you have his because is third person singular.

166J. The plural is “we are going to”?

167T. Yeah. We are going if the subject is we, or Pedro and Pablo are going to. It’s “going to”. Eat fried turtle with bollo. Do you like that kind of breakfast? Yes?

168J. Nothing.

169T: o.k. So, that’s the formula. Listen to this: for ah...questions, yes-no question, you say ah... be...plus subject plus going to plus verb.

Transactions are basically aimed at explaining grammar and how to use language.

Information about how linguistic skills operate in this particular language and the culture they adhere to.

There is not explicit teaching of how communicative skills operate in the language or the culture.

Analysis Of IRF Exchange

This phenomenon consists of a three turns long technique in which the teacher initiates the communication, then the students responds, and as a last step the teacher evaluates

this response. According to Van Lier (1996: 154) the teacher can use IRF format in at least the following four ways, repetition, recitation, cognition and expression IRF exchange is not preponderant in the present language teaching context; there are just a few examples of it.

The teacher uses IRF to check students understanding of grammatical rules:

172. Yes, they are. Subject plus be. They are. Subject plus be, a verb. Right?
 Negative: no, subject, they're not. Right? Affirmative and negative statements short answers. Right. You say: no, they're not, they're not going to take the shower, there is not water supply in Riohacha, so you cannot take a shower. Did you take a shower this morning? (Asking to K)
- 173K. Yes.
- 174T. O.k. Do you understand this? (Blowing the board with the marker, pointing the sentence out). Do you understand this Maira?
- 175M. Yes.
- 176T. Now, open your books to page seventy three Maira, page seventy three, exercise number three.

To check if the students are doing their tasks correctly

- 231T. Are you finished Keshia?
- 232K. No.
- 233T. Listen. You have to complete these sentences using the information from exercise number three, from the conversation.

IRF as recitation turns 32-36

Teacher also uses IRF to evaluate expression. The teacher is concerned of the correct building of structures 229e-231 and at the same time

- 229eT. For example: Who is going to celebrate his birthday this weekend?
- 230M. Philip is going to celebrate his birthday this weekend.
- 231T. That's correct Maira. Very good.

7:36. TEACHER STARTS CHECKING OUT.

- 233bT. Finished? O.k. Number two Keshia...
 234K. Kayla is going to take him for dinner
 235T. Very good. Ahh. Number three Mr. Martinez
 236J. Angie is going to order a cake.
 237T. Who?
 238K. No, Kayla, Angie is *****
 239T. Kayla. No.. Angie is going.

The teacher even evaluates a student after two turns took by J and M 240- 244

- 240K. No...Kayla. Mire ve. "Nice! Is she going to order a cake? Going to order a cake.
 241T. O.k. That's correct. Listen. Ahh. Angie and Philip are talking about Kayla.
 They're talking about Kayla, so the answer is: Kayla is going to order a cake. Is
 ***** Kayla is going to order a cake. And number four Maira...
 242J. The waiters.
 243M. The waiters are going to sing happy birthday
 244T. The waiters are going to sing happy birthday. Very good! O.K. Kayla.
 Kayla and the waiters are going to sing happy birthday.

The teacher corrects students expression even when the grammatical rule used by the students is not the one that is been taught in the class. Here the pedagogical topic is future with be going to, the teacher, nevertheless, corrects the way J refers to a picture in the book. 225-257, and then goes on checking expression: 259-251

- 255T. Oh! That's the question Maira. They're sitting in a restaurant... They... I don't know.
 256J. Teacher, in the picture seven.
 257T. Picture number seven (correcting J),
 258J. they to...
 259T. They are going to.
 260J. They are going...
 261T. They're going to see the movie could be

Using an exercise from the book T is checking if students can express the different situations found in the pictures. So, Basically IRF is used to keep control over the class and to praise student's clarity and accurate expression 261-297.

Evaluation is given in the way of a reward "very good!"

Number seven Maira.

290M. They're going to see a movie.

291T. They're going to see a movie. Very good

Or as reaffirming the correctness of student's response:

274 T.....Number three Mr. Martinez.

275J. He is, he is going to swim.

276T. he is going to swim. Ahja!

The teacher also gives feedback by correcting student's

vocabulary

338T. Are you going to watch television

339M. Yes, I'm going to see the novela

340T. The soap Opera.

<p>ON THE BOARD Soup Opera</p>

Teacher asks students to express themselves more clearly and precisely and to teach functions:

299bT.Keshia, are you going to study this weekend?

300K. No.

301T. Give me more information. Are you going to swim this weekend?

302K. No, I'm not, because I'm ... yo no sé nadar. ¿Cómo se dice?

303T.I don't know how to swim

304K. I don't know how to swim.

305T. O.k. Ask three questions.

Expression is given great importance in the class, despite of the long time teacher spends in repetition, IRF is used to promote clarity of expression.

The teacher uses IRF as repetition:

There are just a few examples of IRF used as repetition. Even though repetition exercises take a long time during the class, these moments cannot be define as IRF due to there are many turns between the feedback. Only once IRF is really used a repetition; at the end of a repetition exercise, the teacher offers a reward. Turns 36-38:

36. T. It's so embarrassing.

37.S. It's so embarrassing.

38. Very Good. O.K.

176cT. Repeat after me please. Everybody at the same time:

Are you going to do anything this weekend

177Ss. Are you going to do anything this weekend?

178T. Maira, I can't hear you. Maira sit down over

Analysis Of Competences

Now it will presented how the teacher manages competence in the classroom, what competence or competences are taught, benefit or developed. There are two main competences to be analyzed, organizational and pracmatic. Their corresponding sub competences will be mentioned, even though they will be analyzed only when they are found.

Organizational Competence

“Organizational Competence comprises those abilities involved in controlling the formal structures of language for producing or recognizing grammatically correct sentences, comprehending their propositional content, and ordering them to form texts” (Bachman, 1999, p. 87).

Grammatical competence. Bachman (1999) says that this competence includes those competencies involved in language usage: knowledge of vocabulary, morphology, syntax and phonology/graphology.

Vocabulary

38 turns, are devote to teach vocabulary

The teacher shows the correct use of vocabulary:

261T. They're going to see the movie could be. Watch, No, to see a movie. We use: to see a movie. We are going to see... a movie
 (writing on the board). You say: to see a movie, and you
 say: to watch T.V. O.k. To see a movie, and you say:
 to watch T.V. Are you finished?
 262M. Yes.

338T. Are you going to watch television
 339M. Yes, I'm going to see the novela
 340T. The soap Opera.
 341M. Soap opera. (Reading from the board).
 342T. Are you finished? Asking to K and J.

Phonetics

The teacher teaches pronunciation by emphasizing a specific word in a sentence during a repetition exercise:

30 T O.k. Repeat after me Say: Yeah, and the waiters are probably going to say, to sing happy birthday to me
 31 Ss. Yeah, and the waiters are probably going to sing happy birthday to me.
 32 T. **And the waiters are. (Placing emphasis on waiters)**
 33Ss. And the waiters are.

By correcting Ss pronunciation during a repetition exercise:

212T. No, they aren't,

213Ss. No, they aren't,
 214T. No, they aren't, (Correcting Ss. Emphasizing aren't).
 215Ss. No, they aren't,

By asking a specific student to speak louder so the teacher can hear her:

196T. No, she isn't.
 197Ss. No, she isn't.
 198T. Maira, I can't hear you Maira.
 199M. No she isn't

Syntax

50 turns are devoted to this aspect of organizational competence. He directly teaches the correct order of sentences by correcting students and modeling correct structure:

255T. Oh. That's the question Maira. They're sitting in a restaurant... They... I don't know.
 256J. Teacher, in the picture seven.
 257T. Picture number seven (correcting J),
 258J. they to...

From turn 38-49 T teaches grammar through the use of heuristic function. E.g.:

46. T. O.k. You are Angie, I'm Philip. Begging one, two three...
 47 Ss. Are you going to do anything exciting this weekend?
 48T. Well, I'm going to celebrate my birthday
 49. Ss. Fabulous! When is your birthday exactly?
 50.T. It's August ninth – Sunday.
 51Ss. So what are your plans?
 52T. Well, my friend Kayla is going to take me out for dinner.
 53 Ss. Nice! Is she going to order a cake?
 54T. Yeah, and the waiter are probably going to sing "Happy Birthday" to me. It's so embarrassing. O.K. Very Good. Now close your books, close your books, and

The use of 2 "Very Good" and the nature of the conversation exercise lead the researcher to interpret this as a way to teach grammar before an explicit explanation.

Pragmatic Competence.

According to Crystal (1985), "Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication" (as cited in Kasper 1997, p. 240). Bachman (1999) proposes two sub competences: illocutionary competence and sociolinguistic competence.

Illocutionary Competence.

Kasper, (1997) states, "illocutionary competence can be glossed as knowledge of communicative action and how to carry it out" (p.240). It contains different functions according to Bachman (1999),

- **Ideational function.** Express meaning in terms of our experience in the real world
- **The manipulative functions** are those which the primary purpose is to affect the world around us
- **The instrumental function.** Uses language to get things done
- **Regulatory function** It is used to control other's behaviour
- **Interactional function.** It works to maintain interpersonal relationships.
- **The heuristic function** is used in the context of knowledge transmission.
- **The imaginative function** enables us to create or extend our own environment for humorous or esthetical purposes

Let's see which of these functions are found during the present lesson:

Instrumental functions. It is used to get things done

Through giving commands in English the teacher controls the class using general orders:

54.T.....Now close your books, close your books, and repeat after me, say:
Are you going to do anything exciting this weekend?

152T. O.k. Very good. Open your books. Practice, practice you two. You two Practice.
Practice both roles, Angie, Philip.

161T. O.k. very good... O.k. let's go unto page seventy
three, grammar focus, the structure of "be going to.

And also addressing to a specific students:

176T. Now open your books to page seventy three Maira, page seventy three, exercise
number three.

56T.O.k. Repeat after me, say: Are you going to do anything exciting this weekend?

80. T. Repeat after me. So what are your plans?

96T. O.k. Say that again: Well, my friend Kayla is going to take me out for dinner.

97Ss. Well, my friend Kayla is going ...

98T. O.k, say: Well... my friend... take... me... out for dinner.

Requesting students to listen:

176 bT O.k. Very good. Now listen to me, listen to me:

In next example we can see how a student does what the teacher asks her to do
after a request in English. We can see Maira, who was in front of the other students (turn 172)
moves next to them:

THE TEACHER STANDS UP AND BEGINS READING ALOUD FROM THE BOOK

176cT. Repeat after me please. Everybody at the same time:

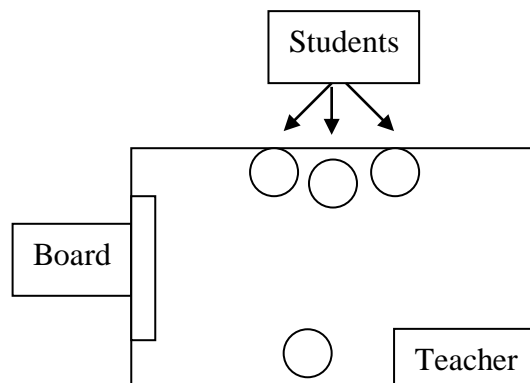
Are you going to do anything this weekend

177Ss. Are you going to do anything this weekend?

178T. Maira, I can't hear you. Maira sit down over here.

(M. Moves to the place the teacher asks her to move)

Now I can listen to you. The three of you at the same time.



By asking students in English to perform a task in the textbook:

229c...Find the information after you read the sentences. Come on!

He also asks students to repeat and do other things by using different commands.

5, 27, 30, 34, 54, 56, 80, 96, 98, 100, 124, 138, 142, 152, 161, 176 b, 229c, 233,

The teacher is not teaching this competence as a plan, he is just making use of it to control the class and get things done. Students are exposed to the words and phrases that are common to a pedagogical environment. In a transmission centered class is not surprising to find this phenomenon. Though students are controlled by the teacher they are not explicitly taught how to use the instrumental and the regulatory function.

Ideational function. Express meaning in terms of our experience in the real world

63 turns are devote to this function.

38. Very Good. O.K. I'm Angie, you're Philip. Can you do it, too? Are you going to do anything exciting this weekend?

The question “can you do it, too?” is directly related with the real world and the teaching-learning situation.

T. also uses ideational function to explain the meaning of any given grammatical construction:

161T. O.k. very good... O.k. let's go onto page seventy three, grammar focus, the structure of “be going to. Structure of “be going to. Be...going... to (writing on the board) For example. I'm going... to... study...tonight. That's the same that. I'm...planning... to... study tonight. I'm planning to study tonight. These two sentences have the same meaning. I'm going to study tonight, or I'm planning to study tonight. You use the expression “be” plus “going to” to talk about future plans.

Students respond accordingly using this function as well:

162J. Is this a question? (Pointing the board out)

Sociolinguistic Competence

Is the sensitivity to, or control of the conventions of language use that are determined by the features of the specific language use context; it enables us to perform language functions in ways that are appropriate to that context. It includes aspects such as:

- **Sensitivity to differences in dialect or variety.** It makes reference to the ability to accommodate language to the different social situations;
- **Sensitivity to differences in register.** Register is a variation in language use within a single dialect variety.
- **Sensitivity to naturalness.** It makes reference to the ability to understand the meaning the other person is trying to convey even though the utterances this person produces are not linguistically appropriate.
- **Ability to interpret cultural references and figures of speech.**

The only sample of the development of this competence is in turns 170-172

7:16 STUDENT “M” GETS IN THE CLASSROOM.

170T. Oh, Hello Maira! How are you?

171M. Fine thank you.

172T. Good to see you. Sit-down. O.k. Let's... so.

Apart from this there are not examples of the development of these kinds of competences during the present lesson.

Analysis Of Lesson 2 From The Perspective Of Barne's Model Of Communication.

Teacher's Control Of The Pattern Of Classroom Communication.

It is going to be presented the ways in which the teacher controls the structure of the patterns of classroom communication. T. represents the teacher, Ss. represents the students, M. is Maira, J. is Juan and F. is Fernando.

4. Teacher use of language during classroom lessons
5. The structure of classroom communication
6. Control of the content of the lesson.

The first ten minutes of the class correspond to a repetition exercise. It is evident that T. has the control all over the act speeches during this period of time. At the beginning of the class T. is the first one who speaks, he doesn't even say hello, he just starts by ordering something: 1T. “Well let's start the class”. Ss. Say “O.k”. Communication, then, or at least act speeches, are only possible to start after T.'s command.

During this lesson almost all initiatives to establish communication belong to T. He has to maintain students focused during the repetition exercise by continuously commanding them to repeat:

3. T O.k. Very good. Listen and repeat, repeat after me: Are you going to do anything exciting this weekend?

4. Ss. Are you going to do anything exciting this weekend?

So, in turns 27, 20, 24, 54, 56, 80, 96, 98, 100, 124, 138, 142, fourteen times, T. commands students to repeat. It is hard to consider this repetition exercise as real communication because T.'s purpose is not to convey meaning or significant information but to teach pronunciation previous to a grammar explanation moment that starts in 161T. This emphasis in repetition and in teaching pronunciation rather than real communication discourages students' proficiency.

After a long period of repetition grammar explanation takes place. T. uses personal questions to specific students to check grammar understanding and new vocabulary:

Did you take a shower this morning? (Asking to K)

173K. Yes.

174T. O.k. Do you understand this? (Blowing the board with the marker, pointing the sentence out). Do you understand this Maira?

175M. Yes.

Communication then has a pedagogical purpose; T. wants to make sure his students are coping correctly with grammar and vocabulary. Once he is certain of the results he follows with more repetitions.

From turn 1 to 229 T. controls oral exercises with the aim of teaching pronunciation, grammar and vocabulary, real communication acts are just a few.

T. uses IRF exchange to control several stages of the class. After Ss. Complete a task in the text book he starts checking it by asking questions or by eliciting student's responses:

233bT. Finished? O.k. Number two Keshia...

234K. Kayla is going to take him for dinner

235T. Very good. Ahh. Number three Mr. Martinezg

From 299e till the end of class T. controls strictly interaction using IRF sequence.

T. is highly controlling. Even though we can say that teachers in general are to be "in control" of their classes, there must be a place for contingency take place and real communication arise.

Student's Perception Of The Patterns Of Classroom Communication

Students know they can't start the class, only the teacher has this right as it can be seen when the first turn corresponds to the teacher. "O.K" They say. They understand they are to follow T.'s instruction, so they listen to the audio program and then wait for the teacher's command to repeat:

3. T O.k. Very good. Listen and repeat, repeat after me: Are you going to do anything exciting this weekend?

4. Ss. Are you going to do anything exciting this weekend?

Ss. know they have to repeat and don't interrupt T. During the repetition exercise K correct teacher's spelling on the board 29 K. "double S". Nevertheless it does not go beyond and immediately T. starts the exercise again 30 T O.k. Repeat after me Say: Ss. Then submit to T's control during the exercise, they know what their role is. There are no more students' speeches during this exercise which takes 160 turns.

During grammar explanation Ss. Know they are free to ask questions. When T. talks about the structure of "be going to" J. feels free to ask whether the teacher was asking or affirming: 162J. Is this a question? (Pointing the board out) to what T. responds: No, that's not a question in 163.

It's interesting to see that even though students are not asked to speak at first they already perceive they are free to talk, things that didn't occur during the former repetition exercise, and that never happens in the following repetitions stages. Ss. understand clearly when and when not to talk according to the structure imposed by T. during the whole class.

Even though it would not to be a problem for the teacher if a student starts a conversational exchange, it never happens during the class. Ss. Perceive themselves as the ones who are not to undertake the conversation, but only as passive recipients of questions to be

answered. For proving so notice that only in turn 162 one student asks a free question, it takes place between the frameworks of a grammatical explanation:

162J. Is this a question? (Pointing the board out)
 163T. No, that's not a question, it's a first statement

It can be assumed that true communication apart from the explanation of grammar and of language itself does not exist. Ss. Perceive themselves, as above stated, as recipients and not producer of language.

Students Knowledge And Use Of Language

Students use the language between the framework imposed by the teacher, only for: Repetition

13. T It's August ninth – Sunday.
 14 S. It's August ninth – Sunday.

To confirm they understand something, 247, 249

246.... Number five is....
 247J: eat.
 248T. Going to eat. Going to eat. Or they're going to go to a restaurant. To eat. Number six could be...watching television. And number seven going to see a movie.
 249K. Going to see.

To answer questions

170T. Oh, Hello Maira! How are you?
 171M. Fine thank you

Ss. Use language only for pedagogical purposes, it means, between the activities or to adapt to the social rules in the classroom. See 170, 171.

Student's Use Of Language For Learning And Language Acquisition

Due to the nature of the class there is not much space for acquisition to take place. The high controlling style of the teacher does not give more opportunities to student to get engaged in the reproduction of real life situational conversations. They are mainly repeating and trying to cope with grammar and vocabulary.

276T. he is going to swim. Ahja! O.K. Number three, going to swim. Top swim, swim,
277S.W.I

278J. no swimming.

279T. Both. You can say: he's going to swim or he's going swimming. Or
he's going to go swimming.

280J. To go swimming.

281T. Ah, O.k. He's going to swim or he's going to go swimming.

282J. To go swimming.

10.2.3. Class Analysis 3

Analysis Of Moves In The Classroom

Eliciting: Any act designed to produce a verbal response from another person.

Most of the acts designed to produce a verbal response from other person are repetition exercises, based on scripts from the book and directly commanded from the teacher.

Repetition requests, as it is used by the teacher in former lessons, are one of the main tools during this class. Verbal responses after repetition requests look for the increasing of better pronunciation and learning structure. For example; in turn 1, after an introduction to the correct way to form questions T. asks students to repeat: "But first repeat after me. Say: Is your partner going to watch television tonight?" Students respond by repeating in turn2. Nevertheless, T. is not pleased with the pronunciation so he decides to slower the speech in order to they get

the pronunciation properly: 3T. “Is your partner going to watch television tonight?” (Slower in order to make students to get the correct pronunciation) to what students respond with the accurate repetition and pronunciation in turn 4: 4Ss. “Is your partner going to watch television tonight?” It is clear T. now agrees with this pronunciation because in turn five he says “O.k”. And he goes on requesting students to repeat the next lines in the same turn: “O.k. Repeat...”

thirty one turns at the very beginning of the class are devoted to repetition. After 32 more turns T. goes back to ask students to repeat as an introduction to a class activity exercise contained in the textbook, so in turn: 64b T. says: “O.K. Repeat after me one more time, say: Watch television tonight”, to what students respond accordingly in 65.” Watch television tonight”. Nineteen turns are devoted to repeating in this stage. The purpose of using this technique in this class is to check skills and at the same time increase confidence. We can see that in the third bunch of turns devoted to repeating: after listening to the audio program students are asked to imitate what they just heard. He asks students to pay attention to intonation in 224T. “Remember the intonation. Are you gonna have a party? But after repeating they are asked to speak to each other asking questions reducing going to to gonna. So, first T. makes sure they can pronounce properly and then asks them to use it. 23 turns are devoted to this exercise. Around 100 turns later T. uses the last repetition exercise to teach teaching vocabulary in order to check skills. It is clear, because we can see that T. first explains the content in turn 321T, and then he proceeds to see if Ss. Can repeat appropriately Turns 321T. “So, repeat after me and say: new years Day!” Nevertheless, after this repetition Ss. Don’t use the teaching vocabulary to produce new language, so the purpose of the exercise was not to increase self confidence but to check skills. Twenty-nine turns are devoted to it in this opportunity.

A hundred and nineteen turns of four hundred three in the whole class are devoted to repeating. Twenty-three percent of the turns.

Questions are also widely used by the teacher to elicit students acts of speech. For example: following the activity proposed in the text book T. decides to ask questions to check understanding of previously taught teaching vocabulary

31T. O.k. Let's say, for example. Mr. Castro. Are you going to watch television tonight?

32F. No.

33T. Keshia are you going to watch television tonight?

34K. No.

35T. Are you going to use a computer tomorrow Mr. Castro?

36F. Yes.

Turns 32 to 62 are taken to ask question through specific elicitation technique.

To check students understanding of the tasks:

94T. Yeah, yeah. Keshia, do you understand the exercise Mr. Martinez? Keshia do you understand the exercise?.....

95K. Sí. Yes.

To check student's understanding of previous explanations:

189T You understand Keshia?

190K. Yes.

191T. Fernando?

192F. Yes.

To check listening exercises, to make sure Ss. Have got the information properly:

282b. T. I always listen to Jazz. O.k. Did you get all the information?

283. SS. In silence.

284. T. No? Mr. Martinez. Did you get the information.

285. J. Nods his head.

286a. T. Well. Listen to this!! Pay attention.

286bT. Did you get the information now?

287J. Michelle is going to meet in the park

288T. Michelle is what? Is goanna meet a friend. Michelle is going to meet a friend and they're going to run in the park.

To contextualize learning:

304T.....When is Independence Day in Colombia?

305K. July the seventh

To solve problems in the classroom in order to help the process of contextualizing learning:

311T...Do you have a calendar?

312F. Yes.

313K. Tomorrow....

314T. Yes.

To find out about students' personal information:

393T...What's your favorite holiday?

394F. The New Year's Day is my favorite.

Directing

7T. Keshia, would you please sit down over here?

Analysis Classroom Transactions

Analysis of classrooms transactions makes reference to the communication of information, communication with pedagogic purpose and with a strict pedagogic content. It is controlled by the teacher or the textbook writer, it consists of:

- Information about grammar or the use of language
- Information about how linguistic skills operate in this particular language and the culture they adhere to.

Information about grammar or the use of language

The first transaction takes place long after the class begins; in turn 187 T. starts to explain the reduction of going to goanna:

187T. O.k. Let's go back to page seventy four. Pronunciation. Reduction of going to. Notice the reduction of going to. Learn to sound natural when talking about future plans.(Reading from the teacher guide) List. When you're using... O.K. Attention here to the board please! I'm going to dance next week. This is when we are talking about future plans...

Then in 187dT He goes on explaining the correct use of goanna:

187dT. So the reduction of going to sound like goanna. This is a phonetic symbol. Goanna. Going to is goanna. List: that's only for spoken English .Only in conversation. You never say that. You never write that. You never write goanna, you write going to.

T. devotes about 30 turns more to make sure they can pronounce correctly, and ends up by asking them not to forget the appropriate social rule in 222aT:

Say that again please. Remember. Goanna is the reduction of going to in spoken English only. You never write goanna. You pronounce. Always remember. You never write goanna. You pronounce, in natural speech. Listen to the tape again

This transaction is reinforced by the use of the audio program in which students listen to the native speakers to pronounce "goanna" and then they have to imitate him:

222bT. Nick's Cafe. Now repeat, one more time please: Are you goanna have a party?

223Ss. Are you goanna a have a party?

In 236aT. the teacher uses a pair work technique to reinforce pronunciation of the same

subject: from 236b T to 282aT. Forty six turns are devote to this reinforcement.

Grammar and linguistic skills (pronunciation) are taught during this long stage of the class. T. makes sure Ss. Understand how to build the sentence and how to pronounce according to the common usage.

Information about how linguistic skills operate in this particular language and the culture they adhere to.

Another aspect of transactions is how the teachers use students' cultural background to contextualize the teaching of structure and teaching vocabulary. When talking about holyday in the United States, T. switches the country and goes to the holydays in Colombia.

304T. Day, we have our own independence day. When is Independence Day in Colombia?

305K. July the seventh

306T. July the seventh, July the seventh. We celebrate here also October the thirty first. Do we have Thanksgiving Day here? I think so. Do we have a Thanksgiving day like in the United States?

307Ss. Silence...

308F. We don't have Thanksgiving

309aT. Christmas. We celebrate Christmas here, too. Listen ahh

In this extract we can see that students are free to use language to ask questions.

T. also makes a clear statement that shows his purpose to establish a comparison between cultures:

361T. Oh yeah... new year's Day? January first. Do we have a Valentine's Day?

362Ss. Yes..

363T. Yeah, we have and equivalent,

364Ss. Love and friendship.

T. WRITING ON THE BOARD

365T. Yes! We have love and friendship.

We have love and friendship Day

366J. Yeah. .

367T. We have this day, but is in September, love and friendship Day. We have a day that is equivalent to Valentine 's Day.

<p>ON THE BOARD Love and friendship</p>

T. tries to equate the holydays in the U.S with a Colombian celebration, this is cross-cultural awareness. Forty turns are devote to this technique.

Analysis Of IRF Exchange

This phenomenon consists of a three turns long technique in which the teacher initiates the communication, then the students responds, and as a last step the teacher evaluates this response. According to Van Lier (1996: 154) the teacher can use IRF format in at least the following four ways, repetition, recitation, cognition and expression.

There are not many samples of IRF in this class... T. mainly asks questions and gets answers from students but he almost never offers an evaluation.

To encourage students to think in English:

47T. No? Keshia? Are you going to go out on a trip next month?

48K. Como?

49T. Are you going to go out on a trip next month?

50K. Hmm...

51T. Yes or no?

52K. No.

53T. But, are you going to Barranquilla next month?

54K. Ah... sí.

55F. (Laughs)

56T. So, answer in English please. Ah... visit family next summer. We're waiting for Mr. Mr. Martinez.

To encourage clear thinking:

T: tries to make student understand the nature of an oral exercise from the text book. He uses the target language so he has to explain and reformulate sentences in order to make himself clear, and to give responses and question to reach his goal. It is important to notice that the response function which is Cognition, aims at the understanding of the nature of a determined task to be develop during the class, and not to evaluate students perform during the task itself.

84T. You can compare then.

85F. My guess is your...

86T. Yeah. Is your opinion if Keshia is going to watch television or not tonight.

87J. Example. Watch Television tonight.

88T. No, no, don't answer, first you write your guess, you say, she's probably watch television tonight. Then you say yes. You suppose that she is going to.

89J. Mh...(Nodding his head)

90T. O.k. Study English this evening. No. Yes or not. Use a computer tomorrow, you write yes or no. Use your imagination, you imagine that probably she is or probably she is not. I don't know. And do the same with Mr. Martinez. Are you finished? (Talking to F) you made your guesses about me?

91F. *****what is the reason about...

92T. No, wait a minute, wait a minute (interrupting F)

93F. Listen (in a tone of claim)

94T. Yeah, yeah. Keshia, do you understand the exercise Mr. Martinez? Keshia do you understand the exercise? Make your choice. Do you think. Listen. Do you think Mr. Martinez is going to watch television tonight? What do you think?

95K. Sí. Yes.

96T. Yes? Well, you are all right. Yes! And continue with your, that's your guess. Ah... Well. Here you are. Is this the exercise? No. Ahh Mr. Martinez or no, Mr. Castro. Are you going to watch television tonight?

97F. No.

98T. O.k. Ah.. Are you going to study English this evening Keshia?.

99K. Yes

Before a listening exercise students are asked to guess from a picture what is each person in the picture are going to do. So T. has to respond students' inquires before they face the task:

- 274T. O.k. Let's do the listening exercise. Let's do exercise six on page seventy four...exercise six. Look at the pictures, look at the pictures. You have to fill in the columns according to the information. This is Michel, this is Kevin, Robin, and Jane, you will fill the left column of the chart
- 275F. Kevin is going to"!
- 276T. Kevin is going to... to a party. Yes?
- 277F. Going to a party. Or maybe he's going to listen to music. I don't know.
Robert is going to go to work.
- 278T. Robert is going to go to work. What about Jane?
- 279F. is going.... Is going....to (intereputed by T.)
- 280T. Jane is..
- 281F. going...
- 282aT. Probably listen to music, I don't know. Well... You're ready? You are going to listen the interviewer from ahhh... the interviewer from KXQ News Radio. He's going to interview the four people. So, listen.

To push for clarity of expression.

In order to teach holidays and traditions in the United States T. asks follow up questions to ask students to widen the concept of each holiday from 353 to 400 we can see this activity. Here is an extract:

- 353T. What is Christmas about?... What happened in Christmas? What do they celebrate on it? What do they celebrate on December the thirty first?
- 354F. Jesus Christ
- 355T. What does the occasion mean?
- 356Ss. (quiet)
- 357T. The birth of Jesus.
- 358F. That is important
- 359T. The birth of Jesus. O.k. Do you celebrate any of these holydays?
- 360f. Yes.
- 361T. Oh yeah... new year's Day? January first. DO we have a Valentine's day.
- 362Ss. Yes..
- 363T. Yeah, we have and equivalent,
- 364Ss. Love and friendship.

Analysis Of Competences

Now it will be presented how the teacher manages competence in the classroom, what competence or competences are taught, benefit or developed. There are two main competences to be analyzed, organizational and pragmatic. The sub competences will be mentioned, even though they will be analyzed only when they are found.

Organizational Competence

“Organizational Competence comprises those abilities involved in controlling the formal structures of language for producing or recognizing grammatically correct sentences, comprehending their propositional content, and ordering them to form texts” (Bachman, 1999, p. 87).

Grammatical competence. Bachman (1999) says that this competence includes those competencies involved in language usage: knowledge of vocabulary, morphology, syntax and phonology/graphology.

Syntax

The topic of future with be going to which had been previously taught in former classes is reinforced here through the use of questions based exercise from the text book.

Students are asked to do the task in pair.. T. practices with F:

100T: Are you going to use a computer tomorrow?

101F: Yes.

102T: Yes?. Are you going to cook dinner tomorrow night?

103F: No.

104T: Are you going to go out this Friday. This weekend?

105F. No.

Turns 100-141 are devoted to the first set of exercises. Turns 148 to 184 are taken in the next set between T and J.

Teaching vocabulary

Teaching vocabulary is taught by repetition exercises, listening activities and conversation. Between turns 309aT and 309bT there is a reading-listening exercise to teach holidays in the U.S. the T. proceeds to contextualize the teaching vocabulary with the actual day:

309bT. It's a holiday in the United States, the fourth...Thursday of November. So...

310J. Third Thursday in November.

311T. The fourth Thursday in November is the day after tomorrow. Tomorrow is Wednesday, and the day after tomorrow is Thursday, so and the day after tomorrow is Thursday, so. Next Thursday is the fourth... Do you have a calendar?

312F. Yes.

313K. Tomorrow....

314T. Yes.

T. establishes a conversation in 315T to talk about the teaching vocabulary which was previously listened in the audio program, then, after seven turns he goes on by teaching teaching vocabulary through repetition:

321T. So, repeat after me and say: new years Day!

322Ss. New Years day.

323T. Say it again New Years Day.

324Ss. New years day

325T. January first.

Then in 353 T. he retakes the conversation technique till the end of the class in turn 403:

353T. What is Christmas about?... What happened in Christmas? What do they

- celebrate on it? What do they celebrate on December the thirty first?
- 354F. Jesus Christ
- 355T. What does the occasion mean?
- 356Ss. (quiet)
- 357T. The birth of Jesus.
- 358F. That is important
- 359T. The birth of Jesus. O.k. Do you celebrate any of these holydays?
- 360f. Yes.
- 361T. Oh yeah... New year's Day? January first. DO we have a Valentine's day.
- 362Ss. Yes..

Phonetics.

Since the beginning of the class T. models pronunciation for students:

- 1b T....But first repeat after me. Say: Is your partner going to watch television tonight?
- 2Ss. Is your partner going to watch television tonight?
- 3T. Is your partner going to watch television tonight? (Slower to help students get the correct pronunciation)
- 4Ss. Is your partner going to watch television tonight?

Based on the textbook T. teaches the reduction of going to go goanna. Turns 187 to 273 are focused in reaching this goal. After an explanation on the correct use of this reduction 187T, students listen to the native speaker in the audio program twice. Then he reinforced orally when this reduction can be used in 187dT and 189:

- 189T. Are you goanna have a party? No, I'm going to go out with a friend. Are you goanna go to a restaurant? Yes, we're goanna go to Nick's Cafe. O.k.? Is that ***** to you?. So, it's the reduction of going to. You reduce going to to goanna. In conversations only. You never write like this: I'm goanna dance. That's not for written purposes. Just spoken. O.k. You understand Keshia?
- 190K. Yes.

The repetition exercise to reinforce pronunciation is done from 196 to 222a, followed by one more explanation of when to use the reduction:

220T. Yes. We're goanna go to Nick's Cafe.

221Ss. Yes. We're goanna go to Nick's Cafe.

222aT. Say that again please. Remember. Goanna is the reduction of going to in spoken English only. You never write goanna. You pronounce. Always remember. You never write goanna. You pronounce, in natural speech. Listen to the tape again.

T. seems not to be pleased with the former exercise so he decides to put students to listen to the audio program and to read again.

222a....You pronounce, in natural speech. Listen to the tape again...

Then in 236aT he sets students for a pair work to reinforce pronunciation of goanna:

236bT. Are you going to watch Television tonight?

237F. Yes.

238T. Say: yes. I'm goanna watch television tonight Are you going to study English this evening?

239J. Yes. I'm goanna use....

240T. Are you going to use a computer tomorrow?

241J. Yes, I'm goanna use

242T. Are you going to cook Dinner tomorrow night?

243J. No, yes I'm goanna...

244T. Are you going to go out with friend this weekend?

T—J
F—K

236 to 273 are devoted to pair work for practicing pronunciation.

Pragmatic Competence.

According to Crystal (1985), "Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication" (as cited in Kasper 1997, p. 240). Bachman (1999) proposes two sub-competences: illocutionary competence and sociolinguistic competence.

Illocutionary Competence.

Kasper, (1997) states, “illocutionary competence can be glossed as knowledge of communicative action and how to carry it out” (p.240). It contains different functions according to Bachman (1999),

- **Using ideational function.** Express meaning in terms of our experience in the real world
- **The manipulative functions** are those which the primary purpose is to affect the world around us
- **The instrumental function.** Uses language to get things done
- **Regulatory function** It is used to control other’s behaviour
- **Interactional function.** It works to maintain interpersonal relationships.
- **The heuristic function** is used in the context of knowledge transmission.
- **The imaginative function** enables us to create or extend our own environment for humorous or esthetical purposes.

The instrumental function.

As it is expected from teachers in class T uses this function to get things done.

Though this function is benefit in this academic contest, students never use it in class. Here some examples:

As commands:

1Ta. Let’s wait for Mr. Martinez... You have to find out about classmates plans.

1bT Listen to me ***** ahh, interchange eleven. You got it here (Addressing to an specific student). O.k. Listen to me. Ahh. Is your partner going to watch television tonight?

5T. O.k. Repeat: Study

56T. So, answer in English please

62aT. Listen. Ahh. Look. Pay attention to the charts.

Using ideational function function

T wants students explain reality in English through the use of the target language.

In next excerpt it can be seen how T. commands F to use the number in English to know how many guesses of the exercise were correct:

141T. Oh yes. How many of your guesses are correct?

142F. una, dos, tres, cuatro, cinco, seis...

143T. Do it in English please (Interrupting F)

144F. One, two, three, four, five, six, seven, eight, nine.

In this situation T is concern about the explaining of something real (the number of correct guesses) it means, the knowledge of this fact rather than the numbers themselves. This is one of the few moments in this lesson where language is used to complete a significant task, even though it is about the fulfilling of a pedagogic task.

Another example is the use of a calendar to talk about the actual dates during the lesson in order to contextualize new information about holydays in the United States:

K. GIVES THE TEACHER A CALENDAR.

T. LOOKING AT THE CALENDAR.

315T. Today is twenty...

316K: Seventeenth

317T. twenty second.... No, no (Correcting himself). The first Thursday was the third, the second was the tenth... so the fourth Thursday in November will be the twenty-fourth. So, the day after tomorrow will be thanksgiving in the United States. So, is a special day, a special holiday when people give thanks to God.

318F. They celebrate, they eat a turkey.

319T. They eat turkey

320F. and lift a prayer.
 321T. Turkey. Turkey is ah... big bird.

<p>ON THE BOARD</p>

As we can see, in 315 T, he says a date to what F responds with a different one. The initiative of F shows that he himself is making use of language to explain his reality, using utterances to show reality. So, he feels free in 318 and 320 to add information about thanksgiving even when he has not yet been required, something unusual for the teacher's controlling style.

The same phenomenon is seen in the final turns of the class, starting from 365T till the end. There is conversation about love and friendship day and other holydays where Ss describe how people celebrate that in Colombia:

368J. Independence....

370K. We have Christmas

372K. We have a party. With family.

374K: a desfile.

376K. treat and treat.

378F. How do you say ceremonia military?

384K. We have dinner.

386J. We have a party...with family

388J. is a reunion with family, we pray and have a dinner.

390K. we... have a meeting.

Developing sociolinguistic awareness Competence

Is the sensitivity to, or control of the conventions of language use that are determined by the features of the specific language use context; it enables us to perform language functions in ways that are appropriate to that context:

- **Sensitivity to differences in dialect or variety.** It makes reference to the ability to accommodate language to the different social situations;
- **Sensitivity to differences in register.** Register is a variation in language use within a single dialect variety.
- **Sensitivity to naturalness.** It makes reference to the ability to understand the meaning the other person is trying to convey even though the utterances this person produces are not linguistically appropriate.
- **Ability to interpret cultural references and figures of speech.**

Sensitivity to naturalness

Though grammatically the questions would require a yes/no answer, the social situations makes the question a polite request to sit in a determined place, so K do not answer but sits.

7T. Keshia, would you please sit down over here?

There is not more evidence of the development of specific developing sociolinguistic awareness competences beyond the use of English by the teacher in the pedagogical environment.

Analysis Of Lesson 3 From The Perspective Of Barne's Model Of Communication.

1. Teacher's Control Of The Pattern Of Classroom Communication.

During this class communication is based mainly in pursue of the developing of pronunciation skills, and lexical abilities. T. controls almost 50 per cent of the turns.

Communication here is a means to teach grammar.

Because of in former lessons most of the class is centered in grammar explanation, repetition and pronunciation, there are just a few of moments in which students and teacher interact with each other, so, it is going to be taken one of these moments to discover the patterns of classroom communication.

From turns 353 to 400, just at the end of class, there is one only moment which seems to be really communicative, it means, not only the teaching of a topic but the real use of significant questions and information from the speakers in the frame of the pedagogical purpose of the lesson.

After a repetition exercise T. starts to ask questions to contextualize learning and elicit real answers from students. He starts with a set of questions, one reformulating the former in turn 353 T: What is Christmas about?... What happened in Christmas? What do they celebrate on it? What do they celebrate on December the thirty first? F. responds properly "Jesus Christ".. T. wants to elicit longer answers from students, so he widen the former question and asks in 355 What does the occasion means? SS. Decide to remain silent, to which T. has to answer himself: "The birth of Jesus". F. goes out from the teacher's frame of controlling turns by questions and adds information to what T. has just previously said: "that is important". T.

does not confirm neither denies F's statement, almost ignoring the opportunity to ask follow up questions to F he widens the questions to all holydays seen in the former exercise. 349T. The birth of Jesus. O.k. Do you celebrate any of these holydays? F. responds: "yes". T.'s answer is not and evaluation of what students says, it's rather a way to teach more teaching vocabulary, if we see, in 361T. when he says "Oh yeah..." he goes on reciting holydays rather than allowing students to explain by themselves what the holydays are, ending with a closed question: "Oh yeah... new year's Day? January first. Do we have a Valentine's day." Students answers are mainly short and closed. According to the model T. uses, they adapt to this framework. In 363 T. says "Yeah, we have and equivalent". F. breaks teachers control and in advance he says "love and friendship". Interestingly turn 363 is not a question by the teacher but a statement.

Nevertheless he does not ignore F's anticipation and confirm his guess even by writing it on the board: "365T. Yes! We have love and friendship. We have love and friendship Day". The topic of Valentine's Day closes and a student start the topic of a different holyday. In 368 J say "Independence". In 369 T. widens the idea of Independence Day in Colombia by giving the date "We have and Independence Day, July twenty." It's interesting that even though some students try to start the topics, T. always manages to direct the class in order that he can control de topics. Whether consciously, or not, this is a remarkable feature of the communicative process in this lesson. We can see that in the next excerpt how T moves between the topics proposed by students and finally his own topic is developed:

367T. We have this day, but is in September, love and friendship Day. We have a day that is equivalent to Valentine's Day.

368J. Independence....

369T. We have and Independence Day, July twenty. We don't have thanksgiving, but we have Christmas.

370K. We have Christmas.

- 371T. How do you celebrate New Year's Day? How do you celebrate New Year's Day? What you do?
- 372K. We have a party... With family.
373T: Yes you gather with all the members of your family. Ok. How do you celebrate love and Friendship Day here? We play secret friend, that's one way we celebrate. And how do we celebrate Independence Day? What do we do on Independence Day?
- 374K: a desfile.
- 375T. We see the parade, you raise the flag, the Colombian flag. Then you can drink some beers. What about Halloween? How do you celebrate Halloween?
- 376K. Treak and treak.
- 377T. Eating a lot of candy.
- 378F. How do you say ceremonia military?
- 379T. Ahh, military ceremony. That's for Independence Day
- 380F. Oh yes.

As stated above, in 368 J. proposes Independence Day and T. changes the topic to Christmas. Then K. confirms Christmas but T. again changes the topic another celebration, New Year's day in 371. We can see that they devote next nine turns to this topic proposed by T. and that he is the one who changes the topic to Halloween in 381: "T. ahh, let's see. Halloween is for children. A holyday for children" and in 383 to Christmas"" ...What about Christmas? How do you celebrate Christmas here?" Then T. stars asking questions to specific student in 391:

- 391T. What's your favorite holiday?
- 392K. Independence Day.
- 393T. Independence Day is your favorite? (laughs). Fernando. What's your favorite holiday?
- 394F. The New Year's Day is my favorite.

It is clear that T. controls all the communicative part of the class, he decides who and when has to speak and in most cases he starts the topic, and always tries to control the topics to take students to a land where he feels comfortable.

Student 'S Perception Of The Patterns Of Classroom Communication

The teacher establishes the pattern of classroom communication. Students perceive these patterns and try to accommodate to them. It is evident that most communication and speech acts belong to the teacher or are produced as a response to a questions or a demand from him. Students understand that T. is in control of communication in the classroom. We can see this in the fact that student's utterances are not free, they're controlled by T. There is an example nevertheless, where a student tries to break this control and he is not allowed by T. After the teacher gives some instruction about how to do a pair group exercise F wants to make a question which out of the teacher agenda in 91F. "*****what is the reason about..." and he is immediately interrupted by the teacher in 92T. "No, wait a minute, wait a minute (interrupting F)". F wanted to insist in93F. "Listen (in a tone of claim)" to what T. responds by ignoring it addressing to a different student:

94T. Yeah, yeah. Keshia, do you understand the exercise Mr. Martinez? Keshia do you understand the exercise? Make your choice. Do you think? Listen. Do you think Mr. Martinez is going to watch television tonight? What do you think?
95K. Sí. Yes.

Then, at the end of next turn T. goes back to F and asks a question in 96 "Are you going to watch television tonight?" And F has to answer accordingly "No". Students perceive control from the teacher. It is logical not to find many examples of students proposing questions during this class. This lesson shows students perceive themselves as the ones that have

to obey the teacher and follow instructions. Free interaction seems to take place only at the end of class from 353 to 403. As it was analyzed before, students respond between the limits T. allows them to perform.

Contextualization cues

Body posture and vibration in the classroom

T. is always standing by the board, see figure 1. He is writing on the board constantly. He only sits after 30 minutes of class to do a pair work with a student. Turn 236a. When finish he stands up again to play de audio program. Turn 282a. The control of the class is seen in the way T. keeps physical distance with students during the communicative process. He is concerned of how to explain properly language usage and he uses the board as an important tool, so he has to stay close to it.

Students Knowdlege And Use Of Language

Students use language almost always only when they are allowed by the teacher. We can see in all stages of the class that T. is the one who start the exchanges. So English to be observed generally consist of short sentences as a response to a question in specific elicitation:

96T....No. Ahh Mr. Martinez or no, Mr. Castro. Are you going to watch
television tonight?

97F. No.

98T. O.k. Ah.. Are you going to study English this evening Keshia?.

99K. Yes

Student's Use Of Language For Learning And Language Acquisition

There are not many examples of activities that promote language acquisition. Between the structure of the class, students manage to insert themselves in the communicative agenda of the teacher and at the same time to learn English their way. Nevertheless, the strict teaching style of the teacher does not allow much opportunity to students to engage in new personal adventures in pursue of language acquisition.

The first exercise takes from turn1 to 186. It involves repetition of teaching vocabulary, pair work for asking yes/no questions already provided by the text book. E.g.:

- 7T. Keshia, would you please sit down over here? O.K. Repeat after me, say: Watch television tonight.
- 8. Ss. Watch television tonight
- 9T. Watch television tonight
- 10Ss. Watch television tonight
- 11T. Study English this evening.
- 12Ss: Study English this evening

The second exercise from 187 to 273 involves grammar explanation, practice of pronunciation, pair work practice of yes/no questions provide by the textbook. E.g:

- 196T. Pronunciation in conversation. You never write that. Are you goanna have party?
Repeat after me: Are you goanna have party?
- 197Ss. Are you goanna have a party?
- 198T. Are you goanna have a party?
- 199Ss. Are you goanna have a party?
- 200T. Remember. Going to is goanna. Are you goanna have a party?
- 201Ss. Are you goanna have a party?

Third exercise, from 274 to 301 consists of listen to the audio program, responds questions from the teacher, and repetitions.

- 274T. O.k. Let's do the listening exercise. Let's do exercise six on page seventy four...exercise six. Look at the pictures, look at the pictures. You have to fill in the columns according to the information. This is Michel, this is Kevin, Robin, and Jane , You will fill the left column of the chart
- 275F. Kevin is going to”!
- 276T. Kevin is going to.. to a party. Yes?
- 277F. Going to a party. Or maybe he's going to listen to music. I don't know.
Robert is going to go to work.
- 278T. Robert is going to go to work. What about Jane?
- 279F. is going.... Is going....to (intereputed by T.)

The fourth exercise consists of listening, repetition and some turns to speak relatively freely.

- 355T. What does the occasion mean?
- 356Ss. (quiet)
- 357T. The birth of Jesus.
- 358F. That is important
- 359T. The birth of Jesus. O.k. Do you celebrate any of these holydays?
- 360f. Yes.
- 361T. Oh yeah... new year's Day? January first. Do we have a Valentine's day.
- 362Ss. Yes..

F is the only student that tries to go further and build more elaborated sentences, sometimes even breaking teacher's control of the class. Nevertheless, the typical use of language by students in general is conformed to the teacher's structure for the class events as it is written in the sentences above.

10.2.4. *Class Analysis 4*

Analysis Of Moves In The Classroom

Eliciting: Any act designed to produce a verbal response from another person.

Most of the acts designed to produce a verbal response from other person. Eighty questions are displayed by the teacher. It means that 17 percent of times the teacher used his turn as a question to elicit student's answers.

T. uses questions to introduce the first topic of the lesson:

- 1T... How do you celebrate New Year's Day? Here in Colombia with your family. How do you celebrate that Maira? In January the first what do you do?
2. M. *****
- 3T. Mr. Franco, How do you celebrate New Year's Day?
- 4F. I have breakfast with my family
- 5T. Do you have breakfast with your family? When you say your family you mean: your father, your mother, all your brothers and sisters...
- 6F. Yes

He starts the topic asking M and F about how do they celebrate New Year's Day and then asks follow up questions to widen the concept in turn 5. After an introduction and contextualization of a new topic, T. uses questions to reinforce the topic by asking about some features of a picture in the textbook:

- 209T. Look at the picture. Look at the picture. Mr. Castro *****you***at the picture. What can you see in the picture?
- 210F. Two people.
- 211T. Two people.
- 212F. One woman one man.
- 213T. One woman one man. What else can you see?
- 214F. Ahhh.
- 215T, You see a window from the store. What can you see through the glass of

the window?
216F. Globos

To ask personal information to students:

11T. Are you from Sincelejo?
12F. no, my mother is..
13T, Your mother is from Sincelejo.
14F. Yes.
15T. And all your brothers and sisters are in Sincelejo
16F. Ahh... some people.
17T. Some of they are in Sincelejo. The others are where?
18F. In Barraquilla, in Bogotá

These questions are totally out of the topic of the lesson; nevertheless T. uses them to get a clearer picture of student's opinions from 11 to turn 24. Then T. goes back to the central topic and asks about how F. celebrates a specific holiday:

25T. What do you eat for breakfast this day? What special food?
26F. Fish.
27T. Fish?
28F Yeah!
29T, Fish for breakfast.
30F. Yeah.

To contextualize student's speaking using information from their background:

31T. O.k. And what kind of... what kind of fish do you eat? Coroncoro?
32F. No. bocachico.
33T. Bocachico, you eat bocachico.
34F. In viuda.
35T. Viuda de bocachico
36F. Yeah.
37T. That's delicious.
38F. Yeah.

He goes on with the same technique and asks M. about his traditions:

39T. That's delicious. Have you ever eaten viuda de bocachico Maira?

40M. No.

41T. Never?

42M. Never.

43T. you prefer viuda the bocachico with.. ahh.. yuca, potato. Like a, like a soup.rigth? What we found delicious. O.k. Ahh. Keshia, what do you do? How do you celebrate New Year's Day?

44K. Ehh, the January first (laughs) no, but the..

More examples of contextualization through questions:

151T. What do you do for Christmas Fernando?

152F. I eat special food with my-with my friends.

153T. You eat special food with your friends. What kind of food do you eat?
What do you do?

154F. ehhh....

To check if he himself is right:

205T. ... They have a churroteca, which is the place where people can drink churro and dance, churroteca, like discotheque, right? A discotheque with churro, a churroteca. Is that correct teacher? (F works as a teacher)

206F. Yes.

207T. Yes? Well.

From turn 1 to 183 T. asks questions for contextualization.

To check students' knowledge of the target language:

113T. How do you spell raise? (writes "raise the flag" on the board).

To check if students understand each other's:

227T. O.K. You understand Maria's picture? You understand what Maira says?

To check student's cultural understanding of the American culture:

233T....In this case "my girlfriend" means "my fiancé". O.k.? That's another word for girlfriend. In this case is "my fiancé". Somebody from the opposite sex, O.K. That's another word for girlfriend. In this case is "my fiancé". That's somebody from the opposite sex, in this case, that they're are going out, or dating. Do you understand that?

234Ss. Yes.

To check whether or not students understand grammatical explanations:

395T....Going to a restaurant with my girlfriend. That's very specific. Another example could be: where...is...Keshia...going...to...celebrate...where is Keshia going to celebrate ahh...new year's Day? The question Mark. That's another example, Where is Keshia going to celebrate a new year's*****. Interrogative word. Verb be (is), ahh subject (Keshia), going to (the same), verb (celebrate), New Year's Day is the complement. You understand?

397T. And the interrogative word "where" asks for specific information. What place. Barranquilla! O.k? Barranquial Where is Keshia going to celebrate new year's day? Barranquilla. Where is asking for this specific information. Do you understand?

Evaluating. Any act which rates another verbal act positively or negatively.

To show that students' answer are correct: 72, 83

69T. No? You don't drink alcohol.

70M. (She nods her head)

71T. O.k. Very good. What any other day do we have here? Ahh... Valentine's Day? We have an equivalent? I mean... we have an equivalent? What day? Ahh...They call it valentine's day in the United States, I mean, February fourteenth. We have ahh... love and friendship day here in Colombia in September. How do you celebrate that day? What do you do?

81T. And you receive also a present. And what about you...

82K. You too.

83T. You too. O.k. Very good. That one way we celebrate here, we play secret friend, that that somebody and you in the whole week you practice the secret friend. The first day we gave something sweet, ahh the second day you give something salty, and the third day you give a fruit, and after that you get a joke, and at the end we get a present.

To say the students repeated properly. 285, 361

283T. O.k. Let's do it again: Well, I'm not goanna go to a restaurant but I'm goanna go to a dance.

284Ss. Well, I'm not goanna go to a restaurant but I'm goanna go to a dance.

285T. O.K. That's good.

359T. Thanks, you too.

360Ss. Thanks, you too.

361aT. O.k. Very good. You did it very good.

To praise students for reading properly from the book during a pair work 384, 395:

382F. like ah. Have a good valentine's day.

383K. Thank you, you too.

384aT, Thanks, you too. Very good. Maira, would you do it? Can you do it with me?

393T. Sounds like fun. Have a good valentine's day.

394M. Thanks, you too.

395T. Very good, very simple. Muy bien! Grammar

Evaluation does not really take a main place during the lesson. We can say that is almost missing in 99 percent of the class.

Analysis Classroom Transactions

Analysis of classrooms transactions makes reference to the communication of information, communication with pedagogic purpose and with a strict pedagogic content. It is controlled by the teacher or the textbook writer, it consists of:

- **Information about grammar or the use of language**
- **Information about how linguistic skills operate in this particular language and the culture they adhere to.**

Information about grammar or the use of language

It is weird that T. only takes a few moments to make clear the use of some words or some structures.

To explain the correct spelling of words,

113T. How do you spell raise? (writes “raise the flag” on the board).

***** raise ***** raise the flag. The Colombian parade***** you raise the flag***** raise the flag. *****People raise the flag in the.....home. Well, some people***** here in Colombia. Any other holyday? December twenty fifth, ahh, let’s say, ahh October first, Halloween. *****In Colombia for Halloween?

ON THE BOARD

Raise the flag

To improve understanding of a previously taught topic:

281T. O.K. ***** Check here the board. You reduce going to to goanna ***** I’m goanna go to the dance. Reduce going to goanna and put together here this... goanna ++++ this here and this T sounds like and R you say “but I’m goanna go to the movies”. Well, I’m not goanna go to a restaurant but I’m goanna go to a dance. Repeat that everybody at the same time say: Well, I’m not goanna go to a restaurant but I’m goanna go to a dance.

At the end of the class T. focuses in explaining grammar, W/h questions with be going to.

- Information about how linguistic skills operate in this particular language and the culture they adhere to.

There is not explicit teaching of how the different skills operate in the language or in relation to culture.

395T. Very good, very simple. Muy bien! Grammar focus. O.k.
Grammar focus. We’re goanna practice W/H question with “be” ah “be going to” In this case the formula is the same, interrogative word which is “who, where, how, what”, plus interrogative word plus Be plus the subject plus going to plus the verb. Ok, that’s the formula, o.k.?
What...what...are you...
going...to...do...for...Valentine’s Day?
Interrogative mark. Yeah. Ahh. Interrogative word, the verb be, the subject, going to, the verb, plus

ON THE BOARD

W/h question. be going to.
in + be + subject + going to
+ plus verb + complement.

ON THE BOARD

What are you going to do
plus valentine’s day.

complement... plus complement. Do you see? Yeah? The form of be depends on the subject. They say: "What are you going to do for Valentine's Day? Or what is Maira going to do for Valentine's Day. ***** The verb be is "is" because Maira is the third person singular. O.k. What is: What is Maira going to do for Valentine's Day? mhjuh? Remember, "What" asks for specific information, you say; what is Maira going to do for Valentine's Day. You're asking for specific information. What...going to restaurant, going to a restaurant with my girlfriend.

That's the specific information the word "what" is asking for. What are you going to do for Valentine's Day? Going to a restaurant with my girlfriend. That's very specific.

Another example could be:

where...is...Keshia...going...to...celebrate...

where is Keshia going to celebrate ahh...new year's Day? The question mark. That's another example. Where is Keshia going to celebrate a

new year's*****. Interrogative word. Verb be (is), ahh subject (Keshia), going to (the same), verb (celebrate), New Year's Day is the complement. You understand?

ON THE BOARD

Going to a restaurant with my girlfriend.

396Ss. Yes.

397T. And the interrogative word "where" asks for specific information. What place?

Barranquilla! O.k? Barranquilla Where is Keshia going to celebrate New Year's Day?

Barranquilla. Where is asking for this specific information. Do you understand?

Analysis Of IRF Exchange

This phenomenon consists of a three turns long technique in which the teacher initiates the communication, then the students responds, and as a last step the teacher evaluates this response. According to Van Lier (1996: 154) the teacher can use IRF format in at least the following four ways, repetition, recitation, cognition and expression

IRF exchange is found in plenty of opportunities in this particular class. Almost all the stages of the lesson are in some way permeated by the use of this technique.

There is a way to evaluate students' response without necessarily stating an opinion on their response T. uses follow up questions, or just a question to confirm that what students said is correct:

Tacit evaluation with follow up questions:

T. talking to F:

3T. Mr. Franco, How do you celebrate New Year's Day?

4F. I have breakfast with my family

5T. Do you have breakfast with your family? When you say your family you mean: your father, your mother, all your brothers and sisters...

6F. Yes

7T. That's your family

T. talking to M.

55T. Maira, How about you Maira? How do you celebrate New Year's Eve?

56M. I... I...ehh, I eat with my family ah...

57T. What meal do you eat? Lunch, breakfast or dinner?

58M. Dinner.

59T. Dinner. O.k.

T. talking to K.

75T. O.k. What else? Nothing else? Keshia?

76K. I play secret friend.

77T. You play secret friend. Ahja.

78K. And.. and give the present...

79T. To your secret friend

80K. Umhjh. (She nods her head)

81T. And you receive also a present. And what about you...

82K. You too.

83T. You too. O.k. Very good.

The explicit verbal reward generally comes after a set of turns with a specific student. See turns 83 and 59. When finishes talking about the Secret Friend Day he praises K. for her performance:

83T. You too. O.k. Very good. That one way we celebrate here, we play secret

friend, that that somebody and you in the whole week you practice the secret friend. The first day we gave something sweet, ah the second day you give something salty, and the third day you give a fruit, and after that you get a joke, and at the end we get a present.

84K. Saturday.

85T. O.K? It can be on Saturday or Friday, I don't know. O.k. That's the way we play the secret friend. Very good Keshia

To push for clarity of expression

To ask student to articulate thinking:

In 191 T. asks: Keshia, could you explain that? Can you explain that to me? What is that game called playing secret friend?

Through this question T. tries to elicit elaborate language. In 192 K. tries to respond but she only manage to confirm the question:” Ehh...the...secret friend?” T. answers “umhjm”

194K. The people. The people ehh... the group of people give a present and.. eh...an, ¿recibir?

To ask students to widen concepts. See turn 75:

71.How do you celebrate that day? What do you do?

72F. I give a present

73T. You give a waited present to a friend.

74F. Uhmm (He nods his head)

75T. O.k. What else? Nothing else? Keshia?

76K. I play secret friend.

77T. You play secret friend. Ahja.

78K. And.. and give the present...

79T. To your secret friend

In 185 T. asks Maira to wide his own concept. And in 191 T. asks her to widen her own concept:

185T.The second Saturday, second Saturday, September the

- second Saturday.() Now, ahh How do we celebrate
Love and friendship day here? People get together at school and offices, they play
secret friend, that's the way we do it. Play....secret friend. (On the board "Play
secret friend). O.k. Can you explain this game ahh Maira?
- 186M. ehh, When I bueno.. doy un regalo ey...
- 187T. I give a present
- 188M. I give a present but I don't know...the other person don't, no sabe.
- 189T Doesn't know
- 190M. Doesn't know who is, what is, who is, who is ehh... that person
oh..eh..that
person...give a present.
- 191T. O.k. The... ahhh. Keshia, could you explain that? Can you explain that to
me? What is that game called playing secret friend?
- 192K. Ehh...the...secret friend?
- 193T. umhjm
- 194K. The people. The people ehh... the group of people give a present and..
eh...an, ¿recibir?

T. asks Maira to give and opinion in 221, she is not able to respond, she laughs in 222, so T asks
her to give her opinion and reformulate the question. Ss. answers accordingly

- 221T. Can you see balloons? What else? Well, Maira, give your opinion. Very
good, very good Fernando.
- 222M. (Laughs)
- 223T. Maira give your opinion. What else can you see?
- 224M. window, everything about Valentines Day, and the woman and men are
talk- talk- talking, talking?
- 225T. Ahja.

Recitation to check memorized material:

- 3T. Mr. Franco, How do you celebrate New Year's Day?
- 4F. I have breakfast with my family
- 5T. Do you have breakfast with your family? When you say your family you
mean: your father, your mother, all your brothers and sisters...
- 6F. Yes
- 7T. That's your family
- 8F. (He nods his head).

Repetition to increase confidence.

The fact that T praises students after repeating, which is not common in this lesson, shows that he wants to develop in his students a sense of self confidence..see 333 and 361, where T. emphasizes students' performance.

331T. Thanks, you too. .

332Ss. Thanks, you too.

333T. Let's do it again. Good job, Let's do it again. Stand up, Stand Up. Up.

Wake up Good. So. So, Tyler, are you going to do anything special for Valentine's Day. 334M. So..

335K. So...(laughs)

336F. So Tyler, are you..

337T. Let's do it again. So, Tyler, are you going to do anything special for Valentine's Day

338Ss. So, Tyler, are you going to do anything special for Valentine's Day

359T. Thanks, you too.

360Ss. Thanks, you too.

361aT. O.k. Very good. You did it very good. Now practice in groups of two. Listen, you have to play Mona and Tyler

Analysis Of Competences

Now it will be presented how the teacher manages competence in the classroom, what competence or competences are taught, benefit or developed. There are two main competences to be analyzed, organizational and pragmatic. Their corresponding sub-competences will be mentioned, even though they will be analyzed only when they are found.

Organizational Competence

“Organizational Competence comprises those abilities involved in controlling the formal structures of language for producing or recognizing grammatically correct sentences, comprehending their propositional content, and ordering them to form texts” (Bachman, 1999, p. 87).

Grammatical competence. Bachman (1999) says that this competence includes those competencies involved in language usage: knowledge of vocabulary, morphology, syntax and phonology/graphology.

Grammatical competence

Bachman (1999: 87) states that this competence includes those competencies involved in language usage: knowledge of vocabulary, morphology, syntax and phonology/graphology.

Teaching vocabulary takes place mainly as a response to a need shown by students during conversations: In 114M. She is trying to guess what the plural of child is “The... chi.. the childs is put (laughs)”. T, recognized what she means so he responds with the appropriate word in 115T. “The children, let’s do it plural. Children”. T deduces M’s intentions so he continues helping her with more vocabulary:

- 116M. Is put the...
- 117T. Wear, wear.
- 118M. Wear.
- 119T. Customs
- 120M. Costums.

The same case occurs in several occasions:

186M. ehh, When I bueno.. doy un regalo ey...

187T. I give a present

188M. I give a present but I don't know

194K. The people. The people ehh... the group of people give a present and.. eh...an,
¿recibir?

195T. Receive.. And receive the present, and... ehh... they play... every week.

After a direct request from a student.

128F. How do you say secuestra?

129T. Kidnap.

130F. Kidnap.

131M and K. (Speaking silently in spanish)

132F. In Colombia kidnap children...

133T. They kidnap

134F.*****

135T, They kidnap children on holyday?

136F. Yeah.

137T. On this holyday?

138F. The Halloween.

139T. The Halloween?

140F. Yes.

159T. O.k. In your restaurant or in your house, but ehh, what-what-what Is the
special food, I mean, what is the menu? What do you chose? What do you have?
what is the main dish?

160F. How do you say pavo?

161T. Turkey.

162F. Yeah. Turkey and***** relleno.

163T. Ahh. O.k. You eat turkey.

164F. Yes

To make clear the context of an exercise.

233T...In this case "my girlfriend" means "my fiancé". O.k.? That's another word
for girlfriend. In this case is "my fiancé". Somebody from the opposite sex, O.K.
That's another word for girlfriend. In this case is "my fiancé". That's somebody

from the opposite sex, in this case, that they're are going out, or dating. Do you understand that?

Phonetic is taught directly following the textbook instructions. T. devotes some moments to explain intonation in questions:

232Ss. Ss. O.k. (Opening the books)

233T. Listen to me, don't repeat, just listen: So Tyler, are you going to do anything special for Valentine's Day? Check the intonation. Right? That's a yes/no question. Is that correct? So, You have to go rising the tone of your voice at the end of the question, you say: are you going to do anything special for Valentine's Day? Yeah, yeah.. is relax, yes. Yeah. It's a yes/no question and the answer is yes.

235T. O.k. I'm going to take my girlfriend out for dinner. Oh Really? Where are you going to. That's a different question. And the intonation is different too. Where are you going to?. That's W/h question, it's falling intonation:

T. has to explain again a former topic of pronunciation, reduction of going to:

271T. Well... I'm...not...going to go..

272F. Going to go

273M. ¿Por qué dice goanna?

274F. *****is goanna.

275T. Goanna is contraction of going to Maira, that's why you have to come to class every day. Page seventy four. Reduction of going to "goanna". O.k?

276M. Yes.

277T. Listen, if you don't come to class you have to call Keshia or*****what***** class in order for you to practice. O.K. Well, I'm not goanna go to a restaurant. Well, I'm not goanna go to a restaurant but I, but I.

See 281 to 283. Where T. is more specific in explaining to pronunciation of "go to" as we can see in the figure bellow.

281T. O.K. ***** Check here the board. You reduce going to to goanna ***** I'm goanna go to the dance. Reduce going to to goanna and put together here this... goanna ++++ this here and this T

<p>ON THE BOARD "Well I'm not <u>going to go</u> to a restaurant, but <u>I'm going to</u> dance</p>

sounds like and R you say “but I’m goanna go to the movies”. Well, I’m not goanna go to a restaurant but I’m goanna go to a dance.

T. uses repetition to teach phonetics:

281...Repeat that everybody at the same time say: Well, I’m not goanna go to a restaurant

but I’m goanna go to a dance.

282Ss. Well, I’m not goanna go to a restaurant but I’m goanna go to a dance.

283T. O.k. Let’s do it again: Well, I’m not goanna go to a restaurant but I’m goanna go to a dance.

Syntax

Syntax is taught as a response to mistake by the students. In 101 M. makes a mistake related to the use of the verb to be: 101M. “Ehh. The people is ehh...uhmm, the people is together in the park...”, immediately T. makes the right sentence; b102T. The people are together, O.K the people are together. So M. follows T.’s example: “103M. People are” the. T explains why he corrected M 104 “. People are, people is plural. O.K?” M. seems to understand and laughs: 105M. “people are together—in the park-in the park and...esto (laughs)”

A similar example of wrong syntax corrected by T is found in 132 to 136.

132F. In Colombia kidnap children...

133T. They kidnap

134F.*****

135T, They kidnap children on holyday?

136F. Yeah.

In 143 to 146

143T. Ok. Ahh. Yesterday we said that we don’t have thanksgiving here in Colombia, but we have Christmas, what do you do for Christmas Maira?

144M. In Christmas I, I toge-together with my family in my...

145T. I get together with my family

146M. I get together with my family

118 to 190:

188M. I give a present but I don’t know...the other person don’t, no sabe.

189T Doesn’t know

190M. Doesn’t know who is, what is, who is, who is ehh... that person oh..eh..that person...give a present.

At the end of class, during the last exercise T. teaches w/h questions with be. 395-397.

Pragmatic Competence.

According to Crystal (1985), "Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication" (as cited in Kasper 1997, p. 240). Bachman (1999) proposes two sub competences: illocutionary competence and sociolinguistic competence.

Illocutionary Competence.

Kasper, (1997) states, "illocutionary competence can be glossed as knowledge of communicative action and how to carry it out" (p.240). It contains different functions according to Bachman (1999)

- **Ideational function.** Express meaning in terms of our experience in the real world
- **The manipulative functions** are those which the primary purpose is to affect the world around us
- **The instrumental function.** Uses language to get things done
- **Regulatory function** It is used to control other's behaviour
- **Interactional function.** It works to maintain interpersonal relationships.
- **The heuristic function** is used in the context of knowledge transmission.
- **The imaginative function** enables us to create or extend our own environment for humorous or esthetical purposes.

Ideational function is present along the whole class, among teacher and students 182 turns are devoted to use this function. One example of the many occasions in which it is used is in 223-230

223T. Maira give your opinion. What else can you see?

224M. Window, everything about Valentine's Day, and the woman and men are talk-talk- talking, talking?

225T. Ahja.

226M. About what-what are he or she doing this day.

227T. O.K. You understand Maria's picture? You understand what Maira says? That in the window of the store they show everything about valentines day and you can see a***** balloons***** And Maira says that the man and the woman, the man and the woman, in singular, man is singular, woman is singular are talking about how they're going to celebrate Valentine's day. That's what Maira said. O.K? Anything else about the picture? What else can you see in the picture?

228K. I see the glass of window and two balloons and a bunch of red roses and bear.

229T. Do you see a bunch of red roses?

230K. Yes.

The instrumental function.

Correspond just to the 8% of the class. Used to make students change the activity like in turn 183, or to make students develop conversational skill like in turn 191:

183aT. O.k. Well, you don't have classes on Christmas, and you don't have classes in January the first. O.K. Let's go up to page seventy five.

191T. O.k. The... ahhh. Keshia, could you explain that? Can you explain that to me? What is that game called playing secret friend?

Heuristic function.

Just 2 turns contain this function. One of this is 183b. The purpose is to point out to the title of the task and not to convey real meaning:

183bT. Conversation, “Have a Good Valentine’s Day. .

Sociolinguistic Competence

Is the sensitivity to, or control of the conventions of language use that are determined by the features of the specific language use context; it enables us to perform language functions in ways that are appropriate to that context.

- **Sensitivity to differences in dialect or variety.** It makes reference to the ability to accommodate language to the different social situations;
- **Sensitivity to differences in register.** Register is a variation in language use within a single dialect variety.
- **Sensitivity to naturalness.** It makes reference to the ability to understand the meaning the other person is trying to convey even though the utterances this person produces are not linguistically appropriate.
- **Ability to interpret cultural references and figures of speech.**

The researcher found no trace of this kind of features during the categorization process.

Analysis Of Lesson 4 From The Perspective Of Barne’s Model Of Communication.

Teacher’s Control Of The Pattern Of Classroom Communication.

Starting from the first turn of the class T. decides who is going to answer the first question: 1T. “How do you celebrate that Maira? In January the first what do you do?” due to M. is not able to answer clearly T. decides to ask another person: 3T. “Mr. Franco, How do you celebrate New Year’s Day?” to what F. responds accordingly: “I have breakfast with my family”. During 37 more turns T keeps the conversation with F and then he decides who is the next person with the right to talk, so he addresses to M. in turn 39: “That’s delicious. Have you ever eaten viuda de bocachico Maira?” Maira does not offer long answers she just says “No”. So, with the aim of keeping the class in a conversational stage he shifts to a different student after two more turns, so he asks K in 43: “...O.k. Ahh. Keshia, what do you do? How do you celebrate New Year’s Day?” K responds “ Ehh, the January first (laughs) no, but the...”

During the main conversational stage of the class T. controls communication mainly through the use of specific personal elicitation which means almost total control of the communicative process? T normally starts a conversation with one specific student and keeps with the same student in the following turns. In these turns we can see how T. decides who and when can speak during the most of the lesson.

55T. Maira, How about you Maira? How do you celebrate New Year’s Eve?

75T. O.k. What else? Nothing else? Keshia?

85...What day is independence day Maira? In Colombia?

143T. Ok. Ahh. Yesterday we said that we don’t have thanksgiving here in Colombia, but we have Christmas, what do you do for Christmas Maira?

151T. All your aunts and uncles and cousins. You get together with your grandma and your grandpa. O.k. What do you do for Christmas Fernando?

165T. ***** Ahh Turkey. Keshia. What do you do for Christmas?

167T. You have party with your friends. Maira, what is your favorite holiday?

175T. That's your favorite. What about you Fernando? What is your favorite holiday?

177T, New Year's Day. What about yours Keshia?

185T... Can you explain this game ahh Maira?

191T. O.k. The... ahhh. Keshia, could you explain that? Can you explain that to me? What is that game called playing secret friend?

195T. ..O.k? You understand Maira?

197T. A bunch of red rose sis a symbol of love, so when you love a person from the opposite sex you give a bunch of red roses. You understand that Maira?

203T: Never? Mr. Castro. Have you ever given a bunch of red roses to somebody?

204F. Yeah,

223T. Maira give your opinion. What else can you see?

Some students manage to go out of this pattern of classroom communication and star turns by themselves:

K. asks a question using Spanish to learn vocabulary, her curiosity takes her to interrupt T's turn : 108T. "Is a like ahh military ceremony. Right?" and she says:" Izar la bandera.". T is surprised by her speech and replies "Excuse me?" and K shows what she wants to know: 111K. Cuando se iza la bandera. To what T respond with the translation: "Ahh... raise the flag".

Another sample of students self initiative is in turn 128, when F asks for a translation into English.

In only two more opportunities a couple of student speak out of the teacher's control

184M. The second Saturday

124K. And the house

Teacher controls the start of every exercise of the class.

1T. Open your books to page 74, exercise number seven.

Before teaching the conversation:

183aT. O.k. Well, you don't have classes on Christmas, and you don't have classes in January the first. O.K. Let's go up to page seventy five.

During oral group work:

361aT. O.k. Very good. You did it very good. Now practice in groups of two. Listen, you have to play Mona and Tyler

T decides who practices with who during the pairwork exercise:

363aT. Now Maira work with Fernando.

T with K F with M.

363bT. Maria and Keshia work together,
Fernando you practice with me.

F with T M with K

Student'S Perception Of The Patterns Of Classroom Communication

During this class students remain waiting for his particular chance to speak. Only in a few of opportunities they speak without been previously asked by the teacher.

T is talking to M and K decides to participate in Spanish to ask for translation:

- 106T. They go to a parade, parade?
 107M. Yeah.
 108T. Is a like ahh military ceremony. Right?
 109K. Izar la bandera.B

Student's Use Of Language For Learning And Language Acquisition

In this lesson students have more opportunities to talk than in former lessons. The contextualization made by the teachers help student to speak about things that are familiar in their culture, so they use it to speak:

- 31T. O.k. And what kind of... what kind of fish do you eat? Coroncoro?
 32F. No. bocachico.
 33T. Bocachico, you eat bocachico.
 34F. In viuda.
 35T. Viuda de bocachico
 36F. Yeah.
 37T. That's delicious.
 38F. Yeah.
 39T. That's delicious. Have you ever eaten viuda de bocachico Maira?
 40M. No.
 41T. Never?
 42M. Never.
 43T. You prefer viuda the bocachico with.. ahh.. yuca, potato. Like a... like a soup.
 Right? What we found delicious. O.k. Ahh. Keshia, what do you do? How do you celebrate New Year's Day?
 44K. Ehh, the January first (laughs) no, but the...
 45T. December
 46K. December

Students use their first language to ask for ways to express in English:

- 108T. Is a like ahh military ceremony. Right?
 109K. Izar la bandera.B
 110T. Excuse me...
 111K. Cuando se iza la bandera....
 112T. Ahh... raise the flag.

- 160F. How do you say pavo?
 161T. Turkey.
 162F. Yeah. Turkey and***** relleño.
 163T. Ahh. O.k. You eat turkey.
 164F. Yes.

Students take risks using previous knowledge and shifting to their mother language as a compensation strategy in order to make themselves understood.

Talking about the Secret Friend, a traditional game to celebrate this holiday:

Talks about the custom: 187T. “I give a present”

M tries to widen the concept of the game but she has to use Spanish to compensate her lack of knowledge of the target language: 188M. “I give a present but I don’t know...the other person don’t, no sabe”. T helps her with the correct grammar and vocabulary: 189T “Doesn’t know”, and M goes on using recently learnt data: 190M. “Doesn’t know who is, what is, who is, who is eh... that person oh..eh..that person...give a present”

K. uses the same strategy, she does not avoid talking despite of that she does not know a particular verb in the sentence, she goes on and later asks for the translation: 194K. “The people. The people eh... the group of people give a present and.. eh...an, ¿recibir?” to what the appropriate information: 195T. “Receive.. And receive the present, and... eh... they play... every week. And the first day they receive the fruit or chocolate. O.k.”

10.2.5. Class Analysis 5

Analysis Of Moves In The Classroom

Eliciting: Any act designed to produce a verbal response from another person.

Since the very beginning the teacher uses question to elicit verbal responses from students. In turn 1 after a listening exercise T checks yesterday's class exercise making sure that Ss. have practiced the conversation, and he proceeds to explain grammar:

1T. O.k That was a conversation. Yesterday... did you practice with your...?
2M. Yeah.

General unspecific elicitation
To check cultural awareness:

3bT...Anybody knows what's Halloween, when is Halloween ?
4F. October 31
5T. October 31. What do people do in Halloween? What do they celebrate?
6F. Día de las brujas.

To promote language practice and grammar understanding:

34T...“What are you going to do for Halloween?”
35F. I'm not gonna do anything special.

To check students understanding:

177T, Ellos hacen al acto de acción de gracias, le dan gracias a Dios. All right.
Any questions about this?
178M. No.

Personal specific elicitation.

To contextualize grammar:

52T. and F. “What time is the party going to start?”
“What time is the party going to start?” Maira.
53M. At six p.m. And it's going, and it's going to end around midnight.
54T. Around midnight?
55M. around midnight.

To contextualize a former conversation exercise:

85T, Ok Maira. What are you going to do on your vacations?

86M. I am going to travel in vacation.

87T, You are going to Barranquilla City. What are you going to do in your graduation Maira?

89M. I'm going to do a party with my friends, and I am going to, to to..... enjoy.

90T, Who is going to be there?

91M. My family, my friends, my good friends, my best friends and all the person of my, of my school.

92T, Your classmates.

93M. Yes.

94T, Very good! Where are you going to be tonight?

95M. all my friends are going to my best friend's house, continue... (laughs)

T. abandons the grammar focused conversational stage and goes on asking personal questions not related to the grammar topic, as we can see in the next turns where the present continues questions disappears to give place to a simple present questions from the teacher:

96T, And who is your best friend?

97M. Laughs

98T, Who is your best friend?

99M. (Laughs)

100T, It's a boy or is a girl?

101M. Yeah, it's a boy.

102T, Is your best friend or boyfriend?

103M. No! (Laughs) My best friend.

104T, Yeah, but ***** your best friend then.

105M. No!

106T, Carlos Mario?

107M. No! (Laughs)

108T, When is your graduation day? When?

109M. On, on first, first December.

Then to 120 to 143 T retakes the present continues approach.

We can see the use of this kind of personal question during the whole class to specific students. Asking question is the favorite technique used by the teacher in order to make student speak in the target language.

Evaluating. Any act which rates another verbal act positively or negatively.

Evaluation is almost absent in the present class. Only in a couple of times T. evaluates student's performance:

T. praises M because she has answered properly to a set of questions using the present continuous structure:

85T, Ok Maira. What are you going to do on your vacations?

86M. I am going to travel in vacation.

87T, You are going to Barranquilla City. What are you going to do in your graduation Maira?

89M. I'm going to do a party with my friends, and I am going to, to to..... enjoy.

90T, Who is going to be there?

91M. My family, my friends, my good friends, my best friends and all the person of my, of my school.

92T, Your classmates.

93M. Yes.

94T, Very good! Where are you going to be tonight?

After that T varies the prevailing structure during this exchange and despite of M continues responding accordingly, so T. Praises M again:

136T. Your mother is going to make the final decision on December. And what is the option, Boston? Canada? How many months are you going to be there?

137M. Two, two, two or, or three months

138T, You have your ***** about that?

139M. Yeah.

Analysis Classroom Transactions

Information about grammar or the use of language

Though grammar teaching is found only in 10% of the turns, the times time that T uses to make explicit grammar explanation have an important role in this lesson. Exercises aim at developing conversational skills as well as grammar comprehension. At the beginning of the lesson, or just after an audio-reading exercise T starts explaining the structure of grammar continuous tense.

3aT. Yes? O.K. Look at the grammar focus box. W/h question +++ “be going to”. O.k, the structure of the w/h question: w/ question right? Plus... be, plus subject, plus going to...going to, plus verb. O.k.

<p>ON THE BOARD Who + be + going to? Who is</p>

Then T uses another audio-reading exercise to teach the grammar focus box on the textbook. Next, in 3bT. He shows how to use time expressions in the correct way:

3bT. O.k. Most of the times we use this time expression, we use *** cause is future, next, tonight if we are talking in the morning we say tonight, it's something that is going to have place in the future, not immediately. Tomorrow. O.k. Tomorrow night, next week, next month, next summer. Those are time expressions that we use, ahh...usually with, ahh.. tense going to, because thy something that we are planning to do in the future...

Then, at the end of turn 3bT he starts asking introductory questions about Halloween in order to prepare the path for present continuous practice. So, from turn 3b to 33 they discuss on the meaning of the word Halloween and then the present continuous practice starts in turn 32:

34T. So it has not to do with this. Ok? Hallo and ***** eve, era la noche anterior al día de os santos. O.k. Anyway. Let's continue with that, Let's try to do the exercise. Complete the conversation with the correct form of be going to, let's practice with a partner. Now let's see if it's correct. The first one, **“What are you goin to do for Halloween?”**

35F. I'm not goanna do anything special.
O.k. Let me try something

36F. I'm not goanna do anything special

37T. Ok. I don't like to, O.k. this is right. You don't have to say goanna. The other one please. Maira.

38M. (Reading from the book): "**Well, Pat and I are going to have a party.**
Can you come?

The same structure is developed and practice during the whole class. Information about grammar is also given before an oral exercised based on a written task.

63b T. O.k Let's practice with... You practice with Mr. Martinez (Talking to F) I'm going to practice with Maira. I'm not going to, I'm not going... The negative part is after the verb to be. I'm not going to do anything special, and plus ********* and not, subject plus the verb to be. I'm not... I'm not going to do anything special.

Analysis Of IRF Exchange

This phenomenon consists of a three turns long technique in which the teacher initiates the communication, then the students responds, and as a last step the teacher evaluates this response. According to Van Lier (1996: 154) the teacher can use IRF format in at least the following four ways, **repetition, recitation, cognition and expression**. IRF exchange is not preponderant in the present language teaching context; there are just a few examples of it.

T uses IRF as a way to show agreement with student's personal tradition or customs. When talking about Halloween T's evaluation to answer in turn 8 seems more concern in M's perspective of Halloween than in her English speaking performance:

5T. October 31. What do people do in Halloween? What do they celebrate?

6F. Día de las brujas.

7T. What do you do in Halloween Maira?

8M. Nothing.

9T. Nothing. Very good. It's much better. (laughs)

To check skills:

T is asking follow up question to M in order to check M's understanding and use of the structure previously taught:

85T, Ok Maira. What are you going to do on your vacations?

86M. I am going to travel in vacation.

87T, You are going to Barranquilla City. What are you going to do in your graduation Maira?

89M. I'm going to do a party with my friends, and I am going to, to to..... enjoy.

90T, Who is going to be there?

91M. My family, my friends, my good friends, my best friends and all the person of my, of my school.

92T, Your classmates.

93M. Yes.

94T, Very good! Where are you going to be tonight?

During this sections T and M goes on talking about the same topic. T. is checking M's use of language and scaffolds her performance through the use of different questions when M does not answer:

96T. And who is your best friend?

97M. Laughs

98T. Who is your best friend?

99M. (Laughs)

100T. It's a boy or is a girl?

101M. Yeah, it's a boy.

To check expression in a participation orientation:

34T. So it has not to do with this. Ok? Hallo and ***** eve, era la noche anterior al día de los santos. O.k. Anyway. Let's continue with that, let's try to do the exercise. Complete the conversation with the correct form of be going to, let's practice with a partner. Now let's see if it's correct. The first one, "What are you going to do for Halloween?"

35 F. I'm not goanna do anything special.

O.k. Let me try something:

I'm not goanna do anything special

37T. Ok. I don't like to, O.k. this is right. You don't have to say goanna. The other one

please. Maira.

From turn 85 to turn 140 we can see how T uses IRF to check skills and increase confidence in the student. We can confirm that by looking at what T says in his last turn with M where he praises her for her performance:

140T. Very good, excellent. Very good. Ahh, O.k.. Let me see what happens to you...

From 142 to turn 166 T uses the same technique with J and with F from 167 to 177.

As a contrast with former classes, T makes a very different use of IRF in this one. Students are free to build sentences, and the conversational phenomenon takes place in a more evident way. Though he is checking grammar use during the exchange, it is evident that he is increasing students' confidence by giving them the chance to build their own sentences and giving a feedback suitable to the communicative purpose of the lesson.

Analysis Of Competences

Now it will be presented how the teacher manages competence in the classroom, what competence or competences are taught, benefit or developed. There are two main competences to be analyzed, organizational and pragmatic. Their corresponding sub-competences will be mentioned, even though they will be analyzed only when they are found.

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Grammatical competence. Bachman (1999) says that this competence includes those competencies involved in language usage: knowledge of vocabulary, morphology, syntax and phonology/graphology.

Vocabulary

Vocabulary is not emphasized in this lesson. Nevertheless it can be seen in one occasion how T takes time to explain meaning using the cultural background, for explaining the meaning of the word Halloween. T is aware that Ss understand what it is about; nevertheless he goes further to explain the word in its etymological nature. See turns 20-34

20F. May I speak en español?

21T. Yes, si.

22F. Halloween es día de brujas.

23T. No, that's not the, the... Halloween has nothing to do with día de brujas.

24F. No día de brujas como tal sino...

25T. No, no, yeah, yeah, we know that it is not the children day, because Hallo is a, is a, is a, the expression hallo is como... How do you say ahh, ahh, el padre nuestro en español Maira..-

26M. Santificado sea tu nombre...

27T. Exacto, santificado, it's more or less the context de "Hallo" . So, it has nothing to do with brujas or things like that.

28F. ¿Qué significa Halloween?

29M. Y ween es bruja..

30T. No. No, no, no "ween" has to do with "eve", o.k.? Eve.

31M. Ahhh

ON THE BOARD

Eve

32T, It's a compound word. In north America "eve"... you say "Christmas eve". New Year's eve. It's a night before Christmas. O.k. We celebrate here for example, December 24th. December 24 night, we celebrate... la noche anterior al venticinco, so Christmas eve, is, o.k. ***** the noun before, and new years is on December 24th, O.k. hallo, Hallo is on October 24, the next day is dia de los Santos, is Hallo, O.k. La noche esta celebraban era esto, inicialmente, despues eso se transformó en otra cosa que no vamos a entrar aqui a discutir..

33F. (Laughs)

34T. So it has not to do with this. Ok? Hallo and ***** eve, era la noche anterior al día de os santos. O.k. Anyway. Let's continue with that, let's try to do the exercise. Complete the conversation with the correct form of be going to, let's practice with a partner. Now let's see if it's correct. The first one, "What are you goin to do for Halloween?"

Syntax

10% of the turns are devoted to this aspect. In turn 3b the teacher gives some explanations on grammar and vocabulary, and command the students to build appropriate sentences with be going to:

3b. O.k. Most of the times we use this time expression, we use *** cause is future, next, tonight if we are talking in the morning we say tonight, it's something that is going to have place in the future, not immediately. Tomorrow. O.k. Tomorrow night, next week, next month, next summer. Those are time expressions that we use, ahh...usually with, ahh.. tense going to, because they something that we are planning to do in the future. Ahh, let's do exercise A, "Complete this conversation with the correct form of be going to. Then practice with a partner". O.k. the first one is already done: "what are you going to do for Halloween". Anybody knows what's Halloween? When is Halloween ?

In turns 48 and 49 T corrects M after she was not able to build a well formed sentence:

48M. It's... Pat's house.

49T. It's going to be at Pat's house. Right? The other one Fernando

In turns 59-61, responding to confirm F's ideas about the use of a given given contraction:

59T. we are going to ask for our good friends.
 60F. ***** la contraccion we're verdad?

Phonetics.

Only two turns are devoted to this aspect. In the following example T makes clear when to pronounce goanna and when going to:

35 F. I'm not goanna do anything special.
 O.k. Let me try something:
 I'm not goanna do anything special
 37T. Ok. I don't like to, O.k. this is right. You don't have to say goanna. The other one please. Maira.

Analysis Of Lesson 5 From The Perspective Of Barne's Model Of Communication.

1. Teacher's Control Of The Pattern Of Classroom Communication.

It is going to be presented the ways in which the teacher controls the structure of the patterns of classroom communication. T. represents the teacher, Ss. represent the students, M. is Maira, J. is Juan and F. is Fernando.

1. Teacher use of language during classroom lessons
2. The structure of classroom communication
3. Control of the content of the lesson.

Seventeen times T uses commands to control the class. T. structures the content of the lesson through commands and invitations to do the next activities:

34T. So it has not to do with this. Ok? Hallo and ***** eve, era la noche anterior al día de los santos. O.k. Anyway. Let's continue with that, let's try to do the exercise. Complete the conversation with the correct form of be going to, let's practice with a partner. Now let's see if it's correct. The first one, "What are you going to do for Halloween?"

35 F. I'm not goanna do anything special.

O.k. Let me try something:

I'm not goanna do anything special

37T. Ok. I don't like to, O.k. this is right. You don't have to say goanna. The other one please. Maira.

38M. (Reading from the book): "Well, Pat and I are going to have a party. Can you come?"

39T. "Sure". Continue Mr. Martinez.

T. controls the content of the lesson. He decides what topics and when to change them. E.g.:

Since the beginning of the lesson:

1T. O.k that was a conversation. Yesterday... did you practice with your...?

2M. Yeah.

3aT. Yes? O.K. Look at the grammar focus box.

T. scaffolds students' participation to lead them to produce well formed sentences. In next excerpt it can be noticed how after asking a question about Halloween then T helps M and F to produce certain words according to the topic

7T. What do you do in Halloween Maira?

8M. Nothing.

9T. *Nothing. Very good.* It's much better. (laughs)

10F. Yeah!

11T. *So.. usually, ahmm*

12M. They ***** children

13T. *Children,*

14M. and pudding

15T. *and wear...*

16M. wear...

17T. They wear customs and ask for candies

18M. Yeah.

In this excerpt T tries to make M build longer sentences, but at the end he himself builds it. Apparently F interprets the difficulty and asks for permission to speak in L1:

19T. They knock at the doors

20F. May I speak en español?

21T. Yes, si.

22F. Halloween es día de brujas.

Student'S Perception Of The Patterns Of Classroom Communication

Students perceive that T is in control of what languages they are allowed to speak in the class. In turn 20 F asks for permission in order to know if he can switch to Spanish:

20F. May I speak en español?

21T. Yes, si.

22F. Halloween es día de brujas.

23T. No, that's not the, the... Halloween has nothing to do with día de brujas.

24F. No día de brujas como tal sino...

After this exchange other students believe they can use their first language and adhere to the conversation. Sin in turn 25, after the teacher request her to explain something in Spanish:

25T...How do you say ahh, ahh, el padre nuestro en español Maira..-

26M. Santificado sea tu nombre...

27T. Exacto, santificado, it's more or less the context de "Hallo" . So, it has nothing to do with brujas or things like that.

In certain way it demonstrates that students don't feel free to use some learning strategies such as compensation strategies freely. Even though T has not said Spanish is not allowed in the classroom they nevertheless ask for permission to use their first language. Students make questions rarely. They are waiting for the teacher's guidance and directions.

Students Knowledge And Use Of Language

Students seem to be just responding to the level they are supposed to be. Using the grammar they are expected to use and moving all the time between the boundaries that T provides. So, we can see for example how me responds to T's questions accordingly:

85T, Ok Maira. What are you going to do on your vacations?

86M. I am going to travel in vacation.

87T, You are going to Barranquilla City. What are you going to do in your graduation Maira?

89M. I'm going to do a party with my friends, and I am going to, to to..... enjoy.

90T, Who is going to be there?

91M. My family, my friends, my good friends, my best friends and all the person of my, of my school.

M. does not go beyond than the use of future with be going to and previously learnt vocabulary.

Student's Use Of Language For Learning And Language Acquisition

Ss, use language to ask for new vocabulary.:

167T, So, what are you going to do on December Fernando?

168F. Give presents for my mother, and my sister and my brother, and I give a present to my wife

169T, What kind of food are you going to eat?

170. Eh. The kitchen..

171T, I'm going to eat chicken. (correcting to F)

172F. Chicken. Ah chicken. In Christmas Is the... kitchen. (Laughs) Chicken. And.. How do you say sal?

173T, Salt.

It's interesting that F is using the target language to get the information he needs. In other words, he is using English to learn English.

The ideational function is used in this lesson. it is used to teach grammar as in other lessons. T waits an answer from the students related to topics that make reference to real life:

5T. October 31. What do people do in Halloween? What do they celebrate?

6F. Día de las brujas.

7T. What do you do in Halloween Maira?

8M. Nothing.

9T. Nothing. Very good. It's much better. (laughs)

In this case, the reward “very good” in turn 9 is not about the correct building of sentences but because the teacher agrees with the no celebration of Halloween by M. In this lesson, communication tends to be more real. Though there is grammar explanation it seems to be that T tries to teach English by asking relevant questions to students.

10.3. *Analysis Of Documents*

The following analysis is mainly based on the language competence theory proposed from Bachman 1999 in his well known taxonomy and secondarily with concepts from other authors such as Sauvignon (1983) Halliday et al (1964) and Douglas (2007). The purpose is to identify what language competence is intended to be developed according to every task presented. A sample of an student's edition taken from the participants has been used for this purpose.

It is necessary to take into account the analysis is done merely with the information provided in the students editions of the book, and the only information provided from the teacher's edition is the intended leaning object of the task. The purpose of presenting this information is to provide the context in which the task is to be understood.

11. TRIANGULATION OF DATA

The present analysis will first focus on finding out the kind of competences that the teacher fosters during lessons and what competences the students actually develop. For this purpose it is going to be made a comparison using a grill that shows the percentage of turns invested by the teacher in the pursue of developing each given competence and the competences that came out as the result of the analysis of documents in the previous chapter as well as classroom transactions IRF exchange and moves. A second component of the analysis is how these findings affect the other components, it is to say, the categories that are not shown in the categorization boxes such as students' perception of the patterns of classroom communication, teacher's control of the pattern of classroom communication, students knowledge and use of language, student's use of language for learning and language acquisition and contextualization cues.

11.1. Lesson 1.

Page 72. Exercise 1. Moths and dates

In exercise 1 Months and Dates on page 72, which is developed from turn 1 to 267 (65% of the turns) we can see an emphasis in vocabulary teaching. 99% of the turns to teach vocabulary are in this ask. The purpose of the lesson is that students learn months and dates and talk about classmates' birthdays. According to the nature of the task presented in the materials, grammatical and pragmatic competences are to be taught and developed. There should be presence the teaching of the following aspects of organizational competence: vocabulary,

syntax, phonetics, and morphology and also the use of ideational function to develop illocutionary competence.

Image 1.

11 What are you going to do?

1 MONTHS AND DATES

A Listen. Practice the months and the dates.

Months	Dates		
January	1st first	11th eleventh	21st twenty-first
February	2nd second	12th twelfth	22nd twenty-second
March	3rd third	13th thirteenth	23rd twenty-third
April	4th fourth	14th fourteenth	24th twenty-fourth
May	5th fifth	15th fifteenth	25th twenty-fifth
June	6th sixth	16th sixteenth	26th twenty-sixth
July	7th seventh	17th seventeenth	27th twenty-seventh
August	8th eighth	18th eighteenth	28th twenty-eighth
September	9th ninth	19th nineteenth	29th twenty-ninth
October	10th tenth	20th twentieth	30th thirtieth
November			31st thirty-first
December			

B Class activity Go around the room. Make a list of your classmates' birthdays.

A: Anna, when's your birthday?
B: July 21st. When's *your* birthday?

My classmates' birthdays
Anna - July 21st

Image 1. What are you doing. Moths and dates. Interchange Third Edition page 72. Jack C Richards. 2005.

In exercise 2, Conversation. Happy Birthday! The use of the heuristic function is supposed due to the nature of a conversation that is to be repeated and practice in pairs sociolinguistic development is develop in turn 310. In next figure it can be seen the percentage in which these competences aspects and functions are presented in the current lesson. All these elements match with what in practice occurred during the pedagogical event, as it is shown in the statistics taken from the lesson.

Image 2.

2 CONVERSATION Happy birthday!

Listen and practice.

Angie: Are you going to do anything exciting this weekend?
 Philip: Well, I'm going to celebrate my birthday.
 Angie: Fabulous! When is your birthday, exactly?
 Philip: It's August ninth – Sunday.
 Angie: So what are your plans?
 Philip: Well, my friend Kayla is going to take me out for dinner.
 Angie: Nice! Is she going to order a cake?
 Philip: Yeah, and the waiters are probably going to sing "Happy Birthday" to me. It's so embarrassing.




Image 2. Conversation. Happy Birthday! Interchange Third Edition page 72. Jack C Richards. 2005.

Table 3.

Lesson 1 Percentage Of Competences Used During The Lesson

COMPETENCE	SUBCOMPETENCE	NUMBER OF TURNS	PERCENTAGE OF 348 TURNS	TOTAL PERCENTAGE PER COMPETENCE	
Organizational	Grammatical	Syntax	104	25%	90%
		vocabulary	190	46%	
		Phonetics	80	19%	
Pragmatic	Illocutionary	Ideational	65	16%	20%
		Instrumental	18	4%	
		heuristic	13	3%	
Sociolinguistic				1%	0%

Table 3.

Organizational competence is at the core of this lesson. With little exception where students have the opportunities to interact with each other and use language out of the strict control of the teacher, transactions basically aim at transferring information about

grammar, phonetics or the use of language. A big percentage of the lesson is about reinforcing pronunciation and vocabulary.

So, taking this into account it can be said far from any doubt that the development of grammatical organizational competence is the main purpose of this language class. About 90% of the class is devoted to teach vocabulary, syntax and phonetics, aspects of grammatical and organizational competence. Sociolinguistic is mostly neglected, both implicitly and explicitly. Pragmatic competence is present and is used to as a help for teaching and reinforcing the elements that constitute grammar such as vocabulary and grammar.

It is also clear that this is a knowledge transmission oriented lesson. Interaction is externally controlled, non-contingent, authoritarian, and basically monologic. There is not transformation orientation.

11.2. Lesson 2.

Exercise 2 page 72. Conversation. Happy Birthday!

According to the material, pragmatic, sociolinguistic and organizational competences are to be developed in this exercise. The conversation, previously taught in the former lesson (see image 2) is brought to this class, and it is reasonable to expect finding the same competences and functions as before.

Exercise 3. Page 72. Grammar focus. The future with be going to.

Competence to be developed: grammatical, pragmatic, sociolinguistic

Although organizational and grammatical competences are presented in the lessons, the teacher does not use the material to work in this respect, rather he used manners to develop sociolinguistic competence.

Image 3

3 GRAMMAR FOCUS

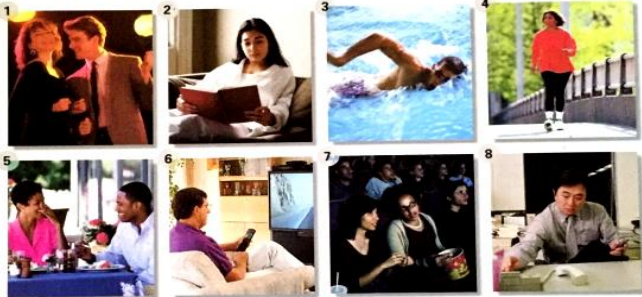
The future with be going to

Are you going to do anything this weekend? Yes, I am. I'm **going to celebrate** my birthday.
No, I'm not. I'm **going to stay home**.

Is Kayla going to have a party for you? Yes, she is. She's **going to invite** all my friends.
No, she isn't. She's **going to take me out** for dinner.

Are the waiters going to sing to you? Yes, they are. They're **going to sing** "Happy Birthday."
No, they aren't. But they're **going to give** me a cake.

A What are these people going to do this weekend?
Write sentences. Then compare with a partner.



1. *They're going to go dancing.*
2. *She's going to read.*

B Pair work Is your partner going to do the things in part A this weekend? Ask and answer questions.

A: Are you going to go dancing this weekend?
B: Yes, I am. I'm going to go to a new dance club downtown.
A: Are you going to go with a friend? . . .

Image 3. Grammar focus. Future with be going to. Interchange Third Edition page 75. Jack C Richards. 2005.

Let see how this competence appear in the present lesson:

Table 4.

Lesson 2 Percentage Of Competences Used During The Lesson

COMPETENCE	SUBCOMPETE NCE	NUMBER TURNS	OF	PERCENTAGE OF 348 TURNS	TOTAL PERCENTAGE PER COMPETENCE
Organizational	Grammatical	Syntax	50	14	28%
		Vocabulary	38	10	
		Phonetics	10	3	
Pragmatic	Illocutionary	Ideational	63	18	60%
		Instrumental	34	10	
		Heuristic	165	47	
Sociolinguistic		1			1%

Table 4.

There is not complete match between the competences the materials is supposed to developed and the competences that are actually present in the class. Though illocutionary functions is the most developed during the lesson it is important to notice that heuristic functions is the main cause of such a fact.

The main purpose of this lesson is to develop pragmatic competence. Ideational, heuristic and instrumental functions work together to accomplish this goal. Sixty percent of turns are devoted to this competence. Nevertheless, the constant use of repetition technique, the high controlling style use of IRF sequence, the emphasis in checking the understanding of grammatical rules, and the exact pronunciation of vocabulary make organizational competence also a very important part of the lesson's goals. Students perceive themselves as recipients and not producers, which tents to create a non contingent conversational process that depend on an authoritarian view of the teacher who control the class in a monologic discourse in an asymmetrical use of turns. It explains the fact that heuristic and not Ideational function has preponderance over the whole lesson.

11.3. Lesson 3.

Extra work sheet. Guessing game. Page 74. Listening and snapshot.











There are four tasks in the material that correspond to this lesson. According to the analysis. In the first task interchange 11. Guessing game, turns 1-186, 46% of the turns. The purpose is to develop ideational function, which is in fact the result of the analysis of classroom interaction where 60 teacher's turns are used in this section, so the students respond accordingly. In exercise 5 on Page 74.

Pronunciation. Reduction of going to. Turns 187-273, According to the analysis of documents, organizational and pragmatic competence are to be foster through exercise A and B accordingly.

Image 4

Interchange 11 GUESSING GAME

A Pair work Is your partner going to do any of these things? Check (✓) your guesses.

Is your partner going to ...?		My guesses		My partner's answers	
		Yes	No	Yes	No
1. watch television tonight		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. study English this evening		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. use a computer tomorrow		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. cook dinner tomorrow night		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. go out with friends this weekend		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. eat at a restaurant this weekend		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. go to the gym next week		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. buy something expensive this month		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. go on a trip next month		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. visit family next summer		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Pair work Ask and answer questions to check your guesses.
 A: Are you going to watch television tonight?
 B: Yes, I am. I'm going to watch a movie.

C Class activity How many of your guesses are correct?
 Who has the most correct guesses?

Interchange 11

Image 4. Interchange 11. Guessing game. Interchange Third Edition page 125. Jack C Richards. (2005).

In turns 187, 196 and 200 information about grammar and use of language is provided to set a reason for the nature of the exercise (teaching mainly phonetics and pronunciation).

In exercise B **ideational function** is expected. Students are to ask free questions about classmates' future plans O.k. Nevertheless the teacher advises to use the questions of the former exercise in 236a: "O.k.? You can use interchange eleven. And ask the question using goanna. Use the same question in interchange eleven and use goanna in the pronunciation". 20 turns re devoted to the use of ideational function. Nevertheless there is no heuristic function and no development to sociolinguistic skills.

Page 74 listening evening plans. 274-301

Exercises A and B are used to teach syntax, students are to organize sentences according to what they guess or listen. Though there are only three turns where syntax is explicitly taught in the conversation it can be seen in the written task taken from F. see figure 4.

Image 5.

Your guess	What they're really going to do
Michelle is going to go to the gym.....	Michelle is going to read
Kevin is going to listen to music	Kevin is going to play video games
Robert is going to go home	Robert is going to work
Jane she is going to listen to music	Jane is going to listen to jazz

Image 5. Second part. Listening. Evening plans. Interchange Third Edition page 74. Jack C Richards. 2005.

The new vocabulary is in the audio program.

Page 74 snapshot

According to the analysis vocabulary is to be taught through the use of the ideational function, see Image 5. which is exactly the case in the categorization analysis. Sixty turns. During the four tasks presented in the materials ideational function and teaching is the main function to be used and pragmatic competence the main competence. It matches with the results from the analysis of the percentage of turns devoted to this competence an

Image 6



Image 6.Holidays in the U.S.Interchange Third Edition page 74. Jack C Richards (2005).

Table 5.

Lesson 3 Percentage Of Competences Used During The Lesson

COMPETENCE	SUBCOMPETE NCE	NUMBER TURNS	OF	PERCENTAGE OF TURNS	TOTAL PERCENTAGE PER COMPETENCE
Organizational	Grammatical	Syntax	90	22%	46%
		Vocabulary	69	17%	
		Phonetics	30	7%	
Pragmatic	Illocutionary	Ideational	156	38%	50%
		Instrumental	36	9%	
		heuristic	19	5%	
Sociolinguistic			30		7%

Table 5.

Organizational and pragmatic competences work along during this lesson. They share almost the same amount of turns. The activities from the students' material tend to develop pragmatic competence as well as organizational competence. Nevertheless, the teacher emphasizes student's pronunciation, and learning structures as the implicit pedagogic aim of the lesson. An effort to lead every activity to this goal is clearly seen. The teacher controls most the turns and moves to make sure learning of structures is accomplished. Students, thus, perceive themselves as the ones who must "ask for" the right to speak and follow instructions; it produces a non-contingent conversational environment in an authoritarian approach from the teacher, which is visible in an asymmetrical repetition of turns with some time a relative freedom to ask questions. During short moments the teacher contextualizes learning of structures by the use of comparisons between cultures, giving the students for a few moments relative a little freedom to speak, at the same time he keeps physical distance from students, staying closer to the board so he can write and make grammar visual. Output is therefore related to repetition and answering questions.

11.4. LESSON 4

Page 74. Exercise 7. Snapshot. (see Image 5) Turns 1-182

During the development of this exercise, which is used as a review, the teacher places the focus on the development of conversational skills. As expected, 130 turns are devoted to the development of pragmatic competence. As in the analysis of material, the questions provided help the teacher and students to find out real information. In this 180 turns long

exercise 71% of the turns contains ideational function and 25% teaching of new vocabulary. So, the material and the teacher's focus match in purpose.

Image 7.

8 CONVERSATION *Have a good Valentine's Day.*

Listen and practice.

Mona: So, Tyler, are you going to do anything special for Valentine's Day?
 Tyler: Yeah, I'm going to take my girlfriend out for dinner.
 Mona: Oh, really? Where are you going to go?
 Tyler: Laguna's. It's her favorite restaurant.
 Mona: Oh, she's going to like that!
 Tyler: How about you? What are you going to do?
 Mona: Well, I'm not going to go to a restaurant, but I am going to go to a dance.
 Tyler: Sounds like fun. Well, have a good Valentine's Day.
 Mona: Thanks. You, too.

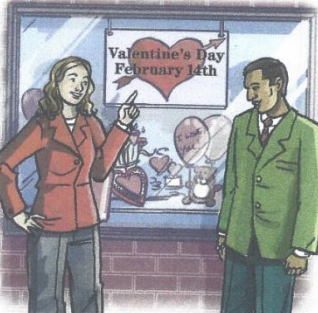


Image 7. Conversation. Have a good Valentine's Day. Interchange Third Edition page 74. Jack C Richards (2005).

Page 75. Exercise 8. Conversation. Have a good valentine's day. Turns 183-394

During the development of this exercise, that corresponds to 47% of the class, the teacher foster pragmatic competence with organizational competence. As it can be seen, the presence of the teaching of syntax and the use of ideational functions work along. 40 turns devote to syntax and 38 to ideational function. Nevertheless, sociolinguistic competence is not present.

Page 75. Exercise 7. Grammar focus.

The materials contains clear grammatical examples of Wh-quesitons with be going to:

Image 8.

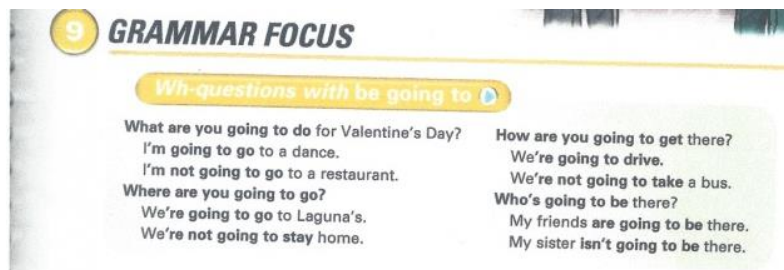


Image 8. Grammar focus. Wh-questions with be going to. Interchange Third Edition page 75.
 Jack C Richards (2005).

A very short time of the class and just a few turns are devoted to this exercise,
 only 46.

The teacher had thus to focus on repetition of grammatical constructions and the
 let students finish at home:

439T. *My sister isn't goanna be there.*

440Ss. *My sister isn't goanna be there*

441aT. O.k. That's very easy, very simple. Do the exercise A now. Complete the
 conversation with the correct form of "be going to". Then practice with a partner.
 Where are you going- what are you goanna do.

Image 9.

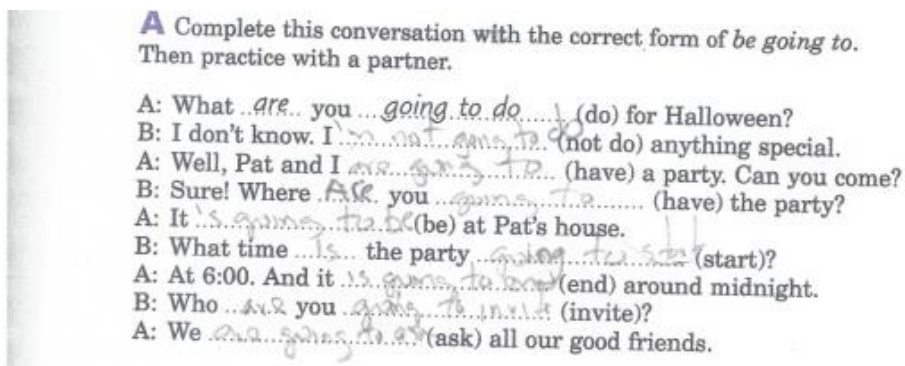
Image 9. Complete conversation with *be going to*. Interchange Third Edition page 75. Jack C Richards. (2005).

Table 6.

Lesson 4 Percentage Of Competences Used During The Lesson

COMPETENCE	SUBCOMPE TENCE	NUMBER OF TURNS		PERCENTAGE OF TURNS	TOTAL PERCENTAGE PER COMPETENCE
Organizational	Grammatical	Syntax	122	29%	90%
		Vocabulary	128	29%	
		Phonetics	140	31%	
Pragmatic	Illocutionary	Ideational	182	41%	50%
		Instrumental	35	8%	
		heuristic	2	1%	
Sociolinguistic				0%	

Table 6.

This lesson shares two purposes, first, an attempt to teach conversational skills and develop oral communication in students (fifty percent of the class), and at the same time, to teach organizational competence. In the first aim the teacher tries to make students speak by the contextualization of situations, even making use of cultural aspects of student's social background, nevertheless, he maintains a high controlling style class where students must manage to fit in the conversational frame imposed by him. It is seen in the fact that the teacher starts almost all the turns, deciding who and when has the right to speak. In the other half of the

class the teacher focuses on teaching organizational competence, through grammar, repetition and pronunciation.

11.5. Lesson 5.

Page 75

T uses this exercise nine in a way that was not expected given the nature of the grammar box. T goes beyond the simple grammar practice to make students produce language based on the content of the written exercise, as we can see in how T takes turn A to start a discussion related to students real life, fostering in this way pragmatic competence through the use of ideational function.

Image 10

A Complete this conversation with the correct form of *be going to*. Then practice with a partner.

A: What *are* you *going to do* (do) for Halloween?
 B: I don't know. I *don't know* (not do) anything special.
 A: Well, Pat and I *are going to* (have) a party. Can you come?
 B: Sure! Where *are you going to* (have) the party?
 A: It *is going to be* (be) at Pat's house.
 B: What time *is* the party *going to start* (start)?
 A: At 6:00. And it *is going to end* (end) around midnight.
 B: Who *are you going to invite* (invite)?
 A: We *are going to ask* (ask) all our good friends.

Image 10. Complete conversation with *be going to*. Interchange Third Edition page 75. Jack C Richards. (2005).

- 5T....O.k. the first one is already done: "what are you going to do for Halloween".
 Anybody knows what's Halloween? When is Halloween ?
 4F. October 31
 5T. October 31. What do people do in Halloween? What do they celebrate?
 6F. Día de las brujas.
 7T. What do you do in Halloween Maira?

8M. Nothing.

9T. Nothing. Very good. It's much better. (laughs)

10F. Yeah!

Exercise B was expected to fulfill an ideational function, however, T makes exercise A an opportunity for student to make oral production in a communicative way. This phenomenon matches the fact that 60% of turns are devoted to ideational function of the language according to results.

Table 7.

Lesson 5 Percentage Of Competences Used During The Lesson

COMPETENCE	SUBCOMPETENCE	NUMBER OF TURNS	OF	PERCENTAGE OF TURNS	TOTAL PERCENTAGE PER COMPETENCE
Organizational	Grammatical	Syntax	18	10%	15%
		Vocabulary	7	4%	
		Phonetics	2	1%	
Pragmatic	Illocutionary	Ideational	109	60%	84%
		Instrumental	17	9%	
		heuristic	27	14%	
Sociolinguistic		0			

Table 7.

This class is very personal, pragmatic competence has the central focus. 84% of turns devoted to make it quite clear; organizational competence is taught by means of a conversational approach. Students enjoy relatively more freedom than in the classes. Though the teacher retains the control and students are aware of it, are so engaged in the use of the right for their turns that they use even L1 to make themselves understood.

IRF is used in a participation orientation, which shows the process oriented approach of the lesson. The teacher controls class but at the same time allows students to go out

of the rules and speak in L1 which represent an authoritative not authoritarian view which makes the class contingent and more symmetrical.

12. CONCLUSIONS OF THE STUDY

This chapter discusses the conclusions the researcher has reached to by this study, as well as the recommendations for future research and implication for teaching.

This study started with one research question:

- What are the characteristics of the teacher-students' oral interaction process in the first level class at the English Language Institute in the light of the notion of Communicative Competence.

12.1. Conclusions

After having considered different theories on the nature of communication in second language classrooms, Communicative Approach, and language competence; and having contrasted them with the data collected through observations and documents, and using as well the research question as a guide, the researcher has come to the following conclusions:

Both organizational and pragmatic competences are the competences fostered during the classes.

Sociolinguistic is mostly neglected, only two percent in the whole interaction process.

Organizational and pragmatic competences share forty nine percent of the turns spent during the five classes each. The teacher mixes the use of these competences on a regular basis in classes

1, 2, 3 and 4, nevertheless, is the approach to language teaching itself the one that shapes the oral interaction process. To this respect, excepts in lesson five, this oral interaction process is characterized by a non conversational development of the lessons, an emphasis in the right

pronunciation, a monologic approach in which the teacher speaks much more than students, who perceive themselves mostly as mere recipients of commands and information which is the result, and at the same time a cause, of an asymmetrical repartition of turns, which has as a consequence a in a high controlling teacher centered environment, where students have little freedom to start exchanges due to the authoritarian view of the teacher and where contingency is an exception to the rule. Consequently with such an approach, organizational competence is the one that students really develop.

12.2. Recommendations for future research

The effort of analyzing interaction in a language learning setting requires a huge level of theoretical knowledge of the phenomena implied in the interactive process between teacher and students. For future research, so, and in order to have a more detailed view of the whole thing, interviews on what students think and on how the teacher understand and perceive the language-teaching phenomenon could be helpful. When selecting a determined group of students to analyzed interaction , choosing a higher level could be a more suitable to see if students can break the barrier of a teacher authoritarian approach, and possibly see a more interactively enriched class.

12.3. Implications for teaching.

Teaching English interactively, and leading elementary students to engage in a conversational process demands from the teacher to get focused on the needs the learners have to make every moment of the class as profitable as possible through giving them the chance to speak more in class. Materials are helpful only if the philosophy of the teacher matches the philosophy of the book. Teaching thus, a second language, requires that materials that are conversational in purpose are used in a conversational approach. The fact that the teacher speak in the target langue hundred percent of the time does not itself implies that there is an actual development of language learning or acquisition or that conversational skills and a balance between the different competences are really present or developed.

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14. APPENDIX

In this section the reader will find the raw transcripts of observations and the material used in the class for teaching-learning purposes.

14.1. *Class Observation 1*

NUMBER OF STUDENTS 4

Date. November the 17th

Level 1

Duration of the class. 40 minutes.

5. T. O.k. For this unit the learning objective is (reading from the book) the moths and dates, well, so.. oh.. that makes perfect

M. READING ALOUD FROM THE BOOK

T. So, These are the, ahh, the learning objectives of this unit. Look at the...

Oh, let's now look at the picture, for example: let's talk about the dates. What's the date today?

6. K. Today is...
 7. T. What's the date today? Today is.
 8. F. Wednesday...
 9. T. November...(attitude that waits for an answer)
 10. F. Seventeen.
 11. T. Seventieth..
 12. F. November
 13. T. November.
 14. F. Seventeen.
 15. T. Seventeen
 16. J. Seventeen
 17. K. Seventeen.
 18. T. It's seventeen, you write it like this: November, December. O.K? What's the difference between this number and this

ON THE BOARD

Learning objectives. Months and days. Talk about classmate's birthdays.

ahh,

Today is November the 17th .

First—one

Ordinal number, cardinal.

number. (Pointing out to the board)

WRITING ON THE BOARD

What's the difference between first and one O.k.

(Pointing out to the board)

We call this ordinal number, ordinal..
ordinal number, and we call it cardinal

19. F. cardinal
20. J. Cardinal number
21. T. Yes, cardinal number and ordinal number. First, first. Listen, you have to pronounce the three consonants: the T the S and the R, you say: First.
22. Ss. First
23. T. First
24. Ss. First
25. T. No pronounce, listen: First. O.k. Let's play de audio *****C.D. Listen.

T. LEAVES THE ROOM WHILE THE AUDIO PROGRAM SOUNDS
AUDIO PROGRAM

**Exercise
1**

Lesson eleven. What are you going to do, page 72, exercise one, months and dates.
Part A. Listen. Practice the months and the dates

Ss. LISTEN WHILE THEY READ ON THE BOOK

Months: January, February, March, April, May, June, July, August, September, October, November, December. Dates: First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, seventeenth, eighteenth, nineteenth, twentieth, twentieth first, twentieth second, twentieth third, twentieth fourth, twentieth fifth, twentieth sixth, twentieth seventh, twentieth ninth, thirtieth, thirtieth first.

AUDIO PROGRAM OFF

26. T. Ok. How many months are there in a year?
27. K. Twelve
28. T. Twelve, twelve months in a year. They are
Ahh...
29. Ss. January
30. T. January
31. Ss. (TRY TO SPEAK)
32. T. Listen, listen to me: January, February, march, April, march, June, July, august, September October, November, December. Right. What is the first month of the year?
33. K. January.

ON THE BOARD

There are twelve months in a year. 1st, 2nd, 3rd.

34. T. January, yes. What is the tenth month of the year?
 35. Ss. October.
 36. T. October, yes. What is the third month of the year?
 37. Ss. *March*
 38. T. March. Very good! What is the fifth month of the year?
 39. Ss. May.
 40. . T. May, very good! yes. *****There are twelve months in a year. Repeat after me: There are twelve months in a year.
41. F. M. There are twelve months in a year.
 42. T. Maira Would you please repeat. You're repeating? I didn't hear you. O.k. There are twelve moths in a year.
 43. Ss. There are twelve months in a year.
 44. T. Very good. Repeat after me, say: January
 45. Ss. January
 46. T. January
 47. Ss. January
 48. T. February
 49. Ss. February
 50. T. March
 51. Ss. March
 52. T. March
 53. Ss. March
 54. T. April
 55. Ss. April
 56. T. May
 57. Ss. May
 58. T. June
 59. Ss. June
 60. T. July
 61. Ss. July
 62. T. August
 63. Ss. August
 64. T. September
 65. Ss. September
 66. T. October
 67. Ss. October
 68. T. November
 69. Ss. November
 70. T. December
 71. Ss. December

72. T. O.k. the first moth is February, second January, third march, fourth April, fifth may, sixth June, seventh July, eighth August, ninth September, tenth is October, eleventh is November, and the twelfth is December. O.k.? Now let's... ah...

Repeat the dates: First.

73. Ss. First
74. T. Repeat after me, say: first. Listen, remember, you have to pronounce the R the S and the T, say: First.
75. Ss. First.
76. T. O.k.? Say that again: First.
77. Ss. First
78. T. First.
79. Ss. First.
80. T. That's way you write ST because the last two letters of first are S and...Second.
81. Ss. Second.
82. T. The last two letters are N and D, you write N and D, second. Third. R and D, the last two letters of third. Repeat. First
83. Ss. First.
84. T. Second:
85. Ss. Second.
86. T. Third.
87. Ss. Third.
88. T. Keep your tongue out of your mouth. Third.
89. Ss. Third.
90. T. Maira. Third.

91. Ss. Third.
92. T. Keshia, Third.
93. K. Third.
94. T. Mr. Martinez. Third.
95. J. Third.
96. T. Fernando. Third.
97. F. Ah?
98. T. Third.
99. F. Third.
100. T. Third.
101. Ss. Third.
102. T. O.k. You got it now. O.K. Fourth.
103. Ss. Fourth.
104. T. Fourth.
105. Ss. Fourth.
106. T. Fifth
107. Ss. Fifth.
108. T. Fifth
109. Ss. Fifth.
110. T. Sixth.
111. Ss. Sixth.
112. T. Seventh
113. Ss. Seventh
114. T. Eighth
115. Ss. Eighth

116. T. Ninth
117. Ss. Ninth
118. T. Tenth
119. Ss. Tenth
120. T. Eleventh
121. Ss. Eleventh
122. T. Twelfth
123. Ss. Twelfth
124. T. Thirteenth
125. Ss. Thirteenth
126. T. Fourteenth
127. Ss. Fourteenth
128. T. Fifteenth
129. Ss. Fifteenth
130. T. Sixteenth
131. Ss. Sixteenth
132. T. Seventeenth
133. Ss. Seventeenth
134. T. Eighteenth
135. Ss. Eighteenth
136. T. Nineteenth
137. Ss. Nineteenth
138. T. Twentieth
139. Ss. Twentieth
140. T. Twenty first
141. Ss. Twenty first
142. T. Twenty second
143. Ss. Twenty second
144. T. Twenty third
145. Ss. Twenty third
146. T. Twenty-fourth
147. Ss. Twenty-fourth
148. T. Twenty-Fifth
149. Ss. Twenty-Fifth
150. T. Twenty-sixth.
151. Ss. Twenty-sixth.
152. T. Twenty-seventh
153. Ss. Twenty-seventh
154. T. Twenty-eight
155. Ss. Twenty-eight
156. T. Twenty-ninth
157. Ss. Twenty-ninth
158. T. Thirtieth
159. Ss. Thirtieth
160. T. Thirty-first.
161. Ss. Thirty-first.

162.T. O.K. Thirty, thirty. (Teaching the correct pronunciation) Right? For the other we have here is T.H. Today is seventeenth of November. The seventeenth of November. O.k.? Now repeat after me one more time the months of the year.

Month.

163.Ss. Month.

164.T. January

165.Ss. January

166.T. January

167.Ss. January

168.T. February

169.Ss. February

170.T. March

171.Ss. March

172.T. March

173.Ss. March

174.T. April

175.Ss. April

176.T. May

177.Ss. May

178.T. June

179.Ss. June

180.T. July

181.Ss. July

182.T. August

183.Ss. August

184.T. September

185.Ss. September

186.T. October

187.Ss. October

188.T. November

189.Ss. November

190.T. December

191.Ss. December

192.T. O.k. First

193.Ss. First.

194.T. Second:

195.Ss. Second.

196.T. Third.

197.Ss. Third.

198.Ss. Fourth.

199.T. Fourth.

200.Ss. Fourth.

201.T. Fifth

202.Ss. Fifth.

203.T. Fifth

204.Ss. Fifth.

- 205.Sixth.
 206.Ss. Sixth.
 207.Seventh
 208.Ss. Seventh
 209.T. Eighth
 210.Ss. Eighth
 211.T. Ninth
 212.Ss. Ninth
 213.T. Tenth
 214.Ss. Tenth
 215.T. Eleventh
 216.Ss. Eleventh
 217.T. Twelfth
 218.Ss. Twelfth
 219.T. Thirteenth
 220.Ss. Thirteenth
 221.T. Fourteenth
 222.Ss. Fourteenth
 223.T. Fifteenth
 224.Ss. Fifteenth
 225.T. Maira.
 226.M. Fifteenth.
 227.T. Fifteenth. You, pronounce fifth, and then
 pronounce. T. Maira. Say This: (pointing out to
 the board) Sixteen and sixteenth.
 228.M. Yeah.
 229.K. Sixteen.
 230.T. Put your tongue ***** your mouth.
 231.M. Sixteenth.
 232.T. O.k.? Sixteenth. Very Good! Sixteenth. That's different. Now ah...

ON THE BOARD 16-16 th

TEACHER ERASES THE BOARD

T. Listen, ah.. November... seventeenth. Is today
 *****people write the dates, you can also say.
 November...seventeen. That's another way. Right? You
 also say seventieth November. I did. The regular way
 Now. November is the eleventh month of the year.
 November is the eleventh month of the year.
 *****And some time they write it like this too. First
 day, the day and next the month. They do it in different
 O.k.? O.k. Let's talk about birthdays. When is your
 birthday Maira?

233. M. ahh....
 234. T. Yes. When is your birthday?
 235. M. My birthday...in August.

ON THE BOARD Nov 17 th November seventeenth 17 Nov

can
too.

11/17 17/11

the
ways.

236. T. My birthday is in August (modeling the structure for M)
237. M. Twenty (Laugh)
238. T. You say: my birthday...is...
239. J. Is.
240. T. In or on?
241. J. On.
242. T. August...twenty?
243. M. yeah.
244. T. Like this? You say my...(Interrupted by M)
245. M. On, on, on.
246. T. On or in?
247. M. On August.
248. T. But you said in.
249. M. Yeah. I'm wrong.
250. T. Now you say: My birthday is on August the twentieth. But you said: my birthday is IN August. (emphasizing IN). You use it like that if you only refer to the *****. But if you talk of the days, exactly.
251. M. yeah you..(Interrupted by T)
252. T. I know what you are trying to explain Maira. I know you would practice. Don't worry about it. O.k. ah... Fernando, when is your birthday.
253. F. In November nineteen?
254. T. November nineteen? Next Saturday?
255. F. Yeah!
256. T. Oh, yeah? You are goanna celebrate?
257. F. No.
258. T. No? Mr. Martinez, when is your birthday?
259. J. October twenty-four.
260. T. October twenty-four. Keshia. When is your birthday?
261. K. In July fifteen.
262. T. On July fifteen. My birthday is October nineteen. O.k. let's go to... Get a piece of paper and ask all of your classmate. Ah... Fernando!...Maira!, Keshia!...Martin....When is your birthday. You collect information. Do the exercise, come on. Ask everybody their birthday. Come on. You have to ask everybody on classroom. Do you need paper?

<p>ON THE BOARD</p> <p style="text-align: right;">In</p> <p>My birthday is on August 20th</p>

<p>ON THE BOARD</p> <p>Fernando</p> <p>Maira</p> <p>Keshia</p> <p>Martin</p>

the
about
the

(T. SHARES PIECES OF PAPER WITH STUDENTS SO THEY CAN DO THE EXERCISE)

T. Maira.

263. M. Wait a minute.

264. T. *****The exercise. Ask everybody about his birthday... Keshia. Ask everybody, hurry up.

265. Ss. (ask each other about dates)

266. T. O.k. So...Keshia. When is Maria's birthday?

267. K. Maria's birthday is on August twenty.

268. T. O.k. Maira, when is Keshia's birthday?

269. M. Keshia's birthday is in July fifteen.

270. T. O.k. July Fifteen. Maira, Maria's birthday, is on August. Mr. Martinez. When is Keshia's birthday.

271. J. Keshia's birthday is in July twenty.

272. T. July twenty. O.k. Very good. O.k. Let's pass to exercise number two.

Exercise

2

Conversation. Happy birthday. Birthday, happy birthday. O.K. Look at the picture, first look at the picture. The plan for this exercise is to practice conversation about birthday plans. And... Ah... How to use the future. Be going to. Look at the picture, look at the picture. Maira. Can you describe the picture? What can you see in the picture?

273. M. I see a woman and a men...talk...

274. T. You see a woman an a Man (emphasizing singular pronunciation, MAN)

275. M. A woman and a man.

276. T. Talking

277. M. A Woman and a man talking about the happy birthday.

278. T. The man is thinking right? The man is thinking about a group of people.

279. F. About the, about the... for to celebrate.

280. T. The way to celebrate ahh...his birthday.

281. F. His birthday.

282. T. What is, what is the man thinking about Keshia?

283. K. Repeat.

284. T. What is the man thinking, thinking about.

285. K. he is think about his birthday.

286. T. My birthday?

287. K. No

288. T. His.

289. K. About his birthday

290. T. He's talking about his birthday. Ahja. And what kind of celebration is that? What place are they in?

291. K. Restaurant.

292. T. In a restaurant.

293. F. Restaurant.

294. T. Who are those people. Fernando? Who are those people in the picture? Maira said that's the picture of a restaurant. Now, who are those people in the picture?

295. F. Who... (Talking to M)

296. T. The waiters?

297. F and M. Waiters. One waiter...and....

298. T. a waitress.

299. F. I don't know

300. T: And may be the chefs. No, it's not the chef. It's two waiters and a waitress.-Yeah, because the chef dresses on white. Right? The uniform of a chef in a restaurant different than waiters. Right.

301. F. The girl is his girl friend, she invites him to have dinner.

302. T. They are Angie and Philip; you are saying that it's his girlfriend?

303. F. Yes.

304. T. Because she is inviting him for...ah...

305. F. (Laughs)

306. T. For dinner, may be a friend. Why not?
 307. F. The boy is frightening about the musician, or about the song for celebrate...
 308. T. The man is fear about the... the celebrate, the birthday song.
 309. F. The birthday song
 310. T. You know. The people from the restaurant, the people who work in the
 restaurant singing the Happy Birthday song for him, and he
 doesn't like the idea.
 Right? That's what happens in the picture. O.k. Let's listen the...

Exercise
3

AUDIO PROGRAM
STUDENTS LISTEND AND READ SILENTLY

Page seventy two. Exercise two. Conversation. Happy birthday. Listen and practice.

- E. Are you going to do anything exciting this weekend?
 F. B. well, I'm going to celebrate my birthday
 E. Fabulous! When is your birthday exactly?
 F. It's August ninth – Sunday.
 E. SO what are your plans?
 F. Well, my friend Kayla is going to take me out for dinner.
 E. Nice! Is she going to order a cake?
 F. Yeah, and the waiter are probably going to sing "Happy Birthday" to me. It's so embarrassing.

311. F. (Laughs)

TEACHER STANDS UP AND WRITES ON THE BOARD WHILE EXPLAINS

K. (Moves to the back of the classroom)

Ss. (Looking at the board and to the books)

312. To celebrate is to have fun, a special occasion
 right? Celebrate. A. Fabulous. That's great.
 Take someone for dinner, or a movie, or a
 ***** Order Ask for... like food.... in a
 restaurant. Make you...you...feel
 shy...or...uncomfortable. To celebrate means,
 to celebrate means to have fun an special
 Occasion, may be have a party of something.
 Fabulous means: That's great. To take out:
 Take someone to dinner or a movie, like a date.
 date?.

313. Ss. No.

ON THE BOARD

Celebrate. Have fun at a special occasion.
 Fabulous: That's great.
 Take out: Take (someone) to dinner or a movie, like a date.
 Order: Ask for, like food in a restaurant.
 Embarrassing. Make you feel shy or uncomfortable.

Do you know what is

314. T. When the person from the opposite sex invites you to go out. That's a date. O.k. Order: ask for, like food in a restaurant. You order your meals to the waiter. You read the menu and you decide what to eat. Then you tell the...the waiter, bring me a...fried turtle with bollo, right? Embarrassing is make you to feel shy or uncomfortable. That's a difficult situation for you, cause you don't like to feel uncomfortable with that situation. Ah... close your books. Close your books. Fernando, are you finished?
315. F. Yes.
316. T: close your books and listen ah...

AUDIO PROGRAM

Exercise 4

TEACHER SITTING, LISTENING TO THE CONVERSATION. CHECKS THE INTONATION.

STUDENTS LISTEN AND READ SILENTLY

Are you going to do anything exciting this weekend?
Well, I'm going to celebrate my birthday
Fabulous! When is your birthday exactly?
It's August ninth – Sunday.
So, what are your plans?
Well, my friend Kayla is going to take me out for dinner.
Nice! Is she going to order a cake?
Yeah, and the waiter are probably going to sing "Happy Birthday" to me. It's so embarrassing.

~~T. What is the situation in the conversation? I mean. Philip doesn't like the idea of being in a restaurant with ah... his birthday party, because they will bring a cake to the table. And the people who sings happy birthday are the people who works in a restaurant, like the waiters, may be the chef. He doesn't like that idea, he feels uncomfortable with that. Open your books. So. Do you understand the situation in the conversation?~~

317. Ss. Yes.
318. T. O.K. Now. Listen to me. Conversation. Happy Birthday.
319. Ss. Happy birthday.
320. T. No, listen to me (Interrupting Ss.) happy birthday. Birth. Birth. Happy Birthday. Are you going to do anything exciting this weekend? Are you going to do anything exciting this weekend? That's a yes/no question. That is raising intonation.

READING FROM THE BOOK.

STUDENTS LISTEN AND READ SILENTLY)

Are you going to do anything exciting this weekend?
 well, I'm going to celebrate my birthday
 Fabulous! When is your birthday exactly?
 Ss.- August ninth – Sunday.
 So what are your plans?
 Ss. Well, my friend Kayla is going to take me out for dinner.
 Nice! Is she going to order a cake?
 Ss. Yeah, and the waiters are probably going to sing “Happy Birthday” to me. It's so embarrassing.

- T. Repeat after me: Everybody at the same time please! Are you going to do anything exciting this weekend?
321. Ss. Are you going to do anything exciting this weekend?
322. T. Come on! Let's do it again! Are you going to do anything exciting this weekend?
323. Ss. Are you going to do anything exciting this weekend?
324. T. Well, I'm going to celebrate my birthday
325. Ss. Well, I'm going to celebrate my birthday
326. T. Fabulous! When is your birthday exactly?
327. Ss. Fabulous! When is your birthday exactly?
328. T. it's August ninth – Sunday.
329. Ss. It's August ninth – Sunday.
330. T. So what are your plans?
331. Ss. So what are your plans
332. T. Well, my friend Kayla is going to take me out for dinner.
333. Ss. Well, my friend Kayla is going to take me out for dinner.
334. T. Well, my friend Kayla is going to take me out for dinner.
335. Ss. Well, my friend Kayla is going to take me out for dinner.
336. T. Nice! Is she going to order a cake?
337. Ss. Nice! Is she going to order a cake?
338. T. Nice! Is she going to order a cake?
339. Ss. Nice! Is she going to order a cake?
340. T. Yeah,
341. Ss. Yeah
342. T. Yeah,
343. Ss. Yeah
344. T. and the waiter are probably going to sing “Happy Birthday” to me.
345. Ss. and the waiters are probably going to sing “Happy Birthday” to me.
346. T. It's so embarrassing.
347. Ss. It's so embarrassing.
348. T. embarrassing.
349. Ss. embarrassing.
350. T. O.k. Repeat after me one more time please. Are you going to do anything exciting this weekend?

351. Ss. Are you going to do anything exciting this weekend?
 352. T. Well, I'm going to celebrate my birthday
 353. Ss. Well, I'm going to celebrate my birthday
 354. T. Fabulous! When is your birthday exactly?
 355. Ss. Fabulous! When is your birthday exactly?
 356. T. It's August ninth – Sunday.
 357. Ss. It's August ninth – Sunday.
 358. T. So what are your plans?
 359. Ss. So what are your plans?
 360. T. Well, my friend Kayla is going to take me out for dinner.
 361. Ss. Well, my friend Kayla is going to take me out for dinner.
 362. T. Nice! Is she going to order a cake?
 363. Ss. Nice! Is she going to order a cake?
 364. T. Is she going to order a cake?
 365. Ss. Is she going to order a cake?
 366. T. Listen, the intonation is rising intonation. Nice! Is she going to order a cake?
 367. Ss. Nice! Is she going to order a cake?
 368. T. Yeah, and the waiter are probably going to sing "Happy Birthday" to me.
 369. Ss. Yeah, and the waiter are probably going to sing "Happy Birthday" to me.
 370. T. It's so embarrassing.
 371. Ss. It's so embarrassing.

7: 59

372. T. I'm Angie and you're Philip. O.k.? Are you going to do anything exciting this weekend?
 T. weekend?
 373. S. Well, I'm going to celebrate my birthday
 374. T. Fabulous! When is your birthday exactly?
 375. Ss. It's August ninth – Sunday.
 376. T. So what are your plans?
 377. Ss. Well, my friend Kayla is going to take me out for dinner.
 378. T. Nice! Is she going to order a cake?
 379. Ss. Yeah. And the waiters are probably going to sing "Happy Birthday" to me.
 380. T. It's so embarrassing. O.K. You're Angie, I'm Philip. One two, three:
 381. Ss. Are you going to do anything exciting this weekend?
 382. T. Well, I'm going to celebrate my birthday
 383. Ss. Fabulous! When is your birthday exactly?
 384. T. It's August ninth – Sunday.
 385. S. So what are your plans?
 386. T. Well, my friend Kayla is going to take me out for dinner.
 387. S. Nice! Is she going to order a cake?
 388. T. Yeah. And the waiters are probably going to sing "Happy Birthday" to me.
 It's so embarrassing. O.k. Close your books please. And repeat after me.
 Everybody at the same time please. Are you going to do anything exciting this weekend?
 389. Ss. Are you going to do anything exciting this weekend?
 390. T. Come on! . Are you going to do anything exciting this weekend?

391. Ss. Are you going to do anything exciting this weekend?
 392. T. Well, I'm going to celebrate my birthday
 393. Ss. Well, I'm going to celebrate my birthday
 394. T. Fabulous! When is your birthday exactly?
 395. Ss. Fabulous! When is your birthday exactly?
 396. T. It's August ninth – Sunday.
 397. Ss. It's August ninth – Sunday.
 398. T. So what are your plans?
 399. Ss. So what are your plans?
 400. T. Well, my friend Kayla is going to take me out for dinner.
 401. Ss. Well, my friend Kayla is going to take me out for dinner.
 402. T. Nice! Is she going to order a cake?
 403. Ss. Nice! Is she going to order a cake?
 404. T. Is she going to order a cake?
 405. Ss. Is she going to order a cake?
 406. T. Yeah, and the waiter are probably going to sing "Happy Birthday" to me.
 407. Ss. Yeah, and the waiter are probably going to sing "Happy Birthday" to me.
 408. T. It's so embarrassing.
 409. Ss. It's so embarrassing.

410. T. O.k. Very good. See you tomorrow.

14.2. CLASS OBSERVATION 2

3 STUDENTS

Date. Nov. 18th

6:59. THE CLASS STARTS.

1.T Well, let's start the class, page 72. Exercise number two. (It takes a minute for the teacher to prepare the setting). Listen the conversation again.

3. Ss.ok

AUDIO PROGRAM. STUDENTS LISTEN AND READ SILENTLY

Unit eleven. “What are you going to do, page 72, EXERCISE TWO. Conversation Happy Birthday, listen and practice.

- G. Are you going to do anything exciting this weekend?
- H. B. well, I’m going to celebrate my birthday
- G. Fabulous! When is your birthday exactly?
- H. It’s August ninth – Sunday.
- G. SO what are your plans?
- H. Well, my friend Kayla is going to take me out for dinner.
- G. Nice! Is she going to order a cake?
- H. Yeah, and the waiter are probably going to sing “Happy Birthday” to me. It’s so embarrassing.

- 3. T O.k. Very good. Listen and repeat, repeat after me: Are you going to do anything Exciting this weekend?
- 4. Ss. Are you going to do anything exciting this weekend?
- 5. T. Keshia, would you please come here and sit down next to Mr. Martinez? O.K.
Repeat after me, say: Are you going to do anything exciting this weekend?
- 6. Ss. Are you going to do anything exciting this weekend?
- 7. T. Well, I’m going to celebrate my birthday
- 8. S. Well, I’m going to celebrate my birthday
- 9. T Well, I’m going to celebrate my birthday (Correcting students, emphasizing I’m).
- 10. Ss. well, I’m going to celebrate my birthday
- 11. T. Fabulous! When is your birthday exactly?
- 12. Ss. Fabulous! When is your birthday exactly?
- 13. T It’s August ninth – Sunday.
- 14 S. It’s August ninth – Sunday.
- 15.T. So what are your plans?
- 16. Ss. So what are your plans?
- 17. T. Well, my friend Kayla is going to take me out for dinner.
- 18. Ss. Well, my friend Kayla is going to take me out for dinner.
- 19. T. Well, my friend Kayla is going to take me out for dinner.
- 20 Ss.. Well, my friend Kayla is going to take me out for dinner.
- 21.T Nice! Is she going to order a cake?
- 22 Ss. Nice! Is she going to order a cake?
- 23 T. Yeah, and the waiters are probably going to sing happy birthday to me.
- 24. S. Yeah, and the waiters are probably going to sing happy birthday to me.

25. T. It's so embarrassing.
 26. S. It's so embarrassing.
 27.T Say: Yeah, and the waiters are probably going to sing happy birthday to me

TEACHER WRITING ON THE BOARD

- 28 Ss.. Yeah... and the waiters...
 waiters.... are probably...
 probably... going to sing "Happy
 Birthday"... to me... It's...
 so.... embarrassing.

ON THE BOARD

Yeah. And the waiters are probably going
 to sing happy birthday to me. It's so embarrassing.

- 29 K. double S. .
 30 T O.k. Repeat after me Say: Yeah, and the waiters are probably going to say, to sing
 happy birthday to me.
 31 Ss. Yeah, and the waiters are probably going to sing happy birthday to me.
 32 T. And the waiters are. (Placing emphasis on waiters)
 33Ss. And the waiters are.
 34 T. O.k. Say that. Yeah, and the waiters are probably going to sing happy birthday to
 me.
 35 Ss. Yeah, and the waiters are probably going to sing happy birthday to me
 36. T. It's so embarrassing.
 37. S It's so embarrassing.
 38. Very Good. O.K. I'm Angie, you're Philip. Can you do it, too? Are you going to do
 anything exciting this weekend?
 39. Ss. Well, I'm going to celebrate my birthday
 40. T. Fabulous! When is your birthday exactly?
 41 Ss. It's August ninth – Sunday.
 42.T So what are your plans?
 43 Ss. Well, my friend Kayla is going to take me out for dinner.
 44. T. Nice! Is she going to order a cake?
 45. Ss. Yeah, and the waiters are probably going to sing Happy Birthday to me. It's so
 embarrassing.
 46. T. O.k. You are Angie, I'm Philip. Begging one, two three...
 47 Ss. Are you going to do anything exciting this weekend?
 48T. Well, I'm going to celebrate my birthday
 49. Ss. Fabulous! When is your birthday exactly?
 50.T. It's August ninth – Sunday.
 51Ss. So what are your plans?
 52T. Well, my friend Kayla is going to take me out for dinner.
 53 Ss. Nice! Is she going to order a cake?
 54T. Yeah, and the waiter are probably going to sing "Happy Birthday" to me. It's so
 embarrassing. O.K. Very Good. Now close your books, close your books, and repeat
 after me, say: Are you going to do anything exciting this weekend?
7:03.
 55. Ss. Are you going to do anything exciting this weekend? (/only student K repeats)
 56T.O.k. Repeat after me, say: Are you going to do anything exciting this weekend?

- 57 Ss. Are you going to do anything exciting this weekend?
 58 T. Well, I'm going to celebrate my birthday
 59S. Well, I'm going to celebrate my birthday
 60T.. Well, I'm going to celebrate my birthday (Correcting students, emphasizing I'm).
 61Ss. well, I'm going to celebrate my birthday
 62T Fabulous! When is your birthday exactly?
 63Ss. Fabulous! When is your birthday exactly?
 64T. It's August ninth – Sunday.
 65S. It's August ninth – Sunday.
 66T 75So what are your plans?
 67Ss. So what are your plans?
 68T. What are your plans?
 69. Ss. What are your plans?
 70.T What are your plans. (Emphasizing “are”)
 71S. What are your plans.
 72.T. Well, my friend Kayla is going to take me out for dinner.
 73Ss. Well, my friend Kayla is going to take me out for dinner.
 74T. Well, my friend Kayla is going to take me out for dinner.
 75Ss. Well, my friend Kayla is going to take me out for dinner.
 76T. Nice! Is she going to order a cake?
 77Ss. Nice! Is she going to order a cake?
 78T. Yeah, and the waiters are probably going to sing happy birthday to me.
 79S. Yeah, and the waiters are probably going to sing happy birthday to me.

TEACHER WRITING ON THE BOARD

80. T. Repeat after me. So what are your plans?
 81Ss. So, what are your plans?
 82T. What are your plans?
 83Ss. What are your plans?
 84T. Well, my friend Kayla is going to take me out for dinner
 85Ss. Well, my friend Kayla is going to take me...
 86T. Out for dinner
 87Ss. Out for dinner
 88T. Well, my friend Kayla is going to take me out for dinner
 89S. Well, my friend Kayla is going...
 90T. Well, my friend Kayla is going to take me out for dinner
 91Ss. Well, my friend Kayla is going to..to...
 92T. To take me out. Well, my friend Kayla is going to take me out for dinner
 93Ss. Well...
 94T. Well, my friend Kayla is going to take me out for dinner
 95S. Well, my friend Kayla is going to take me out for dinner.
 96T. O.k. Say that again: Well, my friend Kayla is going
 to take me out for dinner.
 97Ss. Well, my friend Kayla is going ...
 98T. O.k, say: Well... my friend... take...

ON THE BOARD

Well, my friend Kayla is going to
 take me out for dinner.

me... out for dinner. (Writing on the board).

7: 06.

O.k. Repeat after me say: Well, my friend Kayla is going to take me out for dinner.

99Ss. Well, my friend Kayla is going to take me out for dinner.

100T. O.k. Say: Dinner

101Ss. Dinner

102T. For dinner

103Ss. For dinner

104T. Out for dinner

105Ss. Out for dinner

106T. Me out for dinner

107Ss. Me out for dinner

108T. Take me out for dinner

109 Ss. Take me out for dinner

110T. To take me out for dinner

111Ss. To take me out for dinner

112T. Going to take me out for dinner

113Ss. Going to take me out for dinner

114T. Is going to take me out for dinner

115Ss. Is going to take me out for dinner

116T. Kayla is going to take me out for dinner

117Ss. Kayla is going to take me out for dinner

118T. Friend Kayla is going to take me out for dinner

119Ss. Friend Kayla is going to take me out for dinner

120T. My friend Kayla is going to take me out for dinner

121Ss. My friend Kayla is going to take me out for dinner

122T. Well, my friend Kayla is going to take me out for dinner

123Ss. Well, my friend Kayla is going to take me out for dinner

124T. Very good. So repeat again. So what are your plans?

125Ss. So what are your plans?

126T. well, my friend Kayla is going to take me out for dinner

127J. My friend Kayla is going to take out for dinner

128T. Take me out (emphasizing "me", correcting students)

129 J. Take me out for dinner.

130T. Well, my friend Kayla is going to take me out for dinner

131Ss. Well, my friend Kayla is going to take me out for dinner

132T. Nice! Is she going to order a cake?

133Ss. Nice! Is she going to....

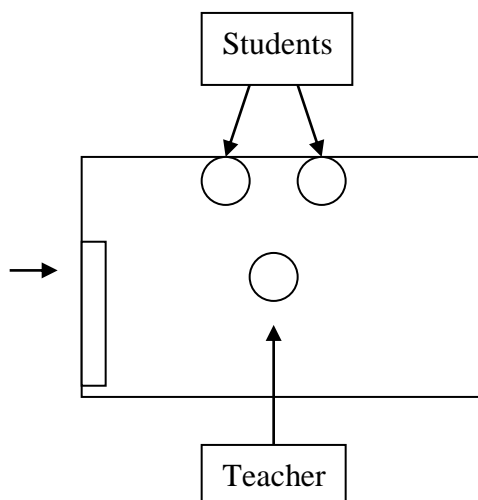
134T. Nice! is she going to order a cake? (Emphasizing "she", correcting students).

135Ss. Nice, is she going to order a cake?

136T. Yeah, and the waiters are going to sing happy birthday to me.

137K. Yeah, and the waiters...

138T. Come on, repeat that: Yeah, and the waiters are going to sing happy birthday to



- me.
- 139J. Yeah.
- 140T. and the waiters are going to sing happy birthday to me.
- 141J. The waiters are probably...
- 142T. The waiters are probably. Say..
- 143J. The waiters are..
- 144T. And the waiters are probably, and the waiters are probably
- 145J. And the waiters are probably
- 146T. Going to sing happy birthday to me
- 147J. Going to sing..
- 148T. happy birthday to me
- 149J. to me
- 150T. It's so embarrassing
- 151J. It's so embarrassing
- 152T. O.k. Very good. Open your books. Practice, practice you two. You two Practice.
Practice both roles, Angie, Philip.

7:09 WHILE STUDENTS WORK IN GROUPS THE TEACHER PICKS UP SOME CDS

- 153J. Are you going to do anything exciting this weekend?
- 154 K. Well, I'm going to celebrate my birthday
- 155.J. Fabulous! When is your birthday exactly?
156. K. It's August ninth – Sunday.
- 157J. So what are your plans?
158. K. Well, my friend Kayla is going to take me out for dinner.
159. J. Nice! Is she going to order a cake?
160. K. Yeah, and the waiters are probably going to sing happy birthday to me. It's so embarrassing.

7:10

- 161T. O.k. very good... O.k. let's go onto page seventy three, grammar focus, the structure of "be going to. Structure of "be going to. Be...going... to (writing on the board) For example. I'm going...

ON THE BOARD

Be going to
I'm going to study tonight.
I'm planning to study tonight

to...study...tonight. That's the same that. I'm...planning... to... study tonight. I'm planning to study tonight. These two sentences have the same meaning. I'm going to study tonight, or I'm planning to study tonight. You use the expression "be" plus "going to" to talk about future plans.

- 162J. Is this a question? (Pointing the board out)
- 163T. No, that's not a question, it's a first statement. I'm going to study tonight, or I'm planning to study tonight. Both sentences have the same meaning. You use this ***** future: "be" plus "going to" to talk about future plans? For example: ahh... are you going to do anything this weekend? Yes, I'm going to celebrate my birthday. That's future plans. Is the coming weekend, I'm going to celebrate my birthday. O.k.? For example, in this case, you use... This is like a subject plus... be... going to....going to...

ON THE BOARD
S+ be going to +the V

formula:
plus... the

verb. December fourth. Right? Subject. The subject can be a personal pronoun or a proper name. She is going to. She..is.. going to... eat. She is going to eat.

164J. Breakfast

165T. Breakfast? She is going to eat, she is going to eat ah, fried... turtle... with... bollo. She is going to eat fried turtle with bollo... for breakfast....tomorrow

<p>ON THE BOARD She is going to eat fried turtle with bollo for breakfast tomorrow morning.</p>

morning. She is going to eat fried turtle with bollo for breakfast tomorrow morning. That means that she is planning to eat fried turtle with bollo for breakfast tomorrow morning. Tomorrow morning is expression of time, of future time in this case, because we are talking about tomorrow, tomorrow is future. O.k.? So you use the “be” plus “going to” to talk about the future. Listen, you have “she is”, in this case you have “his” because is third person singular.

166J. The plural is “we are going to”?

167T. Yeah. We are going if the subject is we, or Pedro and Pablo are going to. It’s “going to”. Eat fried turtle with bollo. Do you like that kind of breakfast? Yes?

168J. Nothing.

169T: o.k. So, that’s the formula. Listen to this: for ah...questions, yes-no question, you say ah... be...plus subject plus going to.. plus verb.

7:16 STUDENT “M” GETS IN THE CLASSROOM.

170T. Oh, Hello Maira! How are you?

171M. Fine thank you.

172T. Good to see you. Sit-down. O.k. Let’s... so.

STUDENT “M” IS SITITNG IN FRONT OF THE OTHER TWO STUDENTS.

Be plus subject plus going to plus verb. These are questions. Right? Yes...no...questions. Yes/no yes/no question. Be . be plus going to `plus verb. case, are...they going.. are they going to...take... a tomorrow? O.k.?. are they going to take a shower tomorrow. Say: no, they aren’t. If you answer is affirmative you say: yes, and then you have: subject...plus be, right? Say: yes they are. Now if it is not the question, you say no.. subject... subject.. ah.. plus be...plus no. That’s the formula, that’s the formula. Do you understand Maira? We are talking about “be” plus “going to” to talk about future plans. I’m going to study tonight is the same of I’m planning to study tonight. The two sentences have the same meaning. Right? Now, is a formula: subject plus be plus going to plus verb. The simple for ***** I’m going to I, subject, am-be go-go going-going-to-to, study the verb. That’s yes/no question be, subject, going to plus the verb. Are they going to take shower tomorrow? Yes, they are. Subject plus They are. Subject plus be, a verb. Right?

<p>ON THE BOARD Be + going to + verb</p>

Yes/no questions, In this shower

<p>ON THE BOARD I am going to study Are they going to take a shower tomorrow? Subject + be. No, subject + be + not.</p>

this
—
a
be.

Negative: no, subject, they're not. Right? Affirmative and negative statements short answers. Right. You say: no, they're not, they're not going to take the shower, there is not water supply in Riohacha, so you cannot take a shower. Did you take a shower this morning? (Asking to K)

173K. Yes.

174T. O.k. Do you understand this? (Blowing the board with the marker, pointing the sentence out). Do you understand this Maira?

175M. Yes.

176T. Now, open your books to page seventy three Maira, page seventy three, exercise number three.

7:20 AUDIO PROGRAM

Ss. ARE READING AND LISTENING. THE TEACHER IS SITTING NEXT TO THE CASSETTE PLAYER.

Are you going to do anything this weekend?
 Yes, I am, I'm going to celebrate my birthday
 No, I'm not. I'm going to stay home.
 IS Kayla going to have a party for you?
 Yes, she is. She is going to invite all my friends.
 No, she isn't. She is going to take me out for dinner.
 Are the waiters going to sing to you?
 Yes, they are. They're going to sing Happy Birthday
 No, they aren't, but they're going to give me a cake.

7:23 REPETITION EXERCISE IT IS STANDING AND READING FROM THE BOOK

176 bT O.k. Very good. Now listen to me, listen to me:

Are you going to do anything this weekend

Are you going to do anything this weekend?

Yes, I am, I'm going to celebrate my birthday or no, I'm not. I'm going to stay home.

Is Kayla going to have a party for you?

Yes, she is. She is going to invite all my friends.

No, she isn't. She is going to take me out for dinner.

Is Kayla going to have a party for you?

Yes, she is. She is going to invite all my friends.

No, she isn't. She is going to take me out for dinner

Are the waiters going to sing to you?

Yes, they are. They're going to sing Happy Birthday, or no, they aren't, but they're going to give me a cake. no, they aren't, but they're going to give me a cake. O.k.?

THE TEACHER STANDS UP AND BEGINS READING ALOUD
THE BOOK

Students FROM

176cT. Repeat after me please. Everybody at the same time:

Are you going to do anything this weekend

177Ss. Are you going to do anything this weekend?

178T. Maira, I can't hear you. Maira sit down over

(M. Moves to the place the teacher asks her to

Now I can listen to you. The three of you at the same time.

Are you going to do anything this weekend?

179Ss. Are you going to do anything this weekend?

180T. Yes, I am, I'm going to celebrate my birthday

181Ss. Yes, I am, I'm going to celebrate my birthday

182T. No, I'm not. I'm going to stay home

183Ss. No, I'm not. I'm going to stay home

184T. No, I'm not. I'm going to stay home

185Ss. No, I'm not. I'm going to stay home

186T. Is Kayla going to have a party for you?

187Ss. Is Kayla going to have a party for you?

188T. Is Kayla going to have a party for you?

189Ss. Is Kayla going to have a party for you?

190T. Yes, she is. She is going to invite all my friends.

191Ss. Yes, she is. She is going to invite all my friends.

192T. Yes, she is. She is going to invite all my friends.

193Ss. Yes, she is. She is going to invite all my friends.

194T. No, she isn't.

195Ss. No, she isn't.

196T. No, she isn't.

197Ss. No, she isn't.

198T. Maira, I can't hear you Maira.

199M. No she isn't.

200T. No, she isn't.

201Ss. No, she isn't.

202T. She is going to take me out for dinner.

203Ss. She is going to take me out for dinner.

204T. Are the waiters going to sing to you?

205Ss. Are the waiters going to sing to you?

206T. Are the waiters going to sing to you?

207Ss. Are the waiters going to sing to you?

208T. Yes, they are.

209Ss. Yes, they are.

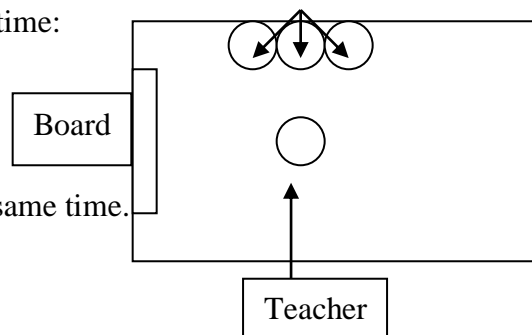
210T. They're going to sing Happy Birthday

211Ss. They're going to sing Happy Birthday

212T. No, they aren't,

213Ss. No, they aren't,

214T. No, they aren't, (Correcting Ss. Emphasizing aren't).



215Ss. No, they aren't,
216J. No, they aren't.

7: 25. THE TEACHER TAKES A MOMENT TO TEACH THE CORRECT PRONUNCIATION OF AREN'T

<p>ON THE BOARD Are/ aren't</p>

217T. Are the waiters going to sing to you? Maira repeat! Maira! Wake up Maira! Ok.
Are the waiters going to sing to you?
218Ss. Are the waiters going to sing to you?
219T. No, they aren't,
220S. No, they aren't.
221T. But they're going to give me a cake.
222S. But they're going ...
223T. But they're going to give me a cake.
224Ss. But they're going to give me a cake.
225T. But they're going to give me a cake. (correcting students, emphasizing give)
226Ss. But they're going to give me a cake.
227T. Give me a cake.
228Ss. Give me a cake.
229T. O.k. Very good.

TEACHER ERASES THE ENTIRE BOARD
7:26. T. WRITING FROM THE BOOK ON THE BOARD.

<p>ON THE BOARD 9. Going to celebrate his birthday this weekend 10. Going to take him for dinner 11. Going to order a cake 12. Going to sing happy birthday.</p>

Ss. LOOKING AT THE BOARD.

229bT O.k. Who is going to...

7:32 EXERCISE

229cT. Going to celebrate his birthday.
Who is going to celebrate his birthday?
Who is going to take him for dinner?
Who is gonna take him for dinner. Going to order a cake.
Who is going to order a cake. Going to sing happy birthday.
Who is going to sing happy birthday?
Find the information in this conversation. ***** Maira, Do you understand the exercise? Find the answer here.
Complete the sentences from the board. O.K?.

Complete the sentences from the board.

Who is going to celebrate his birthday this weekend? Who is going to take him out for dinner? Who is going to order a cake? Who is going to sing happy birthday? (Reading from the board as he points out to it)

The information is here (The conversation on page seventy two). Find the information after you read the sentences. Come on!

Ss. (Completing the information. Doing the exercise.)



Two minutes and thirty seconds.

229d T. Are you finished Keshia. You have to complete the sentence. The information is here, in the conversation.

(One minute later)

229eT. For example: Who is going to celebrate his birthday this weekend?

230M. Philip is going to celebrate his birthday this weekend.

231T. That's correct Maira. Very good! Now questions number two, three and four.

Are you finished Keshia?

232K. No.

233T. Listen. You have to complete these sentences using the information from exercise number three, from the conversation.

TWO MINUTES OF SILENCE WHILE Ss DO THE TASK

7:36. TEACHER STARTS CHECKING OUT.

233bT. Finished? O.k. Number two Keshia...

234K. Kayla is going to take him for dinner

235T. Very good. Ahh. Number three Mr. Martinez

236J. Angie is going to order a cake.

237T. Who?

238K. No, Kayla, Angie is *****

239T. Kayla. No.. Angie is going.

240K. No...Kayla. Mire ve. "Nice! Is she going to order a cake? Going to order a cake.

241T. O.k. That's correct. Listen. Ahh. Angie and Philip are talking about Kayla.

They're talking about Kayla, so the answer is: Kayla is going to order a cake. Is *****
Kayla is going to order a cake. And number four Maira...

242J. The waiters.

243M. The waiters are going to sing happy birthday

244T. The waiters are going to sing happy birthday. Very good! O.K. Kayla. Kayla and the waiters are going to sing happy birthday.

7:37. EXERCISE A. PAGE 73.

244bT. O.k. Let's check exercise A on page seventy three. Look at the pictures; focus

your attention in the pictures. Look at the pictures. Write the sentence according to the information in the picture. Write possible sentences for each picture. Using going to. Keshia, Maira, Mr. Martinez. Do you understand the exercise?

245J. Yes.

246T. Use going to. Future plans, and write sentences for each one of the six... one, two...for five six... eight pictures. They are to write eight different sentences. Using going to. The first pictures refers to dancing, second...ah...studying, the third – swimming, number four – walk, or go for a walk. Number five is....

247J: eat.

248T. Going to eat. Going to eat. Or they're going to go to a restaurant. To eat. Number six could be...watching television. And number seven going to see a movie.

249K. Going to see.

250M. In five pictures.

251T. In picture number five (correcting M)

252 M. It's possible, they are going to take a break.

253T. They're going to take a break for number five?

254 M. Yes.

255T. Oh. That's the question Maira. They're sitting in a restaurant.. They.. I don't know.

256J. Teacher, in the picture seven.

257T. Picture number seven (correcting J),

258J. they to...

259T. They are going to.

260J. They are going..

261T. They're going to see the movie could be. Watch, No, to see a movie. We use: to see a movie. We are going to see... a movie (writing on the board). You say: to see a movie, and you say: to watch T.V. O.k. To see a movie, and you say: to watch T.V. Are you finished?

ON THE BOARD

To see a movie

Watch T.V.

262M. Yes.

263T. Mr. Martinez are you finished?

264J. Yes.

265T O.k. Yeah. Ah... Number one Maira!

266M. Number one?

267T. Yes.

268M. They're going to go...

269T. They're going to go Dancing.

270M. Dancing.

271T. Very good. They're going to go Dancing. Keshia number two.

272K. She is going to read.

273M. She is going to read.

274T. Very good! Number three Mr. Martinez.

275J. He is, he is going to swim.

276T. he is going to swim. Ahja! O.K. Number three, going to swim. Top swim, swim,

277S.W.I

278J. no swimming.

- 279T. Both. You can say: he's going to swim or he's going swimming. Or he's going to go swimming.
- 280J. To go swimming.
- 281T. Ah, O.k. He's going to swim or he's going to go swimming.
- 282J. To go swimming.
- 283T. Number four Maira.
- 284M. She is going to walk.
- 285T. She is going to walk or she is going to go for a walk. Eh. She is going to go for a walk. Or she is going to walk. Number five Keshia.
- 286K. They are going to eat.
- 287T.- They are going to eat. Or they're going to go to a restaurant. O.k.? Number six Mr. Martinez.
- 288J. He is going to watch T.V.
- 289T. He's going to watch T.V. Ahh. Number seven Maira.
- 290M. They're going to see a movie.
- 291T. They're going to see a movie. Very good. Number eight Keshia.
- 292K. He's going to work.
- 293 T. he's going top work or he's going to go to work. He's going to go to work or he's going to work. Very good.
- 294K. I wrote he's going to answer the telephone.
- 295T.I wrote
- 296K. I wrote he's going to answer the telephone.
- 297T. He's going to answer the telephone. That's correct. O.k. So. Exercise B. Student A should ask ***** questions, and student be should ask more information. For example: Is your partner going to do the things in part A this weekend? (From the book). Ask and answer questions. You can ask your, you can ask your partners: are you going to go dancing this weekend? No, I'm not, I'm going o study. O.k. You say: number two: are you going to study this weekend? You can answer; I'm going to study math or study English. Are you going to sleep? No. I'm not. You give more information. O.k.? For example: Are you going to go to the movies? You say: Yes. I am. You can ask: who are you going to go with? I am going to go to the movies with my friends. Are you going to go with a friend? Things like that. You understand the exercise?
- 298Ss. Yes.
- 299T.O.k. Keshia, you practice with me, and Maira you practice with Mr. Martinez.

7:45 PAIR WORK

K-T

M-J

- 299bT.Keshia, are you going to study this weekend?
- 300K. No.
- 301T. Give me more information. Are you going to swim this weekend?
- 302K. No, I'm not, because I'm ... yo no sé nadar. ¿Cómo se dice?
- 303T.I don't know how to swim
- 304K. I don't know how to swim.
- 305T. O.k. Ask three questions.
- 306K. are you going to...walk this weekend

- 307T. No, I'm not, I'm going to stay home and relax.
 308K. Are you going to go to a restaurant?
 309T. yes, I am. I'm going to a restaurant.
 310K. Are you going to watch television this weekend?
 311T. Yes, I am. I'm going to watch television. Saturday afternoon I will watch television.
 312K. Are you going to see a movie this weekend?
 313T. Yes, I'm gonna see a movie on T.V. I'm not going to a theater. I'm gonna see that movie on T. V. I'm gonna watch this movie on T.V.

7:48. CHANGING PARTNERS

K - M

J - T.

- 313bT. O.k. practice with ahh.. with Maira. Are you finished' (asking to M and J) No?
 You practice with Keshia and I practice with Mr. Martinez.

K-M CONVERSATION.

- 314M. Are you going to go dancing this weekend?
 315K. Yes, I am going to a party with my friends.
 316M. ehh. Are you going to go with your friend ah.. see a movie in the....
 No, they are, No, they aren't. But ***** a movie.
 317K. Pregunto yo. Are you going to swim. Are you going to swim this weekend?
 318M. No, I'm not. I don't.- ***** I, I, bueno, no because I am ***** I don't remember.
 319K. Are you going to go this weekend?
 320M. No, (Laughs) Necesito irme rápido. (in spanish*****) Pero es que el going es un, es, (cómo es? ¿Como es que es el going). (Laughs)... El going to es una estructura para futuro inmediato, por el "ing". Si fuera go, si fuera en presente. To the movies.
 321K. Are you going to watch Television this weekend?
 322M. (Laughs) No, I'm not going to see a movie.
 323K. are you going to go dancing this weekend?
 324M. yes, I am. (Laughs)+
 325K. are you going.. es que lo ya hemos dicho todo. Are you going to...

7:52 CHANGING PARTNERS

K - J

T - M

T-M CONVERSATION. T. IS STANDING IN FRONT OF M.

- 326T. Maira, are you going to go dancing this weekend?
 327M. Yes, I am going to go with my friends.
 328T. Going to a party with your friends. Very good.
 329M. Are you going to walk this Saturday?
 330T. No.***** I take taxis. I'm not going to walk. O.k. Are you going to study tomorrow?

- 331M. No, ahh, yes, yes. I am going to develop my homework.
 332T. Your going to develop your homework. O.k. Are you going to see a movie this weekend?
 333M. No, because...here...
 334T. We don't have theater here in Riohacha.***** You can see a movie on T.V.
 335M. Ah.. Yes. I'm going to...
 336T. Are you going to watch television.
 337M. ¿Cómo?
 338T. Are you going to watch television
 339M. Yes, I'm going to see the novela
 340T. The soap Opera.
 341M. Soap opera. (Reading from the board).
 342T. Are you finished? Asking to K and J.
 343K and J. Yes.
 344M. ya se acabo la clase.
 345K, Ya se acabo?
 346T. eight o clock?
 347M. eight O'clock.
7:54.
 348T. Well. We'll continue tomorrow. (Erases the board).

<p>ON THE BOARD Soup Opera</p>

14.3. *Class Observation 3*

NUMBER OF STUDENTS 3

Date. Nov 19th

7:05 pm.

1Ta. let's wait for Mr. Martinez... You have to find out about classmates plans.

(MINUTE OF SILENCE)

1bT Listen to me ***** ahh, interchange eleven. You got it here (Addressing to an specific student). O.k. Listen to me. Ahh. Is your partner going to watch television tonight? Is your partner going to study English this evening? Is your partner going to use a computer tomorrow? Is your partner going to cook dinner tomorrow night? Is your partner going to go out with friends this weekend? Is he going to the restaurant this weekend? Go to the gym next week. Buy something expensive this month. Go on a trip next month. Visit family next summer. You have to guess. At first you have to guest about your partner. If you want to go and ***** you. You want to ***** your

partner. And then you have to ask the question to see if you get this correct or not. But first repeat after me. Say: Is your partner going to watch television tonight?

2Ss. Is your partner going to watch television tonight?

3T. Is your partner going to watch television tonight? (Slower to help students get the correct pronunciation)

4Ss. Is your partner going to watch television tonight?

5T. O.k. Repeat: Study English this evening

6Ss. Study English this evening.

7T. Keshia, would you please sit down over here? O.K. Repeat after me, say: Watch television tonight.

8. Ss. Watch television tonight

9T. Watch television tonight

10Ss. Watch television tonight

11T. Study English this evening.

12Ss: Study English this evening.

13T. Use a computer tomorrow.

14Ss. Use a computer tomorrow.

15T. Cook dinner tomorrow night.

16Ss. Cook dinner tomorrow night.

17T. Cook. No. Go out with friends this weekend

18Ss. Go out with friends this weekend.

19T. Eat at a restaurant this weekend.

20Ss. Eat at a restaurant this weekend

21T. Go to the gym next week.

22Ss. Go to the gym next week.

23T. Buy something expensive this month.

24Ss. Buy something expensive this month.

25T. Say: Buy something expensive this month.

26Ss. Buy something expensive this month.

27T. Go out on a trip next month.

28Ss. Go out on a trip next month.

29T. Visit family next summer.

30Ss. Visit family next summer.

31T. O.k. Let's say, for example. Mr. Castro. Are you going to watch television tonight?

32F. No.

33T. Keshia are you going to watch television tonight?

34K. No.

35T. Are you going to use a computer tomorrow Mr. Castro?

36F. Yes.

37T. Keshia are you going to use a computer tomorrow?

38K. No.

39T. Mr. ahh...Castro. Are you going to cook dinner tomorrow night?

40F. No.

41T. O.k. Keshia. Are you going to go out with friends this weekend?

42K. No.

- 43T. No? O.k.
 44F. (Laughs)
 45T. Are you going to the gym next week Mr...?
 46F. No.
 47T. No? Keshia? Are you going to go out on a trip next month?
 48K. Como?
 49T. Are you going to go out on a trip next month?
 50K. Hmm...
 51T. Yes or no?
 52K. No.
 53T. But, are you going to Barranquilla next month?
 54K. Ah... sí.
 55F. (Laughs)
 56T. So, answer in English please. Ah... visit family next summer. We're waiting for Mr. Mr. Martinez.
 57F. (Laughs)
 58T. He is busy.
 59F. Mr. Martinez is *****
 60T. O.k. So.
 61F. (Laughs)
 62aT. Listen. Ahh. Look. Pay attention to the charts.

7:11. STUDENT J GETS INTO THE CLASSROOM.

- 62bT. ***** Mr. Martinez. (Not addressing to student J, it's just a comment).
 63F. (Laughs).
 64T. Get Interchange Eleven. Page 25.

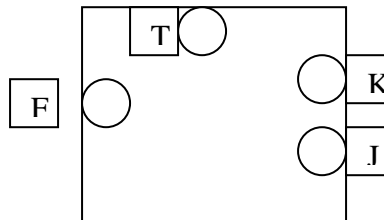
(ONE MINUTE IN SILENCE. AS STUDENTS GET THE PAGE 25)

- 64bT. O.K. Repeat after me one more time, say: Watch television tonight
 65Ss. Watch television tonight
 66T. Study English this evening.
 67Ss: Study English this evening.
 68T. Use a computer tomorrow.
 69Ss. Use a computer tomorrow.
 70T. Cook dinner tomorrow night.
 71Ss. Cook dinner tomorrow night
 72T. No. Go out with friends this weekend
 73Ss. Go out with friends this weekend
 74T. Eat at a restaurant this weekend.
 75Ss. Eat at a restaurant this weekend
 76T. Go to the gym next week.
 77Ss. Go to the gym next week.
 78T. Buy something expensive this month.
 79Ss. Buy something expensive this month.

Figure 1

Board

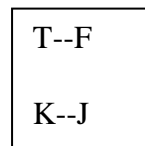
- 80T. Go out on a trip next month.
 81Ss. Go out on a trip next month.
 82T. Visit family next summer
 83Ss. Visit family next summer



- 84T. O.k. Listen to me. This is what you might do. You have white color of the same ***** guesses and then “my partners answers”. O.k.? Mr. Castro. You are going to work with me. Come over here. O.k. Listen Ah... Is your partner going to watch television tonight? You have to guess. You have to write yes or no. Keshia is your partner. And Keshia, Mr. Martinez is your partner. First you have to guess. And when you finish your guesses then you ask. You can compare then.
- 85F. My guess is your...
 86T. Yeah. Is your opinion if Keshia is going to watch television or not tonight.
 87J. Example. Watch Television tonight.
 88T. No, no, don't answer, first you write your guess, you say, she's probably watch television tonight. Then you say yes. You suppose that she is going to.
 89J. Mh...(Nodding his head)
 90T. O.k. Study English this evening. No. Yes or not. Use a computer tomorrow, you write yes or no. Use your imagination, you imagine that probably she is or probably she is not. I don't know. And do the same with Mr. Martinez. Are you finished? (Talking to F) you made your guesses about me?
 91F. *****what is the reason about...
 92T. No, wait a minute, wait a minute (interrupting F)
 93F. Listen (in a tone of claim)
 94T. Yeah, yeah. Keshia, do you understand the exercise Mr. Martinez? Keshia do you understand the exercise? Make your choice. Do you think. Listen. Do you think Mr. Martinez is going to watch television tonight? What do you think?
 95K. Sí. Yes.
 96T. Yes? Well, you are all right. Yes! And continue with your, that's your guess. Ah... Well. Here you are. Is this the exercise? No. Ahh Mr. Martinez or no, Mr. Castro. Are you going to watch television tonight?
 97F. No.
 98T. O.k. Ah.. Are you going to study English this evening Keshia?.
 99K. Yes

7:16 Pair work

T. SEATS NEXT TO F. K AND J WORK TOGETHER



- 100T: Are you going to use a computer tomorrow?
 101F: Yes.
 102T. Yes?. Are you going to cook dinner tomorrow night?

- 103F. No.
- 104T. Are you going to go out this Friday. This weekend?
- 105F. No.
- 106T. Are you going to eat at a restaurant this weekend?
- 107F. No.
- 108T. Are you going to go to the gym next week?
- 109F. No.
- 110T. O.k. Are you going to buy something expensive this month?
- 111F. No.
- 112T. No? Are you going to go on a trip next month?
- 113F. Yes.
- 114T. Are you going to visit your family next summer?
- 115F. No.
- 116T. No?. O.k. You ask to me the questions.
- 117F. Are you going to watch television tonight?
- 118T. Yes.
- 119F. Are you going to study English this evening?
- 120T. No
- 121F. Are you going to use a computer tomorrow?
- 122T. Yes, today, tomorrow, the day after tomorrow, everyday.
- 123F. Yes? Are you going to cook dinner tomorrow night?
- 124T. No, no, no, no, no, I will not cook dinner.
- 125F. Are you going to go out this Friday. This weekend?
- 126T Yes. Are you going to eat at a restaurant this weekend? Are you going to go to the gym next week? O.k. Are you going to buy something expensive this month?
- 127J.*****
- 128F. No. (Nodding her head)
- 129T. No? Are you going to go on a trip next month?
- 130F. Yes.
- 131T. Yes. Are you going to visit your family next summer?
- 132F. No.
- 133T. No?. O.k. You ask to me the questions.
- 134Ss. Are you going to by something expensive this weekend?
- 135T. Yes.
- 136F. Are you going to go on a trip next month?
- 137T. Well... I go on a trip every day.
- 138F. (Laughs)
- 139T.I go to Maicao, I go to the mine
- 140F. Are you going to visit your family next summer?
- 141T. Oh yes. How many of your guesses are correct?
- 142F. una, dos, tres, cuatro, cinco, seis...
- 143T. Do it in English please (Interrupting F)
- 144F. One, two, three, four, five, six, seven, eight, nine.
- 145aT. You finished? (Talking to K and J)

7: 19 CHANGING PARTNERS.

145bT. . Let's do ***** and practice with Keshia. And Mr. Martinez, you come here and practice with me. So, you have to make your guesses again. Ok?. Your partner is different now.

146F. Yeah, yeah.

147T. So Keshia. Your partner is Mr. Castro, so you have to make a different guess. O.k.? You're goanna use this ***** for one second please. You have a pencil.
Pencil

7: 21 T AND J. PRACTICE.

T--J
F--K

148J. Are you going to watch Television tonight?

149T. Yes.

150J. Are you going to study English this evening?

151T. Yes

152J. Are you going to use a computer tomorrow?

153T. Yes.

154J. Are you going to cook Dinner tomorrow night?

155T. No.

156J. Are you going to go out with friend this weekend?

157T. Yes.

158J. Are you going to go to the gym next week?

159T. No

160J. Are you going to by something expensive this month?

161T. Yes

162J. Are you going to goanna trip next month?

163T. Yes.

164J. Are you going to visit my family next summer?

165T. Yes. Let's change. Are you going to watch Television tonight?

166J. Yes.

167T. Are you going to study English this evening?

168J. Yes

169T. Are you going to use a computer tomorrow?

170J. Yes.

171T. Are you going to cook Dinner tomorrow night?

172J. No.

173T. Are you going to go out with friend this weekend?

174J. No

175T. No? O.k. Are you going to eat at a restaurant this weekend?

176J. No.

177T. Are you going to go to the gym next week?

178J. No

179T. Are you going to by something expensive this month?

180J. No.

181T. No? Are you going to goanna trip next month?

182J. Yes.

183T. Are you going to visit my family next summer?

184J. No.

185T. Show me your guesses, Show me your guesses. You

have: one, two, three, four, five, six, seven, eight. You finished the exercise? (Asking to K and F).

186K. Yes.

187T. O.k. Let's go back to page seventy four. Pronunciation.

Reduction of going to.

Notice the reduction of going to. Learn to sound natural talking about future plans. (Reading from the teacher guide) List. When you're using... O.K. Attention here to board please! I'm going to dance next week. This is we are talking about future plans. Right? That means planning to go dancing next weekend. This case has the combination of be plus... Be going to plus the verb, Right?. Then here you have the complement. In this case when you're using this for talking about future plans you reduce going to to goanna. Sound like that: I'm goanna dance next weekend. I'm goanna dance next weekend but you ought to say. I'm...for example. I'm going home. This is different tense, all right?. I'm going home is present continues. You cannot use the reduction for this. But In this case you use be, going to plus verb. You reduce the sound of going to to goanna. I'm goanna dance next weekend. Listen the tape. You listen the tape.

ON THE BOARD	
I'm going to dance	when
next week	
Be going to + verb	the
I'm going	when
have	I'm

7:27 AUDIO PROGRAM

Page seventy four. Exercise five. Pronunciation. Reduction of going to. Listen and Practice. Notice the redaction of going to to goanna:

Are you goanna have a party?

B. No, I'm going to go out with a friend.

A. Are you goanna go to a restaurant?

B. Yes, we're going to Nick's Cafe.

187bT. O.k. Listen again.

Page seventy four. Exercise five. Pronunciation. Reduction of going to. Listen and Practice. Notice the redaction of going to to goanna:

187cT. Goanna.

Are you goanna have a party?

B. No, I'm going to go out with a friend.

A. Are you goanna go to a restaurant?

B. Yes, we're going to Nick's Cafe.

187dT. Nick's Cafe. O.k. Listen. Are you goanna have a party? Are you goanna have a party?. Yes, I goanna go out with a friend. Are you goanna go to a restaurant? Yes, we're

goanna go to nick's Cafe. So the reduction of going to sound like goanna. This is a phonetic symbol. Goanna. Going to is goanna. List: that's only for spoken English .Only in conversation. You never say that. You never write that. You never write goanna, you write going to. Are you going to have a party Pronunciation. Are you goanna have party?

188Ss. Are you goanna have party?

189T. Are you goanna have a party? No, I'm going to go out with a friend. Are you goanna go to a restaurant? Yes, we're goanna go to Nick's Cafe. O.k.? Is that ***** to you?. So, it's the reduction of going to. You reduce going to to goanna. In conversations only. You never write like this: I'm goanna dance. That's not for written purposes. Just spoken. O.k. You understand Keshia?

190K. Yes.

191T. Fernando?

192F. Yes.

193J. Only pronunciation?

194T. Pronunciation. Only pronunciation.

195J. Pronunciation.

196T. Pronunciation in conversation. You never write that. Are you goanna have party?

Repeat after me: Are you goanna have party?

197Ss. Are you goanna have a party?

198T. Are you goanna have a party?

199Ss. Are you goanna have a party?

200T. Remember. Going to is goanna. Are you goanna have a party?

201Ss. Are you goanna have a party?

202T. Repeat again please. Are you goanna have a party?

203Ss. Are you goanna a have a party?

204T. No, I'm goanna go out with a friend.

205Ss. No, I goanna go out with a friend

206T. I'm goanna go out with a friend.

207Ss. I goanna go out with a friend.

208T. Are you goanna go to a restaurant?

209Ss. Are you goanna go to a restaurant?

210T. Are you goanna go to a restaurant?

211Ss. Are you goanna go to a restaurant?

212T. Yes. We're goanna go to Nick's Cafe.

213Ss. Yes. We're goanna go to Nick's Cafe.

214T. Say that again please.. yes.. say: Are you goanna have a party?

215Ss. Are you goanna a have a party?

216T. No, I'm goanna go out with a friend.

217Ss. No, I'm goanna go out with a friend

218T. Are you goanna go to a restaurant?

219Ss. Are you goanna go to a restaurant?

220T. Yes. We're goanna go to Nick's Cafe.

221Ss. Yes. We're goanna go to Nick's Cafe.

222aT. Say that again please. Remember. Goanna is the reduction of going to in spoken English. Only. You never write goanna. You pronounce. Always remember. You never write goanna. You pronounce, in natural speech. Listen to the tape again.

7:32 AUDIO PROGRAM

Page seventy four. Exercise five. Pronunciation. Reduction of going to. Listen and Practice. Notice the redaction of going to to goanna:

*Are you goanna have a party?
No, I'm going to go out with a friend.
Are you goanna go to a restaurant?
Yes, we're going to Nick's Cafe.*

- 222bT. Nick's Cafe. Now repeat, one more time please: Are you goanna have a party?
223Ss. Are you goanna a have a party?
224T. Remember the intonation. Are you goanna a have a party?
225Ss. Are you goanna have party?
226T. It's rising intonation because is a yes-no question.. Ok? Are you goanna have a party?
227Ss. Are you goanna have a party?
228T. No, I'm goanna go out with a friend.
229Ss. No, I'm goanna go out with a friend
230T. No, I'm goanna go out with a friend.
231Ss. No, I'm goanna go out with a friend
232T. Are you goanna go to a restaurant?
233Ss. Are you goanna go to a restaurant?
234T. Yes. We're goanna go to Nick's Cafe.
235Ss. Yes. We're goanna go to Nick's Cafe.
236aT. O.k...O.k. Let's talk to your partner. Ask questions to your partner using going to plus verb and trying to reduce going to to goanna. O.k.? You can use interchange eleven. And ask the question using goanna. Use the same question in interchange eleven and use goanna in the pronunciation.

7: 34 PAIR WORK. T AND F.

T. SITTING NEXT TO F.

- 236bT. Are you going to watch Television tonight?
237F. Yes.
238T. Say: yes. I'm goanna watch television tonight Are you going to study English this evening?
239J. Yes. I'm goanna use....
240T. Are you going to use a computer tomorrow?
241J. Yes, I'm goanna use
242T. Are you going to cook Dinner tomorrow night?
243J. No, yes I'm goanna...
244T. Are you going to go out with friend this weekend?
245J. No.
246T. Are you going to go to the gym next week?
247J. No

T—J F—K

- 248T. Are you going to buy something expensive this month?
 249J. No.
 250T. Are you going to go on a trip next month?
 251J. yes.
 252T. Are you going to visit my family next summer?
 253J. Yes.
 254T. O.k. Now you can ask me the question. Using goanna.
 255J. Are you going to study English this evening?
 256T. Yes. I'm goanna study English this evening.
 257J. Are you going to use a computer tomorrow?
 258T. Yes. I'm goanna use a computer tomorrow, I'm goanna use it tonight, too.
 259J. Are you going to cook Dinner tomorrow night?
- 260T. No, I'm not goanna cook dinner tomorrow night.
 261J. Are you going to go out with friend this weekend?
 262T. Oh, yes. I'm goanna go out with friends this weekend.
 263J. Are you going to eat at a restaurant this weekend?
 264T. No.
 265J. Are you going to go to the gym next week?
 266T. No.
 267J. Are you going to buy something expensive this month?
 268T. Yes. I'm goanna buy something expensive this month.
 269J. Are you going to go on a trip next month?
 270T. Yes. I'm goanna go on a trip next month.
 271J. Are you going to visit my family next summer?
 272T. Are you finished Fernando and Keshia?
 273F.K. Yes.
 274T. O.k. Let's do the listening exercise. Let's do exercise six on page seventy
 four...exercise six. Look at the pictures, look at the pictures. You have to fill in the
 columns according to the information. This is Michel, this is Kevin, Robin, and Jane ,
 You will fill the left column of the chart
- 275F. Kevin is going to"!
 276T. Kevin is going to.. to a party. Yes?
 277F. Going to a party. Or maybe he's going to listen to music. I don't know. Robert is
 going to go to work.
 278T. Robert is going to go to work. What about Jane?
 279F. is going.... Is going....to (intereputed by T.)
 280T. Jane is..
 281F. going...
 282aT. Probably listen to music, I don't know. Well... You're ready? You are going to
 listen the interviewer from ahhh... the interviewer from KXQ News Radio. He's going to
 interview the four people. So, listen.

AUDIO PROGRAM.

T. STANDING

Page seventy four; exercise six. Listening. Evening plans. Part B. Listen to the interviewer ask these people about their plans. What are they really going to do? Complete the chart.

Interviewer: Good evening. I'm Al Rivers with KXQ News Radio. I'm talking with people waiting for the bus tonight. I'm finding out how they're going to spend their evening. What's your name?

Michelle. It's Michelle.

Interviewer: I bet you're going to go to the gym tonight.

Michelle. NO, not tonight. I'm going to meet a friend, We're going to run together in the park.

Interviewer: And what's your name?

Kevin: Kevin

Interviewer: Are you going home now Kevin?

Kevin: No, not right now. First I'm going to the video game arcade.

Interviewer: Oh,, so you're going to play video games.

Kevin: Yeah; I am.

Interviewer: Can I ask your name?

Robert: Yes, my name is Robert.

Interviewer: are you going to do anything interesting tonight?

Robert: Well, my friend Chris is going to have a party, but I'm going to work at home. I have all my work right here in my briefcase.

Interviewer: So, you can't go to the party, you're going to work tonight.

Robert: That's right.

Interviewer: and what's your name?

Jane. I'm Jane.

Interviewer: do you have any plans for this evening?

Jane: I just bought some new CDs, so I'm going to listen to music tonight.

Interviewer: at kind of music is this?

Jane: Jazz. I always listen to jazz.

282b. T. I always listen to Jazz. O.k. Did you get all the information?

283. SS. In silence.

284. T. No? Mr. Martinez. Did you get the information.

285. J. Nods his head.

286a. T. Well. Listen to this!! Pay attention.

AUDION PROGRAM

Page seventy four; exercise six. Listening. Evening plans. Part B. Listen to the interviewer ask these people about their plans. What are they really going to do? Complete the chart.

Interviewer: Good evening. I'm Al Rivers with KXQ News Radio. I'm talking with people waiting for the bus tonight. I'm finding out how they're going to spend their evening.

What's your name?

Michelle. It's Michelle.

Interviewer: I bet you're going to go to the gym tonight.

Michelle. NO, not tonight. I'm going to meet a friend, We're going to run together in the park.

Interviewer: And what's your name?

Kevin: Kevin

Interviewer: Are you going home now Kevin?

Kevin: No, not right now. First I'm going to the video game arcade.

Interviewer: Oh,, so you're going to play video games.

Kevin: Yeah; I am.

Interviewer: Can I ask your name?

Robert: Yes, my name is Robert.

Interviewer: are you going to do anything interesting tonight?

Robert: Well, my friend Chris is going to have a party, but I'm going to work at home. I have all my work right here in my briefcase.

Interviewer: So, you can't go to the party, you're going to work tonight.

Robert: That's right.

Interviewer: and what's your name?

Jane. I'm Jane.

Interviewer: do you have any plans for this evening?

Jane: I just bought some new CDs, so I'm going to listen to music tonight.

Interviewer: at kind of music is this?

Jane: Jazz. I always listen to jazz.

AUDIO OFF

286bT. Did you get the information now?

287J. Michelle is going to meet in the park

288T. Michelle is what? Is goanna meet a friend. Michelle is going to meet a friend and they're going to run in the park.

289F. Is she going to meet a friend?

290T. Yes, she is going to meet a friend. They're going to go together and the they're going to run in the park. O.k What about Kevin Keshia?

291K. Is going to video games

292T. Is going to play video games (Emphasis on *Play*) o.k? He's going to play video games. What about... Robert. Mr. Martinez?

293R. Robert is going to work.

294T. Robert is going to work

295R. He's going to work and....

296T: He's going to work at home. Fernando, what about... Jenny?

297F. She's going to listen music tonight.

298T. Keshia?

299K. She's going to listen to music

300T. She's going to listen to music. What's her favorite music?

301K: Jazz.

302T. Jazz. She always likes jazz, always listen to jazz. O.k Very good! Let's go to exercise number seven...snapshot. Look at the picture. New years day is January first, Valentine's day is February the fourteenth. Ah... independence day is the Unites States is July four, Halloween is October thirty-first, thanksgiving is fourth Thursday in November , so thanksgiving day in the United States is the day after tomorrow.

303F. Thanksgiving is a special day

304T. Thanksgiving Day is the United States is a special date when they give thanks to God and they celebrate thanksgiving the fourth Thursday in November. Is a special they when they praise the Lord and they give things God for all the things that they have. That's special. Ah... Christmas is on December the twenty first. We celebrate here new years day, and we also have Valentine's Day, we call it love and friendship day here. Independence Day, we have our own independence day. When is Independence Day in Colombia?

305K. July the seventh

306T. July the seventh, July the seventh. We celebrate here also October the thirty first. Do we have Thanksgiving Day here? I think so. Do we have a Thanksgiving day like in the United States?

307Ss. Silence...

308F. We don't have Thanksgiving

309aT. Christmas. We celebrate Christmas here, too. Listen ahh

(PREPARES THE TAPE RECORDER AND MOVE TOWARD IT TO START THE AUDIO PROGRAM)

AUDIO PROGRAM

Page seventy four, exercise eleven, snapshot. Holidays in the U.S. Listen and practice: New years' Day. January first. Valentine's Day, February fourteenth. Independence Day. July fourth. Thanksgiving, Fourth Thursday in November. Christmas, December twenty first.

TEACHER WRITING ON THE BOARD.

ON THE BOARD

Thanksgiving.
To give
thanks

309bT. It's a holyday in the United States, the fourth...Thursday of November. So...

310J. Third Thursday in November.

311T. The fourth Thursday in November is the day after tomorrow. Tomorrow is Wednesday, and the day after tomorrow is Thursday, so and the day after tomorrow is Thursday, so. Next Thursday is the fourth... Do you have a calendar?

312F. Yes.

313K. Tomorrow....

314T. Yes.

K. GIVES THE TEACHER A CALENDAR.

T. LOOKING AT THE CALENDAR.

315T. Today is twenty...

316K: Seventeenth

317T. twenty second.... No, no (Correcting himself). The first Thursday was the third, the second was the tenth... so the fourth Thursday in November will be the twenty-fourth. So, the day after tomorrow will be thanksgiving in the United States. So, is a special day, a special holiday when people give thanks to God.

318F. They celebrate, they eat a turkey.

319T. They eat turkey

320F. and lift a prayer.

321T. Turkey. Turkey is ah... big bird.

They put many things in it and they put it

in the oven... Well. That is thanksgiving. In Spanish is called, acción de gracias. O.K.

let's see... Holidays in the United States, in the United States of America. New years Day, January first. Valentine's day, February fourteenth. Independence day, July fourth.

Halloween, October thirty first. Thanksgiving, fourth Thursday in November. Christmas, December the twenty first. So, repeat after me and say: new years Day!

ON THE BOARD

322Ss. New Years day.

323T. Say it again New Years Day.

324Ss. New years day

325T. January first.

326Ss. January first.

327T. Valentines' Day.

328Ss. Valentine's day.

329T. February fourteenth.

330Ss. February fourteenth

331T. Fourteenth.

332Ss. Fourteenth.

333T. Independence Day.

334SS. Independence Day.

335T. July forth.

336Ss. July fourth.

237T. Halloween.

338Ss. Halloween.

339T. October thirty first.

340Ss. October thirty first.

341T. Thirsty first.

342Ss. Thirty first.

343T. Thanksgiving

344Ss. Thanksgiving

345T. Thanksgiving

346Ss. Thanksgiving

347T. Fourth Thursday in November

348Ss. Fourth Thursday in November

- 349T. Christmas
 350Ss. Christmas
 351T. December thirty first
 352Ss. December thirty first
 353T. What is Christmas about?... What happened in Christmas? What do they celebrate on it? What do they celebrate on December the thirty first?
 354F. Jesus Christ
 355T. What does the occasion mean?
 356Ss. (quiet)
 357T. The birth of Jesus.
 358F. That is important
 359T. The birth of Jesus. O.k. Do you celebrate any of these holydays?
 360f. Yes.
 361T. Oh yeah... new year's Day? January first. Do we have a Valentine's Day?
 362Ss. Yes..
 363T. Yeah, we have and equivalent,
 364Ss. Love and friendship.

T. WRITING ON THE BOARD

<p>ON THE BOARD Love and friendship</p>

- 365T. Yes! We have love and friendship.
 We have love and friendship Day
 366J. Yeah. .
 367T. We have this day, but is in September, love and friendship Day. We have a day that is equivalent to Valentine 's Day.
 368J. Independence....
 369T. We have and Independence Day, July twenty. We don't have thanksgiving, but we have Christmas.
 370K. We have Christmas.
 371T. How do you celebrate New Year's Day? How do you celebrate New Year's Day? What you do?
 372K. We have a party. With family.
 373T: Yes you gather with all the members of your family. Ok. How do you celebrate Love and Friendship Day here? We play secret friend, that's one way we celebrate. And how do we celebrate Independence Day? What do we do on Independence Day?
 374K: a desfile.
 375T. We see the parade, you raise the flag, the Colombian flag. Then you can drink some beers. What about Halloween? How do you celebrate Halloween?
 376K. treat and treat.
 377T. Eating a lot of candy.
 378F. How do you say ceremonia military?
 379T. Ahh, military ceremony. That's for Independence Day
 380F. Oh yes.
 381T. ahh, let's see. Halloween is for children. A holyday for children
 382K. Yes. (nods her head)
 383T. They wear customs and goes from house to house asking for candies. What about

Christmas? How do you celebrate Christmas here?

384K. We have dinner.

385T. How do you celebrate Christmas? Mr. Martinez, how do you celebrate Christmas?

386J. We have a party...with family

387T. we have a family reunion

388J. is a reunion with family, we pray and have a dinner.

389T. How do you celebrate Christmas keshia?

390K. we... have a meeting.

391T. What's your favorite holiday?

392K. Independence Day.

393T. Independence Day is your favorite? (laughs). Fernando. What's your favorite holiday?

394F. The New Year's Day is my favorite.

395T. My favorite is New year's day, I like it a lot.

396F. We have breakfast with the family, all the family.

397T. You have breakfast?

398F. (Nod his head)

399T. Just breakfast?

400F. Yeah.

401T. Well. O.k. Listen ah... we have an examination. Right? Let's do it on Friday for you to have time to study. O.k.?

402Ss. O.k.

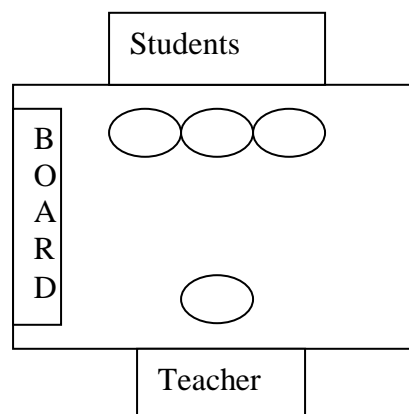
403T. See you tomorrow.

14.4. Observation 4

Date. November 20th

NUMBER OF STUDENTS 3

CLASSROOM SETTING



6:59

1T. Open your books to page 74, exercise number seven. Snap shot***** more about Holydays in the U.S. Tomorrow is Thanksgiving Day in the United States O.k. because tomorrow is the fourth Thursday in November, tomorrow is September the twenty fourth. How do you celebrate New Year's Day? Here in Colombia with your family. How do you celebrate that Maira? In January the first what do you do?

2. M. *****

3T. Mr. Franco, How do you celebrate New Year's Day?

4F. I have breakfast with my family

5T. Do you have breakfast with your family? When you say your family you mean:
your father, your mother, all your brothers and sisters...

6F. Yes

7T. That's your family

8F. (He nods his head).

9T. O.K. Where are they? Where are they? Here in Riohacha?

10F. No, they're in Sincelejo. Sincelejo Sucre. My mother is from...

11T. Are you from Sincelejo?

12F. No, my mother is..

13T, Your mother is not from Sincelejo.

14F. Yes.

15T. And all your brothers and sisters are in Sincelejo

16F. Ahh... some people.

17T. Some of they are in Sincelejo. The others are where?

18F. In Barraquilla, in Bogotá

19T. Ah and you get together for new years day.

20F. Yes.

21T. All the family together.

22F. Yes.

23T. O.k. And you have breakfast this day.

24F. Yeah!

25T. What do you eat for breakfast this day? What special food?

26F. Fish.

27T. Fish?

28F Yeah!

29T, Fish for breakfast.

30F. Yeah.

31T. O.k. And what kind of... what kind of fish do you eat? Coroncoro?

32F. No. bocachico.

33T. Bocachico, you eat bocachico.

34F. In viuda.

35T. Viuda de bocachico

36F. Yeah.

37T. That's delicious.

38F. Yeah.

39T. That's delicious. Have you ever eaten viuda de bocachico Maira?

40M. No.

41T. Never?

42M. Never.

43T. You prefer viuda the bocachico with.. ahh.. yuca, potato. Like a... like a soup.

Right? What we found delicious. O.k. Ahh. Keshia, what do you do? How do you
celebrate New Year's Day?

44K. Ehh, the January first (laughs) no, but the...

- 45T. December
- 46K. December
- 47T. What is called the New Years Eve
- 48K. Yeah..
- 49T. New Years Eve. December. Thirty first. Evening. O.k.?
That's New Years Eve. That's December thirty first evening, or... or night. December thirty first night. do you do for... Ahh... New Year's Eve?
- 50K. I eat dinner with my family.
- 51T. O.k. You eat dinner... dinner with..with your... your family. All your family? Your grandma, your uncle, your mother, your brother, everybody.
- 52K. Yes.
- 53T. O.k. And where do you meet? Where do you meet? Here in Riohacha, in Barranquilla..
- 54K. In Barranquilla
- 55T. Maira, How about you Maira? How do you celebrate New Year's Eve?
- 56M. I... I...ehh, I eat with my family ah...
- 57T. What meal do you eat? Lunch, breakfast or dinner?
- 58M. Dinner.
- 59T. Dinner. O.k.
- 60M. And...and ehh... next
- 61T. On New Year's Day?
- 62M. No, no, that's the first December. Next of eat.
- 63T. After dinner. After dinner, a party. You have a party. Oh. And you dance
- 64M. Uhhh.(She nods her head)
- 65T. You drink ahh
- 66M. *****
- 67T. ***** Beer.
- 68M. No.
- 69T. No? You don't drink alcohol.
- 70M. (She nods her head)
- 71T. O.k. Very good. What any other day do we have here? Ahh... Valentine's Day? We have an equivalent? I mean... we have an equivalent? What day? Ahh... They call it Valentine's Day in the United States, I mean, February fourteenth. We have ahh... love and friendship day here in Colombia in September. How do you celebrate that day? What do you do?
- 72F. I give a present
- 73T. You give a waited present to a friend.
- 74F. Uhhh (He nods his head)
- 75T. O.k. What else? Nothing else? Keshia?
- 76K. I play secret friend.
- 77T. You play secret friend. Ahja.
- 78K. And.. and give the present...
- 79T. To your secret friend
- 80K. Umhjh. (She nods her head)

<p>ON THE BOARD: (New years eve). December, 31st . Evening, night</p>

What

- 81T. And you receive also a present. And what about you...
- 82K. You too.
- 83T. You too. O.k. Very good. That one way we celebrate here, we play secret friend, that that somebody and you in the whole week you practice the secret friend. The first day we gave something sweet, ahh the second day you give something salty, and the third day you give a fruit, and after that you get a joke, and at the end we get a present.
- 84K. Saturday.
- 85T. O.K? It can be on Saturday or Friday, I don't know. O.k. That's the way we play the secret friend. Very good Keshia. What any other ahh... holyday do we have here? Independence day, We have independence day here in Colombia, too all right? What day is Independence Day Maira? In Colombia...
- 86M. (Laughs) I don't remember.
- 87T. Don't remember?
- 88K. (She tells M something about the day).
- 89M. Ahh, (Laughs).. July
- 90F. (Laughs).
- 91T. July?
- 92M. Twenty.
- 93T. July twentieth. That's Independence Day in Colombia.
- 94M. Yeah. (Laughs)
- 95T. How do we celebrate Independence Day here in Colombia?
- 96M. here? Ehh
- 97T. What do you do?
- 98K. Nothing.
- 99T. You don't do anything? No, no, no. But... well... how most people celebrate ahh independence day here in Colombia?
- 100F. ehh....
- 101M. Ehh. The people is ehh...uhmm, the people is together in the park...
- 102T. The people are together, O.K the people are together.
- 103M. People are
- 104T. People are, people is plural. O.K?
- 105M. people are together—in the park—in the park and...esto (laughs)
- 106T. They go to a parade, parade?
- 107M. Yeah.
- 108T. Is a like ahh military ceremony. Right?
- 109K. Izar la bandera.B

7:08

- 110T. Excuse me...
- 111K. Cuando se iza la bandera....
- 112T. Ahh... raise the flag.
- 113T. How do you spell raise? (writes "raise the flag" on the board).
 ***** raise ***** raise the flag. The Colombian
 parade***** you raise the flag***** raise the flag.
 *****People raise the flag in the.....home. Well, some
 people***** here in Colombia. Any other holyday?

ON THE BOARD

Raise the flag

December twenty fifth, ahh, let's say, ahh October first, Halloween. *****In Colombia for Halloween?

- 114M. The... chi.. the childs is put (laughs)
 115T. The children, let's do it plural. Children
 116M. Is put the...
 117T. Wear, wear.
 118M. Wear.
 119T. Customs
 120M. Costums.
 121T. Ahja. And they go to, they go to
 122M. The park.
 123T. and the...
 124K. And the house
 125T. The house. Asking for
 126K. Sweets.
 127T. Sweets., O.k. candies. Sweets.
 128F. How do you say secuestra?
 129T. Kidnap.
 130F. Kidnap.
 131M and K. (Speaking silently in spanish)
 132F. In Colombia kidnap children...
 133T. They kidnap
 134F.*****
 135T, They kidnap children on holyday?
 136F. Yeah.
 137T. On this holyday?
 138F. The Halloween.
 139T. The Halloween?
 140F. Yes.
 141T. Oh yes. May be is dangerous if the children go ***** alone.
 142F.*****

7:10

- 143T. Ok. Ahh. Yesterday we said that we don't have thanksgiving here in Colombia, but we have Christmas, what do you do for Christmas Maira?
 144M. In Christmas I, I toge-together with my family in my...
 145T. I get together with my family
 146M. I get together with my family
 147T. well, in your house, in your mother's house or..
 148M. My grandma
 149T. Your grandma's house. All family.
 150M. Yeah,
 151T. All your aunts and uncles and cousins. You get together with your grandma and your grandpa. O.k. What do you do for Christmas Fernando?
 152F. I eat special food with my-with my friends.

- 153T. You eat special food with your friends. What kind of food do you eat? What do you do?
- 154F. eh... .
- 155T. I mean, do you get together by the park? or...
- 156F. Eh... . in the restaurant or in the.....
- 157T you go...
- 158F. In my home o
- 159T. O.k. In your restaurant or in your house, but eh, what-what-what Is the special food, I mean, what is the menu? What do you chose? What do you have? what is the main dish?
- 160F. How do you say pavo?
- 161T. Turkey.
- 162F. Yeah. Turkey and***** relleño.
- 163T. Ahh. O.k. You eat turkey.
- 164F. Yes.
- 165T. ***** Ahh Turkey. Keshia. What do you do for Christmas?
- 166K. I have party with my friends.
- 167T. You have party with your friends. Maira, what is your favorite holiday?
- 168M. My favorite holyday. Valentine's Day.
- 169T. Excuse me.
- 170M. Valentine's Day
- 171T. Valentine's Day is your favorite?
- 172M. Yes.
- 173T. But we don't have Valentine's Day, the one***** the love and friendship day.
- 174M. Yes, yes.
- 175T. That's your favorite. What about you Fernando? What is your favorite holiday?
- 176F, My favorite holiday is New Year's Day
- 177T, New Year's Day. What about yours Keshia?
- 178K. My favorite holyday is Independence Day. Independence Day because this day I don't have class.
- 179M. (Laughs).
- 180F. (Laughs)
- 181T. Oh, ah, ah, ah, O.K.
- 182F. (Laughs)
- 183aT. O.k. Well, you don't have classes on Christmas, and you don't have classes in January the first. O.K. Let's go up to page seventy five.

ERASING THE WHOLE BOARD

183bT. Conversation, "Have a Good Valentine's Day.

ONE MOMMENT OF SILENCE (SS. LOOKING AT THE BOOKS)

ON THE BOARD
"Valentine's Day.

ON THE BOARD
Love and
friendship day.

Is at second
Saturday

183cT. Valentine's Day. We don't, remember, we don't call it Valentine's Day. We say Love and Friendship Day here in Colombia. Love....and...friendship...day. (Writing on the board) Love and Friendship Day". O.K? Ahh, the day for Valentine's Day is February fourteenth. February...fourteenth..... (February 14th) And in Colombia is September...

184M. The second Saturday

185T. The second Saturday, second Saturday, September the second Saturday.() Now, ahh How do we celebrate Love and friendship day here? People get together at school and offices, they play secret friend, that's the way we do it. Play....secret friend. (On the board "Play secret friend). O.k. Can you explain this game ahh Maira?

186M. ehh, When I bueno.. doy un regalo ey...

7:15

187T. I give a present

188M. I give a present but I don't know...the other person don't, no sabe.

189T Doesn't know

190M. Doesn't know who is, what is, who is, who is ehh... that person oh..eh..that person...give a present.

191T. O.k. The... ahhh. Keshia, could you explain that? Can you explain that to me? What is that game called playing secret friend?

192K. Ehh...the...secret friend?

193T. umhjm

194K. The people. The people ehh... the group of people give a present and.. eh...an, ¿recibir?

195T. Receive.. And receive the present, and... ehh... they play... every week. And the first day they receive the fruit or chocolate. O.k. What Keshia said is that in a group of people they play secret friend. In a group of people like ahh...a***** a school or a group of people in an office, yeah. They give presents to each other but the person you are giving the present doesn't know that you are the friend until the last day, that last day everybody knows who their secret friend was. O.k? You understand Maira?

196M. Yes.

197T. That's one way we play secret friend, in that way we celebrate love and friendship love and friendship-and friendship day. That is second Saturday in September. Other way to celebrate love and friendship is ahh...some time a husband gives a bunch of flowers wife. That's another way, right? Ahh Boyfren ***** give to each other ahh presents like special like a bunch of red roses. Do you know what is a bunch? Red roses. A bunch of...red roses A bunch of red roses is a symbol of love. O.k? You understand that? Maira. A bunch of red rose sis a symbol of love, so when you love a person from the opposite sex you give a bunch of red roses. You understand that Maira?

ON THE BOARD (General overview)

"Valentine's Day.
Love and Friendships Day".
February 14th
" Is at second Saturday")
"Play secret friend

ON THE BOARD
a bunch of red roses. to his
card,

- 198M. Yes.
- 199T. You know what is a bunch of red roses?
- 200M. Yeah.
- 201T. O.k. Have you ever receive a bunch of red roses?
- 202M. Uhm, (She shakes her head)
- 203T: Never? Mr. Castro. Have you ever given a bunch of red roses to somebody?
- 204F. Yeah,
- 205T. Yes? Really? O.k. That's the way we celebrate love and friendship day here in Colombia, people have fun, they dance, they drink***** have a lot of beverages like beers, ***** aguardiente, chirrinchi also, churro, we call it churro, right? That's a very famous word at the Universidad de la Guajira, They have a churroteca, which is the place where people can drink churro and dance, churroteca, like discotheque, rith? A discotheque with churro, a churroteca. Is that correct teacher?
- 206F. Yes.
- 207T. Yes? Well.
- 208F. In Spanish, Todos saben ir a la churroteca y les preguntas por una oficina, donde queda dentro de la U y nadie sabe.
- 209T. How do you say that in English? All university students from Universidad de la Guajira know where churroteca is. But if you ask somebody (student) where is ahh.. any office they don't know where it is. But everybody knows where the churroteca is. O.k. Let's go up to page seventy five. "Have a Good Valentine's Day". O.K. Look at the picture. Look at the picture. Mr. Castro *****you***at the picture. What can you see in the picture?
- 210F. Two people.
- 211T. Two people.
- 212F. One woman one man.
- 213T. One woman one man. What else can you see?
- 214F. Ahhh.
- 215T, You see a window from the store. What can you see through the glass of the window?
- 216F. Globs
- 217T. Excuse me.
- 218F. Globs,
- 219T, Balloons, balloons.
- 220F, Yeah, balloons.
- 221T. Can you see balloons? What else? Well, Maira, give your opinion. Very good, very good Fernando.
- 222M. (Laughs)
- 223T. Maira give your opinion. What else can you see?
- 224M. Window, everything about Valentine's Day, and the woman and men are talk-talk- talking, talking?
- 225T. Ahja.
- 226M. About what-what are he or she doing this day.
- 227T. O.K. You understand Maria's picture? You understand what Maira says? That in the window of the store they show everything about valentines day and you can see a***** balloons***** And Maira says that the man and the woman, the man and the

woman, in singular, man is singular, woman is singular are talking about how they're going to celebrate Valentine's day. That's what Maira said. O.K? Anything else about the picture? What else can you see in the picture?

228K. I see the glass of window and two balloons and a bunch of red roses and bear.

229T. Do you see a bunch of red roses?

230K. Yes.

231aT. Ahja! And a heart, it's a heart. So. Mona and Tyler are talking about ahh...Halloween.

AUDIO PROGRAM. Students are reading and listening.

Page Seventy five. Conversation. Have a good Valentine's Day. Listen and Practice.

Mona: So, Tyler, are you going to do anything special for valentine's day?

Tyler: Yeah, I'm going to take my girlfriend out for dinner,

Mona. Oh, really? Where are you going to go?

Tyler: Laguna's. It's her favorite restaurant.

Mona. Oh, she's going to like that!

Tyler: How about you? What are you going to do?

Mona: Well, I'm not going to go to a restaurant, but I'm going to go to a dance.

Tyler: Sounds like fun. Well, have a good Valentine's Day.

Mona: Thanks, you too.

231bT. O.k. I want you to-to close your books, I want you to close your books, and listen again. Close your books and listen again, pay attention to the intonation:

AUDIO PROGRAM. STUDENTS ARE LISTENING.

Page Seventy five. Conversation. Have a good Valentine's Day. Listen and Practice.

Mona: So, Tyler, are you going to do anything special for valentine's day?

Tyler: Yeah, I'm going to take my girlfriend out for dinner,

Mona. Oh, really? Where are you going to go?

Tyler: Laguna's. It's her favorite restaurant.

Mona. Oh, she's going to like that!

Tyler: How about you? What are you going to do?

Mona: Well, I'm not going to go to a restaurant, but I'm going to go to a dance.

Tyler: Sounds like fun. Well, have a good Valentine's Day.

Mona: Thanks, you too.

231cT. How they sound? They sound happy, right? Is that correct? The way they sound, the way they talk. They're both happy about the celebration, right? It sounds happy, and they are happy, they are smiling. Do you see the picture? You forgot to say that, they're smiling. So Tyler, are you going to do anything special for Valentines Day? Open your books please

232Ss. Ss. O.k. (Opening the books)

233T. Listen to me, don't repeat, just listen: So Tyler, are you going to do anything special for Valentine's Day? Check the intonation. Right? That's a yes/no question. Is that correct? So, You have to go rising the tone of your voice at the end of the question, you say: are you going to do anything special for Valentines Day? Yeah, yeah.. is relax, yes. Yeah. It's a yes/no question and the answer is yes. Yeah, are you going to take, or I'm going to take my girlfriend out for dinner. I'm going to take my girlfriend out for dinner. (The teacher is explaining intonation). In this case "my girlfriend" means "my fiancé". O.k.? That's another word for girlfriend. In this case is "my fiancé". Somebody from the opposite sex, O.K. That's another word for girlfriend. In this case is "my fiancé". That's somebody from the opposite sex, in this case, that they're are going out, or dating. Do you understand that?

234Ss. Yes.

235T. O.k. I'm going to take my girlfriend out for dinner. Oh Really? Where are you going to. That's a different question. And the intonation is different too. Where are you going to?. That's W/h question, it's falling intonation:

(READING FROM THE BOOK)

Oh, really? Where are you going to go?

Laguna's. It's her favorite restaurant.

Oh, she's going to like that!

How about you? What are you going to do?

Well, I'm not going to(Coughs) excuse me, go to a restaurant, but I'm going to go to a dance.

Sounds like fun. Well, have a good Valentine's Day.

Thanks, you too.

I want you to repeat know: So, Tyler, are you going to do anything special for valentine's day?

- 236Ss. So, Tyler, are you going to do anything special for valentine's day?
 237T. Hey, everybody at the same time. Wake up! I want you to repeat know: So, Tyler, are you going to do anything special for valentine's day?
 238Ss. So, Tyler, are you going to do anything special for valentine's day?
 239T. Yeah, I'm going to take my girlfriend out for dinner
 240Ss. Yeah, I'm going to take my girlfriend out for dinner
 241T. O.k. The students repeat at the same time: Yeah, I'm going to take my girlfriend out for dinner.
 242Ss. Yeah, I'm going to take my girlfriend out for dinner.
 243T. Oh, really?
 244M. Oh really?
 245T. Come on, repeat: Oh really?
 246Ss. Oh really?
 247T. Where are you going to do.
 248Ss. Where are you going to do.
 249T. Excuse me. Where are you going to go?
 250Ss. Where are you going to go?
 251T. Laguna's. It's her favorite restaurant.
 252Ss. Laguna's. It's her favorite restaurant.
 253T. Say: Laguna's. It's her favorite restaurant.
 254Ss. Laguna's. It's her favorite restaurant.
 255T. Oh, she's going to like that!
 256Ss. Oh, she's going to like that
 257T. How about you?
 258Ss. How about you?
 259T. What are you going to do?
 260Ss. What are you going to do?
 261T. Well, I'm not going to go to a restaurant, but I'm going to go to a dance.
 262Ss. Well, I'm not going to go to a restaurant, but I'm going to go to a dance.
 263T. Well, I'm not going to go to a restaurant, but I'm going to go to a dance.
 264Ss. Well, I'm not going to go to a restaurant, but I'm going to go to a dance.
 265T. Sounds like fun.
 266Ss. Sounds like fun.
 267T. Well, have a good Valentine's Day.
 268Ss. Well, have a good Valentine's Day.
 269T. Thanks, you too
 270Ss. Thanks, you too.
 271T. Well... I'm...not...going to go..
 272F. Going to go
 273M. ¿Por qué dice goanna?
 274F. *****is goanna.
 275T. Goanna is contraction of going to Maira, that's why you have to come to class everyday. Page seventy four. Reduction of going to "goanna". O.k?

ON THE BOARD:

“Well I'm not going to go to a restaurant, but I'm going to dance

276M. Yes.

277T. Listen, if you don't come to class you have to call Keshia or*****what***** class in order for you to practice. O.K. Well, I'm not goanna go to a restaurant. Well, I'm not goanna go to a restaurant but I, but I.

278F. But I.

279T. But I...

280FM. Going to go to a dance.

UNDERLYING KEY WORDS ON THE BOARD:

ON THE BOARD

“Well I'm not going to go to a restaurant, but I'm going to dance

dance.
this...
you say

281T. O.K. ***** Check here the board. You reduce going to to goanna ***** I'm goanna go to the Reduce going to to goanna and put together here goanna ++++ this here and this T sounds like and R “but I'm goanna go to the movies”. Well, I'm not goanna go to a restaurant but I'm goanna go to a dance. Repeat that everybody at the same time say: Well, I'm not goanna go to a restaurant but I'm goanna go to a dance.

282Ss. Well, I'm not goanna go to a restaurant but I'm goanna go to a dance.

283T. O.k. Let's do it again: Well, I'm not goanna go to a restaurant but I'm goanna go to a dance.

284Ss. Well, I'm not goanna go to a restaurant but I'm goanna go to a dance.

285T. O.K. That's good. So, I'm Mona, you are Tyler, so answer when Tyler:

286T. So, Tyler, are you going to do anything special for valentine's day?

287Ss. Yeah, I'm going to take my girlfriend out for Dinner.

288T. Oh, really? Where are you going to go?

289Ss. Laguna's. It's her favorite restaurant.

290T. Oh, she's going to like that!

291Ss. How about you? What are you going to do?

292T. Well, I'm not going to go to a restaurant, but I'm going to go to a dance.

293Ss. Sounds like fun. Well, have a good Valentine's Day.

294T. Thanks, you too. Now you are Mona and I'm Tyler, let's start. Begging!

295Ss. So, Tyler, are you going to do anything special for Valentine's Day?

296T. Yeah, I'm going to take my girlfriend out for Dinner.

297Ss. Oh, really? Where are you going to go?

298T. Laguna's. It's her favorite restaurant.

299Ss. Oh, she's going to like that!

300T. How about you? What are you going to do?

301Ss. Well, I'm not going to go to a restaurant, but I'm going to go to a dance.

302T. Sounds like fun. Well, have a good Valentine's Day.

303Ss. Thanks, you too.

304T. Ok. Close your books, close your books and repeat after me. O.k. Listen and

repeat:

- 305Ss. So, Tyler, are you going to do anything special for Valentine's Day?
- 306Ss. So. Tyler are you... (laughs).
- 307T. Let's do it again. Come on, wake up! Wake up! Wake up! So, Tyler, are you going to do anything special for Valentine's Day?
- 308Ss. So, Tyler, are you going to do anything special for Valentine's Day?
- 309T. Yeah, I'm going to take my girlfriend out for Dinner.
- 310Ss. Yeah, I'm goanna take. (Students can not coordinate their speech).
- 311T. O.k. Listen, listen: Yeah, I'm goanna take my girlfriend out for dinner
- 312Ss. Yeah, I'm goanna take my girlfriend out for dinner
- 313T. Oh Really?
- 314M. Really?
- 315T. repeat. Oh really?
- 316Ss. Oh really?
- 317T. Where are you goanna go?
- 318Ss. Where are you goanna go?
- 319T. Laguna's. It's her favorite restaurant.
- 320Ss. Laguna's. It's her favorite restaurant.
- 321T. Oh, she's going to like that!
- 322Ss. Oh, she's going to like that!
- 323T. How about you? What are you goanna do?
- 324Ss. How about you? What are you goanna do?
- 325T. Well, I'm not goanna go to a restaurant, but I'm goanna go to a dance.
- 326Ss. Well, I'm not goanna go to a restaurant, but I'm goanna go to a dance.
- 327T. Sounds like fun.
- 328Ss. Sounds like fun
- 329T. Well, have a good Valentine's Day.
- 330Ss. Well, have a good Valentine's Day.
- 331T. Thanks, you too. .
- 332Ss. Thanks, you too.
- 333T. Let's do it again. Good job, Let's do it again. Stand up, Stand Up. Up. Wake up
Good. So. So, Tyler, are you going to do anything special for Valentine's Day. 334M.
So..
- 335K. So...(laughs)
- 336F. So Tyler, are you..
- 337T. Let's do it again. So, Tyler, are you going to do anything special for Valentine's
Day
- 338Ss. So, Tyler, are you going to do anything special for Valentine's Day
- 339T. Yeah, I'm going to take my girlfriend out for Dinner.
- 340Ss. Yeah, I'm goanna take my girlfriend out for dinner
- 341T. Oh Really? Where are you goanna go?
- 342M. Oh Really? Where are you goanna go?
- 343T. Laguna's. It's her favorite restaurant.
- 344Ss. Laguna's. It's her favorite restaurant.
- 345T. Oh, she's going to like that!
- 346Ss. Oh, she's going to like that!

- 347T. How about you? What are you goanna do?
 348Ss. How about you? What are you goanna do?
 349T. How about you? What are you goanna do?
 350Ss. How about you? What are you goanna do?
 351T. Well, I'm not goanna go to a restaurant, but I'm goanna go to a dance.
 352Ss. Well, I'm not goanna go... (students get confused)
 353T. Well, I'm not goanna go to a restaurant, but I'm goanna go to a dance.
 354Ss. Well, I'm not goanna go to a restaurant, but I'm goanna go to a dance. Very
 Good. Sound like fun.
 355T. Sounds like fun.
 356Ss. Sounds like fun
 357T. Well, have a good Valentine's Day.
 358Ss. Well, have a good Valentine's Day.
 359T. Thanks, you too.
 360Ss. Thanks, you too.
 361aT. O.k. Very good. You did it very good. Now practice in groups of two. Listen,
 you have to play Mona and Tyler

7:37. TWO GROUPS ARE FORMED

STUDENTS PLAY THE ROLES SITTING AND READING FROM THE BOOKS.
 PARTNERS ARE CHANGED THREE TIMES:

T with M

F with K

T—M
F—K

361bT. Are you finish?

362Ss. Yes.

T—K
F--M

363aT. Now Maira work with Fernando.

T with K

F with M.

F—T
M—K

363bT. Maria and Keshia work together,
 Fernando you practice with me.

F with T

M with K

363cT. Listen. Sounds like fun. Sounds like fun. O.K. I need two volunteers to
 dramatize the situation in front of the class with no books.

364K: Maira.

365M. Yo?

366T. Are you ready Maira?

367M. No.

368T. Fernando and Keshia, are you ready? Hey you can do it! Remember the situation.
 Remember the situation.

FERNANDO AND KESHIA STANDING IN FRONT OF THE CLASSROOM WITH NO BOOKS

**CLASSROOM
SETTING**

369K. So Tyler. Are you goanna do anything special for Valentine's Day?

370F. Yeah, I'm goanna, I'm goanna

go...evening..(laughs)I'm goanna take my girlfriend,

371F. I goanna take my girlfriend, eh, out for dinner.
the same time Maira says:

girlfriend out for dinner").

372K. Oh really? Where are you goanna go?

373F. Eh... Laguna's is her-her preferred restaurant, it mean, favorite restaurant.

374K. Oh, she's goanna like that.

375F. *****are you.. Ehh, where are you goanna?

376T. What are you goanna do?

377K. Well, I'm not goanna go to a restaurant but I'm goanna go to a dance.

378F. Sounds.. eh...

379T. Like fun.

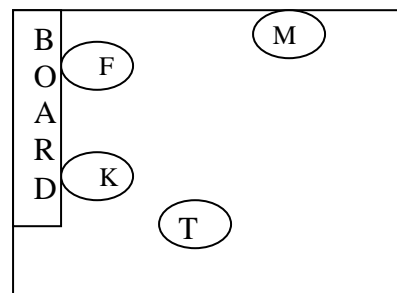
380F. Ahh?

381T. Sound's like fun

382F. like ah. Have a good valentine's day.

383K. Thank you, you too.

384aT, Thanks, you too. Very good. Maira, would you do it? Can you do it with me?



(At

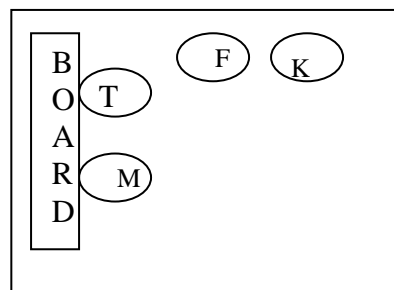
TEACHER AND MAIRA PLAYING THE ROLES, STANDING IN FRONT OF THE CLASS WITH NO BOOKS

**CLASSROOM
SETTING**

384bT. Let's play it.

385M. Yo no se.... So Tyler. Are you goanna go to...
do anything special for Valentine's Day?

386T. Yeah, I'm goanna take my girlfriend out for



dinner.

387M. Oh, really? Where are you going... goanna do?

388T. Goanna go. Laguna's is her favorite restaurant.

389K. Oh, she's going like that. (Whispering)

390M. Oh, she's going, she's going like that

391T. What about you? What are you goanna do?

392M. I... well... I no...no 'pérate... I'm not goanna go to a restaurant but I'm goanna go to a dance.

393T. Sounds like fun. Have a good valentine's day.

394M. Thanks, you too.

EVERYBODY SITTING, TEACHER STANDING.

395T. Very good, very simple. Muy bien! Grammar focus. O.k.

Grammar focus. We're goanna practice W/H question with "be" ah "be going to" In this case the formula is the same, interrogative word which is "who, where, how, what", plus interrogative word plus Be plus the subject plus going to plus the verb. Ok, that's the formula, o.k.?

What...what...are you...

going...to...do...for...Valentine's Day?

Interrogative mark. Yeah. Ahh. Interrogative word, the verb be, the subject, going to, the verb, plus

complement... plus complement. Do you see? Yeah? The form of be depends on the subject. They say: "What are you going to do for Valentine's Day? Or what is Maira going to do for Valentine's Day. ***** The verb be is "is" because Maira is the third person singular. O.k. What is: What is Maira going to do for Valentine's Day? mhjuh? Remember, "What" asks for specific information, you say; what is Maira going to do for Valentine's Day. You're asking for specific information. What...going to restaurant, going to a restaurant with my girlfriend.

That's the specific information the word "what" is asking for. What are you going to do for Valentine's Day? Going to a restaurant with my girlfriend. That's very specific.

Another example could be:

where...is...Keshia...going...to...celebrate...

where is Keshia going to celebrate ahh...new year's Day? The question mark. That's another example. Where is Keshia going to celebrate a

new year's*****. Interrogative word. Verb be (is), ahh subject (Keshia), going to (the same), verb (celebrate), New Year's Day is the complement. You understand?

ON THE BOARD

W/h question. be going to.
in + be + subject + going to
+ plus verb + complement.

ON THE BOARD

What are you going to do
plus valentine's day.

ON THE BOARD

Going to a restaurant with
my girlfriend.

396Ss. Yes.

397T. And the interrogative word "where" asks for specific information. What place?

Barranquilla! O.k? Barranquilla Where is Keshia going to celebrate New Year's Day?

Barranquilla. Where is asking for this specific information. Do you understand?

398K. Yeah.

399M. O.k.

400T. Maira, Castro and... yes?. Well. Let's listen the C.D. Listen.

7:51 AUDIO PROGRAM

Page 75. Grammar focus W/h questions with "be going to".

What are you goanna do for Valentine's Day? I goanna go to a dance, I'm not goanna go to a restaurant.

Where are you goanna go?

We're goanna go to Laguna's. We're not goanna stay home.

How are you goanna get there?

We're goanna drive. We're not goanna take a bus.

Who's goanna be there?

My friend are goanna be there, My sister isn't goanna be there.

401T. Ok. So repeat after me? What are you goanna to do for Valentine's Day?

402Ss. What are you goanna..

403T. Come on every body repeat... What are you goanna to do/ what are you goanna do for Valentine's Day.

404Ss. What are you goanna do for Valentine's Day.

405T. Where is Keshia going to celebrate new year's day?

406Ss. Where is Keshia going to celebrate new year's day?

407T. let's repeat this example from the book. What are you goanna do for valentines day?

408Ss. What are you goanna do for...

409T. Come on repeat: what are you goanna go.-.. excuse me! *Ahh what are you goanna do for Valentine's Day?*

410Ss. *what are you goanna do for Valentine's Day?*

411T. *I'm goanna go to a dance.*

412Ss. *I'm goanna go to a dance.*

413T. *I'm not goanna go to a restaurant.*

414S. *I'm not goanna go to a restaurant.*

415T. *Where are you going to go?*

416Ss. *Where are you goanna go'*

417T. *O.k. Where are you goanna go?*

418Ss. *Where are you goanna go?*

419T. *We're goanna go to Laguna's.*

420Ss. *We're goanna go to Laguna's.*

421T. *Were not goanna stay home.*

422SS. *Were not goanna stay home.*

423T. *Were not goanna stay home.*

424Ss.. *We're not goanna stay home.*

425T. *How are you going to get there?*

426Ss. *How are you goanna get there.*

427T. *O.K. How era you goanna get there?*

428Ss. *How are you goanna get there?*

429T. *We're goanna drive.*

430Ss. *We're goanna drive,*

431T. *We're not goanna take a bus.*

432Ss. *We're not goanna take a bus.*

433T. *Who's going to be there?*

434Ss. *Who's goanna be there?*

435T. *O.k. Who's goanna be there?*

436Ss. *Who's goanna be there?*

437T. *My friends are goanna be there.*

438Ss. *My friends are goanna be there?*

439T. *My sister isn't goanna be there.*

440Ss. *My sister isn't goanna be there*

441aT. O.k. That's very easy, very simple. Do the exercise A now. Complete the conversation with the correct form of "be going to". Then practice with a partner. Where are you going- what are you goanna do.

THE TEACHER IS SITTING NEXT TO THE CASSETTE PLAYER

STUDENTS WORKING ON THE BOOKS FOR TWO MINUTES.

441bT, Well, you can finish this exercise at home.

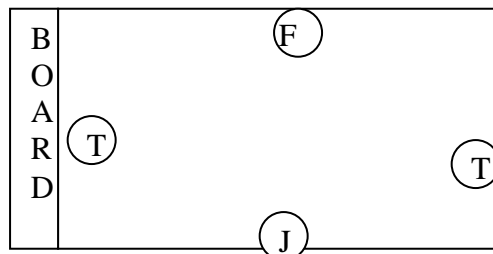
14.5. OBSERVATION 5

NUMBER OF STUDENTS 3

Date. November 21st

7:31

CLASSROOM SETTING



AUDIO PROGRAM

Page Seventy five. Conversation. Have a good Valentine's Day. Listen and Practice.

Mona: So, Tyler, are you going to do anything special for valentine's day?

Tyler: Yeah, I'm going to take my girlfriend out for dinner,

Mona. Oh, really? Where are you goanna go?

Tyler: Laguna's. It's her favorite restaurant.

Mona. Oh, she's going to like that!

Tyler: How about you? What are you going to do?

Mona: Well, I'm not going to go to a restaurant, but I'm going to go to a dance.

Tyler: Sounds like fun. Well, have a good Valentine's Day.

Mona: Thanks, you too.

1T. O.k that was a conversation. Yesterday... did you practice with your...?

2M. Yeah.

3aT. Yes? O.K. Look at the grammar focus box. W/h question +++ "be going to". O.k, the structure of the w/h question: w/ question right? Plus... be, plus subject, plus going to...going to, plus verb. O.k.

ON THE BOARD

W/h question + be
+sub + going to +
verb.

The first three questions, "what are you going to for Valentine's day". O.k. The other one is "Where are you going to go" "Where are you going to go". "Where are you going to go". "How are you going to get there?" W/h question, verb to be, subject and going to plus verb. But look at the last one, o.k.? "Who's going to be there?" "Who is going to be there" o.k. W question plus be, plus... plus be right...who's going, ahh, going to, going to (whispering). The subject is missing right? Because the W question Is who. O.K? Look at the answer: "My friend is going to be there", "My teacher isn't going to be there". "Who" does the question.*****

"Who's going...to be... there.

"Who's going to be there".

answer is***** My friends going to be there. "My teacher

going to be there". The structure is different because of the subject, the "who" plays the subject. The "who" answers. The answer is my friend, my teacher. O.k? That's the subject.

ON THE BOARD

Who + be + going to? Who is going to be there?

So, the
are
isn't

Now, This structure “going to” indicates something that you are going to do in the future, not immediately. Ok. Say: Who is going to be there? Who is going, who is going to be at the party, for example. The party is going to be next week or could be tomorrow. O.k?. That is future. The meaning calls immediate future. Immediate future. O.K? Is different than the future when you say “I will be in Santa Marta tomorrow”. Or you say, I’m going to go to Santa Marta tomorrow. O.k. Any questions about going to? Be going to. ***** The structure. O.K let’s listen:

7:51 AUDIO PROGRAM TWO TIMES. STUDENTS ARE READING AND LISTENING.

Page 75. Grammar focus W/h questions with “be going to”.

What are you goanna do for Valentine’s Day? I’m goanna go to a dance, I’m not goanna go to a restaurant.

Where are you goanna go?

We’re goanna go to Laguna’s. We’re not goanna stay home.

How are you goanna get there?

We’re goanna drive. We’re not goanna take a bus.

Who’s goanna be there?

My friend are goanna be there, my sister isn’t goanna be there

Time expressions

Tonight, tomorrow, tomorrow night, next week, next month, next summer.

3b
T.
O.k
.
Mo
st
of
the
tim
es
we
use
this
tim

e expression, we use *** cause is future,

next, tonight if we are talking in the morning we say tonight, it’s something that is going to have place in the future, not immediately. Tomorrow. O.k. Tomorrow night, next week, next month, next summer. Those are time expressions that we use, ahh...usually with, ahh.. tense going to, because they something that we are planning to do in the future. Ahh, let’s do exercise A, “Complete this conversation with the correct form of be going to. Then practice with a partner”. O.k. the first one is already done: “what are you going to do for Halloween”. Anybody knows what’s Halloween? When is Halloween ?

4F. October 31

5T. October 31. What do people do in Halloween? What do they celebrate?

6F. Día de las brujas.

7T. What do you do in Halloween Maira?

8M. Nothing.

9T. Nothing. Very good. It’s much better. (laughs)

10F. Yeah!

11T. So.. usually, ahmm

12M. They ***** children

13T. Children,

- 14M. and pudding
 15T. and wear...
 16M. wear...
 17T. They wear customs and ask for candies
 18M. Yeah.
 19T. They knock at the doors
 20F. May I speak en español?
 21T. Yes, si.
 22F. Halloween es día de brujas.
 23T. No, that's not the, the... Halloween has nothing to do with día de brujas.
 24F. No día de brujas como tal sino...
 25T. No, no, yeah, yeah, we know that it is not the children day, because Hallo is a, is a,
 is a, the expression hallo is como...How do you say ahh, ahh, el padre nuestro en español
 Maira..-
 26M. Santificado sea tu nombre...
 27T. Exacto, santificado, it's more or less the context de "Hallo" . So, it has nothing to
 do with brujas or things like that.
 28F. ¿Que significa Halloween?
 29M. Y ween es bruja.
 30T. No. No, no, no "ween" has to do with
 "eve", o.k.? Eve.
 31M. Ahhh
 32T, It's a compound word. In North America "eve"... you say "Christmas eve". New
 Year's eve. It's a night before Christmas. O.k. We celebrate here for example, December
 24th. December 24 night, we celebrate... la noche anterior al venticinco, so Christmas
 eve, is, o.k. ***** the noun before, and new years is on December 24th, O.k. hallo,
 Hallo is on October 24, the next day is dia de los Santos, is Hallo, O.k. La noche esta
 celebraban era esto, inicialmente, despues eso se transformó en otra cosa que no vamos a
 entrar aqui a discutir..
- ON THE BOARD**
Eve
- 33F. (Laughs)
 34T. So it has not to do with this. Ok? Hallo and ***** eve, era la noche anterior al
 día de los santos. O.k. Anyway. Let's continue with that, let's try to do the exercise.
 Complete the conversation with the correct form of be going to, let's practice with a
 partner. Now let's see if it's correct. The first one, "What are you going to do for
 Halloween?"
 35 F. I'm not goanna do anything special.
 O.k. Let me try something:
 I'm not goanna do anything special
 37T. Ok. I don't like to, O.k. this is right. You don't have to say goanna. The other one
 please. Maira.
 38M. (Reading from the book): "Well, Pat and I are going to have a party. Can you
 come?"
 39T. "Sure". Continue Mr. Martinez.
 40J. Where are you going to have the party?
 41T. Where..

- 42M. Where are you going***** (Ss asks question)
 43T. no, no, no, that's the one..
 44HJ. Ahh, ya, ya.
 45T. Sure
 46J. Where are you going to have the party?
 47T. Continue
 48M. It's... Pat's house.
 49T. It's going to be at Pat's house. Right? The other one Fernando.
 50F. "What time is the party going, going to, to start?What time...
 51M. is the party going to start.
 52T. and F. "What time is the party going to start?"
 "What time is the party going to start?" Maira.
 53M. At six p.m. And it's going, and it's going to end around midnight.
 54T. Around midnight?
 55M. Around midnight.
 56T. Mr...(Reading from the book) "Who are you going to invite?"
 57J. I...***** the question
 58M. We are going to ask for all our good friends.
 59T. we are going to ask for our good friends.
 60F. ***** la contraccion we're verdad?
 61T. We are, we are going.
 62F. Ajah.
 63aT. O.K. We are going to ask for our good friends.

GROUP WORK. 7:48

- 63b T, O.k Let's practice with... You practice with Mr. Martinez (Talking to F) I'm going to practice with Maira. I'm not going to, I'm not going... The negative part is after the verb to be. I'm not going to do anything special, and plus ***** and not, subject plus the verb to be. I'm not... I'm not going to do anything special.

SITTING IN GROPUS OF TWO.

F-J

M-T

READING FROM THE BOOK.

- 63cT, O.k. Maira. What are we going to do for Halloween Maira?
 64M. I don't know (wrong pronunciation of know)
 65T, I don't know (Correcting pronunciation)
 66M. I'm not going to do anything special
 67T, Well, I am going to have a party, can you come?
 68M. Sure, Where are you going to have the party?
 69T, It's going to be at Pat's house.
 70M. What time is the party going to start?
 71T, At six. And it's going to end up around midnight.
 72M. Who are you going to invite?
 73T, We are going to ask all our good friends.

O.k. Maira. What are we going to do for Halloween Maira?

75M, I don't know (wrong pronunciation of know)

76T. I don't know (Correcting pronunciation)

I'm not going to do anything special

78M. Well, I am going to have a party, can you come?

79T, Sure, Where are you going to have the party?

80M. It's going to be at Pat's house.

81T, What time is the party going to start?

82M. At six. And it's going to end up around midnight.

83T, Who are you going to invite?

84M. We are going to ask all our good friends.

NORMAL CONVERSATION

85T, Ok Maira. What are you going to do on your vacations?

86M. I am going to travel in vacation.

87T. You are going to Barranquilla City. What are you going to do in your graduation Maira?

89M. I'm going to do a party with my friends, and I am going to, to to..... enjoy.

90T, Who is going to be there?

91M. My family, my friends, my good friends, my best friends and all the person of my, of my school.

92T, Your classmates.

93M. Yes.

94T, Very good! Where are you going to be tonight?

95M. all my friends are going to my best friend's house, continue... (laughs)

96T. And who is your best friend?

97M. Laughs

98T. Who is your best friend?

99M. (Laughs)

100T. It's a boy or is a girl?

101M. Yeah, it's a boy.

102T, Is your best friend or boyfriend?

103M. No! (Laughs) My best friend.

104T, Yeah, but ***** your best friend then.

105M. No!

106T, Carlos Mario?

107M. No! (Lauhgs)

108T, When is your graduation day? When?

109M. On, on first, first December.

110T, December the first. And.. ***** is going to be there?

111M. yeah!

112T, Yeah.

113M. Yea, she is arrive, next...

114T, She will arrive

115M. She will arrive next weekend.

- 116T, she is going to arrive
 117M. She is going to arrive.
 118T, She's going to arrive, she will arrive
 119M. Next Sunday.
 120T, ahh. What are you going to study?
 121M. ahh.
 122T, (Talking to J and F) O.k. you can start conversation over there.
 123M. I'm going to be a lawyer.
 124T. You are going to be a lawyer! In what university?
 125M. I don't know but, next I will arrive of my ***** I'm going to... to do
 126T. Ahja, you are going to, to get to the... to be a How do you say? O.K.
 127M. Yeah
 128T. O.k.
 129M. I, I... I like to study in Barranquilla.
 130T. In Barranquilla. What about your mother's plans to send you to United States?
 What are ***** goanna be with you?
 131M. ¿Cómo?
 132T, What are your mother's time..?
 133M. ahh, yes,
 134T, Is already, when are you going to the United States?
 135M. Now I don't know, but my mother is... ***** final, that of December.
 136T. Your mother is going to make the final decision on December. And what
 is the option, Boston? Canada? How many months are you going to be there?
 137M. Two, two, two or, or three months
 138T, You have your decision about that?
 139M. Yeah.
 140T. Very good, excellent. Very good. Ahh, O.k.. Let me see what happens to you,
 You got to go home?
 141M. (laughs). O.k. I've got to go home.
 142T. Ohh, that's terrible. Now, Mr. Martinez. What are you going to do on December,
 on Christmas?
 143J. Ahh, be with my family and...their coming for my wife.
 144-145T. Aja, the... your family wife.
 Ahh, you're going to have like a dinner party
 146J. Uhhh?
 147T, Dinner party
 148J. Yeah.
 149T When is Chevron's party. When is going to be the party at Chevron. Christmas
 party.?
 150J. The twenty four *****
 151T No, that, the Christmas, the party that, that, that Chevron is planning. Do you have
 a Christmas party there right? I think it is goanna, it's going to on December, December
 the ninth.
 152J. It's a party for celebrate...December..
 153T. ahh, o.k. O.k. When is going to be that party?
 154J. On December... December the...

- 155T, Ninth, ninth. Who is going to be there? In that party, who is going to be?
- 156J. El president, the president.
- 157T, ahh.
- 158J. and the administradores
- 169T, ahh.
- 160J. Administrators, and... people with...how do you say entidades gubernamentales?
- 161T, The government
- 162J. The government. The government, local government.
- 163, This a special party to celebrate in December.
- 164J. Yes.
- 165T, Is always in December that party?
- 166J. Always.
- 167T, So, what are you going to do on December Fernando?
- 168F. Give presents for my mother, and my sister and my brother, and I give a present
to my wife
- 169T, What kind of food are you going to eat?
170. Eh. The kitchen..
- 171T, I'm going to eat chicken. (correcting to F)
- 172F. Chicken. Ah chicken. In Christmas Is the... kitchen. (Laughs) Chicken. And..
How do you say sal?
- 173T, Salt.
- 174F. ***** fish and fruit.
- 175T, **** is my ***** carrot. My first year in the United States I celebrated in my
pastor's house. Her wife made a special diner for... and I was so happy to be with that
family there. And after that I had a meeting with my friends in my apartment. Sometimes
I used to *****. It's a very nice celebration. And you know, ahh... in the United states, I
think ninety percent of the people in the United States celebrate that, together with family
and friends for ***** day. That's in the house, people stay in the house. Christmas is
not according to the catholic religion, this is Jesus birthday, it is time to ***** for a
*****, its a different celebration. When the British arrived to the united States, after
they have... they, they celebrated... the turkey is the.. like the symbol... I missed the
word. It's just to say the word thank you for all they blessing that they received. I... I
missed the word.
- 176F. Después que ellos recogen la cosecha...
- 177T. Ellos hacen el acto de acción de gracias, le dan gracias a Dios. All right. Any
questions about this?
- 178M. No.
- 179T, Going to in the future, that's the structure. When you have plans for the future
you use...eh, eh,. going to.
- 180M. This is the immediate future
- 181T, Immediate future yeah.(correcting M). O.k. Plans for the future, O.k? All right.
See you tomorrow because Maira is pressing
- 182M. AY!!
- 183T, Maira needs to go home. No, it's time to go home

14.6. DOCUMENTS

11 What are you going to do?

1 MONTHS AND DATES

A Listen. Practice the months and the dates.

Months	Dates		
January	1st first	11th eleventh	21st ^{new} twenty-first
February	2nd second	12th twelfth	22nd twenty-second
March	3rd third	13th thirteenth	23rd twenty-third
April	4th fourth	14th fourteenth	24th twenty-fourth
May	5th fifth	15th fifteenth	25th twenty-fifth
June	6th sixth	16th sixteenth	26th twenty-sixth
July	7th seventh	17th seventeenth	27th twenty-seventh
August	8th eighth	18th eighteenth	28th twenty-eighth
September	9th ninth	19th nineteenth	29th twenty-ninth
October	10th tenth	20th twentieth	30th thirtieth
November			31st thirty-first
December			

B **Class activity** Go around the room. Make a list of your classmates' birthdays.

A: Anna, when's your birthday?
B: July 21st. When's *your* birthday?

My classmates' birthdays

Anna - July 21st

2 CONVERSATION Happy birthday!

Listen and practice.

Angie: Are you going to do anything exciting this weekend?

Philip: Well, I'm going to celebrate my birthday.

Angie: Fabulous! When is your birthday, exactly?

Philip: It's August ninth - Sunday.

Angie: So what are your plans?

Philip: Well, my friend Kayla is going to take me out for dinner.

Angie: Nice! Is she going to order a cake?

Philip: Yeah, and the waiters are probably going to sing "Happy Birthday" to me. It's so embarrassing.



5 PRONUNCIATION Reduction of going to

A Listen and practice. Notice the reduction of **going to** to /gəneɪ/.

A: Are you **going to** have a party? A: Are you **going to** go to a restaurant?
 B: No, I'm **going to** go out with a friend. B: Yes. We're **going to** go to Nick's Café.

B Pair work Ask your partner about his or her weekend plans. Try to reduce **going to**.

6 LISTENING Evening plans

A It's 5:30 P.M. What are these people's evening plans? Write your guesses in the chart.

B Listen to the interviewer ask these people about their plans. What are they really going to do? Complete the chart.



Michelle Kevin Robert Jane

Your guess	What they're really going to do
Michelle <i>is going to go to the gym</i>	Michelle <i>is going to run</i>
Kevin <i>is going to listen to music</i>	Kevin <i>is going to play video games</i>
Robert <i>is going to go home</i>	Robert <i>is going to work</i>
Jane <i>she is going to listen to music</i>	Jane <i>is going to listen to jazz</i>

7 SNAPSHOT

Listen and practice.

Holidays in the U.S.

New Year's Day	Valentine's Day	Independence Day	Halloween	Thanksgiving	Christmas
January 1st	February 14th	July 4th	October 31st	Fourth Thursday in November	December 25th

Source: The Concise Columbia Encyclopedia

Do you celebrate any of these holidays? How do you celebrate them?
 What are some holidays in your country? What's your favorite holiday?

8 CONVERSATION *Have a good Valentine's Day.*

Listen and practice.

- Mona: So, Tyler, are you going to do anything special for Valentine's Day?
 Tyler: Yeah, I'm going to take my girlfriend out for dinner.
 Mona: Oh, really? Where are you going to go?
 Tyler: Laguna's. It's her favorite restaurant.
 Mona: Oh, she's going to like that!
 Tyler: How about you? What are you going to do?
 Mona: Well, I'm not going to go to a restaurant, but I am going to go to a dance.
 Tyler: Sounds like fun. Well, have a good Valentine's Day.
 Mona: Thanks. You, too.



9 GRAMMAR FOCUS

Wh-questions with be going to

What are you going to do for Valentine's Day?

I'm going to go to a dance.

I'm not going to go to a restaurant.

Where are you going to go?

We're going to go to Laguna's.

We're not going to stay home.

How are you going to get there?

We're going to drive.

We're not going to take a bus.

Who's going to be there?

My friends are going to be there.

My sister isn't going to be there.

A Complete this conversation with the correct form of *be going to*. Then practice with a partner.

- A: What are you going to do (do) for Halloween?
 B: I don't know. I am not going to do (not do) anything special.
 A: Well, Pat and I are going to (have) a party. Can you come?
 B: Sure! Where are you going to (have) the party?
 A: It is going to be (be) at Pat's house.
 B: What time is the party going to start (start)?
 A: At 6:00. And it is going to end (end) around midnight.
 B: Who are you going to invite (invite)?
 A: We are going to (ask) all our good friends.

B Group work Ask your classmates about their plans. Use the time expressions in the box.

- A: What are you going to do tonight?
 B: I'm going to go to a party.
 C: Oh, really? Who's going to be there?
 B: Well, Lara and Rosa are going to come. But Jeff isn't going to be there. . .











time expressions

tonight	next week
tomorrow	next month
tomorrow night	next summer

What are you going to do? • 75

interchange 11 **GUESSING GAME**

A Pair work Is your partner going to do any of these things? Check (✓) your guesses.

Is your partner going to . . . ?		My guesses		My partner's answers	
		Yes	No	Yes	No
1. watch television tonight		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. study English this evening		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. use a computer tomorrow		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. cook dinner tomorrow night		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. go out with friends this weekend		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. eat at a restaurant this weekend		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. go to the gym next week		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. buy something expensive this month		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. go on a trip next month		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. visit family next summer		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Pair work Ask and answer questions to check your guesses.

A: Are you going to watch television tonight?

B: Yes, I am. I'm going to watch a movie.

C Class activity How many of your guesses are correct?
Who has the most correct guesses?