



AN ANALYSIS OF INTERACTIONS
IN ENGLISH AS A FOREIGN LANGUAGE
CLASSROOMS IN MEXICO:
Implications of classroom behaviour and beliefs
for speaking practice

by

EDGAR EMMANUELL GARCIA PONCE

A thesis submitted to
the University of Birmingham
for the degree of
DOCTOR OF PHILOSOPHY

Department of English Language and Applied Linguistics
School of English, Drama and American & Canadian Studies
College of Arts and Law
University of Birmingham
May 2016

UNIVERSITY OF
BIRMINGHAM

University of Birmingham Research Archive

e-theses repository

This unpublished thesis/dissertation is copyright of the author and/or third parties. The intellectual property rights of the author or third parties in respect of this work are as defined by The Copyright Designs and Patents Act 1988 or as modified by any successor legislation.

Any use made of information contained in this thesis/dissertation must be in accordance with that legislation and must be properly acknowledged. Further distribution or reproduction in any format is prohibited without the permission of the copyright holder.

ABSTRACT

This study set out to explore the nature of classroom interactions in which English as a foreign language (EFL) teachers and learners from a Mexican university engaged to practise speaking at three proficiency levels. Throughout a five-year programme, learners in this context are trained to become EFL teachers or translators, and are also expected to learn the language skills (speaking, writing; reading, listening) to an advanced proficiency level (UAEM, 2010). In a previous study conducted in the same context (García Ponce, 2011), learners were found to obtain passing grades in speaking tests, but were perceived to develop a low oral competence which deters them from communicating. Through a context-based approach, the current study aims to investigate the factors that may be limiting these learners from obtaining more effective speaking skills.

The collected data consist of interactional data (from recorded classroom observations) and elicited data (from teacher interviews and learner focus groups and questionnaires). Through a quantitative and qualitative analysis, the study draws attention to the role of the participants' teaching and learning ideologies in language learning outcomes, showing how the teachers' and learners' diverse and sometimes conflicting beliefs shaped the structure and nature of the EFL classroom interactions and speaking practice. In particular, the teachers' and learners' interactional- and teaching and learning-related choices and beliefs were found to influence three aspects of learner talk measured in this study: oral performance, use of discourse functions, and negotiations of meaning.

This study concludes that the teachers and learners need support from inside and outside their classrooms to break away from existing pedagogical beliefs and interactional

behaviour to try new approaches which might be more beneficial for developing the learners' speaking skills. It thus suggests some pedagogical implications which may enhance the classroom interactions during speaking practice.

DEDICATIONS

Dedicada a **mis tres pilares en la vida:**

Chey Ponce,

Tanya Lizzeth y Julián Prianti

ACKNOWLEDGEMENTS

A mis tres fuerzas omnipresentes y omnipotentes:
Mi Dios, Virgen de Guadalupe y San Judas Tadeo

Chey Ponce

Gracias gorda por siempre ser el genio que cumple cada uno de mis deseos; por velar cada uno de mis sueños y por siempre apoyarme en todas mis decisiones. La fortaleza y carácter noble que te caracterizan han sido para mí mis mayores ejemplos para lograr con humildad y con fuerza cada proyecto que me propongo.

Tanya Lizzeth

Baby, este logro es el resultado del apoyo que siempre me has brindado. Eres el ejemplo que siempre he seguido y la admiración de quien siempre he tenido. Siempre estaré agradecido con Dios y con la vida por ponerte en mi camino como hermana pero, sobre todo, como mi mejor amiga de toda la vida.

Julián Prianti

Pollito, tú más que nadie supo lo significó todo este proceso. Alegrabas mi camino y calmabas mis temores. Gracias por estar siempre conmigo en las buenas como en las malas, apoyando incondicionalmente cada una de mis decisiones. Espero que la vida me dé la oportunidad de regresarte mucho de lo que siempre me das.

Dr. Caroline Tagg

It is hard to express with words how grateful I am for all the learning and experience that I gained from you during these four years. It was not an easy journey, but it worked thanks to you. Thanks very much for having supported every decision, and guided me throughout this process.

Dr. Neomy Storch

Thanks very much for being the light that guided my path. I am so thankful for the opportunity of having worked under your supervision not only because my research improved significantly, but also because you taught me that there is a human side in this field.

I would like to express my very sincere thanks to Professor Steve Walsh and Dr. Gareth Carrol for their invaluable feedback on this project. I also take the opportunity to thank all the teachers and learners that made this study possible, and Dr. Virna Velázquez for always having time to listen to my concerns. This thesis represents the deepest gratitude that I will always feel towards La Facultad de Lenguas and La Universidad Autónoma del Estado de México.

LIST OF ABBREVIATIONS

SLA	second language acquisition
FLI	foreign language interaction
TLI	teacher-led interaction
PI	peer interaction
EFL	English as a foreign language
FL	foreign language
NNS	non-native speaker/speaking
NN	native speaker/speaking
ZPD	zone of proximal development

TABLE OF CONTENTS

CHAPTER ONE INTRODUCTION

1.1 General aim of the thesis	1
1.2 Definitions	1
1.2.1 Foreign Language Interaction: definitions	1
1.3 Background to the thesis	3
1.3.1 Foreign Language Interaction: background and rationale	3
1.3.2 Foreign Language Interaction: motivations of the thesis	5
1.4 Purpose of the thesis	7
1.4.1 Objectives	7
1.4.2 Research questions	8
1.5 Outline of the thesis	9

CHAPTER TWO LITERATURE REVIEW: Input, interaction and output

2.1 Introduction	13
2.2 Input Hypothesis	14
2.2.1 Empirical research into modified input	18
2.3 Interaction Hypothesis	20
2.3.1 Empirical research into interactionally-modified input	24
2.4 Output Hypothesis	27
2.4.1 Empirical research into modified output	29
2.5 Sociocultural theory and development	31
2.5.1 Zone of Proximal Development and Scaffolding	32
2.5.2 The social nature of foreign language learning	35
2.6 Chapter summary	37

CHAPTER THREE
LITERATURE REVIEW:
Classroom interactions

3.1 Introduction	40
3.2 The nature of classroom interactions	41
3.3 Teacher-led classroom interactions	42
3.3.1 Questions	45
3.3.2 Corrective feedback and follow-up moves	48
3.3.3 Speech modifications	51
3.4 Learner participation, motivation and competence	53
3.4.1 Oral performance	56
3.4.2 Discourse competence	59
3.4.3 Interactional competence	61
3.5 Peer-led interactions	65
3.6 Chapter summary	67

CHAPTER FOUR
LITERATURE REVIEW:
Teacher and learner beliefs

4.1 Introduction	69
4.2 Teacher beliefs	70
4.3 Learner beliefs	75
4.4 Chapter summary	78

CHAPTER FIVE
APPROACH, METHODS AND DATA

5.1 Introduction	80
5.2 Context-based approach	81
5.3 Research site	84

5.4 Curriculum.....	87
5.5 Pilot study.....	88
5.6 Main study.....	94
5.6.1 Ethics procedures.....	94
5.6.2 Participants.....	96
5.6.2.1 Participant learners.....	96
5.6.2.2 Participant teachers.....	97
5.6.3 Mixed methods and data collection procedures.....	98
5.6.3.1 Recorded observations.....	99
5.6.3.2 Questionnaires.....	100
5.6.3.3 Interviews.....	102
5.6.3.4 Focus groups.....	104
5.6.4 Data processing and transcriptions.....	105
5.6.4.1 Delimiting the interactional data.....	106
5.6.4.2 Teacher-led interactions.....	108
5.6.4.3 Peer interactions.....	110
5.6.5 Data analysis.....	112
5.6.5.1 Interactional data.....	112
5.6.5.2 Elicited data.....	113
5.6.6 Objectivity, credibility and replicability of the study.....	115
5.7 Chapter summary.....	116

CHAPTER SIX

THE FISFLI

6.1 Introduction.....	119
6.2 Speech unit.....	121
6.3 Nature of the FLIs.....	124
6.3.1 IRF pattern.....	124
6.3.2 Teacher-initiated exchanges.....	126
6.3.3 Teachers' questions.....	128
6.3.4 Turn length.....	130
6.3.5 Amount of talk.....	132

6.4 Learner talk.....	132
6.4.1 Discourse functions	133
6.4.2 Oral performance.....	137
6.4.3 Negotiations of meaning.....	141
6.4.4 Length of responses.....	146
6.5 Chapter summary.....	147

CHAPTER SEVEN

THE ANALYSIS:

Interactional data

7.1 Introduction	149
7.2 Nature of the FLIs	151
7.2.1 IRF patterns	151
7.2.2 Teaching exchanges.....	152
7.2.3 Questions and responses.....	154
7.2.4 Turn length and amount of talk	158
7.3 Learner talk.....	164
7.3.1 Fluency	165
7.3.2 Complexity	171
7.3.3 Accuracy.....	176
7.3.4 Patterns of oral performance.....	181
7.3.5 Discourse functions	187
7.3.6 Negotiations of meaning.....	195
7.3.6.1 Nature and patterns of negotiations of meaning.....	201
7.4 Chapter summary.....	206

CHAPTER EIGHT

THE ANALYSIS:

Elicited data

8.1 Introduction	210
8.2 Objectives and implementation of speaking practice	212
8.3 Beliefs around teacher-led speaking practice and oral competence	215
8.4 Perceived limitations to speaking practice	219
8.4.1 Beliefs about large class size and question-answer routines	222
8.4.2 Beliefs about class time constraints.....	226
8.4.3 Perceived reliance on textbooks and activities for language certifications	229
8.4.4 Perceived prioritising of certain language skills and grammar practice.....	233
8.5 Beliefs around peer interactions for speaking practice.....	239
8.6 Beliefs around negative feedback during speaking practice	244
8.7 Effects of teachers' and learners' beliefs on interactions for speaking practice	247
8.8 Chapter summary.....	251

CHAPTER NINE

DISCUSSIONS

9.1 Introduction	254
9.2 Learner talk during speaking practice	255
9.2.1 Fluency and complexity	256
9.2.2 Accuracy.....	259
9.2.3 Discourse functions	263
9.2.4 Negotiations of meaning.....	266
9.2.4.1 Nature of negotiations of meaning	270
9.2.5 Summary.....	276
9.3 The role of teacher and learner beliefs	277
9.3.1 Teacher and learner beliefs.....	278
9.3.2 Influence of teacher and learner beliefs on speaking practice.....	280
9.3.3 Summary.....	285
9.4 Chapter summary.....	286

CHAPTER TEN
CONCLUSIONS

10.1	Review and aims of the study	289
10.2	Nature of speaking practice in the three EFL classrooms	290
10.3	Pedagogical implications	295
10.3.1	Teacher workshop 1	301
10.3.2	Teacher workshop 2	311
10.3.3	Learner reflective tool	318
10.3.4	Suggestions for pre-service teaching	321
10.4	Contributions, limitations and future research	323
REFERENCES		326
APPENDICES		355

LIST OF FIGURES

Figure 2.1	<i>Long's Interaction Hypothesis</i>	20
Figure 6.1	<i>Turns divided by clauses in FLI (basic level)</i>	122
Figure 6.2	<i>Complex turns in terms of discourse functions</i>	136
Figure 10.1	<i>Speaking practice at the three proficiency levels</i>	292
Figure 10.2	<i>A top-down and bottom-up perspective of scaffolding</i>	296
Figure 10.3	<i>Process for scaffolded speaking practice</i>	298
Figure 10.4	<i>Sample 1 of awareness-raising activity concerning beliefs</i>	302
Figure 10.5	<i>Sample 2 of awareness-raising activity concerning beliefs</i>	304
Figure 10.6	<i>Learners' oral performance in the scaffolded speaking practice</i>	306

LIST OF TABLES

Table 1.1	<i>Results of diagnosis tests in 2009</i>	6
Table 4.1	<i>Definitions of the word 'belief'</i>	71
Table 5.1	<i>Description of English courses</i>	85
Table 5.2	<i>Objectives of curriculum regarding the learners' abilities</i>	87
Table 5.3	<i>Final transcription conventions</i>	90
Table 5.4	<i>Learners' objectives for learning English</i>	96
Table 5.5	<i>Summary of teachers' language and teaching background</i>	97
Table 5.6	<i>Aims of questions in learner questionnaire</i>	101
Table 5.7	<i>Aims of questions in teacher interviews</i>	102
Table 5.8	<i>Aims of questions in learner focus groups</i>	104
Table 5.9	<i>Interactional data</i>	107
Table 5.10	<i>Information summary of TLIs</i>	109
Table 5.11	<i>Information summary of PIs</i>	111
Table 6.1	<i>Framework of Interactional Strategies in FLI</i>	120
Table 6.2	<i>the AS-unit and specifications</i>	123
Table 6.3	<i>Free teacher-initiated exchanges</i>	126
Table 6.4	<i>Bound teacher-initiated exchanges</i>	127
Table 6.5	<i>Short turns in the FLIs</i>	130
Table 6.6	<i>Long turns in the FLIs</i>	131
Table 6.7	<i>Measure for amount of talk in the TLIs</i>	132
Table 6.8	<i>17 discourse functions</i>	133
Table 6.9	<i>Measures for fluency levels</i>	138
Table 6.10	<i>Measures for complexity levels</i>	139
Table 6.11	<i>Measures for accuracy levels</i>	140
Table 6.12	<i>Measures for learners' length of answers</i>	146
Table 7.1	<i>IRF pattern in FLIs at the three proficiency levels</i>	151
Table 7.2	<i>Teaching exchanges in FLIs at the three proficiency levels</i>	152
Table 7.3	<i>Total number of questions in FLIs at the three proficiency levels</i>	154
Table 7.4	<i>Kind of questions in FLIs at the three proficiency levels</i>	155

Table 7.5	<i>Learners' responses to display and referential questions: fluency and complexity</i>	157
Table 7.6	<i>Teachers' and learners' turns in FLIs</i>	158
Table 7.7	<i>Teachers' and learners' short and long turns in the FLIs</i>	159
Table 7.8	<i>Amount of talk in TLIs (basic level)</i>	160
Table 7.9	<i>Amount of talk in TLIs (intermediate level)</i>	161
Table 7.10	<i>Amount of talk in TLIs (advanced level)</i>	161
Table 7.11	<i>Learners' fluency levels in TLIs (basic level)</i>	166
Table 7.12	<i>Learners' fluency levels in PIs (basic level)</i>	166
Table 7.13	<i>Learners' fluency levels in TLIs (intermediate level)</i>	167
Table 7.14	<i>Learners' fluency levels in PIs (intermediate level)</i>	168
Table 7.15	<i>Learners' fluency levels in TLIs (advanced level)</i>	169
Table 7.16	<i>Learners' fluency levels in PIs (advanced level)</i>	169
Table 7.17	<i>Learners' complexity levels in TLIs (basic level)</i>	171
Table 7.18	<i>Learners' complexity levels in PIs (basic level)</i>	172
Table 7.19	<i>Learners' complexity levels in TLIs (intermediate level)</i>	173
Table 7.20	<i>Learners' complexity levels in PIs (intermediate level)</i>	174
Table 7.21	<i>Learners' complexity levels in TLIs (advanced level)</i>	174
Table 7.22	<i>Learners' complexity levels in PIs (advanced level)</i>	175
Table 7.23	<i>Learners' accuracy levels in TLIs (basic level)</i>	176
Table 7.24	<i>Learners' accuracy levels in PIs at basic level)</i>	177
Table 7.25	<i>Learners' accuracy levels in TLIs (intermediate level)</i>	178
Table 7.26	<i>Learners' accuracy levels in PIs (intermediate level)</i>	179
Table 7.27	<i>Learners' accuracy levels in TLIs (advanced level)</i>	180
Table 7.28	<i>Learners' accuracy levels in PIs (advanced level)</i>	180
Table 7.29	<i>Total number of discourse functions in the FLIs</i>	187
Table 7.30	<i>Discourse functions in TLIs (basic level)</i>	188
Table 7.31	<i>Discourse functions in PIs (basic level)</i>	188
Table 7.32	<i>Discourse functions in TLIs (intermediate level)</i>	190
Table 7.33	<i>Discourse functions PIs (intermediate level)</i>	190
Table 7.34	<i>Discourse functions in TLIs (advanced level)</i>	191
Table 7.35	<i>Discourse functions PIs (advanced level)</i>	192

Table 7.36	<i>Negotiations of meaning in TLIs (basic level)</i>	196
Table 7.37	<i>Negotiations of meaning in PIs (basic level)</i>	197
Table 7.38	<i>Negotiations of meaning in TLIs (intermediate level)</i>	198
Table 7.39	<i>Negotiations of meaning in PIs (intermediate level)</i>	198
Table 7.40	<i>Negotiations of meaning in TLIs (advanced level)</i>	199
Table 7.41	<i>Negotiations of meaning in PIs (advanced level)</i>	200
Table 7.42	<i>Summary of findings into learner talk during speaking practice</i>	209
Table 8.1	<i>Perceived benefits of practising speaking</i>	214
Table 8.2	<i>Perceived improvement of speaking skills during the semester</i>	218
Table 8.3	<i>Learners' perceptions about limitations for speaking practice</i>	220
	<i>(questionnaires)</i>	
Table 8.4	<i>Most practised language skills (questionnaires)</i>	234
Table 8.5	<i>Skills that should be practised more</i>	234
Table 8.6	<i>Most common kind of interaction for speaking practice</i>	239
Table 9.1	<i>Focus of TLIs and PIs at the three proficiency levels</i>	283
Table 10.1	<i>Summary of findings for presentation</i>	305

LIST OF APPENDICES

Appendix 1	<i>Information sheet (pilot study)</i>	355
Appendix 2	<i>Confidentiality and consent sheet (pilot study)</i>	356
Appendix 3	<i>Initial transcription conventions</i>	357
Appendix 4	<i>Question guide: learner interview (pilot study)</i>	358
Appendix 5	<i>Question guide: teacher interview (pilot study)</i>	359
Appendix 6	<i>Learner questionnaire (pilot study)</i>	360
Appendix 7	<i>Teacher questionnaire (pilot study)</i>	362
Appendix 8	<i>Information sheet (main study).</i>	364
Appendix 9	<i>Confidentiality and consent sheet</i>	365
Appendix 10	<i>Learner questionnaire (main study)</i>	366
Appendix 11	<i>Question guide: teacher interviews</i>	369
Appendix 12	<i>Question guide: second teacher interviews</i>	371
Appendix 13	<i>Question guide: learner focus groups</i>	372
Appendix 14	<i>Framework of Interactional Strategies in Foreign Language Interaction: Nature of the FLIs</i>	374
Appendix 15	<i>Framework of Interactional Strategies in Foreign Language Interaction: Learner talk</i>	375
Appendix 16	<i>Categories from interviews and focus groups</i>	377
Appendix 17	<i>Statements and extracts for activity</i>	379

LIST OF APPENDICES (CD)

Appendix 18	<i>Transcript of interview: María (basic level).</i>	1
Appendix 19	<i>Transcript of first interview: Tanya (intermediate level)</i>	9
Appendix 20	<i>Transcript of second interview: Tanya (intermediate level)</i>	20
Appendix 21	<i>Transcript of first interview: Aranza (advanced level)</i>	27
Appendix 22	<i>Transcript of second interview: Aranza (advanced level)</i>	34
Appendix 23	<i>Transcript of focus group: basic level</i>	39
Appendix 24	<i>Transcript of focus group: intermediate level</i>	53
Appendix 25	<i>Transcript of focus group: advanced level</i>	68
Appendix 26	<i>Transcript: FLI (basic level)</i>	82
Appendix 27	<i>Transcript: FLI (intermediate level)</i>	108
Appendix 28	<i>Transcript: FLI (advanced level)</i>	139
Appendix 29	<i>Transcript: TLI 1 (basic level)</i>	153
Appendix 30	<i>Transcript: TLI 2 (basic level)</i>	154
Appendix 31	<i>Transcript: TLI 3 (basic level)</i>	157
Appendix 32	<i>Transcript: TLI 4 (basic level)</i>	161
Appendix 33	<i>Transcript: TLI 5 (basic level)</i>	165
Appendix 34	<i>Transcript: TLI 1 (intermediate level)</i>	167
Appendix 35	<i>Transcript: TLI 2 (intermediate level)</i>	172
Appendix 36	<i>Transcript: TLI 3 (intermediate level)</i>	177
Appendix 37	<i>Transcript: TLI 4 (intermediate level)</i>	185
Appendix 38	<i>Transcript: TLI 1 (advanced level)</i>	188
Appendix 39	<i>Transcript: TLI 2 (advanced level)</i>	190
Appendix 40	<i>Transcript: PI 1 (basic level)</i>	193
Appendix 41	<i>Transcript: PI 2 (basic level)</i>	196
Appendix 42	<i>Transcript: PI 3 (basic level)</i>	200
Appendix 43	<i>Transcript: PI 4 (basic level)</i>	202
Appendix 44	<i>Transcript: PI 5 (basic level)</i>	209
Appendix 45	<i>Transcript: PI 6 (basic level)</i>	216
Appendix 46	<i>Transcript: PI 1 (intermediate level)</i>	221
Appendix 47	<i>Transcript: PI 2 (intermediate level)</i>	225

Appendix 48	<i>Transcript: PI 3 (intermediate level)</i>	229
Appendix 49	<i>Transcript: PI 4 (intermediate level)</i>	233
Appendix 50	<i>Transcript: PI 5 (intermediate level)</i>	239
Appendix 51	<i>Transcript: PI 6 (intermediate level)</i>	245
Appendix 52	<i>Transcript: PI 1 (advanced level)</i>	251
Appendix 53	<i>Transcript: PI 2 (advanced level)</i>	259
Appendix 54	<i>Transcript: PI 3 (advanced level)</i>	268
Appendix 55	<i>Transcript: PI 4 (advanced level)</i>	275
Appendix 56	<i>Transcript: PI 5 (advanced level)</i>	278
Appendix 57	<i>Transcript: PI 6 (advanced level)</i>	282

CHAPTER ONE

INTRODUCTION

1.1 General aim of the thesis

The general aim of this thesis is to explore the interactions that teachers and learners at basic, intermediate and advanced levels carried out to practise speaking at the Faculty of Languages at the Autonomous University of the State of Mexico (UAEMex). In particular, the thesis aims to investigate the factors that hinder the teachers and learners in this context from engaging in more effective interactions and thus developing learners' speaking skills. By achieving these aims, it attempts to determine how the effectiveness of interactions in foreign language (FL) classrooms is shaped by these factors. It also intends to suggest context-sensitive pedagogical implications which may enhance the classroom interactional behaviour during speaking practice.

1.2 Definitions

1.2.1 Foreign Language Interaction: definitions

At this stage, it is useful to define a number of relevant concepts related to how a language can be learned depending on its setting. Language learning settings are often divided into the categories of immersion, second language and foreign language (Richards & Schmidt, 2002: 472). In immersion settings, teachers, who have traditionally tended to be native speakers (NSs), and learners use the language as a means of communication; the goal is

not to teach formally the language but academic subjects (Lenker & Rhodes, 2007: 1). In second language settings, the target language plays a major role in a particular country or region (Richards & Schmidt, 2002: 472); the language is learned for survival purposes. In the case of foreign language settings, the target language is not the native language in a particular country or region (Borg, 2006: 4; Richards and Schmidt, 2002: 206); classroom interactions in these settings are believed to be the only opportunity for learners to practise the target language (Dinçer & Yeşilyurt, 2013: 88; Philp & Tognini, 2009: 247; Yoshida, 2013a: 371).

Recently, it has been suggested that research has mainly focused on classroom interactions carried out in immersion and second language settings (Philp & Tognini, 2009: 245), leaving considerably unexplored the discourse that is constructed in FL classrooms (Medgyes, 2000: 445), and the role of non-native speaking (NNS) teachers¹ which appear to increasingly lead to classroom interactions (Chun, 2014: 564; Philp & Tognini, 2009: 260). With the aim of filling this research gap, the present study centres the attention on interactions between NNS teachers and learners in foreign language classrooms. Henceforth, the term *foreign language interaction* (FLI) will be used in this thesis to refer to classroom interactions in which English as a foreign language (EFL) teachers and learners engage in order to communicate as well as learn the target language. The term *classroom interaction* will also be used throughout this thesis to refer to interactions between teachers and learners in general.

¹ In language teaching, there has been an advocacy for NNS teachers who are believed to be in an advantageous position of having learned English as a foreign language, and having attained insights into the learners' metalinguistic and cultural needs from the same context (Chun, 2014).

In the research site of this study, FLIs are carried out to serve different teaching and learning purposes (for example, practising the four language skills, grammar, and vocabulary; checking answers of an activity; explaining a grammar structure; and the like) (UAEM, 2010). Moreover, depending on the teachers' teaching style and pedagogical beliefs, speaking is practised in *teacher-led interactions* (TLIs), defined as discussions led by teachers which serve the purpose of practising speaking, and *peer interactions* (PIs), described as interactional discourse that is constructed by learners in pairs or, in a few instances, in trios to practise speaking. According to research literature, teacher-led discourse is typically dominated and controlled by teachers (e.g., a dominance over quantity and quality of talk, turn allocation, aims and topic of interactions, etcetera) (Petek, 2014; Walsh, 2002: 4, 2006: 5-6, 2011: 4). In contrast, peer-led discourse has been claimed to provide learners with greater interactional opportunities than teacher-led discourse (Ellis, 2012; Long & Porter, 1985; McDonough, 2004: 208; Pica & Doughty, 1985b; Storch, 2001: 1). Following these claims, the present study thus explores and compares TLIs and PIs in order to obtain a full picture of how speaking is practised by the teachers and learners in this context.

1.3 Background to the thesis

1.3.1 Foreign Language Interaction: background and rationale

The present study builds on existing arguments that classroom interactions are fundamental to acquiring a language (Allwright, 2000: 6; van Lier, 1988a; Walsh, 2013). During classroom interactions, learners are claimed to practise and develop linguistic knowledge and speaking skills (Allwright, 2000: 6). This is because classroom

interactions are believed to provide learners with opportunities for oral production, well-formed language models, corrective feedback, and interactional adjustments (García Mayo & Pica, 2000: 38). Motivated by these claims, a growing body of theoretical and empirical research has emerged, and has offered various descriptions of how factors, such as interactional patterns, linguistic environments, and role of participants, impact on the process of developing an L2 (van Lier, 2000: 247).

However, it has been recently suggested that classroom interactions are not always conducive to developing learners' speaking skills (Altamiro, 2000: 91; Consolo, 2006; Walsh, 2002). This limitation has been also associated with FL classrooms where learners have been found to be unable to develop speaking skills (Dinçer & Yeşilyurt, 2013: 88), due to the complex nature of interactions (Dinçer & Yeşilyurt, 2013: 88; Tarone, 2005; Walsh, 2002: 3) and limited exposure to comprehensible input and negative feedback (Consolo, 2006; García Mayo & Pica, 2000: 35; Philp & Tognini, 2009: 245; Pica & Doughty, 1985b). The main issue that emerges from these limitations is that FLIs are believed to be mostly learners' opportunities to practise and develop linguistic as well as interactional skills (Dinçer & Yeşilyurt, 2013: 88; Philp & Tognini, 2009: 247; Yoshida, 2013a: 371).

Despite the above evidence, FLIs have been considerably left unexplored by language education research (Medgyes, 2000: 445), whose attention has been focused on interactions in second and immersion language classrooms (Philp & Tognini, 2009: 246). In particular, the research discourse has centred the attention on the talk by native speaking (NS) teachers (Holliday, 2005; Park, 2002: 4), despite the increasingly high number of NNS teachers (Hayes, 2009: 1). In response to these shortcomings, the present

study adopts a context-based approach in exploring the FLIs that teachers and learners in a teacher/translator training programme carry out to practise speaking English (see approach in Chapter Five). The rationale behind this adoption is that a context-based approach facilitates an *in situ* understanding of classroom interactions (Walsh, 2013: 4), and allows for the inclusion of teacher and learner voices in order to determine how the teachers and learners may be assisted in engaging in more effective FLIs.

1.3.2 Foreign Language Interaction: motivations of the thesis

As well as filling a gap in the existing literature, the motivation for this thesis also lies in empirical findings and my own personal experience as a language learner in the same context. The Faculty of Languages is an institution located in the metropolitan area of Mexico, and currently offers a five-year programme aimed at training learners to become language teachers or translators. Alongside the teacher or translator training, learners are expected to master a foreign language (English or French) to an advanced proficiency level. Motivated by a perceived inability of learners to develop the expected FL competence, I qualitatively examined the foreign language planning conducted by administrators, teachers, and learners in this context, and found that there were limitations as to procedures, decision-making and ideologies involved in the planning process (García Ponce, 2011). In particular, I observed a discrepancy in the results of diagnosis exams² administered by the institution, as shown below.

² The passing grade in this faculty is 6.0/10.0.

Table 1.1 *Results of diagnosis tests in 2009* (Taken from García Ponce, 2011: 55)

PET (B1)						
Skill	Speaking	Reading & Writing	Listening	General average		
Average	6.90/10.0	6.70/10.0	6.77/10.0	6.78/10.0		
FCE (B2)						
Skill	Speaking	Writing	Reading	Listening	Use of English	General average
Average	7.95/10.0	6.65/10.0	4.64/10.0	4.67/10.0	5.27/10.0	5.81/10.0
CAE (C1)						
Skill	Speaking	Writing	Reading	Listening	Use of English	General average
Average	6.67/10.0	6.92/10.0	5.81/10.0	3.74/10.0	4.42/10.0	5.49/10.0

Table 1.1 shows that learners obtained the highest averages in the productive skills (speaking and writing). In the case of the receptive skills (reading and listening) and grammar, the results were lower than in the productive skills, not showing passing grades in the FCE and CAE. Surprisingly, despite the passing averages in the speaking section, learners were considerably perceived to be unable to develop speaking skills throughout and at the end of the programme. Therefore, I suggested that the speaking practice and exams in this context were focused on the linguistic rather than interactional competence of learners, and raised the need to explore the speaking practice in greater depth (García Ponce, 2011).

Furthermore, from personal experience taking the teacher training programme in the same context, I observed that my classmates and I, despite five years of studying English as a foreign language, were unable to develop and possess an oral command of English; the main requisite that enables us to work as language teachers (Consolo, 2006: 48) or translators. It is the above empirical findings and my personal experience in the same context that motivate the present study to develop a context-sensitive understanding of the FLIs carried out to practise speaking, and the factors that hinder teachers and learners

from engaging in more effective FLIs during which learners' linguistic as well as interactional competence is promoted. It is worth noting that no research has, to my knowledge, explored the foreign classroom discourse during speaking practice in Mexico, where English is compulsorily learned as an FL in primary, secondary and high school levels (SEP, 2006a).

1.4 Purpose of the thesis

1.4.1 Objectives

As already stated in this chapter, the general objective of this thesis is to explore the FLIs at three proficiency levels with a view to understanding how the teachers and learners can engage in more effective speaking practice for developing learners' linguistic as well as interactional skills. In order to gain a context-sensitive understanding, the present study seeks to explore not only the teachers' and learners' interactional behaviour, but also the role of their beliefs around the FLIs and speaking practice. The aim of exploring teacher and learner beliefs lies behind recent empirical findings which suggest that beliefs can either enhance or hinder language learning (Alanen, 2003, in Barcelos & Kalaja, 2011: 281), by shaping the way teachers and learners interactionally behave (Borg, 2006, Borg & Burns, 2008: 458; Ghasembold & Hashim, 2013; Graham, Santos & Francis-Brophy, 2014: 44; Inozu, 2011: 646; Richardson, 1996), and the degree of learner involvement during interactions (Aragão, 2011; Ellis, 2008; Inozu, 2011; Morita, 2004; Peng, 2011; Yang & Kim, 2011; White, 2008; Yoshida, 2013a). In particular, the study aims to examine the effects of their beliefs and interactional behaviour on three aspects of learner

talk in the TLIs and PIs: oral performance, discourse functions, and negotiations of meaning.

1.4.2 Research questions

In order to meet the objectives outlined in the previous section, the thesis is guided by the following research questions (RQs):

- RQ1 What are the instructional, interactional and perceptual factors that influence the development of learners' speaking skills during speaking practice at the three proficiency levels?
- RQ2 What is the likely impact of teaching and interactional patterns on learner talk, namely, learners' oral performance, discourse functions, and negotiations of meaning, during speaking practice across proficiency levels?
- RQ3 What beliefs do teachers and learners at the three proficiency levels seem to have about classroom interactions and, particularly, speaking practice?
- RQ4 How and to what extent do teachers' and learners' beliefs appear to influence teaching and learning practices and interactional patterns during speaking practice?
- RQ5 What are the implications of the above for designing more effective classroom interactions, learning activities and teaching practices for speaking practice?

As shown above, RQ1 seeks to develop an understanding of the factors that shape the acquisition of the learners' linguistic and interactional skills during speaking practice at the three proficiency levels. In order to address this RQ, the present study explores the likely impact of teaching and interactional behaviour during speaking practice on the learners' performance (RQ2), by investigating the learners' oral performance (i.e. the fluency, complexity and accuracy of their utterances), use of discourse functions and

opportunities to engage in negotiations of meaning. Moreover, it examines the teachers' and learners' beliefs around their teaching and learning context (RQ3), and how these beliefs have an impact on teaching and learning practices and interactional patterns during speaking practice (RQ4). The final RQ5 explores the implications of RQs 1-4 for designing more effective speaking practice in the university's teacher/translator training programme in order to promote learner achievement.

1.5 Outline of the thesis

This chapter has presented an overview of the study, including relevant definitions, its background and rationale, motivations, objectives and research questions. In Chapters Two to Four, this thesis goes on to look at an existing body of literature into classroom interactions. Namely, Chapter Two positions the current study into classroom interactions by providing a review of relevant theoretical as well as empirical research. Drawing on interactionist and sociocultural perspectives, the chapter argues that language acquisition is fostered when learners are assisted in raising input comprehensibility, and engage in interactions during which language learning is co-constructed. However, it highlights that a large amount of language research has failed to acknowledge the role of FLIs between NNS teachers and FL learners, or has generalised findings under controlled classroom conditions. Chapter Three discusses the nature of classroom interactions, and how it is shaped by locally-situated needs, classroom interactional behaviour and learner involvement. Chapter Four is to some extent an extension of Chapter Three, in that it discusses the teachers' and learners' beliefs as factors that also influence interactional behaviour and thus learning outcomes. In short, Chapters Three and Four put forward the

argument that researchers, teachers and learners should take into account instructional, interactional and perceptual factors that play a significant role in classroom interactions in order to develop an ecological understanding (van Lier, 2000: 11, in Walsh, 2013: 4) and context-sensitive pedagogy (Kumaravadivelu, 2001; Pajares, 1992; Walsh, 2013), and ensure learner achievement.

Chapter Five describes the context-based approach that the present study adopts to develop a contextually fine-tuned understanding of the teachers' and learners' interactional patterns and beliefs around speaking practice. In this chapter, background information about the study is firstly outlined: its context, the curriculum, and a pilot study, which was conducted in the same context as an initial exploration of the FLIs, participants' beliefs, and methodological procedures for the main study. The chapter then describes how the main study was implemented by providing detailed information about ethical procedures, participants, research tools, and how the data were processed and analysed. The chapter concludes by discussing issues concerning the objectivity, credibility and replicability of the study.

Chapter Six introduces the Framework of Interactional Strategies in Foreign Language Interaction (FISFLI) which was designed and used in this study to explore the nature of the FLIs, and its influence on some aspects of teacher and learner talk. This chapter begins by addressing issues related to the finiteness, operationality and objectivity of the FISFLI. It then describes the process of choosing an appropriate speech unit that facilitated the exploration of the teacher and learner talk according to the aims of the FISFLI. The chapter also provides detailed information about the interactional strategies included in

the framework, drawing on examples from the data, and the calculations made to measure the classroom talk.

With the aim to address the five RQs, Chapters Seven and Eight describe the analysis of the interactional and elicited data. Chapter Seven discusses the results of the nature of the FLIs, involving IRF patterns, teacher-initiated exchanges, questions and length of learners' responses, and amount of classroom talk. It also discusses the results of three aspects of learner talk: oral performance, discourse functions and negotiations of meaning. Chapter Eight discusses the teachers' and learners' beliefs around speaking practice. In this chapter, the discussions centre on beliefs about locally-situated needs, and how these beliefs, alongside other perceived immediate demands, were felt by the teachers and learners to influence teaching and interactional behaviour which was not entirely consistent with the pedagogic ideologies that they endorsed. The chapter concludes by summarising the findings, and suggesting further actions.

Chapter 9 aims to illuminate the likely impact of classroom interaction patterns, learning activities and teaching practices on learners' acquisition of speaking competence. It begins by discussing the effectiveness of the speaking practice in terms of learner speaking competence, involving learners' oral performance, use of discourse functions, and opportunities to negotiate meaning. It then discusses the teachers' and learners' beliefs about locally-situated needs and other perceived immediate demands, paying closer attention to how these perceptual factors played a role in shaping classroom interaction patterns, learning activities, and teaching practice. The chapter concludes by summarising the findings, and discussing implications for designing more effective interactions for the speaking practice in this context.

The concluding Chapter Ten firstly reviews the present study, and draws the findings together for all the research questions. It secondly suggests pedagogical implications which may encourage the teachers and learners to carry out more effective interactions for speaking practice. The chapter concludes by discussing the limitations of the study and directions for future research.

CHAPTER TWO

LITERATURE REVIEW:

Input, interaction and output

2.1 Introduction

In recent years, there has been an increasing interest in classroom interactions since they are claimed to be a medium that forms the basis for language development (Gass, 2003: 234; Long, 1996; Walsh, 2011: 2). Following this claim, interactionist theories have emerged in support of classroom interactions as a source of *comprehensible input* (CI) (see Gass, 1988; Hatch, 1978; Krashen, 1982; Long, 1983, 1996; Schmidt, 1990; Swain, 1985, 2005); target language data or information that is understandable and fine-tuned to learners' level of comprehension during teacher-led (Krashen, 1982; Swain, 1985; 2005; Long, 1996) and peer interactions (Long & Porter, 1985; Pica, Lincoln-Porter, Paninos, & Linnell, 1996b; Swain, 2005). In order to test the main arguments of the interactionist theories, a large number of empirical studies has set out to investigate the role of linguistic environments in raising input comprehensibility.

Chapter Two reviews the theoretical as well as empirical research into the value of classroom interactions, and shortcomings for the study of foreign language interactions (FLIs). In particular, the aim of Sections 2.2, 2.3 and 2.4 is to position the current study alongside interactionist perspectives from three prominent hypotheses (i.e., the Input Hypothesis by Krashen, 1982; the revised Interaction Hypothesis by Long, 1996; and the

revisited Output Hypothesis by Swain, 2005). Each section is followed by empirical evidence which supports and in some cases questions their main arguments (Sections 2.2.1, 2.3.1 and 2.4.1), respectively. The chapter concludes by providing a brief discussion of sociocultural theory and its main tenets, namely, the social nature of learning, mediation, the Zone of Proximal Development (ZPD), and scaffolding, which this study refers to in the explorations of the FLIs and pedagogical implications.

The main argument put forward throughout this chapter is that, despite claims that classroom interactions are essential in developing a target language, the research discourse has failed to investigate the extent to which FLIs and the talk by non-native speaking (NNS) teachers and learners play a role in increasing input comprehensibility, and developing a target language in foreign language (FL) classrooms (see Medgyes, 2000: 445; Philp & Tognini, 2009: 245). It is this research gap that the present study aims to fill by exploring the FLIs and factors that shape their effectiveness. The chapter concludes by providing a summary and suggestions for further investigation.

2.2 Input Hypothesis

The Input Hypothesis is the central part of Krashen's (1982) SLA theory. This hypothesis addresses the question of how we acquire language by arguing that second language acquisition (SLA) takes place when learners are exposed to language *input* which will eventually become understandable to them (Allwright & Bailey, 1991: 120). In order to foster SLA, Krashen (1982: 21-22) argues that four conditions have to be met:

1st condition: “The Input Hypothesis relates to *acquisition*, not *learning*³.”

For Krashen (1982: 10), *acquisition* refers to a subconscious process during which learners are not aware of the fact that they are acquiring language; they are only aware of the fact that they are using the language for communication purposes. In contrast, *learning* stands for conscious knowledge of a second language which enables learners to talk about language and the processes involved (Krashen, 1982: 10). In the first condition, Krashen (1982) points out that the Input Hypothesis advocates for classroom communication following an *acquisition* process in order for learners to “access the same language acquisition device that children use” (p. 10).

2nd condition: “We acquire by understanding language that contains structure a bit beyond our current level of competence ($i + 1$). This is done with the help of context or extra-linguistic information.”

The second condition argues that language acquisition is promoted when learners are exposed to CI that is one step beyond their current stage of linguistic competence (i.e., interlanguage). In order to attain this, Krashen (1982: 22) suggests that CI can be assisted by the linguistic environment or extra-linguistic information, for example, teachers’ use of pedagogical aids (Krashen, 1982: 25). In particular, Krashen (1982: 22-23) argues that the talk by native speaking (NS) teachers, which resembles the talk directed and modified by a caretaker to children (Krashen, 1982, 22 - 23), assists learners’ input comprehensibility.

³ For the sake of avoiding misunderstanding between Krashen’s notions of *acquisition* and *learning* and the terms ‘acquisition’ and ‘learning’ commonly used in teaching, I will make the distinction by using Krashen’s notions in italics and in roman type the common uses of the terms in teaching.

3rd condition: “When communication is successful, when the input is understood and there is enough of it, $i + 1$ will be provided automatically.”

Drawing on the arguments of the two previous conditions, Krashen (1982: 22) in the third condition contends that language acquisition takes place when communication follows an *acquisition* process during which learners are exposed to a large amount of CI.

4th condition: “Production ability emerges. It is not taught directly.”

The last condition implies that speaking is developed over time, involving no formal teaching (Krashen, 1982: 22). In Krashen’s (1982: 22) words, “the best way, and perhaps the only way, to teach speaking is simply to provide comprehensible input.”

As indicated in the above conditions, the Input Hypothesis strongly advocates for classroom communication focused on *acquisition*, no formal teaching is thus involved in order for learners to acquire a language (Krashen, 1982). During this communication, learners should be exposed to a large amount of language which NS teachers assist in making comprehensible for the learners. However, the criticisms of Krashen’s theory and, in particular, the Input Hypothesis go along several lines. Due to the restricted conditions provided in the Input Hypothesis (e.g., meaning-focused communication, no formal teaching, consistency with immersion programs, and so on), some criticisms have been highlighted regarding the difficulty to test or replicate its arguments in natural classroom settings (Philp & Tognini, 2009: 245). For example, the communication in FL classrooms, characterised by conscious reflection and formal FL practice (Burke, 2006, 2011; Ekembe, 2004; Karaata, 2011), does not provide, according to the Input Hypothesis, the necessary environment for language acquisition. By arguing that the Input Hypothesis

and his notion of $i + 1$ are consistent with language immersion programs rather than second and foreign language teaching (Krashen, 1982), Krashen fails to acknowledge that FLIs can also provide conditions which promote learners' input comprehensibility and thus language acquisition, for example:

- Interactions led by teachers and learner peers.
- A higher proficiency level of non-native speaking (NNS) teachers whose talk can be modified in order to assist learners' input comprehensibility.
- The linguistic environment (for example, FLIs, tasks, NNS teachers' talk).

Much in line with the above criticisms, researchers have highlighted the scarcity of empirical evidence for Krashen's five hypotheses (Consolo, 2006). They have pointed out that language acquisition cannot only be attributed to the provision of CI (Boulima, 1999: 18; Long, 1996; Yang & Kim, 2011; Swain, 1985, 2005) and speech modifications made by NS teachers (Larsen-Freeman & Long, 1991: 140-141). Consequently, other hypotheses, namely, the Interaction Hypothesis (Long, 1983, 1996) and the Output Hypothesis (Swain, 1985, 2005), emerged in response to the shortcomings of Krashen's theory, suggesting alternative representations of how input comprehensibility is increased by teachers and learners interacting collaboratively. On the one hand, Long (1980, 1983, 1996) contends that negotiated interactions, where learners are given a more agentive role in re-establishing communication breakdowns or misunderstandings, are more beneficial for language acquisition than teachers' input modifications. On the other hand, Swain (1985, 2005) claims that language acquisition not only depends on the provision of CI but also on the opportunities for learners to produce and modify their talk. These two hypotheses are discussed in Sections 2.3 and 2.4, respectively.

2.2.1 Empirical research into modified input

Motivated by Krashen's (1982) contention that language acquisition is fostered by exposing learners to a large amount of input made comprehensible by NS teachers' oral modifications, empirical studies have set out to test the effects of teachers' modified input. Modified input, in written or oral discourse, is a type of input that has been altered in some way by an NS (Bahrani & Soltani, 2012: 39; Krashen, 1982). Input comprehensibility is believed to be increased by modifying input for learners by means of linguistic *simplification* (for example, use of shorter utterances, simpler syntax and vocabulary, fewer morphological inflections, and a preference for canonical word order) and *elaboration*⁴ (involving an increase of redundancy, repetition and paraphrasing) (see Allwright and Bailey, 1991; Park, 2002; Parker & Chaudron, 1987; Oh, 2001).

The empirical evidence has shown that the effects of teachers' modified input are varied, suggesting a tendency of greater input comprehensibility by speech elaborations (Blau, 1982; Chaudron, 1983; Fujimoto, Lubin, Sasaki & Long, 1986; Kim, 2003; Oh, 2001; Parker & Chaudron, 1987). For example, Parker and Chaudron (1987), in a comparative study of speech modifications by simplification and elaboration, reported that simplification of syntax and vocabulary did not show any significant effects on enhancing learners' comprehensibility. In contrast, linguistic elaboration by repetition was found to enhance learners' comprehension. More recently, Oh (2001) performed a study which looked at the comparative values of simplified texts (by shorter sentences and less complex syntax and lexis) and elaborated texts (by redundancy, signalling of thematic structure, paraphrasing, repetitions, and synonyms and definitions of low-frequency). She

⁴ Linguistic elaboration involves increasing redundancy, repetition and paraphrasing (Park, 2002: 4).

found that learners' input comprehensibility was increased by the elaborated versions. In the same vein, Kim (2006), in a study of vocabulary elaboration on texts, found that explicit elaboration of vocabulary resulted in learners recognising the meaning of low-frequency L2 vocabulary.

As discussed above, the empirical studies support Krashen's (1982) argument that input becomes comprehensible by (NS) teachers' modified input. Despite these beneficial effects reported in the literature, scholars have cautioned not to overstate them. In the first instance, Oh (2001) highlights some disadvantages of linguistic simplification as follows. Firstly, the use of simplified discourses may result in unnatural, different from target-like language materials. Secondly, simplified texts may not be beneficial for L2 learning since simplification prevents learners from being exposed to target-like language (Yano, Long & Ross, 1994, in Oh, 2001). Thirdly, learners reading and listening to simplified discourses could be encouraged to develop inappropriate strategies for real-life situations (Honeyfield, 1977, in Oh, 2001). Finally, simplification of texts may result in a lack of cohesion since the process of simplification often leaves pieces of information unclear (Honeyfield, 1977, in Oh, 2001). In the second instance, Ellis (1995: 411, 427, 429) cautions that "over-elaborate" input may be counter-productive, resulting in learners' lack of comprehension rather than facilitating it. In a similar vein, Chaudron (1983) warns that linguistic elaboration may sometimes lead to learners' confusion and misunderstanding of what is alternative and additional information. He goes on to highlight the failure of studies to provide information and clarity on how comprehensibility, enhanced by adjustments in teacher talk, influence learners' language acquisition. In addition, we have not yet been informed of the role of modified input in FL classrooms, whose environmental characteristics are different from immersion and second language

classrooms. This thus raises the need for explorations of NNS teachers' talk, modified input, and its impact on learners' comprehension.

2.3 Interaction Hypothesis

In his Interaction Hypothesis, Long (1983, 1996) agrees with Krashen (1982) that the provision of CI is fundamental, but not a sufficient condition to SLA (Long, 1983, 1996; see also Ellis, 1995, Swain, 1985, 2000, 2005). Serving comprehension, feedback, and production needs of language learners (Pica, 1996b), the following figure illustrates the cognitive and social processes that promote SLA in accordance with the Interaction Hypothesis (Long, 1983, 1996):

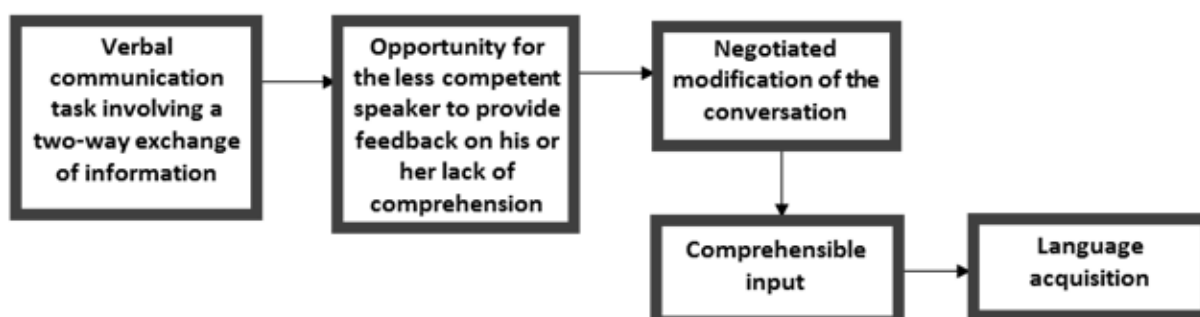


Figure 2.1 Long's Interaction Hypothesis (taken from Long, 1983: 214)

As Figure 2.1 shows, when difficulties in message comprehensibility are anticipated, perceived or experienced (García Mayo & Pica, 2000; Pica, 1994: 494), both a native (or more competent) speaker and a less competent interlocutor engage in interactions towards negotiating meaning and thus raising input comprehensibility. That is, input is negotiated and modified interactionally by an NS teacher and (a) learner(s) in order to adjust and re-structure the interaction for the sake of arriving at mutual understanding (Long, 1982,

1983, 1996; Pica, Young & Doughty, 1987: 739). According to Long (1982, 1983, 1996; see also Wesche, 1994), interactionally-modified input during these interactions fosters SLA since it provides learners with input comprehensibility, appropriateness to their level of understanding, and a more active role in adjusting the interactions.

In Long's (1996) revised version of the Interaction Hypothesis, the attention is centred on the following features which are claimed to assist input comprehensibility and thus language acquisition:

- *Foreigner talk*. In the same vein as Krashen (1982), Long (1996: 416) believes that the nature of foreigner talk (talk by native speakers) resembles that of a caretaker, in that it is “well-formed” and tends to be modified to raise learners’ input comprehensibility (Henzl, 1979, in Long, 1996: 416).
- *Negative evidence*. It is explicit (e.g., teachers’ reformulation) or implicit information (e.g., a grammatical explanation) that is provided to learners concerning errors in their oral production (Gass, 2003: 225). Negative evidence can take several forms including grammar explanations, explicit feedback, recasts, and communication breakdowns followed by repair sequences (Long, 1996: 428). According to Long (1996: 434), the provision of negative evidence during negotiated interactions is beneficial for learners since it facilitates the noticing of mismatches of language structures and other aspects which learners perceive as lacking in their interlanguage.
- *Learners’ attention*. According to Long (1983, 1996), learners’ attention plays an important role since it determines whether a lack of comprehension can be sorted out by subsequent messages, or should learners signal lack of comprehension in order to engage in a negotiated interaction.

These features are believed to be integrated during negotiation of meaning, the core part of Long's (1996) Interaction Hypothesis. According to Long (1996), negotiation of meaning is beneficial for the following reasons:

“Negotiation of meaning, and especially negotiation work that triggers interactional adjustments by the NS or a more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways” (451-452).

In other words, negotiation of meaning provides learners with input that is fine-tuned to their level of comprehension through modified utterances (i.e., repetitions, extensions, reformulations, rephrasings, expansions) (Foster & Ohta, 2005: 405; Long, 1996: 447), drawing learners’ attention to (phonological, lexical, and syntactic) forms in their interlanguage which are not target-like (Naughton, 2006: 169; Pica, 1996b: 252) and thus providing them with metalinguistic information concerning the clarity, accuracy, and comprehensibility of their messages (Foster, 1998: 2; Foster & Ohta, 2005: 405, 406; Long, 1996: 452). Besides an increase on input comprehensibility, negotiation of meaning is claimed to facilitate learners with opportunities to produce output (Long, 1996: 451; van Lier, 2000: 248), and modify it in more creative, accurate, and complex ways (Pica, 1996b: 253). During negotiation of meaning, the following strategies are used both strategically, to avoid difficulties during communication, and tactically, to re-establish communication if trouble occurs (Long, 1983):

1. *Comprehension checks.* These are a speaker’s elicitations to check if the interlocutor understood what was said.
2. *Confirmation checks.* These are a speaker’s elicitations to check if he or she understood an interlocutor’s meaning.
3. *Clarification requests.* These are elicitations for further information in understanding something an interlocutor has said.

In this section, we have seen that the Interaction Hypothesis (Long, 1983, 1996) argues that factors such as negotiation of meaning, foreigner talk, negative evidence, and learners’ attention are essential in promoting SLA. The Interaction Hypothesis agrees

with the Input Hypothesis (Krashen, 1982) that the provision of CI is fundamental to developing and acquiring an L2. However, these hypotheses differ on the processes of how CI is made accessible to learners. On the one hand, the Input Hypothesis argues that negative evidence (related to Krashen's (1982) notion of *learning*) plays little or no role in language acquisition. In this hypothesis, language is believed to be acquired by adult learners as children do while communicating in the L1 (Krashen, 1982: 11). That is, adult learners are claimed to acquire a language by interacting in meaning-focused communication, during which formal teaching and conscious *learning* are not promoted. Long (1996), on the other hand, points out that positive evidence alone (input containing well-formed utterances related to Krashen's (1982) notion of *acquisition*) is not sufficient to assist input comprehensibility. Long (1996: 424, 427; see also Lightbown & Spada, 2013: 38; White, 1987) maintains that many learners only exposed to positive evidence are unable to acquire vocabulary, grammar structures and language distinctions that are commonly learned by NSs. Consequently, Long (1996) advocates for learners interacting in linguistic environments where cognitive and social processes serve comprehension, feedback, and production needs, and both positive and negative evidence is facilitated.

As discussed above, the debate between Krashen (1982) and Long (1996) has centred on the role of foreigner talk (talk by NSs), and input made comprehensible by means of well-formed oral production (positive evidence) or information provided to erroneous utterances (negative evidence). However, we have not been informed yet of the extent to which FLIs and, in particular, the talk by NNS teachers are conducive to promoting negotiation of meaning and input comprehensibility in natural FL classroom environments. Moreover, the Interaction Hypothesis, which allocates a greater active role to learners in making input comprehensible, fails to address the role of peer interactions

(van, Lier, 2000: 248), which have been found to be no less effective than teacher-led interactions in promoting negotiation of meaning (Pica et al., 1996), and jointly-constructed language knowledge (Gibbons, 2002, 2015; Walqui, 2006).

2.3.1 Empirical research into interactionally-modified input

Motivated by the arguments present in the Interaction Hypothesis (Long, 1983, 1996), a large amount of research literature has been published on negotiation of meaning and their effects on input comprehensibility. Overall, the findings of these studies suggest that input modified interactionally has a beneficial impact on learners' comprehension than input modified by teachers (Park, 2002: 8). For example, studies by Pica et al. (1987), Loschky (1994) and Ellis, Tanaka and Yamazaki (1994) compared the levels of learners' comprehension in three linguistic environments: unmodified input, pre-modified (simplified and elaborated) input and interactionally-modified input. They all found that the input modified interactionally in negotiation of meaning promoted the greatest input comprehensibility on learners. Other studies which report beneficial effects of interactionally-modified input include: Gass and Varonis (1985) and Doughty and Pica (1986).

However, in exploring the nature of the interactionally-modified input, a considerable number of empirical studies have found that negotiation of meaning tends to be performed at word level (see, for example, Foster & Ohta, 2005; Pica, 1994; Pica, Kanagy & Falodun, 1993; Sheen 2004; Shi 2004). That is, teachers and learners have been found to engage in negotiation of meaning during which vocabulary or expressions are negotiated rather than content or grammar structures. Other studies have suggested findings which

indicate a scarcity of negotiation of meaning in classroom discourse (Ellis, 1985; Ellis et al. 1994; Foster, 1998; García Mayo & Pica, 2000; Lyster & Ranta, 1997). For example, Foster (1998), motivated by the claim that small group work promotes learner interaction, coded for and compared the incidence of negotiation of meaning in dyads and small groups during tasks involving required and optional information exchanges. She found that negotiation of meaning in the dyads and small groups was generally low. Surprisingly, in exploring the distribution of negotiation of meaning within the dyads and small groups, she found that there were learners who dominated the negotiation moves, whereas others were not overtly engaged in negotiating meaning. She criticises that the high incidence of negotiation of meaning reported in some studies may be influenced by the tighter design of tasks and control of several variables (p. 19), including 1) a narrow number of participants, 2) laboratory settings, 3) second language contexts, 4) influenced talk or teaching practice, and 5) learners volunteering. Similarly, Ellis (1985) found that the interactional strategies (namely, comprehension checks, confirmation checks, and clarification requests) that trigger negotiation of meaning were infrequent in teacher and learner interactions. In a study conducted by Lyster and Ranta (1997), their findings indicated that of 18.3 recorded hours only 73 instances of clarification requests were found. Of these 73 clarification requests, only 20 were followed by learner correction. In investigating interactions between NS and NNS learners, Ellis et al. (1994) found that interactionally-modified input raised learners' input comprehensibility. However, their findings indicated that, of 42 learners, only seven engaged in negotiation of meaning and the others remained as listeners (see also Foster, 1998). Reasons for the scarcity of negotiation of meaning in classroom-based communication are still not clear. Ellis (1998, in Walsh, 2006: 24) believes that negotiation of meaning does not happen in classrooms

where teachers dominate the discourse, and ‘traditional’ roles of teachers and learners prevail. It has been also suggested that teachers and learners may avoid these interactional adjustments, involving negative evidence (i.e., corrective feedback) and oral clarifications, when they are perceived as face-threatening (Foster, 1998: 18), a sign of incompetence (Aston, 1986; Foster & Ohta, 2005: 407), or time-consuming (Park, 2002: 8, 9).

As reported by the above empirical studies, it is clear that negotiation of meaning, during which input is modified interactionally, can be beneficial for learners’ comprehension and language learning. However, the empirical findings indicate that negotiation of meaning is usually centred on individual lexical forms, scarce in the classroom discourse, and possibly avoided because of teachers’ and learners’ beliefs about socially accepted behaviour in the classroom. These limitations for negotiation of meaning pose problems for learners in FL classrooms, which have been found to be the sole opportunity for learners to practise the target language (Dinçer & Yeşilyurt, 2013: 88; García Ponce, 2011; Philp & Tognini, 2009: 247; Yoshida, 2013: 371). This thus raises the need to explore negotiation of meaning in FLIs. In order to gain insights into negotiation of meaning in FLIs, the present study explores the extent to which teacher-led and peer-led interactions promote negotiation of meaning without controlling classroom variables (i.e., teaching style, tasks, classroom structure and behaviour, number of learners, class and task time). These explorations centre not only on the extent to which the FLIs are conducive to negotiating meaning, but also on the factors that limit negotiation of meaning with a view to understanding how the EFL teachers and learners may engage in FLIs during which these interactional adjustments are promoted.

2.4 Output Hypothesis

As discussed so far, SLA is fostered, according to Long's (1996) Interaction Hypothesis and empirical studies, when teachers and learners engage in negotiation of meaning during which input is modified interactionally in order to avoid misunderstanding, adjust the communication, and thus arrive at mutual understanding. However, it has been recently raised that classroom interactions are more than just exposure to positive and negative evidence (van Lier, 2000). It has been claimed that SLA resides in learners' opportunities to produce output (Gass, 2003: 227; Swain, 2005; van Lier, 2000). Since the very act of producing output works interactionally in 'continuums of input-output cycles' (Bahrani & Soltani, 2012; Gass, 1999; Park, 2002: 9), that is, a participant's output is the input for an interlocutor which again triggers output from the same interlocutor.

In her new version of the Output Hypothesis, Swain (2005: 99) claims that when input is oriented towards promoting learners' output, learners move from semantic processing (meaning-making process) to a syntactic processing. That is, grammatical competence is acquired after a semantic use of language during which learners are 'pushed' to impose syntactic structures on their utterances (Gass, 2003: 227). During this transition, learners in control of their output meet communicative goals, and focus their attention on a gap in their interlanguage which requires being filled (Gass, 2005: 184; Swain, 2000). Moreover, learners are provided with (implicit or explicit) feedback which modifies their output and, alongside learners' attentive resources, leads to language acquisition. It is during these processes when, Swain (2000: 100) argues, new linguistic knowledge is generated or existing knowledge is consolidated.

In the Output Hypothesis, the following three functions are claimed to play an essential role in promoting learners' accuracy and sociolinguistic appropriateness (Swain, 2005):

- *The Noticing/Triggering Function.* While attempting to produce the target language, learners may consciously notice some linguistic problems (for example, lack of vocabulary, inability to express meaning precisely, and the like). According to Swain (2005, 474), this awareness directs learners' cognitive processes towards "something they need to discover," relevant input.
- *The Hypothesis Testing Function.* Swain (2005; 476) argues that learners tend to test mental hypotheses, 'a trial run', of how to say and get across their intent, resulting in modified output.
- *The Metalinguistic (Reflective) Function.* According to this function, learners using language to reflect on their language production or others' mediates language acquisition (Swain, 2005: 478).

According to Gass and Selinker (2001; see also Gass, 1997), these three functions inherent in the output provide learners with learning outcomes since 1) hypotheses about L2 uses and meaning are tested by themselves; 2) significant feedback is provided to them on their hypotheses; 3) a shift from meaning to syntactic processing is involved; and 4) fluency and automaticity in the language production are assisted. In order to attain this, speaking tasks are required to engage learners in collaborative dialogue which is believed to involve strategic learning processes as well as promoting grammatical structures (Swain, 2000: 112). Moreover, tasks should follow a focus on meaning rather than form (Swain, 2000: 112), and control for learners' attention without placing 'heavy cognitive demands' (Izumi, Bigelow, Fujiwara & Fearnow, 1999).

In sum, we have seen that the Output Hypothesis does not entirely disagree with the Interaction Hypothesis. It supports the argument that learners should be exposed to both positive and negative evidence during negotiated interactions. However, it places greater

emphasis on the opportunities for learners to produce output, and modify it towards greater accuracy levels and social appropriateness.

2.4.1 Empirical research into modified output

Empirical studies have reported findings into modified output which are consistent with the main arguments of the Output Hypothesis (Swain, 1985, 2005). For example, Ellis and He (1999) compared three modified versions of discourse (modified input, interactionally-modified input and modified output). Their findings showed that learners' opportunities to modify their output resulted not only in greater input comprehensibility, but also in greater retention than the other modified versions of discourse. Ellis and He (1999: 297) suggest that the use of 'listen-and-do' tasks can promote high levels of input comprehensibility, even if unfamiliar words are present. Likewise, Nobuyoshi and Ellis (1993) found that modified output by means of clarification requests pushed learners to reformulate past-tense errors, and assisted them in using and retaining verbs in past tense with greater accuracy. Gass and Varonis (1985, 1989) also provide empirical evidence that modified output during peer discussions pushed learners' utterances to be target-like, without transferring other learners' errors. Consequently, they highlight the importance of peer-led discussions as greater opportunities to produce and modify output, and less face-threatening environments than teacher-led interactions.

However, as in research into negotiation of meaning, the main criticism of the Output Hypothesis and the notion of output is again its scarce incidence in classroom-based interactions (see Ellis et al., 1994; García Mayo & Pica, 2000; Krashen, 1998: 175; Pica, 1988, 1996b; Lyster & Ranta, 1997; and Pica, Holliday, Lewis & Morgenhaller, 1989).

For example, Pica (1988), in ten one-hour interactions between NS teachers and learners with a low proficiency level, found 87 instances in which teachers requested confirmation, clarifications, and repetitions of learners' utterances. Of these 87 interactions, only 13 involved learners' modifications of grammatical form. Likewise, Naughton (2006) found that 45 FL university learners during peer-led interactions failed to engage in interactionally-modified interactions, and to push their utterances to be target-like. She noted that the classroom interactions are undermined due to learners' inability to push and develop target-like conversations (p. 179). Possible explanations for the scarcity of modified output include:

1. Output modifications may be perceived as face-threatening, and jeopardise the interaction from a social point of view (Naughton, 2006: 179);
2. Teachers provide target versions required by learners when comprehension problems come about (Pica, 1988); and
3. Teachers do not push learners' output (Walsh, 2011: 9), rather they modify their own input (García Mayo & Pica, 2000: 46).

We have seen that empirical studies have corroborated the main argument of Swain's (1985, 2005) Output Hypothesis that language acquisition is promoted when learners are provided with opportunities to produce and modify their output. In particular, the empirical findings indicate that interactions during which learners produce and modify their output result in the greatest input comprehensibility, compared to interactions during which input is modified by teachers or interactionally by teachers and learners. However, evidence of learners modifying their output in classroom discourse is scarce. There is thus a need for studies which set out to investigate not only the occurrences and effects of learners modifying their output, but also the factors that are hindering them from producing and modifying their output. It is possible that the explorations of the FLIs in

this study illuminate the factors that are limiting learners from engaging in interactions during which their output is produced and modified.

2.5 Sociocultural theory and development

Sociocultural theory is a learning theory which has been associated with the seminal work of Lev Vygotsky, a prominent Russian psychologist who gained popularity after his death. Vygotsky (1978) argued that development is promoted in interaction with others.

In Vygotsky's own words, he maintained the following:

“Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people and then inside the child. This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals” (Vygotsky, 1978: 57).

In other words, learning first takes place in social interactions (i.e., at an interpsychological level), and then in the individual's cognition (i.e., at an intrapsychological level). This ‘publicly derived’ learning is then privately internalised as learners reflect on and put into practice the new derived language learning. With this view, sociocultural theory puts forward the argument that the mind is *mediated* (Vygotsky, 1978; Lantolf, 2000). *Mediation* can be understood as a mental process whereby psychological or symbolic tools (i.e., numbers, signs and language) are used by individuals to interpret, mediate and regulate their relationships with others and with themselves and thus change the nature of these relationships (Lantolf, 2000: 1). During this process, language is claimed to serve not only as a communication function, but also as a cognitive tool that allows individuals to control and evaluate the effectiveness of their mental processes (Harun, Massari & Behak, 2014: 135), such as voluntary attention,

intentional memory, planning, logical thought and problem solving, and learning (Lantolf, 2000: 2). This is because language is claimed to be “a means for engaging in social and cognitive activity” (Ahmed, 1994: 158).

In brief, the primary aim of sociocultural theory is to understand how social and mental activity is organized through culturally organised psychological artefacts (Walsh, 2013: 7). Although sociocultural theory was initially conceptualised to understand children’s cognitive and L1 development, it has gained considerable relevance to interpreting and understanding cognitive and interactive processes in second language acquisition (see studies, for example, in Lantolf, 2000; Lantolf & Poehner, 2008; Swain, Kinnear & Steinman, 2015), since sociocultural ideas can be easily extended to demonstrate that language learning is derived through learners interacting with teachers or learner peers (Walsh, 2013). With a view to explaining how language is developed through sociocultural theory lenses, the following section discusses the principle of *Zone of Proximal Development* and the notion of *scaffolding*.

2.5.1 Zone of Proximal Development and Scaffolding

Sociocultural theory, as discussed in the previous section, highlights the social, dynamic and collaborative nature of social interactions during which development is claimed to take place (Vygotsky, 1978). Learning a language too is claimed to be a mental process which is ‘inextricably linked to our social identity and relationships’ (Walsh, 2013: 8), and thus socially constructed (Leont’ev, 1981). Language development is claimed to be realised when learning moves from interpsychological to intrapsychological processes (Vygotsky, 1978). That is, language during social interactions is firstly used as a

psychological tool to understand and clarify new knowledge. As this knowledge is internalised, learners are able to reflect on and rationalise what has been learnt (Walsh, 2013: 8), what Ahmed (1994: 158) calls a *self-regulation process*. Mediation between interpsychological and intrapsychological processes of language learning occurs in the metaphorical ZPD, which is described as:

“[t]he 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” (Vygotsky 1978: 86).

The ZPD is thus a ‘learning zone’ for which learners are cognitively prepared, but they require ‘help’ (henceforth, assistance) and social interaction to fully develop it (Walsh, 2013). According to Lantolf (2000: 17), the ZPD can be interpreted as the difference between what an individual can “achieve when acting alone and what the same person can accomplish when acting with support from someone else.” In order for language development to take place in the ZPD, it is required that a teacher (i.e., expert) and a learner (i.e., novice) engage in interactions during which language skills and/or knowledge are transmitted through *scaffolding* in order to support development. In language education, the notion of *scaffolding* refers to temporary ‘context-sensitive linguistic assistance’ that teachers provide to learners through collaborative teaching and learning (Walsh, 2013: 9), for example, speech modifications (see Section 3.3.3), teacher modelling, visual material, and hands-on learning, etc (Ovando, Collier, & Combs, 2003: 345). In order to promote learner autonomy, the scaffolds need to be gradually transformed, re-structured or dismantled (Diaz-Rico & Weed, 2002: 85; Walqui, 2006: 165), so that learners are left to reflect and comment on their development (Walsh, 2013).

In the research literature, the principle of ZPD and the notion of scaffolding have been continuously reinterpreted (Lightbown & Spada, 2013: 119). As described above, the ZPD was initially conceptualised to include expert-novice interactions to promote language development. Scholars, such as Foster and Ohta, (2005), Lantolf (2000), Swain (2000) and Swain and Lapkin (2002), have called for a broader understanding of the ZPD and scaffolding, and have included the role of novice-novice or learner-learner interactions. This has thus implied a redefinition of the ZPD, as suggested by Lantolf (2000: 17): “the collaborative construction of opportunities for individuals to develop their mental abilities.” The fact that learner-learner interactions are claimed to be linguistic environments that promote collaborative language development is of great importance for the purpose of the present study because it suggests that PIs, during which speaking is practised between learner peers in this context, can be conducive to promoting foreign language learning.

The three hypotheses previously discussed in this chapter, namely, the Input Hypothesis (Krashen, 1982), the Interaction Hypothesis (Long, 1996) and the Output Hypothesis (Swain, 1985, 2000, 2005), have been associated with sociocultural perspectives and the scope of ZPD. For example, the idea of $i + 1$ in the Input Hypothesis (Krashen, 1982) has been equated to the ZPD (Lightbown & Spada, 2013: 118), but, according to Dunn and Lantolf (1998), both concepts are different. In Krashen’s $i + 1$, it is emphasised that input comprehensibility is raised by teachers’ own speech modifications. In contrast, learners in sociocultural theory and, specifically, in relation to the ZPD are viewed to play a more agentive role in co-constructing knowledge in collaboration with teachers. The Interaction Hypothesis (1996) has similarly been compared to sociocultural theory, but differences can also be found. In the Interaction Hypothesis, Long (1996) places greater

emphasis on learners' input processing and attentional operations that are activated during negotiation of meaning (Donato, 2000: 45). Sociocultural theory, in contrast, highlights the role of social interaction in promoting learning. As a way to mediate both perspectives, negotiation of meaning has been redefined under a sociocultural perspective. It has been suggested that teachers' and learners' utterances are more than just input modified interactionally (Donato, 2000: 46); instead, they are 'social practices of collaborative assistance' that mediate and assist each other in creating ZPDs (Donato, 2000: 46), shaping and developing language learning in instructional classrooms (Swain, 1995). In the case of the Output Hypothesis, which was initially influenced by cognitive theory (see Swain, 1985), it has been recently motivated by sociocultural theory arguing that language can be mediated through collaborative dialogue (see Swain, 2000). In general, the three hypotheses agree with sociocultural theory that social interactions are fundamental, but they all differ on the processes whereby language development takes place. The present study and its explorations of FLIs adopt a sociocultural view which sees teacher-led and peer interactions as opportunities for teachers and learners to collaboratively negotiate meaning and produce output and modify it towards greater accuracy and sociolinguistic appropriateness, influencing in turn language development.

2.5.2 The social nature of foreign language learning

In sociocultural theory, language development is viewed as being collaboratively constructed when individuals engage in social interactions during which their cognition is mediated through language, and control over their mental processes is gained (Doehler & Pochon-Berger, 2011: 206). In Vygotsky's words (1989: 61, cited in Donato, 2000: 46), "social interaction actually produces new, elaborate, advanced psychological

processes that are unavailable to the organism working in isolation.” Within this view, learning a foreign language can be understood as a developmental, as well as conscious and intentional, process mediated by *semiotic resources* (including, for example, the physical environment, written materials, gestures, and, more importantly, classroom discourse) which are appropriated from social instructional networks, i.e., language classrooms (Donato, 2000: 45; Werstch, 1998). Thus, language and learning is configured within the social practice of foreign language classrooms, and inextricably interwoven with the moment-to-moment unfolding of talk-in-interaction (Donato, 2000: 45). In brief, learning a foreign language is a developmental process which is attributable to learners’ participation in socially-mediated activities (Donato, 2000: 45).

The present study and, particularly, its explorations of FLIs adopt a social view of learning. That is, foreign language learning in this study is seen to be socially developed when teachers and learners engage in classroom interactions during which collaborative assistance (i.e., scaffolding) is provided by teachers or learner peers to challenge and, at the same time, support learners’ ZPDs. Furthermore, learning in this study is thought to be influenced not only by classroom interactional behaviour, but also by learners’ agency (i.e., learners’ own personal histories and their values, assumptions, affect, attitudes, beliefs, and so on) (see Donato, 2000: 47). In line with this approach and with sociocultural theory, the study looks at how learners develop linguistic and interactional skills through collaboration, co-construction and scaffolding during interactions for speaking practice.

2.6 Chapter summary

Chapter Two provided the theoretical as well as empirical evidence in support of the role of classroom interactions in fostering SLA. The chapter firstly reviewed the Input Hypothesis (Krashen, 1982), Interaction Hypothesis (Long, 1996) and Output Hypothesis (Swain, 1985, 2005) which all agree that CI is fundamental to promoting language acquisition, but differ in their explanation of how the linguistic environment increases input comprehensibility. Thus, it has been suggested that the three hypotheses are not independent, but inherently related and integrated into a complex interplay (Park, 2002: 12). The chapter then discussed sociocultural theory and its main arguments with a view to highlighting the position of this study towards the concept of foreign language learning. In comparing the three interactionist hypotheses with sociocultural theory, it is apparent that the former ascribe language learning to input processing and various mental and attentional operations (Donato, 2000), whereas in sociocultural theory, language learning is believed to be a semiotic process attributed to socially-mediated activities. In particular, learners through a sociocultural perspective are attributed a more agentive role in promoting language learning during classroom interactions. Learners' agentive role during classroom interactions is of relevance for the explorations of the TLIs (teacher-led interactions) and particularly the PIs (peer interactions), which have been also found to be a source of CI and of opportunities for learners to produce and modify their output (Gass & Varonis, 1985, 1989).

In exploring the main arguments of the interactionist hypotheses, findings of empirical studies indicate that modified versions of input and output (namely, modified input, interactionally-modified input, and modified output) have a beneficial impact on learners'

comprehension, suggesting even higher levels of input comprehensibility by interactionally-modified input and modified output than modified input. However, criticisms of the above hypotheses and empirical evidence go along several lines. Firstly, it has been found that learners' opportunities for modifying input and output interactionally in classroom discourse are scarce (see, for example, Ellis et al. 1994; Foster, 1998; Foster & Ohta, 2005; García Mayo & Pica, 2000). Secondly, their restricted conditions (as in the case of the Input Hypothesis) have raised criticisms regarding inability or difficulty to test or replicate their arguments in natural classroom settings (Philp & Tognini, 2009: 245; Walsh, 2013: 4). Thirdly, the control of several variables in some empirical studies has also come under criticism for yielding findings of questionable relevance for language teachers (Foster, 1998: 4-5, 19; Storch, 2001: 29). Fourthly, the theoretical as well as empirical research has formulated their arguments based on observations or explorations in immersion or second language environments (Pica, 1996b: 225, 254), leaving considerably unexplored FLIs (Philp & Tognini, 2009: 245). In particular, the research discourse has centred the attention on the talk by NSs and its role in increasing input comprehensibility, neglecting any role for the talk by NNSs (Holliday, 2005; Park, 2002: 4).

Thus, the present study intends to fill the above gap by exploring the FLIs in which EFL teachers and learners engage to practise speaking. In particular, it aims to develop an *in situ* understanding of the extent to which these FLIs promote opportunities for the teachers and learners to produce output and modify input and output interactionally. In order to attain this, classroom variables such as interactional behaviour, teacher and learner talk, tasks, and structure of lessons will not be controlled during the data collection. However, these research interests in turn reveal limitations of the present

study. Firstly, it centres the attention on oral modifications performed at an interactional level, without examining input modified by the teachers. The argument that lies behind this decision is that oral modifications performed interactionally involves both teachers and learners working together towards co-constructing meanings and learning (Walsh, 2013: 32). Another limitation of the present study is that it does not examine the effects of these oral modifications, if any, on the learners' short- and long-term learning. However, I expect that the present study, exploring in depth the FLIs through interactional and perceptual lenses, paves the way for future investigations into input and output modifications in uncontrolled classroom interactions.

CHAPTER THREE

LITERATURE REVIEW:

Classroom interactions

3.1 Introduction

In research literature, it has been generally agreed that classroom interactions, when effective, promote the development of several aspects of a target language (Allwright, 2000; García Mayo & Pica, 2000; Gass, 2003; Hall & Verplaetse, 2000; Long, 1996; Swain, 2000, 2005; Walsh, 2003, 2011: 2; Wells, 1981). However, there is also research evidence that classroom interactions are not always conducive to developing learners' speaking skills (Altamiro, 2000: 91; Consolo, 2006; Walsh, 2002). Successful learning is claimed to reside in the nature of classroom interactions (Allwright, 2000: 1; Ekembe, 2014: 239), which, according to Walsh (2013: 4), is determined by several factors.

Following the above, Chapter Three begins by discussing some learning benefits of classroom interactions (Section 3.2), paying closer attention to how these benefits may be influenced by instructional, interactional and perceptual factors. It then discusses how locally-situated needs and teachers' interactional strategies (namely, questions, feedback and follow-up moves, and speech modifications) play a role in shaping the nature and thus effectiveness of classroom interactions (Section 3.3.). The second part of chapter discusses the role of learner participation and motivation (Section 3.4), oral performance (Section 3.4.1), discourse competence (Section 3.4.2), interactional competence (Section

3.4.3), and peer-led interactions (Section 3.5) in classroom communication, arguing that the development of learners' linguistic as well as interactional skills may be dependent on instructional (i.e., task selection and performance, kind of interactions, etc.) and perceptual (i.e., learner beliefs about the teaching and learning context) factors that need consideration. Based on this, two arguments are put forward throughout this chapter. In order to promote effective classroom interactions, there is firstly need to raise awareness amongst the teachers and learners of context-specific (instructional, interactional and perceptual) factors that influence their classroom interactions. Secondly, teachers and learners should develop interactional autonomy which enables them to engage in classroom interactions during which interactional strategies are used as tools for collaboratively mediating and assisting learning (Walsh, 2006: 132; 2011: 165, 2013: 20).

3.2 The nature of classroom interactions

Classroom interactions are claimed to be highly complex (Walsh, 2002: 3, 2003:1) and fundamental to all classroom activity (Walsh, 2013: 28). During these interactions, teachers and learners initiate several functions and interactional strategies (e.g., eliciting information, explaining, checking learning, and the like) in order to communicate and learn the target language (Long, 1983: 67; Walsh, 2011: 2, 2013: 28). Anything that happens in the classroom requires language use, and classroom interactions underpin every classroom action (Walsh, 2013: 28). In particular, it is claimed that through interactions learners are able to:

- practise learned linguistic knowledge (Allwright, 2000: 6);
- develop new knowledge and skills (Allwright, 2000: 6; Walsh, 2013: 28);

- identify and repair breakdowns in communication (García Mayo & Pica, 2000: 38; Long, 1996; Walsh, 2013: 28);
- produce and modify output (García Mayo & Pica, 2000: 38; Swain, 2000, 2005); and
- establish and maintain relationships (Allwright, 1984b: 158; Gass, 2003; Hall & Verplaetse, 2000: 10; Walsh, 2011: 2, 2013: 28; Wells, 1981).

However, it has been recently suggested that classroom interactions can either facilitate or hinder learners from developing linguistic as well as interactional skills (Altamiro, 2000: 91; Consolo, 2006; Walsh, 2002, 2006, 2013). The effectiveness of classroom interactions has been found to be determined by their nature (Allwright, 2000: 1; Ekembe 2014: 239) which is shaped by several factors (Walsh, 2013: 4), including locally-situated needs (i.e., contextual factors), classroom interactional behaviour, and teacher and learner beliefs related to the teaching and learning context. In Section 3.3, I discuss the role of teachers in the interactions, paying closer attention to how the effectiveness of teacher led-interactions may be shaped by locally-situated needs and teachers' interactional strategies. In Section 3.4, I discuss the role of learners in the classroom interactions, arguing that their involvement and thus competence may be influenced by their beliefs and characteristics of speaking tasks.

3.3 Teacher-led classroom interactions

So far in this thesis, I have argued that classroom interactions play a vital role in developing learners' speaking skills. Interactions are central to all activity that happens in the classroom (Walsh, 2011: 2, 2013: 28); classroom interactions thus lie at the heart of everything (Walsh, 2013: 28). Recently, classroom interactions have been described to

be complex, involving, for example, teachers' and learners' unequal interactional roles, several participants, fast communication, multiple foci and discourse functions performed by teachers and learners, etcetera. Due to their complex nature, it has been suggested that classroom interactions may not always be conducive to promoting the development of learners' speaking skills (Altamiro, 2000: 91; Consolo, 2006; Walsh, 2002, 2006). Empirical research has suggested that the nature (and effectiveness) of teacher-led classroom interactions depend on a number of locally-situated needs, such as class time constraints (see, for example, Hayes, 2009), a large number of learners (see Ekembe, 2014; García Mayo & Pica, 2000), a reliance on particular language skills (see, for example, Borg & Burns, 2008), and the like. This dependence has been explained by the strong influence that locally-situated needs exert on teaching and learning practices and, in turn, classroom interactional patterns which may not be consistent with research literature (Allen, 2013: 136) or pedagogic goals (Andon & Eckerth, 2009; Barcelos & Kalaja, 2011; Borg & Burns, 2008; García Ponce, 2011; Graham, Santos & Francis-Brophy, 2014: 46; Hayes, 2009; Navarro & Thornton, 2011). According to Ekembe (2014), teachers' response to locally-situated needs may motivate traditional teaching practices whose main goals are not personalised interactions, and co-construction of knowledge (see also García Mayo & Pica, 2000; Philp & Tognini, 2009). For example, a reliance on IRF⁵ patterns which is believed to result in old-fashioned teacher-centred approaches (Dinçer & Yeşilyurt, 2013; Hall & Walsh, 2002; Philp & Tognini, 2009: 248; Walsh, 2002: 19; Walqui, 2006: 165), limiting learners' opportunities to produce output (Philp & Tognini, 2009: 247; Hall & Walsh 2002: 188; Walsh, 2002: 19; Walqui, 2006:

⁵ “*I* represents an initiating move, such as a question posed by the teacher, *R* is the response from the class—usually from an individual student—and *F* is the follow-up comment by the teacher” (Cullen, 2002: 117).

167) and develop complex language knowledge and skills (Nystrand, 1997). The issue that emerges from this empirical evidence is that foreign language interactions (FLIs), which research literature have found to be mostly learners' opportunity to practise the target language (Dinçer & Yeşilyurt, 2013: 88; García Ponce, 2011; Philp & Tognini, 2009: 247; Yoshida, 2013a: 371), may be influenced by locally-situated needs, shaping in turn learners' opportunities to develop speaking skills and thus ensure learner achievement. More importantly, pre-service foreign language (FL) teachers, as the participant learners of the present study, are expected to demonstrate not only language teaching abilities, but also a linguistic and interactional competence which is usually developed in classroom interactions (Consolo, 2006: 48) (see Section 3.4.3).

In addition, language teachers, through a position of power and authority, are known to control the classroom interactional behaviour by managing the content and procedures of interactions (Walsh, 2011: 6, 2013: 29) and learner participation. Because of the shift from teacher- to learner-centred teaching and a movement towards learner autonomy in the last two decades (Kumaravadivelu, 2001; Walsh, 2013), language teachers have been widely criticised for deciding the quantity and quality of interactions (Karaata, 2011; Musumeci, 1996; Petek, 2014; Walsh, 2002: 4, 2006: 5-6, 2011: 4, 2013: 31). In particular, they have been criticised for remaining in control of the interactional strategies (Walsh, 2002, 2013: 5; Walqui, 2006: 165), such as elicitations, feedback and follow-up moves, and speech modifications. The teachers' dominance over the classroom discourse is claimed to limit learners' opportunities to interact (Consolo, 2006: Walsh, 2011: 4), contribute to the discourse (Chaudron, 1988; Corder, 1978: 68; Ellis, 2012: 151-152; Kasper, 2001, in Walsh, 2006: 5; Long & Porter, 1985: 208; Tsui, 1995: 81), and thus

develop speaking skills. In the case of FL classrooms, these unequal interactional roles of teachers and learners are thought to prevail during FLIs (Karaata, 2011: 244).

The following sections (3.3.1-3.3.3) outline the teachers' interactional strategies which typify much of the interaction that takes place in the language classroom (Walsh, 2011: 4, 2013: 29), namely, questions, corrective feedback and follow-up moves, and speech modifications. These sections aim at showing how teachers' reliance on certain interactional strategies and patterns may hinder the learning process. Following the claim that language use influences language learning (Ellis, 1994, in Walsh, 2011: 4), the argument put forward in these sections is that, in order to promote more effective classroom interactions and thus learning opportunities, teachers, as well as learners, should engage in interactions during which their interactional strategies are directed towards collaboratively meeting pedagogic goals. That is, pedagogic goals and teachers' (and learners') language used to achieve them must work in tandem if learning is to occur (Walsh, 2011: 166, 2013: 51).

3.3.1 Questions

The use of elicitations by teachers is what characterises language classroom discourse (Thornbury & Slade, 2006: 242). In language classrooms, teachers' elicitations typically entail asking questions (Walsh, 2011: 11). As part of their instructional role, it is teachers who ask most of the questions (Walsh, 2006: 7; 2011: 11; 2013: 33) in order to evaluate and guide, explicitly or implicitly, learners' responses towards pedagogic goals (Kim, 2010: 112). Questions are believed to be tools that reconceptualise learner thinking and understanding (Cazden, 1988). For Gibbons (2003), questions in language classrooms are

‘powerful’ elicitation tools which guide learners’ linguistic and cognitive development. Specifically, questions during classroom interactions are claimed to serve the following teaching and learning purposes (Kim, 2010; Long & Sato, 1983, cited in Walsh, 2006: 8; Tsui, 1995: 23; Chaudron, 1988):

1. Allocating turns for learners,
2. Assisting learners’ comprehension,
3. Providing participation opportunities,
4. Checking the knowledge imparted,
5. Moving the lesson forward, and
6. Practising the form as well as the meaning.

According to Tsui (1995: 23, 53 - 54), the kind of questions initiated by teachers during classroom interactions influences learners’ responses both quantitatively and qualitatively, as well as the kind of learning that takes place. Motivated by this claim, a large number of studies have set out to explore the types of questions initiated by teachers, their cognitive demands and effects on learners’ oral contributions (see, for example, Brock, 1986; Long & Sato, 1983; Nunan, 1987; Sinclair & Brazil, 1982; Tsui, 1995; Wintergest 1993). In particular, research has been centred on the distinct effects of referential and display questions on learners’ oral responses (Chaudron: 1988: 127). On the one hand, referential questions are normally initiated to elicit unknown information, and are satisfied by learners’ open-ended constructions which serve to learn, and inform the teacher rather than be evaluated as ‘good’ or ‘bad’ (Tsui, 1995: 27). It is claimed that these elicitation techniques motivate ‘natural’, long and complex responses by learners (Brock, 1986; Lightbown & Spada, 2013: 147; McNeil, 2012: 396; Walsh, 2011: 12), resulting in a more conversational and meaningful interaction (Chaudron, 1988: 127; Ellis, 1990; Tsui, 1995: 27) and the co-construction of language development (McNeil,

2012: 396; Yang, 2010). Display questions, on the other hand, are elicitations to which teachers already know the answers. According to Walsh (2011: 11-12; see also McCarthy, 1991), display questions serve the purpose of checking or evaluating: understanding, concepts, language forms, and previous learning. Responses to display questions are believed to be mostly short, simple and restricted (Tsui, 1995: 25-26; Walsh, 2011: 12). It has been found that the questions that predominate in classroom interactions are display questions (Farahian & Rezaee, 2012; Pica & Long, 1986; Tsui, 1995: 96; Walsh, 2006: 7-8; Walsh, 2011: 11; Yang, 2010). This finding is supported by a study conducted by Long and Sato (1983), who found that teachers mostly initiated display questions. They concluded that the classroom talk where display questions predominated was a “distorted version of interaction.” More than thirty years after Long and Sato’s (1983) study, recent research discourse confirms that display questions still predominate over referential questions during classroom interactions (Lightbown & Spada, 2013; McNeil, 2012; Petek, 2013; Shamoosi, 2004; Walsh, 2006, 2011; Yang, 2010).

A debate has been triggered as to the effects of referential and display questions. On the one hand, it has been pointed out that display questions 1) motivate the regurgitation of facts or pre-formulated language items; 2) discourage learners from trying to communicate their own ideas in the target language; 3) limit opportunities for performing discourse functions that are frequently found in genuine communication; and thus 4) restrict learners from developing conversational skills needed outside the classroom (Tsui, 1995: 96; see also Nunn, 1999). On the other hand, it has been suggested that the sole use of referential questions does not always promote extended and meaningful learners’ contributions and thus expected learning outcomes (Shamoosi, 2004: 103). However, in order to create opportunities for learners to develop linguistic and conceptual

knowledge and practise emerging speaking skills, the attention has been recently centred on the extent to which a particular question creates learning opportunities in relation to pedagogic goals (Kim, 2010: 110; Nunn, 1999; McCormick & Donato, 2000; McNeil, 2012: 397; Shamoosi, 2004: 103; Walsh, 2006: 8; 2011: 12; 2013: 35-36). As argued by Walsh (2013: 35-36), teachers can maintain control over the interactions whilst also creating greater opportunities for learners to interact and contribute more to the classroom discourse by using appropriate questions which work together with the pedagogic goal of the moment and/or interaction.

3.3.2 Corrective feedback and follow-up moves

Aside from questioning techniques, teachers' provision of corrective feedback also characterises classroom interactions (van Lier, 1988b: 14, 276; Philp & Tognini, 2009; Tsui, 1995: 42). Corrective feedback, also known as *repair*, is information provided by teachers for learners' utterances containing an error (Tsui, 1995: 43; Walsh, 2011: 14). Due to the asymmetrical roles in the classroom interactions, the provision of corrective feedback is a ritual that prevails in language classrooms (Walsh, 2006: 10, 2011: 15, 2013: 36); learners will always derive information about their linguistic behaviour from the teachers' (oral) reactions (Chaudron, 1988: 133; Tsui, 1995: 42).

There is extensive evidence from research literature which argues that teachers' corrective feedback promotes language learning (see Chaudron, 1988; García Mayo & Pica, 2000; Martínez-Flor, 1999; García Mayo & Pica, 2000; McDonough, 2004; Pica, 1994, 1996b; Storch, 1998, 1999; Tsui, 1995; Walsh, 2006, 2011, 2013; to name just a few). In particular, corrective feedback is claimed to provide learners with opportunities to

metalinguistically reflect on the clarity, accuracy, and comprehensibility of their output (Martínez-Flor, 1999; McDonough, 2004; Pica, 1994, 1996b: 252), as well as opportunities to correct wrong language hypotheses and prevent errors from being fossilised (Tsui, 1995; Pica, 1996b: 252; Swain, 2005; van Lier, 1988b: 276). It has been also argued that corrective feedback can promote learners' exposure to teachers' well-formed utterances and information concerning the accuracy of their utterances – when its provision is embedded in a collaborative interaction during which teachers and learners provide jointly owned affordances to solve linguistic problems (i.e., negotiations of meaning) (Rassaei, 2014: 417; see also Long, 1983, 1996, Swain & Susuki, 2008).

Despite arguments that there is no reason why erroneous utterances should not be corrected in L2 classrooms, teachers normally deal with two conflicting actions regarding the provision of corrective feedback, namely, whether teachers should:

1. interrupt classroom interactions and communication, provide learners with corrective feedback, and avoid interlanguage fossilization; or
2. omit the error, continue with the interaction and maintain learners' face (Walsh, 2006: 10).

It has been found that the latter action is motivated by negative effects with which teachers are confronted when learners perceive corrective feedback as face-threatening (Cathcart & Olsen, 1976; van Lier, 1988b; Yoshida, 2013a: 384), evaluative (Allwright & Bailey, 1991), or a communication failure (Tsui, 1995). In light of the possibility that corrective feedback during classroom interactions may be perceived by learners as face-threatening and thus limit their oral production, research literature has suggested alternative techniques for providing learners with corrective feedback or information concerning

their accuracy. For example, Hendrickson (1978: 392) suggests that teachers should only correct those errors that 1) hinder communication significantly; 2) have highly stigmatising effects; and 3) occur frequently in learners' speech. Tsui (1995: 47) warns that teachers should not correct every error since it may discourage learners from answering questions and participating in future interactions. More recently, studies have shown an advocacy for teachers' provision of follow-ups (defined as a teacher's repertoire of response affirmations, reformulations, comments, and requests for clarification, justification and elaboration) rather than corrective feedback so as to motivate learners' oral production. Hall and Walsh (2002), drawing on empirical studies (for example, Boxer & Cortés-Conde, 2000; Boyd & Maloof, 2000; Hall, 1998; Nassaji & Wells, 2000; Nystrand, 1997; Rex & McEachen, 1999; Wells, 1993), provide evidence that the quantity and quality of learners' responses and thus learner achievement are enhanced when teachers follow up classroom interactions compared to instances during which corrective feedback was provided. In line with Hall and Walsh (2002), Cullen (2002: 122) suggests that follow-ups provide a rich source of message-oriented target language input as teachers reformulate and elaborate on learners' oral contributions. However, the immediate issue that emerges from a reliance on follow-ups, which may impact on learners constructing longer and more complex utterances, is that learners' opportunities to develop metalinguistic knowledge and push their utterances towards greater accuracy would be limited. In particular, a reliance on follow-up moves during classroom interactions would restrict negotiations of meaning during which implicit or explicit negative feedback is facilitated.

Thus, in order for learners to benefit from all possible learning opportunities during classroom interactions, teachers need not abandon the provision of either corrective

feedback or follow-ups; the use of both during classroom interactions maximises learners' opportunities to be exposed to information concerning the accuracy of their utterances as well as opportunities for oral production (Rassaei, 2014: 417). Teachers should thus make a *conscious* use of feedback and follow-up moves in relation to the pedagogic goal of the moment (Cullen, 2002: 122; Tsui, 1995: 49-50; Walsh, 2013: 36). That is, teachers need to be aware of the effects of these strategies, and use them depending on the aim of the teaching practice. In order to avoid learners' loss of face, Rassaei (2014: 420) suggests that the provision of corrective feedback needs to be performed collaboratively, in a way that encourages learners to produce language and assists them in negotiating and solving their erroneous utterances.

3.3.3 Speech modifications

Other interactional strategies that typify classroom discourse are speech modifications whose formal study originated from the research work by Ferguson (1971). Since then, theoretical and empirical research has drawn attention to their effects on language learning. As discussed in Chapter Two, speech can be modified by teachers (please refer to Section 2.2.1) or interactionally by teachers and learners (see Section 2.3.1). The former modifications are intentionally initiated by teachers to convey meaning in a way that is explicit, lucid, and accessible to learners (Boulima, 1999: 25; Walsh, 2011: 6-7), including slow speech rate, pauses, simplified pronunciation, basic vocabulary, low amount of subordination, fewer number of questions, self-repetitions (Chaudron, 1988: 85), etc. The latter modifications involve negotiated interactions triggered by participants' linguistic deficits or by interlocutor's demonstrated non-comprehension (Long, 1983, 1996). It is these speech modifications that are of particular relevance for the purpose of

the study since they are performed interactionally, involving both teachers and learners working together towards co-constructing meanings, ensuring that the discourse progresses smoothly, and thus promoting learning (Walsh, 2013: 32).

The above two kinds of speech modifications are generally claimed to assist learners' comprehension of the target language (Park, 2002), and have a beneficial impact on the quantity and quality of learning (Walsh, 2013: 32). Input comprehensibility and learning opportunities are maximised when classroom interactions promote both kinds of speech modifications since learners benefit from opportunities not only to be exposed to positive and negative evidence, but also to produce more accurate output (Ellis et al., 1994; McNeil, 2012: 397-398; Swain, 2000, 2005). However, it has been recently suggested that opportunities for speech modifications during classroom interactions may be limited by locally-situated needs, for example, a large number of learners which would make it impossible to initiate speech modifications with every learner (Ekembe, 2014). In light of these limitations to speech modifications, Havranek (2002) and Muranoi (2000) recommend that teachers should direct speech modifications to particular learners while other learners remain as listeners since listeners or auditors benefit equally or even more than addressees, to whom the speech modification was directed.

In short, the above evidence highlights the importance of speech modifications during classroom interactions, but in turn raises the need to explore the extent to which FLIs are conducive to promoting (interactionally) modified speech. This need is reinforced by the claims that FLIs are believed to be mostly learners' opportunities to be exposed to language models and produce the target language (Dinçer & Yeşilyurt, 2013: 88; Philp & Tognini, 2009: 247; Yoshida, 2013a: 371). Therefore, as stated previously, the present

study explores the extent to which the FLIs allow the teachers and learners to initiate interactional speech modifications (i.e., negotiations of meaning).

3.4 Learner participation, motivation and competence

The second part of this chapter begins by discussing the importance of learner participation for ensuring the effectiveness of classroom interactions. It then outlines the role of classroom interactions in developing learners' oral performance (Section 3.4.1), discourse competence (Section 3.4.2), and interactional competence (3.4.3). It concludes by describing learning benefits and shortcomings of peer-led interactions (Section 3.5). The main argument put forward in the remainder of the chapter is that learner participation during classroom interactions may be influenced by the kind of interaction (teacher-led or peer interactions), characteristics of tasks and learners' perceptions of the teaching and learning context, suggesting that learner achievement may be shaped by instructional and/or perceptual factors.

Because of a recent advocacy towards promoting learner-centred teaching and learner autonomy in the language classroom (see Kumaravadivelu, 2001; Walsh, 2013), learners have been given a more agentive role in shaping language learning (see, for example, Long, 1996; Swain, 2000, 2005). This reconceptualised role have required them to possess an awareness of the importance of their participation, use of interactional strategies, affordances and L2 learning opportunities. When learners participate, they make a significant contribution to the management of interactions (Allwright & Bailey, 1991: 19); learner participation is crucial to the success of classroom interactions in promoting language learning (Allwright & Bailey, 1991: 19; McDonough, 2004;

Yoshida, 2013b: 935; Walsh, 2013: 46). However, learner participation has been found to be influenced by instructional and perceptual factors (see Aragão, 2011; Ellis, 2008, 2012; Inozu, 2011; Morita, 2004; Peng, 2011; Yang & Kim, 2011; White, 2008; Yoshida, 2013a). For example, tasks⁶, as instructional materials which have attracted attention in the language education literature since the 1980s, shape learner participation and talk as to its quantity and quality. According to Ellis (2012: 200), the effects of tasks vary depending on their design, for example:

1. *'Unfocused' or 'focused' tasks*. The former are tasks that promote learner communication in general, whereas in the latter learners communicate with a focus on a grammatical aspect.
2. *'Input-providing' or 'output-providing' tasks*. The former refers to tasks which engage learners in reading or listening. The latter tasks engage learners in speaking or writing.
3. *'Filling-a-gap' tasks*. These tasks require learners to fill a gap by providing either 1) information, 2) opinions, or 3) reasoning.

The design and methodological aspects of tasks determine learners' cognitive demands and processes needed in order to be performed, having an impact on learner participation and talk (Walsh, 2002: 4-5). Besides the influence of tasks on learner interactional behaviour, it has been also suggested that learners' perceptions about tasks may influence their oral performance (Skehan, 2003).

Another factor influencing learner participation and thus language achievement during classroom interactions is learners' perceptions of the teaching and learning context which have a significant impact on the levels of learner motivation (Dinçer & Yeşilyurt, 2013;

⁶ In Bygate, Skehan and Swain's (2001) words, a task is defined as "an activity which requires learners to use language, with emphasis on meaning, to attain an objective."

Yang & Kim, 2011; Yoshida, 2013a: 371). Despite its increasingly large amount, research is still being conducted to investigate learner motivation since it is believed to be a factor that determines learner participation and thus the success or failure of classroom interactions and learner achievement (Dinçer & Yeşilyurt, 2013). Learner motivation has been found to be affected by the anxiety that characterises language classrooms (Tsui, 1995: 87; Yoshida, 2013b: 935; Wesely, 2012). Learners' anxiety can be explained by the high demands of classroom interactions which require them to communicate in the target language and develop speaking skills (Tsui, 1995: 84). Specifically, learners' anxiety may be exacerbated by the following factors:

- Demands of classroom interactions (e.g., varied lexis, diverse intonations, proper articulation, formal and informal registers, gestures, body language, and the like (Dinçer & Yeşilyurt, 2013: 88).
- Fear of speaking in front of others (Dinçer & Yeşilyurt, 2013);
- Fear of making mistakes (Tsui, 1995; Yoshida, 2013b: 935).
- Teachers' frequent evaluations of learners' responses (Tsui, 1995: 87);
- Learners' perceptions of linguistic inferiority (Aragão, 2011: 304; Tsui, 1995: 84; Yoshida, 2013b);
- Classes mainly focused on grammar (Dinçer & Yeşilyurt, 2013: 89); and
- Lack of learner autonomy (Dinçer & Yeşilyurt, 2013: 89).

As a way to lessen learners' anxiety, researchers have suggested some recommendations in order to promote their participation and oral production. For example, Tsui (1995: 21) suggests that group work should be encouraged to enable learners to interact collaboratively with peers in order to avoid face-threatening environments, and promote learners' oral production. Pellegrino Aveni (2005) proposes that in situations of high anxiety, learners need to perceive a sense of appreciation and enhancement of their social,

intellectual and linguistic knowledge in order to promote their communication and participation in classroom interactions more effectively.

So far, we have seen that learner participation is crucial in ensuring the effectiveness of classroom interactions and thus language achievement. As reported by research literature, learner participation may be influenced by instructional (e.g., characteristics of speaking tasks) and perceptual (e.g. learners' perceptions of tasks and teaching and learning context) factors. As I shall discuss in the remainder of the chapter, there is further research evidence which suggests that learner participation and thus achievement may be shaped by the kind of interactions (teacher-led or peer interactions), characteristics of tasks and learner perceptions.

3.4.1 Oral performance

As discussed in the previous section, the characteristics of tasks determine learner participation and talk as to its quantity and quality (Ellis, 2012: 200). Research literature has found that the characteristics of tasks particularly have an impact on learners' oral performance (Ellis, 2009, 2012; Foster & Skehan, 1996; Larsen-Freeman, 2009; Skehan 1996, 1998, 2003, 2009; Robinson, 2007, to name just a few). In research literature, learners' oral performance is generally indicated by the following three dimensions:

1. *Fluency* refers to the production of language in real time without pausing or hesitation (Ellis, 2012: 207).
2. *Complexity* refers to "the learner's preparedness to use a wide range of different (grammar) structures" (Ellis, 2012: 206-207).
3. *Accuracy* refers to "how well the target language is produced in relation to the rule system of the target language" (Skehan, 1996).

According to Skehan (2009: 510), successful task performance benefits the above three dimensions. However, learners' attentional resources have been found to be limited for attending to the three dimensions (Foster & Skehan, 2013; Larsen-Freeman, 2009; Skehan, 1998, 2003, 2009). That is, learners attending to one dimension during tasks might cause lower performance in the other two (Skehan, 2003: 5, 2009: 511). This is mirrored in the following generalisations suggested by Skehan (2009: 511):

- Accuracy and fluency, but not complexity, are raised in personal information exchange tasks;
- There is higher complexity, but lower accuracy and fluency, on narrative tasks;
- Pre-task planning produces greater complexity and fluency;
- Tasks based on concrete or familiar information raise accuracy and fluency;
- Tasks containing clear structure raise accuracy and fluency; interactive tasks raise accuracy and complexity;
- Tasks requiring information manipulation lead to higher complexity; and
- Post-task conditions such as public performance or transcription of one's own performance raise accuracy.

These generalisations are consistent with the Trade-off Hypothesis (Skehan, 2009), which argues that there is a tension between form (complexity and accuracy) and meaning (related to fluency) in which, "committing to one area, other thing being equal, might cause lower performance in others" (Skehan, 2003: 511). However, as raised by Wolfe-Quintero, Inagaki and Kim (1998), the above generalisations may not apply to all language classrooms since learners' oral performance is conditioned by the linguistic teaching and learning environment, implying that tasks should be performed and studied in relation to the context where interactions are carried out. Nevertheless, the three dimensions can be benefitted, according to Skehan (2003: 516), when learners are provided with opportunities to manipulate the structure (influencing greater accuracy) and

information (influencing greater complexity) of tasks. This argument is supported by findings of studies conducted by Foster and Skehan (1996, 1999, 2013), Foster and Tavakoli (2009), and Tavakoli and Skehan (2005). For example, Foster and Skehan (1999) explored three types of (solitary, group-based and teacher-led) planning, and found that complexity and accuracy, which normally compete in task performance, were both mediated and increased by the teacher-led planning. Post-tasks, that is, tasks performed after main tasks, have been also found to raise complexity and accuracy levels as suggested by Foster and Skehan (2013), who found that in tasks performed after decision-making tasks raised both learners' complexity and accuracy levels.

It is clear from the above discussion that task characteristics have an impact on learner talk and, in particular, learners' fluency, complexity and accuracy. As suggested by the findings of the research literature, learners' attentional resources are limited to attend to the three dimensions (see the Trade-off Hypothesis proposed by Skehan, 2009). The three dimensions appear to be benefitted when learners have opportunities to manipulate the structure and/or information of tasks (Skehan, 2003: 516). However, it is possible that these claims may not apply to all language classrooms since oral performance is believed to be context-specific (Wolfe-Quintero et al., 1998). Therefore, the present study explores the extent to which the speaking practice at the three proficiency levels is conducive to promoting learners' oral performance, involving fluency, complexity and accuracy. This exploration in turn attempts to fill the gap of the study of oral performance which has been mainly conducted in second language settings.

3.4.2 Discourse competence

In language classrooms, as social environments, teachers and learners need to utilise discourse functions which are essential to communicate. The control that learners exert on discourse functions determines the quality of their discourse (Ellis, 2012: 176), and the development of a discourse competence that is transferable to ‘natural’ situations’ (Long & Porter, 1985). Due to teachers’ and learners’ unequal interactional roles and teachers’ dominance over classroom discourse, it is claimed that discourse functions are normally the “teachers’ exclusive preserve” (Long & Porter, 1985: 207). Learners utilising a lower number of discourse functions than teachers can be explained by teachers’ pressure to advance the lesson; a reliance on textbooks, particular tasks, drills, grammatical and phonological accuracy; and learners’ inhibition to speak publically (Long, Adams, Mclean, & Castaños, 1976). Ellis (2012: 175) contends that learners’ limited discourse functions are also a consequence of a reliance on IRF patterns which hinders them from 1) taking up varied discourse functions; 2) benefitting from greater discourse creativity (Long et al., 1976); and 3) thus developing a discourse competence (Long et al., 1976).

As a way to reconcile learners’ limited use of discourse functions in teacher-led classroom discourse, Long et al. (1976) and Ellis (2012: 175) argue that peer discussions, which create an intimate and inhibition-free environment, encourage learners to utilise discourse functions that are not usually open to them during teacher-led discussions. This has been confirmed by empirical studies which have set out to explore and compare the discourse functions that learners use in teacher-led and peer discussions (see Cathcart, 1986; DiCamilla & Anton, 1997; House, 1986; Long et al. 1976; Ohta & Nakane, 2004). For

example, Cathcart (1986) reported a study of the use of discourse functions by eight learners in different school settings (inside and outside classrooms, formal and informal interactions). Her findings indicated that the number and range of discourse functions increased in settings where learners were able to initiate the talk, and teachers did not have control of the interactions. Similarly, Long et al. (1976) coded for 44 discourse functions, and compared the quantity and range of discourse functions which intermediate learners initiated in teacher-led and peer discussions. Their findings also indicated a greater number and range of discourse functions in peer than in teacher-led discussions.

In sum, research literature argues that learners' use of discourse functions during classroom interactions has an impact on the quality of their talk (Ellis, 2012: 176), and the development of a discourse competence (Long & Porter, 1985). However, learners' opportunities to utilise a wide range of discourse functions in teacher-led interactions have been found to be limited (Ellis, 2012: 175; Long et al. 1976; Long & Porter, 1985: 207). In contrast, peer discussions are claimed to enable learners to initiate a greater number and range of discourse functions than teacher-led discussions (Cathcart, 1986; Long et al. 1976). Motivated by these claims and findings, the present study aims to develop an understanding of the extent to which TLIs and PIs at three different proficiency levels enable learners to utilise discourse functions. If the findings are seen to corroborate the above limitations, there will be a need to not only encourage teachers to carry out speaking practice in PIs in order to promote learners' development of a discourse competence, but also to assist the teachers in developing an understanding of more effective teacher-led interactions during which learner autonomy and initiation of a range of discourse functions are promoted.

3.4.3 Interactional competence

More than three decades ago, claims that language learning evolves out of learning how to participate in L2 interactions started to emerge (Hatch, 1978a, 1978b). The idea that language learning is embedded within learners' opportunities to engage in classroom communication has motivated a movement towards *communicative competence*, a term coined by Hymes (1972). This movement can still be found in current language teaching methodologies (e.g., communicative language teaching and task-based language learning and teaching) whose primary aim is to look at the ways in which learners use linguistic, semantic, discourse, pragmatic and strategic resources in order to convey meaning (Walsh, 2013).

Since its beginning, however, the above movement has been surrounded by controversy and criticisms. Scholars have made the point that classroom communication is indeed important, but insufficient to develop all aspects of L2 competence (Ellis, 1995; Long, 1996; Naughton, 2006: 170; Pica, 1996: 245; Swain, 1985, 2000, 2005). According to Long (1996: 423-424, 425) and Pica (1996: 244), the limitations of classroom communication can be explained by the emphasis of language teaching methodologies on meaning-based communication, which leaves little room for learners to work on the language itself. In line with this suggestion, Kramersch (1986) raised several concerns about the way foreign languages were taught and learnt in the United States of America following the *Proficiency Guidelines* of the ACTFL (American Council on the Teaching of Foreign Languages) and ETS (Educational Testing Service). Specifically, she criticised three practices implied in these guidelines:

1. Language learning involves the mastery of behavioural and linear functions.
2. Language learning is regarded as a static rather than a dynamic process of communication. That is, an emphasis is placed on the language structure since, according to Kramsch (1986: 368), it is controllable, measurable, and easily teachable.
3. Learners' accuracy is stressed over discourse competence.

Based on the above, Kramsch (1986: 370) noted that the achievement of goals in the ACTFL/ETS Proficiency Guidelines would only be superficial. According to Walsh (2013: 47), the above practices are still alive in most recent language teaching methodologies and testing materials which emphasise individual performance, and aim at developing learners' fluency, accuracy, and appropriate grammatical structures, rather than their ability to interact and develop a discourse aptitude. This claim is in line with the findings of my previous study, discussed in Section 1.3.2, which suggested that speaking practice and tests in this context were focused on learners' linguistic abilities at an individual level rather than their interactional skills (García Ponce, 2011).

In response to the above limitations, Kramsch (1986: 370) and Walsh (2013: 48) put forward the need to advance (foreign) language learning by developing learners' *interactional competence*. Prior to defining the notion of *interactional competence*, it is useful at this stage to define the term *interaction*, which is used throughout this study. Broadly speaking, *interaction* can be defined as a collaborative activity during which a speaker and (an) interlocutor(s) set goals and negotiate interactionally the procedures used to reach them (Hall & Doehler, 2011: 1). According to Hall and Doehler (2011: 1) successful interactions involve an ability 1) to accomplish meaningful social actions, 2) to respond to interlocutors' previous actions and 3) to make recognizable for them what the intentions and actions are and how these relate to them. Central to successful

interactions is a shared internal context that is constructed through the interactants' collaborative efforts to ensure understanding of each other's intentions, perceptions, and expectations during interactions. From this perspective, we can define *interactional competence* as the ability to use context-specific expectations, dispositions, orientations and resources to bring about successful interactions (Hall & Doehler, 2011; Kramsch, 1986). This ability involves the employment of prosodic, linguistic, sequential and nonverbal resources to produce and interpret turns and actions; to construct them so they are recognizable for others; to anticipate, negotiate and adjust breakdowns in maintaining shared understanding of the interactional work speakers and interlocutors are trying to accomplish together; and to arrive at intended meaning and joint understandings (Hall & Doehler, 2011: 2; Kramsch, 1986; McCarthy, 2005; Young, 2003: 100; Walsh, 2013: 48). This ability also includes social skills and knowledge of context-specific communicative events, their typical goals and actions by which they are realised and the conventional behaviours by which role relationships are accomplished (Hall & Doehler, 2011: 2).

Kramsch (1986: 369) criticises research which suggests that interactional competence in an L1 is readily available in an L2, arguing that it is not possible to assume that all FL learners have control of interactional skills. Walsh (2013) notes that interactional competence is not developed through learners simply taking part in pair-work tasks or group discussions since the development of interactional competence requires 'extreme mental and interactional ability'. There is thus need to promote learners' interactional competence in and through the FL. In support of this suggestion, Garfinkel and Sacks (1970) argue that interactional practices and behaviour are learnable because they are on continuous display when learners engage in interactions. Moreover, Nguyen (2011) claims that interactions provide their own 'inherent learning mechanism'. In line with

this, it has been suggested that interactional strategies, e.g., turn-taking, topic introduction and management, signalling boundaries, holding and yielding the floor, and the like, should be taught as a first step towards promoting interactional competence in the FL (see Byrnes, 1984; Young, 2003). However, Kramsch (1986) and, more recently, Hall and Doehler (2011) place greater emphasis on learners' existing interactional competencies and knowledge in order to develop interactional competence and thus emancipatory foreign language learning. In order to attain this, Walsh (2013: 51) suggests that interactional competence can be promoted when teachers and learners have a clear idea of the context under scrutiny, and can relate their actions, interactions and resources to their intended goals: communicating, understanding and learning.

In sum, interactional competence is the knowledge and ability to draw on routinized, yet context-sensitive procedures to successfully accomplish interactional goals (Hall & Doehler, 2011: 2-3). It is social in that its skills are developed in interaction and shared with members in communicative contexts (Hall & Doehler, 2011). In language classrooms as social environments, communication is claimed to promote learners' linguistic and interactional competence when teachers and learners as interactants develop an understanding of their contexts in which they are interacting, and the linguistic and interactional resources to meet the goal of the moment (Walsh, 2013). This is of great importance for the purpose of the present study because it suggests that learners' interactional competence can be promoted in foreign language communication. I will return to this suggestion in Chapter Nine where the findings of the study are discussed.

3.5 Peer-led interactions

Since the emergence of Second Language Acquisition (SLA) as a field, the scope of language education research has been to find more effective learning opportunities from which learners can benefit during interactions (Ellis, 2012: 151). The attention has been also centred on the role of interactions amongst learner peers in creating learning opportunities, which empirical studies have corroborated (see, for example, Consolo, 2006; García Mayo & Pica, 2000: 35; Philp & Tognini, 2009; Pica & Doughty, 1985a, 1985b). Specifically, empirical studies have found that learners in peer discussions are able to produce a greater amount of talk (Ellis, 2012: 185; Gibbons, 2002; Long & Porter, 1985; McDonough, 2004: 208), utilise a wider range of discourse functions (Long et al., 1976; Long & Porter, 1985), initiate a greater number of self- and other-corrections than in teacher-led discussions (Long & Porter, 1985; Pica & Doughty, 1985b); and construct utterances that are as accurate as in teacher-led discussions (Ellis, 2012: 186; Long & Porter, 1985; Pica & Doughty, 1985b).

Nevertheless, Ellis (2012) and Pica (1994) emphasise the need to be cautious about overstating and generalising benefits of peer-led discussions, since peer-led discussions have also been found to not always promote learners' oral competence (Naughton, 2006; Pica, 1996a: 16). Specifically, empirical studies have suggested limitations of peer-led discussions as to scarcity of 1) negotiated interactions (Foster, 1998; Naughton, 2006; Pica, 1996a), 2) grammar negotiation (Williams, 1999; Philp, Walter & Basturkmen, 2010), and 3) modified output (Naughton, 2006). For example, Foster (1998: 19) points out that perceptions of peer-led discussions as 'light-hearted' or friendly rather than learning opportunities may encourage learners to avoid engaging in negotiated

interactions. Consequently, Williams (1999: 619) warns that leaving learners too much responsibility for interactions may not yield expected learning results; it is possible that learners during peer-led discussions make of tasks “what they will” (Larsen-Freeman, 2009: 585). Some suggestions have been formulated in the literature to reconcile the advantages and shortcomings of peer-led discussions. For example, Ellis (2012: 190) suggests that peer-led discussions can be effectively carried out when learners, by discussing and reflecting on their interactional behaviour, develop an awareness of them. Foster (1998: 19) suggests that peer-led discussions may yield more effective interactional behaviour if learners are taught to “pursue communication breakdowns until they are resolved.” In a similar vein, Naughton (2006) suggests that learner-led interactions are enhanced when learners are encouraged to practise and reflect on the use of interactional strategies, such as initiating follow-up questions, requesting and giving clarifications, providing corrective feedback, and requesting and giving linguistic help. The importance of these suggestions to the purpose of the present study is twofold. Firstly, they imply that learners can also develop an understanding of their use of interactional strategies towards creating interactional and learning opportunities in peer-led discussions. Secondly, learners’ understanding of their use of interactional strategies can be gained by discussing and reflecting on their interactional behaviour in classroom interactions.

In sum, peer-led discussions are claimed to be beneficial for developing learners’ linguistic as well as interactional skills. Therefore, they need to be promoted in the language classroom (Naughton, 2006). However, based on the evidence that learners’ perceptions of peer-led discussions may encourage them to adopt interactional behaviours which may not yield expected learning outcomes, learners should be aware of engaging

in peer discussions which are aligned with the pedagogic goal set by tasks or teachers. This evidence is valid enough to explore the PIs during which the learners practise speaking. Moreover, it highlights the need to explore the learners' perceptions of PIs in order to understand the extent to which these interactions are conducive to developing learners' speaking skills in this context.

3.6 Chapter summary

Chapter Three was, to some extent, an extension of Chapter Two, in that it built on the claims that classroom interactions are beneficial for developing learners' linguistic and interactional skills. Due to the complex nature of classroom interactions, the chapter discussed how the effectiveness of classroom interactions may be shaped by their nature. In accordance with research literature, the nature of classroom interactions depends on a number of locally-situated needs, teachers' and learners' interactional behaviour, and degree of learner participation. This evidence thus suggests that classroom interactions may be shaped by an interplay of instructional (e.g., task characteristics, and interactions led by teachers or learner peers), interactional (e.g., teachers' and learners' use of interactional strategies), and perceptual (e.g., learners' perceptions of tasks and teaching and learning context) factors that need teachers' and learners' consideration in order to ensure learner achievement.

The above evidence in turn highlights the need to conduct context-sensitive explorations of the factors that are shaping the effectiveness of the FLIs at the three proficiency levels. If (instructional, interactional and/or perceptual) factors are seen to shape their effectiveness, there would be need to raise the teachers' and learners' awareness of the

factors, and their effects on influencing learner achievement. Moreover, due to the fact that teachers and learners co-own the classroom discourse (Walsh, 2013), both teachers and learners would be assisted in developing an understanding of interactions as joint activities during which they collaboratively create and negotiate a communicative space (Mercer & Littleton, 2007: 21; Walsh, 2013) and consciously use interactional strategies towards maximising the interactional space and thus learning opportunities (Kim, 2010: 110; Walsh, 2011: 165, 2013: 20), leading to a reflective teaching and learning process from which the teachers as well as learners theorise from their practice and practise what they theorise (Kumaravadivelu, 2001: 545).

CHAPTER FOUR

LITERATURE REVIEW:

Teacher and learner beliefs

4.1 Introduction

It is widely known that people have beliefs about everything (Inozu, 2011: 646; Pajares, 1992: 315). People have been described as individuals who continuously construct and conceptualise episodes that are relevant to explaining significant practices in relation to “who they are, where they are, and what to do in a specific situation” (Negueruela-Azarola, 2011: 362). In other words, people construct and use beliefs in order to make sense of their everyday practices, and what to do in specific situations (Borg, 2001: 186-187, 2011). In language classrooms, this is not the exception; beliefs have been found to influence classroom interactional behaviour (Allen, 2002; Borg, 2006, Borg & Burns, 2008: 458; Burke, 2011; Ghasemboland & Hashim, 2013; Graham et al., 2014: 44; Inozu, 2011: 646; Nesper, 1987; Richardson, 1996). Any full understanding of why teachers and learners behave in the way they do therefore requires an investigation of their underlying beliefs.

Chapter Four is, to some extent, an extension of Chapter Three, in that it intends to show how perceptual factors, namely, teacher and learner beliefs, may influence teaching- and learning-related practices and interactional behaviour, shaping the effectiveness of classroom interactions and thus learner achievement. This chapter also discusses how

beliefs around locally-situated needs may motivate teaching practices that are in conflict with the teachers' and learners' pedagogic ideologies that they endorse (Barcelos & Kalaja, 2011; Navarro & Thornton, 2011; Woods, 1996). The argument put forward in Chapter Three is that there is need to explore, *in situ* (Barcelos & Kalaja, 2003: 234, in Navarro & Thornton, 2011), the effects of teachers' and learners' beliefs in order to promote the effectiveness of classroom interactions and a context-sensitive pedagogy (Kumaravadivelu, 2001; Pajares, 1992; Walsh, 2013). If their beliefs are seen to produce negative learning outcomes, teachers and learners should thus be assisted through awareness-raising procedures, discussed in this chapter, in order to enable teachers and learners to make the most of effective learning opportunities.

4.2 Teacher beliefs

During teacher education, teachers are expected to perform teaching practices which are continuously reflected and enhanced with a view to developing knowledge that will inform and, in turn, be informed by classroom practice (Calderhead & Robson, 1991: 1). More than two decades ago, it was predicted that the study of teacher beliefs⁷ would be the most valuable 'psychological construct' to teacher education (Pintrich, 1990, cited in Pajares, 1992: 308). In the field of second language acquisition (SLA), several definitions of the term *teacher belief* have been proposed, as shown in the table below.

⁷ Borg and Burns (2008: 457; see also Graham, Santos and Francis-Brophy, 2014: 44) termed the study of teacher beliefs as *language teacher cognition* which refers to "the study of what teachers know (knowledge), think (conceptualisations), and believe (beliefs) and how these relate to what teachers do (teaching practice)."

Table 4.1 *Definitions of the word 'belief'*

Definition	Source
Teachers' experiential, affective and evaluative memories which "continue to colour or frame the comprehension of events later in time."	Nespor (1987: 320, 323)
Propositions consciously or unconsciously held; perceived as true; composed of affective and evaluative components, stored in the long-term memory; and provide a basis for actions.	Borg (2001: 186-187, 2011)
"Entities of what teachers embrace, including attitudes, values, beliefs, thinking, images, knowledge, conception, working principles, practical knowledge, and implicit theories."	Woods (1996: 55)

The key points to come out of the above definitions are the fact that 'beliefs' include those that are *affective* and *evaluative* (that is, memories that are constructed based on moods, feelings, attitudes, and value assessment of something), as well as *experiential* (propositions based on practical contact with facts or a given situation), and the observation that beliefs *guide* or *inform classroom actions*. This latter point is of central importance to the present study and its aim of exploring how classroom interactional practices are shaped by teacher and learner beliefs. Consistent with the above definitions and for the purpose of this study, the term *teacher belief* is therefore used throughout this thesis to refer to the teachers' affective, evaluative and experiential interpretation of pedagogical knowledge that shapes their interactional and teaching behaviour in the classroom.

Empirical studies have confirmed that beliefs exert a *strong* influence on teachers' behaviour during classroom interactions (see, for example, Allen, 2002; Barcelos & Kalaja, 2011; Borg, 2006; Borg & Burns, 2008; Burke, 2011; Ghasemboland & Hashim,

2013; Graham et al., 2014; Inozu, 2011; Nesper, 1987; Richardson, 1996), influencing learner achievement (Alanen, 2003; Barcelos & Kalaja, 2011: 281), and the effectiveness of classroom interactions. They have also suggested that a considerable number of teachers' beliefs are developed, strengthened and appropriated during past experiences⁸ in or even before pre-service teacher education (Borg, 2011; Burke, 2011; Calderhead & Robson, 1991: 7; Inozu, 2011; Karaata, 2011: 246; Lortie, 2002; Nesper, 1987: 320; Pajares, 1992). In accordance with Inozu (2011: 650), Calderhead and Robson (1991) and Nesper (1987: 320), past experiences, taken by pre-service teachers as inspiration or templates, develop teacher beliefs about how a target language should be taught and learnt, and how teachers and learners should behave in the language classroom. Florio-Ruane and Lensmire (1990, in Pajares, 1992: 322) and Lortie (1975: 66) point out that beliefs developed by teachers' past experiences may be compatible with current teaching approaches, but others may not. For example, evidence of this comes from Andon and Eckerth (2009), who explored the relationship between four teachers' beliefs about the task-based approach and its pedagogical principles. They found that only a limited number of principles consistent with the task-based approach were reflected in their teaching practice, despite the teachers' reported knowledge of the approach. Similarly, Borg and Burns (2008), through an administration of questionnaires, found that most of the teachers (a total of 176) perceived explicit grammar instruction negatively, and stated a value for meaning-focused activities following a grammar-integrated approach. However, their stated teaching practices indicated a reliance on instructions focused on

⁸ Episodic memory for Nesper (1987: 320).

isolated grammar structures which appeared to be informed by the teachers' experiential beliefs, and with no reference to relevant research literature (see also Karaata, 2011).

In addition, empirical studies have found that teachers' beliefs about locally-situated needs (e.g., teachers' beliefs about class time constraints, large number of learners, institutional requirements, etc.) may heavily influence teaching behaviour (see Barcelos & Kalaja, 2011; García Ponce, 2011; Graham et al., 2014: 46; Navarro & Thornton, 2011: 298). In other words, teachers' beliefs about locally-situated needs may shape the way teachers teach a language, giving certain preference to (a) particular language skill(s) (Burke, 2011: 2), methods or teaching approaches (Borg & Burns, 2008). For example, in a study by Hayes (2009), all the participant teachers valued Communicative Language Teaching (CLT). However, the findings indicated that the teachers' beliefs about locally-situated needs, such as the need to teach other skills and examination demands, deterred them from complying with speaking practice sessions consistent with the CLT. The teachers stated that time constraints and a lack of knowledge of alternative methods were the main obstacles for carrying out interactions consistent with the CLT. Moreover, it has been suggested that teachers' beliefs about locally-situated needs, influencing their teaching and interactional behaviour, may conflict with the pedagogical beliefs and principles that teachers endorse (Allen, 2013: 134; Karaata, 2011: 245; Musumeci, 2002). This conflict can be explained by the force of beliefs about locally-situated needs that derail "teachers' ability and/or willingness to teach in ways that are consistent with their pedagogical beliefs and theoretical knowledge" (Allen, 2013: 136; Graham et al., 2004: 46). For Pajares (1992: 322), teachers' beliefs, influenced by past experiences or locally-situated needs, are valid enough reasons to direct research towards exploring pre- and in-service teachers' educational beliefs.

Despite claims that teachers' beliefs may influence classroom actions, it has been found that the interplay between beliefs and classroom behaviour is not rigid. That is, teachers' beliefs not only influence actions; actions can also influence teachers' beliefs (Barcelos & Kalaja, 2011; Woods & Çakir, 2011: 389). This can be performed through processes of self-consciousness, reflection and re-examination (Allen, 2002, 2013; Borg, 2011; Burke, 2011; Nespor, 1987; Richardson, 1996; Woods & Çakir, 2011: 389), during which classroom behaviour is transformed into well-defined practices by assisting them in questioning and changing their beliefs (Nespor, 1987: 326), and routinizing pedagogic methods. For example, Borg's (2011) findings indicated that a belief-reflection-action process, which involved teaching coursework and feedback from tutors during an in-service teacher training, had a beneficial impact on raising the teachers' awareness of their teaching practices. Likewise, Allen (2013) found that French teachers, after a summer training course with native speakers, became aware of their linguistic limitations which motivated them to take corrective actions.

So far, we have seen that teachers' beliefs and, in particular, beliefs about locally-situated needs shape the way teachers should teach and behave in language classrooms. This empirical evidence implies that the effectiveness of classroom interactions may be shaped by teachers' beliefs. As said by Pajares (1992: 322), this implication is a valid reason to direct research towards the effects of teachers' beliefs. Therefore, there is still need for studies which explore the role of teachers' beliefs in influencing teaching practices and learner achievement. These studies should set out not only to demonstrate the influential role of teachers' beliefs (Allen, 2002; Ghasemband & Hashim, 2013; Karaata, 2011), but also to assist teachers in raising an awareness of their beliefs, and in developing new

beliefs which have an impact on more effective interactional behaviour during classroom interactions (Hayes, 2009: 9; Nesper, 1987: 323).

4.3 Learner beliefs

Research literature has suggested that classroom interactions are beneficial for developing learners' speaking skills (Allwright, 2000; García Mayo & Pica, 2000; Gass, 2003; Hall & Verplaetse, 2000; Long, 1996; Swain, 2000, 2005; Walsh, 2011: 2; Wells, 1981). In order to promote learner autonomy and language learning, learners have been recently given a more prominent role (Long, 1996; Swain, 2000, 2005). This role has required them to maintain an active participation which is believed to be crucial to the effectiveness of classroom interactions (Allwright & Bailey, 1991: 19; McDonough, 2004; Yoshida, 2013b: 935; Walsh, 2013: 46).

As in the case of teachers, learners also have strong beliefs and perceptions regarding how language lessons should be delivered. It is common that language learners normally value the role of participation during classrooms interactions in developing their language proficiency (Yoshida, 2013a). However, empirical studies have found that learners' beliefs impact in complex ways on their behaviour and participation in the language learning classroom (Aragão, 2011; Ellis, 2008; Inozu, 2011; Morita, 2004; Peng, 2011; Yang & Kim, 2011; White, 2008; Yoshida, 2013a). Learners' beliefs include perceptions of themselves (Barcelos & Kalaja, 2003: 231), teaching context (Barcelos & Kalaja, 2003: 231), language community (Wesely, 2012: 100; White, 2008: 121), and tasks (Barcelos & Kalaja, 2003; Gore, 1995; Skehan, 2003). In particular, empirical studies have shown that learners' beliefs about their lack of self-efficacy (e.g., learners' self-perceptions of

limited linguistic competence, poor pronunciation, limited vocabulary, etc.), influencing emotions, have significant effects on how learners perceive themselves in the interaction, and the way they should behave in the classroom (Aragão, 2011; Dinçer & Yeşilyurt, 2013; Morita, 2004; Navarro & Thornton, 2011; Pajares, 1992: 315; Yang & Kim, 2011; Yoshida, 2013a), which in some cases may deter them from fully participating and thus developing speaking skills (Wesely, 2012). Similarly to teachers' beliefs, learners' beliefs can be paradoxical and conflicting (Yoshida, 2013a: 372). For example, learners' beliefs about their lack of self-efficacy may sometimes be in conflict with pedagogical beliefs and actions that learners embrace (Yoshida, 2013a: 372). Under these circumstances, Yang and Kim (2011: 331) raise the need to align learners' beliefs with interactional behaviour that is more effective for learning practices. In order to attain this, Yoshida (2013a: 372) contends that learners can be assisted in breaking away from conflicting beliefs about classroom actions in order to promote the development and appropriation of new beliefs consistent with more effective learning practices.

Due to the fact that learners' beliefs are dynamic (Aragão, 2011: 304; Navarro & Thornton, 2011: 291; Peng, 2011; Wesely, 2012: 105) and can be co-constructed through dialogue (Barcelos, 2003; Yoshida, 2013a), it has been suggested that learners' beliefs can be changed and aligned with pedagogic goals through mediating learner cognition (see Aragón, 2011; Barcelos & Kalaja, 2011; Borg, 2011; Mercer, 2011; Navarro & Thornton, 2011; Peng, 2011; Yang & Kim, 2011; Yoshida, 2013a, 2013b). That is, conflicting beliefs can be transformed and appropriated by learners through awareness-raising procedures which involve personal reflection (Aragão, 2011; Yang & Kim, 2011, Yoshida, 2013a, 2013b) and/or interaction with advisors (Navarro & Thornton, 2011: 297; Yoshida, 2013a, 2013b). Personal reflection and external advice are believed to

provoke a tension between the learners' beliefs and perceptions of the teaching and learning environment, "leading to qualitatively different actions" (Yang & Kim, 2011: 326). In order to attain this, the awareness-raising procedures should promote a 'gestalt shift' (Nespor, 1987: 321), in which learners' conflicting beliefs are deliberately challenged or proven unsatisfactory (Lasley, 1980, cited in Pajares, 1992; Yoshida, 2013a), and alternative beliefs are made available to learners (Nespor, 1987: 326). For example, Yoshida (2013a) reported the importance attached by learners to language accuracy and participation in class. However, she found that learners avoided classroom interactions since they believed that their accuracy levels were low. The belief in the importance of accuracy was in conflict with their belief in the importance of participation. As a consequence, learners maintained an 'avoidance strategy' for fear of making mistakes, despite their strong commitment to learning and the values they placed in participation. Through the use of diaries and interacting with learner peers, the learners were able to reflect on beliefs about their classroom behaviour, and appropriate a new 'socially co-constructed' belief in the importance of confidence for participation. This new belief was found to be reinforced by the sense of success that the learners experienced by participating and learning more.

In sum, learners' (as well as teachers') beliefs exert a strong influence on their interactional behaviour. In particular, beliefs associated with a lack of self-efficacy are claimed to affect learner involvement and participation (Aragão, 2011; Dinçer & Yeşilyurt, 2013; Morita, 2004; Navarro & Thornton, 2011; Pajares, 1992: 315; Yang & Kim, 2011; Yoshida, 2013a). However, learner cognition has been found to be mediated by awareness-raising procedures, which result in enhancing learner participation and involvement during classroom interactions. As previously mentioned, there is still need

for studies which inform teachers and learners of the effects of their beliefs on classroom behaviour (Borg, 2011: 378), and how they can mediate and develop beliefs which have an impact on promoting the effectiveness of classroom interactions and thus learner achievement.

4.4 Chapter summary

Chapter Four discussed the influential role that teacher and learner beliefs can exert on classroom (teaching and interactional) behaviour. In particular, it discussed how teachers' beliefs around locally-situated needs and learners' beliefs about a lack of self-efficacy may influence teachers and learners to adopt interactional behaviour which may be in conflict with the pedagogical beliefs that they endorse. The immediate issue that emerges from this influence is that teachers' and learners' interactional behaviour and teaching practices influenced by their beliefs about locally-situated needs may not be compatible with beliefs emerging from learnt teaching principles or recent teaching approaches (Florio-Ruane & Lensmire, 1990, in Pajares, 1992: 322). However, it was suggested that teachers' and learners' beliefs and their interactional behaviour can be aligned with pedagogic goals when teachers and learners are assisted in mediating their cognition (Allen, 2002, 2013; Aragão, 2011; Borg, 2011; Burke, 2011; Navarro & Thornton, 2011; Nespor, 1987; Richardson, 1996; Yang & Kim, 2011, Yoshida, 2013a, 2013b; Woods & Çakir, 2011), that is, through reflective processes or advice from tutors. In the case of the latter, tutors (i.e., researchers or teachers) can assist in (Alanen, 2003; Borg, 2011: 378):

1. eliciting beliefs;
2. articulating what has come to awareness;

3. confronting with alternative views; and
4. reflecting on the appropriateness of revising and expanding one's knowledge.

The above empirical evidence thus highlights the need to conduct examinations of teacher and learner beliefs in order to promote more effective teaching and learning practices (Barcelos, 2003; Navarro & Thornton: 2011: 295; Pajares, 1992), and direct, construct and re-construct context-sensitive education programs and curricula (Pajares, 1992: 328). According to Thornbury (1996: 284), the effects of language education research and teacher training may be only superficial without this understanding. However, more than two decades ago, Pajares (1992: 324) claimed that research into teachers' (and learners') beliefs was limited. More recently, Borg (2011: 371) and Inozu (2011: 646) contend that this research is still scarce.

In response to the above opportunities for improving teaching and learning practices, the present study aims not only at exploring the classroom interactional behaviour during the FLIs, but also at examining the role of the teachers' and learners' beliefs in the FLIs and speaking practice. This approach mirrors Wesely's (2012: 98) suggestion that studies should take into account the examination of observable (i.e., interactional) and non-observable (i.e., perceptual) behaviour in order to gain insights into a given practice. In particular, the study aims to make a contribution to our understanding of the effects of beliefs on teachers' decision-making and classroom interactional behaviour from a context-based approach. In doing so, the study aims to provide the teachers and learners with context-sensitive pedagogical implications which may assist them in developing new beliefs that have an impact on more effective teaching and learning behaviour during speaking practice.

CHAPTER FIVE

APPROACH, METHODS AND DATA

5.1 Introduction

The present study, as previously stated, was partly motivated by a previous study that I conducted at the research site (see García Ponce, 2011). This study set out to examine the foreign language planning that the Faculty of Languages at the Autonomous University of the State of Mexico performs in order to achieve the target language goals. I found that the results of speaking tests showed passing grades, however, the informants (i.e., learners, language teachers and administrators) perceived that speaking skills were mostly neglected, and not always developed efficiently by learners (García Ponce, 2011). Therefore, I questioned how these skills were taught and learned, and raised the need to conduct in-depth explorations in order to obtain a clearer picture of learners' speaking skills in this context.

In response to the above opportunity for improving the teaching and learning practices in this context, the central aim of the present study is to explore the foreign language interactions (FLIs) in which English as a foreign language (EFL) teachers and learners engaged to practise speaking. In particular, the present study aims at developing an *in situ* understanding of factors that impede the teachers and learners from engaging in more effective interactions and thus developing learners' speaking skills. In order to attain these aims, the study adopts a context-based approach which was fine-tuned and informed by

previous explorations in a pilot study, the researcher's involvement in the research site, and a rich use of data (including detailed transcriptions of the FLIs, three methods of eliciting participants' perceptions, and a data-driven analysis). The adoption of this approach lies behind the argument that research into classroom interactions should be conducted following a context-sensitive perspective (Kumaravadivelu, 2001; Walsh, 2013), taking into account locally-situated actions as well as teacher and learner voices (Wesely, 2012).

This chapter begins with a general description of the context-based approach, research site and main elements of the curriculum regarding learners' speaking skills. The chapter proceeds to outline a pilot study that was conducted to finalise methodological and practical decisions concerning the nature of the FLIs, design of instruments, and procedures for data collection in the main study. The chapter then describes how the main study was implemented, including details about ethics procedures that were followed, participants, mixed methods for data collection, and data processing and analysis. The chapter concludes by discussing the objectivity, credibility and replicability of the present study in accordance with Burton (1988), Kumaravadivelu (2001), Rallis and Rossman (2009) and Storch (2001).

5.2 Context-based approach

As previously mentioned, learners at the Faculty of Languages were perceived to develop poor competencies in speaking throughout the teacher/translator training programme (García Ponce, 2011). This empirical evidence raises the need to conduct explorations which aim at addressing these perceived limitations and identifying solutions specific to

this context. In order to attain this, Walsh (2013: 4) suggests that explorations need to be conducted *in situ* (i.e., explorations that are located in natural classrooms), aiming to understand the local context, and enhance contextually-situated teaching and learning practices rather generalising findings (p. 5).

This study thus adopts a context-based approach with the aim of drawing attention to, and making explicit, the importance of local context in understanding and addressing low learner achievement (Walsh, 2013: 4). The approach draws on the concept of ‘Context Approach’ to teaching put forward by Bax (2003). Bax (2003) claims that current teaching methodologies, influenced by Communicative Language Teaching or even traditional approaches, are now having “a negative effect” in some contexts (p. 278). Therefore, he calls for a context-based approach to language teaching which, in order to promote language learning, takes into consideration the whole context, involving, for example, school and national culture, school and classroom environment, pupils’ needs, beliefs and motivation, and so on (pp. 281, 285). According to Bax (2003: 287), this requires developing analytical tools for exploring and understanding the teaching and learning context. In this study, the approach is context-based in two main ways. Firstly, it involves designing methods and analytical frameworks, such as the FISFLI outlined in Chapter Six, which are sensitive to the immediate teaching and learning context. This was achieved by, for example, the reliance on earlier studies conducted in the same context, including García Ponce (2011) and my pilot study (see Section 5.5 and below). Secondly, a context-based approach involved the implementation of context-sensitive pedagogical implications designed to promote more effective FLIs and thus learner achievement in this particular teaching and learning environment. This was achieved in part through

evidence-based workshops which involve the use of data collected in this context and which enlist the help of teachers who participated in the study (see Chapter Ten).

The rationale behind the adoption of a context-based approach in the present study also lies in its inquiry nature. That is, the study resides within an exploratory and naturalistic inquiry which involves sustained involvement in the context (Hammersley, 1994, 2006) and the use of mixed methods aimed at producing a holistic understanding of the teaching and learning environment (please refer to Section 5.6.3 for a discussion of the methods used in the main study). The naturalistic inquiry adopted in the context-based approach is believed to enable researchers to explore the dynamism and complexity of meanings in a particular context (Lillis, 2008: 355). Moreover, it does not involve controlling classroom conditions or variables, testing hypotheses, imposing etic perspectives, or generalising findings (Hammersley, 1994, 2006). Rather, it seeks to gain an accurate understanding of naturally-occurring FLIs, and to ensure that the study, methods and findings are replicable (see Section 5.6.6). In other words, while not claiming that other studies are necessarily insensitive to context, the adoption of an explicitly context-based approach allows for the prioritisation of an in-depth understanding of the immediate teaching and learning context over, say, the comparative approach facilitated by the implementation of a widely used research tool or an experimental approach (Kumaravadivelu, 2001).

In order to ensure that the understanding is context-sensitive to the classrooms explored, the context-based approach was firstly informed by a pilot study conducted in the same context (see Section 5.5). The aims of the pilot study were to 1) have an initial approach with the interactional and elicited data and involvement in the context prior to conducting

the main study, 2) adjust the instruments for data collection, and 3) decide how the data were going to be processed and analysed. Secondly, emic as well as etic insights were gained by the researcher's sustained involvement (see Hammersley, 1994, 2006) as a language learner during the five-year teacher/translator training programme, a previous study conducted in the same context, and during the data collection of this study. However, this advantage in turn opened up concerns related to ethical issues and objectivity of the present study which are discussed in Sections 5.6.1 and 5.6.6, respectively. Thirdly, the context-based approach allowed for a use of mixed methods, rich datasets, including both interactional and elicited data which are claimed to be often neglected in language educational research (Bax, 2003: 280; Nunan, 1996, in Walsh, 2013: 4), and an analysis grounded in and led by the data (see Navarro & Thornton, 2011).

5.3 Research site

The present study took place at the Faculty of Languages⁹ at the Autonomous University of the State of Mexico where learners are expected to learn one foreign language (English or French) at a proficiency level that allows them to work as foreign language (FL) teachers or translators after studying a five-year training programme (i.e., BA in languages). In this setting, teachers and learners perform classroom practices which are focused on developing learners' four language skills (speaking and writing as productive skills; reading and listening as receptive skills), grammar and vocabulary (UAEM, 2010: 18-19). Every semester, learners have the freedom to choose the subjects at their

⁹ The Faculty of Languages at the Autonomous University of the State of Mexico is located in the metropolitan area of Mexico, in the city of Toluca, State of Mexico. In 2003, the Faculty of Languages started to promote the BA in Languages (Licenciatura en Lenguas), a teacher/translator training programme.

convenience, which may involve working with a different language teacher every semester.

The present study was conducted in three on-going English courses: English I (basic level), English V (intermediate level), and English X (advanced level). The following table summarises general information of these courses:

Table 5.1 *Descriptions of the English courses (UAEM, 2010: 48-50)*

Course	English I	English V	English IX
Type of unit	Compulsory	Compulsory	Optional
Theory hours per week	3	3	2
Practice hours per week	3	3	3
Total hours per week	6	6	5
Objectives	Use the language at a basic level , developing the 4 skills	Use the language at an intermediate level , developing the 4 skills	Use the language up to an upper-advanced level , similar to an ALTE ¹⁰ level, developing the 4 skills.

As shown in Table 5.1, English at basic and intermediate levels are offered as credit-bearing units; the advance level is studied as an optional unit which has no credits. After semester III (the second half of Year 2), learners are required to choose two majors: in English or French, and in language teaching or translation studies. Therefore, all the participant learners at the intermediate and advanced levels were majoring in English, and most of them were trained to become language teachers.

Courses at basic and intermediate levels involve six hours of English study per week, where three hours are centred on learning the language form (theory) and other three on practising the language. In English courses at advanced levels, learners study the language

¹⁰ The Association of Language Testers of Europe (ALTE) aims to establish common standards for language testing across Europe (ALTE, 2015). The Faculty of Languages uses its language framework to establish the foreign language levels that the learners are expected to obtain at the end of the teacher/translator training programme.

form for two hours per week, and practise the language for three hours per week. According to the curriculum (UAEM, 2010: 73), the argument that lies behind the decision to reduce the number of hours after semester VI (Year 3) is that learners will study the language independently as part of a self-learning programme encouraged by the university (UAEM, 2009, 2010). However, a large number of learners in this context do not comply with this stipulation, and mostly practise the FL in the classroom (García Ponce, 2011). Assessment of the language skills is determined by the teachers, who have the ‘academic liberty’ (in Spanish, *libertad de cátedra*) to set their own curricula (UAEM, 2010). This includes continuous assessment tasks (UAEM, 2010: 76) and, in some cases, oral presentations or final assignments which could be a project which demonstrates that learners have met the linguistic goals of the unit. The minimum passing grade is 6.0/10.0 for all the subjects in this faculty.

It is worth mentioning that most of the learners that take English I (basic) come from public schools which offer limited opportunities to practise the FL (García Ponce, 2011; SEP, 2006b: 10-11). Due to the fact that these learners are expected to develop – in five years – an FL competence, this limited linguistic background poses a problem for them in terms of linguistic performance and development (Consolo, 2006). This thus highlights the importance of ensuring that the linguistic objectives are met as stipulated in the curriculum (UAEM, 2010) since these learners’ main requisite for finding jobs will be their teaching as well as linguistic skills (Consolo, 2006: 48).

5.4 Curriculum

The general objective of the curriculum is to train learners to become efficient teachers or translators with a critical awareness of their knowledge and abilities (UAEM, 2010: 17). Specifically, the curriculum aims to develop the following learners' abilities:

Table 5.2 *Objectives of the curriculum regarding the learners' abilities* (UAEM, 2010: 17)

- | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Teach foreign language classes using pedagogical strategies which reflect the current knowledge about the nature of the foreign language.• Select, design and evaluate didactic materials for teaching the foreign languages.• Design, evaluate and perform teaching programmes and evaluation instruments.• Produce and understand texts and discourse in Spanish, French or English with accuracy and fluency levels that reflect the understanding of underlying linguistic structures and processes.• Translate diverse type of texts from English or French into Spanish.• Implement their ability of critical and rational thinking to every aspect of their social, professional and personal life.• Seek a thorough and satisfactory understanding of their surrounding in a continuous way. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

As shown in Table 5.2, learners are expected to develop abilities which promote knowledge of and reflection on the FL, teaching practices, and translation skills. In particular, the curriculum aims to develop the following linguistic skills:

“Speak English or French with precision; initiate a wide range of practical, social, professional and abstract topics; participate with ease in discussions of their area (language teaching or translation studies); use a wide range of discourse strategies during communication, which is not affected if learners make mistakes” (UAEM, 2010: 18-19).

In order to facilitate the achievement of the above objectives, the curriculum promotes the flexibility of the teacher/translator training programme. That is, learners are given an active responsibility for their academic progress at their convenience (UAEM, 2010, 4). This active responsibility involves not only making decisions as to the selection of

subjects and hours of study per semester, but also finding opportunities which promote language learning. This is consistent with the self-learning programme that the university promotes as a way for learners to take actions related to their own exploration and interpretation of the world (UAEM, 2009, 2010: 75). However, there is evidence that the linguistic objectives of the curriculum are not fully met (García Ponce, 2011: 56-58, 77-82, 143-144). This thus raises the need for exploring in depth the processes involved in the teaching and learning practices, particularly, for speaking.

5.5 Pilot study

Prior to implementing the main study, a small-scale pilot study was conducted during the months of September 2012-January 2013 in accordance with the context-based approach that the present study adopted. Following Gass and Mackey's (2007: 3) suggestion, the objective of the pilot study was twofold:

1. *to understand* the nature of FLIs and interactional data, and how these data were going to be collected, processed, and analysed in the main study.

Three female English teachers and 66 learners, who were enrolled in similar proficiency levels to the participants in the main study (namely, basic, intermediate and advanced proficiency levels), were invited to participate in the pilot study. In complying with the University of Birmingham's (2014) Code of Practice for Research, the participants were informed of the procedures for data collection and their rights to be anonymised or withdraw at any time (see information sheet in Appendix 1). All participants provided

consent to participate, and for the researcher's use of data for the purposes of the pilot study (see confidentiality and consent sheet in Appendix 2).

In total, three hours were recorded (one per class) to make decisions as to the interactional data collection, data processing, and aspects of classroom talk for analysis in the main study. During these recorded classroom observations, I noted that the two recorders used to collect the data (the first recorder was placed on the teachers' desk, and the second one was positioned close to the learners) were able to capture the teacher-led interactions (TLIs). However, due to the fact that interactions were also carried out among learner peers, the quality of the recorded peer interactions (PIs) was poor, due to the fixed positioning of the recorders and their distance from the learners that made the recording of the PIs impossible. In order to record PIs, I decided to use a higher number of recorders in the main study, and position them closer to the interactions between learners. Moreover, I observed that the teaching behaviour at the three proficiency levels was not always aimed at practising speaking, but grammar, vocabulary, listening or reading. Thus, I decided to request the participant teachers to inform me of possible dates for speaking practice sessions in order to record interactions focused on developing speaking skills.

After having recorded the three classes, the need to use transcription conventions that enable me to obtain data according to the scope of the present study then became apparent (see Jordan & Henderson, 1995: 10; Walsh, 2013: 94). The three-hour classroom observations were then transcribed following Koester's (2006) transcription conventions (see initial transcription conventions in Appendix 3). However, I found that some conventions were irrelevant for the purpose of the main study (e.g., the sotto voice, inhalation, aspiration) since they were mostly designed to investigate talk by native

speakers (NS) at workplaces following a conversation analysis approach. Therefore, these conventions were adapted and replaced for others which were relevant to the aims of the main study, see final version in Table 5.3.

Table 5.3 *Final transcription conventions* (taken and adapted from Koester (2006: ix-x) and Walsh (2006: 165).

T	Teacher
L1, L2, L3, etc.	Identified learner
LL	More than one learner or whole class
L?	Unidentified learner
//	Two slashes indicate AS-unit boundaries.
<>	<> indicates clause boundaries.
.	End of discourse unit or clause
!	Animated intonation
?	Rising intonation: question
...	Pause or break of less than 1 second within a turn
-	False start or sound abruptly cut off.
:	Colon after vowel indicates elongated vowel sound
::	Two colons indicate longer elongation
=	Latching: no perceptible inter-turn pause between continuous turns.
→	Speaker's turn continues without interruption
PERfect	Emphatic stress
/ /	Words between slashes indicate uncertain transcription
((5))	Unintelligible 5 seconds: a stretch of unintelligible speech with the length given in seconds
↕	Double arrow indicates overlapping or simultaneous speech.
[5] [T nods]	Square brackets indicate non-linguistic information, e.g., pauses of 1 or longer (the numbers of seconds is indicated), speakers' gestures or actions
[...]	Ellipsis between square brackets indicates intentionally omitted data by the researcher.
'Hehehe'	Indicates laughter in a turn; a 'he' is transcribed for each syllable laughed.

As shown in Table 5.3, some transcription conventions were included to identify the anonymised teachers and learners in the interactions (T, L1), and emphatic stress (mostly used to correct pronunciation or elicit learners' self-corrections); to add extra information

of the interactions (square brackets []); and to indicate data that was intentionally omitted (ellipsis between square brackets [...]), and AS-unit (//) and clause boundaries (<>).

In examining the transcripts of the three one-hour interactions, I observed that the following aspects of classroom discourse were relevant for exploring the FLIs, and learner talk during speaking practice:

- **Nature of the FLIs**
 - IRF patterns
 - Teacher-initiated exchanges (namely, *informing, directing, eliciting, checking*)
 - Teachers' questions
 - Teachers' and learners' amount of talk
 - Teachers' and learners' turn length

- **Learner talk**
 - Oral performance (i.e., fluency, complexity, and accuracy)
 - Discourse functions
 - Negotiations of meaning
 - Length of responses

The above aspects of classroom discourse were later gathered together to be part of the Framework of Interactional Strategies of Foreign Language Interaction (FISFLI), which aims at understanding the nature of the FLIs (involving IRF patterns, teacher-initiated exchanges, teachers' questions, amount of classroom talk, and turn length), and how their nature has an impact on four learner variables (i.e., oral performance, discourse functions, negotiations of meaning, and length of responses) (please refer to Chapter Six for a detailed description of these interactional strategies and the calculations used to measure them).

2. *to design, trial, and adjust* the instruments for eliciting the teachers' and learners' beliefs around speaking practice.

As discussed in Chapter Four, the effectiveness of classroom interactions has been found to be largely influenced by teacher and learner beliefs. Therefore, there was a need to design, trial, and adjust instruments which elicit the teachers' and learners' perceptions and underlying beliefs around speaking practice for the main study. Interviews and questionnaires were then included in the pilot study. The interviews were conducted with the pilot teachers and three learners (one from each proficiency level). These interviews were performed following a question guide consisting of ten open-ended items (see Appendices 4 and 5). In examining the elicited data from the interviews, the teachers' and learners' responses were largely focused on their interactional behaviour. However, I found that their responses yielded scarce attitudinal and perceptual information concerning speaking practice. Therefore, I needed to re-structure the questions for the main study so as to elicit data which would enable me to explore the interplay between the classroom behaviour during speaking practice and teacher and learner beliefs. Moreover, I decided that learner focus groups would be carried out in the main study in order to avoid learners' coercion, and promote a positive rapport between the researcher and learners.

The questionnaires were administered to all the learners and teachers at the three proficiency levels (see pilot questionnaires in Appendices 6 and 7). During the administration of the questionnaires, I observed that the informants spent a considerable amount of time answering them since the initial versions contained a large number of open-ended questions. At the end of the questionnaires, the teachers and learners

commented that they found the questionnaire time-consuming since it was structured with open-ended questions. Consequently, it was necessary that I re-structured the questions for the main study, using a continuum from easy questions (e.g., questions which elicit reported classroom actions and behaviour) to complex questions (e.g., questions which elicit perceptions and beliefs) (Hernández Sampieri, Fernández-Collado & Baptista, 2006: 586), and a higher number of multiple-option items in order to administer the questionnaires in a less time-consuming way. During both the interviews and administration of questionnaires, I also observed that the use of the FL was a limitation to the flow of communication since the pilot teachers and learners appeared to be focused on the accuracy rather than the content of their responses. This limitation was raised by Mackey and Gass (2005: 960), who suggest that the use of the L2 for collecting elicited data may yield inaccurate or incomplete understandings, due to the complex demands of describing teacher- and learner-internal (e.g., beliefs and perceptions) and external (e.g., interactional behaviour) phenomena. Therefore, I decided that the L1 (Spanish) would be used during teacher interviews and learner focus groups and questionnaires in the main study in order to facilitate the provision of information, and thus gain clearer insights into the teachers' and learners' beliefs and their effects on the classroom behaviour.

In brief, the pilot study enabled me to obtain a clear picture of how the FLIs are carried out by teachers and learners in this context. This involvement in the research site allowed me to make decisions as to how the interactional data would be collected, processed, and analysed in order to gain an understanding of the effectiveness of the FLIs in which teachers and learners engage to practise speaking. Moreover, this involvement in the pilot study allowed me to design, trial and adjust the instruments which would provide insights into the interplay between beliefs and classroom behaviour during speaking practice.

5.6 Main study

5.6.1 Ethics procedures

The data collection for the main study was conducted during the months of November 2013 – January 2014 after ethics clearance was sought and granted by the University's RSG Research Ethics Team. Following Robson's (2003) suggestion that it is fundamental to conduct investigations in an ethical¹¹ and responsible way, the main study adhered to and complied with the principles of University of Birmingham's (2014) Code of Practice for Research concerning confidentiality and ethical issues (please refer to <http://www.birmingham.ac.uk/Documents/university/legal/research.pdf>). The study also followed the 'recommendations on good practice in Applied Linguistics' of the British Association for Applied Linguistics (BAAL) since these recommendations provide a range of principles and values which are specific to research related to applied linguistics (BAAL, 2006: 2). As stated in Section 5.2, the context-based approach adopted in the present study followed a naturalistic inquiry, which involved a collection of naturally-occurring data in the research site. This required that the researcher was immersed in the context, maintaining a role of non-participant observer during the classroom observations, and interacting with the participants during the interviews, focus groups and administration of questionnaires. The researcher's previous and recent involvement in the research site opened up concerns related to ethical issues which needed to be carefully

¹¹ Ethics refers to rules of conduct which are in conformity to a code or set of principles (Creswell, 2005).

addressed in order to ensure trustworthiness¹² and credibility of the study (Rallis & Rossman, 2009: 264). Thus, it became particularly important in the present study that:

- I avoided participants' stress or coercion by informing the teachers and learners of the data collection, and how these data were going to be used (BAAL, 2006; Walsh, 2013: 93).
- I provided informants with the right to refuse to participate in the study (BAAL, 2006; Walsh, 2013: 93).
- I provided information about the research, such as possible consequences, confidentiality and data security (BAAL, 2006).
- I obtained written and signed permission from all participants before any recording can begin (Rallis & Rossman, 2009: 275; Walsh, 2013: 93).
- I anonymised the participants' names and identities (BAAL, 2006; Rallis & Rossman, 2009: 275).
- I provided informants with the right to access the data and/study (BAAL, 2006).

After being informed of their rights and how the data were going to be treated (see 'information' sheet in Appendix 8), all the learners (63) and teachers (3) at the three proficiency levels provided their consent to participate in the study on the 'confidentiality and consent' sheet (see Appendix 9) in order to respect the research site (Creswell, 2005). At the end of the data collection, the participants were informed of their right to access the data and study upon request.

¹² Trustworthiness, according to Rallis and Rossman (2009: 264), refers to a set of standards which need to be met in order to demonstrate methodologically competent and ethically sensitive research practice.

5.6.2 Participants

5.6.2.1 Participant learners

The learners, male and female, that participated in the main study were enrolled in three on-going classes similar to those of the pilot study: English I (basic level), English V (intermediate level), and English IX (advanced level). In total, 63 learners (17 at the basic level; 26 at the intermediate level; and 20 at the advanced level) participated. They were originally from Mexico, and their age ranged from 18-24 years old. The majority of the learners had educational backgrounds from public schools where exposure to the language is normally 5 hours per week in classrooms of approximately 40-50 learners. Other learners, though not many, came from private schools where exposure to English ranges from 15 to 20 hours per week. From the questionnaires administered to learners (see Section 5.6.3.2), the following table summarises the participant learners' reasons for learning English:

Table 5.4 *Learners' objectives for learning English*

	Basic	Intermediate	Advanced
a) Pass exams	4	7	1
b) Get a job	9	14	15
c) Personal reasons	3	4	5
d) Travel abroad	9	11	13
e) Work abroad	6	15	10

As shown in Table 5.4, they mostly stated that their objective of learning English as a foreign language (EFL) was to get a job and travel abroad. As I shall outline in Section 5.6.3, the learners participated in recorded classroom observations, focus groups and questionnaires. Complying with their right to be anonymised and protected, the learners' names and identities were carefully anonymised in the data. Instead, abbreviations and pseudonyms are used. Throughout this thesis, the word 'Learner' or the letter 'L' and an

identification number (e.g., L21) are used to refer to specific learners in the transcripts, extracts, analysis and discussions.

5.6.2.2 *Participant teachers*

Three female teachers at the three proficiency levels, different from the three pilot teachers, participated in the main study. The following table summarises their language and teaching backgrounds:

Table 5.5 *Summary of teachers' language and teaching background*

	Years of formal Learning of English	Opportunities to learn the language abroad	Years teaching English	Teaching qualifications
María (basic)	14 years	3 months in England 2 months in Canada	12 years	BA in teaching languages Teacher training programme
Tanya (intermediate)	15-16 years	1 year in England	7 years	BA in languages Teacher training programme Seminars
Aranza (advanced)	More than 20	None	17 years	Masters in applied linguistics Teacher training programme Certificates

As shown in Table 5.5, the teachers stated that they have been learning English for 14 or more years, and teaching it for seven or more years. Moreover, the three teachers stated that they are qualified to teach English, as indicated in their degrees and teacher training programmes. This table generally suggests that the three teachers appear to have the pedagogical as well as experiential knowledge to teach the language. As we shall see in Section 5.6.3, the three teachers participated in recorded observations and interviews, which were held at their convenience. Similarly to the learners' data, the names and identities of the participant teachers were anonymised, and pseudonyms are used

throughout this thesis to refer to them: *María* for the teacher at the basic level, *Tanya* for the teacher at the intermediate level, and *Aranza* for the teacher at the advanced level.

5.6.3 Mixed methods and data collection procedures

The primary aim of this study, as stated previously, is to understand the factors that influence the effectiveness of FLIs and thus learner achievement. As discussed in Chapters Three and Four, there is research evidence which suggests that the effectiveness of classroom interactions and learner achievement may be shaped by instructional, interactional, and perceptual factors that need teachers' and learners' consideration. Based on this evidence, there is a need to explore observable (i.e., instructional and interactional) and non-observable (i.e., perceptual) behaviour in order to gain accurate insights into the factors that influence the effectiveness of the FLIs (Wesely, 2012: 98). In order to attain these insights, this study adopts a mixed methods approach, involving both quantitative and qualitative analysis, which is claimed to enable researchers to develop an in depth understanding of teachers' and learners' behaviours and meanings (Lillis, 2008: 362; Johnson & Onwuegbuzie, 2004). According to Lillis (2008: 372), the importance of mixed methods in research is that they not only allow a 'thick' description of what may prove to be potentially significant, but also help researchers maintain an openness to what may be important to the participants. The aim of using mixed methods is not to replace one method for the other, but to complement each method's strengths (Johnson & Onwuegbuzie, 2004). In line with this, Malina, Nørreklit, and Selto (2011: 61) contend that a research outcome achieved in mixed method research is 'stronger' than in research which employs an individual method. Thus, following Storch's (2001: 104)

suggestion that research tools should be determined by research questions and context, the use of mixed methods in this study involved the following data collection procedures:

- For *interactional data*: 1) recorded onlooker observations
- For *elicited data*: 2) teacher interviews and learner 3) focus groups and 4) questionnaires

The rationale behind the use of the above data collection procedures is twofold. Firstly, the four instruments were used following the argument that a multiprocedural approach which gathers interactional as well as elicited data provide insights into the interplay between classroom interactional behaviour and beliefs (Munby, 1982; Wesely, 2012), which a large number of empirical studies in this field have failed to combine and explore (Barcelos & Kalaja, 2011; De Costa, 2011; Peng, 2011). Secondly, data from classroom interactions were complemented and triangulated with elicited data in order to increase objectivity and credibility of the findings (see Cohen, Manion & Morrison, 2000; Perry, 2005: 118). The following four sections outline the four instruments, their objectives, design process, and implementation/administration.

5.6.3.1 Recorded observations

According to Larsen-Freeman and Long (1991: 16), classroom observations can provide a detailed and comprehensive description of participants' interactional behaviour. Researchers working with interactional data from classroom observations are able to look for patterns in an unrestricted way because of the naturally-occurring nature of the data (Larsen-Freeman & Long, 1991). Following this claim, recorded classroom observations were carried out between the weeks of November 4 and November 15, 2013. At each

proficiency level, recorded observations were carried out in two sessions of two hours each (100 minutes approximately). In total, 600 minutes of classroom observations were recorded. The second session at each proficiency level (300 minutes in total) was solely aimed at obtaining more data of peer interactions (see Section 5.6.4.3). Four professional recorders were used to capture as many oral interactions as possible. Moreover, the researcher was present during the recorded observations in order to take notes of the classroom interactions, and position the recorders closer to the learners during speaking practice in PIs.

Despite the researcher's efforts to maintain an onlooker role so as not to interfere with the FLIs, the possible inauthenticity and subjectivity involved in the recorded classroom interactions has been raised. In the first instance, it has been noted that the presence of observers may influence participants to adopt approaches or behaviour which do not reflect their normal practices in order to make good impressions (Graham et al., 2014: 46). In the second instance, it has been highlighted that the observers' own perceptions may influence interpretations of classroom interactions (Sheal, 1989). Thus, in order to avoid the above and increase the credibility of the *in situ* understanding that the present study aims to gain, the interactional data were complemented and triangulated with elicited data that were obtained from questionnaires, interviews and focus groups (see Cohen et al., 2000; Perry, 2005).

5.6.3.2 Questionnaires

As research instruments, questionnaires are useful for obtaining significant information about perceptions of participants who are immersed in the teaching and learning site.

Moreover, questionnaires are claimed to enable researchers “to collect data which are more amenable to quantification than other research instruments” (Nunan, 1992: 143). The final version of the learner questionnaire contained 19 items (see Appendix 10). In general, it aimed at exploring the learners’ foreign language background, interactional behaviour, and underlying beliefs around speaking practice, as summarised below.

Table 5.6 *Aims of the questions in the learner questionnaire*

Question	Aim
Item 1	To identify the learners’ reasons for learning the foreign language.
Items 2 and 3	To determine the skills perceived to be the most practised, and which should be practised more.
Items 4-10	To investigate the learners’ beliefs about speaking practice, its characteristics, and the amount of time dedicated to it.
Item 11	To elicit the learners’ recommendations for teachers’ actions that could enhance speaking practice.
Items 12-16	To understand their attitudes towards practising speaking and perceived learning benefits.
items 17-19	To determine their perceptions about proficiency level of the class and theirs.

Since 15 learners participated in the focus groups (please refer to Section 5.6.3.4), questionnaires were administered to the remaining 48 learners (12 at the basic level, 21 at the intermediate level and 15 at the advanced level) at the end of recorded observations in their classrooms. It is worth mentioning that their responses provided insights into their reported actions, underlying beliefs and learning practices, rather than actual practices (Borg, 2006; Borg & Burns, 2008: 459), which were informed by the recorded classroom observations.

5.6.3.3 Interviews

Interviews are claimed to provide an understanding of how informants make sense of interactions in relation to the context which they inhabit (Snape & Spencer, 2003). Nespor (1987: 323) contends that the failure to include such information in the study of classroom interactions ‘vitiates’ any attempts to explore what is *really* going on in the classroom since the understanding would be developed inaccurately. Therefore, interviews were included in this study in order to gain insights into the teachers’ perceptions of, pedagogical beliefs about, and decisions regarding speaking practice.

After the interactional data was collected, the three teachers were invited to participate in the recorded interviews, and expressed their desire to participate. The recorded interviews were held at the teachers’ convenience in November 2013, and their consent for recording and using the data was granted in the ‘Confidentiality and Consent’ sheet (see Appendix 9). During the interviews, a guide of 31 questions was used (see Appendix 11) whose aims are summarised as follows.

Table 5.7 *Aims of questions in the teacher interviews*

Question	Aim
Items 1-4	To explore the teachers’ linguistic and teaching background.
Items 5 and 6	To investigate the skills that the teachers perceived are the most practised, and the skills that are part of learners’ preference.
Items 7-11	To understand the teachers’ rationales and processes involved in the planning of speaking practice.
Items 12-20	To explore the teachers’ underlying beliefs about and actions for speaking practice.
Items 21-30	To explore the teachers’ perceived benefits of speaking practice.
Item 30	To identify teachers’ recommendations for enhancing speaking practice and language learning.

A second session of teacher interviews was conducted in December 2015. This decision was firstly aimed at confirming and deepening the understanding of the teachers' views about classroom interactional patterns. Specifically, the second session was aimed at exploring in greater depth the teachers' decision-making and beliefs around the following themes (please refer to Appendix 12 for more information about the items used during the second interviews):

- Teachers' underlying beliefs and attitudes towards speaking practice;
- Teachers' decision-making for promoting learners' oral performance;
- Teachers' decision-making for promoting learners' discourse competence; and
- Teachers' underlying beliefs around negotiations of meaning and negative feedback.

The second session of interviews was secondly motivated by the 'danger' of reifying the teachers' perspectives and reported actions when interviews take place in one moment in time (Lillis, 2008: 362). However, despite the fact that an invitation was sent to the three teachers, only two teachers (the intermediate and advanced teachers) expressed their desire to participate in the second interviews.

The first and second interviews lasted between 25 and 30 minutes. As suggested by Schutt (1999: 304), the researcher during the interviews maintained a friendly and relaxed role so as to avoid causing the teachers stress by feelings of being criticised. Moreover, the two sessions of interviews were performed in Spanish so as to facilitate and motivate the communication between the researcher and teachers. The first and second interviews were recorded, transcribed in their entirety, and analysed involving a theme categorisation (see Section 5.6.5.2).

5.6.3.4 Focus groups

A focus group is defined as a group of individuals who were selected and assembled by a researcher in order to gain information about the topic that is the subject of the research (Morgan, 1997: 12; Powell, Single & Lloyd, 1996: 499). The benefits of focus groups are that you gain insights not only into people's views, attitudes and values, but also into how they are influenced by others (Gibbs, 1997). According to Gibbs (1997), this is because focus groups enable participants to engage in group interactions during which individual as well as group attitudes, feelings and beliefs are revealed. By complementing explorations of interactions with the participants' attitudes, feelings and beliefs, it is claimed that the gap between 'what people say they do' and 'what they actually do' is better understood (Lankshear, 1993). Thus, focus groups were of particular importance in order to understand the FLIs and speaking practice from the participant learners' perspectives.

Five learners from each proficiency level were randomly invited to participate in the focus groups under no obligation to accept. The 15 learners expressed willingness to participate in the focus groups, and their consent for data use was granted in the 'Confidentiality and Consent' sheet. The focus groups were arranged at the learners' convenience after the interactional data were collected, and took place just once. A question list was used to facilitate and guide the oral interactions between the researcher and learners (see Appendix 13). In total, 34 questions were chosen, and their aims are summarised below.

Table 5.8 *Aims of questions in the learner focus groups*

Question	Aim
Items 1-4	To explore the learners' foreign language background.
Items 5-7	To understand the learners' perceptions about the language skills and practice.

Items 8-13	To understand the learners' underlying beliefs around speaking practice.
Items 14-17	To identify the learners' perceived needs for speaking practice.
Items 18-27	To investigate the learners' attitudes towards FLIs and speaking practice.
Items 28-33	To identify the learners' perceptions and attitudes towards some features of classroom talk.
Item 34	To explore the learners' recommendations for improving speaking practice.

The focus groups lasted approximately 25 to 30 minutes, and were conducted in Spanish so as to avoid the learners' anxiety about the correctness of their utterances in the L2. In order to avoid coercion, I decided that the focus groups would be performed in another classroom without the presence of the teachers and other classmates. Moreover, I anticipated that my presence, as an unknown individual to the learners, and the recorder may inhibit learners to talk. Therefore, I decided that the focus groups would be performed as friendly discussions in order to motivate the researcher's and learners' rapport, flow of communication, and provision of information (see Lankshear & Knobel, 2014: 211). For analysis purposes, the oral interactions in the focus groups were recorded and transcribed, and analysed using a theme categorisation (please refer to Section 5.6.5.2).

5.6.4 Data processing and transcriptions

After having collected the data, the recordings of the interactional (classroom observations) and elicited (from interviews and focus groups) data were downloaded as MP3 files to facilitate the transcriptions and data processing for the analysis.

The interactional and elicited data were transcribed completely (see Appendices 18-22 (CD) for the transcribed interviews; Appendices 23-25 (CD) for the transcribed focus

groups; Appendices 26-57 (CD) for the transcribed classroom observations), a time-consuming process but, in Hayes' (2009) words, "a valuable process for developing in-depth familiarity with the content of the data." Following Allwright and Bailey's (1991: 62) recommendation that data should be transcribed using standard orthography or detailed phonetic representations of speech in relation to the research goal, I decided that transcriptions of interviews and focus groups were made with standard orthography in order to focus on the content of the informants' responses, their perceptions and underlying meanings. In the case of the interactional data, I transcribed them following the transcription conventions taken and adapted from Koester (2006: ix- x) and Walsh (2006: 165) in order to gain detailed information about the FLIs at the three proficiency levels (Allwright & Bailey, 1991: 62) (see the final version in Table 5.3). As discussed in Section 5.5, I found in the pilot study that some of the Koester's (2006: ix- x) transcription conventions were irrelevant for the analysis of the interactional data (for example, conventions for emphatic stress, unintelligible speech, extra non-linguistic information, etc.) since these conventions were designed and used to explore NS talk in workplaces. Therefore, I replaced those conventions, and included others for identifying teachers, learners, silence, unit boundaries, etc., which facilitated the use and analysis of the transcripts. Once the transcriptions were finished, I then needed to identify and delimit the TLIs and PIs during which the teachers and learners practised speaking English.

5.6.4.1 Delimiting the interactional data

As observed during the pilot study, speaking practice in this context is carried out in TLIs and PIs. In order to obtain a full picture of the speaking practice at the three proficiency levels, I thus needed to identify the TLIs and PIs whose aim was to practice speaking.

This was facilitated by the transaction boundaries set up by the teachers which inform the learners when an activity, in TLI or PI, starts and ends (Boulima, 1999: 107) as follows.

Extract 5.1 *PI 5 (advanced level)*

2. T: **Okay!** Good! [2] let's continue with this vocabulary related to: 'skills intelligence and ability' uh-huh? Number three ... tell your partner about anyone you know who is ... a competent secretary ... a proficient typist ... a craft man or a woman ... I mean ... probably you don't know a person ... but you know that certain people in this area are very ... I don't know ... skilled craft men or women okay? ... an expert cook? ... a computer expert ... and an accomplished musician ... it could also a famous person ok? ... you don't need to know this person ... not necessary ... please.

[Peer interaction takes place]

83. T: **Okay!** [T stops the peer interactions]

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction; LL=Several learners; // =AS-unit boundary; <=>=clause boundary

As shown in Extract 5.1, the teacher constructed utterances to inform the learners when an activity starts, as in line 2, and ends, as in line 83. In order to do this, the teachers used discourse markers such as 'okay' which attracted the learners' attention, and signalled the activity boundaries. It was these discourse markers and the change of the participants' interactional behaviour that allowed the identification and segmentation of the data into TLIs and PIs. The following table summarises the interactional data:

Table 5.9 *Interactional data.*

	1 st FLIs (100 minutes approximately at each proficiency level)		2 nd FLIs (100 minutes approximately at each proficiency level)	
	TLIs	PIs	TLIs	PIs
Basic	5	11	0	11
Intermediate	4	2	0	6
Advanced	2	9	0	3
TLI=Teacher-Led Interaction; PI= Peer Interaction.				

As Table 5.9 shows, the interactional data of each proficiency level was obtained from two recorded FLIs (whole datasets) which each lasted for 100 minutes approximately.

For analysis purposes, the first FLIs (one at each proficiency level), 11 TLIs in the first FLIs (five at the basic level; four at the intermediate level; and 2 at the advanced level), and 18 PIs (the six lengthiest PIs in the first and second FLIs at each proficiency level) were identified and segmented.

5.6.4.2 *Teacher-led interactions*

A *teacher-led interaction* refers to the interactional classroom discourse controlled by teachers which serves the purpose of practising speaking. The explorations of the TLIs were relevant for the aims of the present study since they provided insights into the interactional opportunities that learners had while interacting with the teachers. At this stage, it is relevant to establish and explain the characteristics of these teacher and learner interactions, which the following extract illustrates:

Extract 5.2 *Part of TLI 3 (basic level)*

-
1. T: Okay good very very good ... now ... close your books for a while [88 seconds] [T gets her material ready and LL close their books and get ready for the next activity] Okay [3] how can I ge:t ... from here to town centre? [1] on foot? By bus?
 2. L2: //By bus//=
 3. L8: =//By foot by bus//
 4. T: Okay ... let's listen ... okay? L16 what's your suggestion?
 5. L16: //By bus//= →
 6. T: =Okay.
 7. L16: It's- it's very- //it's very fast//
 8. T: Okay ... very fast ... good ... L2?
 9. L2: //I think ... you should go ... walking// →
 10. T: Okay.
-

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction; LL=Several learners; //AS-unit boundary; <=>=clause boundary

As shown in Extract 5.2, the interaction is led and controlled by the teacher, involving turns to provide instructions (line 1); initiate questions and allocate turns (lines 1, 4 and 8); and provide feedback and signal acceptance of learners' responses (lines 4, 6, 8 and

10). As in lines 2, 3, 5, 7 and 9, learners are mostly given the opportunity to respond to the teacher's turns. Many of these interactional strategies typified much of the interaction that is led by the teachers at the three proficiency levels, and were key to explore the TLIs during speaking practice.

The 11 TLIs were transcribed completely, and used for the analysis (see complete transcriptions in Appendices 29-38 in CD). The following table summarises information of the TLIs and characteristics of tasks:

Table 5.10 *Information summary of the TLIs*

No.	Task characteristics	Focus	Length
BASIC			
TLI 1	To talk about perceptions about some illustrated actions in the textbook.	Meaning	1 min 24 s
TLI 2	To discuss some actions and expressions heard from a listening activity.	Form	5 min 20 s
TLI 3	To practise the use of suggestions and responses by using formulaic expressions.	Form	7 min 20 s
TLI 4	To practise the use of suggestions and responses by using formulaic expressions and the verb 'take'.	Form	5 min 13 s
TLI 5	To discuss past long journeys.	Meaning	2 min 45 s
INTERMEDIATE			
TLI 1	To practise specific vocabulary related to relationships.	Form	6 min 16 s
TLI 2	To discuss perceptions about types of relationships.	Meaning	7 min 20 s
TLI 3	To discuss perceptions about the importance of certain personal relationships.	Meaning	12 min 55 s
TLI 4	To discuss perceptions about certain relationships in other cultures.	Meaning	5 min 21 s
ADVANCED			
TLI 1	To practise vocabulary related to skills.	Form	1 min 50 s
TLI 2	To practice vocabulary related to sleeping habits.	Form	5 min 40 s

In brief, Table 5.10 shows that the teachers and learners engaged in TLIs to practise speaking from 1 min 24 s to 12 min 55 s. In some occasions, the TLIs followed on from

one another (e.g., TLIs 2-4 at the basic level; TLIs 1 and 2 at the intermediate level; TLIs 1 and 2 at the advanced level), or carried out after the PIs (e.g., TLIs 1 and 5 at the basic level; TLIs 2 and 3 at the intermediate level). As also shown in Table 5.10, the TLIs followed a focus on *meaning*, to perform discussions oriented towards the communication, or *form*, to practise vocabulary, expressions or grammar. This information will be very relevant in the discussion of the data findings in Chapter Seven.

5.6.4.3 Peer interactions

A *peer interaction* refers to the discourse that is constructed by learners in pairs or, in a few instances, in trios to practise speaking. The following extract illustrates part of a PI in which learners practise speaking:

Extract 5.2 *Part of PI 5 at the intermediate level*

-
58. L10: In a cons it would be that ... //it is hard to leave your two dogs//
 59. L9: //No!// you have to take- //you can take them// ... yes! ... //there in the airport you have to make ... like- fill ... a:: format// ... a::nd <> ... //in order in order to take them ... to you//
 60. L10: //What if they die in the plane?//
 61. L9: //No!// //they don't die//
 62. L10: //You're sure?//
 63. L9: //Yes!// ... //there i:s a:: part in the plane// ... //that is very big// ... <> //and you can have your dog dogs or your pet//
 64. L10: //It's a cabin?//
 65. L9: //No// ... no //the cabin /is where is the pilot// ... it's like- //I don't know// ... it's like-
 66. L10: //They put the luggage?//
 67. L9: //Yes!// //But not all// ... //I think it's like a::- this part of the plane is only for animals ... for pets// ... <> //and it's very big// <> ... //and you have to take them in their cage//
-

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction; LL=Several learners; //AS-unit boundary; <>=clause boundary

Extract 5.2 shows an interaction at the basic level during which learners discuss the advantages and disadvantages of some situations provided in a text. In contrast to the

TLIs, learners are given responsibility over the discourse during speaking practice by extending their contributions (as in lines 58, 59, 63, 65 and 67), initiating questions (as in lines 60, 64 and 66), and following up the interaction (as in lines 62, 64 and 66). These learner interactional strategies used during PIs are also of particular importance for the purpose of the study because it allowed explorations as well as comparisons of learner interactional behaviour during speaking practice in TLIs and PIs.

As previously mentioned, from 42 PIs that were identified in the 1st and 2nd recorded FLIs, the six lengthiest PIs at each proficiency level were transcribed and segmented for the analysis (see complete transcriptions in Appendices 39-57 in CD). The following table summarises information of the 18 PIs taken from the three proficiency levels:

Table 5.11 *Information summary of the PIs*

No.	Task characteristics	Focus	Length
BASIC			
PI 1	To discuss and describe illustrated situations.	Meaning	3 min 20 s
PI 2	To talk about a long journey that happened in the past (personal information).	Meaning	5 min 47 s
PI 3	To discuss the importance of physical appearance.	Meaning	2 min 53 s
PI 4	To practise the use of suggestions according to some situations.	Form	9 min 03 s
PI 5			
PI 6			
INTERMEDIATE			
PI 1	To discuss and describe life stages and lifestyles provided as visual aid.	Meaning	8 min 31 s
PI 2			
PI 3			
PI 4	To discuss the advantages and disadvantages of some written situations (written aid).	Meaning	13 min 02 s
PI 5			
PI 6			
ADVANCED			
PI 1	To discuss, negotiate and agree on one image for an effective campaign.	Meaning	11 min 42 s
PI 2			
PI 3			
PI 4	To discuss skilful people that the learners know.	Meaning	6 min 20 s
PI 5			
PI 6	To discuss sleeping habits (personal information).	Meaning	6 min 20 s

As shown in Table 5.11, the PIs ranged in time from 2 min 53 s to 13 min 01 s approximately. Only three PIs at the basic level showed a focus on form; the rest of the PIs were focused on meaning. To summarise, the interactional data consisted of three FLIs (1st complete recorded sessions at each proficiency level), 11 TLIs (five at the basic level; four at the intermediate level; and 2 at the advanced level) and 18 PIs (six PIs at each proficiency level).

5.6.5 Data analysis

5.6.5.1 Interactional data

The analysis of the interactional data was performed at a discourse level since it enables researchers to develop a context-sensitive understanding of how spoken language is used by teachers and learners in classrooms (Allwright & Bailey, 1991: 61; Thornbury & Slade, 2006: 107).

In order to attain the above, I designed an analytical framework which I call the ‘Framework of Interactional Strategies in Foreign Language Interaction’ (FISFLI) (see Appendices 14 and 15). The FISFLI comprises interactional strategies which were found in the pilot study to be relevant in exploring why some interactions in the interactional data might be less effective than others. The interactional strategies in the FISFLI were then trialled on extracts from the main study data in order to determine its effectiveness for understanding the FLIs, TLIs and PIs. In general, this framework consists of interactional strategies that provided insights into the nature of the FLIs at the three proficiency levels, and measures that explored the impact of the FLIs on the learners’

interactional behaviour (i.e., learners' oral performance, discourse functions, negotiations of meaning, and length of responses). In Chapter Six, I outline and discuss in greater detail the interactional strategies included in the FISFLI, their rationale, and calculations involved.

5.6.5.2 Elicited data

The analysis of elicited data (from interviews, focus groups, and questionnaires) was aimed at exploring the teachers' and learners' underlying beliefs, defined as the sets of ideas that teachers and learners bring with them to a learning space, and perceptions, defined as the ways in which teachers and learners perceive the immediate learning context, goals and their own capabilities. In particular, the analysis of the elicited data set out to develop an understanding of the role of teachers' and learners' beliefs in influencing the classroom behaviour and speaking practice. According to Barcelos (2003; cited in Graham et al., 2014: 44), understanding the role of beliefs and perceptions is valuable information for understanding classroom interactions from emic perspectives.

As a first step, the elicited data from the interviews and focus groups were analysed following a meaning categorisation which is believed to facilitate the identification of patterns, themes, and meaning (Berg, 2009: 338). This involved identifying extracts manually, and attributing them to theme categories and sub-categories which emerged from the data and recorded observations (see the complete list of categories and sub-categories in Appendix 16). In order to understand the effects of the teachers' and learners' beliefs on speaking practice, the elicited data were also analysed following an

adaptation of Lillis' (2008: 366) three ways for analysing talk (around academic texts), as shown below.

1. **Transparent/referential** (insider accounts/emic perspectives/practices related to the informants)
2. **Discourse/indexical** (indexing-specific discourses about the informants, interactional behaviour, context, beliefs)
3. **Performative/relational** (the researcher and the researched performing research, identity, power, specific practices at specific moment/place in time)

That is, the informants' responses were analysed as *transparent/referential* data indicating teaching decision-making and perceptions of classroom practices; as *discourse/indexical* data indicating underlying beliefs, and how beliefs influence classroom teaching and interactional behaviour; and as *performative/relational* data that were constructed in relation to the researcher's and informants' immediate situation, identities, status, specific practices. For the purpose of the present study, analysing the elicited data following Lillis' (2008) categories was of particular significance since it enabled me not only to explore the teachers' and learners' perceptions of speaking practice (Category 1), but also to understand 'bits of language' (Lillis, 2008: 376) that point to underlying values and beliefs about themselves, teaching, language, interactions for speaking practice, and wider discourses around them (Category 2), and to explore in some cases how the researcher and participants were performing identity, power and specific practices at a specific moment and place in time (Category 3).

In the case of the questionnaires, the responses from the 48 questionnaires administered to learners were analysed quantitatively, and put into tables for the analysis. The quantification of the learners' responses and analysis was facilitated by the use of items

which required the learners to choose from multiple options, tick boxes, and give a hierarchy to some situations (see Appendix 10).

5.6.6 Objectivity, credibility and replicability of the study

In general terms, objectivity in research can be defined as the absence of researchers' bias, judgement or prejudice. In the case of the present study, the nature of its (naturalistic, contextual and exploratory) inquiry opens up concerns related to objectivity. Due to the fact that I had previous experience as a language learner and researcher in the research site, and was immersed in the context during the data collection for the pilot and main studies (i.e., in contact with the participants during classroom observations; and interacting orally with them during the interviews, focus groups, and administration of the questionnaires), it is possible that the study is subjective to some extent. However, as Burton (1988: 766) points out, even the most carefully designed and controlled experiment reflects the bias and values of the researcher. In his own words, he explains that "someone has to decide what questions to include or exclude on a survey or what variable to isolate or attend to during an experimental study" (p. 766). In line with this, Kumaravadivelu (2001: 554) contends that research in social sciences and humanities can hardly be objective. As Patton (1990) points out, the issue is not objectivity or subjectivity, especially due to the fact that absolute objectivity is impossible to attain in practice, but the study needs to be *credible*. Credible research does not set out to prove a particular perspective (Rallis & Rossman, 2009: 268; Storch, 2001), or generalise findings (Rallis & Rossman, 2009: 268; Walsh, 2013: 5). Rather, it aims to develop understandings which are context-bound (Walsh, 2013: 4-5).

According to Rallis and Rossman (2009), credibility is ensured by meeting standards which demonstrate that research has been conducted in an *ethical* and *competent* way. Therefore, credibility in the present study is, in the first instance, ensured by having carefully addressed the ethical issues raised by the nature of the study and my involvement in the research site (please refer to 5.6.1 for more detailed information about ethics procedures). According to Rallis and Rossman (2009: 265-266), competent research also ensures credibility by providing detailed descriptions of the study, researchers engaging in the research site, and triangulating findings using mixed methods. Thus, credibility in the present study is, in the second instance, ensured by the detailed descriptions of the study, context, participants, researcher's involvement in the research site, and triangulation by the use of mixed methods.

Once credibility is ensured, Rallis and Rossman (2009: 268) and Storch (2001: 107) claim that readers are able to determine for themselves the usefulness of findings, and replicability of the study. Thus, in providing detailed descriptions of the approach, context, research tools, FISFLI (see next chapter), and so on, this chapter enables the reader to judge whether the methods, analysis, findings and pedagogical implications of the present study can be replicated, or transferred to their educational context.

5.7 Chapter summary

The general aim of Chapter Five was to provide a detailed description of the context-based approach that the present study adopted to explore the FLIs during which speaking was practised. In the first part, I provided background information about the research site, objectives of the curriculum, and pilot study. The aim of the pilot study was to conduct

initial explorations in order to gain closer understandings of the context, participants and data; design and fine-tune the methods; and make decisions as to how the data were going to be processed and analysed in the main study. In the second part of the chapter, I described the implementation of the main study which was not only informed by literature, but also by the findings of the pilot study. In particular, I provided detailed information about the participants, instruments, and procedures for collecting the interactional and elicited data. In the third part, I thoroughly described the data processing and analysis. In the case of the interactional data from the recorded observations, the analysis was facilitated by an analytical framework (FISFLI) which was informed by the pilot study, nature of the data, and literature (please refer to Chapter Six for a fuller description of the FISFLI). The elicited data from interviews and focus groups were analysed following a meaning categorisation, which involved the classification and analysis of categories and sub-categories that emerged from the data. From the questionnaires, the elicited data involved a quantitative analysis.

As discussed throughout this chapter, the context-based approach was naturalistic, and largely informed by the pilot study, context-bound instruments, researcher's involvement in the research site and a rich use of data from four instruments. As stated previously, the rationale that lies behind the adoption of this approach is that explorations need to be conducted *in situ* in order to address perceived limitations, and identify solutions specific to the context (Walsh, 2013: 4-5). However, as discussed in this chapter, the issue that emerges from this decision is that the findings may not be transferred unproblematically to other educational settings, due to the fine-tuning of the methods and contextual meanings that emerged from the data. However, the detailed information given about the approach, research site, instruments, FISFLI, and nature of the data provides the reader

with the opportunity to assess whether the methods, findings and pedagogical implications can be replicated and/or extrapolated to their context.

CHAPTER SIX

THE FISFLI

6.1 Introduction

Chapter Six provides a detailed description of the Framework of Interactional Strategies in Foreign Language Interaction (FISFLI). The FISFLI is designed as a context-specific tool for the study of the FLIs in this research site (see Appendices 14 and 15). It is not intended to encompass all mechanisms, interactional strategies or measures to explore teacher and learner talk. Rather, the FISFLI is presented as an initial framework for exploring the nature of the FLIs in which the teachers and learners engaged to practise speaking, and for examining the impact of the nature of FLIs on learner talk. The FISFLI consists of calculating simple totals, percentages, ratios and averages following the argument that complex statistical computations may obscure findings (Foster, 1998, 8), and the purpose of exploring the FLIs rather than to test hypotheses.

Due to lack of finiteness, operationality, and objectivity, research literature has highlighted the subjectivity and weaknesses of category frameworks (see, for example, Long et al., 1976: 169; Kumaravadivelu, 2001). Despite the exhaustive design of the FISFLI informed by findings of the pilot study and research literature, I acknowledge that it lacks finiteness as to discourse functions, which have been reported in other studies to be higher in number than those included in this framework. However, consistent with the aims of the context-based approach, the present study explores the context-specific discourse functions that were observed in the pilot study to be utilised by teachers and

learners during the FLIs. Regarding operationality, I suggest that it is ensured by the detailed description of the FISFLI, interactional strategies and measures, illustrated with examples taken from the interactional data. These descriptions avoid risks of serious cases of overlap regarding the classification of interactional strategies into the categories. As for its objectivity, I believe that all frameworks are subjective to some degree since the classification of language features into categories mostly relies on intuition (Long et al., 1976: 169).

The chapter begins by discussing the speech unit that was chosen to explore some aspects of teacher and learner talk (Section 6.2). It then describes the interactional strategies and measures that were included to explore the nature of the FLIs and its impact on learner talk, as summarised below.

Table 6.1 *Framework of Interactional Strategies in Foreign Language Interaction*

Nature of the FLIs
<ol style="list-style-type: none"> 1. IRF (Initiation/Response/Feedback) pattern 2. Teacher-initiated free exchanges 3. Teachers' questions 4. Turn length 5. Amount of talk
Learner talk
<ol style="list-style-type: none"> 6. Discourse functions 7. Oral performance 8. Negotiations of meaning 9. Length of answers

As shown in Table 6.1, the FISFLI explores the nature of the FLIs indicated by IRF patterns, teacher-initiated exchanges, teachers' questions, and teachers' and learners' amount of talk and turn length (Section 6.3). Unlike other frameworks that are centred on teacher talk, the FISFLI is also a starting-point for understanding the effects of the nature of the FLIs on four aspects of learner talk: use of discourse functions (Section 6.4.1), oral

performance (Section 6.4.2), negotiations of meaning (Section 6.4.3), and learners' length of answers (Section 6.4.4). The chapter concludes by providing a summary, and discussing issues concerning the transferability of the FISFLI.

6.2 Speech unit

Prior to conducting the analysis of the interactional data, the need for an adequate speech unit that allows the analysis of classroom talk according to the interactional strategies of the FISFLI became apparent. Specifically, there was a need for a *syntactic* (speech) unit which facilitates the explorations of the teachers' and learners' amount of talk and turn length and learners' oral performance, which involves measuring not only number of words, but also subordination and coordination.

As suggested by Foster (1998: 7), there is still little consensus on which speech unit is the best to measure oral production. *Simple turns*¹³ (defined as a unit which consists of a lexical, non-lexical, clausal, phrasal, or sentential item that a speaker constructs orally (Sacks, Schegloff & Jefferson, 1974: 702)) and *clauses* (defined as a group of words that relate to each other, containing at least either a finite or non-finite verb (Foster & Skehan, 1996: 310)) were initially considered as speech units for the analysis of the interactional data, as briefly illustrated below.

¹³ Turns are determined by intonational contour and pause boundaries; they also constitute a single semantic unit (Crookes & Rulon, 1985)

Figure 6.1 Turns divided by clauses in FLI (basic level)

10. T: [Exactly! And //we're waiting for you// <>... //do you have the same answers?//]	2 clauses
11. LL: [Yes]	0 clauses
12. T: [Ok L8 number two]	0 clauses
T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction; LL=Several learners; // =AS-unit boundary; <>=clause boundary	

As shown in Table 6.1, turns are bounded by [] and clauses segmented by //. Only turn 10 contains clausal constructions. In the case of turns 11 and 12, the oral constructions do not involve any clauses. These non-clausal constructions were observed to characterise a large amount of the interactional data. Therefore, I needed to find a speech unit which involves clausal and non-clausal oral constructions in order to explore the amount of talk and oral performance in the FLIs with greater accuracy.

I eventually chose the AS-unit (Analysis of Speech unit), proposed by Foster, Tonkyn and Wigglesworth (2000). An AS-unit is defined as “a single speaker’s utterance consisting of an independent clause, or sub-clausal unit, together with any subordinate clause(s) associated with either” (Foster et al., 2000: 365). Foster et al. (2000: 365) claim that the use of the AS-unit provides the following advantages:

1. It allows an analysis of classroom discourse from structured and semi-structured perspectives;
2. It allows an analysis of interactions from one-word to multi-clause constructions;
3. It is mainly syntactic, but also considers dialogic oral data which contain many non-syntactic segments (Norris & Ortega, 2009: 560); and
4. It facilitates determining a speaker’s oral performance.

The following table summarises the specifications of the AS-unit, and provides examples from the data to illustrate them (// marks an AS-unit boundary and <> a clause boundary):

Table 6.2 *The AS-unit and specifications*

Specification	Example from the data	No. of clauses	No. of AS-units
An independent clause with a finite (conjugated) verb	177. L8: ‘Yes //I’m waiting outside’//	1 clause	1 AS-unit
An independent clause with a subordinate clause that depends on the main clause.	86. L14: //I think <> that the best ... relationship is parents and children- is between parents and children//.	2 clauses	1 AS-unit
A subordinate clause with a finite or non-finite verb and, at least, a subject, object, complement or adverb	268. L20: //We want <> to: have children//	2 clauses	1 AS-unit,
An independent sub-clausal unit that contains one or more phrases that can be elaborated to a full clause.	266. L20: //And I don’t want to=//	1 sub-clauses	1 AS-unit,
	30. T: //A!// ... //number five?//	2 sub-clauses	2 AS-unit,
A minor utterance defined as an irregular sentence.	85. LL: //Yes//	0 clause	1 AS-unit
	44. T: //Uh-huh nice try//		1 AS-unit
A coordinated clause; independent clauses that are separated by a conjunction such as and, but and or.	179. T: Yeah! //To sleep a:- for a short time ... usually during the day// ... <> and //in some dictionaries it says that <> not necessarily in bed//	2 clauses 1 sub-clause	2 AS-units
A coordinated clause with one or more clauses, sharing the subject and with pauses less than 0.5 seconds.	37. T: Right! //Because you are thinking about getting married <> and having a family in the future//	2 clauses	1 AS-unit
T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction; LL=Several learners; //=AS-unit boundary; <>=clause boundary			

In short, Table 6.2 shows that the AS-unit allows “a full analysis of data” (Foster et al., 2000: 370). That is, an AS-unit can consist of one-word turns, minor utterances, full clauses, subordination and coordination. This unit was of particular relevance for the FISFLI which intends to explore the teachers’ and learners’ talk from a length-based and syntactic analysis (see Sections 6.3.4 and 6.4.2). As suggested by Foster et al. (2000: 368), self-repetitions and false starts in the interactional data are disregarded in order to measure accurately the classroom talk containing full ideas and intentions.

6.3 Nature of the FLIs

In this section, I describe the interactional strategies and measures that were included in the FISFLI to explore the nature of the FLIs. Firstly, I describe a (IRF) pattern that has been claimed to characterise classroom discourse (Walsh, 2006, 2011, 2013) (Section 6.3.1). Secondly, I outline teacher-initiated exchanges, paying closer attention to free exchanges which were found in the pilot study to recur in the FLIs (Section 6.3.2). Thirdly, I detail the criteria that I considered for classifying the teachers' questions (Section 6.3.3). Finally, I describe the criteria and calculations used to examine the teachers' and learners' turn length and amount of talk (Sections 6.3.4 and 6.3.5).

6.3.1 IRF pattern

The IRF pattern is claimed to typify classroom discourse (Walsh, 2006, 2011, 2013), comprising moves by which the lesson progresses (Boulima, 1999: 109; Sinclair & Coulthard, 1975: 49). The IRF pattern normally consists of an *initiation* by the teacher, a *response* by the learner and *feedback* by the teacher (Cullen, 2002: 117). The following extract illustrates this three-move pattern:

Extract 6.1 *IRF pattern in an FLI (basic level)*

4. **I T:** Ok! ... so L7?
5. **R L7:** //What ... are ... you doing?// ((2))
6. **F T:** Please speak up L7 ... because I can't hear you.
7. **R L7:** //What ... are you doing?//=
8. **F T:** =What are you doing?
9. **R L7:** //'I'm /sitting/ in a- in traffic// ... //it's awful// and ((3))
 <> //we're- we're waiting// for you?.
10. **F/I T:** Exactly! And we're waiting for you ... do you have the same answers?
11. **R LL:** //Yes//

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction;
LL=Several learners; //=AS-unit boundary; <>=clause boundary

As shown in Extract 6.1, it is the teacher who usually makes use of initiation moves (as in lines 4 and 10) and feedback moves (as in lines 5, 7, 9 and 11). Learners usually utilise response moves (as in lines 6, 8 and 10). As can be seen from this extract, it is the teacher who dominates the classroom discourse by utilising a higher number of moves than the learners. For the purpose of the present study, the IRF patterns are examined in the FISFLI in order to

- understand the nature of classroom interactions during which speaking was practised;
- explore the teachers' control of interactions and learners' role; and
- determine to what extent the classroom interactions were monotonous and mechanical (see Walsh, 2011: 18).

Moreover, the findings into IRF patterns, according to Walsh (2011: 20), may be significant for assisting teachers in developing an understanding of alternative sequences, and designing activities which encourage more effective classroom interactions. In order to examine the moves that the teachers and learners initiated in the FLIs, the percentages are calculated as follows.

$$\frac{\text{Total number of each move type}}{\text{Total number of moves in the FLI}} = \text{RESULT} \times 100 = \text{PERCENTAGE}$$

The total number of each move initiated by teachers or learners are firstly identified and counted, then calculated by dividing it (total number of each move type by teachers or learners) by the total number of moves in the interaction, and multiplying the result by 100.

6.3.2 Teacher-initiated exchanges

Teachers are known to control the content and procedures of classroom discourse (Walsh, 2011: 6, 2013: 29). As part of their teaching role, teachers initiate exchanges which serve the purpose of teaching the language, as summarised below.

Table 6.3 *Free teacher-initiated exchanges* (Coulthard & Brazil, 1992; Boulima, 1999; Sinclair & Brazil, 1982: 78-79).

Exchange type	Description	Example
Teacher inform (Free)	The teacher informs pupils of facts, opinions, ideas, new information, or language form (Boulima, 1999: 110).	T: ... remember that we are describing actions at the moment of speaking so 'we are sitting' verb 'to be' ... so it's 'we're' [5] that is 'we're just ... sitting in the traffic jam' right? ...
Teacher direct (Free)	The teacher asks learners to perform something; to carry out a nonverbal behaviour (Boulima, 1999: 111):	T: And the last exercise ... you have to tell me if those sentences are correct or incorrect [3] so who's next? L13? Was it you?
Teacher elicit (Free)	The teacher asks learners to say or answer something orally (Boulima, 1999: 111).	T: Tell me I have a general question for you... are all these types of relationships always positive?
Check (Free)	The teacher checks that everything is clear and that the lesson is progressing as expected (Boulima, 1999: 112).	T: So: did you find good examples ... for each of them?

Table 6.3 shows the free exchanges initiated by teachers do not depend on a previous utterance to construct or reiterate their meaning. These exchanges are performed in teachers' initiation moves to deliver the pedagogic content of the lesson (Raine, 2010: 6). According to the literature, there are other (bound) exchanges which are initiated by teachers, always preceded by a free exchange that reiterates its meaning (Raine, 2010: 7), and which cannot occur in isolation:

Table 6.4 *Bound teacher-initiated exchanges* (Coulthard & Sinclair, 1992: 28-31)

Exchange	Description
Re-initiation for no response (Bound)	The teacher repeats or rephrases his/her elicitation after not receiving any response.
Re-initiation for wrong answer (Bound)	When the teacher gets a wrong answer, either he uses the Socratic Method or asks the question to another learner.
Listing (Bound)	The teacher asks one question more than once until s/he gets two to three answers.
Reinforce (Bound)	The teacher detects a learner being slow or has not understood.
Repeat (Bound)	The teacher repeats for several reasons.

As shown in the above tables, the main difference between free and bound exchanges thus lies in the degree of meaning independence of the exchange to carry out teaching practices. In the FISFLI, teacher-initiated free exchanges (i.e., exchanges for *informing*, *directing*, *eliciting* and *checking*) are only explored for two reasons. Firstly, it is claimed that in these exchanges most of the language teaching takes place (Raine, 2010). Secondly, free exchanges were found in the pilot study to dominate the FLIs over bound exchanges. Therefore, in order to gain insights into the teacher-initiated free exchanges in the FLIs, percentages of each exchange type are obtained as follows.

$$\frac{\text{Total number of each exchange type}}{\text{Total number of exchanges in the FLI}} = \text{RESULT} \times 100 = \text{PERCENTAGE}$$

The total number of each exchange type is firstly counted, then divided by the total number of exchanges in the interaction, and the result multiplied by 100.

6.3.3 Teachers' questions

Teachers' questions have been subject to extensive investigation with the intention to explore their structure, benefits, and limitations to language learning (see, for example, Kim, 2010; Long & Sato, 1983; Tsui, 1995; Chaudron, 1988). For the purpose of examining the effects of the teachers' questions on learner oral production, The FISFLI explores the role of display and referential questions in the FLIs. According to the literature, display questions are useful for promoting the practice and communication of structures and vocabulary (Chaudron, 1988: 127). In contrast, referential questions encourage learners to express their opinions or life experiences (Boulima, 1999: 111), promoting "greater learner productivity" (Chaudron, 1988: 127). These two elicitation techniques are described below.

- *Display Questions.* These are questions whose answers are already known by teachers (Walsh, 2006: 8; Chaudron, 1988: 127); are usually followed by feedback moves; and serve the purpose of checking or evaluating understanding, concepts, language forms, and previous learning (McCarthy, 1991; Walsh, 2011: 11-12), for example:

Extract 6.2 *A display question in an FLI (advanced level)*

177.T: Okay! Le:t's che:ck these definitions very quickly ... **so 'snooze' ... so who wants to define 'snooze' let's see here ...** L8?

178.L8: //Sleep a little bit//

179.T: Yeah! To sleep a:- for a short time ... usually during the day ... and in some dictionaries it says that not necessarily in bed ... so for example if you are very tired probably you can do it here ... or in your- I don't know

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction; LL=Several learners; //AS-unit boundary; <>=clause boundary

In Extract 6.2, the teacher initiates a question related to the definition of the verb 'snooze.' In line 178, L8 provides the definition expected by the teacher. As shown in this extract, the teacher's elicitation technique is a display question since its aim is to elicit and check

the understanding of a specific language form, that is, a verb, followed by her acceptance in turn 179.

- *Referential questions.* These questions are defined as questions whose answers are not yet known by the teacher, and are satisfied by learners' open-ended constructions which serve to inform the teacher rather than to be evaluated as 'good' or 'bad' (Tsui, 1995: 27), for example:

Extract 6.3 *A Referential question in an FLI (intermediate level)*

224.T: A turtle? ... **So what's the relationship like with a turtle?**
 225.LL: [Laugh]
 226.T: I mean!- ... It has always intrigued me gi:rls!
 227.L7: //I:t's nice// ... because em ... for example //when I fee:d// it
 ... he starts to- [1] //I don't know// <> //how do you say /hit the
 water/?//
 228.T: Yes
 229.L1: *Patalear*
 230.T: To KICK

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction;
 LL=Several learners; //AS-unit boundary; <>=clause boundary

In Extract 6.3, the teacher initiates an open-ended question to which L7 responds in line 227. The learner's answer in line 227 is not known by the teacher, and is extended by the use of four clauses. In line 228, the teacher follows up the interaction rather than evaluating it. In this case, the elicitation technique is a referential question since it is satisfied by L7's open-ended answer which serves the purpose of informing the teacher, and is not evaluated by the teacher in turn 228.

In the FISFLI, the percentages of the total number of display and referential questions in the FLIs are obtained as follows.

$$\frac{\text{Total number of each kind of question}}{\text{Total number of questions in the FLI}} = \text{RESULT} \times 100 = \text{PERCENTAGE}$$

The total number of each kind of question initiated by teachers or learners is firstly counted, then divided by the total number of questions in the interaction, and the result multiplied by 100.

6.3.4 Turn length

Prior to classifying the teachers' and learners' turns as *short* or *long*, I needed to establish their specification criteria. In the literature, several units have been used to measure turn length (Ellis & Barkhuizen, 2005), and there is still little consensus on which speech unit is adequate to measure oral production (Foster, 1998: 7). As discussed in Section 6.2, I chose for the AS-unit which allows an analysis of turns from several syntactic levels (from minor utterances and sub-clauses, to subordinated or coordinated clauses) (Foster et al., 2000). In particular, I considered that this speech unit was adequate to establish the distinctions between short and long turns in the FISFLI. As shown in Table 6.5, short turns consist of one independent clause, one sub-clause, or one minor utterance. Therefore, short turns in the FISFLI are defined as constructions involving one-idea utterances, elliptical structures or one-word constructions whose meaning is independent.

Table 6.5 *Short turns in the FLIs*

Type	Specification	Example
Full clause	One independent clause with a finite (conjugated) verb	T: //What's your question?//
Sub-clause	One independent sub-clausal unit that contains one or more phrases that can be elaborated to a full clause.	T: //in English!//
Minor utterance	One irregular sentence	T: //Uh-huh?//
T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction; LL=Several learners; //=AS-unit boundary; <=>=clause boundary		

As shown in Table 6.6, long turns, in contrast, consist of multiple clauses (including sub-clauses or minor utterances), subordinated and coordinated clauses. Thus, long turns are defined as complex constructions involving more than one clausal, sub-clausal or minor unit.

Table 6.6 *Long turns in the FLIs*

Type	Specification	Example
Multiple clauses	A turn formed of more than one minor utterance, full clause, sub-clause	T: //O:h! really? ... Really?// //Can you tell us why?// ... //in your humble opinion of course ... L20?//
Subordination	A subordinate clause with a finite or non-finite verb and at least a subject, object, complement or adverb	T: //So ... yeah!// //I thought <> that was going to be your reaction// [LL laugh
Coordination	A coordinated clause; independent clauses that are separated by a conjunction such as and, but and or	T: //No!// //you have already taken this class// [talking to LL out of the classroom] <> //and we're not going to teach today so ... I'm sorry//
T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction; LL=Several learners; //AS-unit boundary; <>=clause boundary		

By classifying and counting the occurrences of the teachers' and learners' short and long turns, the FISFLI intends to explore the proportion of turn length during the FLIs. It is worth mentioning that, by establishing the above criteria, teachers' and learners' turn length is measured and explored in a less time-consuming way.

The percentages of the teachers' or learners' total number of short and long turns in the FLIs are obtained as follows.

$$\frac{\text{Total number of short or long turns}}{\text{Total number of turns in the FLI}} = \text{RESULT} \times 100 = \text{PERCENTAGE}$$

The teachers' or learners' turns are firstly classified as short or long and counted. Secondly, the total number of teachers' or learners' short and long turns are divided by the total number of turns in the interaction, and the result multiplied by 100.

6.3.5 Amount of talk

As discussed in Chapter Three, teachers are known to dominate the classroom discourse and, in particular, the quantity of classroom talk. Following the purpose of the present study, the FISFLI aims to explore the extent to which the teachers and learners contributed to the teacher-led interactions (TLIs) in terms of amount of talk. The following table shows the measure that was used to explore this.

Table 6.7 Measure for amount of talk in the TLIs

Measure	Calculation
Amount of talk	The total number of teachers' or learners' words is divided by the total number of words in the interaction, then multiplied by 100.

As shown in Table 6.7, the teachers' and learners' amount of talk is obtained by calculating the percentages of words used during the TLIs. In the case of learner talk in the peer interactions (PIs), other length-based measures are included to explore the learners' amount of talk in these interactions (please refer to Section 6.4.2).

6.4 Learner talk

As discussed in Chapter Three, the nature of classroom interactions shape learners' interactional behaviour and thus language achievement. Following this claim, the FISFLI explores the impact of the nature of FLIs on four aspects of learner talk: discourse functions (Section 6.4.1), oral performance (6.4.2), negotiations of meaning (6.4.3), and length of responses to display and referential questions (Section 6.4.4). These four aspects are explored in TLIs as well as PIs, which research evidence suggests are also beneficial

for language learning (Chaudron, 1988; Long et al., 1976; Porter, 1986). As in the previous sections, the interactional strategies and measures used in the FISFLI to explore learner talk are described, and illustrated with extracts from the interactional data.

6.4.1 Discourse functions

In everyday communication, speakers utilise a number of discourse functions in order to get across their messages and intent. In classroom communication, it is believed that learners by utilising a range of discourse functions can develop discourse competence (Long & Porter, 1985). However, learners' discourse functions during teacher-led discussions have been found to be limited as to quantity and variety (Ellis, 2012: 175) since it is teachers who usually dominate them (Long et al., 1976; Long & Porter, 1985: 207). These claims motivated the inclusion of a category in the FISFLI which explores the learners' use of discourse functions during the TLIs and PIs. The following table summarises the discourse functions included in the FISFLI, their specifications, and supporting examples:

Table 6.8 17 discourse functions

Discourse function	Specification	Example
1. Moves conversation on to a new topic/activity	A teacher/learner changes the topic or activity as part of the requirements of the task/lesson.	T: Now in the following exercise you have to correct one mistake in each sentence [2] L3 what's the mistake?
2. Extends a previous contribution	A teacher/learner retakes the whole or part of an interlocutor's previous idea/utterance, and adds new or complementary information	L2: //Familiar?// T: Family? Yeah well ... family familiar family relationships ...
3. Jokes	A teacher/learner comments or says something funny causing laughter.	L4: //‘I’m a bad-‘// T: A:h you said I’m a bad! LL: Heheheh.

		L4: //I'm sorry// [2] //I'm a dap hand... <> at [2] playing the piano?//
4. Exemplifies	A teacher/learner provides an utterance to exemplify or illustrate something being discussed.	L4: //Yes teacher// ... //we... think// <> //that the most important thing is people and animals// ... //for example when you are ... angry// <> ... //your pet is always happy// <> and ... //make you feel happy//
5. Summarizes or ends discussions/task	A teacher/learner orally signals the end of a discussion, teaching event, or task.	T: Right! ... Right [...] so just to wrap it up ... right! Well ... that was the speaking exercise ... any final comments? All relationships are important ... that makes us human ... actually ... no? [...]
6. Confirms	A teacher/learner signals or express confirmation or approval of something being discussed.	T: So ... the only thing you remember is his attitudes in the past? L5: //Yes// T: Right! ... Right [...]
7. Hypothesizes	A teacher/learner discusses something speculative or imaginary.	T: Ok! Good! [...] what's happening?= L4: //I think// <> //that they are lost// T: [...] why you think they are lost? L4: //Because they are watching on map//
8. Makes an observation	A teacher/learner provides comments or a judgement about something being discussed.	L4: [...] //I'm a dap// <> ... //at [2] playing the piano?// //Can you say this?//= T: =Yeah! Probably at playing the piano no but you can say 'I'm ... a dap ha:nd ... a:t ... music [...]
9. Defines	A teacher/learner provides information about the nature or characteristics of something	T: 'A whiz kid' and what does that mean? L9: //Genius//
10. Negates	A teacher/learner expresses reluctance or negation of something being discussed.	T: Exactly! Why don't we go to the cinema? LL: //No// T: heh BUT that's a good idea [...]
11. Concludes	A teacher/learner signals orally the conclusion of the class/discussion.	T: Okay [3] so let's stop here ... you have an interesting test for homework [...]

12. Praises or encourages	A teacher/learner praises or motivates others.	T: [...] how do you spa- spell 'patience'? L16: //P A T I E N C E// T: Excellent! The way he said it that's the way it is [...]
13. Completes	A teacher/learner completes an (unfinished) utterance.	L2: //‘It will take you’// T: ‘It will take you: ... 30 minutes’
14. Interrupts	A teacher/learner interrupts others' turn.	T: [...] could you be more specific? Like- L15: //Like a- ... ((3)) /partnerships//
15. Speaks simultaneously	A teacher/learner speaks at the same time as others' ongoing turn.	T: I have to TALK \uparrow with you \rightarrow \downarrow L2: //With you?//
16. Explains/gives information	A teacher/learner provides a detailed explanation or extra information.	T: Good! ... ‘The company is underSTOOD to be planning’ ... remember the passive voice is ‘understood’ ‘to be planning’ is continuous- a: continuous from other verb [2] [...]
17. Gives instructions	A teacher/learner gives instructions for something to be discussed or done	T: Now in the following exercise you have to correct one mistake in each sentence [2] L3 what's the mistake?
T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction; LL=Several learners; //AS-unit boundary; <=>=clause boundary		

As shown in Table 6.8, 17 discourse functions feature in the FISFLI. These discourse functions were taken and adapted from Long et al.'s (1976: 144-145) Embryonic Category System (ECS). From the total number of categories (44) that they list, the pilot study indicated that the 17 discourse functions were frequent in the FLIs, and relevant to evaluating learners' discourse performance across the different activity types at the three proficiency levels. It is acknowledged that the discourse functions present in the FISFLI are not conclusive; the total number is far more extensive.

As noted by Walsh (2011: 2), turns sometimes include more than one discourse function, as illustrated below.

Figure 6.2 *Complex turns in terms of discourse functions*

Turns	Example	Discourse functions
1 turn	T: //No// //it's for English III VI and IX//	Negates/Gives information
1 turn	T: //No no// //you don't// //coz you're studying English// heheh //right?// //So that's it// ... //I know// //I told you <> you might// //but ... I was just confused// ... //It's ah ... the III for PET the VI for FCE and IX for ... the CAE// ... //So you don't have a PET// //you don't have to be on Friday// //you don't have to be here on ... Tuesday// ... //those were the announcements//	Negates/Explains/Gives information
T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction; LL=Several learners; //AS-unit boundary; <>=clause boundary		

As shown in Figure 6.2, the two teachers' turns are complex in terms of discourse functions. That is, more than one discourse function is simultaneously performed in each turn, one after the other. This was also acknowledged by Long et al. (1976), who maintain that more than one discourse function within a turn can occur in 'free-flowing talk.' Consequently, the identification of discourse functions in the interactional data is facilitated by the data segmented into AS-units since meaning as well as discourse functions are isolated in each AS-unit.

After segmenting the interactional data into AS-units and identifying the discourse functions in the FLIs, the learners' discourse functions are classified into their respective category and tallied. In order to explore the proportion of the teachers' and learners' use of discourse functions during the FLIs, percentages of the total number of the teachers' and learners' discourse functions are calculated as follows.

$$\frac{\text{Total number of discourse functions}}{\text{Total number of discourse functions in the FLI}} = \text{RESULT} \times 100 = \text{PERCENTAGE}$$

The total number of the teachers' or learners' discourse functions is firstly divided by the total number of discourse functions in the interaction, and the result then multiplied by 100. Moreover, in order to explore the extent to which the learners utilised discourse functions in the TLIs and PIs, percentages are calculated as follows.

$$\frac{\text{Total number of each discourse function}}{\text{Total number of discourse functions in the interaction}} = \text{RESULT} \times 100 = \text{PERCENTAGE}$$

The total number of each discourse function initiated by the learners is firstly divided by the total number of learners' discourse functions in each kind (TLI or PI) of interaction, and the result then multiplied by 100.

6.4.2 Oral performance

In the research literature, it has been found that classroom interactions and tasks play a role in developing learners' language competence (Ellis, 2009, 2012; Foster & Skehan, 1996; Larsen-Freeman, 2009; Skehan 1996, 1998, 2003, 2009; Robinson, 2007, to name just a few). This is because the characteristics of classroom interactions and tasks involve processes of oral performance that lead to acquisition (Foster & Skehan, 1996: 300). However, some limitations concerning learners' attentional resources to these processes have been found in empirical studies (see Foster & Skehan, 2013; Larsen-Freeman, 2009; Skehan, 1998, 2003, 2009). Moreover, it has been argued that learners' oral performance is context-specific, and conditioned by the linguistic teaching and learning environment

(Wolfe-Quintero et al., 1998). Following these claims, the FISFLI explores the extent to which the TLIs and PIs and speaking tasks have an impact on the learners' oral performance, and examines the learners' opportunities to develop their oral performance during speaking practice. The learners' oral performance in the FISFLI is explored through metrics which index the learners' fluency, complexity, and accuracy during speaking practice. The following tables describe these metrics, starting with the fluency measures:

Table 6.9 *Measures for fluency levels*

Measure	Calculation
Mean Turn Length (MLT)	The MLT is calculated by counting the number of learners' words, and dividing them by the learners' total number of turns.
Words per AS-unit	The length of AS-units is calculated by counting the total number of words in learners' AS-units per the total number of learners' AS-units.
Words per clause	The length of clauses (either main, subordinated or coordinated) is calculated by counting the total number of words in the learners' clauses per the total number of learners' clauses.

Table 6.9 shows the three metrics that are used to explore the learners' fluency levels in the TLIs and PIs: *Mean Turn Length (MLT)*, *Words per AS-unit* and *Words per clause*. Although I decided to use length-based measures of fluency (as shown in Table 6.9), I acknowledge that these have been criticised, and alternative measures suggested. Skehan (1998) and Foster and Skehan (1999: 229) explain that measuring fluency is more contentious than the other dimensions (complexity and accuracy). This is explained by a large number of fluency measures that research literature has formulated (Skehan, 2009; Foster & Skehan 1999; Mehnert, 1998; Foster & Skehan 1996; etc.). For example, measures that explore temporal variables (i.e., the speed of speaking) and hesitation

phenomena (i.e., dysfluency) (Ellis & Barkhuizen, 2005: 157); ‘breakdown fluency’ and ‘repair fluency’, respectively, for Skehan (1998: 275). In particular, a debate has been triggered as to whether length-based measures, such as the three above, tap complexity or fluency (see Norris & Ortega, 2009). Consistent with Wolfe-Quintero et al. (1998), the FISFLI includes the above length-based measures as indicative of fluency rather than complexity. The rationale behind this is that the number of words per unit (turn, clause, AS-unit) is found to index the learners’ ability to construct the length of utterances in an articulate way during speaking practice. Alternatively, the FISFLI includes three complexity-based metrics which tap the learners’ ability to construct ‘elaborate language with greater syntactic patterning’ (Ellis & Barkhuizen, 2005: 139; Foster & Skehan, 1996: 303-304), described below.

In the FISFLI, the learners’ complexity is indexed by clausal complexification, subordination and coordination (Ellis & Barkhuizen, 2005: 139-140) which are commonly associated with the idea that “more (complexity) means better” (Foster et al., 2000: 355). The following table shows the complexity-based metrics included in the FISFLI:

Table 6.10 *Measures for complexity levels*

Measure	Calculation
Clauses per AS-units (Phrasal elaboration)	Phrasal elaboration is obtained by calculating the total number of learners’ full clauses per the total number of learners’ AS-units.
Dependent clauses per total clauses (Subordination)	Subordination in learner talk is calculated by adding up the total number of subordinate clauses in learner talk per the total number of clauses (independent and dependent) (Norris & Ortega, 2009).
Coordination Index (Coordination)	Coordination is measured following the Coordination Index proposed by Bardovi-Harlig (1992). The Coordination Index is calculated by dividing the number of learners’ coordinated clauses per the total number of learners’ coordinated and subordinated clauses.

As shown in Table 6.10, the syntactic complexity of learner talk is measured by the *clauses per AS-units* (phrasal complexity), *dependent clauses per total clauses* (subordination) and *the Coordination Index* (coordination). The Coordination Index was included following Norris and Ortega's (2009: 563-574) recommendation that learner talk at basic proficiency levels, which was the level of the basic learners in this study, should be measured in terms of coordination since this metric is predictive of and sensitive to determining the amount of clausal complexity achieved at early stages of language learning.

Prior to analysing the learners' accuracy in the interactional data, I needed to establish what constituted an error. The following criteria were then coded for identifying and counting errors in order to measure the learners' levels of accuracy:

- Errors in word selection
- Errors in morphology
- Errors in syntax
- Errors in pronunciation
- False starts, hesitations and self-corrections were excluded.

After identifying and counting the learners' errors, two metrics are used in the FISFLI to determine the learners' accuracy levels, as shown below.

Table 6.11 *Measures for accuracy levels*

Measure	Calculation
Error-free clauses	Percentages are calculated by identifying the number of learners' error-free clauses, divided by the total number of clauses produced by learners, and multiplying the result by 100 (Mehnert, 1998).

Errors per 100 words	The ratios are obtained by counting the total number of learners' errors in the oral interaction, divided by the number of words produced by learners, and multiplying the result by 100 (Foster & Skehan, 1996; Mehnert, 1998).
-----------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

As shown in Table 6.11, the learners' accuracy levels are measured by *error-free clauses* and *errors per 100 words*. These two measures have been widely used as holistic measures of accuracy (Skehan & Foster, 1999).

6.4.3 Negotiations of meaning

As discussed in Sections 2.3, 2.3.1 and 3.2.1.3, negotiations of meaning are “those modifications that occur in conversations between speakers which include a whole range of attempts to understand and to be understood” (Allwright & Bailey, 1991: 123). Supported by several empirical studies, negotiations of meaning are believed to encourage language learning (Ellis et al., 1994; Long, 1996; Loschky, 1994; Pica et al., 1987). The following example is an instance of a negotiation of meaning identified in the data:

Extract 6.4 *A negotiation of meaning during an FLI (basic level)*

486.T: [...] you ... okay what other things you take with you?
487.L13: //Take a ... bottle of water//
488.T: Okay.
489.L16: //Take a /brIk//
490.T: **Take a?**
491.L16: ///brIk///
492.T: /**brIk?**
493.L16: //Break!//
494.T: Take a break ... okay take a break ... alright ... what else?

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction;
LL=Several learners; //AS-unit boundary; <=>=clause boundary

Extract 6.4 shows a negotiation of meaning that is triggered after a mispronunciation by L16 (line 489). In line 490, the teacher asks L16 to repeat the word, which L16 again mispronounces in line 491. The teacher in line 492 centres L16's attention on the mispronounced word which L16 corrects in line 493. The negotiation of meaning is finalised in turn 494 by the teacher signalling acceptance of the previous utterance. As illustrated in this extract, the teacher uses strategies to which this study refers as *indicators*. The indicators of negotiations of meaning can be in the form of questions or partial or exact repetitions which serve the purpose of re-establishing communication, and maintaining comprehension. In total, five indicators are used in the FISFLI to identify negotiations of meaning performed in the TLIs and PIs, as detailed below.

1. *Comprehension checks*, according to Long (1980: 82), are *any* expressions, mostly in the form of questions, initiated to establish whether a preceding utterance has been understood by the interlocutor.

Extract 6.5 *A comprehension check in an FLI (basic level)*

363.T: Ok ... very very good alright ... so now open your books to page 88
 [1] yes page 88 [6] so remember those are expressions that are used to
 make suggestions **okay?** [2] 'Below the box, there are some sentences
 that are in disorder' [T reads the instructions in the book] ... **okay?**

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction;
 LL=Several learners; // =AS-unit boundary; <=>=clause boundary

Extract 6.5 shows the teacher's turn in which she gives instructions and explains the use of some expressions. In this part of her turn, the question 'okay?' functions to check comprehension of her directives.

2. *Confirmation checks* are questions initiated to elicit confirmation that a preceding utterance by the interlocutor has been correctly understood or heard by the speaker (Long, 1980: 81-82). These questions involve a rising intonation and/or repetition of all or part of a preceding utterance. Unlike repetitions,

confirmation checks serve the purpose of eliciting confirmation, not providing negative feedback or new information.

Extract 6.6 *A confirmation check in an FLI (basic level)*

283.L11: //The woman ... calls a taxi//

284.T: **the woman?**

285.L11: //Calls a taxi//

286.T: The woman calls a taxi ... okay ... did you get everything correct?

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction;

LL=Several learners; //AS-unit boundary; <>=clause boundary

In Extract 6.6, the negotiation of meaning is initiated by the teacher's lack of understanding. In line 284, she repeats the first part of L11's previous turn in order to trigger the part that she did not understand. L11 provides the part that was not heard (line 285), for which the teacher signals understanding in line 286.

3. *Clarification requests* are mostly wh- or bipolar questions which are initiated to elicit clarification of the interlocutor's preceding utterance(s). These questions require the interlocutor to either furnish new information or recode information previously given (Long, 1980: 82-83):

Extract 6.7 *A clarification request in an FLI (basic level)*

348.T: okay why don't we go to Place 1? Okay: ... good any other suggestion?

349.L3: //Why don't we-?//

350.T: Sorry ... say that again?

351.L3: //Why don't we [2] play ... a game?//

352.T: Okay ... let's play a game alright ...

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the

interaction; LL=Several learners; //AS-unit boundary; <>=clause boundary

Extract 6.7 shows a negotiation of meaning triggered by a lack of information in line 349. The teacher in line 350 requests L3 to repeat his utterance which is extended in line 351. The teacher finalises the negotiation of meaning in 352 by signalling understanding.

According to Long (1996: 428), negative evidence¹⁴ can be provided during negotiation of meaning. Negative evidence can take several forms including grammar explanations, explicit feedback, recasts, and communication breakdowns followed by repair sequences. With the aim of understanding the extent to which negotiations of meaning during TLIs and PIs provided learners with negative evidence. The FISFLI coded for and explored the incidence of *corrective repetitions* (explicit feedback) and *recasts* (explicit feedback):

4. *Corrective repetitions* serve the purpose of reshaping another speaker's utterance. These are the most common types of negative feedback which usually contain an additional feature, for example, stress or lengthening of a segment, questioning intonation, etc. (Chaudron, 1988: 145).

Extract 6.8 *Corrective repetitions by the teacher (basic level)*

256.T: Speak up L6 ... again but speak up
257.L6: //Listen egain [sic]// →
258.T: **LisTEN!** [Correcting the stress on the verb]
259.L6: //Listen egain [sic]// →
260.T: **Again!** [Correcting the first vowel of the word]
261.L6: //Again ... complete the sentence with words ... from the
box//

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction;
LL=Several learners; //AS-unit boundary; <>=clause boundary

Extract 6.8 shows an interaction during which the teacher asks L6 to read some instructions. The negotiation of meaning is triggered by L6's mispronunciation in line 257. The teacher firstly corrects the word stress by repeating the first word (line 258). L6 corrects the stress, but mispronounces the second word (line 259), which the teacher corrects by repeating it (line 260). The negotiation of meaning finalises in line 261 by the learner's uptake.

¹⁴ Explicit or implicit information that is provided to learners concerning errors in their oral production (Gass, 2003: 225).

5. *Recasts* are ways in which participants reshape, reformulate or refine all or part of others' utterances (Walsh, 2006: 29). The criteria to consider a recast are: 1) they contain content words of a preceding incorrect utterance, 2) they reshape utterances in a phonological, syntactic, morphological or lexical way (Braidì, 2002: 20), and 3) they focus on meaning rather than form (Long & Robinson, 1998: 358).

Extract 6.9 *A recast in the FLI (basic level)*

243.T: Tell me where are they going?
 244.LL: //Waterfront//
 245.L?: //Waterfront//
 246.T: **Waterfront? ... hall! Waterfront hall** [T writes on the board the name of the place]

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction;
 LL=Several learners; //AS-unit boundary; <>=clause boundary

Extract 6.9 shows an answer being reformulated. The teacher asks the learners the location of some people (line 243) to which they only provide half of the expected answer. The teacher in line 246 reformulates the expression by including the missing word. Unlike corrective repetitions or clarification requests, interlocutors are not required to provide further information since it is the speaker who usually reshapes the utterances.

In order to explore the nature of negotiations of meaning and the extent to which learners had the opportunity to negotiate meaning in the TLIs and PIs at the three proficiency levels, two calculations are made. Firstly, the total number of negotiations of meaning are calculated by counting the occurrences of negotiations of meaning and their indicators. Secondly, ratios between negotiations of meaning per minute are obtained as follows.

$$\frac{\text{Total number of negotiations of meaning in the interaction}}{\text{Total number of minutes of the interaction}} = \text{NEGOTIATIONS OF MEANING PER MINUTE}$$

Negotiations of meaning per minute are calculated by dividing the total number of negotiations of meaning in each TLI or PI per the total number of minutes of each interaction.

6.4.4 Length of responses

In order to explore the effects of display and referential questions on learner talk during the FLIs, the FISFLI examines the learners' responses to display and referential questions by using three metrics already described in previous sections:

Table 6.12 *Measures for learners' length of answers*

Measure	Calculation
Mean Length of Turn	This is obtained by adding up the total number of words in the learners' responses per the total number of learners' responses.
Clauses per responses	This is calculated by counting the total number of clauses in the learners' responses per the total number of learners' responses.
Dependent clauses per total clauses	This is calculated by the total number of dependent clauses in the learners' responses per the total number of clauses in the learners' responses.

As shown in Table 6.12, fluency- (i.e., Mean Length of Turn) and complexity-based (i.e., clauses per response and dependent clauses per total clauses) measures are included in the FISFLI to explore the effects of the teachers' display and referential questions on the learners' responses in the FLIs.

6.5 Chapter summary

Chapter Six thoroughly described the FISFLI. As discussed in this chapter, the FISFLI was designed as an initial tool for exploring the FLIS in which the teachers and learners at the three proficiency levels engaged to practise speaking. In the first part of the chapter, I described the speech unit and interactional strategies that were included in the FISFLI to explore the nature of the FLIs. In the second part, I outlined the four aspects of learner talk that were considered in the FISFLI to determine the impact of the nature of the FLIs on the learners' interactional behaviour during speaking practice.

Due to its fine-tuned design in relation to the aims of the study, it is acknowledged that the FISFLI may not be transferable to other educational contexts. However, it is possible that the detailed information of the interactional strategies and measures, illustrated with examples from the interactional data, enable the reader to assess whether the FISFLI is a framework which can be extrapolated to their context; help them explore their classroom interactions; and thus gain a context-specific understanding (see Rallis & Rossman, 2009: 268; Storch, 2001: 107).

Very much in line with Skehan's (2003: 9) contention that the study of classroom interactions involves more than just frequencies and calculations of interactions, the present study argues that the study of FLIs involves not only explorations of classroom interactional patterns, but also perceptual factors (i.e., participants' decision-making, perceptions, underlying beliefs). This is addressed in this study by combining the analysis of interactional with elicited data with a view to illuminating how the teachers and

learners make sense of their classroom interactions, and the interplay between beliefs and classroom behaviour during speaking practice.

CHAPTER SEVEN

THE ANALYSIS:

Interactional data

7.1 Introduction

Classroom interactions, as suggested in the literature, are fundamental to developing several aspects of a target language (see, for example, Allwright, 1984a; Allwright, 1984b, 2000; Swain, 2000, 2005; Gass, 2003; Long, 1996; Walsh, 2006, 2011, 2013). In foreign language (FL) classrooms, it has been found that classroom interactions are typically the only opportunity for many learners to practise the FL and thus develop speaking skills (Dinçer & Yeşilyurt, 2013: 88; Philp & Tognini, 2009: 247; Yoshida, 2013a: 371). In a previous study conducted in the research site of the present study, I corroborated that foreign language interactions (FLIs) are mostly the only opportunity for learners to practise the target language, and found that there are limitations concerning the FL teaching and learning and, in particular, the development of learners' speaking skills (García Ponce, 2011). These limitations raised the need to conduct explorations of the FLIs in which teachers and learners engage to practise and develop speaking skills.

In order to gain insights into the FLIs, the present study, guided by RQ1 (i.e., what are the instructional, interactional and perceptual factors that influence the development of learners' speaking skills during speaking practice at the three proficiency levels?), explores interactional as well as perceptual factors that have an impact on the classroom

interactional behaviour during speaking practice. By attaining this, the present study aims to develop an understanding of the effectiveness of the speaking practice at the three proficiency levels, and to assist the teachers and learners in developing a more context-sensitive pedagogy for speaking practice (see, for example, Kumaravadivelu, 2001; Pajares, 1992; Walsh, 2013).

In addressing RQ2 (i.e., what is the likely impact of teaching and interactional patterns on learner talk, namely, learners' oral performance, discourse functions, and negotiations of meaning, during speaking practice across proficiency levels?), Chapter Seven begins with an exploration of the nature of the FLIs which was facilitated by the interactional strategies covered in the FISFLI. The chapter then explores how accurate, fluent and complex are learners' utterances in teacher-led interactions (TLIs) and peer interactions (PIs) across the different activity types and proficiency levels. It also examines the number and range of discourse functions that learners utilised in the TLIs and PIs at the three proficiency levels. It concludes by investigating the extent to which negotiations of meaning occur in the TLIs and PIs at the three proficiency levels.

The contributions made by the chapter are that, besides the teachers' dominance and control of the interactions, the nature of the FLIs influenced and, in some cases, limited learner talk in terms of amount, oral performance, use of discourse functions, and opportunities to engage in negotiations of meaning.

7.2 Nature of the FLIs

In Section 7.2, the results concerning the nature of the FLIs at the three proficiency levels are outlined. Namely, the findings into the IRF pattern (Section 7.2.1), teacher-initiated exchanges (Section 7.2.2), teachers' questions and their effects on learners' responses (Section 7.2.3), and teachers' and learners' turn length and amount of talk (Section 7.2.4) are discussed. Overall, the findings confirm that the teachers dominated the FL classroom discourse, despite the teachers' claims about the importance of learners practising and developing skills (see Chapter Eight). This section concludes by suggesting that some interactional strategies of teacher talk and learners' limited opportunities to contribute to the classroom discourse were unaligned with the aim of practising speaking and developing learners' speaking skills that the teachers reported during the interviews.

7.2.1 IRF patterns

As documented in the research literature (see Consolo, 2006; Cullen, 2002; Hall & Walsh, 2002; Long & Porter, 1985; Seedhouse, 1996), the IRF pattern recurred in the FLIs at the three proficiency levels, as detailed below.

Table 7.1 *IRF pattern in the FLIs at the three proficiency levels*

	Basic		Intermediate		Advanced	
	Teacher	Learners	Teacher	Learners	Teacher	Learners
Initiation	244 (31.6%)	29 (3.7%)	243 (38.1%)	34 (5.3%)	121 (37.1%)	14 (4.2%)
Response	15 (1.94%)	303 (39.3%)	21 (3.2%)	258 (40.5%)	6 (1.8%)	112 (34.3%)
Feedback	179 (23.2%)	0 (0.0%)	81 (12.7%)	0 (0.0%)	73 (22.3%)	0 (0.0%)
Total moves	770		637		326	
The percentages refer to the total number of moves initiated by the teachers and learners in the FLIs (whole recorded sessions of approximately 100 minutes).						

As Table 7.1 shows, the FLIs at the three proficiency levels relied on IRF moves. It is apparent that teachers dominated the moves by contributing a higher number of initiation

moves (a teachers' percentage range from 31.6% to 38.1% compared to a learners' percentage range from 3.7% to 5.3% of the total number of moves) and feedback moves (a percentage range from 12.7% to 23.2% of the total moves) than the learners. The learners mostly initiated response moves (a percentage range from 34.3% to 40.5% of the total moves). The immediate issue that emerges from these findings is that the FLI discourse was dominated by the teachers in terms of moves, mostly leaving the learners opportunities to initiate response moves, which were continuously evaluated by the teachers.

7.2.2 Teaching exchanges

In order to explore the teaching moves in the FLIs at the three proficiency levels, the most dominant teacher-initiated exchanges (namely, *inform*, *direct*, *elicit* and *check*) were explored. The results are summarised below.

Table 7.2 *Teaching exchanges in the FLIs at the three proficiency levels*

	Basic	Intermediate	Advanced
<i>Informing</i>	24 (9.8%)	49 (20.1%)	29 (23.9%)
<i>Directing</i>	19 (7.7%)	29 (11.9%)	22 (18.1%)
<i>Eliciting</i>	175 (71.7%)	143 (58.8%)	62 (51.2%)
<i>Checking</i>	26 (10.6%)	22 (9.0%)	8 (6.6%)
Total	244	243	121

Due to the fact that the teaching exchanges varied in number across proficiency levels, the percentages shown above were calculated in relation to the total number of exchanges at each proficiency level.

As can be seen from Table 7.2, the exchanges that were initiated by the teachers at the three proficiency levels mostly involved *eliciting* information, ranging from 51.2% to 71.7% of the total number of exchanges across proficiency levels. Ranging from 51.2% to 71.7%, the teacher-initiated exchanges to *elicit* information in turn explain the high incidence of learners' response moves during the FLIs. Besides exchanges to *elicit*

information, the three teachers also initiated exchanges to *inform* learners (e.g., provide explanations) (a percentage range of 9.8% to 23.9% of the total number of exchanges across proficiency levels). The least dominant exchange of the four was to *check* learners or activities.

The following extract illustrates how exchanges were typically initiated to elicit information, and how the learners' responses were influenced by the exchanges:

Extract 7.1 *Exchanges initiated by the teacher to elicit responses (basic level)*

-
32. T: Okay ... ye:s ... that's another suggestion ... good! L12 do you have a suggestion for this?
[2]
33. LL: [Laugh]
34. L12: //Why don't we do a party?//
35. T: Why don't we-?
36. L12: //Why don't we do a party?//
37. T: Okay! ... alright good ... What's your response ... about this party?
38. L12: //THAT's a good idea!//
39. T: That's a good idea? ... alright [...]
-

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction; LL=Several learners; //AS-unit boundary; <=>=clause boundary

In Extract 7.1, the teacher and L12 engage in an interaction to practise vocabulary expressions related to suggestions. In turns 32, 35 and 37, the teacher's elicitation function to obtain oral responses by L12. It is apparent from this extract that the teacher's exchanges to elicit information entail the use of questions which serve different purposes, such as eliciting answers (turns 32 and 37), allocating turns (turn 32), requesting clarifications (turn 35), and checking confirmations (turn 39). Moreover, the teacher's use of questions appears to influence the nature and length of L12's responses. That is, since the aim of the speaking practice is to practise vocabulary expressions, the teacher uses display questions which enable her to check the L12's use of particular expressions, not

involving freer and more extended oral contributions, as indicated by one AS-unit in each response and no subordinated clauses.

7.2.3 Questions and responses

As discussed in the previous sections, the FLIs were dominated by the teachers' initiation and feedback moves. In particular, it was found that the FLIs were typified by a high use of elicitations in the form of questions as also shown in Table 7.3.

Table 7.3 Total number of questions in the FLIs at the three proficiency levels

	Basic		Intermediate		Advanced	
	Teacher	Learners	Teacher	Learners	Teacher	Learners
Questions	175 (94.5%)	10 (5.4%)	143 (79.8%)	36 (20.1%)	62 (89.8%)	7 (10.1%)
Total	185		179		69	
The percentages represent the total number of questions initiated by the teachers and learners in the FLIs (whole recorded sessions; approximately 100 minutes).						

Table 7.3 confirms that questions and answers typified the FLIs at the three proficiency levels. These interactional strategies were dominated by the teachers at the three proficiency levels (a percentage range of 79.8% to 94.5% of teachers' questions compared to 5.4% to 20.1% of learners' questions across proficiency levels), suggesting that the learners were mostly given the opportunity to contribute to the teacher-led discourse by responding to the teachers' questions. It can also be seen that the advanced teacher used a lower number of questions than the rest of the teachers (a number of 62 questions by the advanced teachers compared to 175 questions by the basic teacher and 143 questions by the intermediate teacher). As observed in the interactional data and suggested in the elicited data, the lower number of the advanced teacher's questions than the other teachers can be explained by the teacher's reliance on peer-led discussions for speaking practice (please refer to Chapter Eight for a discussion regarding this teacher's decision).

Motivated by the high number of teachers' questions found in the FLIs at the three proficiency levels, and the argument that teachers' questions may have either beneficial or limiting effects on learners' responses (Boulima, 1999; Walsh, 2006, 2011, 2013; Chaudron, 1988), the type of teachers' questions and their effects on the fluency and complexity of learners' responses were then explored, as detailed below.

Table 7.4 *Kind of questions in the FLIs at the three proficiency levels*

	Basic		Intermediate		Advanced	
	Teacher	Learners	Teacher	Learners	Teacher	Learners
DQ	123 (66.4%)	0 (0.0%)	44 (24.5%)	0 (0.0%)	46 (66.6%)	0 (0.0%)
RQ	18 (9.7%)	9 (4.8%)	33 (18.4%)	7 (3.9%)	5 (7.2%)	4 (5.7%)
Y/NQ	34 (18.3%)	1 (0.5%)	66 (36.8%)	29 (16.2%)	11 (15.9%)	3 (4.3%)
Total	185		179		69	

%=percentage of questions in relation to the total number of turns; DQ=Display questions; RQ=referential questions; Y/NQ=yes/no questions; Total=total number of questions.

Again, Table 7.4 shows that the teachers initiated a higher number of display, referential and yes/no¹⁵ questions than the learners at the three proficiency levels. What is interesting from this table is that the most frequent elicitation technique during the FLIs were the teachers' display questions (a percentage range of 24.5% to 66.6% of the total number of teachers' questions). In contrast, the scarcest questions were the teachers' referential questions at the three proficiency levels (a percentage range of 7.2% to 18.4 of the total number of teachers' questions). Prior to exploring the effects of the teachers' questions on the fluency and complexity of learners' responses, it is useful at this stage to establish the distinct nature of the teachers' display and referential questions, as illustrated in the two extracts below.

¹⁵ Yes/no questions, as the name implies, are often answered by a 'yes' or 'no'. Thus, for the purpose of determining the effects of teachers' questions, these questions were disregarded as not having an impact on the fluency and complexity of learners' responses. However, some of these questions were used to explore the negotiations of meaning initiated by confirmation checks (please refer to Sections 7.3.6 and 7.3.6.1 for discussions regarding the results of these strategies).

Extract 7.2 *Responses to display questions (basic level)*

40. T: //Now in the following exercise you have to correct one mistake in each sentence// [2] //L3 what's the mistake?//
41. L3: //‘What do you do?’//
42. T: //‘What do you do?’// //It says// //‘what are you do?’// ... //what's the mistake?//
43. L3: //Are//
44. T: //Are?// ... //ok// ... //you can say// //‘what do you do?’// //that's one question o:r?//
45. LL: //‘What are you doing?’//
46. T: //Excellent!// Yes //‘what are you doing?’// ... //do you remember the difference between ‘what do you do?’ and ‘what are you doing?’//
-

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction; LL=Several learners; //AS-unit boundary; <=>=clause boundary

In Extract 7.2, the basic teacher and learners interact to check the answers of a grammar exercise. It can be seen from the extract that the teacher is in control of the interaction by allocating the turns randomly or initiating the questions (turns 40, 42, 44 and 46), providing feedback (turn 44), and signalling acceptance of responses (turns 42 and 46). Since the aim of the TLI is to practise form, the teacher initiates display questions (turns 40, 42 and 44) which serve the purpose of learners displaying knowledge of grammatical structures of questions. Therefore, the learners' responses are required by the teacher to provide specific information which does not raise fluency and complexity levels (e.g., the learners' utterances consisting of no more than one AS-unit), as shown in turns 41, 43 and 45. In contrast, the teachers' referential questions serve a different purpose, having an impact on the fluency and complexity of learners' responses as illustrated in Extract 7.3.

Extract 7.3 *Response to a referential question (intermediate level)*

391. T: [...] //L20 and L21? Did you ... agree on something or ... not really? ... About the pictures// ... //so which are the most important for your- well in your opinion//
392. L21: Parent and- //parents and children//
393. T: //O:h! really?// ... Really? //Can you tell us why? ... in your humble opinion of course ... L20?//
-

394. L20: //In one people marriage// <> //because ... you can have a good relationship with one ... husband// and //in the other people as parents ... you should be confident with your children//

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction; LL=Several learners; //AS-unit boundary; <>=clause boundary

In Extract 7.3, the intermediate teacher initiates a discussion with two learners about the importance of certain relationships. As is Extract 7.2, the teacher controls the interaction by allocating the questions (in turns 391 and 392) and following up L21's response (in turn 393). Serving a purpose of eliciting the learners' personal views, the teacher asks one referential question in turn 391. This referential question yields a specific response by L21 in turn 392. Following up the interaction, the teachers asks a second referential question (turn 393) which elicits L20's explanation of their choice. It is evident that the second referential question has an impact on the fluency and complexity of L20's response, as indicated by the number of AS-units and clauses constructed. The distinction illustrated in Extracts 7.3 and 7.4 is of great relevance for exploring the nature of the FLIs because it not only indicates that the teachers utilised two different types of questions, but also shows that these two distinct elicitation techniques served different purposes which in turn influence learners' responses in terms of fluency and complexity, as detailed below.

Table 7.5 Learners' responses to display and referential questions: fluency and complexity

		Basic		Intermediate		Advanced	
		Display	Referential	Display	Referential	Display	Referential
Frequencies	No. of responses	133	22	27	42	51	3
	No. of Words	692	229	51	1,051	300	19
	No. of Clauses	113	35	3	154	42	4
	No. of dependent clauses	7	9	0	46	8	1
Ratios	MLT	5.2	10.4	1.8	25.0	5.8	6.3
	Clauses per response	0.8	1.5	0.1	3.6	0.8	0.8
	DCs per TCs	0.06	0.2	0	0.2	0.1	0.2
MLT=Mean Length of Turn; DCs per TCs=dependent clauses per total clauses.							

Table 7.5 shows that the teachers' display questions in the FLIs at the three proficiency levels motivated lower fluency and complexity levels in learners' responses than the referential questions (for example, a range of MLT of 1.8 to 5.8 in responses to display questions compared to 6.3 to 25.0 in responses to referential questions). Thus, in comparing Tables 7.4 and 7.5, it is apparent that the display questions during the FLIs not only outnumbered the referential questions, but also motivated less fluent and complex learners' responses than referential questions. This in turn indicates that the FLIs followed question and answer routines which were mostly aimed at learners displaying knowledge of form, limiting their opportunities to push their oral contributions to be more fluent and complex.

7.2.4 Turn length and amount of talk

In order to explore the general opportunity that the teachers and learners had to contribute to the interaction, the number and length of their turns in the FLIs (whole recorded sessions) and amount of talk in the TLIs (teacher-led discussions to practise speaking) were measured. As a basic unit to measure the participants' opportunity to interact, the total number of the teachers' and learners' turns were counted and calculated in percentages in order to compare the proportion of turns initiated by the teachers and learners in the FLIs. The following table summarises the results.

Table 7.6 *Teachers' and learners' turns in the FLIs*

	Basic	Intermediate	Advanced
Teachers' turns	319 (49%)	268 (47.8%)	116 (47.9%)
Learners' turns	332 (50.9%)	292 (52.1%)	126 (52%)
Total number of turns	651	560	242

The table indicates that the learners contributed a slightly higher number of turns than the teachers during the FLIs at the three proficiency levels (a percentage range of 50.9% to 52.1% of learners' turns compared to 47.8% to 49% of teachers' turns). These results sharply contrast with the results of the IRF patterns, which indicated that the teachers dominated the classroom discourse in terms of moves. The varied results can be explained by the fact that teachers' turns can be complex in terms of moves (see Extract 7.1). That is, a teacher's turn can, for example, provide feedback and then initiate questions, which is then a turn with feedback and initiation moves.

The above figures are within, according to Nápoles and Vázquez-Ramos (2013: 453), the percentage range that 'successful teachers' contribute to classroom discussions. However, the following results indicate that the teachers considerably dominated the classroom discourse. In the first instance, I explore the teachers' and learners' turn length in the FLIs. In the second instance, I examine in greater detail the teachers' and learners' amount of talk in the TLIs. Table 7.7 shows the percentages of the total number of teachers' and learners' turns in the FLIs according to their length:

Table 7.7 *Teachers' and learners' short and long turns in the FLIs*

	Basic		Intermediate		Advanced	
	Teacher	Learners	Teacher	Learners	Teacher	Learners
Long Turns	129 (40.4%)	26 (7.8%)	139 (51.8%)	48 (16.4%)	66 (56.8%)	16 (12.6%)
Short Turns	190 (59.5%)	306 (92.1%)	129 (48.1%)	244 (83.5%)	50 (43.1%)	110 (87.3%)

The table shows that the three teachers contributed almost similar percentages of short and long turns. In comparing the teachers' and learners' turn length, it is evident that the three teachers dominated the number of long turns (a percentage range of 40.4% to 56.8 of the teachers' long turns compared to 7.8% to 16.4% of the learners' long turns). In contrast, the learners constructed a high number of short turns (a percentage range of

83.5% to 92.1% across proficiency levels), consisting of no more than one AS-unit. These figures thus suggest that the learners during the whole recorded sessions (FLIs) mostly had opportunities to construct turns that consisted of one word, phrase, or a sentence involving one clause. Moreover, these findings link back to the learners' fluency and complexity levels which were not benefitted in their responses, as discussed in the previous section.

The limited learners' opportunities to contribute to the classroom discourse were also found in the TLIs at the three proficiency levels. Interestingly, the percentages show that the learners' amount of talk tended to vary according to the focus (meaning or form) of the interactions. In order to show this pattern, I explore the teachers' and learners' amount of talk in the TLIs at each proficiency level. For a full discussion of the amount of learner talk during PIs, the reader is referred to Section 7.3.1 where the results calculated using length-based measures are discussed. The following table summarises the teachers' and learners' amount of talk in the TLIs at the basic level:

Table 7.8 *Amount of talk in the TLIs (basic level)*

	Words		Percentage		Total	Focus
	Teacher	Learners	Teacher	Learners		
TLI 1	79	77	50.6%	49.3%	156	Meaning
TLI 2	277	79	77.8%	22.1%	356	Form
TLI 3	302	132	69.5%	30.4%	434	Form
TLI 4	290	160	64.4%	35.5%	450	Form
TLI 5	79	140	36%	63.9%	219	Meaning

TLI=Teacher-Led interaction; Words #=Number of words; Total=Total number of words.

Table 7.8 shows that the basic teacher dominated most of the TLIs with a higher number of words than the learners, as indicated by the percentage range of 50.6% to 77.8% of the teacher's total number of words compared to 22.1% to 63.9% of the learners' total number of words. What is interesting from this table is that the learners produce a greater amount

of talk in some of the TLIs. Namely, TLIs 1 and 5 which followed a focus on meaning appear to have motivated a greater amount of learner talk than the TLIs focused on form (a percentage of 49.3% in TLI 1 and 63.9% in TLI 5 compared to a percentage range of 22.1% to 35.5% in the TLIs focused on form) (please refer to Section 5.6.4.2 for a detailed description of the TLIs). This pattern was also found in the TLIs at the intermediate level as shown in Table 7.9.

Table 7.9 Amount of talk in the TLIs (intermediate level)

	Words		Percentage		Total	Focus
	Teacher	Learners	Teacher	Learners		
TLI 1	550	161	71.3%	22.6%	711	Form
TLI 2	505	319	62.8%	38.7%	824	Meaning
TLI 3	758	704	51.8%	48.1%	1,462	Meaning
TLI 4	425	210	66.9%	33.0%	635	Meaning
TLI=Teacher-Led interaction; Words #=Number of words; Total=Total number of words.						

It can be seen from this table that the amount of talk in the TLIs was again dominated by the intermediate teacher, as indicated by the percentage range of 51.8% to 71.3% of the teacher's amount of talk compared to 22.6% to 48.1% of the learners' amount of talk. Similar to the basic level, there is an increase in the learners' amount of talk in the meaning-focused TLIs 2 to 4, which show a percentage range from 33% to 48% compared to 22.6% in the form-focused TLI 1. At the advanced level, only two TLIs were carried out, as shown in Table 7.10, both of which focused on form.

Table 7.10 Amount of talk in the TLIs (advanced level)

	Words		Percentage		Total	Focus
	Teacher	Learners	Teacher	Learners		
TLI 1	156	46	77.2%	22.7%	202	Form
TLI 2	448	58	88.5%	11.4%	506	Form
TLI=Teacher-Led interaction; Words #=Number of words; Total=Total number of words.						

This table indicates that the advanced teacher considerably dominated the teacher-led discussions (77.2% and 88.5% in the two TLIs respectively), even more than the teachers in the TLIs at the basic and intermediate levels. The greater dominance of the advanced teacher than the other two teachers can be explained by the aims of the TLIs which required the learners to define vocabulary, not favouring freer and extended oral contributions (please refer to Section 7.3 for a discussion of findings into the advanced learners' fluency and complexity levels).

The above figures confirm the general idea that the teachers at the three proficiency levels dominated the discourse during the FLIs and, in particular, the TLIs during which speaking was practised. However, the amount of learner talk appeared to raise in the meaning-focused TLIs rather than the form-focused TLIs, during which the teachers tended to dominate the talk more. Extract 7.4 illustrates a meaning-focused TLI, and how the interactional strategies of teachers had an impact on learners' amount of talk:

Extract 7.4 *A part of TLI 2 (intermediate level)*

40. T: Who has pets here then?
[L18 raising hand]
41. T: Oh so you can share something with us ... L8 is there something you'd like to share with us? Do you think there's more positive things or negative things? What would you say?
42. L18: //I think <> //that- that if you don't like responsibilities// u:h //pets aren't for you=//
43. T: =heheheh.
44. L18: //A:nd if you like// ... animals- //if you love animals// //and if you love nature// <> //you can consider having a pet//
45. T: Yes! ... So pets are not for irresponsible people=
46. L18: //No never//
47. T: Have you become a more responsible people thanks to that?
48. L18: //No!// heheh
49. LL: [Laugh]
50. T: You haven't?
51. L18: //No// //because I'm not usually at home most of the time// ... <> //becau:se- u:h ... when she was// ... //how do you say?// ... //She was a puppy//
-

a::h ... //we used to care- take care of her a lot more than now// ... //because she is- she was a puppy//

52. T: Ah! Now she is more independent.

53. L18: //Yeah//

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction; LL=Several learners; //AS-unit boundary; <>=clause boundary

In this extract, the teacher and L18 engage in a discussion about the responsibilities of having a pet. It is apparent that the teacher controls the interaction by initiating the questions, allocating turns to participate, and following up the discussion. With the aim of practising speaking, the teacher contributes two interactional strategies focused on meaning, that is, the communication. In the first instance, the teacher initiates two referential questions (turns 41 and 50) which have an impact on longer and more complex L18's turns (turns 42, 44 and 51), as indicated by the number of words, AS-units and clauses. The teacher, in the second instance, initiates follow-up moves (turns 41, 45, 47, 50 and 52) which impact on motivating L18's oral contributions during the interaction. As illustrated in the above extract, these interactional strategies were found to be frequent in the meaning-focused TLIs which tended to increase the learners' amount of talk. This evidence thus suggests that the teachers, whilst remaining in control of the interaction and interactional strategies (such as questions and discourse moves), can enhance the learners' opportunities to increase the amount of talk and thus contribute more to the teacher-led discussions.

So far, we have seen that the teachers at the three proficiency levels dominated the classroom discourse. Namely, the teachers' dominance over classroom discourse involved a higher number of initiation and feedback moves, elicitations in the form of questions, short and long turns, and a greater amount of talk during the interactions. In contrast, learner talk was limited to responding to the teachers' display questions, which

motivated lower levels of fluency and complexity than referential questions. This thus implies that the learners had limited opportunities not only to construct longer and more complex turns, but also to contribute to the discourse during the speaking practice. However, the interactional data showed that the amount of learner talk tended to vary depending on the focus (meaning or form) of the TLIs. In exploring the nature of the meaning-focused TLIs, the learners' interactional opportunities during speaking practice tended to be enhanced by the teachers' use of interactional strategies. This evidence is of particular relevance for the present study because it suggests that the teachers, whilst maintaining control of the interactions, can create interactional opportunities with a conscious use of interactional strategies during TLIs. In Section 7.3, I provide further evidence which indicates that the nature of the FLIs influenced and, in some cases, limited the learners' opportunities to develop their oral performance, use discourse functions and engage in negotiations of meaning.

7.3 Learner talk

Section 7.3 examines the effects of the nature of the FLIs at the three proficiency levels on three aspects of learner talk. Following the argument that learners' successful oral performance consists of fluency, complexity and accuracy (Skehan, 2009: 510), the section begins by discussing the results of learners' oral performance with the aim of exploring the extent to which learners' fluency (Section 7.3.1), complexity (Section 7.3.2) and accuracy (Section 7.3.3) were benefitted during the TLIs and PIs at the three proficiency levels. The patterns of learners' oral performance are summarised in Section 7.3.4. The section then explores the learners' use of discourse functions in order to

determine the extent to which the TLIs and PIs were conducive to promoting learners' discourse competence (Section 7.3.5). The section concludes by examining the extent to which negotiations of meaning occurred in the TLIs and PIs (Section 7.3.6), and by exploring their nature across proficiency levels (Section 7.3.6.1). Overall, the results indicate that the kind (TLI or PI) and focus (meaning or form) of the interactions and other task characteristics had an impact on learners' oral performance and use of discourse functions at the three proficiency levels, suggesting that learner talk during speaking practice was largely shaped by an interplay of instructional (i.e., the teachers' pedagogic decisions concerning the kind and focus of interactions for speaking practice) and interactional (i.e., the teachers' and learners' interactional behaviour) factors. In the case of negotiations of meaning, the findings indicate a scarcity in the foreign classroom discourse at the three proficiency levels, and a nature limited to lexical forms and certain indicators, suggesting that negotiations of meaning may possibly have been avoided by the teachers' and learners' perceptions of them as face-threatening strategies.

7.3.1 Fluency

In order to explore how fluent, complex and accurate learners' contributions are in TLIs and PIs across proficiency levels, the present section begins by exploring the learners' fluency at each proficiency level and the factors that played a role in their levels. The learners' complexity and accuracy levels are then discussed in Sections 7.3.2 and 7.3.3, respectively. The following two tables summarise the learners' fluency levels in the TLIs and PIs at the basic level.

Table 7.11 Learners' fluency levels in the TLIs (basic level)

		TLI 1	TLI 2	TLI 3	TLI 4	TLI 5		
Frequencies	Focus	Meaning	Form	Form	Form	Meaning		
	Length of activity	1 min 24 s	5 min 20 s	7 min 20 s	5 min 13 s	2 min 45 s		
	No. of Turns	9	22	31	39	22		
	No. of AS-units	9	21	31	39	24		
	No. of Clauses	12	11	25	32	20		
Ratios	No. of Words	77	79	132	160	140	Average	
	MLT	8.5	3.5	4.2	4.1	6.3	5.32	
	Words per AS-unit	8.1	3.7	4.2	4.1	5.8	5.18	
	Words per clause	6.0	5.0	4.4	4.5	6.3	5.24	
TLI=Teacher-Led interaction; MLT=Mean Length of Turn.								

Table 7.11 shows that the MLT, Words per AS-units and Words per clause all vary widely across the different TLIs. However, a dominant pattern across the measures is that the meaning-focused TLIs involved learners generating more words, indicating greater fluency than in the form-focused interactions (for example, an MLT of 8.5 in TLI 1 and 6.3 in TLI 5 compared to a range of MLT of 3.5 to 4.2 in TLIs 2-4). This pattern can also be seen in Table 7.12.

Table 7.12 Learners' fluency levels in the PIs (basic level)

		PI 1	PI 2	PI 3	PI 4	PI 5	PI 6		
Frequencies	Focus	Meaning	Meaning	Meaning	Form	Form	Form		
	Length of activity	3 min 20 s	5 min 47 s	2 min 53 s	9 min 03 s	9 min 03 s	9 min 03 s		
	No. of Turns	52	70	30	136	136	82		
	No. of AS-units	59	81	51	150	101	100		
	No. of Clauses	39	42	30	110	58	46		
Ratios	No. of Words	212	333	229	702	440	403	Average	
	MLT	4.0	4.7	7.6	5.1	3.2	4.9	4.91	
	Words per AS-unit	3.3	2.8	4.4	4.5	4.2	3.9	3.85	
	Words per clause	4.1	6.2	6.3	5.4	5.7	6.1	5.63	
PI=Peer interaction; MLT=Mean Length of Turn.									

The results indicate that the MLT, Words per AS-unit, and Words per clause also vary significantly across the different PIs. As in the TLIs, the dominant pattern in the three measures is that the meaning-focused PIs motivated a higher number of learners' words, indicating greater fluency than in some form-focused PIs (for example, a range of MLT of 4.0 to 7.6 in the meaning-focused PIs 1-3 compared to a range of MLT of 3.2 to 5.1 in

the form-focused PIs 4-6). In comparing the learners' fluency levels in the TLIs and PIs, the averages are varied, indicating a trend of higher levels of fluency in the TLIs than in the PIs (averages of MLT of 5.32 and Words per AS-unit of 5.18 in the TLIs compared to averages of MLT of 4.91 and Words per AS-unit of 3.85 in the PIs). The varied figures at the basic level can be explained by the focus of the TLIs and PIs on either meaning or form. In the form-focused interactions, the tasks were seen to require learners to drill ready-made phrases to provide suggestions, which increased the number of words, AS-units and clauses and in turn influenced the results. However, the learners in these interactions were not observed to produce freer and more fluent utterances as in the meaning-focused interactions since they needed to display knowledge of structures that were expected by the teacher.

As at the basic level, the learners' turns at the intermediate level also involved greater fluency in the meaning-focused than in a form-focused TLIs and PIs, as detailed in the following two tables below (It should be noted that the comparisons are based on nine meaning-focused interactions compared to one form-focused interaction).

Table 7.13 *Learners' fluency levels in the TLIs (intermediate level)*

		TLI 1	TLI 2	TLI 3	TLI 4	
Frequencies	Focus	Form	Meaning	Meaning	Meaning	
	Length of activity	6 min 16 s	7 min 20 s	12 min 55 s	5 min 21 s	
	No. of Turns	44	33	77	14	
	No. of AS-units	48	47	90	23	
	No. of Clauses	17	47	91	30	
	No. of Words	161	319	704	210	Average
Ratios	MLT	3.6	9.6	9.1	15	9.32
	Words per AS-unit	3.3	6.7	7.8	9.1	6.72
	Words per clause	6.4	6.1	7.1	6.4	6.5
TLI=Teacher-Led interaction; MLT=Mean Length of Turn.						

As at the basic level, Table 7.13 shows that the three metrics vary widely across the four TLIs. However, a pattern of higher fluency levels is evident in the meaning-focused TLIs

2-4 than in the form-focused TLI 1 (for example, a range of MLT of 9.1-15 in TLIs 2-4 compared to an MLT of 3.6 in TLI 1). In comparing the TLIs at the basic and intermediate levels, it is evident that the intermediate learners produced more fluent turns than the basic learners (for example, an average of the intermediate learners' MLT of 9.32 compared to the basic learners' MLT of 5.32). In the case of the PIs, all the interactions were found to be focused on meaning, as shown in Table 7.14.

Table 7.14 *Learners' fluency levels in the PIs (intermediate level)*

		PI 1	PI 2	PI 3	PI 4	PI 5	PI 6	
Frequencies	Focus	Meaning	Meaning	Meaning	Meaning	Meaning	Meaning	
	Length of activity	8 min 31 s	8 min 31 s	8 min 31 s	13 min 02 s	13 min 02 s	13 min 02 s	
	No. of Turns	35	43	47	35	44	54	
	No. of AS-units	98	98	106	134	115	122	
	No. of Clauses	84	99	131	144	129	129	
	No. of Words	644	786	826	1110	937	898	Average
Ratios	MLT	18.4	18.2	17.5	31.7	21.2	16.6	20.6
	Words per AS-unit	6.5	8.0	7.7	8.2	8.1	7.3	7.63
	Words per clause	7.3	7.4	6.1	7.5	7.0	6.6	6.98
PI=Peer interaction; MLT=Mean Length of Turn.								

As in the TLIs, Table 7.14 shows that the metrics of MLT, Words per AS-unit, and Words per clause vary widely across the six PIs. In comparing the learners' fluency levels in the TLIs and PIs at the intermediate level, the averages of the three measures indicate that the learners' fluency levels were considerably higher in the PIs than in the TLIs (for example, an MLT average of 20.6 per PI compared to an MLT average of 9.32 per TLI). These figures contrast with the basic learners' fluency levels which showed a trend of higher fluency levels in the TLIs than in the PIs. Across proficiency levels, the intermediate PIs whose task characteristics required the learners to discuss, negotiate choices and reach agreements show the highest fluency levels. As we shall see, these task characteristics (in the six PIs at the intermediate level and PIs 1-3 at the advanced level) were seen to

motivate not only high fluency levels, but also complexity levels (please refer to Section 7.3.2).

A similar pattern of greater fluency in the PIs than in the TLIs was found at the advanced level whose results are summarised in the two tables below:

Table 7.15 *Learners' fluency levels in the TLIs (advanced level)*

		TLI 1	TLI 2	
Frequencies	Focus	Form	Form	
	Length of activity	1 min 50 s	5 min 40 s	
	No. of Turns	10	16	
	No. of AS-units	10	16	
	No. of Clauses	8	9	
	No. of Words	46	58	Average
Ratios	MLT	4.6	3.6	4.1
	Words per AS-unit	4.6	3.6	4.1
	Words per clause	4.7	4.7	4.7
TLI=Teacher-Led interaction; MLT=Mean Length of Turn.				

Table 7.15 shows that the two TLIs at the advanced level were focused on form, showing an MLT of 4.6 and 3.6, 4.6 and 3.6 Words per AS-unit, and 4.7 and 4.7 Words per clause, respectively. Interestingly, in these two TLIs, the learners produced less fluent utterances than the learners in the TLIs at the basic and intermediate levels, suggesting that the form-focused TLIs, during which tasks required learners to define verbs, did not promote the advanced learners' fluency. However, a different pattern is shown in the following table:

Table 7.16 *Learners' fluency levels in the PIs (advanced level)*

		PI 1	PI 2	PI 3	PI 4	PI 5	PI 6	
Frequencies	Focus	Meaning	Meaning	Meaning	Meaning	Meaning	Meaning	
	Length activity	11 min 42 s	11 min 42 s	11 min 42 s	6 min 20 s	6 min 20 s	6 min 20 s	
	No. of Turns	86	126	95	30	74	60	
	No. of AS-units	217	251	189	96	106	94	
	No. of Clauses	289	289	189	95	85	80	
	No. of Words	1857	1940	1264	518	493	531	Average
Ratios	MLT	21.5	15.3	13.3	17.2	6.6	8.8	13.78
	Words per AS-unit	8.5	7.7	6.6	5.3	4.6	5.6	6.38
	Words per clause	6.2	6.4	6.3	5.2	5.1	6.2	5.9
PI=Peer interaction; MLT=Mean Length of Turn.								

The results indicate that the MLT, Words per AS-unit, and Words per clause vary considerably. However, it is apparent that the learners' fluency levels were higher than in the two form-focused TLIs. As at the intermediate level, PIs 1-3, which required the learners to consider new information, evaluate it, and then defend an opinion, motivated higher fluency levels than PIs 4-6. In comparing the figures of these six PIs with the other two proficiency levels, it can be seen that the PIs at the advanced level motivated higher fluency levels than the PIs at the basic level. However, the intermediate learners' fluency levels in the PIs proved superior to the advanced learners' fluency levels. It is possible that the meaning-focused PIs at the intermediate level, following task characteristics which required the learners to discuss, negotiate choices and reach agreements had an impact on the highest fluency levels across the data.

So far, we have seen that the learners' fluency levels in the TLIs and PIs across proficiency levels were varied. However, a pattern found in the figures was that the meaning-focused interactions tended to raise the learners' fluency levels. In the case of the form-focused interactions, learners' turns were constructed with fewer words, indicating lower fluency levels than the meaning-focused interactions. At the intermediate and advanced levels, the learners' fluency levels were higher in the PIs than in the TLIs, suggesting that the meaning-focused PIs provided learners with more opportunities to produce more fluent utterances than the TLIs, during which the talk was dominated by the teachers as discussed in Section 7.2.4. Interestingly, the PIs (the six PIs at the intermediate level and PIs 1-3 at the advanced level), whose task characteristics encouraged learners to consider new information, evaluate it, and then defend an opinion, appeared to raise fluency levels even higher than other meaning-focused interactions across the data. This evidence thus indicates that the learners' fluency levels were

influenced by the focus (meaning or form) and kind (TLI or PI) of the interactions and other task characteristics.

7.3.2 Complexity

This section discusses the learners' complexity levels at the three proficiency levels. As in the previous section, the results are discussed by proficiency level, and summarised in tables. Similarly to the learners' fluency, the complexity levels appeared to be influenced by the focus (meaning or form) and kind (TLI or PI) of the interactions and other task characteristics, as discussed below. The following two tables outline the learners' complexity levels at the basic level:

Table 7.17 *Learners' complexity levels in the TLIs (basic level)*

		TLI 1	TLI 2	TLI 3	TLI 4	TLI 5	
Frequencies	Focus	Meaning	Form	Form	Form	Meaning	
	Length of activity	1 min 24 s	5 min 20 s	7 min 20 s	5 min 13 s	2 min 45 s	
	No. of AS-units	9	21	29	39	24	
	No. of clauses	12	11	25	32	20	
	No. of independent clauses	6	11	21	31	15	
	No. of dependent clauses	6	0	4	1	5	
	No. of coordinated clauses	2	1	0	0	3	Average
Ratios	Clauses per AS-unit	1.3	0.5	0.8	0.8	0.8	0.84
	DC per TC	0.5	0	0.1	0.03	0.2	0.16
	Coordination Index	0.2	0.1	0	0	0.3	0.12
TLI=Teacher-Led interaction; DC per TC=dependent clauses per total clauses.							

Table 7.17 shows that the learners' complexity levels, as indicated in the three measures, vary considerably in some TLIs (namely, TLIs 1 and 5 compared to TLIs 2-4). A pattern found in this table is that the meaning-focused TLIs motivated higher levels of complexity than the form-focused TLIs (for example, 0.5 and 0.2 dependent clauses per total clauses in TLIs 1 and 5 respectively compared to a range of 0 to 0.1 in TLIs 2-4). Interestingly, this indicates that the meaning-focused TLIs at the basic level motivated higher levels of

both fluency and complexity than the form-focused TLIs. A similar pattern of higher complexity levels in meaning-focused interactions than in form-focused interactions is seen in the PIs, as detailed below.

Table 7.18 *Learners' complexity levels in the PIs (basic level)*

		PI 1	PI 2	PI 3	PI 4	PI 5	PI 6	
Frequencies	Focus	Meaning	Meaning	Meaning	Form	Form	Form	
	Length of activity	3 min 20 s	5 min 47 s	2 min 53 s	9 min 03 s	9 min 03 s	9 min 03 s	
	No. of AS-units	59	81	51	150	101	100	
	Total number of clauses	39	42	30	110	58	46	
	No. of independent clauses	31	39	22	90	57	40	
	No. of dependent clauses	8	3	8	20	1	6	
	No. of coordinated clauses	0	0	0	1	0	2	Average
Ratios	Clauses per AS-unit	0.6	0.5	0.5	0.7	0.5	0.4	0.53
	DC per TC	0.2	0.07	0.2	0.1	0.01	0.1	0.11
	Coordination Index	0	0	0	0.04	0	0.2	0.04
PI=Peer interaction; DC per TC=dependent clauses per total clauses.								

Table 7.18 shows that the learners' complexity levels vary considerably across the PIs. However, as in the TLIs, the dominant pattern is that the meaning-focused PIs involved learners contributing with more AS-units and clauses, indicating greater complexity than in the form-focused PIs 5 and 6. From the above two tables, it can be seen that in the TLIs the learners produced more complex turns than the PIs. However, as discussed in the basic learners' fluency levels, it should be noted that there is a considerable number of form-focused interactions whose tasks required learners to drill ready-made phrases, increasing the learners' fluency and complexity levels, but without much opportunity to practise freer and more complex utterances as in the meaning-focused interactions.

As at the basic level, the intermediate learners' complexity levels tended to raise in the meaning-focused interactions and, particularly, in the meaning-focused PIs as shown in the two following tables.

Table 7.19 Learners' complexity levels in the TLIs (intermediate level)

		TLI 1	TLI 2	TLI 3	TLI 4	
Frequencies	Focus	Form	Meaning	Meaning	Meaning	
	Length of activity	6 min 16 s	7 min 20 s	12 min 55 s	5 min 21 s	
	No. of AS-units	48	47	90	23	
	Total number of clauses	17	47	91	30	
	No. of independent clauses	13	35	58	16	
	No. of dependent clauses	4	12	33	14	
	No. of coordinated clauses	1	9	15	5	Average
Ratios	Clauses per AS-unit	0.3	1.0	1.0	1.3	0.9
	DC per TC	0.2	0.2	0.3	0.4	0.27
	Coordination Index	0.2	0.4	0.3	0.2	0.27
TLI=Teacher-Led interaction; DC per TC=dependent clauses per total clauses.						

Table 7.19 shows that the learners' fluency levels vary significantly across the four TLIs. As we might expect, it is apparent from this table that in the meaning-focused TLIs the intermediate learners produced more complex turns than the form-focused TLIs (for example, a range of 1.0 to 1.3 clauses per AS-unit in the meaning-focused TLIs 2-4 compared to 0.3 in the form-focused TLI 1), as also found in the learners' fluency. In comparing Tables 7.19 and 7.20, the averages indicate that the intermediate learners tended to produce more complex utterances in the PIs than in the TLIs (for example, an average of 1.01 clauses per AS-unit in the PIs compared to an average of 0.9 clauses per AS-unit in the TLIs), suggesting that the (meaning-focused) PIs provided the learners with more opportunities to push their utterances towards greater fluency as well as complexity than the TLIs. Interestingly, some metrics indicate that the learners' utterances in some meaning-focused TLIs were similarly or more complex than in some PIs (see, for example, learners' complexity levels in TLI 4 compared to the PIs). In Section 7.3.4, I provide evidence from the data which suggests that the intermediate teacher, at times, was able to promote the learners' oral production during the TLIs, having an impact on the learners' fluency and complexity levels.

Table 7.20 Learners' complexity levels in the PIs (intermediate level)

		PI 1	PI 2	PI 3	PI 4	PI 5	PI 6	
Frequencies	Focus	Meaning	Meaning	Meaning	Meaning	Meaning	Meaning	
	Length of activity	8 min 31 s	8 min 31 s	8 min 31 s	13 min 02 s	13 min 02 s	13 min 02 s	
	No. of AS-units	98	98	106	134	115	122	
	Total number of clauses	84	99	131	144	129	129	
	No. of independent clauses	54	66	87	108	112	98	
	No. of dependent clauses	30	33	44	36	17	31	
	No. of coordinated clauses	25	25	19	44	36	24	Average
Ratios	Clauses per AS-unit	0.8	1.0	1.2	1.0	1.1	1.0	1.01
	DC per TC	0.3	0.3	0.3	0.2	0.1	0.2	0.23
	Coordination Index	0.4	0.4	0.3	0.5	0.6	0.4	0.43
PI=Peer interaction; DC per TC=dependent clauses per total clauses.								

As shown in the above averages, the learners in the TLIs and PIs at the intermediate level initiated more complex utterances than the basic learners in the TLIs and PIs (for example, 0.23 DC per TC in the PIs at the intermediate level compared to 0.11 DC per TC in the PIs at the basic level). Moreover, as with the intermediate learners' fluency, the PIs at the intermediate level show the highest complexity levels across proficiency levels. Again, this can be explained by the characteristics of the tasks used in these PIs which required the learners to negotiate choices and reach agreements, influencing high complexity levels. Similar to the intermediate level, the advanced learners constructed a higher number of AS-units and clauses in the PIs than in the TLIs, indicating greater complexity, as detailed below.

Table 7.21 Learners' complexity levels in the TLIs (advanced level)

		TLI 1	TLI 2	
Frequencies	Focus	Form	Form	
	Length of activity	1 min 50 s	5 min 40 s	
	No. of AS-units	10	16	
	Total number of clauses	8	9	
	No. of independent clauses	7	8	
	No. of dependent clauses	1	1	
	No. of coordinated clauses	1	0	Average
Ratios	Clauses per AS-unit	0.8	0.5	0.65
	DC per TC	0.1	0.1	0.1
	Coordination Index	0.5	0	0.25
TLI=Teacher-Led interaction; DC per TC=dependent clauses per total clauses.				

Table 7.21 shows that the learners' complexity levels vary considerably in the two TLIs, and are lower than the intermediate and basic learners' complexity levels in the TLIs (for example, an average of 0.1 DC per TC in the advanced TLIs compared to an average of 0.27 in the intermediate TLIs). The low complexity levels in these TLIs can be explained by the task characteristics which required the learners to define verbs, not involving more than one clause or AS-unit. However, as in the case of the fluency levels, it is apparent from Table 7.22 that the learners' turns in the PIs were constructed with a greater number of AS-units and clauses than in the TLIs, indicating greater complexity (for example, a range of 0.26 DC per TC in the PIs compared to 0.1 DC per TC in the TLIs). In particular, PIs 1-3 which required the learners to discuss, negotiate choices and reach agreements motivated not only higher fluency but also higher complexity levels than PIs 4-6.

Table 7.22 Learners' complexity levels in the PIs (advanced level)

		PI 1	PI 2	PI 3	PI 4	PI 5	PI 6	
Frequencies	Focus	Meaning	Meaning	Meaning	Meaning	Meaning	Meaning	
	Length activity	11 min 42 s	11 min 42 s	11 min 42 s	6 min 20 s	6 min 20 s	6 min 20 s	
	No. of AS-units	217	251	189	96	106	94	
	Total number of Clauses	289	289	189	95	85	80	
	No. of independent clauses	176	191	123	72	53	60	
	No. of dependent clauses	113	98	66	23	32	20	
	No. of coordinated clauses	62	23	35	21	2	7	Average
Ratios	Clauses per AS-unit	1.3	1.1	1.0	0.9	0.8	0.8	0.98
	DC per TC	0.3	0.3	0.3	0.2	0.3	0.2	0.26
	Coordination Index	0.3	0.1	0.3	0.4	0.05	0.2	0.22
PI=Peer interaction; DC per TC=dependent clauses per total clauses.								

In sum, the three measures indicated that the learners' complexity levels at the three proficiency levels were varied. However, as in the case of the learners' fluency, the meaning-focused interactions tended to encourage greater complexity than the form-focused interactions. Moreover, the (intermediate and advanced) PIs, following a focus on meaning, promoted higher levels of complexity than the TLIs. In particular, the PIs (the six PIs at the intermediate level and PIs 1-3 at the advanced level) whose task

characteristics required the learners to discuss, negotiate choices and reach agreements motivated the highest complexity levels. These findings thus corroborate that the learners' fluency and complexity were influenced by the focus (meaning or form) and kind (TLI or PI) of interactions and other task characteristics.

7.3.3 Accuracy

This section discusses the learners' accuracy levels in the TLIs and PIs by proficiency level. The results in this section confirm the general idea that the focus (meaning or form) and kind (TLI or PI) of interactions and other characteristics of the tasks have a significant impact on the learners' accuracy, as well as fluency and complexity, levels.

The following two tables show the learners' accuracy levels in the TLIs and PIs at the basic level:

Table 7.23 *Learners' accuracy levels in the TLIs (basic level)*

		TLI 1	TLI 2	TLI 3	TLI 4	TLI 5	
Frequencies	Focus	Meaning	Form	Form	Form	Meaning	
	Length of activity	1 min 24 s	5 min 20 s	7 min 20 s	5 min 13 s	2 min 45 s	
	No. of words	77	79	132	160	140	
	No. of clauses	12	11	25	32	20	
	Error-free clauses	10	8	24	30	17	
	No. of errors	3	3	2	3	5	Average
ratios/ %	Error-free clauses	83.3	72.7	96	93.7	85	86.2
	Errors per 100 words	3.9	3.8	1.5	1.9	3.6	2.92
TLI=Teacher-Led interaction.							

Table 7.23 shows that the learners' accuracy levels vary significantly across the TLIs. It should be noted that the frequencies of errors and error-free clauses across the TLIs are considerably low. What is interesting from this table is that the meaning-focused TLIs 1 and 5, which involve learners generating fewer error-free clauses and more errors per 100

words, show lower accuracy levels than the form-focused TLIs (for example, 3.9 and 3.6 errors per 100 words in TLIs 1 and 5, respectively, compared to a range of 1.5 to 1.9 errors per 100 words in TLIs 3 and 4, respectively). This evidence indicates that the learners' utterances in meaning-focused interactions can be more fluent and complex, but less accurate than in form-focused interactions, suggesting a trade-off effect. However, as we shall see in the remainder of this section, the basic learners' accuracy levels in the above two meaning-focused TLIs appear to be higher than the meaning-focused TLIs and some PIs at the intermediate and advanced levels. In observing the interactional data, TLIs 1 and 5 at the basic level were seen to be performed after PIs, suggesting that these TLIs as post-tasks may have enabled the learners to construct utterances that were already rehearsed in the PIs, having an impact on more accurate utterances. A similar pattern of lower accuracy levels in the meaning-focused PIs than in the form-focused PIs is seen in the table below.

Table 7.24 *Learners' accuracy levels in the PIs at basic level*

		PI 1	PI 2	PI 3	PI 4	PI 5	PI 6	
Frequencies	Focus	Meaning	Meaning	Meaning	Form	Form	Form	
	Length of activity	3 min 20 s	5 min 47 s	2 min 53 s	9 min 03 s	9 min 03 s	9 min 03 s	
	No. of words	212	333	229	702	440	403	
	Total number of clauses	39	42	30	110	58	46	
	Error-free clauses	27	24	21	87	44	38	
	No. of errors	12	20	9	23	15	9	Average
ratios/ %	Error-free clauses	30.7	57.1	70	79.0	75.8	82.6	65.9
	Errors per 100 words	5.6	6.0	3.9	3.2	3.4	2.2	4.0
PI=Peer interaction.								

As in the TLIs, the results indicate that the learners' accuracy levels vary significantly across the PIs. However, there is again a trend towards lower accuracy levels in the meaning-focused than in the form-focused PIs (for example, a percentage range of 30.7 to 70 of error-free clauses in the meaning-focused PIs compared to a percentage range of 75.8 to 82.6 in the form-focused PIs). In comparing the TLIs and PIs, the learners' turns

were more accurate in the TLIs than in the PIs (as, for example, indicated by an average of 86.2 error-free clauses per TLI compared to an average of 65.9 error-free clauses per PI). The above evidence thus confirms that the focus (meaning or form) and kind (PI or TLI) of interactions and other characteristics of tasks (such as interactions functioning as post-tasks) influenced the learners' accuracy levels during speaking practice at the basic level.

As at the basic level, a similar pattern is found in the TLIs and PIs at the intermediate level the results of which are summarised in the following two tables:

Table 7.25 *Learners' accuracy levels in the TLIs (intermediate level)*

		TLI 1	TLI 2	TLI 3	TLI 4	
Frequencies	Focus	Form	Meaning	Meaning	Meaning	
	Length of activity	6 min 16 s	7 min 20 s	12 min 55 s	5 min 21 s	
	No. of words	161	319	704	210	
	Total number of clauses	17	47	91	30	
	Error-free clauses	15	34	68	18	
	No. of errors	2	13	26	13	Average
ratios/ %	Error-free clauses	88.2	72.3	74.7	60	73.8
	Errors per 100 words	1.2	4.0	3.6	6.1	3.7
TLI=Teacher-Led interaction.						

Table 7.25 shows that the learners' accuracy levels in the TLIs vary widely. As at the basic level, the dominant pattern is that the learners' utterances were less accurate in meaning-focused TLIs than in the form-focused TLI (for example, a range of 3.6 to 6.1 errors per 100 words in the TLIs 2-4 compared to 1.2 errors per 100 words in the TLI 1). Moreover, as in the case of the TLIs 1 and 5 at the basic level, the meaning-focused TLIs 2 and 3 that functioned as post-tasks of PIs involved more accurate utterances than the meaning-focused TLI 4 and some PIs (1-3).

Table 7.26 Learners' accuracy levels in the PIs (intermediate level)

		PI 1	PI 2	PI 3	PI 4	PI 5	PI 6	
Frequencies	Focus	Meaning	Meaning	Meaning	Meaning	Meaning	Meaning	
	Length of activity	8 min 31 s	8 min 31 s	8 min 31 s	13 min 02 s	13 min 02 s	13 min 02 s	
	No. of words	644	786	826	1110	937	898	
	Total number of clauses	84	99	131	144	129	129	
	Error-free clauses	42	74	96	113	116	100	
	No. of errors	44	26	39	35	13	29	Average
ratios/ %	Error-free clauses	50	74.7	73.2	78.4	89.9	77.5	73.9
	Errors per 100 words	6.8	3.3	4.7	3.1	1.3	3.2	3.7
PI=Peer interaction.								

Table 7.26 shows that the learners' accuracy levels in the PIs vary significantly. It is apparent from this table that the learners' oral constructions were more accurate in PIs 4-6 than in PIs 1-3. Interestingly, it was observed in the interactional data that the learners in PIs 4-6 were making use of a written text which may have had impact on greater accuracy levels than in PIs 1-3 (in Section 7.3.4, I return to this discussion, providing evidence from the data which suggests that the written texts may have played a role in raising the learners' accuracy levels in PIs 4-6). In comparing the learners' accuracy levels in the TLIs and PIs, the averages indicate that the learners' utterances tended to be similarly accurate in both kinds of interactions (for example, an average of 73.8 errors per 100 words in the TLIs compared to an average of 73.9 the PIs). Thus, it is possible that the characteristics of the tasks in the meaning-focused TLIs 2 and 3 (performed as post-tasks) and PIs 4-6 (during which written aids were provided to learners) may have benefitted the learners' accuracy.

Similar to the basic and intermediate levels, the learners' accuracy levels in the TLIs and PIs at the advanced level are influenced by the kind and focus of the interactions, as detailed below.

Table 7.27 Learners' accuracy levels in the TLIs (advanced level)

		TLI 1	TLI 2		
Frequencies	Focus	Form	Form		
	Length of activity	1 min 50 s	5 min 40 s		
	No. of words	46	58		
	Total number of clauses	8	9		
	Error-free clauses	8	9		
	No. of errors	0	0	Average	
ratios/ %	Error-free clauses	100	100	100	
	Errors per 100 words	0	0	0	
TLI=Teacher-Led interaction.					

It can be seen from the above table that the learners' accuracy was not compromised during the two form-focused TLIs. That is, the advanced learners' utterances were free of errors in the two TLIs. However, the results in Table 7.28 indicate that the learners' utterances were considerably less accurate in the PIs than in the TLIs (for example, an average of 78.5 errors per 100 words in the PIs compared 0 in the TLIs). Moreover, it is apparent that the learners produced less accurate utterances in the PIs 1-3 than 4-6. This can be explained by the tasks used in PIs 1-3 during which negotiations of choices involved a greater cognitive load (Foster & Skehan, 1996: 317), leading to greater fluency and complexity (see Tables 7.16 and 7.22) but lower accuracy than PIs 4-6, during which learners discussed personal information.

Table 7.28 Learners' accuracy levels in the PIs (advanced level)

		PI 1	PI 2	PI 3	PI 4	PI 5	PI 6		
Frequencies	Focus	Meaning	Meaning	Meaning	Meaning	Meaning	Meaning		
	Length activity	11 min 42 s	11 min 42 s	11 min 42 s	6 min 20 s	6 min 20 s	6 min 20 s		
	No. of words	1857	1940	1264	518	493	531		
	Total number of Clauses	289	289	189	95	85	80		
	Error-free clauses	203	207	136	86	76	62		
	No. of errors	91	89	57	9	11	18	Average	
ratios/ %	Error-free clauses	70.2	71.6	71.9	90.5	89.4	77.5	78.5	
	Errors per 100 words	4.9	4.5	4.5	1.7	2.2	3.3	3.5	
PI=Peer interaction.									

Overall, the above figures indicate that the learners' accuracy at the three proficiency levels was influenced by the focus and kind of interactions and other task characteristics

(i.e., post-tasks and written aids to be discussed). Unlike fluency and complexity, the learners' accuracy tended to be lower in the meaning-focused interactions, suggesting a trade-off effect between the three dimensions (see for example Foster & Skehan, 1996; Skehan, 2003; 2009; Skehan & Foster, 2001). However, as suggested in this section, it appears that when learners are provided with opportunities to perform post-tasks or manipulate information of tasks (e.g., written texts), their utterances during meaning-focused interactions can be pushed towards greater accuracy. The following section summarises the findings into the learners' oral performance, and provides further evidence of how 1) the PIs promoted the learners' fluency and complexity; 2) the teachers' use of interactional strategies can promote greater fluency and complexity in the TLIs; and 3) a written text may have encouraged greater accuracy in some meaning-focused PIs.

7.3.4 Patterns of oral performance

Overall, the learners' oral performance, indicated by fluency, complexity and accuracy levels, was found to be varied across the different kind of interactions and proficiency levels. Across proficiency levels, the learners' oral performance was influenced by a focus on meaning or form, in TLI or PI, and other task characteristics (i.e., tasks to negotiate choices, task consecutively performed after other tasks, written information about the tasks). Namely, the learners' utterances across proficiency levels were found to be more fluent and complex in the meaning-focused than in the form-focused TLIs and PIs, which required learners to display knowledge of individual forms, that is, vocabulary (some TLIs and PIs at basic level, and one TLI at the intermediate level) and verb definitions (the two TLIs at the advanced level). Moreover, the PIs at the intermediate

and advanced levels, which were all focused on meaning, motivated the learners to construct more fluent and complex utterances than the TLIs, during which the classroom discourse was dominated by the three teachers (see Section 7.2.4). The following extract illustrates how the meaning-focused PIs played a role in raising the learners' fluency and accuracy levels:

Extract 7.5 PI 1 at the intermediate level.

-
9. L2: //The two?// //Yes//
10. L1: the second- ... //the second// ... //there a::re two- ... a: couple// ... //I think// ... //tha:t ... the first one ... they a:: ... boyfriends// ... yes? So::- ... //and the second picture ... they:: got married? // <>... //and ... they::- they have a:: child? // //a beautiful one// ... //a::nd ... they become ... fathers// <> ... //a::nd they have many ... responsibilities about the:: child// <> ... and they have to change many things in her- many things// in her- ... //they have ... even worried about her- ... their child//
11. L2: //It's girl? // <> ... //or it's a boy? //
12. L1: //I think <> that is a boy ... yes//
13. L2: //I thi::nk <> ... tha::t they: mi::ght be worried ... about ... her healthy// <> ... //becau::se- ... well ... it's- now the child ... is more important=//
14. L1: =//And they have to:: protect him//=
15. L2: //Yes// (2) a::h //for the third picture// ... //I think <> tha:t it's a:: girl <> who in he:r childhood was a: ... little:: ... a little:: (1) older person// <> ... //but her lifestyle change many many=//
16. L1: //So much?//
17. L2: //Yes// ... a:h ... //for example// ... //as you can see// ... in his- in her childhood ... //she had many: things in her- ... in her ... bedroom?// <> ... //a::nd ... in the other side ... when she become chi- adult <> ... she has to worried about-// ... //I supposed <> she's planning// to::- ... to::-
18. L1: ¿Amueblar?
19. L2: //Yes// ... //to pay the furniture of the:: ... house// <> ... //I think//
-

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction; LL=Several learners; //=AS-unit boundary; <>=clause boundary

In Extract 7.5, L1 and L2 engage in a meaning-focused PI to interpret some images that were provided by the teacher. Due to the absence of the teachers' dominance over the discourse, it is apparent from these data that the two learners are responsible for the discourse by extending their utterances (turns 10, 13, 15 and 17), initiating questions (turns 11, 16 and 18), and completing (line 14) and following up previous contributions (turns 15 and 16). This extract suggests that the interactional responsibility delegated to

the learners in the meaning-focused PIs not only encourages the learners to use a range of interactional strategies, but also influences their utterances to be more fluent and complex than in TLIs, as indicated by the number of AS-units and clauses. This interactional behaviour is seen to be typical across the meaning-focused PIs at the three proficiency levels, and of particular relevance for the present study since it suggests that learners can practise and develop more fluent and complex utterances during speaking practice in PIs.

As pointed out in Sections 7.3.1 and 7.3.2, the learners' utterances were more fluent and complex in the TLIs at the intermediate level than in the TLIs at the basic and advanced levels. These findings raise concerns as to the basic and advanced learners' opportunities to contribute to the classroom discourse and thus push their utterances to be more fluent and complex during speaking practice led by the teachers. However, it seems possible that the teachers can remain in control of the interaction, yet still encourage learner involvement, promoting fluency and complexity, when they develop an understanding of their interactional strategies. The following extract illustrates this suggestion:

Extract 7.6 *TLI 4 (intermediate level)*

-
1. T: Got it? Yes ... guys? Right ... so that was the reading ... uh ... what would you say I mean in general for those of you who read it? Are relationships different?
[1]
 2. L18: //Yeah//
 3. T: So ... why do you think they're different L18? It's a general question ... but just give us- share with us one or two examples ... why do you think the relationships in family are not the same all over the world?
 4. L18: Hm:: //becau:se [1] so:me people have different ideals ... like i::n Ame:rica// ... //it says in the text// <>... //a:h ... families don't eat together// ... //kids can like have their plates// <> //and go and eat in front of the TV// <> ... //and the parents will be in the living room and stuff like that//
 5. T: [...] I think that it's a shame that Britain is becoming much more LIKE THAT right now ... so they are mentioning ... America /whether/ you say in Britain so: what do you say? Do you think ... that's the thing? ... or do you think there's something to do about it? [1]
-

-
- like can we save ... those people from that situation? ... or is it the future of us for that matter?
6. L18: //I think// <> //it could be saved// ...<> //because ... it all depends// <> //o:n [1] or what we think// <> //or what we want// ... //if we want to spend with our family// //if we want to have communication with them// ... //we say// <> //that communication is the best for everything// ... //so if you don't have communication// <> //you can't really have a good relationship with anybody//
 7. T: Exactly! Yes ... yes! Yes L1?
 8. L1: //Maybe in this one// ... //people is not used to communicate with their family// //that's really sad//
 9. T: When there's ... how do you say *una barrera*?
 10. LL: //A wall?//
 11. T: A wall! Or a barrier [...]
 12. L6: Teacher!
 13. T: Yes?
 14. L6: //It is important to mention// <> //that ... in the:se ... countries where the culture ... is different// ... and //in here in Mexico ... mothers are ... more worried ... about all// ... //and maybe it's not that// ... //these relationships or with the family is that bad// ... it's the- it's this- //it's like this//=
 15. T: =It's how it works right?
 16. L6: //Yes//

T=Teacher; L#=Learner and its number in the interaction; LL=Learners; //AS-unit boundary; <>=clause boundary.

In Extract 7.6, the intermediate teacher leads a discussion about the differences regarding relationships in other cultures. It can be seen from this part of TLI 4 that the teacher controls the interaction by allocating the turns (in turns 7 and 13), asking the questions (in turns 1, 3, 5 and 9), following up the learners' oral contributions (in turns 3, 7, 9 and 15), and extending her turns to share her perceptions (in turn 5). However, the teacher appears to create interactional opportunities for the learners by using interactional strategies such as referential questions (in turns 3 and 5) and follow-up moves (turn 3) which enable the learners to contribute more to the discourse, having in turn an impact on the fluency and complexity of the learners' turns (see the number of AS-units and clauses in turns 4, 6 and 14). Interestingly, L1 and L6 even volunteer to share their perceptions in turns 8 and 12, suggesting that the interactional space is open for learners volunteering oral contributions. This evidence is also of particular importance for the present study because it suggests that greater interactional opportunities can be created

during TLIs when teachers use the interaction and, particularly, their interactional strategies towards enhancing the interactional space, that is, maximising the interactional opportunities so that learners interact, maintain genuine communication, and contribute more to the teacher-led discourse (Walsh, 2003: 7, 2006: 28, 2011: 21; Walqui, 2006: 167).

Unlike the learners' fluency and complexity, the learners' accuracy tended to be lower in the meaning-focused than in form-focused TLIs and PIs across proficiency levels. Moreover, the TLIs at the basic and advanced levels motivated higher levels of accuracy than the PIs. At the intermediate level, the TLIs and PIs promoted almost equal levels of accuracy. This varied evidence indicates that there was a trade-off effect between the dimensions, and thus implies that the focus (form or meaning) and kind (in TLI or PI) of interactions may not always be conducive to simultaneously developing learners' fluency, complexity and accuracy. However, as highlighted in Section 7.3.3, the learners' accuracy in meaning-focused interactions may be promoted by manipulating certain task characteristics. That is, the tasks that were performed as post-tasks (i.e., TLIs 1 and 5 at the basic level; TLIs 2 and 3 at the intermediate level) or provided learners with materials containing written information to be discussed (i.e., PIs 4-6 at the intermediate level) benefitted not only fluency and complexity, but also accuracy. The following extract illustrates how the learners' access to written information about the tasks before and during PIs 4-6 at the intermediate level may have encouraged accuracy:

Extract 7.7 *A part of PI 4 at the (intermediate level)*

48. L6: //So ... I don't worry ... about /that thing// (2) //‘Going abroad’// //‘You are 28 years old < and working for an insurance ... company// ... //your job ... as a sales representative is well-paid < ... and hasn't able- ... has enabled you// < //to take out a mortgage on a smile- on a sma:ll ... house < ... where you now live with your two dogs// ... //your partner is proud of your success < ... but you now have begun to feel dissatisfied

-
- with the very routine < ... but languages have always been your passion < ... and you ... have appli- applied to being accepted for work ... a::s a:: language teacher in China'// //Oh my God!//
49. L7: Well ... //I now identify with this// heheh ... I:- //I think tha::t ... u::m < ... it's very difficult go abroad < ... becau:se ... we're always- it's living another life// ... //livi:ng o::ther culture// ... < //specially if you're working as a language teacher// ... so:: ... //I think < tha::t- (1) it's a:- ... a:- ... a challenge? ... < because ... you have to ... be- ... work harder in ... that ... kind ... of style ... of life//
50. L6: //Yes// ... //one of my dream is going abroad// //but ... not alone// ... //I would like to go abroad// //but wi::th- ... probably with my husband// ... a::nd ... but when I ha:ve ... when- ... //when I: have a: work// < //or enough money to:- to go- to go ahead < because ... at the moment ... as a student I don't have enough money to do- to do this thing// ... //probably if you go abro- ... if you go abroad// as a- ... as a::= →
51. L7: =//Study?//
52. L6: //To learn// ... //yes// //as a study// ... a:nd- ... or- or //if you know < that ... you are ... going to:: go- are going to go ... abroad < ... but you have a:: ... work ... in- in there ... yes in there? In there place?// < ... //probably you go < ... because you: ... you have- ... you will have a work// < //and ... you wi:ll earn money fo:r- for you// ... < //but ... and got more experience=//
-
- T=Teacher; L#=Learner and its number in the interaction; LL=Several learners; //=AS-unit boundary; <=clause boundary
-

In Extract 7.7, L6 and L7 discuss a situation which was provided by the teacher in a text. In turn 48, L6 reads the hypothetical situation about 'going abroad', and starts discussing the situation in the subsequent turns. During these interactions, it was observed that the learners took some time to read the situations prior to the discussions, and accessed the information during the discussions to support their opinions. It is possible that these written aids provided the learners with opportunities to manipulate the information of the tasks, and plan their utterances, raising learners' accuracy levels. This suggestion is supported by Skehan (2003: 516), who argues that accuracy can be improved in meaning-focused interactions when learners are provided with opportunities to manipulate task information. This evidence is relevant for the purpose of the present study because it suggests that the speaking practice following a focus on meaning can benefit fluency, complexity and accuracy if the teachers develop an understanding of the interactions and task characteristics.

7.3.5 Discourse functions

In order to explore the extent to which the TLIs and PIs are conducive to promoting discourse functions, Section 7.3.5 discusses the results of learners' use of discourse functions during the speaking practice at each proficiency level. As found in previous empirical studies, the use of discourse functions in the classroom discourse has been found to be dominated by teachers (Long et al., 1976; Long & Porter, 1985: 207). The following table shows that this dominance was not the exception in the FLIs (whole recorded sessions) at the three proficiency levels:

Table 7.29 Total number of discourse functions in the FLIs

	Basic	Intermediate	Advanced
Teacher talk	391 (73.7%)	334 (61.3%)	236 (84.8%)
Learner talk	139 (26.2%)	210 (38.6%)	42 (15.1%)
Total	530	544	278

It is apparent from this table that the three teachers dominated the number of discourse functions in the FLIs at the three proficiency levels (a percentage range from 61.3% to 84.8%). In contrast, the learners utilised a lower number of discourse functions than the teachers (a percentage range of 15.1% to 38.6%). These results can be explained by the teachers' dominance over classroom talk and a reliance on display questions, discussed in Section 7.2, which limited the learners' opportunities to contribute to the discourse and thus utilise a range of discourse functions (see Ellis, 2012). It should be noted that the intermediate learners used the highest number of discourse functions across proficiency levels (a percentage of 38.6% compared to 26.2% at the basic level and 15.1% at the advanced level). At the end of this section, I shall discuss and provide evidence which may explain the intermediate learners' greater use of discourse functions than the basic and advanced learners.

In order to explore, in greater depth, the number and range of discourse functions that the learners utilised during speaking practice in the TLIs and PIs, 17 discourse functions were measured at the three proficiency levels. For practicality reasons, the tables summarise the discourse functions that were present in the TLIs and PIs. The following two tables outline the learners' discourse functions in the TLIs and PIs at the basic level:

Table 7.30 *Discourse functions in the TLIs (basic level)*

Functions	TLI 1	TLI 2	TLI 3	TLI 4	TLI 5	Average
	Meaning	Form	Form	Form	Meaning	
Extends a previous contrib.	0 (0%)	0 (0%)	0 (0%)	1 (2.7%)	0 (0%)	0.2
Jokes	0 (0%)	7 (29.1%)	0 (0%)	0 (0%)	3 (14.2%)	2
Provides an example	1 (7.1%)	0 (0%)	27 (90%)	34 (91.8%)	0 (0%)	12.4
Confirms	1 (7.1%)	2 (8.3%)	0 (0%)	0 (0%)	4 (19%)	1.4
Hypothesises	5 (37.7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1
Explains/gives info.	6 (42.8%)	14 (58.3%)	3 (10%)	2 (5.4%)	14 (66.6%)	7.8
Gives instructions	1 (7.1%)	1 (4.1%)	0 (0%)	0 (0%)	0 (0%)	0.4
Total	14	24	30	37	21	25.2

Table 7.30 shows that the basic learners initiated a range of seven discourse functions in the TLIs. In particular, the learners mostly utilised the discourse functions *provides an example* (an average of 12.4 per TLI), *explains/gives information* (an average of 7.8 per TLI), and *confirms* (an average of 1.4 per TLI). Interestingly, the PIs are found to provide the learners with opportunities to initiate a greater number and range of discourse functions than the TLIs, as detailed in Table 7.31.

Table 7.31 *Discourse functions in the PIs (basic level)*

Functions	PI 1	PI 2	PI 3	PI 4	PI 5	PI 6	Average
	Meaning	Meaning	Meaning	Form	Form	Form	
Moves conv. on to t/a	0 (0%)	0 (0%)	4 (12.5%)	5 (4.5%)	6 (6.5%)	5 (5.4%)	3.33
Extends a previous contrib.	0 (0%)	13 (32.5%)	0 (0%)	19 (17.4%)	12 (13.1%)	16 (17.5%)	10
Provides an example	4 (6.7%)	4 (10%)	9 (28.1%)	37 (33.9%)	44 (48.3%)	25 (27.4%)	20.5
Summarises or ends d/t	0 (0%)	1 (2.5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0.16
Confirms	1 (1.6%)	6 (15%)	1 (3.1%)	8 (7.3%)	8 (8.7%)	8 (8.7%)	5.33
Hypothesises	16 (27.1%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2.66
Makes an observation	4 (6.7%)	0 (0%)	0 (0%)	8 (7.3%)	0 (0%)	0 (0%)	2
Defines	0 (0%)	2 (5%)	0 (0%)	4 (3.6%)	0 (0%)	3 (3.2%)	1.5
Negates	14 (23.7%)	0 (0%)	5 (15.6%)	12 (11%)	5 (5.4%)	0 (0%)	6
Explains/gives info.	17 (28.8%)	16 (40%)	11 (34.3%)	15 (13.7%)	14 (15.3%)	30 (32.9%)	17.16
Total	59	40	32	109	91	91	70.33

The results indicate that the learners initiated ten different discourse functions in the PIs. Across the PI data, the most frequent discourse functions were *provides an example* (an average of 20.5 per PI), *explains/gives information* (an average of 17.16 per PI), and *extends a previous contribution* (an average of 10 per PI). In comparing the basic learners' discourse functions in the TLIs and PIs, the tables reveal that the learners' turns in the PIs involved not only a greater number, but also a greater range, of discourse functions than in the TLIs. This can be explained by the absence of the teacher's dominance over the discourse during the PIs which handed greater responsibility for the discourse over to the learners. This responsibility, defined as an agentive interactional role of learners, involved a greater range of learners' interactional strategies and discourse moves, which had an impact on the learners' use of discourse functions (At the end of this section, I provide some interactional evidence which suggests that this was the case across the PIs). In observing whether the focus of the interactions had an impact on the number and range of learners' discourse functions at the basic level, the tables show that there is a trend towards a greater number of *explains/gives information* functions in the meaning-focused TLIs and PIs. In the form-focused TLIs and PIs, the learners tended to utilise *provides an example* functions.

A similar pattern is found in Tables 7.32 and 7.33 which outline the learners' discourse functions at the intermediate level.

Table 7.32 *Discourse functions in the TLIs (intermediate level)*

Functions	TLI 1	TLI 2	TLI 3	TLI 4	Average
	Form	Meaning	Meaning	Meaning	
Extends a previous contrib.	2 (4.6%)	0 (0%)	1 (1.0%)	0 (0%)	0.75
Jokes	0 (0%)	3 (8.1%)	11 (11.4%)	1 (6.6%)	3.75
Provides an example	22 (51.1%)	2 (5.4%)	20 (20.8%)	0 (0%)	11
Confirms	2 (4.6%)	4 (10.8%)	19 (19.7%)	2 (13.3%)	6.75
Defines	0 (0%)	0 (0%)	0 (0%)	1 (6.6%)	0.25
Negates	5 (11.6%)	7 (18.9%)	7 (7.2%)	2 (13.3%)	5.25
Explains/gives info.	12 (27.9%)	21 (56.7%)	38 (39.5%)	9 (60%)	20
Total	43 (100%)	37 (100%)	96 (100%)	15 (100%)	47.75

As in the TLIs at the basic level, the results indicate that learners' turns involved a range of seven discourse functions in the TLIs. It is apparent that the learners' dominant discourse functions were *explains/gives information* (an average of 20 per TLI) and *provides an example* (an average of 11 per TLI). It should be noted that the number of discourse functions in the TLIs at the intermediate level is higher than the TLIs at the basic and advanced levels (an average of total number of discourse functions of 47.7 per TLI at the intermediate level compared to an average of 25.2 per TLI at the basic level and 16.5 per TLI at the advanced level). Similar to the basic level, the learners' turns involved a greater number and range of discourse functions in the PIs than in the TLIs, as shown in Table 7.33.

Table 7.33 *Discourse functions in PIs (intermediate level)*

Functions	PI 1	PI 2	PI 3	PI 4	PI 5	PI 6	Average
	Meaning	Meaning	Meaning	Meaning	Meaning	Meaning	
Moves conver. on to a new t/a	0 (0%)	0 (0%)	0 (0%)	5 (10.2%)	4 (6.2%)	1 (1.5%)	1.66
Extends a previous contrib.	3 (6.6%)	2 (4.6%)	3 (4.6%)	4 (8.1%)	4 (6.2%)	4 (6.3%)	3.33
Provides an example	1 (2.2%)	3 (6.9%)	2 (3.1%)	0 (0%)	1 (1.5%)	3 (4.7%)	1.66
Confirms	5 (11.1%)	5 (11.6%)	10 (15.6%)	6 (12.2%)	5 (10.2%)	4 (6.3%)	5.83
Hypothesises	13 (28.8%)	2 (4.6%)	10 (15.6%)	2 (4%)	3 (4.6%)	0 (0%)	5
Makes an observation	0 (0%)	5 (11.6%)	9 (14%)	3 (6.1%)	9 (14%)	7 (11.1%)	5.5
Defines	0 (0%)	0 (0%)	0 (0%)	2 (4%)	0 (0%)	0 (0%)	0.33
Negates	4 (8.8%)	7 (16.2%)	2 (3.1%)	10 (20.4%)	4 (6.2%)	10 (15.8%)	6.16
Completes	1 (2.2%)	0 (0%)	1 (1.5%)	0 (0%)	0 (0%)	0 (0%)	0.33
Interrupts	1 (2.2%)	0 (0%)	2 (3.1%)	0 (0%)	4 (6.2%)	2 (3.1%)	1.5
Explains/gives info.	17 (37.7%)	19 (44.1%)	25 (39%)	17 (34.6%)	30 (46.8%)	34 (53.9%)	23.66
Total	45	43	64	49	64	63	54.66

Table 7.33 shows that the intermediate learners initiated a range of 11 discourse functions in the PIs. Specifically, the most dominant discourse functions were *explains/gives information* (an average of 23.66 per PI), *negates* (an average of 6.16 per PI), *confirms* (an average of 5.83 per PI) and *makes an observation* (an average of 5.5 per PI). There is also a tendency of a greater number of discourse functions to *explain/give information* in the meaning-focused TLIs and PIs than in the form-focused TLIs and PIs, which promoted discourse functions to *provide examples*.

As at the basic and intermediate levels, a pattern of greater number and range of discourse functions is found in the PIs than in the TLIs, as shown in Tables 7.34 and 7.35.

Table 7.34 *Discourse functions in the TLIs (advanced level)*

Functions	TLI 1	TLI 2	Average
	Form	Form	
Extends a previous contribution	2 (12.5%)	2 (11.7%)	2
Jokes	4 (25%)	1 (5.8%)	2.5
Provides an example	4 (25%)	1 (5.8%)	2.5
Confirms	1 (6.2%)	3 (17.6%)	2
Defines	0 (0%)	6 (35.2%)	3
Negates	3 (18.7%)	2 (11.7%)	2.5
Explains/gives info.	2 (12.5%)	2 (11.7%)	2
Total	16 (100%)	17 (100%)	16.5

Table 7.34 shows that the learners utilised a range of seven discourse functions in the two TLIs at the advanced level. The most frequent discourse functions that the learners initiated were *provides an example* (an average of 2.5 per TLI), *negates* (an average of 2.5 per TLI) and *confirms* (an average of 2.5 per TLI). Across proficiency levels, the advanced learners' turns in the TLIs involved the lowest number of discourse functions. As previously discussed, this low incidence of discourse functions can be explained by a focus on form of these TLIs which required the learners to explain and define verbs, thus limiting their use of discourse functions. However, as at the basic and intermediate levels, the advanced learners' turns in the PIs involved a greater number and range of discourse

functions than the TLIs (an average of 109.1 per PI compared to 16.5 per TLI), as detailed in Table 7.35.

Table 7.35 *Discourse functions in PIs (advanced level)*

Functions	PI 1	PI 2	PI 3	PI 4	PI 5	PI 6	Average
	Meaning	Meaning	Meaning	Meaning	Meaning	Meaning	
Moves conver. on to a new t/a	8 (5.6%)	7 (4.4%)	8 (5.2%)	4 (8.5%)	5 (6%)	1 (1.3%)	5.5
Extends a prev. contrib.	14 (9.8%)	14 (8.9%)	6 (3.9%)	2 (4.2%)	3 (3.6%)	6 (8%)	7.5
Provides an example	0 (0%)	18 (11.4%)	15 (9.8%)	10 (21.2%)	14 (17%)	6 (8%)	10.5
Confirms	16 (11.2%)	21 (13.3%)	20 (13.1%)	2 (4.2%)	6 (7.3%)	3 (4%)	11.3
Hypothesises	6 (4.2%)	5 (3.1%)	1 (0.6%)	0 (0%)	0 (0%)	0 (0%)	2
Makes an observation	27 (19%)	24 (15.2%)	33 (21.7%)	9 (19.1%)	13 (15.8%)	16 (21.3%)	20.3
Defines	1 (0.7%)	0 (0%)	0 (0%)	1 (2.1%)	2 (2.4%)	0 (0%)	0.6
Negates	17 (11.9%)	10 (6.3%)	4 (2.6%)	1 (2.1%)	3 (3.6%)	5 (6.6%)	6.6
Praises or encourages	0 (0%)	0 (0%)	0 (0%)	1 (2.1%)	0 (0%)	0 (0%)	0.1
Completes	0 (0%)	3 (1.9%)	3 (1.9%)	0 (0%)	3 (3.6%)	1 (1.3%)	1.6
Interrupts	3 (2.1%)	2 (1.2%)	9 (5.9%)	0 (0%)	2 (2.4%)	5 (6.6%)	3.5
Speaks simultaneously	0 (0%)	2 (1.2%)	0 (0%)	0 (0%)	2 (2.4%)	0 (0%)	0.6
Explains/gives info.	50 (35.2%)	51 (32.4%)	53 (34.8%)	17 (36.1%)	29 (35.3%)	32 (42.6%)	38.6
Total	142	157	152	47	82	75	109.1

As shown in Table 7.35, the advanced learners' turns in the PIs involved a range of 13 out of 17 discourse functions. This again indicates that the opportunity for the advanced learners to utilise a greater number and range of discourse functions was enhanced in the PIs.

As indicated by the above results, the teachers at the three proficiency levels dominated the number and range of discourse functions in the FLIs and TLIs. This can be explained by the teachers' role in performing the lessons and, in particular, their dominance over the discourse which enabled them to utilise a greater number and range of discourse functions than the learners. The learners across proficiency levels were found to initiate a greater number and range of discourse functions in the PIs than in the TLIs. The following extract illustrates how the PIs typically facilitated the learners with a greater opportunity to utilise a range of discourse functions than the TLIs:

Extract 7.8 *A part of PI 2 (intermediate level)*

18. L9: //I think// < //that to you: and to everybody like ... is in this moment ... o:r is in this ... period of their lives// (1) < //becau:se also I'm having those kind of problems ... o:r ... that kind of questions// < //becau::se ... I don't know// < //if I am going to stay here in Mexico// ... o:r //I am going to leave heheheh to another country:// ... //for example if I want to leave to ... the United States or Canada: ... or England// ... //I have to work harder// ... < a:nd //we'll be a:ll like (1) MOre stressful than- ... than now// < //because ... I will live all alone ... no family near//
(1)
19. L10: //No boyfriend=//
20. L9: //Boyfriend!! Heheh ... //no nothing// ... and //there is like a different culture// →
21. L10: //Yes//
22. L9: //Another language// (2) //another lifestyle// (3) and //it's very difficult// < //to think about this in the future//
23. L10: //But you are now// < //like looking forward to live in- in- to work abroad?//
24. L9: //Yes//
25. L10: //Are you doing something to get? To do that?//
26. L9: //Yes// ... //my: mothe:r has a friend ... who lives there?//
27. L10: //Where?//
28. L9: //To the United States ... in Place 1// ... //so:: she:: i::s offering me// < //to live there and work there// ... and-
29. L10: //As a teacher?//
30. L9: //Uh-huh// ... heheheh ... and maybe I would- //I still study in there// ... I need- //I want another major?// //Yes ... like psychology// (2) a:nd //maybe ... I could do both// ... it look like=
31. L10: //Psychologist?//
32. L9: Heheheh (2) //that was- that was ... one of my options ... like first languages and then ... psychology// ... bu::t-
33. L10: //Would you like to get a master?//
34. L9: //Yes!//

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction; LL=Several learners; //AS-unit boundary; <=clause boundary

In Extract 7.8, L9 and L10 engage in a discussion about life stages illustrated in some pictures. Due to the absence of the teacher's dominance, the learners are allocated responsibility over the interaction which encourages them to extend their contributions to share their perceptions (turns 18 and 30), initiate referential questions (turns 23, 25, 27, 29, 31 and 33), and follow up previous contributions (turns 19, 21, 25, 27, 29, and 31). This responsibility over the discourse has an impact on the learners' fluency and complexity levels and the use of discourse functions, such as *explains/gives information* (turns 18, 20, 22, 26, 28, 30 and 32), *negates* (turn 20), *confirms* (turns 21, 24, 26, 30 and

34), and the like. This interactional evidence thus suggests that the peer-led speaking practice can promote the development of learners' fluency and complexity and discourse competence. However, the above results in turn reveal the limitations of the TLIs as to the learners' opportunities to initiate a range of discourse functions during speaking practice.

As previously noted, the intermediate learners' turns involved the greatest number of discourse functions in the FLIs and TLIs. The following extract illustrates how the interactional opportunities created by the intermediate teacher allowed the learners to utilise a range of discourse functions, and suggests how teachers may use interactional strategies towards enhancing the interactional space during TLIs which enables learners to utilise a range of discourse functions:

Extract 7.9 *Question-answer patterns in the FLI (intermediate level)*

-
77. T: L13 and uh ... L14? Everybody has to tell me something huh? ... so prepare your speech [2]
78. L13: //At the first sight I stand for the: ... relationship between the:: ... employer and employee// <> //but then I changed my mind// <> ... //because she told me// <> //that the relationship between [↑] parents and children is better//
79. L14: [↓]//Parents and children//
80. T: Any plans for the future in your case? ... You know marriage? Family?
81. L13: //Maybe// heheheh.
82. T: Maybe?
83. LL: [Laugh]
84. L13: //I don't know exactly//
85. T: You don't know exactly ... what about you L14?
86. L14 //In my case ... I think// <> //that the best ... relationship is parents and children- is between parents and children//
87. T: That's what people say=
88. L14: =//Yeah// ... //In my case ... I think// <> that if you- //if you don't have a communication? With your childrens// <> ... //they don't have /confense/? Confidence ... in you//
-

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction; LL=Several learners; //=AS-unit boundary; <>=clause boundary

In Extract 7.9, the teacher and learners discuss the importance of relationships between parents and children. It is evident from this extract that the teacher's intentions were to encourage learners' oral production by initiating several questions to the same learners (turns 77, 80, 82 and 85) and following up the interaction (turns 82, 85 and 87). As the teacher motivates the learners' oral production through these moves, a greater number and range of discourse functions are involved, such as discourse functions to explain (turns 77, 84, 86 and 88), make an observation (line 78), and hypothesise (line 88). This interactional evidence adds weight to the argument that the teachers can remain in control of the interaction, yet still use their interactional strategies towards enhancing the interactional space and thus promote not only learners' fluency and complexity, but also a range of discourse functions during the speaking practice.

7.3.6 Negotiations of meaning

The last section of this chapter examines the extent to which negotiations of meaning occur in the TLIs and PIs across proficiency levels. As in previous sections, the results are summarised in tables, including 1) the total number of negotiations of meaning; 2) negotiations of meaning per minute and their average; and 3) the occurrence of indicators. Overall, the findings indicate that the negotiations of meaning were scarce in the foreign classroom discourse at the three proficiency levels, and triggered by certain indicators as detailed below. The following two tables (7.36 and 7.37) summarise the negotiations of meaning and indicators in the TLIs and PIs at the basic level:

Table 7.36 *Negotiations of meaning in the TLIs (basic level)*

Focus	TLI 1	TLI 2	TLI 3	TLI 4	TLI 5	Average
	Meaning	Form	Form	Form	Meaning	
Time of activity	1:24	5:20	7:20	5:13	2:45	
NoMs	3	3	8	5	2	4.2
NoM per min.	2.2	0.5	1.0	0.9	0.7	1.0
Comprehension Check	0	1	1	2	0	0.8
Confirmation Check	2	1	6	1	1	2.2
Clarification Request	2	1	1	4	1	1.8
Corrective repetition	0	2	0	2	1	1.0
Recast	0	0	1	0	1	0.4
No. of Indicators	4	5	9	9	4	6.2

TLI=Teacher-Led interaction; NoM=Negotiation of meaning.

Table 7.36 shows that the negotiations of meaning occurred from one to two per minute during the TLIs, indicated by a range of 0.7 to 2.2 negotiations of meaning per minute. This number of negotiations of meaning are found to be even lower than in other empirical studies (see, for example, Foster, 1998; Foster & Ohta, 2005; Van den Branden, 1997), in which negotiations of meaning were found to be scarce in the classroom discourse, though in different linguistic environments (e.g., in NS-NNS or peer interactions). In the basic TLIs in this study, meaning was negotiated to check confirmations (an average of 2.2 per TLI), request clarifications (an average of 1.8 per TLI), and correct by repeating previous turns (an average of 1.0 per TLI). Across these TLIs, comprehension checks did not trigger any negotiation of meaning due to its function as discourse marker rather than to initiate negotiations of meaning (In Section 7.3.6.1, I provide interactional evidence which illustrates how the three teachers' comprehension checks typically served a purpose of discourse markers, not triggering negotiations of meaning across the data). Negotiations of meaning involving corrective repetitions tended to be frequent in the TLIs at the basic level. It is possible that the basic teacher was compelled to correct the learners' turns by repeating their contributions due to the learners' beginner level. However, as we shall see, these negotiations of meaning were absent in the TLIs and PIs at the

intermediate and advanced levels. Negotiations of meaning involving recasts were the scarcest in the TLIs at the basic level. In the case of the PIs, Table 7.37 shows an increase of negotiations of meaning compared to the negotiations of meaning in the TLIs (an average of 1.5 negotiations of meaning per PI compared to 1.0 negotiations of meaning per TLI).

Table 7.37 *Negotiations of meaning in the PIs (basic level)*

	PI 1	PI 2	PI 3	PI 4	PI 5	PI 6	
Focus	Meaning	Meaning	Meaning	Form	Form	Form	
Time of activity	3:20	5:47	2:53	9:03	9:03	9:03	Average
NoMs	4	8	8	13	12	13	9.6
NoM per min.	1.2	1.3	2.8	1.4	1.3	1.4	1.5
Comprehension Check	0	0	0	0	0	0	0
Confirmation Check	4	5	6	7	5	12	6.5
Clarification Request	2	4	2	14	7	6	5.8
Corrective repetition	0	0	0	0	0	0	0
Recast	0	4	2	4	1	0	1.8
No. of Indicators	6	13	10	25	13	18	14.16
PI=Peer interaction; NoM=Negotiation of meaning.							

Learners in the PIs engaged in 1.2 to 2.8 negotiations of meaning. As in the TLIs, the negotiations of meaning were mostly initiated to check confirmations (an average of 6.5 per PI) and request clarifications (an average of 5.8 per PI). Interestingly, the learners performed a higher number of recasts than in the TLIs (average of 1.8 recasts per PI compared to 0.4 recasts per TLI), during which the teachers may have avoided them in order to maintain the learners' face (I shall return to this discussion in Section 7.3.6.1). In these PIs, negotiations of meaning involving comprehension checks and corrective repetitions were absent.

Unlike the basic level, Tables 7.38 and 7.39 show that the intermediate learners engaged in a greater number of negotiations of meaning in the TLIs than in the PIs (an average of

1.1 negotiations of meaning per minute in the TLIs compared to 0.5 negotiations of meaning per minute in the PIs).

Table 7.38 *Negotiations of meaning in the TLIs (intermediate level)*

Focus	TLI 1	TLI 2	TLI 3	TLI 4	Average
	Form	Meaning	Meaning	Meaning	
Time of activity	6:16	7:20	12:55	5:21	
NoMs	9	10	13	4	9.0
NoM per min.	1.4	1.3	1.0	0.7	1.1
Comprehension Check	0	0	3	4	1.7
Confirmation Check	8	7	10	1	6.5
Clarification Request	4	5	6	4	4.7
Corrective repetition	0	0	0	0	0
Recast	0	1	2	0	0.7
No. of Indicators	12	13	21	9	13.7

TLI=Teacher-Led interaction; NoM=Negotiation of meaning.

Table 7.38 shows that the teacher and learners engaged in a range of 1.0 to 1.4 negotiations of meaning per minute in the TLIs. As in the TLIs at the basic level, most of these negotiations of meaning involved a greater number of confirmation checks (an average of 6.5 per TLI) and clarification requests (an average of 4.7 per TLI) than comprehension checks (an average of 1.7 per TLI). Negotiations of meaning involving negative feedback (i.e., corrective repetitions and recasts) were not frequent in the TLIs at the intermediate level.

Table 7.39 *Negotiations of meaning in the PIs (intermediate level)*

Focus	PI 1	PI 2	PI 3	PI 4	PI 5	PI 6	Average
	Meaning	Meaning	Meaning	Meaning	Meaning	Meaning	
Time of activity	8:31	8:31	8:31	13:02	13:02	13:02	
NoMs	7	6	3	7	7	7	6.1
NoM per min.	0.8	0.7	0.3	0.5	0.5	0.5	0.5
Comprehension Check	0	0	0	0	0	0	0
Confirmation Check	3	5	3	7	5	4	4.5
Clarification Request	2	1	0	1	2	5	1.8
Corrective repetition	0	0	0	0	0	0	0
Recast	4	0	0	0	1	0	0.8
No. of Indicators	9	6	3	8	8	9	7.1

PI=Peer interaction; NoM=Negotiation of meaning.

Table 7.39 shows that the learners in the PIs engaged in 0.3 to 0.8 negotiations of meaning per minute, mostly involving confirmation checks (an average of 4.5 per PI) and clarification requests (an average of 1.8 per PI). As in the PLIs at the basic level, there is a slight increase of NoMs involving recasts in the PLIs compared to the TLIs (an average of 0.8 recasts per PI compared to 0.7 recasts per TLI). Moreover, comprehension checks and corrective repetitions were absent in these PIs. As shown above, the TLIs at the intermediate level promoted a greater number of negotiations of meaning than the PIs, and the TLIs at the basic and advanced level (see below). In Section 7.3.6.1, I shall return to this discussion, providing evidence which may explain why the TLIs at the intermediate level motivated the greatest number of negotiations of meaning across TLIs at the three proficiency levels.

At the advanced level, Table 7.40 shows that the teacher and learners in the TLIs engaged in only one negotiation of meaning.

Table 7.40 *Negotiations of meaning in the TLIs (advanced level)*

	TLI 1	TLI 2	
Focus	Form	Form	
Time of activity	1:50	5:40	Average
NoMs	1	0	0.5
NoM per min.	0.5	0	0.2
Comprehension Check	0	7	3.5
Confirmation Check	1	0	0.5
Clarification Request	0	0	0
Corrective repetition	0	0	0
Recast	0	0	0
No. of Indicators	1	7	4
TLI=Teacher-Led interaction; NoM=Negotiation of meaning.			

This negotiation of meaning triggered in TLI 1 involved one confirmation check. As pointed out previously, the seven comprehension checks did not initiate any negotiations

of meaning due to their function as discourse markers. However, the number of negotiations of meaning increased in the PIs, as shown below.

Table 7.41 *Negotiations of meaning in the PIs (advanced level)*

	PI 1	PI 2	PI 3	PI 4	PI 5	PI 6	
Focus	Meaning	Meaning	Meaning	Meaning	Meaning	Meaning	
Time of activity	11:42	11:42	11:42	6:20	6:20	6:16	Average
NoMs	5	7	3	4	5	4	4.6
NoM per min.	0.4	0.5	0.2	0.6	0.7	0.6	0.5
Comprehension Check	0	0	0	0	0	0	0
Confirmation Check	3	2	2	2	5	5	3.1
Clarification Request	2	3	0	2	1	3	1.8
Corrective repetition	0	0	0	0	0	0	0
Recast	0	3	1	0	0	0	0.6
No. of Indicators	5	8	3	4	6	0	4.3
PI=Peer interaction; NoM=Negotiation of meaning.							

Table 7.41 shows that the advanced learners engaged in 0.2 to 0.7 negotiations of meaning per minute. As at the basic and intermediate levels, these negotiations of meaning mostly involved confirmation checks (an average of 3.1 per PI), clarification requests (an average of 1.8 per PI), and recasts (an average of 0.6 per PI). In comparing the PIs across proficiency levels, it is evident that the advanced learners engaged in a lower number of negotiations of meaning than the basic and intermediate learners (for example, an average of 4.6 negotiations of meaning per PI at the advanced level compared to 9.6 negotiations of meaning per PI at the basic level and 6.1 negotiations of meaning per PI at the intermediate level). The immediate issue that emerges from these findings is that the advanced learners during speaking practice in both TLIs and PIs had the most limited opportunities to engage in negotiations of meaning across proficiency levels.

The following section summarises the findings into the negotiations of meaning at the three proficiency levels, and provide further evidence which 1) illustrates the nature of the negotiations of meaning across proficiency levels; 2) explains the incidence of recasts

in the PIs and function of comprehension checks as discourse markers; and 3) suggests how the teachers may possibly promote greater negotiations of meaning in the TLIs.

7.3.6.1 Nature and patterns of negotiations of meaning

As indicated by the interactional data, the learners at the three proficiency levels engaged in negotiations of meaning which ranged from 0 to 2.8 per minute, indicating that the negotiations of meaning across proficiency levels were varied but generally low. In comparing the kind (PI or TLI) of interactions, the PIs at the basic and advanced level promoted a higher number of negotiations of meaning than the TLIs. In contrast, the learners at the intermediate level engaged in a greater number of negotiations of meaning in the TLIs than in the PIs. Across the interactional data, the most dominant negotiations of meaning involved confirmation checks and clarification requests. Negotiations of meaning involving recasts tended to be initiated in the PIs. In the case of the intermediate and advanced levels, the least frequent negotiations of meaning in both TLIs and PIs were those that involved corrective repetitions. As pointed out in the previous section, comprehension checks were not found to initiate any negotiation of meaning across the data. The following extract illustrates how the teachers typically used these indicators during speaking practice across the data:

Extract 7.10 *Comprehension checks in TLI 2 (advanced level)*

28. T: [...] //what's the difference between 'siesta' and 'snooze'?//

[2]

29. L5: //The first factor ... it's intentionally//

30. T: //It is intentional// and //it is usually a habit [1]// okay? [1] //so we can say// <> //that you usually have a siesta every day after lunch// ... //well you have a siesta after lunch L4?//

31. L4: //Yes//

32. LL: Heheheheh.

33. T: //And ‘snooze’ is probably one day// <> //that you feel tired// ... //you snooze ... okay? Well ‘snore’?// [2] //it’s to make these sounds// heheh okay?
//And I remember another word ‘to sleep walk’// [T writes the expression on the board]

34. L5: Ah!

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction; LL=Several learners; //AS-unit boundary; <>=clause boundary

In Extract 7.10, the advanced teacher and learners define and explain some verbs related to sleeping habits. As shown in turns 30 and 33, the teacher explains the meaning of *siesta* and *snooze*. In these turns, the teacher contributes with several ‘okay?’ expressions which appear to check the learners’ comprehension of meanings. However, none of these checks triggered negotiations of meaning. Instead, it seems that they served the purpose of organising and managing what the teachers were saying. That is, comprehension checks like the above functioned as discourse markers rather than indicators that triggered negotiations of meaning.

In exploring the nature of the negotiations of meaning across proficiency levels, the interactional data showed that the negotiations of meaning were typically performed at word level. That is, the teachers and learners negotiated the meaning or pronunciation of individual words or phrases rather than content or grammar structures (see, for example, Pica, 1994, for an extensive review of examples of negotiations of meaning). The following two extracts illustrate how the teachers and learners in the TLIs and learners in the PIs typically engaged in negotiations of meaning at word level:

Extract 7.11 *A negotiation of meaning in TLI 2 (basic level)*

-
13. T: And- and probably ... a taxi ... //and probably a taxi// ...
good ... //so let’s move on to exercise 2// ... //what are the
instructions L6?//
14. L6: ((4))
15. T: //Speak up L6// ... //again but speak up//
16. L6: //Listen again// →
17. T: //LiSTEN!//
-

-
18. L6: //Listen again//→
 19. T: //Again!//
 20. L6: //Again// ... //complete the sentence with words ... from the box//
 21. T: //Ok// ... //let's look at the words ... from the box// ... //you have ... 'a man' 'by bus'// ... what else?//
-

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction;
 LL=Several learners; //AS-unit boundary; <>=clause boundary

In Extract 7.11, a negotiation of meaning is triggered in turns 16 and 18 by L6's mispronunciation of the words /listen again/. In turns 17 and 19, the teacher corrects the learner's mispronunciation by repeating her words. In turn 21, the negotiation of meaning finishes with the teacher's signal of acceptance. In Extract 7.11 (below), L4 triggers a negotiation of meaning in turn 227 as a result of her lack of knowledge of the word *saco* in English. In turns 228 and 229, L13 and L2 provide L4 with the unknown word. The negotiation of meaning finishes with L4 repeating and taking up the word.

Extract 7.12 *A negotiation of meaning in a PI (intermediate level)*

-
- 227.L4: Wear- //wear u:h ... *saco*?//
 228.L13: //Blazer?//
 229.L2: //Blazer?//
 230.L4: //Blazer?//
 231.L13: //Yeah//
-

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction;
 LL=Several learners; //AS-unit boundary; <>=clause boundary

As shown in the above extracts, the teacher and learners during speaking practice engaged in negotiations of meaning that involved adjustments of mispronunciations or a lack of knowledge regarding individual words or expressions. This limited nature of negotiations of meaning in the classroom discourse has been also reported in other empirical studies (Foster & Ohta, 2005; Pica, 1994; Pica et al., 1993; Sheen 2004; Shi 2004), which suggest that this nature, as well as scarcity, of negotiations of meaning may be a consequence of teachers' and learners' perceptions of them as face-threatening or a sign of incompetence

(Aston, 1986; Foster, 1998: 18; Foster & Ohta, 2005: 407; Naughton, 2006). This suggestion in the research literature may in turn explain the scarcity of negotiations of meaning involving explicit corrective repetitions across the data, and the greater number of negotiations of meaning involving recasts in the PIs than in the TLIs, during which the teachers and learners may have perceived them as face-threatening. The following extract illustrates how the learners in PIs for speaking practice typically engaged in negotiations of meaning involving recasts.

Extract 7.13 *A recasts in PI 1 (intermediate level)*

-
15. L2: //Yes// (2) a:h //for the third picture// ... //I think// <> //that:
it's a: girl <> who in he:r childhood was a: ... little:: ... a little:: (1)
older person// <> ... //but her lifestyle changed many many=//
16. L1: //So much?//
17. L2: //Yes// ... a:h ... //for example// ... //as you can see// ... in his-
in her childhood ... //she had many: things in her- ... in her ...
bedroom?// <> ... //a:nd ... in the other side ... when she become
chi- adult <> ... she has to worried about-// ... //I supposed// <>
//she's planning// to::- ... to::-
-

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction;
LL=Several learners; //AS-unit boundary; <>=clause boundary

In Extract 7.13, L2 describes a picture in turn 15, and incorrectly said ‘her lifestyle changed many many’ which L1 re-structures in turn 16. The negotiation of meaning finishes with L2 signalling comprehension in turn 17. As illustrated in Extract 7.13, the learners during the PIs were able to correct each other implicitly, as also reported in studies by Foster and Ohta (2005), Long and Porter (1985) and Pica and Doughty (1985b). It is possible that the intimacy and less face-threatening environment of the PIs may have encouraged the learners to correct each other’s utterances implicitly involving recasts. What this suggests is that the PIs provided learners with the environment that encouraged them to engage in negotiations of meaning which pushed their utterances towards greater accuracy. This evidence, alongside the evidence that the PIs at the basic and advanced

levels promoted a greater number of negotiations of meaning than the TLIs, suggests that the PIs need to be promoted as speaking practice. However, the evidence in turn reveals limitations of the TLIs concerning opportunities for learners to negotiate meaning and push their utterances towards greater accuracy. In the next chapter, I shall discuss how the teachers' and learners' conflicting beliefs about negative feedback compelled the teachers to avoid providing this information during the TLIs, suggesting that the negotiations of meaning involving explicit negative feedback may have been hindered by their beliefs.

The scarcity and limited nature of the negotiations of meaning raise the need to assist the teachers and learners in promoting negotiations of meaning during teacher- and peer-led speaking practice. Regarding the former kind of speaking practice, it seems possible that negotiations of meaning are promoted when teachers enhance the interactional space, as illustrated in the following extract:

Extract 7.14 *Negotiations of meaning in TLI 2 (intermediate level)*

-
54. T: L7 is there something you would like to share? You have- what do you have? Dogs?
Cats?
55. L7: Turtle.
56. T: A turtle? ... So what's the relationship like with a turtle?
57. LL: [Laugh]
58. T: I mean!- ... It has always intrigued me gi:rls!
59. L7: I:t's nice ... because em ... for example when I fee:d it [▲] he starts to- [1] I don't
know how do you say /hit the water/? _↓
60. T: Yes
61. L1: *Patalear*.
62. T: To KICK.
63. L7: To kick the water and sounds a:h ... a:nd you walk around the [1] pecera? How
do you say *pecera*?
64. T: The: water tank?
65. L7: The water tank and he- he swims with you [▲] and it's- I like it and=
_↓
66. T: Really. =Can you pet that thing? You
know like a dog?
67. L7: E::m=
-

68. T: =It's different right? ... Like people who have fish ... I'm like 'what do you do with fish? [LL laugh] You just=

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction; LL=Several learners; ||=AS-unit boundary; <=>=clause boundary

In Extract 7.14, the teacher initiates a TLI during which the teacher and L7 discuss relationships with pets. It is apparent from this extract that the teachers' main intention was to encourage the learner's oral production, as evident in the number of turns initiated by L7 (turns 55, 59, 63 and 65), the long and complex utterances (turns 59, 63 and 65), and a range of discourse functions to respond (turns 55, 59, 63 and 65), explain (turns 59, 63 and 65), exemplify (line 59), and ask questions (turns 59 and 63). What is interesting from this extract is that L7 in turns 59 and 63 signals his lack of knowledge of the words '*patalear*' and '*pecera*' in English. The teacher in turns 62 and 64 provides the words required so that the communication is re-established, as shown in turns 63 and 65. Again, by developing an understanding of their interactional strategies and thus enhancing the interactional space during TLIs, it is possible that the teachers not only promote the learners' oral performance and discourse competence, but also encourage them to initiate negotiations of meaning. Negotiations of meaning may also be promoted if the teachers and learners become aware of the importance of negotiating meaning for developing learners' speaking skills (Naughton, 2006). This suggestion will be discussed later in this study.

7.4 Chapter summary

Chapter Seven presented the analysis of the interactional data which was facilitated by the interactional strategies covered in the FISFLI. The general aim of the chapter was to explore the nature of the interactions at the three proficiency levels, and examine how

their nature had an impact on learner talk. In the first part of the chapter, the interactional data indicated that the FLIs and TLIs, during which speaking was practised, were considerably dominated by the teachers at the three proficiency levels. Namely, the three teachers dominated the classroom discourse in terms of interactional strategies (i.e., initiation and feedback moves, exchanges to elicit learners' information, and display questions) and amount of talk (i.e., turn length and number of words). The learners were mostly given the opportunity to construct short oral contributions, and respond to the teachers' display questions which did not benefit fluency and complexity.

The second part of the chapter explored how the nature of the interactions (i.e., a focus on meaning or form, in TLI or PI, and other task characteristics) had an impact on the learners' interactional behaviour during speaking practice, as summarised in Table 7.42. Table 7.42 firstly shows that the meaning-focused interactions promoted higher fluency and complexity levels, but lower accuracy levels than the form-focused interactions, suggesting trade-off effects of accuracy for complexity. At the intermediate and advanced levels, the (meaning-focused) PIs promoted the highest fluency and complexity levels across the data, but, in terms of accuracy, the TLIs at the three proficiency levels tended to raise the levels of learners' accuracy. At the basic and advanced levels, this can be explained by the focus on form of some TLIs at these proficiency levels which tended to promote accuracy. In the case of the intermediate level, the accuracy levels were similarly high in both TLIs and PIs. It is possible that the opportunities that learners had to perform post-tasks (TLIs after PIs), and to manipulate information of tasks before and during some PIs had an impact not only on fluency and complexity, but also on accuracy in both meaning-focused TLIs and PIs. Secondly, the table shows that the teachers at the three proficiency levels dominated the discourse functions in the FLIs and TLIs. In contrast,

the PIs appeared to have provided the learners with an interactional space which enabled them to initiate a greater quantity and range of discourse functions than the TLIs. Thirdly, the number of negotiations of meaning was varied, generally low and centred on individual forms during speaking practice in TLIs and PIs across proficiency levels (from zero to two negotiations of meaning per minute), mostly involving confirmation checks and clarification requests. The negotiations of meaning involving negative feedback were scarcer in the TLIs than in the PIs. What this suggests is that the teachers and learners during the TLIs may have avoided these negotiations as a possible sign of incompetence or loss of face. Moreover, the PIs, creating a more intimate environment than TLIs, may have encouraged the learners to initiate negotiations of meaning to provide negative feedback without involving a loss of face.

Overall, the results discussed in this chapter raise the need to explore the perceptual factors that motivated the above classroom interactional behaviour. They also highlight the need to raise awareness amongst the teachers and learners of the effects of the classroom interactional behaviour on the effectiveness of speaking practice. In order to ensure the effectiveness of the interactions and thus speaking practice, the teachers and learners need to be assisted in developing an understanding of the nature of the FLIs, and how they can direct the use of their interactional strategies towards collaboratively meeting immediate (e.g., completing the task) and long-term (i.e., developing learners' speaking skills) goals.

Table 7.42 *Summary of findings into learner talk during speaking practice*

	Focus of interaction (meaning or form)	Kind of interaction (TLI or PI)	Other task characteristics (post-tasks or manipulation of information)
Fluency	Meaning-focused interactions promoted fluency and complexity.	At the basic level, fluency and complexity levels were higher in the TLIs than in the PIs.	Post-tasks promoted fluency, complexity and accuracy in some TLIs at the basic and intermediate levels
Complexity	Form-focused interactions did not promote fluency and complexity.	At the intermediate and advanced level, fluency and complexity levels were higher in the PIs than in the TLIs.	
Accuracy	Form-focused interactions promoted accuracy. Meaning-focused interactions did not promote accuracy.	At the basic and advanced levels, accuracy levels were higher in the TLIs than in the PIs. At the intermediate level, accuracy levels were equally high.	Manipulation of information promoted fluency, complexity and accuracy in some PIs at the intermediate level
Discourse functions	Meaning-focused interactions promoted discourse functions to provide information or explanations. Form-focused interactions promoted discourse functions to provide examples.	At the three proficiency levels, the number and range of discourse functions were greater in the PIs than in the TLIs.	
Negotiations of meaning	The number of negotiations of meaning were varied, but generally low.		
Nature of negotiations of meaning	Negotiations of meaning were briefly performed, and at word level		
TLI=teacher-led interaction; PI=peer interaction.			

CHAPTER EIGHT

THE ANALYSIS:

Elicited data

8.1 Introduction

In the previous chapter, the findings of the interactional data indicated that the FLIs at the three proficiency levels were considerably dominated by teacher talk. In particular, learner talk (in terms of oral performance, discourse functions, and opportunities to negotiate meaning) was found to be influenced and, in some cases, limited by the nature of the interactions. As raised in Chapter Seven, these findings highlight the need to explore in greater depth the perceptual factors that influenced the nature of the interactions and classroom interactional behaviour. Therefore, Chapter Eight explores the three teachers' (María, basic level; Tanya, intermediate level; and Aranza, advanced level) and learners' (from focus groups and questionnaires at the three proficiency levels) beliefs around classroom interactions and, particularly, speaking practice (RQ3), paying closer attention to how and to what extent these beliefs appear to influence teaching and learning practices and interactional patterns during speaking practice (RQ4). In exploring these data, Chapter Eight adopts three perspectives adapted from Lillis (2008):

1. *transparent/referential* (i.e., data as indicating the teachers' and learners' sense-making and perceptions of classroom practices),
2. *discourse/indexical* (i.e., data as pointing to beliefs, and how beliefs influenced their interactional behaviour),

3. *performative/relational* (i.e., data as dependent on the researcher's and informants' immediate situation, identity, status, and specific practices at a specific moment and place in time).

That is, the elicited data are explored as indicating the teachers' and learners' 1) perceptions and reported teaching and learning practices for speaking (following a *transparent/referential* perspective); 2) underlying beliefs and values around speaking practice and their effects on classroom interactional behaviour (following a *discourse/indexical* perspective); and the researcher's and participants' immediate situation, identities, status and specific practices (following a *performative/relational* perspective). For the purpose of this chapter, the elicited data is mainly explored following a discourse/indexical perspective. However, the explorations of the elicited data also take into account the teachers' and learners' responses as transparent/referential (e.g., responses indicating concerns about speaking practice) and performative/relational (e.g., responses shared because the teachers and learners want to come across in a certain way) (see also Lankshear & Knobel, 2014).

The chapter is organised around macro themes which emerged from the data analysis: 1) objectives and procedures for implementing speaking practice; 2) beliefs about teacher-led speaking practice and learners' oral competence; 3) perceived limitations to speaking practice; 4) beliefs about peer-led speaking practice; and 5) beliefs about negative feedback during speaking practice. The contribution made by Chapter Eight is threefold. First, it suggests that the effectiveness of the classroom interactions and speaking practice may be influenced by beliefs about locally-situated needs. Second, it shows that teachers' and learners' beliefs may be complex and conflicting, influencing them to adopt classroom interactional behaviours that contradict the pedagogical beliefs that they

embrace. Third, it adds weight to the argument that classroom interactions should be studied by taking into consideration perceptual as well as interactional factors in order to understand a given situation and thus develop a more contextual pedagogy (Kumaravadivelu, 2001; Pajares, 1992; Walsh, 2013: 4).

8.2 Objectives and implementation of speaking practice

In general, it was evident that the teachers had taken on board a number of objectives stipulated by the curriculum, and that these shaped their understanding of their pedagogic role - at least as reported in the interviews. The curriculum stipulates that the learners at the end of the teacher/translator training programme (i.e., the BA in languages) will be competent in the four language skills (speaking, writing, reading and listening), grammar and vocabulary (UAEM, 2010) (the reader is referred to Section 5.4 for more information about the objectives of the curriculum). The three teachers' responses indicated this objective, for example:

Extract 8.1 *Quote by María (basic level)*

“I think that all the skills are important. Yes, because they should... since they will be language teachers or translators, all the skills are important. Therefore, they should have all the competencies.”

In María's response, we see a somewhat uncritical acceptance of the idea that the four language skills are fundamental to developing language competence that learners will need for their future careers as language teachers and translators. The three teachers' responses also suggested an embrace of a communicative approach to teaching, which was also stipulated in the curriculum. Some of their responses indicated knowledge of

speaking practice consistent with a communicative approach. For example, Aranza said the following:

Extract 8.2 *Quote by Aranza (Advanced level)*

“It is communicative when there is an information gap. Then, you have information that I need or I don’t know. Then, the only way to obtain it is communicating [...] the more personalised and adapted to your reality, the more communicative it is because sometimes in the textbooks there are topics that do not happen in real life.”

As reflected in other statements about the communicative approach, we see in Aranza’s explanation of communicative activities her belief in the positive aspects of the approach: it is “personalised and adapted to your own reality.” Her comments also point to her understanding that communication requires an information gap, and that textbooks do not always reflect ‘real life’. In general, then, we can see that the objectives specified in the curriculum have been taken on board by the teachers, and are likely to influence their decisions and teaching practices.

Moving on to the teacher’s beliefs about their ability to implement their pedagogic objectives, the teachers’ responses reflected satisfaction about the speaking practice that they carried out, for example:

Extract 8.3 *Quote by María (basic level)*

“Yes, I feel that the environment that has been created in the classroom does allow them [learners] to enquire about different things, and practise speaking.”

María’s response indicates her feeling that the FLIs provided the learners with opportunities to interact and practise speaking. This feeling was shared by the three teachers as shown in Table 8.1 which summarises the perceived benefits of speaking practice.

Table 8.1 *Perceived benefits of practising speaking*

María	<ul style="list-style-type: none">• Fluency• Accuracy• Ability to communicate efficiently• Development of interactional strategies• Ability to communicate in real life
Tanya	<ul style="list-style-type: none">• Fluency• Accuracy• Ability to communicate efficiently• Confidence to speak• Everyday expressions
Aranza	<ul style="list-style-type: none">• Fluency• Accuracy• Skill practice• Oral competence for becoming language teachers

In general, it can be seen from Table 8.1 that the three teachers perceived that speaking practice was effective in providing opportunities for the learners to develop a linguistic (e.g., fluency, accuracy, oral performance) as well as interactional (e.g., ability to communicate efficiently, development of interactional strategies, ability to communicate in real life, everyday expressions) competence (for a discussion of learners' interactional competence, please refer to Section 3.4.3). However, these perceptions contrast with the findings of the interactional data which indicated limitations of the teacher-led speaking practice. As we shall see, the teachers' beliefs in the official stipulations and perceived benefits for speaking practice sat alongside other, potentially conflicting, ideas about the contexts in which they worked. From a *performative/relational* perspective, this in turn suggests that these initial beliefs and perceptions may have been motivated by the teachers' feelings to come across as teachers who understand communicative approaches and promote the development of speaking skills in the language classroom.

8.3 Beliefs around teacher-led speaking practice and oral competence

Section 8.3 explores the beliefs around learner involvement during teacher-led interactions and general achievement, with particular attention paid to a perceived ability to handle real-life tasks. This section suggests that teachers' and learners' beliefs about teacher-led speaking practice can be conflicting, shaping in turn their interactional behaviour and thus learner achievement.

In response to the question: 'what are the language skills that you prefer practising?', all the learners' responses in the focus groups and to questionnaires suggested positive attitudes towards speaking practice. For example, Learner 1's statement "practising speaking in class helps me become more fluent, it helps me speak. That is why I practise it" points to a positive attitude towards speaking practice, and suggests perceived benefits of it. María and Aranza agreed that speaking (and reading) practice was part of the class for which learners showed the greatest preference. However, this shared belief was felt to conflict with other beliefs, for example:

Extract 8.4 *Quote by Aranza (advanced level)*

"It is funny because they enjoy the communicative part, of course when it is between them, right? Because if I asked them to speak in front of others, they would not enjoy it anymore. It is the skill that they most struggle with. It is the skill that they most enjoy and struggle with, the speaking."

Aranza's response generally points to a belief that links back to the importance about a communicative approach for speaking practice. What is interesting from Aranza's response is that "it [speaking] is the skill that they most enjoy and struggle with," in that it suggests learners' beliefs about teacher-led speaking practice were conflicting,

involving positive attitudes towards speaking practice and perceptions of it as ‘difficult’. In particular, “if I asked them to speak in front of others, they would not enjoy it anymore” points to a belief that teacher-led speaking practice sessions were not entirely welcomed by learners. This belief was shared by the other two teachers, whose responses suggested that the teacher-led speaking practice was negatively perceived by learners. In exploring the learners’ feelings about teacher-led speaking practice sessions, the following adjectives emerged during the focus groups:

1. “Pressed” (Tanya; Learner 4, basic level)
2. “Stupid” (Learner 3, intermediate level)
3. “Nervous” (Learner 3, intermediate level; Learners 2 and 5, advanced level)
4. “Traumatic” (Learner 2, intermediate level)
5. “Horried” (Learner 3, intermediate level)
6. “Worried” (Learner 5, advanced level)

As can be seen from this list, the adjectives point to negative attitudes towards teacher-led speaking practice. This evidence not only confirms that the learners’ beliefs about teacher-led speaking practice were conflicting, but also suggests that these beliefs may likely influence their behaviour during the teacher-led speaking practice sessions, for example:

Extract 8.5 *Quote by Learner 2 (intermediate level)*

I don’t think it is because of laziness, I think that they [learners] believe that their pronunciation is not good, therefore, they get embarrassed to practise it.”

The first part of Learner 2’s statement, “I don’t think it is because of laziness,” points to a perceived low learner involvement during teacher-led speaking practice sessions. “They [learners] believe that their pronunciation is not good, therefore, they get embarrassed to practise it” suggests that the low learner involvement was motivated by learners’ beliefs

about poor linguistic competence. From a social perspective, low learner involvement may have been a strategy to save face as a consequence of the learners' conflicting beliefs, which in turn appear to have influenced the teachers' teaching and interactional behaviour, for example:

Extract 8.6 *Quote by Aranza (advanced level)*

"[...] I try to be sort of comprehensive, that is, I don't expose learners because they won't answer, it is obvious, they blush."

We see in Aranza's statement a belief that the teacher-led speaking practice had negative effects on learners' interactional behaviour, as suggested in "they won't answer, it is obvious, they blush." In "I don't expose learners," we see how this belief had an impact on the teacher's interactional behaviour, that is, directing questions to particular learners, and a reliance on peer interactions (PIs) for speaking practice, as we shall see later in this chapter. This evidence thus implies that the teachers' beliefs about teacher-led speaking practice were also conflicting. That is, the teachers' beliefs about the importance of a communicative approach to speaking practice appear to have been in conflict with their beliefs about learners' negative attitudes towards the teacher-led speaking practice, influencing their teaching behaviour. In the case of the advanced level, these conflicting beliefs may explain the low learner participation and the absence of meaning-focused teacher-led interactions (TLIs) which require greater learner involvement, as discussed in Chapter Seven.

Turning now to learners' progress in speaking skills during the semester, the teachers' and learners' responses suggested various perceptions. When asked about their own progress, the 15 learners in the focus groups responded that they perceived an

improvement in speaking skills. These perceptions were also reflected in the questionnaire data:

Table 8.2 *Perceived improvement of speaking skills during the semester*

	Basic	Intermediate	Advanced
Yes	12 (100%)	21 (100%)	15 (100%)
No	0 (0%)	0 (0%)	0 (0%)

From a *performative/relational* perspective, it is possible that the learners (in the focus groups and questionnaires) felt the need to present themselves as learners who were progressing and meeting the stipulations of the curriculum, embracing their beliefs about the importance of speaking and developing speaking skills. Since two intermediate learners and five advanced learners in the focus groups expressed reservations about the progress made by their classmates when referring to other classmates. The three teachers also felt that the learners’ oral competence was limited in several aspects, for example:

Extract 8.7 *Quote by Aranza (advanced level)*

“They could communicate to a level, let’s say, of survival. They would face problems, I don’t know, in a university lecture.” “The limitation is that they do not show the level of an advanced learner, that is, they are indeed fluent and accurate but they do not use advanced structures.”

Aranza’s response points to a perception of learners’ limited speaking skills and, in particular, a limited ability to communicate in ‘real-life’ situations, as evident in “they could communicate to a level, let’s say, of survival. They would face problems [...] in a university lecture.” The teachers’ beliefs about learners’ limited speaking skills contrast to some extent with the optimism of their initial statements about speaking practice sessions as opportunities to develop learners’ speaking skills. The beliefs about learners’ reluctance to participate and limited speaking skills suggest that the teachers were aware of limitations of the teacher-led speaking practice. These perceived limitations link back

to the findings into the speaking practice in TLIs which, as discussed in the previous chapter, was found to be less effective than the speaking practice in PIs (in terms of learners' opportunities to contribute to the classroom discourse; practise their oral performance; utilise discourse functions; and negotiate meaning). As we shall see in the remainder of the chapter, the teachers' and learners' responses suggested other perceived limitations to speaking practice and, in particular, how their beliefs about locally-situated needs influenced the teachers' decision-making for speaking practice and in turn classroom interactional behaviour, which appears to be in contradiction with their reported strong commitments to practising speaking and developing learners' speaking skills.

8.4 Perceived limitations to speaking practice

In general, during the interviews and focus groups, the teachers' and learners' responses pointed to positive attitudes towards speaking practice, and values about it as opportunities to develop linguistic as well as interactional competence. Moreover, the teachers and learners shared a belief that the classroom constituted the only opportunity for learners to practise speaking English, for example:

Extract 8.8 *Quote by Aranza (advanced level)*

“It [classroom] is mostly the only opportunity that they [learners] have to speak the L2, unfortunately.”

Aranza's response points to a perception that the FLIs were the only opportunity for the learners to practise speaking English. This belief links back to her belief about the importance of speaking, but also suggests, by using the adverb 'unfortunately', a belief

that the language was not practised independently by learners as promoted by the university under a self-learning programme (UAEM, 2009, 2010: 75). Aranza’s suggestion was also mirrored in the learners’ responses, indicating that English was solely practised in the classroom, for example:

Extract 8.9 *Quote by Learner 3 (advanced level)*

“We [learners] only speak English inside the classroom because outside we go only talking in Spanish, nobody talks in English.”

Learner 3’s statement similarly points to a perception that speaking was only practised inside the classroom, and to a perceived learner reluctance to practise speaking in environments outside the classroom. The immediate issue that emerges from these perceptions is that the development of learners’ linguistic and interactional competence may be influenced not only by conflicting beliefs about teacher-led speaking practice (discussed in the previous section), but also by a lack of learner autonomy inside and outside the classroom despite their reported commitments to the importance of speaking practice. In general, all teachers (in the interviews) and learners (in the focus groups and questionnaires) felt that the opportunities to practise speaking were limited. This can be seen from the following table, which summarises the five most dominant limitations to speaking practice according to some learners’ responses to the questionnaires:

Table 8.3 *Learners’ perceptions about limitations for speaking practice (questionnaires)*

1. Limited opportunities to practise speaking	8 (27.6%)
2. Learners speaking Spanish	6 (20.7%)
3. Learners’ reluctance to speak English and participate	5 (17.2%)
4. A prioritising of language skills	4 (13.8%)
5. Class time constraints	4 (13.8%)

Table 8.3 shows that the most significant limitation indicated by the learners was the opportunities to practise speaking (27.6%). When she says “the productive skills, they are

also neglected [...],” Tanya also suggests a perception of limited opportunities to practise speaking at the intermediate level. Similarly, limited opportunities to practise speaking were perceived by Aranza, as indicated in “yes, there is little opportunity to participate.” Again, these perceptions contrast with their previous beliefs about speaking practice as opportunities for developing learners’ speaking skills. Interestingly, the learners’ responses during the focus groups suggested that the limited opportunities to practise speaking were motivated by *beliefs about class size and time constraints*, two key factors for the purpose of the study, for example:

Extract 8.10 *Quote by Learner 4 (advanced level)*

“The groups are not small, they are not 5 people, neither are they 10. There are not many opportunities for contributing, speaking. Three [learners] may be speaking but not the rest. There is no time...”

Learner 4’s explanation is revealing in two ways. It firstly points to an interplay of two factors: large class size (as indicated in “the groups are not small”) and class time constraints (as suggested in “there is no time”). Secondly, in “there are not many opportunities for contributing, speaking,” he felt that speaking practice was limited by these two factors. This thus suggests that the teaching and interactional behaviour during speaking practice was influenced not only by the teachers’ and learners’ conflicting beliefs about the teacher-led speaking practice, as discussed in the previous section, but also by beliefs about class size and time constraints (i.e., beliefs about locally-situated needs). The following extracts again point to perceptions that speaking practice was shaped by the teachers’ decisions, influenced by beliefs about locally-situated needs.

Extract 8.11 *Quote by Learner 4 (intermediate level)*

“We [class] go following the program, we follow the book and the certification sheets, but if there is nothing for speaking, no.”

Extract 8.12 *Quote by Aranza (advanced level)*

“Sometimes the activities are, as I told you before, too grammatical. They are topics very dense, not leaving much opportunity for... for speaking practice.”

As we shall see in the remainder of the chapter, the beliefs about class size and time constraints were felt by the teachers and learners to have motivated a reliance on textbooks (as in “we follow the book”), teaching to the exam (as in “we follow [...] the certification sheets”), grammar practice (as in “the activities are [...] too grammatical”), and peer interactions, influencing in turn learners’ opportunities to interact and practise speaking (as evident in “they are topics very dense, not leaving much opportunity for... for speaking practice”). This claim is explored in greater depth in the following sections.

8.4.1 *Beliefs about large class size and question-answer routines*

As stipulated in the curriculum (UAEM, 2010), language classes should consist of no more than 20 learners per class. However, Tanya claimed that her English class consisted of 23 learners, a higher number than that allowed by the curriculum, for example:

Extract 8.13 *Quote by Tanya (intermediate level)*

“The reality at the Faculty of Languages is that we should supposedly be given groups of no more than 20 learners. That is in theory, but, in practice, [...] I had 23 learners. Therefore, it is not the same practice for the speaking skills [...] the production is obviously greater than when you have 23 learners.”

Tanya’s statement suggests that the number of learners was in contradiction with the stipulation of the curriculum. In “the production is obviously greater than when you have 23 learners,” Tanya felt that speaking practice was limited by the large class size. This feeling was shared by the other two teachers, who perceived that the high number of

learners was a factor that limited learners' opportunity to participate and practise speaking. In response to these perceived limitations, the teachers pointed to interactional behaviours which relied on the use of questions as a way to promote speaking practice, for example:

Extract 8.14 *Quote by Tanya (intermediate level)*

“Due to the number of learners, speaking is neglected, but I try that the first part of my class is speaking with open-ended questions or [...] I try to ask each learner one question.”

Tanya's statement, namely, “due to the number of learners, speaking is neglected,” suggests how the belief about the large class size influenced her interactional behaviour by encouraging a reliance on questions, as evident in “but I try that the first part of my class is speaking with open-ended questions.” This was also felt by Learner 5 (intermediate level) as suggested in “we only answer the teachers' questions, the conversation cannot be possible because [...] the teacher stops us and continues with the others.” During the interviews, the teachers' responses did not point to negative attitudes towards this reliance. In fact, when Tanya says “through speaking, that is, they communicate their answers [of an exercise] [...] and yes, everything follows a communicative approach,” she is suggesting that these routines complied with her belief about a communicative approach. As discussed in Section 8.3, this evidence again suggests that, in response to beliefs about locally-situated needs, teachers may adapt teaching and interactional strategies which are perceived to be more effective for a given situation (i.e., speaking practice) because of their stated beliefs about the importance of adopting a communicative approach.

However, at the same time, the attempt to adopt a communicative approach whilst addressing locally-situated needs such as those relating to class size may explain the high incidence of elicitations in the form of questions, which were not found to benefit learners' fluency and complexity as discussed in the previous chapter, suggesting that the teachers' decisions in response to their intricate set of beliefs may not be beneficial for developing learners' speaking skills. This was felt by the intermediate and advanced learners during the focus groups who, when discussing the teachers' reliance on questions, described them as 'structured' and 'mechanic', suggesting negative attitudes towards this reliance and a desire for a more conversation-based speaking practice. Moreover, despite the teachers' intentions to motivate speaking practice by a reliance on question and answer routines, eight learners in the focus groups felt that the opportunities to answer the teachers' questions were limited, for example:

Extract 8.15 *Quote by Learner 3 (intermediate level)*

"We are many, she pays attention to some and the rest is doing other stuff."

Extract 8.16 *Quote by Learner 2 (intermediate level)*

"I feel the same, she asks everybody and she seldom asks me questions [...] to Student?, to Student 2? She always asks questions [...] there are others who she does not ask questions."

The two learners' statements reveal perceptions that the opportunities to answer the (intermediate) teacher's questions were limited. Both learners perceived that the teacher directed questions to some learners, suggesting limited opportunities to interact with the teacher. These perceived limited opportunities were confirmed by María, who felt that she directed questions to some learners:

Extract 8.17 *Quote by María (basic level)*

"The moment that I ask them questions, there are some learners who want to participate and, due to the fact that the class is large, sometimes not everybody participates. Then,

they feel frustrated, or sometimes there are learners who say that there are other learners who are asked more.”

María’s response reveals a reliance on questions which were felt to be directed to some learners. What is interesting from these three statements is that, despite the teachers’ decisions to rely on question – answer routines for speaking practice in response to beliefs about class size constraints, the learners and María perceived that there were not equal opportunities to answer the questions. This thus suggests that the beliefs about class size constraints were in interaction with other beliefs which compelled the teachers to direct questions only to some learners. The following extracts point to this interaction:

Extract 8.18 *Quote by Learner 3 (advanced level)*

“She works against time because she needs to finish at a certain time. Then, if we start talking about the people’s everyday lives, we could spend three classes, how many are we? Like 25.”

Learner 3’s statement reveals that the opportunities to practise speaking were limited by beliefs about class size constraints, as suggested in “how many are we? Like 25,” and beliefs about class time constraints, as indicated in “she works against time because she needs to finish at a certain time.” This thus implies that the classroom interactional behaviour during speaking practice was influenced not only by beliefs about class size constraints, but also beliefs about class time constraints. Moreover, this set of beliefs about locally-situated needs was felt to have an impact on the teachers’ decision making, for example:

Extract 8.19 *Quote by Aranza (advanced level)*

“The problem here is the number of learners and class time constraints; 5 hours for advanced classes. What you do not want sometimes is to waste time in speaking activities.”

Aranza's statement again points to an interplay of beliefs about class size and time constraints, as evident in "the problem here is the number of learners and class time constraints". As suggested in "what you do not want sometimes is to waste time in speaking activities," we see how the beliefs about locally-situated needs (i.e., class size and time constraints) were felt to influence the teachers' decision-making, by avoiding speaking practice.

This evidence is of particular importance for the purpose of the present study because it suggests that the classroom interactional behaviour and teachers' decision-making for speaking practice were influenced by beliefs about locally-situated needs. Moreover, this interaction of beliefs and their effects on teaching and interactional behaviour are significant for determining how the teachers and learners can be assisted in engaging in more effective FLIs. As we shall see in the remainder of this chapter, there is more elicited evidence which suggests that beliefs about class time constraints influenced the teachers' teaching choices, having in turn an impact on the classroom interactional behaviour during speaking practice.

8.4.2 Beliefs about class time constraints

As shown in Extract 8.20, the belief about class time constraints had an impact on Tanya's teaching decisions.

Extract 8.20 *Quote by Tanya (intermediate level)*

"I don't do it [speaking practice] because of time constraints. Honestly, I have to practise all the language skills, the format for the FCE [language certification] and cover the textbook up to unit 8."

Again, Tanya's statement points to a belief about class time constraints. We see in "honestly, I have to practise all the language skills, the format for the FCE and cover the textbook up to unit 8" how her belief about class time constraints influenced her teaching decisions. Aranza's (in Extract 8.19) and Tanya's (in Extract 8.20) statements here appear to confirm the general feeling that speaking takes too much time, and sit uneasily with the teachers' other curriculum-related beliefs regarding the importance of practising speaking as one of the four skills needed to communicate and teach. As suggested in the following extracts, the beliefs about class time constraints were felt to influence the classroom interactional behaviour, for example:

Extract 8.21 *Quote by Learner 5 (basic level)*

"True, it is not always possible to initiate conversations because we take too much time of the class, the following topics."

Learner 5's statement reveals her belief about the importance of practising speaking following a conversation-based approach. This belief appears to conflict with her belief about class time constraints, as suggested in "it is not always possible to initiate conversations," since she felt that the opportunities to practise speaking were limited. Learner 3 also felt the classroom interactional behaviour was influenced by beliefs about class time constraints:

Extract 8.22 *Quote by Learner 3 (advanced level)*

"I would say that the time because the teacher arrives and the first thing she does is to check homework and she does not ask us questions [...] she arrives, [and says] this is the homework, you are right, you are wrong" and then we continue with the book."

Again, by explaining the teacher's heavy agenda, Learner 3's response points to a perception that the opportunities to practise speaking were influenced by beliefs about class time constraints. What is interesting from Extract 8.22 and of particular relevance

for the present study is that, in “she arrives, [and says] this is the homework, you are right, you are wrong” and then we continue with the book,” Learner 3 points to the teacher’s dominance over classroom talk. This was also felt by Aranza who admitted in “I think that I largely dominate speaking” that she tended to dominate the classroom talk. This elicited evidence thus suggests that the beliefs about class time constraints may have compelled the teachers to dominate the classroom discourse during speaking practice. The following elicited evidence adds further support to the suggestion that the beliefs about class time constraints motivated the teachers’ dominance over the talk at the three proficiency levels:

Extract 8.23 *Quote by Learner 1 (basic level)*

“I think that the teacher speaks too much, does she not? Like she asks us [questions], we answer two, three things and then she asks other things.”

Extract 8.24 *Quote by Learner 3 (intermediate level)*

“It is the teacher who most of the time explains the activities, gives examples and we [learners] don’t speak much.”

The two learners’ statements again reveal beliefs about class time constraints which were felt to influence the teachers’ dominance over the classroom discourse, as suggested in “we answer two, three things and then she asks other things.” The teachers’ dominance over talk, influenced by beliefs about class time constraints, were felt to have limited the learners’ opportunities to contribute to the classroom discourse, as suggested in “we don’t speak much.” Interestingly, the interactional data discussed in Chapter Seven confirmed that the three teachers dominated the talk, leaving the learners’ limited opportunities to contribute to the classroom discourse and thus practise speaking English.

So far, we have seen that the beliefs about class size and time constraints were felt by the teachers and learners to influence the teachers’ decision-making and, in particular, the

classroom interactional behaviour during speaking practice. Moreover, the teachers' and learners' beliefs around speaking practice appeared to be conflicting since their embrace of commitments to practising speaking following a communicative approach and developing speaking skills was felt to be hindered by beliefs about locally-situated needs (i.e., beliefs about class size and time constraints). This in turn suggests that beliefs about locally-situated needs may exert a stronger influence on speaking practice despite strong beliefs about the importance of practising speaking and developing learners' speaking skills. In the following sections (8.4.3 and 8.4.4), I discuss further elicited evidence which adds weight to the argument that the beliefs about locally-situated needs may be influential on the teachers' decision-making and classroom interactional behaviour during speaking practice.

8.4.3 Perceived reliance on textbooks and activities for language certifications

As evident in Extract 8.20, Tanya's belief about class time constraints compelled her to teach to the textbook. In the interviews and focus groups, the other two teachers' and learners' responses also pointed to a perceived reliance on activities in textbooks for speaking practice. The teachers' reliance on textbooks appears to be motivated by beliefs about class time constraints, as suggested in Extract 8.20, and reinforced by administration- and learner-related immediate demands, for example:

Extract 8.25 *Quote by Tanya (intermediate level)*

“If the administration ask me to cover the textbook until unit 8 and I actually covered unit 6 or 7, the learners then feel satisfied, in the evaluation they express that.”

Tanya's explanation reveals a perceived administration-related demand to cover a certain number of units (although this number is flexible). However, since the textbooks are normally bought by learners, Tanya also perceived that covering the units of textbooks had a positive impact on learners' teacher evaluation, implying an immediate demand to cover the textbooks. Moreover, the reliance on textbooks appeared to be reinforced by administration demands to teach to the exam at the intermediate and advanced levels, as suggested below.

Extract 8.26 *Quote by Aranza (advanced level)*

"I follow the activities in the textbook, they are always focused on the Cambridge examinations [...] we [class] obviously focus on exercises to master the speaking section of the certification."

We see in Aranza's statement a somewhat uncritical reliance on textbooks in order to teach to the exam. Overall, the above two extracts suggest that the teachers perceived the use of textbooks as inevitable, given what they perceived to be the immediate demands and expectations. Beliefs about class time constraints alongside these perceived immediate demands were felt by the teachers and learners to shape the speaking practice at the three proficiency levels, for example:

Extract 8.27 *Quote by Tanya (intermediate level)*

"It [speaking practice] goes in relation of what the textbook suggests [...] if it is the first part, the introduction, the icebreaker."

Extract 8.28 *Quote by Aranza (advanced level)*

"Yes, almost always [...] we obviously focus on activities to reinforce the oral part of the [language] certifications."

In the teachers' statements, we see a perception that speaking was practised following activities in textbooks to teach to the exam, as indicated in "we obviously focus on activities to reinforce the oral part of the [language] certifications." In the interview data,

there was no indication of the teachers' negative attitudes towards their reliance on textbooks. Instead, in the case of the intermediate level, Tanya's responses pointed to a positive attitude towards teaching to the textbooks regarding speaking practice:

Extract 8.29 *Quote by Tanya (intermediate level)*

"The activities that the textbook proposes are realistic, and they give the learner the tools [...] they involve the four language skills and vocabulary sections. They include the speaking part... I like them because speaking is always proposed in context [...] in each class we should have one conversation... one practice for speaking."

In general, we see in Tanya's explanation a positive attitude towards the activities in the textbooks which links back to her beliefs about the importance of speaking practice (as in "in each class we should have one conversation"), a communicative approach (as in "the activities that the textbook proposes are realistic"), development of learners' speaking skills (as in "they give the learner the tools"), and the integration of the language skills (as in "they involve the four language skills and vocabulary sections"). The learners' responses in the focus groups also pointed to a reliance on activities in textbooks for speaking practice, but in their case suggesting negative attitudes towards this reliance, for example:

Extract 8.30 *Quote by Learner 3 (advanced level)*

"[...] it [speaking practice] is always focused on the [language] certification, well, I never... it is always related to something for the language certification."

Extract 8.31 *Quote by Learner 1 (advanced level)*

"She does it [teaching to the exam] so as for us to find jobs, you have to pass the examination. Here, they [teachers] thus train us to pass the examination so we can be hired, not because they want us to be competent, but for you to have the certificate."

It can be seen from these two extracts that the two statements point to perceptions that speaking practice relied on activities in textbooks. By saying "they [teachers] thus train us to pass the examination so we can be hired, not because they want us to be competent,"

Learner 1's statement reveals a negative attitude towards this reliance. Other learners' responses at the three proficiency levels also suggested negative attitudes towards speaking practice sessions based on activities in textbooks and, in particular, activities to teach to the exam, for example:

Extract 8.32 *Quote by Learner 4 (basic level)*

"I would recommend changing the topic from time to time, not always following the textbook, and start a discussion of those topics, a debate [...] with all of that we could improve our speaking."

Learner 4's recommendation again suggests a negative attitude towards speaking practice following activities in textbooks. In "not always following the textbook, and start a discussion of those topics, a debate [...] with all of that we could improve our speaking," the learner's response suggests a feeling that the reliance on textbooks limited opportunities to develop speaking skills. This feeling was shared by the learners at the advanced level, for example:

Extract 8.33 *Quote by Learner 3 (advanced level)*

"[...] my boss is native (speaker) and then he starts talking to me. I put a 'question mark' face because I only know how to compare images [...] the communicative and functional aspects of language are neglected."

Learner 3's explanation about a real-life situation in which his speaking skills fell short again points to a negative attitude towards the reliance on textbooks. In "the communicative and functional aspects of language are neglected," Learner 3 felt that the development of speaking skills was limited by this reliance. At the intermediate level, the learners felt that the reliance on the textbook limited the opportunities to practise speaking, for example:

Extract 8.34 *Quote by Learner 4 (intermediate level)*

“We [class] go following the program, we follow the textbook and the [language] certification but, if there is nothing for speaking, then no.”

Again, Learner 4’s statement points to a reliance on textbooks and activities for the language certification. What is of particular importance for the present study is her feeling that the opportunities to practise speaking were limited by the overuse of textbooks, suggesting a prioritising of certain language teaching choices, as implied in “we follow the textbook and the [language] certification but, if there is nothing for speaking, then no.” As I shall discuss in the following section, the beliefs about locally-situated needs reinforced by other perceived immediate demands (i.e., the need for learners mastering form) appear to have compelled the teachers to prioritise certain language skills and grammar practice.

8.4.4 Perceived prioritising of certain language skills and grammar practice

Despite the teachers’ commitment to an integrated practice of language skills, grammar and vocabulary, the teachers’ and learners’ responses suggested feelings that the language skills were not practised equally, for example:

Extract 8.35 *Quote by Tanya (intermediate level)*

“In a language class, it [the integration of the four language skills] is obviously difficult, you neglect one for the other [...] You choose one of each skill group.”

Tanya’s statement reveals her perceived inability to integrate equally the language skills despite her beliefs about the importance of this integration. The teachers’ inability to

integrate the language skills was also felt by the learners, as suggested in the responses to the questionnaires:

Table 8.4 *Most practised language skills (questionnaires)*

	Basic	Intermediate	Advanced
Listening	4 (30.7%)	4 (22.2%)	1 (6.2%)
Reading	4 (30.7%)	1 (5.5%)	2 (12.5%)
Speaking	2 (15.3%)	5 (27.7%)	2 (12.5%)
Writing	3 (23%)	0 (0%)	2 (12.5%)
Grammar	0 (0%)	8 (44.4%)	9 (56.2%)

Table 8.4 shows that there was a feeling that some skills were practised more than others. At the basic level, the most practised language skills were felt to be listening (30.7%) and reading (30.7%). At the intermediate and advanced levels, the learners perceived that grammar was mostly practised (44.4% and 6.2%, respectively). This table is interesting in two ways. First, its results match the responses provided by the three teachers and 15 learners during the interviews and focus groups. Second, it shows a prioritising of grammar practice at the intermediate and advanced levels which, as we shall see below, was motivated by the teachers’ beliefs about class time constraints and other perceived immediate demands, and may in turn explain the speaking practice sessions focused on form in the interactional data. The 15 learners in the focus groups suggested that speaking should be practised more, as also reflected in the learners’ responses to the questionnaires:

Table 8.5 *Skills that should be practised more*

	Basic	Intermediate	Advanced
Listening	2 (16.6%)	6 (24%)	7 (43.7%)
Reading	0 (0%)	2 (8%)	0 (0%)
Speaking	10 (83.3%)	10 (40%)	8 (50%)
Writing	0 (0%)	1 (4%)	1 (6.2%)
Grammar	0 (0%)	6 (24%)	0 (0%)

The table shows that speaking was, above any other skill, perceived to need more practice, implying a feeling of limited practice. As suggested below, it appears that beliefs about class time constraints compelled the teachers to prioritise the practice of certain language skills and grammar.

Extract 8.36 *Quote by María (basic level)*

“The productive skills, I think that they need more practice, and we have not had enough time to develop them.”

María’s statement points to a belief that the productive (i.e., speaking and writing) skills were less practised than other skills as a consequence of her beliefs about class time constraints, as indicated in “we have not had enough time to develop them.” As also shown in Table 8.4, eight intermediate and advanced learners in the three focus groups perceived that there was a prioritising of grammar practice, for example:

Extract 8.37 *Quote by Learner 4 (advanced level)*

“Yes, we practise speaking, but there are lessons only focused on grammar and, for example, today we had some speaking practice, not the whole class.”

Learner 4’s statement reveals a perception that grammar practice tended to dominate the class time. In “today we had some speaking practice, not the whole class,” Learner 4 felt that this prioritising limited speaking practice, which in turn suggests an implied assumption about the importance of speaking practice. This feeling was shared by the advanced teacher:

Extract 8.38 *Quote by Aranza (advanced level)*

“Sometimes the activities [...] are too grammatical, they involve structures that are dense, they do not leave much opportunity for... for speaking practice.”

We see in Aranza's statement a perceived prioritising of grammar practice which was again thought to limit speaking practice, as indicated in "they [grammar activities] do not leave much opportunity [...] for speaking practice." The intermediate and advanced teachers' responses reveal two main reasons for prioritising grammar practice:

Extract 8.39 *Quote by Tanya (intermediate level)*

"I don't stop practising grammar because I noticed that in both groups there are serious problems [...] I have noticed that they have been dragging problems of grammar from previous semesters."

Extract 8.40 *Quote by Aranza (advanced level)*

"I admit that my class is grammatical [...] our learners need to know the language, they will be teaching it."

In the first instance, Tanya's statement points to a perception of learners' limited knowledge of grammar structures which compelled her to prioritise grammar practice, as indicated in "I don't stop practising grammar." In the second instance, Aranza's statement "learners need to know the language, they will be teaching it" implies a perceived demand for learners mastering the language form for their future teaching careers. Interestingly, the advanced learners in the focus groups felt that speaking practice was not only limited by a prioritising on grammar, but also influenced itself by a focus on form. For example, in Learner 3's (advanced level) statement "but speaking in relation to grammar," we see a feeling that speaking practice was focused on form. The feeling that speaking practice sessions followed a focus on form was confirmed by the advanced teacher's response:

Extract 8.41 *Quote by Aranza (advanced level)*

"That is the intention of speaking activities [...] that they [learners] use the structure during speaking practice, in their conversation or whatever they are doing."

Aranza's explanation again suggests a belief in the importance of learners mastering grammar structures for their future careers. What is particularly interesting is that the

teacher's belief about the importance of grammar alongside her belief about the importance of speaking practice may have motivated her to carry out speaking practice sessions focused on form. This suggestion is borne out by the interactional data, discussed in Section 7.3, which indicated that the TLIs at the advanced level (and some TLIs and PIs at the other proficiency levels) were focused on form, towards which the learners showed negative attitudes:

Extract 8.42 *Quote by Learner 1 (advanced level)*

“We should talk about whatever comes to our minds and what we want to talk about... I think it is more natural like that [...], not being concerned about using a specific grammar structure”

Learner 1's suggestion again points to a belief that the prioritising of grammar practice limited the opportunities to interact, suggesting a negative attitude. It appears that the speaking practice sessions focused on form were in conflict with her belief about a conversation-based approach, as suggested in “we should talk about whatever comes to our minds and what we want to talk about.” This evidence confirms the mismatch between the teachers' and learners' beliefs about grammar instruction which has been reported in research literature (Lightbown & Spada, 2013: 91). Overall, the above elicited data thus suggest that beliefs about class time constraints in interaction with other perceived immediate demands (i.e., the need for learners mastering knowledge of grammar in response to perceived linguistic problems or for their future teaching careers) may compel teachers to prioritise certain language skills and/or grammar practice, despite their beliefs about the importance of integrating the language skills.

So far, we have seen that beliefs about locally-situated needs were felt by the teachers and learners to have shaped the teachers' decision-making and classroom interactional behaviour during speaking practice by, for example, encouraging:

- the teachers and learners to adopt question and answer routines;
- the teachers to dominate the classroom discourse
- the teachers and learners to follow textbook activities;
- the teachers to teach to the exam; and
- the teachers to prioritise certain language skills and grammar practice.

This may be reinforced by the teachers' apparent belief that these practices are to some extent beneficial to learners' oral performance, a belief that is contested by learners who claimed to prefer a more conversational approach. What this suggests, then, is twofold. Firstly, teacher practices and interactional strategies may be influenced by beliefs about locally-situated needs and other perceived immediate demands. Secondly, these beliefs may in some cases contradict perceived wisdom about the need for a communicative approach—something which teachers also believe in but which may be overridden by their other, perhaps more pressing, concerns—and so may be detrimental to learners' acquisition of speaking skills. In the next section, I explore the contention that the teachers' and learners' conflicting beliefs, influencing teaching decisions and interactional behaviour, appear to have motivated a reliance on peer-led interactions for speaking practice following their beliefs about the importance of a communicative approach to speaking practice.

8.5 Beliefs around peer interactions for speaking practice

When asked about the frequency of PIs, the 15 learners' responses in the focus groups reported a high frequency. This was also reflected in the learners' responses to the questionnaires:

Table 8.6 *Most common kind of interaction for speaking practice*

	Basic	Intermediate	Advanced
a) Individually	3 (25%)	5 (20%)	1 (5.8%)
b) In pairs	6 (60%)	12 (48%)	13 (81.2%)
c) Small groups (3-5 people)	1 (8.3%)	1 (4%)	2 (12.5%)
d) Big groups (+5 people)	0 (0%)	3 (11.5%)	0 (0%)
e) With the teacher	2 (16.8%)	4 (16%)	1 (5.8%)

The table shows that learners at the three proficiency levels perceived a high frequency of speaking practice in pairs (a percentage range of 48% to 81.2%). This was also perceived by the three teachers, as said by Aranza: “most of the [speaking] activities are not led by me, they are [carried out between] learner-learner.” These data thus point to speaking practice sessions mostly led by learner peers. This contrasts with the interactional data which indicated that speaking was practised in both TLIs and PIs, suggesting that the teachers did not in actual fact carry out what they believed they were doing, or what they said that they were doing. Rather, the elicited data suggest a reliance on PIs in response to the perceived limitations to the TLIs (i.e., the influence of beliefs about locally-situated needs on learners' opportunities to practise speaking, contribute to the classroom discourse, and thus develop speaking skills), and reinforced by perceived interactional benefits, for example:

Extract 8.43 *Quote by Aranza (advanced level)*

“Well, I like that they [learners] work in pairs so that they don’t feel embarrassed.”
“Generally, it is welcomed and it is always in pairs. I notice that they like working in pairs. I plan many activities for them to work among friends.”

Aranza’s statement suggests a positive attitude towards PIs which is fed by her belief about learners’ enjoyment for them, and a perceived face-threatening effect of the teacher-led speaking practice on learners. These two perceptions appear to have motivated her to rely on PIs, as implied in “I plan many activities for them to work among friends.” María’s responses also pointed to a positive attitude towards PIs, for example:

Extract 8.44 *Quote by María (basic level)*

“It [speaking practice] is in pairs as well as groups because in pairs they feel more comfortable talking in pairs, and groups are also important because I think that they provide each other with feedback, and they listen to each other.”

Again, María’s statement suggests a positive attitude towards PIs for speaking practice, and a belief that it made the learners “feel more comfortable,” implying a perceived negative impact of TLIs on learner interactional behaviour. This belief alongside perceived benefits of peer learning (as in “they provide each other with feedback”) and greater interactional opportunities (as in “they listen to each other”) appear to have reinforced her positive attitude towards speaking practice sessions led by learners. Interestingly, the learners’ responses in the focus groups also suggested positive attitudes towards this kind of speaking practice, as suggested below.

1. Greater intimacy (Learners 2 and 3, basic level; Learner 1, intermediate level; Learner 1, advanced level);
2. Greater oral production (Learners 1, 2, 3, basic level; the five learners, advanced level);
3. Peer learning (Learners 1, 2, 3, 4, intermediate level);
4. Freedom to talk about learner-related topics (Learners 1 and 3, advanced level).

As can be seen from this list, the perceived benefits clearly indicate learners' positive attitudes towards PIs. By mentioning that PIs provided them with greater intimacy and oral production, the learners' responses point to perceived limitations of TLIs which may in turn have reinforced their positive attitudes towards the PIs.

It appears that teachers were aware that they did not maintain tight control of speaking practice in PIs, as suggested in Aranza's statement: "in fact, I contribute very little [to peer discussions] [...] I provide instructions and see how the [speaking] activity is started." This behaviour was also revealed in Tanya's response:

Extract 8.45 *Quote by Tanya (intermediate level)*

"In reality like a control, a record is subjective, since you are not there... the control is not in your hands [...] but it does not get out of your hands." "I like to start with activities like lead-in or icebreakers to promote the communicative part in a way, let's say, very relaxed that they can work in pairs."

Tanya's statements generally point to a deliberate lack of control of PIs in order to promote the interactions, linking back to her beliefs about the importance of speaking practice following a communicative approach. What is interesting is the suggestion that PIs for speaking practice were promoted "in a way, let's say, very relaxed." This evidence raises the possibility that the absence of teachers' control and perceptions of PIs as relaxed environments may have an impact on learners' interactional behaviour during these interactions, as suggested by Aranza:

Extract 8.46 *Quote by Aranza (advanced level)*

"There is always someone who finishes first or starts doing other stuff or starts talking in Spanish. I don't doubt that they are doing other things and when I approach them they pretend that they are working on the activity."

Aranza's statement reveals a perception that learners' interactional behaviour during PIs may differ from the aims of tasks. This thus suggests that because of the absence of teachers' control of the interactions, learners in PIs may engage in discussions that do not follow pedagogic goals set by the teachers or tasks. The learners' responses below confirm the possibility of learners adopting interactional behaviours not consistent with pedagogic goals during PIs.

Extract 8.47 *Quote by Learner 3 (advanced level)*

“With classmates you are in a real context for talking about everyday life things. With the teacher, you only talk about things in the textbook. With a classmate, you see there your personal and interactional needs.” “It also depends on... for example, with Student 1? [...] we always gossip in English, but with Student 2, we sometimes speak in Spanish, but it depends on the classmate.”

Learner 3's statements are revealing in several ways. First, they suggest a positive attitude towards PIs which links back his belief about the importance of a communicative approach (i.e., “with a classmate you see there your personal and interactional needs”). Second, this positive attitude towards it appears to be reinforced by his perception, in “with the teacher you only talk about things in the textbook,” that the opportunities to interact are limited during TLIs. We see in “we always gossip in English [...] but with Student 2, we sometimes speak in Spanish” a perception that the PIs provided them with opportunities to go off topic, engage in personal discussions, and speak in Spanish. This is also suggested by Learner 1:

Extract 8.48 *Quote by Learner 1 (advanced level)*

“In my case, when I work with this classmate, we talk more frequently about what we think and, in fact, we never finish the tasks because we talk about other things [...] I don't think it's bad because we are practising speaking.”

Again, we see in Learner 1's statement a belief that the PIs provided them with opportunities to discuss learner-related topics following their beliefs about the importance of a communicative approach, as implied in "I don't think it's bad because we are practising speaking." This evidence suggests that learners following their pedagogical beliefs may encourage them to engage in personal discussions which influence their interactional behaviour, possibly avoiding aims of tasks and thus probably not yielding expected learning outcomes. The interactional data was unable to corroborate that this was the case during the recorded PIs. It is possible that the observer and recorders may possibly have influenced learners' interactional behaviour to be aligned with the pedagogic goals of the tasks.

In sum, it is evident that the teachers and learners maintained positive attitudes towards PIs as opportunities to practise speaking and develop learners' speaking skills consistent with the pedagogical beliefs that they endorsed (i.e., beliefs about the importance of practising speaking, adopting communicative approaches to speaking practice, and developing learners' speaking skills). These positive attitudes seemed to be fed by the teachers' and learners' perceived limitations of TLIs and benefits of PIs, which were corroborated by the interactional data (e.g., greater fluency, complexity, use of discourse functions, and negotiations of meaning in the PIs than TLIs). Therefore, PIs should be promoted as speaking practice. In order to ensure the effectiveness of PIs, there is need to assist the learners in raising an awareness of carrying out PIs during which their interactional behaviour is aligned with the aims set by tasks or teachers.

8.6 Beliefs around negative feedback during speaking practice

In response to questions concerning negative feedback (i.e., explicit or implicit information concerning errors in learners' oral production) provided during speaking practice, various points were put forward by the teachers and learners (see also Lightbown & Spada, 2013: 91). In general, the three teachers valued the provision of negative feedback as a teaching strategy, for example:

Extract 8.49 *Quote by María (basic level)*

“It [negative feedback] may be significant for them, like having an alarm to correct. Then, they can produce the same sentence and if they make the same mistake, they will be able to correct it.”

Extract 8.50 *Quote by Tanya (intermediate level)*

“It is a matter of giving you my [corrective] feedback so that you in the future see which one is the standard. Then, making for the whole class, you realise that the learners are aware and say: ‘I can use this in this situation, and the other in another situation’ and all the class benefits from this (feedback).”

Both statements reveal the two teachers' positive attitudes towards correcting learners' oral mistakes during speaking practice. In particular, they indicate perceived benefits for learners self-correcting subsequent mistakes (as indicated in “if they make the same mistake, they will be able to correct it”). What is interesting is that negative feedback during TLIs was perceived to be beneficial not only to the learners to whom corrections are directed, but also to the whole class (as evident in “making for the whole class, you realise that the learners are aware and say: ‘I can use this in this situation’ and the other in another situation”) (see also Havranek, 2002; Muranoi, 2000). Positive attitudes towards negative feedback were also suggested in the responses by the 15 learners in the focus groups. For example, Learner 5 (basic level) said: “I think it is good that she corrects us.”

However, the three teachers, one learner at the basic level and the five learners at the advanced level felt that negative feedback was scarce or absent during speaking practice. For example, Learner 1's (basic level) suggestion, in "we need that the teacher starts to correct us," points to a perceived scarcity of negative feedback during speaking practice. This is confirmed by Aranza's statement: "For example, I seldom correct while they are speaking, [...] I rarely correct them during the speaking." The teachers' responses point to one main reason that motivated this avoidance:

Extract 8.51 *Quote by Aranza (advanced level)*

"Maybe they are fluent but with many mistakes. Thus, I have decided not to correct them so as not to affect [speaking]"

Extract 8.52 *Quote by Tanya (intermediate level)*

"It is give them something positive, something not very positive and not tell them that their speaking was wrong, you may inhibit them and you could spoil the speaking practice."

Aranza's and Tanya's statements suggest the feeling that correcting learners' oral mistakes inhibited them from speaking, as indicated in "not tell them that their speaking was wrong, you may inhibit them, and you could spoil the speaking practice". The feeling that negative feedback inhibited learners from speaking was shared by the learners in the focus groups, for example:

Extract 8.53 *Quote by Learner 4 (advanced level)*

"Some people may feel pressed while talking to the teacher for fear of being corrected or something like that."

Again, Learner 4's statement suggests a feeling that negative feedback had a negative impact on learners. It thus appears that the teachers' and learners' beliefs about negative feedback were conflicting. That is, the teachers' and learners' beliefs about the importance of negative feedback appear to have conflicted with their beliefs about

negative effects of it on learners' oral production, as suggested in Aranza's statement: "it is funny because everybody agrees to be corrected, but when you do correct them, they [learners] don't like it that much." As indicated in "I have decided not to correct them so as not to affect [speaking]" (Aranza, Extract 8.51), it seems that these conflicting beliefs influenced Aranza's teaching decisions not to correct learners' oral mistakes during speaking practice. The other two teachers' responses also suggest teaching decisions influenced by these conflicting beliefs:

Extract 8.54 *Quote by Tanya (intermediate level)*

"They perceive it negatively and take it personal, like exposing them. There are people who take it (corrections) personal [...] you need to find like tactics, it is a delicate topic."

Tanya's explanation again points to a perception that negative feedback during speaking practice had negative effects on learners, even at a personal level. As suggested in "you need to find like tactics, it is a delicate topic," we see a perception that the conflicting beliefs about negative feedback influenced her teaching decisions. The following two extracts suggest how the teachers' and learners' conflicting beliefs about negative feedback influenced the basic and intermediate teachers' teaching and interactional behaviour:

Extract 8.55 *Quote by María (basic level)*

"Depending on the intimacy for them to express, interact and tell them at the end [of speaking practice] where they were wrong."

Extract 8.56 *Quote by Tanya (intermediate level)*

"The provision of feedback is personalised and without other learners [...] Then, you have the freedom to tell them their mistakes and advise them." "[...] I now do it in a personalised way so as to avoid peer criticisms."

As suggested in María's and Tanya's statements, we again see beliefs that negative feedback was perceived as face-threatening (as implied in "depending on the intimacy for

them to express”), and had a negative impact on learners (as indicated in “I now do it in a personalised way so as to avoid peer criticisms”). These beliefs appear to have influenced the teachers’ teaching decisions to provide negative feedback privately, as indicated in “I now do it in a personalised way,” or at the end of speaking practice, as evident in “tell them at the end [of speaking practice] where they were wrong.”

In sum, the teachers’ and learners’ beliefs about negative feedback during speaking practice were conflicting, and influenced the teachers’ teaching behaviour by encouraging them to provide negative feedback in a more private way or after speaking practice. For the purpose of the present study, the implication of this evidence is that the negotiations of meaning in the TLIs and PIs may have been hindered by the teachers’ and learners’ conflicting beliefs about negative feedback. That is, due to the fact that negotiations of meaning involve negative feedback, teachers’ and learners’ conflicting beliefs about negative feedback may have motivated them to avoid engaging in negotiated interactions in order for learners to save face.

8.7 Effects of teachers’ and learners’ beliefs on interactions for speaking practice

Overall, as indicated by the interactional and perceptual data (discussed in Chapters Seven and Eight), there was an interplay of instructional and interactional factors during speaking practice which appeared to be influenced by perceptual factors. That is, the nature of the FLIs (i.e., instructional factors), involving a focus on form or meaning, in TLIs or PIs and other task characteristics, influenced the teachers’ and learners’

interactional behaviour (i.e., interactional factors). In particular, learner talk during speaking practice at the three proficiency levels:

- tended to be more fluent and complex in the meaning-focused than in form-focused interactions, and more fluent and complex in the PIs than in the TLIs;
- tended to be less accurate in the meaning-focused than in form-focused interactions, and less accurate in the PIs than in the TLIs;
- initiated a greater quantity and range of discourse functions in the PIs than in the TLIs.
- engaged in varied and generally low negotiations of meaning in the TLIs and PIs.
- negotiated meanings at word level in the TLIs and PIs.
- had greater opportunities for negative feedback, modified output, utterances pushed towards greater accuracy in the PIs than in the TLIs.

These findings can partly be attributed to the influence of the nature of the FLIs, but also to the effects of the teachers' and learners' beliefs around speaking practice (i.e., perceptual factors) which appeared to be complex, conflicting, and influential on the nature of the FLIs and in turn teachers' and learners' interactional behaviour during speaking practice. Firstly, the beliefs about class size and time constraints were claimed by the teachers and learners to compel them to dominate the classroom discourse, and rely on question and answer routines during speaking practice. The teachers' claims to dominate classroom talk and rely on questions were borne out by the interactional data. In the first instance, the findings into the IRF pattern and turn length showed that the talk during the FLIs (whole recorded sessions) was dominated by the three teachers. In particular, the findings into the amount of talk indicated that the TLIs, during which teacher-led speaking practice was carried out, were also dominated by teacher talk at the three proficiency levels. In the second instance, the findings into the teachers' questions

indicated that display questions dominated the classroom discourse during speaking practice. In exploring the effects of these questions on the learners' oral production, it was found that they motivated lower fluency and complexity levels than referential questions, suggesting that the teachers' questions were answered briefly and did not tend to push learners' utterances to be more fluent and complex.

Secondly, the perceptual data suggested that the beliefs about class time constraints and other perceived immediate demands (i.e., the need to develop learners' knowledge of grammar structures in response to perceived linguistic problems or profession expectations) compelled the teachers to prioritise grammar practice. At the intermediate and advanced levels, learners felt that speaking practice was not only limited by a prioritising on grammar, but also influenced itself by a focus on form, as suggested when advanced Learner 3 claimed that speaking was always "in relation to grammar". The interactional data corroborated that some interactions at the three proficiency levels followed a focus on form (3 TLIs and 3 PIs at the basic level; 1 TLI at the intermediate level; 2 TLIs at the advanced level). Form-focused interactions at the three proficiency levels were found to promote fewer opportunities to develop the learners' oral competence (i.e., high accuracy levels, but low fluency and complexity levels) than meaning-focused interactions. Moreover, since learners were required to display knowledge of specific (expressions or grammar) structures, form-focused interactions promoted limited opportunities for the learners to initiate a range of discourse functions and contribute to the classroom discourse. As suggested by the perceptual and interactional data, it is thus possible that beliefs about class time constraints alongside other perceived immediate demands may have compelled the teachers to practise speaking following a focus on form, suggesting that teachers in response to locally-

situated needs may adapt teaching practices which may be perceived by teachers to be beneficial for learners' performance, but may be in detriment of learners' speaking skills.

Thirdly, the interactional data indicated that negotiations of meaning were low, and mostly triggered by clarification requests and confirmation checks which did not involve negative feedback. In exploring the perceptual data, the teachers' and learners' responses suggested conflicting beliefs about negative feedback during speaking practice. These conflicting beliefs were claimed by the teachers to motivate them to provide negative feedback after speaking practice or in a more private way. This avoidance strategy to save learners' face during speaking practice may explain the scarcity of negotiations of meaning and their limited nature, since negotiations of meaning are interactional processes during which negative feedback is provided to push learners' utterances towards greater accuracy (see, for example, Long, 1996; Pica, 1996).

Interestingly, the perceptual data suggested that the teachers and learners were aware of limitations of the TLIs. These perceived limitations appeared to motivate a reliance on PIs towards which they showed positive attitudes. Namely, PIs were claimed by the teachers and learners in interviews or questionnaires to promote greater intimacy, a less face-threatening environment than TLIs, peer learning, negative feedback, and opportunities for negotiated interactions. The interactional data were unable to demonstrate that teachers relied on PIs for speaking practice since speaking practice was carried out in both TLIs and PIs at the three proficiency levels. However, the interactional data corroborated the teachers' and learners' suggestion that the PIs provided learners with greater opportunities to 1) push their utterances towards greater fluency and complexity levels, 2) initiate a greater number and wider range of discourse functions, 3)

and engage in a higher number of negotiations of meaning than the TLIs. Based on these findings from the interactional data, and some teachers' and learners' beliefs that learners may go off topic during PIs (as elicited in the perceptual data), the conclusion would be that it is important that speaking is practised in peer-led discussions during which learners' interactional behaviour is aligned with pedagogical goals set by tasks or teachers.

In brief, the above interactional and elicited data highlights the need for the teachers and learners to break away from teaching and learning practices influenced by their beliefs about locally-situated needs and other perceived immediate demands. There is thus need to raise awareness amongst the teachers and learners of their intricate set of beliefs, and assist them in developing an understanding of more effective interactions for practising speaking. I shall return to this suggestion in Chapter Nine and, particularly, in Chapter Ten.

8.8 Chapter summary

Chapter Eight explored the teachers' and learners' beliefs around speaking practice at the three proficiency levels, and how these beliefs shaped the classroom teaching and interactional behaviour. The elicited evidence indicated that the teachers' and learners' beliefs around speaking practice endorsed the stipulations. However, it suggested that teacher decision-making and classroom interactional behaviour during speaking practice was largely influenced by the teachers' and learners' conflicting beliefs about teacher-led speaking practice and locally-situated needs (i.e., beliefs about class size and time constraints). In particular, the beliefs about locally-situated needs alongside other

perceived immediate demands (i.e. the need to cover textbooks, teach to the exam, master learners' knowledge of grammar structures) were felt by the informants to have compelled the teachers to shape the speaking practice by:

1. relying on question – answer routines,
2. dominating the classroom discourse,
3. teaching to the textbooks and exam, and
4. prioritising skills other than speaking and grammar practice.

The beliefs about locally-situated needs and other perceived immediate demands, encouraging the teachers to adopt the above teaching and interactional behaviour, appeared to be in conflict with their pedagogical beliefs (i.e., beliefs about the importance of speaking practice, adoption of communicative approaches, development of their speaking skills) since they were felt to have limited learners' opportunities to practise speaking, contribute to the classroom discourse, and develop speaking skills. In response to these conflicting beliefs and perceived limitations, the elicited data revealed a reliance on PIs towards which the teachers and learners showed positive attitudes since they were felt to enhance learners' interactional space and opportunities to develop speaking skills consistent with their pedagogical beliefs. The interactional data were able to corroborate the interactional benefits of PIs for speaking practice. Based on these findings and the teachers' and learners' assumptions that learners during PIs may go off topic and engage in personal discussions, the learners need to become aware of the importance of exploiting PIs during which their interactional roles are aligned with the pedagogic goals set by the teachers and/or tasks, and thus maximise learning opportunities.

Regarding negative feedback during speaking practice, the teachers and learners suggested responses which pointed to conflicting beliefs. That is, the teachers' and learners' beliefs about the importance of negative feedback appeared to be in conflict with the learners' perceptions of them as face-threatening strategies. These conflicting beliefs were felt to influence the teachers' teaching decisions by avoiding correcting learners, or by providing negative feedback after speaking practice. The implication of this is that the nature of negotiations of meaning, explored in the previous chapter, may have been hindered by the teachers' and learners' conflicting beliefs since learners during negotiations of meaning are usually provided with implicit or explicit negative feedback.

The above evidence adds weight to the argument that the teachers and learners need to be assisted in engaging in more effective speaking practice sessions. This assistance needs to be focused on the interplay between their beliefs and classroom behaviour. That is, the teachers and learners need to be assisted in raising an awareness of their beliefs and how their beliefs shape speaking practice, classroom interactional behaviour and learner achievement. Through raising their awareness as to how their own beliefs may be shaping their classroom practices in ways that are not always conducive to learning, it is possible that the teachers and learners will be open to dialogue and thus develop an understanding of more effective teacher-led and peer-led speaking practice during which the interactional space is maximised and pedagogic goals are collaboratively met.

CHAPTER NINE

DISCUSSIONS

9.1 Introduction

Following a context-based approach, the present study explored the foreign language interactions (FLIs) in which teachers and learners engaged to practise speaking and learn English as a foreign language. In particular, the research objective was to investigate the factors that hinder teachers and learners in this context from engaging in more effective interactions and thus developing learners' speaking skills. In order to attain this, five research questions (RQs) guided the study.

In order to answer the five RQs and thus develop an understanding of the speaking practice at the three proficiency levels, Chapter Nine presents a detailed discussion of the findings of the interactional data (from the recorded classroom observations) and elicited data (from the teacher interviews and learner focus groups and questionnaires), drawing also on empirical findings documented in research literature. The discussions in this chapter revolve around RQ1 which aims to determine the instructional, interactional and perceptual factors that influence the development of learners' speaking skills during speaking practice at the three proficiency levels.

With a view to answering RQ1, the chapter begins by discussing RQ2, which seeks to explore the likely impact of teaching and interactional behaviour during speaking practice on learner talk in terms of oral performance (i.e., fluency, complexity and accuracy),

discourse functions, and negotiations of meaning. This first part provides a summary (Section 9.2.5) in order to illuminate what conclusions can be drawn about the way in which different classroom interaction patterns, activity types and proficiency level shape learner performance. The second part of the chapter then discusses the teachers' and learners' beliefs about classroom interactions and, particularly, speaking practice (RQ3), paying closer attention to how and to what extent their beliefs shape classroom interaction patterns, learning activities, and teaching practice during speaking practice (RQ4). The chapter concludes by drawing the findings together in order to answer RQ1, and discussing implications for designing more effective classroom interactions, learning activities and teaching practices for speaking practice (RQ5).

9.2 Learner talk during speaking practice

Section 9.2 discusses the impact of teaching decision-making and classroom interactional patterns on the learners' speaking performance at the three proficiency levels (RQ2). In order to develop this understanding, the section discusses the findings into the levels of learners' fluency, complexity and accuracy (Sections 9.2.1 and 9.2.2), use of discourse functions (Section 9.2.3), and opportunities to engage in negotiations of meaning (Sections 9.2.4 and 9.2.4.1) in the teacher-led interactions (TLIs) and peer interactions (PIs) at the three proficiency levels. As previously mentioned, this section concludes by summarising the findings, and discussing conclusions about the way in which different classroom interaction patterns, activity types and proficiency level shaped learner performance.

Overall, the learners' oral performance was found to be influenced by the nature of the FLIs. That is, the focus (meaning or form) and kind (TLI or PI) of the interactions and other task characteristics were found to impact on the classroom interactional behaviour and, in particular, on learners' fluency, complexity and accuracy levels, use of discourse functions, and negotiations of meaning (see Table 7.42 in Chapter Seven). As we shall see, these findings suggest that the effectiveness of the classroom interactions and speaking practice was shaped by the nature of the interactions.

9.2.1 Fluency and complexity

In order to understand how accurate, fluent and complex learners' contributions are in teacher-led and peer-led classroom interactions across proficiency levels, Section 9.2.1 begins by discussing the findings into fluency and complexity. The learners' fluency and complexity levels were found to be varied during speaking practice at the three proficiency levels, not showing a correlation with the learners' proficiency levels. Instead, the learners' fluency and complexity levels appeared to be dependent on the 1) focus (meaning or form) and 2) kind (TLI or PI) of the interactions and other task characteristics, as discussed below.

Firstly, depending on whether tasks focused on form or meaning, the teachers and learners adopted different interactional behaviours which in turn influenced fluency and complexity levels. As discussed in Section 7.2, the teachers maintained dominant and controlling roles during the TLIs. In the form-focused TLIs, the teachers were observed to exert a particularly close control of the classroom discourse by dominating the amount of talk, and initiating a high number of display questions and feedback moves. These two

dominant interactional strategies during the form-focused TLIs served the purpose of evaluating and checking the learners' knowledge of forms, that is, individual vocabulary expressions, verb definitions or grammar structures which did not promote learners' fluency and complexity. Despite the absence of teachers' dominance and control, neither did the form-focused PIs (at the basic level) motivate high fluency and complexity levels since the aims of the interactions were to drill pre-formulated expressions that did not favour fluency and complexity. In contrast, the meaning-focused TLIs and PIs benefitted fluency and complexity levels at the three proficiency levels. In particular, the teachers in the meaning-focused TLIs at the three proficiency levels maintained a less central interactional role that encouraged the learners' utterances to be more fluent and complex. For example, teachers' interactional strategies such as referential questions, which were discussed in 7.2.3 to motivate higher levels of fluency and complexity than display questions, frequently occurred in the meaning-focused TLIs. Moreover, follow-up moves were found to dominate the meaning-focused TLIs, and to motivate the learners' oral production, having an impact on fluency and complexity levels.

Secondly, the kind of FLIs (TLI or PI) was also found to shape learners' fluency and complexity during the speaking practice, but with varied results across proficiency levels. At the basic level, the learners' fluency and complexity levels were varied, showing a trend towards higher fluency and complexity levels in the TLIs than in the PIs. These varied fluency and complexity levels need to be interpreted with caution because the aims of some TLIs and PIs at the basic level required learners to drill pre-elaborated suggestions, having an impact on the word count, AS-units and subordinated clauses (units used to measure fluency and complexity). At the intermediate and advanced levels, the (meaning-focused) PIs motivated higher levels of learners' fluency and complexity

than the TLIs. Interestingly, some meaning-focused PIs were found to raise even higher levels of fluency and complexity than some meaning-focused TLIs (see below), suggesting that PIs provided learners with a greater interactional space and responsibility over the discourse which in turn had a beneficial impact on the fluency and complexity of their oral constructions. Other empirical studies have also suggested that the intimacy and enhanced interactional space in PIs, created by the absence of teachers' dominance and control of the talk, have beneficial effects on learners' fluency and complexity (Tarone & Liu, 1995: 121), by handing them responsibility over the discourse (for example, management of the topic; use of questions; turn-allocations; follow-ups; and more elaborated responses, etc.) (Long et al., 1976; Walsh, 2006: 108). In particular, the task characteristics of some PIs (namely, the six PIs at the intermediate level and PIs 1-3 at the advanced level) that required the learners to discuss, negotiate choices and reach agreements motivated the highest complexity and fluency levels as consistent with Foster and Skehan (1996: 317), who argue that speaking tasks to consider new information, evaluate it, and then defend an opinion result in high fluency and complexity levels.

So far, we have seen that the nature of the FLIs (focus, kind and other characteristics of the interactions) shaped the teachers' and learners' interactional behaviour during the TLIs and PIs which in turn had an impact on the learners' fluency and complexity levels. The form-focused interactions appeared to limit the learners' fluency and complexity levels, which tended to be higher in meaning-focused interactions. In particular, the meaning-focused PIs motivated the highest levels of learners' fluency and complexity, suggesting benefits of PIs for speaking practice and limitations of TLIs as to learners' opportunities to push their utterances towards greater fluency and complexity levels.

9.2.2 Accuracy

As in the case of learners' fluency and complexity, the accuracy levels were influenced by the nature of the FLIs. That is, the 1) kind and 2) focus of the interactions and 3) other task characteristics shaped learners' accuracy during speaking practice across proficiency levels. However, the data indicated trade-off effects between the three dimensions, as discussed below.

Firstly, despite Porter's (1983) assertion that learner talk in peer-led discussions tends to be more accurate than in teacher-led discussions, the findings indicated that learner talk tended to be more accurate in the TLIs than in the PIs at the basic and advanced levels. At the intermediate level, learner talk was almost equally accurate in both the TLIs and PIs. In the case of the basic and advanced levels, the higher accuracy levels in the TLIs than in the PIs can be explained by the focus on form of some TLIs (three at the basic level; two at the advanced level) during which learners' utterances mostly involved error-free constructions (see discussion below about form-focused interactions), but fluency and complexity were not benefitted. As I shall discuss below, it appears that the similar accuracy levels in both TLIs and PIs at the intermediate level were a result of some TLIs functioning as post-tasks and PIs providing learners with opportunities to manipulate task information before and during the interactions.

Secondly, the focus on form or meaning of the interactions also influenced the learners' accuracy during speaking practice at the three proficiency levels. On the one hand, the form-focused TLIs and PIs, which did not promote fluency and complexity, were found to motivate the highest levels of learners' accuracy across the data. As observed in the interactional data, the form-focused TLIs and PIs at the three proficiency levels required

the learners to practise vocabulary, drill expressions or define verbs which mostly involved error-free clauses, indicating high accuracy levels. However, due to the fact that learners' utterances were limited to displaying understanding of individual forms, it is possible that the high accuracy levels in form-focused TLIs and PIs were not favouring the learners' oral performance since their turns were constructed to provide answers expected by the teachers, involving no more than one clause or AS-unit. On the other hand, despite Skehan's (2009: 510) assertion that the interactional processes during the task performance involve the construction of more fluent, complex and accurate utterances, the findings indicated a tension between complexity and accuracy during the meaning-focused TLIs and PIs, compromising one of these two dimensions. That is, the meaning-focused interactions appeared to promote high fluency and complexity levels, but low accuracy levels. For example, the TLI 5 at the basic level and PIs 1-3 at the advanced level whose aims were to provide personal information motivated high fluency and accuracy levels, but lower complexity levels. According to Foster and Skehan (1996: 306) and Skehan (2003: 5-6; 2009: 511), tasks based on personal information tend to raise accuracy and fluency levels but not complexity levels since these tasks involve familiar information (possibly already rehearsed in English), which may require the least cognitive effort (Foster & Skehan, 1996: 307). As discussed in the previous section, PIs 4-6 at the intermediate level and PIs 1-3 at the advanced level whose aims were to discuss and negotiate choices promoted the highest fluency and complexity levels across the data, but low accuracy levels. In line with these findings, Foster and Skehan (1996: 317) claim that the interactional processes during tasks to negotiate choices lead to greater fluency and complexity, but lower accuracy because of the greater cognitive load involved in these tasks. The above findings support previous research into the learners' oral performance,

in that they indicate that fluency can be accompanied by either accuracy or complexity, but not all three (Foster & Skehan, 1996: 317; Skehan, 1998; 2003: 5; 2009; Skehan & Foster, 1997a, 1997b, 2001). The learners' utterances involving two of the three dimensions are consistent with the Trade-off Hypothesis (Skehan, 1998, 2003, 2009), which argues that learners' attentional resources during task performance are limited. In other words, there is a tension between form (complexity and accuracy) and meaning (related to fluency), which "committing to one area, other things being equal, might cause lower performance in others" (Skehan, 2003: 5, 2009: 511).

Nevertheless, some tasks during the TLIs and PIs at the basic and intermediate levels tended to benefit the three dimensions. That is, the meaning-focused TLIs and PIs that were performed as post-tasks or provided learners with opportunities to manipulate information of tasks appeared to raise the learners' fluency, complexity and accuracy levels. In the first instance, two TLIs (1 and 5) at the basic level and two TLIs (2 and 3) at the intermediate level were carried out by the teachers to check learners' answers or views that were shared during previous PIs. Performed after the PIs, these TLIs functioned as post-tasks in which learners needed to repeat what was discussed in the PIs. These follow-up TLIs appeared to favour fluency, complexity and accuracy since the previous PIs provided learners with the opportunity to discuss and 'rehearse' utterances which were later shared in the TLIs. In the second instance, learners in PIs 4-6 at the intermediate level were provided with written texts whose information needed to be discussed by the learners. It was observed in the interactional data that the learners took some time to read the texts before engaging in the discussions. Moreover, during the discussions, the learners sometimes referred to the texts to check the information that they needed to discuss. It is possible that these written aids assisted the learners in planning

their utterances and performing the discussions, advantaging not only fluency and complexity, but also accuracy. These findings are supported by empirical findings elsewhere which suggest that the three dimensions can be encouraged when learners are given opportunities to perform post-tasks related to previous discussions (Foster & Skehan, 2013; Skehan, 2009: 511; Skehan & Foster, 1997b) and plan their discussions (Foster & Skehan, 1996, 1999; Skehan, 2009: 511; Tavakoli & Skehan, 2005). The above evidence thus suggests that speaking practice can promote oral performance (i.e., fluency, complexity and accuracy) that is beneficial for developing the learners' "oral competence" (Skehan, 2003) when teachers and learners develop an understanding of the tasks and their characteristics, and manipulate them towards promoting the learners' fluency, complexity and accuracy.

Overall, the findings into fluency, complexity and accuracy levels indicate that the learners' oral performance across proficiency levels was shaped by the nature of the FLIs (i.e., a focus on form or meaning, in TLIs or PIs, and other task characteristics). That is, the meaning-focused (rather than form-focused) interactions and PIs (rather than TLIs) tended to benefit learners' fluency and complexity. However, the learners' accuracy levels appeared to be low in these interactions. This interactional evidence suggests that speaking practice, focused on form or meaning and as TLI or PI, may not entirely promote learners' oral performance (i.e., fluency, complexity and accuracy). There is thus room for improving the FLIs in which the teachers and learners engage to practise speaking. In order to perform 'successful' interactions that promote more advanced language and complexity, higher accuracy, and the capacity to produce language at a normal rate and without interruption (Skehan, 2009: 510), the teachers and learners should engage in meaning-focused interactions during which their interactional behaviour (advantaging

fluency and complexity) and manipulation of tasks (e.g., teachers and learners performing post-tasks; or learners manipulating information of tasks) (advantaging accuracy) are aimed at promoting learners' oral performance and thus oral competence (Skehan, 2003). In order to attain this, the teachers and learners need to be assisted in developing a context-sensitive understanding of task performance and use of interactional strategies. I shall return to this suggestion later in this chapter and Chapter Ten.

9.2.3 Discourse functions

Motivated by the idea that learners' use of varied discourse functions during interactions fosters a discourse competence that is transferable to natural situations (Long & Porter, 1985), this section aims at developing an understanding of the range of discourse functions that learners utilised in teacher-led and peer-led interactions across the different activity types and proficiency levels. In order to attain this, 17 discourse functions were investigated, and discussed below.

When Tanya was asked about what she considered for planning speaking practice sessions, she asserted that she provided learners with the vocabulary to better initiate discourse functions during the interactions:

Extract 9.1 *Quote from Tanya (intermediate level)*

“The language functions that they are going to use. What I try to do is that the learners relate something of the real life with a function that they are going to use. For example, to express their abilities... then, I try to look for key words which they can use to express what they normally do.”

Despite the above assertion that learners were provided with discourse functions for the speaking practice, the three teachers dominated the number of discourse functions in the

FLIs and TLIs. This evidence thus reveals the learners' limited opportunities to utilise and practise a range of discourse functions, and thus develop a discourse competence during TLIs for speaking practice. According to Long and Porter (1985: 207), the discourse functions during classroom interactions are normally "the teachers' exclusive preserve." Consequently, the discourse roles that learners can take up during teacher-led discussions are claimed to be considerably limited (Long et al., 1976). Reasons of teachers' dominance over discourse functions can be explained by: 1) teachers' dominance over discourse (Tsui, 1995: 96), which was borne out by the interactional data (see Section 7.2); 2) teachers' pressure to advance the discourse and instruction (Long et al., 1976); 3) teachers' reliance on textbooks, particular tasks, and form practice (Long et al., 1976); 4) learners' inhibition to speak in front of others (Long et al., 1976); and 5) interactions following IRF patterns (Ellis, 2012: 175). Interestingly, as we saw in Chapter Eight and I shall discuss later in this chapter, the aforementioned factors were felt by the teachers and learners to be limitations to the speaking practice at the three proficiency levels.

Nevertheless, the learners initiated a greater number of discourse functions in the PIs than in the TLIs. This finding supports previous research into learners' discourse functions which suggests that learners utilise a greater number (as well as range) of discourse functions in peer interactions than in teacher-led interactions (Cathcart, 1986; DiCamilla & Anton, 1997; Ellis, 2012; House, 1986; Long et al., 1976; Ohta & Nakane, 2004). Long et al. (1976) and Ellis (2012: 175) assert that the intimacy and the inhibition-free environment of PIs enable learners to utilise discourse functions that are not accessible to them during teacher-led discussions. Learner talk across proficiency levels also initiated a greater range of discourse functions in the PIs than in the TLIs. At the basic level, the

learners in the TLIs mostly initiated discourse functions to provide *examples*, *explanations*, and *information*. In the PIs, the basic learners' discourse functions were not only to provide *examples*, *explanations* and *information*, but also to *extend previous contributions*, *confirm* and *negate*. At the intermediate level, the learners in the TLIs mostly used discourse functions to provide *explanations*, *information*, and *examples*. In the PIs, the most recurrent discourse functions found in learner talk were to *explain*, *inform*, *confirm*, *negate*, and *make observations*. At the advanced level, learners in the TLIs were found to be mostly *defining* vocabulary, according to the requirements of the tasks set. In contrast, learners in the PIs were found to initiate discourse functions to *explain*, *inform*, *make observations*, *confirm*, and *exemplify*. The above findings show that the learners during the TLIs were limited to using discourse functions to *explain*, *inform* or *exemplify*, which can be explained by interactional behaviour adopted following (display) question – answer routines. In response to Long et al.'s (1976) suggestion to replicate their investigation at basic and advanced proficiency levels using different speaking tasks, the findings of this study confirm that basic and advanced learners not only talked more, but also initiated a wider range of discourse functions in the PIs than in the TLIs.

In sum, the quantity and range of learners' discourse functions were limited in the FLIs and TLIs at the three proficiency levels. Nevertheless, the PIs, providing greater interactional space and intimacy, promoted a greater number and range of discourse functions than the TLIs. The PIs also appeared to enable the learners to initiate discourse functions that were frequent in teachers' discourse (e.g., *agree*, *disagree*, *confirm*, *negate*, *extend contributions*, *make observations*, etc.), suggesting that the quality of learners' discourse was enhanced in the PIs during which learners exerted a control of the discourse

(Ellis, 2012: 176). This evidence thus suggests that the PIs for speaking practice should be promoted, but in turn highlights the need to promote learner autonomy which allows learners to utilise a range of discourse functions in both TLIs and PIs with a view to fostering a discourse competence. In Section 9.4, I return to this discussion, providing evidence of how teachers may possibly promote learners' oral performance and use of discourse functions during TLIs.

9.2.4 Negotiations of meaning

A robust number of investigations have emphasised the importance of negotiations of meaning for the acquisition of second languages (Foster, 1998, Long, 1996, 1985, 1983; Wagner, 1996). Scholars argue that these interactional adjustments enable learners to produce the target language; access comprehensible input; and modify their output towards higher accuracy and comprehensibility levels (Foster, 1998: 1; García Mayo & Pica, 2000: 37; Swain, 1985, 1995, 2005). Motivated by these claims, this section investigates to what extent negotiations of meaning occurred in the TLIs and PIs across proficiency levels by identifying the indicators that triggered them: comprehension checks, confirmation checks, clarification requests, corrective repetitions and recasts that previous studies have used to identify negotiations of meaning (See, for example, Foster & Ohta, 2005; Gass & Selinker, 1994; Long, 1983, 1996; Pica, 1994, 1996a, 1996b; Pica & Doughty 1985a, 1985b, to name just a few). The section begins by 1) discussing the reasons for the scarcity of negotiations of meaning at the three proficiency levels. Section 9.2.4.1 then 2) explores the nature of the negotiations of meaning, and concludes by 3) discussing the incidence of some particular indicators. Overall, the findings indicate that

the number of negotiations of meaning was varied at the three proficiency levels, scarce or absent in some TLIs and PIs, and limited to particular indicators.

The learners at the three proficiency levels engaged in negotiations of meaning which ranged from 0 to 2.8 per minute, indicating that the negotiations of meaning across proficiency levels were varied and generally low. Namely, the TLIs at the basic level, the PIs at the intermediate level and the TLIs and PIs at the advanced level showed a low number of negotiations of meaning. The findings into the low incidence of negotiations of meaning in the PIs are somewhat surprising since learners are claimed to engage in a higher number of negotiations of meaning in peer than in teacher-led discussions (Ellis, 2012: 194; Long et al., 1976; Pica, 1996; Pica & Doughty, 1985b). Moreover, despite claims that negotiations of meaning tend to occur in tasks requiring a two-way exchange of information (Foster, 1998: 1, 17-18; Long & Porter, 1985: 214), the PIs at the intermediate and advanced level, which met this requirement, did not appear to increase the number of negotiations of meaning. This limited number of negotiations of meaning is consistent with a large amount of previous research (Doughty & Pica, 1986; Ellis, 1985; García Mayo & Pica, 2000; Long & Sato, 1983; Lyster & Ranta, 1997; Pica, 1984; Pica & Doughty, 1985a, 1985b; Pica & Long, 1986; Walsh, 2002: 12; to name just a few).

A possible explanation for the limited number of negotiations of meaning may have been the teachers' and learners' ability to convey meaning without the need to adjust the interactions. For example, 26 learners' responses to the questionnaires suggested that the level of speaking practice was generally easy to follow. These perceptions were echoed in the focus groups. For example, as shown in Extract 9.2, Learner 3 (advanced level) suggested that the level of English used in the interactions was easy to understand.

Extract 9.2 *Quote from Learner 3 (advanced level)*

“I have said that the input has to be +1 and, for example, I have seen that the instructions... for example, in the class, the teachers speaks to us in a standard English that we already know. Thus, if she changed the type of instructions, used complex vocabulary, we would push ourselves to understand her.”

These views thus suggest that the target language used during the interactions may have been easy to understand, enabling teachers and learners to get across their intent without the need for engaging in negotiations of meaning. This suggestion is supported by García Mayo and Pica (2000) and Naughton (2006: 178), who argue that participants may perform interactions that are comprehensible to all, making any negotiated interaction dispensable.

Another possible explanation for the limited number of negotiations of meaning relates to the teachers' and learners' beliefs. Firstly, as discussed in Section 8.4.2, the teachers and learners suggested responses which indicate shared beliefs about class time constraints. It is possible that negotiations of meaning were perceived by the teachers, and possibly learners, to slow or interrupt the interactions, resulting in the avoidance of negotiated interactions. This suggestion is supported by Foster (1998: 18), who believes that holding up the interaction to negotiate meaning may be perceived by language classroom interactants as a way of making the task frustratingly slow. Consequently, the teachers and learners may have followed a 'pretend and hope' strategy (see Foster, 1998: 18-19), that is, an interactional role in which they strategically pretended to understand what was said with no attempts to check and clarify, and may have hoped that the subsequent utterances or talk would help them understand the general idea or message.

Secondly, it is possible that the opportunities to negotiate meaning were limited by conflicting beliefs about negative feedback. As discussed in Section 8.6, the teachers and

learners valued the role of negative feedback, but it was perceived by both teachers and learners to inhibit learners and thus limit their oral production. For example, Learner 4 (basic level) said: “let’s say that there are some learners who may feel stressed while speaking with the teacher for fear of being corrected.” This is in accord with Cathcart and Olsen (1976) and Allwright and Bailey (1991), who also found classroom perceptions of oral corrections as face-threatening, despite the fact that learners claimed to value them (Cathcart & Olsen, 1976). In this study, the teachers’ and learners’ conflicting beliefs about negative feedback appeared to influence the teachers’ interactional behaviour by encouraging them to avoid the provision of oral corrections during speaking practice (see Extracts 8.55 and 8.56 in Section 8.6). This thus implies that the negotiations of meaning, where negative feedback is interactionally provided, may have been limited by perceived negative effects of negative feedback on learners’ oral production. In other words, negotiations of meaning aiming at correcting and thus pushing the learners’ utterances towards greater accuracy may have been perceived as face-threatening (see also Foster & Ohta, 2005: 407, Naughton, 2006: 178; Pica & Doughty, 1985a; Yoshida, 2013a: 384) or as a sign of incompetence to speak the target language (Foster, 1998: 18), resulting in an avoidance strategy to save face (Yoshida, 2013a: 377). As I will discuss in the following section, the teachers and learners appeared to engage in less face-threatening negotiations of meaning, adding further support to the argument that the conflicting beliefs about negative feedback may have impeded the teachers and learners from engaging in negotiations of meaning during which language data concerning the correctness of learners’ utterances were provided, and learners’ utterances were pushed towards greater accuracy levels.

Thirdly, it is also possible that the learners' beliefs about peer-led discussions played a role in limiting the number of negotiations of meaning in the PIs at the intermediate and advanced levels. As discussed in Section 8.5, some teachers' and learners' responses pointed to perceptions of PIs as relaxed and friendly environments. Since the learners in the PIs were allocated freedom and responsibility for the discourse, some learners' responses implied a likely adoption of interactional behaviours following their own pedagogical beliefs (e.g., beliefs about the importance of a conversation-based approach), but not always fully consistent with pedagogic goals set by tasks or the teachers. For example, Learner 1 (advanced level), when asked about the kind of interactions that promoted greater oral production, said: "I also think in peer interactions, but it [the discussion] is about things different from the class [...]." Thus, it is possible that the learners during the PIs at the intermediate and advanced levels felt too relaxed to engage in negotiations of meaning, possibly taking the easiest route (Naughton, 2006: 178). As argued by Foster (1998: 19), Foster and Ohta (2005) and Naughton (2006: 178), learners' beliefs about PIs as 'light-hearted' or informal interactions rather than learning opportunities may result in learners avoiding communication breakdowns and holding up the interaction to adjust them.

9.2.4.1 Nature of negotiations of meaning

Now turning to the nature of the negotiations of meaning that occurred at the three proficiency levels, explorations of the interactional data showed that the negotiations of meaning were typically performed around the pronunciation or meaning of individual words rather than interlocutors' wider meaning or intention. This was reflected in Learner

l's statement, when asked about the possibilities for negotiating meaning with the teacher:

Extract 9.3 *Quote from Learner 1 (basic level)*

“Well, when they [learners] are participating, they don't frequently ask questions, but they sometimes ask the teacher [questions] about the meaning of a word.”

This statement firstly suggests that the learners may not have frequently initiated negotiations of meaning during TLIs; and, secondly, that negotiations of meaning, when they occurred, were performed to negotiate meaning of individual words. This was corroborated by the interactional data which showed that the purpose of the negotiations of meaning was mainly to adjust and negotiate the meaning of isolated forms. In other words, the teachers and learners across proficiency levels engaged in interactional adjustments to negotiate the meaning of single words or expressions in response to misunderstandings or mispronunciations. The following extract is typical of the kind of negotiations of meaning which took place at the three proficiency levels:

Extract 9.4 *A negotiation of meaning in PI 1 (basic level)*

16. L4: //How can I say /planchar?/?//

17. T: How do you say-? Iron!=

18. L4: //Iron?=?//

19. T: =Iron.

20. L4: //It is an i:ron//

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction; LL=Several learners; //AS-unit boundary; <=>=clause boundary

The nature of negotiations of meaning at word level support previous empirical studies (Foster & Ohta, 2005; Pica, Kanagy & Falodun, 1993; Pica, 1994, 1996a; Sheen, 2004; Shi, 2004; and Williams, 1999), which also found that negotiations of meaning were short and answered briefly (see Foster, 1998), and normally performed for adjusting lexical items rather than larger stretches of discourse or grammatical morphology (see Kanagy & Falodun, 1993).

The interactional data also showed that the negotiations of meanings in the TLIs and PIs across proficiency levels were mostly triggered by confirmation checks and clarification requests. Comprehension checks were only performed by the teachers in the TLIs, as consistent with Long and Sato (1983) and Boulima (1999: 236). However, they did not initiate any negotiation of meaning since they appeared to be used by the teachers as discourse markers rather than indicators that triggered negotiations of meaning. Negotiations of meaning triggered by recasts were more frequent in the PIs than in the TLIs. The most infrequent indicators in the TLIs and PIs were corrective repetitions, as also reported by Lyster and Ranta (1997). Again, it seems possible that the teachers' and learners' conflicting beliefs about negative feedback played a role in how they performed negotiations of meaning.

On the one hand, the recurrence of negotiations of meaning triggered by confirmation checks and clarification requests may be explained by the teachers' and learners' possible perceptions of them as less face-threatening. As observed in the interactional data, the confirmation checks and clarification requests during TLIs and PIs did not involve explicit negative feedback, as illustrated in the extract below.

Extract 9.5 *A negotiation of meaning in TLI 1 (basic level)*

38. T: [...] okay what other things you take with you?

39. L13: //Take a ... bottle of water//

40. T: Okay.

41. L16: //Take a brik// [sic]

42. T: Take a?

43. L16: //Brik// [sic]

44. T: Brik? [sic]

45. L16: //Break//

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction;
LL=Several learners; //AS-unit boundary; <>=clause boundary

As shown in Extract 9.5, the teacher and L16 engage in a negotiation of meaning initiated by the mispronunciation of the word /break/. In order to correct L16, the teacher initiates

two confirmation checks that assist L16 in becoming aware of her mispronunciation which is corrected in Line 45. It is apparent from this extract that the confirmation checks, as well as clarification requests, did not involve explicit negative feedback, suggesting that negotiations of meaning triggered by confirmation checks and clarification requests may have been considered by the teachers and learners as more effective strategies to provide or elicit correct target language information without involving a loss of learners' face.

Negotiations of meaning triggered by corrective repetitions or recasts, on the other hand, may have been perceived by the teachers and learners during the TLIs as face-threatening, motivating the teachers and learners to avoid them. This is in line with the argument that the learners' conflicting beliefs about negative feedback, as discussed in Section 8.6, may have encouraged the teachers and learners to avoid engaging in negotiations of meaning that were possibly perceived to involve a loss of face. This is supported by Foster and Ohta (2005: 425) and Naughton (2006: 179), who suggest that negotiations of meaning involving a potential loss of face and/or discouraging detours may be avoided by teachers and learners. The argument that corrective negotiations of meaning were perceived as face-threatening during the TLIs is also supported by the interactional data of the PIs. The PIs, creating a less face-threatening and more affective environment than the TLIs (see Brown, 2001, in McDonough, 2004: 208; Long & Porter, 1985: 211-212), appeared to encourage the learners to engage in negotiations of meaning to provide each other with negative feedback, at least implicitly. The teachers in the interviews and learners in the focus groups both indicated an awareness of this practice. María, for example, said:

Extract 9.6 *Quote from teacher María (basic level).*

“In pairs because learners feel confident while speaking in pairs and it is also important in groups, because I think they give feedback to each other, and they listen to everybody too [...] there are some learners who can help them and correct them, and they are more conscious of what they are learning.”

This finding is consistent with those of other studies (Figueiredo, 2006; Long & Porter, 1985; Mayo & Pica, 2000; Pica & Doughty, 1985a, 1985b; Pica, Lincoln-Porter, Paninos & Linnell, 1996b), in which negotiations of meaning to perform recasts or provide negative feedback were found to be recurrent in peer-led discussions, enabling learners to push their utterances towards target-like structures with no risk of transferring other learners' errors (Gass & Varonis, 1985, 1989). According to empirical research (Ellis & He, 1999; Nobuyoshi & Ellis, 1993; Sheen, 2008; Swain, 1985, 2000, 005), L2 learning can be fostered by providing learners with opportunities for modified output. Sheen (2008: 841) argues that opportunities for learners modifying their output are facilitated by negotiations of meaning triggered by clarification requests and recasts. Therefore, the findings into the negotiations of meaning triggered by recasts and clarification requests during the PIs suggest that the learners benefitted from modified output, opportunities to push their utterances towards greater accuracy levels, and potential L2 learning. However, they in turn indicate that the learners' opportunities for negative feedback and modified output during the TLIs were limited.

In sum, the number of negotiations of meaning was varied across proficiency levels, low in some TLIs and PIs, and focused on adjusting individual words. The scarcity and limited nature of negotiations of meaning are consistent with a considerable amount of research which has set out to explore these interactional processes without controlling classroom variables (see, for example, Foster, 1998; Foster & Ohta, 2005: 407-408; García Mayo & Pica, 2000; Pica, 1996: 256; Sheen 2004, to name just a few). The findings of this study

were unable to demonstrate that the FLIs promoted negotiations of meaning according to the Interaction Hypothesis (Long, 1983, 1996). As discussed in Section 3.4.3, ‘interactional competence’ was described as a set of interactional abilities, including, for example, abilities to anticipate, negotiate and adjust breakdowns in maintaining shared understanding, and to arrive at intended meaning and joint understandings (Hall & Doehler, 2011: 2; Krasmch, 1986; McCarthy, 2005; Young, 2003: 100; Walsh, 2013: 48), among others. These interactional abilities are integrated in the concept of negotiation of meaning (please refer to Section 2.3 for a full discussion of the concept of negotiation of meaning). Therefore, based on the scarcity and limited nature of negotiations of meaning in this study, it is apparent that the TLIs and PIs were not linguistic environments which provided learners with opportunities to develop an interactional competence in terms of abilities to negotiate and adjust breakdowns in communication, and to arrive at joint understandings.

The scarcity and limited nature of negotiations of meaning raise intriguing questions regarding the factors that hinder teachers and learners from engaging in negotiations of meaning. The thesis puts forward the possibility that negotiations of meaning may be limited by conflicting beliefs concerning negative feedback. This suggestion is supported by the interactional evidence that negotiations of meaning involving short and implicit negative feedback were more frequent than those involving more elaborate and explicit negotiations. For the purpose of the study, these findings are relevant for understanding how the teachers and learners may be assisted in promoting negotiations of meaning during speaking practice. According to empirical studies (Aragão, 2011; Barcelos & Kalaja, 2011; Borg, 2011; Navarro & Thornton, 2011; Mercer, 2011; Peng, 2011; Yang & Kim, 2011; Yoshida, 2013a), it seems possible that opportunities to negotiate meaning

are enhanced if the teachers and learners are assisted in mediating their cognition through awareness-raising processes (e.g., advice from tutors on more effective interactional behaviour, or reflective procedures). According to research literature, these processes can assist teachers and learners in raising an awareness of the interplay between beliefs and actions, resulting in the appropriation of ‘socially co-constructed’ beliefs which have a beneficial impact on more effective classroom interactional behaviour (Barcelos & Kalaja, 2011; Navarro & Thornton, 2011; Pajares, 1992; Yang & Kim, 2011; Yoshida, 2013a), in this case, opportunities to negotiate meaning during both TLIs and PIs.

9.2.5 Summary

So far, I have discussed that the nature of the FLIs (involving a focus on form or meaning, in TLIs or PIs, and other task characteristics) influenced learner talk in terms of oral performance, discourse functions, and negotiations of meaning (see Table 7.42 in Chapter Seven). Namely, learner talk during speaking practice at the three proficiency levels:

- tended to be more fluent and complex in the meaning-focused than in form-focused interactions, and more fluent and complex in the PIs than in the TLIs;
- tended to be less accurate in the meaning-focused than in form-focused interactions, and less accurate in the PIs than in the TLIs;
- initiated a greater quantity and range of discourse functions in the PIs than in the TLIs.
- engaged in varied and generally low negotiations of meaning in the TLIs and PIs.
- negotiated meanings at word level in the TLIs and PIs.
- had greater opportunities for negative feedback, modified output, utterances pushed towards greater accuracy in the PIs than in the TLIs.

These findings can be explained in part by the influence of the nature of the FLIs on the classroom interactional behaviour during speaking practice which in turn had an impact on the three aspects of learner talk. As discussed in Sections 9.2.4 and 9.2.4.1, the above findings can also be attributed to the teachers' and learners' beliefs around speaking practice which appeared to shape the nature of the FLIs and in turn the classroom interactional behaviour during speaking practice.

9.3 The role of teacher and learner beliefs

This section discusses the beliefs that the teachers and learners appeared to have about how teaching and learning should take place during speaking practice (RQ3). It then discusses how and to what extent these beliefs shaped classroom interaction patterns, learning activities, and teaching practices during speaking practice (RQ4). This section concludes by summarising the influential role of the teachers' and learners' beliefs, and raising the need for the teachers and learners to become aware of their beliefs around their teaching and learning context in order to promote more effective speaking practice sessions.

As discussed in Chapter Eight, the teachers and learners had an intricate set of beliefs around teaching- and learning-related practices for speaking. That is, the teachers' and learners' responses pointed to an embrace of pedagogical beliefs (i.e., beliefs about the importance of practising speaking, a communicative approach to speaking and the development of learners' speaking skills) which appeared to be in conflict with beliefs about locally-situated needs (i.e., beliefs about class size and time constraints) and other perceived immediate demands (i.e., the need to cover textbooks, teach to the exam, and

prioritise grammar practice). As suggested by the elicited data and corroborated by the interactional data, the interplay of beliefs concerning locally-situated needs reinforced by other perceived immediate demands were felt by the teachers (in the interviews) and learners (in the focus groups and questionnaires) to shape the teaching decision-making and classroom interactional behaviour during speaking practice at the three proficiency levels.

Overall, this section puts forward the argument that the effectiveness of speaking practice may be shaped by instructional and interactional factors, as discussed in Section 9.2, which in turn are influenced by perceptual factors (i.e., beliefs), highlighting the need to explore and address belief systems around classroom interactions in order to ensure the effectiveness of speaking practice in developing learners' speaking skills.

9.3.1 Teacher and learner beliefs

Overall, the teachers' and learners' responses pointed to beliefs about locally-situated needs, as suggested in the extract below.

Extract 9.7 *Quote from Aranza (advanced level)*

“Here the problem is the large class size and class time constraints; it is 5 hours for advanced classes. Sometimes what you do not want is to waste time in speaking activities”

Aranza's statement reveals her beliefs about class size and time constraints which were felt to influence her decision to practise speaking, as indicated in “sometimes what you do not want is to waste time in speaking activities.” The three teachers, ten out of 15 learners in the focus groups (five at the basic; three at the intermediate; and two at the advanced levels) and a further eight learners in the questionnaires suggested responses

which indicated beliefs about class size constraints. Moreover, the three teachers and Learner 4 at the advanced level suggested beliefs about class time constraints. These two beliefs about locally-situated needs alongside other perceived immediate demands (i.e., the need to cover textbooks, teach to the exam, and teach particular skills) and conflicting beliefs about teacher-led speaking practice (discussed in Section 8.3) and negative feedback (discussed in Section 8.6) were perceived by the teachers and learners to shape the teaching and interactional behaviour during speaking practice. In particular, as I shall discuss in the next section, the beliefs about locally-situated needs reinforced by other perceived immediate demands appeared to compel the teachers during speaking practice to 1) dominate the classroom discourse, 2) rely on question and answer routines, 3) prioritise grammar, and 4) rely on peer interactions. These teaching and interactional behaviours, influenced by beliefs about locally-situated needs and other perceived immediate demands, were in turn felt to restrict learners' opportunities to interact; practise speaking; and develop speaking skills. Based on the above evidence corroborated by the interactional data, what the thesis thus suggests is twofold. Firstly, teacher and learner beliefs around speaking practice can be conflicting, in that beliefs concerning locally-situated needs and/or immediate demands may influence classroom interactional behaviour in a way that is not consistent with the pedagogical beliefs that they also endorsed. Secondly, despite strong commitments to their pedagogical beliefs, teachers' and learners' conflicting beliefs around their teaching and learning context may compel them to adopt interactional behaviours which are in detriment of developing learners' speaking skills.

With the aim of understanding how the teachers and learners in this context may be assisted in breaking away from interactions negatively influenced by their beliefs and thus

engaging in more effective speaking practice sessions, the following section discusses the effects of their beliefs on teaching decisions and classroom interactional behaviour, drawing on findings from the elicited and interactional data.

9.3.2 Influence of teacher and learner beliefs on speaking practice

Overall, the aforementioned beliefs about locally-situated needs and other perceived immediate demands were felt by the teachers and learners to influence the classroom practices. As discussed in Section 8.4.2, the beliefs about class time constraints appeared to compel the teachers to dominate the classroom discourse during speaking practice. For example, the learners in the focus groups felt that this dominance restricted their ability to speak:

Extract 9.8 *Quote by Learner 3 (intermediate level)*

“It is the teacher who most of the time explains the activities, gives examples and we don’t speak much.”

Learner 3’s explanation points to a belief that the intermediate teacher dominated the discourse classroom. “We don’t speak much” conveys the learner’s feeling that the teacher’s dominance over talk restricted his opportunity to speak. This feeling was shared by the advanced teacher in “I think that I largely dominate speaking.” The feeling that teachers dominated the classroom discourse during the speaking practice was borne out by the interactional data, as outlined in Chapter Seven. Namely, the findings into the IRF pattern and turn length showed that the talk during the FLIs (whole recorded sessions) was dominated by the three teachers. In particular, the findings into the amount of talk indicated that the TLIs, during which teacher-led speaking practice sessions were carried out, were again dominated by teacher talk across proficiency levels. Despite the fact that

the research literature has widely documented the teachers' dominance over classroom discourse (see, for example, Chaudron, 1988; Thornbury, 1996; Gharbavi & Iravani, 2014; Gutierrez, 1994; Walsh, 2006: 7-8), the importance of these findings is threefold. Firstly, they indicate that the teachers' dominance over the classroom discourse may be due to their need to respond to what they perceive as being the locally-situated needs and immediate demands of their teaching context. Secondly, while the teachers and learners were to some extent aware of the teachers' control of the discourse, the practice conflicted with their beliefs about what was necessary for improving speaking skills. Thirdly, in order to tackle teacher dominance, there is first need to address their beliefs about locally-situated needs.

The beliefs about locally-situated needs were also felt by the teachers and learners to motivate a reliance on question and answer routines for speaking practice, as suggested below.

Extract 9.9 *Quote from Learner 5 (advanced level)*

"We cannot extend the interaction because of the time. Then, it is always the question and answer, and..."

Extract 9.10 *Quote from María (basic level)*

"I think that because of the number of learners the speaking is neglected, but I try to ask open-ended questions in the first part of the class [...] I try to ask, at least, each learner one question."

Both statements point to beliefs that class size and time constraints motivated a reliance on question and answer routines during speaking practice sessions. As discussed in Section 8.4.1, the learners felt that there were not enough opportunities to answer questions despite the teachers' intentions to motivate speaking practice following question and answer routines. The perceptions of a reliance on question and answer routines for speaking practice were corroborated by the interactional data. The findings

into the teacher-initiated exchanges showed that the most dominant exchanges during the FLIs at the three proficiency levels were to elicit information from learners. It was then found that these elicitations were in the form of questions. In exploring the effects of questions on the learners' oral production, display questions motivated lower fluency and complexity levels than referential questions, suggesting that the teachers' questions during the FLIs did not tend to push learners' utterances to be more fluent and complex. As in the case of the teachers' dominance over the classroom discourse, these findings have been previously reported in research literature, suggesting that, despite recent teaching approaches centred on learners' communicative competence (e.g., Communicative Language Teaching), question and answer routines prevail in language teaching and learning practices (Hall & Walsh, 2002: 188, 105-106; Walsh, 2006: 7), and that display questions tend to dominate over referential questions during classroom interactions (see, for example, Farahian & Rezaee, 2012; Lightbown & Spada, 2013; Petek, 2013; Walsh, 2006, 2011; Yang, 2010). Unsurprisingly, the findings of this study indicate that display questions prevailed during speaking practice despite the teachers taking on board beliefs about speaking practice sessions following communicative approaches (please refer to Section 8.2 for more information about these beliefs). Moreover, by highlighting discrepancies between what the teachers believed they should have done and what they actually did, these findings may be useful in heightening the teachers' awareness and aligning practices and goals.

The elicited data also suggested that the beliefs about locally-situated needs compelled the teachers to prioritise certain language skills and grammar practice, as suggested in the following extract:

Extract 9.11 *Quote from Tanya (intermediate level)*

“In a language class, it [the integration of the language skills] is obviously difficult, you neglect one for the other [...] You choose one of each skill group.”

We see in the intermediate teacher’s statement a belief that class time constraints influenced her to prioritise certain language skills, as suggested in “you choose one of each skill group.” The prioritising of receptive over productive skills and grammar practice were felt by the learners to have limited their opportunities to interact and practise speaking. Furthermore, in the case of the intermediate and advanced levels, the learners felt that there was a reliance on grammar practice which influenced a focus on form during speaking practice, as suggested in “but speaking in relation to grammar” said by the advanced Learner 3. The interactional data confirmed that the speaking practice in some TLIs and PIs at the three proficiency levels followed a focus on form:

Table 9.1 *Focus of the TLIs and PIs at the three proficiency levels*

	Basic	Intermediate	Advanced
Meaning	5 (2 TLIs, 3 PIs)	9 (3 TLIs, 6 PIs)	6 (6 PIs)
Form	6 (3 TLIs, 3 PIs)	1 (1 TLI)	2 (2 TLIs)

In the form-focused interactions, the teachers and learners engaged in interactional exchanges which aimed at learners displaying an understanding of formulaic expressions or definitions of verbs. The focus on form of the speaking practice sessions can be explained by the teachers’ beliefs: firstly, that learners struggled with grammar (intermediate teacher); and secondly that they needed to master grammatical structures for their future profession as language teachers (advanced teacher). Therefore, the beliefs about class time constraints alongside these immediate demands may have compelled the teachers to practise speaking following a focus on form. The immediate issue that emerges from form-focused speaking practice is that learners may have fewer opportunities to develop their oral competence (i.e., high accuracy levels, but low fluency

and complexity levels), as discussed in Sections 9.2.1 and 9.2.2. Moreover, since learners are mostly required to display knowledge of specific (expressions or grammar) structures, learners may have limited opportunities to initiate a range of discourse functions and contribute to the classroom discourse. The above evidence adds further weight to the argument that the teachers should develop an awareness of their beliefs, and how these influence speaking practice and pedagogic goals.

Because of beliefs about class size and time constraints and perceived limitations of teacher-led speaking practice, the teachers and learners felt that the speaking practice relied on PIs. Overall, PIs were perceived by the teachers and learners to provide learners with a more intimate and less face-threatening environment and greater responsibility over the discourse than the TLIs. Specifically, they perceived that learners during PIs were able to benefit from peer learning, negative feedback, and opportunities for negotiated interactions. These perceived benefits are consistent with other studies whose findings indicate that PIs are beneficial for language learning (see, for example, Consolo, 2006; García Mayo & Pica, 2000: 35; Philp & Tognini, 2009; Pica & Doughty, 1985a, 1985b). The interactional data were unable to demonstrate that speaking practice relied on PIs since I observed that the speaking practice sessions at the three proficiency levels were carried out in both TLIs and PIs. However, the present study confirmed that the (meaning-focused) PIs provided learners with opportunities to push their utterances towards higher fluency and complexity levels, utilise a greater number and range of discourse functions, and engage in a greater number of negotiations of meaning (during which their utterances were modified and pushed towards greater accuracy) than the TLIs. In Section 8.5, I raised the possibility that learners, free from the normal control exercised by the teachers, may engage in PIs following their own pedagogical beliefs (see Gore,

1995), not in accordance with pedagogic goals established by the teacher or tasks (see Larsen-Freeman, 2009: 585), and thus not yielding expected learning outcomes (see Williams, 1999: 619). Despite some assertions in the elicited data that learners during PIs may go off topic and engage in personal discussions, the interactional data indicated that the learners during the PIs were performing the tasks as required by the teachers. It is possible that the presence of the observer and recorders close to them may have influenced them to complete the tasks, or that the teachers and learners were overly cautious and exaggerating the risk of learners going off topic. Thus, the interactional evidence (indicating an enhanced interactional space in PIs which is beneficial for developing learners' speaking skills) and elicited evidence (suggesting a reliance on PIs for speaking practice and a possibility of learners engaging in interactions not consistent with pedagogic goals) are valid reasons to assist the teachers and learners in promoting their autonomy during both TLIs and PIs; strengthening the teachers' and learners' beliefs about the benefits of PIs; and raising the learners' awareness of the importance of engaging in interactions following pedagogic goals.

9.3.3 Summary

The beliefs about locally-situated needs (i.e., beliefs about class size and time constraints) were perceived by the teachers and learners to influence the teachers' decision-making and classroom interactional behaviour during speaking practice. In particular, these beliefs alongside perceived immediate demands (i.e., the need to cover textbooks, teach to the exam, and teach particular skills or grammar practice) were felt to compel the teachers to 1) dominate the classroom discourse during speaking practice; 2) rely on question and answer routines for speaking practice; 3) prioritise receptive over productive

skills and grammar practice; and 4) rely on PIs for speaking practice. The interactional evidence confirmed that the speaking practice was influenced by these teaching decisions and classroom interactional behaviour. Namely, it indicated that the teachers' dominance over talk, reliance on questions, and prioritising of form influenced and, in some cases, limited the learners' opportunities to contribute to the classroom discourse during speaking practice. These findings thus suggest that beliefs about locally-situated needs and perceived immediate demands may exert a strong influence on classroom interactional behaviour despite strong commitments to pedagogical beliefs about the importance of practising speaking, adopting communicative approaches, and developing learners' speaking skills. The above interactional and elicited evidence adds weight to the argument that the teachers and learners need to be assisted in developing an understanding of more effective FLIs in which they engage to practise speaking. It is possible that the effectiveness of the FLIs and speaking practice can be ensured by raising the teachers' and learners' awareness of the effects of their beliefs, and by developing an understanding of scaffolding (interactional) strategies, as I shall discuss in the next chapter.

9.4 Chapter summary

Chapter Nine provided a detailed discussion of the findings of the interactional and elicited data. The first part of the chapter discussed how the nature of the FLIs (involving a focus on meaning or form, in TLI or PI, and other tasks characteristics) influenced and, in some cases, limited the learners' opportunities to push their utterances towards greater fluency, complexity, and accuracy; initiate discourse functions; and negotiate meaning in the TLIs and PIs during speaking practice. In the case of negotiations of meaning, this

first part discussed how the teachers' and learners' conflicting beliefs about negative feedback may have influenced the scarcity of negotiations of meaning. The second part of the chapter discussed how teacher and learner beliefs about locally-situated needs (i.e., beliefs about class size and time constraints) and other perceived immediate demands (i.e., a perceived need to teach to the exam; cover textbooks; and prioritise grammar practice sessions) shaped the speaking practice, classroom interactional behaviour, and learners' opportunities to interact. In particular, these beliefs were found to compel the teachers' dominance over the classroom discourse, reliance on question and answer routines, prioritising of receptive rather than productive skills and grammar practice. The influence of the teachers' and learners' beliefs on the above teaching and interactional behaviour appeared to be in conflict with their pedagogically-informed beliefs around speaking practice and a communicative approach to it, and to reinforce a reliance on speaking practice led by learner peers.

The above interactional and elicited evidence is valid enough to assist the teachers and learners in breaking away from teaching- and learning-related practices and interactional behaviour influenced by their complex belief systems, and in developing an understanding of more effective interactions in which they engage to practise speaking. In order to attain this, the teachers and learners need to go through awareness-raising processes involving personal reflection (see Aragão, 2011; Yang & Kim, 2011, Yoshida, 2013a, 2013b) and interaction with advisors (see Navarro & Thornton, 2011; Yoshida, 2013a, 2013b). Of particular relevance for the above suggestion, awareness-raising processes are claimed to be beneficial not only for mediating cognition (e.g., beliefs), but also for enhancing classroom interactional behaviour (Walsh, 2013). As I shall discuss in the next chapter, the awareness-raising processes that this thesis suggests for the teachers

and learners in this context are much in line with thinking outlined by Walsh (2003: 7), who argues that the promotion of more efficient and effective teaching practices and interactional strategies resides in the teacher. However, the above interactional and elicited evidence also raises the need to assist the learners in promoting a more agentive role in creating interactional and learning opportunities during TLIs as well as PIs. These processes will involve continually meaningful cycles of observation, reflection and action in order to promote a context-sensitive pedagogy for speaking (Kumaravadivelu, 2001: 539; Walsh, 2013).

Overall, this chapter made three broad contributions. Firstly, while theoretical as well as empirical research has widely argued that classroom interactions are beneficial for developing learners' speaking skills, the above interactional and elicited evidence suggests that the effectiveness of classroom interactions may be influenced by instructional and interactional factors which are in turn shaped by perceptual factors (i.e., perceptions, beliefs, attitudes). Secondly, it showed that classroom interactions may be influenced by conflicting beliefs and beliefs about locally-situated needs despite strong commitments to pedagogical principles that the participants endorse. This highlights the strong influence of conflicting beliefs and beliefs about locally-situated needs over pedagogical beliefs during classroom interactions. Thirdly, it proved that external (i.e., classroom interactional behaviour) and internal (the teachers' and learners' beliefs) factors need to be explored in order to gain accurate insights into classroom interactions with a view to promoting context-sensitive teaching and learning practices.

CHAPTER TEN

CONCLUSIONS

10.1 Review and aims of the study

The present study explored the FLIs in which teachers and learners at three proficiency levels engaged to practise speaking English. The study was initially motivated by empirical evidence that learners from the same context were not developing the speaking skills that they need for their future careers as language teachers or translators (Garcia Ponce, 2011), and the scarcity of theoretical as well as empirical studies which explore the interactions in foreign language classrooms, as discussed in Chapter Two.

In order to explore the FLIs, the study adopted a context-based approach aimed at gaining an *in situ* understanding of external (i.e., interactions and use of interactional strategies) and internal (i.e., teacher and learner perceptions and beliefs) factors that shape the effectiveness of classroom interactions for speaking practice, as claimed by research literature outlined in Chapters Three and Four. Following this approach, the study was conducted in three on-going classes in which adult learners interacted and practised English as part of a five-year teacher/translator training programme. A range of research tools (recorded observations, the FISFLI, teacher interviews, and learner focus groups and questionnaires) were used to gather the interactional and elicited data which were then analysed quantitatively and qualitatively. Following the context-based approach, the study was exploratory and naturalistic but also explanatory, drawing on relevant

theoretical and empirical research to interpret instructional, interactional and perceptual factors found in the data.

The primary aim of the study was to explore the extent to which the speaking practice at the three proficiency levels was conducive to promoting learners' opportunities for developing speaking skills, entailing not only descriptions of interactional patterns, but also explorations of teacher and learner perceptions and beliefs around speaking practice.

The primary aim of the study was thus fulfilled by having gained an *in situ* understanding of the speaking practice at the three proficiency levels by means of the explorations of instructional, interactional and perceptual factors.

10.2 Nature of speaking practice in the three EFL classrooms

As stated in Section 1.4.2, five research questions (RQs) guided the study. This section addresses the RQs in order to draw the findings together, and understand the nature of the speaking practice in the three EFL classrooms.

RQ1 What are the factors that influence the development of learners' speaking skills during speaking practice at the three proficiency levels? Overall, the study found that there was a set of instructional, interactional and perceptual factors that were intertwined, and influential on learner performance during speaking practice. That is, teacher decision-making (i.e., instructional factor) and classroom interactional behaviour (i.e., interactional factor) during speaking practice at the three proficiency levels were influenced by the teachers' and learners' beliefs about locally-situated needs and other perceived immediate demands (i.e., perceptual factors), suggesting that the effectiveness

of the speaking practice at the three proficiency levels and learner achievement were shaped by beliefs around their teaching and learning context and, particularly, speaking practice.

RQ2 What is the likely impact of teaching and interactional patterns on learner talk, namely, learners' oral performance, discourse functions, and negotiations of meaning, during speaking practice across proficiency levels? At the three proficiency levels, the nature of the FLIs, involving a focus on form or meaning, in teacher-led interactions (TLIs) or peer interactions (PIs), and other task characteristics, influenced learner talk in terms of oral performance, discourse functions, and negotiations of meaning. Namely, learner talk during speaking practice at the three proficiency levels:

- tended to be more fluent and complex in the meaning-focused than in form-focused interactions, and more fluent and complex in the PIs than in the TLIs;
- tended to be less accurate in the meaning-focused than in form-focused interactions, and less accurate in the PIs than in the TLIs;
- initiated a greater quantity and range of discourse functions in the PIs than in the TLIs.
- engaged in varied and generally low negotiations of meaning in the TLIs and PIs.
- negotiated meanings at word level in the TLIs and PIs.
- had greater opportunities for negative feedback, modified output, utterances pushed towards greater accuracy in the PIs than in the TLIs.

The above findings can partly be explained by the influence of the nature of the FLIs on the classroom interactional behaviour during speaking practice which in turn had an impact on the learners' oral performance, use of discourse functions, and opportunities to negotiate meaning. The above learner performance can also be attributed to the teachers'

and learners' beliefs around speaking practice which appeared to be complex, conflicting, and influential on the nature of the FLIs and in turn the classroom interactional behaviour during speaking practice (see below).

RQ3 What beliefs do teachers and learners at the three proficiency levels seem to have about classroom interactions and, particularly, speaking practice? And RQ4 How and to what extent do these beliefs appear to influence teaching and learning practices and interactional patterns during speaking practice? In order to answer RQ3 and RQ4, Figure 10.1 illustrates the teachers' and learners' beliefs, their nature, and influential role in teaching and learning decision-making, interactional patterns and learner performance during speaking practice:

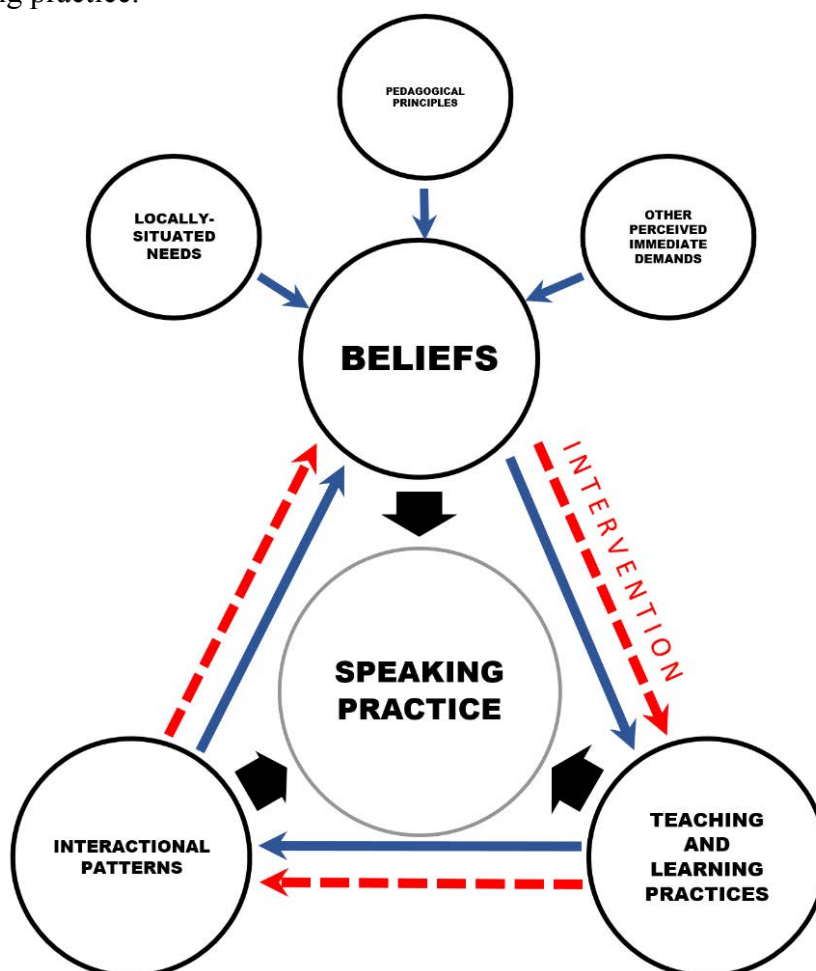


Figure 10.1 *Speaking practice at the three proficiency levels*

As illustrated in Figure 10.1, there was an interplay of contextual factors, such as pedagogical principles (i.e., importance of practising speaking, opportunities to interact, a communicative approach to speaking practice, and development of learners' speaking skills), locally-situated needs (i.e., class size and time constraints) and other perceived immediate demands (i.e., the need to cover textbooks, teach to the exam, teach the language form), which fed into the teachers' and learners' beliefs. Fed by the aforementioned factors, the teachers' and learners' beliefs were complex, and influential on the classroom behaviour during speaking practice. That is, as indicated by the blue arrows, the teachers' and learners' pedagogical beliefs in interaction with beliefs about locally-situated needs and other perceived immediate demands shaped the teaching and learning practices which in turn had an impact on the classroom interactional behaviour during speaking practice. Namely, the beliefs about class size and time constraints reinforced by other perceived immediate demands compelled the teachers to 1) dominate the discourse; 2) rely on question and answer routines; 3) teach to the exam; 4) prioritise grammar practice; and 5) rely on PIs for speaking practice. Due to the fact that the teachers' and learners' beliefs about locally-situated needs and other perceived demands influenced the classroom teaching and learning behaviour in ways that were not entirely consistent with the teachers' and learners' pedagogical beliefs, the teachers' and learners' beliefs were also conflicting.

The interactional data firstly corroborated that the teachers dominated the classroom discourse during speaking practice in terms of discourse moves (i.e., IRF pattern), turn length, amount of talk, and use of (display) questions, limiting learners' opportunities to contribute to the teacher-led classroom discourse. Secondly, the interactional data

confirmed that the teachers' instructional decisions (i.e., a focus on form or meaning, teacher-led or peer interactions, speaking tasks, and avoidance of negative feedback during speaking practice) influenced and, in some cases, limited the learners' opportunities to develop speaking skills, as indicated by the findings into learners' length of responses, oral performance, discourse functions, and negotiations of meaning. The teachers' and learners' perceptions of limitations of the teacher-led speaking practice, corroborated by the interactional data, also appeared to reinforce a reliance on PIs for speaking practice. The interactional data were able to confirm that the PIs provided learners with greater opportunities to 1) push their utterances towards greater fluency and complexity levels, 2) initiate a wider range of discourse functions, 3) and engage in a higher number of negotiations of meaning than the TLIs. Based on these findings and some assumptions that learners may go off topic during PIs, I highlighted the importance of carrying out learner-led speaking practice during which learners' interactional behaviour is aligned with the pedagogical goals set by tasks or teachers.

RQ5 What are the implications of the above for designing more effective classroom interactions, learning activities and teaching practices for speaking practice? Overall, the elicited and interactional evidence suggests that the effectiveness of the speaking practice at the three proficiency levels was shaped by an interplay of instructional (i.e., teaching and learning practices), interactional (i.e., classroom interactional patterns) and perceptual (i.e. teacher and learner perceptions and beliefs) factors that need consideration in order to promote the effectiveness of FLIs and thus learner achievement. This evidence is valid enough to assist the teachers and learners in raising an awareness of their beliefs, and how their beliefs influence the effectiveness of speaking practice, classroom behaviour, and learner achievement.

In order for the teachers and learners to break away from teaching and learning practices influenced by their intricate beliefs and thus engage in more effective interactions for practising speaking, the present study suggests that by going through awareness-raising and dialogue-based interventions, the teachers and learners may develop an understanding of more effective interactions in which they practise speaking. As illustrated by the red square-dotted arrows in Figure 10.1, these interventions need to be centred on the interplay between beliefs and classroom behaviour, and cyclical in the sense that when the teachers and learners start perceiving an enhancement in their classroom behaviour, new beliefs and reflective practices may progressively be promoted (Yoshida, 2013a; Navarro & Thornton, 2011), having a beneficial impact on subsequent interactions for speaking practice. The following section outlines these interventions and their pedagogical implications for speaking practice.

10.3 Pedagogical implications

As discussed in the previous section, the limitations of the speaking practice found in the FLIs at the three proficiency levels raise the need to assist the teachers and learners in breaking away from teaching and learning practices and interactional patterns influenced by their beliefs around their teaching and learning context. In order to attain this, the teachers and learners should go through interventions (henceforth awareness-raising processes) during which the teachers and learners are assisted in raising an awareness of:

1. the effects of their (conflicting) beliefs on speaking practice,
2. the importance of learners adopting interactional behaviours during PIs which are consistent with pedagogical goals set by tasks or teachers,
3. the importance of negative feedback during speaking practice, and

4. the use of interactional strategies towards enhancing the interactional space during both TLIs and PIs.

In attaining the above, I believe that they may gradually engage in a *scaffolded speaking practice*, defined as speaking practice sessions during which teachers and learners actively interact to maximise the interactional space and thus collaboratively create learning opportunities in both teacher- and peer-led interactions. The notion of scaffolded speaking practice is very much in line with Walsh's (2013: 52) argument that language pedagogy must be sensitive to a group of teachers and learners who pursue a particular set of goals within a particular institutional context. Moreover, the scaffolded speaking practice is founded on the notion of *scaffolding* that is commonly related to Vygotsky's (1978) Sociocultural Theory which, as discussed in Chapter Two, argues that social interaction is the basis of learning and development (Walqui, 2006: 160). As previously mentioned, scaffolding in language education refers to temporary *context-sensitive assistance* that teachers provide to learners through collaborative teaching and learning (Walsh, 2013: 9), for example, speech modifications, teacher modelling, visual material, and hands-on learning, etc. (Ovando, Collier, & Combs, 2003: 345). In order to promote *learner autonomy* during classroom interactions, the scaffolds need to be gradually transformed, re-structured or dismantled (Diaz-Rico & Weed, 2002: 85, Walqui, 2006: 165). According to Walqui (2006: 164), scaffolding in language education consists of three pedagogical levels:

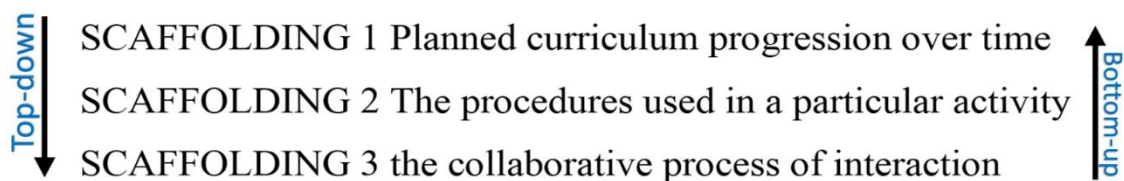


Figure 10.2 *A top-down and bottom-up perspective of scaffolding* (Walqui, 2006: 164)

As shown in Figure 10.2, the scaffolding levels go from macro to micro, from planned to improvised, and from structure to process (Gibbons, 2003, in Walqui, 2006: 164). Although the three levels suggest a top-down structure, a bottom-up change can transform the scaffolding at the top (Walqui, 2006: 164). As we shall see in Sections 10.2.1-10.2.4, the awareness-raising processes, in essence, aim to promote a bottom-up perspective of scaffolded speaking practice, which can gradually promote a top-down perspective of scaffolded speaking practice. Consistent with Kumaravadivelu's (2001: 547) and Walsh's (2013: 21) argument that learners also need to experience a sense of responsibility for assisting their own learning and that of their peers, the awareness-raising processes will involve not only instructors (i.e., academic tutors, language teachers and teacher educators) but also learners. This decision is based on the research evidence that learners, as individuals with equal knowledge, have been found to yield positive learning outcomes that are not possible without each other's collaborative assistance (Gibbons, 2002, 2015; see also Walqui, 2006). Therefore, teachers as well as learners will be assisted in raising an awareness of scaffolding strategies for foreign language interactions during which "discovery and joint construction occur" (Walqui, 2006: 168). The following figure illustrates the process through which I suggest that scaffolded speaking practice may be promoted:

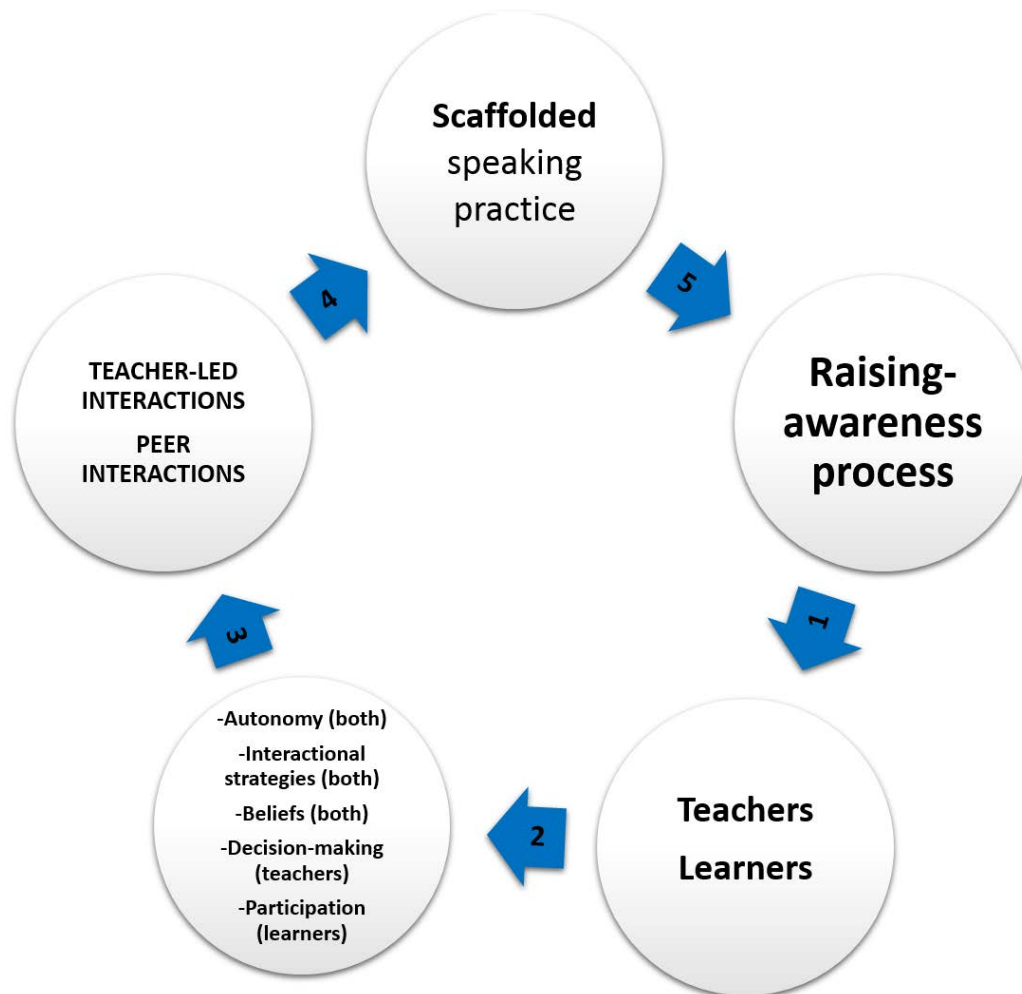


Figure 10.3 *The process for scaffolded speaking practice*

As stated previously, the aims of the awareness-raising processes are to assist the teachers and learners in becoming aware of the effects of their beliefs around their teaching and learning context, and in promoting interactions which are aimed at collaboratively maximising interactional and thus learning opportunities. As Figure 10.3 shows, the scaffolded speaking practice feeds and is fed by continuously cyclical awareness-raising processes. Awareness-raising processes are relevant for promoting scaffolded speaking practice because they are claimed to promote teachers' and learners' understanding of their context, exploit learning opportunities, and address problems that are context-specific (Walsh, 2013). As indicated by their beliefs around concerns about immediate

circumstances, and the fact that these shaped how they interacted, it is apparent that the teachers and learners continuously carried out self-, teaching- and learning-related reflection. The following extract illustrates the teachers' teaching-related reflection, which suggests that the awareness-raising processes may be effective in directing their reflection towards a goal-oriented use of interactional strategies during speaking practice:

Extract 10.1 *Quote from teacher Tanya (intermediate level).*

“[...] I think that it is important to provide the learner with the space and avoid making him/her feel that he/she was asked ‘how old are you?’ and the other learner ‘how do you visualise yourself in ten years?’ because the level, the demands, cognitively speaking, are not the same; thinking in one number than thinking about the future and the ways available to express yourself in future. I think that for an intermediate level [...] the questions should encourage learners to use other structures and not only the verb ‘to be’, for example.

In Extract 10.1, the intermediate teacher describes how she believes questions should be initiated with intermediate learners. In “the level, the demands, cognitively speaking, are not the same” and “I think that for an intermediate level [...] the questions should encourage learners to use other structures and not only the verb ‘to be’,” the teacher’s statement points to an understanding of questions in relation to pedagogical functions and learners’ proficiency levels. This example of *consciousness* is believed to be central not only to creating learning opportunities, but also to subsequent interactional reflection (Walsh, 2003: 14; see also Farr & Riordan, 2015: 105). Thus, by assisting the teachers and learners in directing their reflective practices towards their beliefs and use of interactional strategies, and aligning them with joint pedagogical goals (Walsh, 2013), I suggest that they may gradually engage in TLIs and PIs during which speaking practice is scaffolded, and the interactional space thus maximised. Note in Figure 10.3 that the awareness-raising processes are cyclical, involving inter-related reflective practices consistent with Burns’ (2005, cited in Walsh, 2013: 115) suggestion.

According to Kumaravadivelu (2001: 541), these cyclical processes should involve both instructors and learners, and aim at developing knowledge, skills, attitude and autonomy necessary for carrying out meaningfully context-sensitive pedagogy. In line with Kumaravadivelu's (2001: 541) suggestion, Sections 10.2.1-10.2.4 outline the awareness-raising processes which will be carried out in order to provide the instructors and learners with the tools to direct their reflective practices towards maximising the interactional space, thus collaboratively creating learning opportunities in TLIs and PIs. The procedures will generally be based on collaborative dialoguing which, in the case of teachers, is believed to redirect their attention away from materials-based decisions (e.g., use of textbooks or practice or activities to teach to the exam) or methodology-based decisions (e.g., reliance on IRF patterns, unaligned use of questions and discourse moves) towards decisions based on choices of interactional strategies (Walsh, 2003: 1, 8; 2013). In Sections 10.2.1 and 10.2.2, I describe the workshops that will be carried out with the instructors. These workshops consist of a series of 1) evidence-based activities and presentations to raise their awareness of the effects of their beliefs (e.g., conflicting beliefs and beliefs about locally-situated needs and immediate demands), 2) suggestions for task performance, and 3) data-led reflection procedures. These workshops are not centred on imposing change or giving too much guidance which, according to Walsh (2003: 15), may be 'self-defeating'. Rather, the workshops are aimed at encouraging the teachers to raise their awareness of the factors around speaking practice through a process of reflection and action founded on dialoguing. In Section 10.2.3, I outline the reflective tools, guided by dialoguing, which may assist learners in becoming aware of the effects of their beliefs (e.g., conflicting beliefs about teacher-led speaking practice and negative feedback) and the importance of their participation during speaking practice in both TLIs

and PIs. In Section 10.2.4, I provide some further suggestions for teacher educators in microteaching workshops.

10.3.1 Teacher workshop 1

OBJECTIVE:

- To promote teacher autonomy
- To raise awareness of the effects of beliefs on teaching and interactional behaviour
- To encourage reflection on the use of interactional strategies towards promoting interactional and learning opportunities

TOOLS:

- Collaborative dialogue
- Presentation slides
- Findings of the study
- Interactional data samples
- Reflection-action process

Through a reflection-action process grounded in dialoguing, the objectives of Workshop 1 are to raise the participant teachers' awareness of the effects of their beliefs, and promote the use of context-sensitive and consciously goal-oriented interactional strategies with a view to scaffolding speaking practice sessions. In general, the argument that lies behind Workshop 1 is that a reflection-action process, through dialoguing (Walsh, 2013), may contribute to *teacher autonomy* (Kumaravadivelu, 2001: 549). Based on the interactional and elicited evidence that the teachers' instructional and interactional

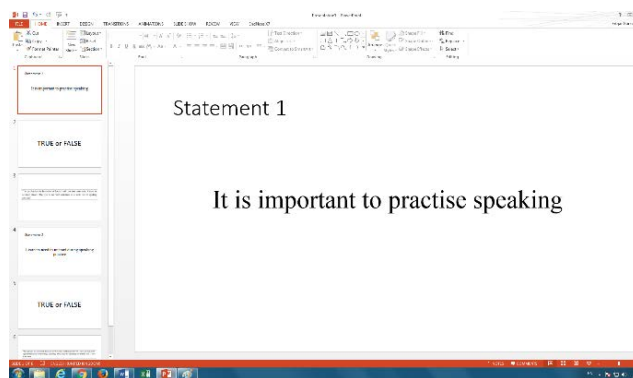
behaviour was responsive to perceived locally-situated needs and other immediate demands, Workshop 1, as well as Workshop 2, builds on this ability, in that it suggests that the instructors may also respond to particularities concerning their teaching and interactional behaviour. Workshop 1 will be carried out in a one-day session in order not to eat into the teachers' time, and will consist of four phases:

1. Belief-awareness activity
2. Presentation of findings
 - 2.1 Suggestions for task performance
3. Reflection-action process
4. Concluding discussion

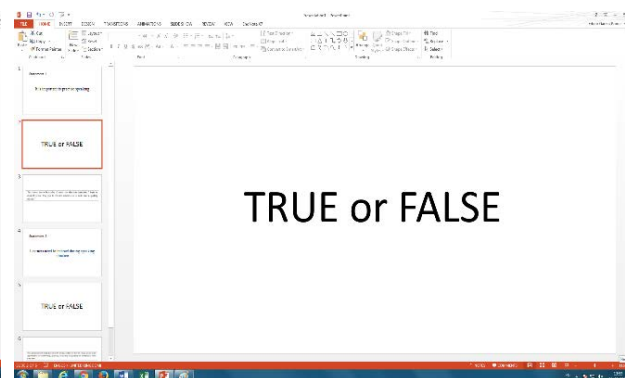
Phase 1

Phase 1 will be aimed at raising the teachers' awareness of their conflicting beliefs and beliefs about locally-situated needs and demands, and how these beliefs have an impact on their teaching and interactional behaviour. This phase will be conducted as an activity led by the researcher, and will consist of slides as shown in Figure 10.4.

Slide 1



Slide 2



Slide 3

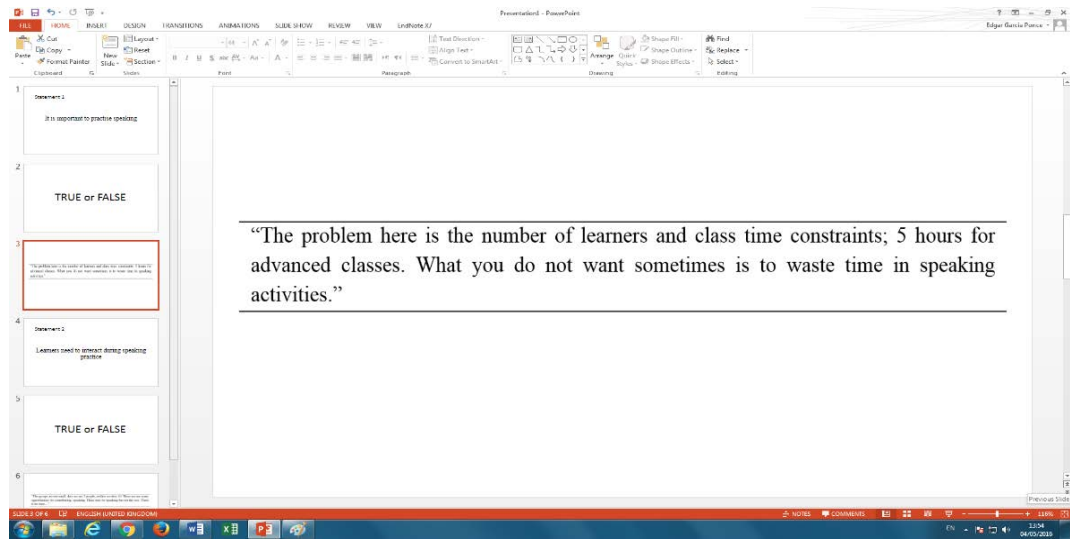


Figure 10.4 Sample 1 of awareness-raising activity concerning beliefs

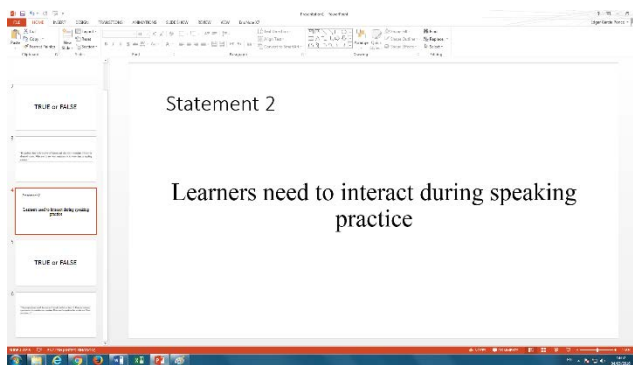
As shown in Figure 10.4, the activity will be guided by PowerPoint slides which present *statements* regarding speaking practice, *agree/disagree responses*, and *extracts* from the elicited data (please refer to Appendix 17 to see the full list of statements and extracts that will be used in this phase). The procedure will be as follows.

1. The researcher will present some statements related to speaking practice and pedagogical beliefs that the teachers appeared to embrace (for example, beliefs about the importance of speaking practice, learners interacting, a communicative approach, and the development of learners' speaking skills) (see Slide 1). As shown in Appendix 17, the statements will be phrased so that the teachers agree and disagree, encouraging a higher impact on their reflection when the statements are seen to be in contradiction with the extracts taken from the elicited data.
2. The researcher will ask the teachers if they agree or disagree with the statements (see Slide 2).
3. Then, in order to raise the teachers' awareness of the effects of their beliefs on classroom teaching and interactional behaviour, extracts from the elicited data

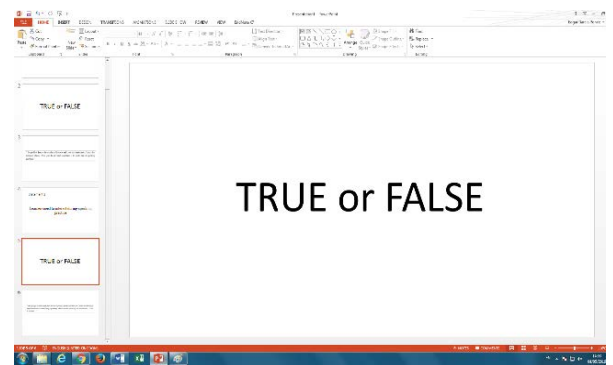
will be shown to the teachers so they discuss and reflect on how the evidenced-based data is in contradiction with the statements (see Slide 3).

As shown in Figure 10.5, the activity will also include extracts which may raise the teachers' awareness of the effects of their beliefs on not only their teaching and interactional decisions, but also on learners' interactional behaviour and opportunities to contribute to the classroom discourse (see Slide 3 in Figure 10.5).

Slide 1



Slide 2



Slide 3

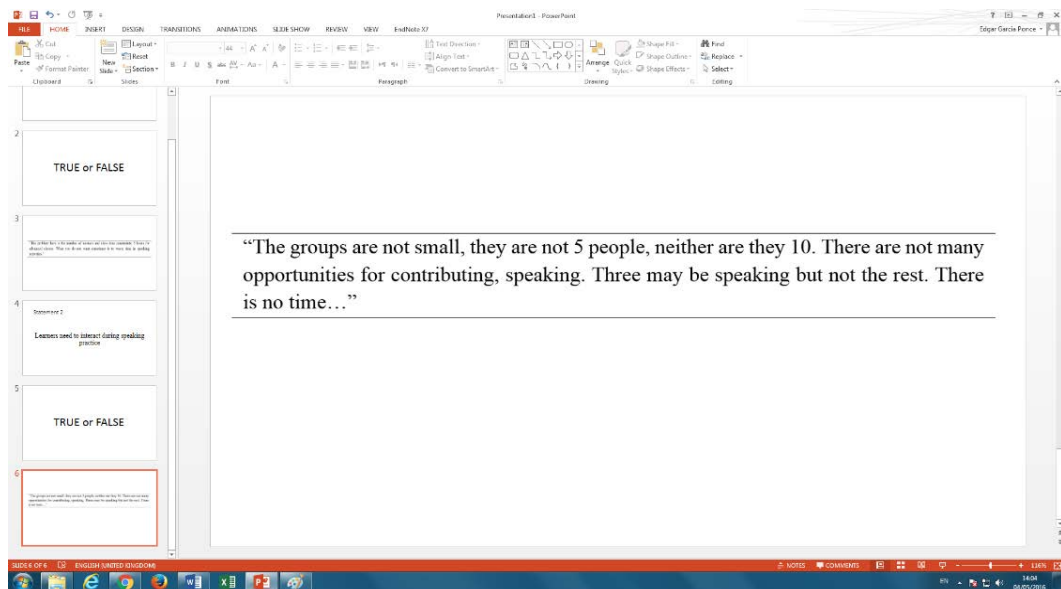


Figure 10.5 Sample 2 of awareness-raising activity concerning beliefs

However, I acknowledge that this information may be sensitive and/or involve a loss of teachers' face. Therefore, the data on these slides will not display information which shows the teachers' identities and proficiency levels which the extracts correspond to (see Appendix 17). In order to follow up this awareness-raising activity, Phase 1 will be followed by an oral presentation which converges the findings of interactional and elicited data, see Phase 2.

Phase 2

In Phase 2, the researcher will present the findings of the study using a PowerPoint presentation. The argument that lies behind the presentation of the findings is that the process of reflection should be evidence-based (Walsh, 2013: 113, 117); evidence that relates to the teachers' teaching context. The evidence that will be presented and discussed is summarised in Table 10.1.

Table 10.1 *Summary of findings for presentation*

Interactional Data	Elicited data
<p>Teacher talk</p> <ul style="list-style-type: none"> -Dominance over classroom discourse -Dominance over interactional strategies -Reliance on (display) question and answer routines <p>Learner talk</p> <ul style="list-style-type: none"> -Varied levels of oral performance -Lower amount and range of discourse functions in TLIs than in PIs -Varied and generally low negotiations of meaning 	<ul style="list-style-type: none"> -Conflicting beliefs about teacher-led speaking practice -Conflicting beliefs about negative feedback -Beliefs about locally-situated needs and perceived immediate demands -The influence of the teachers' and learners' beliefs on the teachers' decision-making and classroom interactional behaviour during teacher-led and peer-led speaking practice.

-Lower opportunities to modify output and push their utterances towards greater accuracy in the TLIs than in the PIs	
----------------------------------------------------------------------------------------------------------------------	--

As shown in Table 10.1, the researcher will present the findings of the interactional and elicited data. In particular, this evidence-based presentation is intended to raise the teachers' awareness of how their beliefs had an impact on their teaching, interactional decisions and learner talk, drawing on the interactional findings into the levels of oral performance, use of discourse functions, and negotiations of meaning. After presenting and discussing the implications of the findings, the researcher will provide the teachers with suggestions for task performance for speaking practice (see Phase 2.1).

Phase 2.1

Drawing on the findings into the learners' oral performance, the researcher will provide the teachers with some suggestions regarding task performance as shown in Figure 10.6.

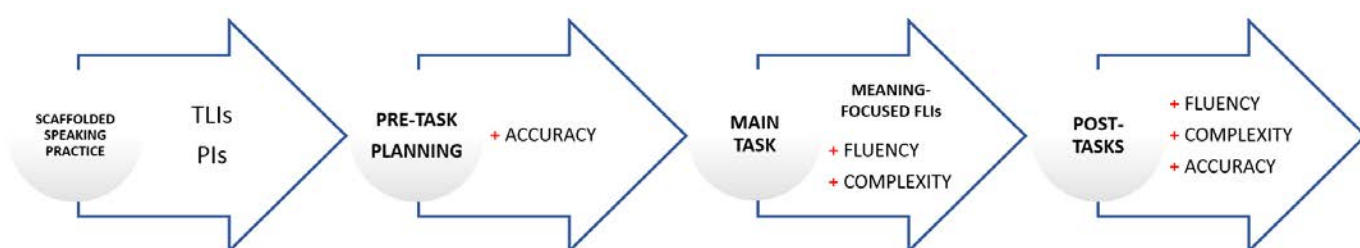


Figure 10.6 Learners' oral performance in the scaffolded speaking practice

In line with the idea that teachers should provide learners with (temporary) context-sensitive scaffolds, the researcher will advise the teachers on how they can promote learners' oral performance during speaking practice following four steps according to the findings:

1. The tasks should be performed both as TLIs and PIs during speaking practice.
2. In order to promote accuracy, learners should be provided with written materials during task performance which enable them to manipulate information to be discussed, and plan their utterances before and during TLIs and PIs (see also Foster & Skehan, 1996, 1999; Skehan, 2009: 511; Tavakoli & Skehan, 2005).
3. In order to promote fluency and complexity, the speaking tasks in TLIs and PIs should follow a focus on meaning, which the findings indicated to promote fluency and complexity.
4. In order to promote accuracy during meaning-focused interactions, main tasks should be followed by the performance of post-tasks (see also Skehan, 2009: 511; Foster & Skehan, 2013), for example, PIs during which learners discuss and 'rehearse' utterances which are later shared in TLIs. This scaffolded and repeated performance of speaking tasks is supported by van Lier (2004, in Walqui, 2006: 165), who suggests that tasks should be repeated with variations and connected to one another.

In brief, these context-sensitive steps are aimed at advising the teachers on how they can provide learners with the scaffolds which promote the fluency, complexity and accuracy of their utterances during task performance in both (meaning-focused) TLIs and PIs. To conclude Phase 2, the researcher will promote a general discussion during which the researcher and the three teachers discuss the findings and share opinions, experiences and suggestions concerning FLIs and task performance.

Phase 3

The core part of Workshop 1 is Phase 3 which will involve a data-led reflection process conducted by the researcher with the participant teachers. This phase will be aimed at assisting the teachers in developing an understanding of how they can direct their use of interactional strategies towards maximising the interactional space and thus learning

opportunities. This phase is also relevant for encouraging the teachers' awareness of the importance of their data-based reflection, due to evidence that suggests that teachers do not know or are not taught how to reflect (Walsh, 2013: 2). In order to conduct this phase, extracts from the interactional data will be selected as aids to promote their reflection. For example, the following extract may be used to dialogue about the use of interactional strategies in relation to the aims of the interaction:

Extract 10.2 *Example of data for Workshop 1*

-
54. T: L7 is there something you would like to share? You have- what do you have? Dogs? Cats?
55. L7: Turtle.
56. T: A turtle? ... So what's the relationship like with a turtle?
57. LL: [Laugh]
58. T: I mean!- ... It has always intrigued me gi:rls!
59. L7: It's nice ... because em ... for example when I feed it . he starts to- [1] I don't know how do you say /hit the water/?
60. T: Yes
61. L1: *Patalear*.
62. T: To KICK.
63. L7: To kick the water and sounds a:h ... a:nd you walk around the [1] pecera? How do you say *pecera*?
64. T: The: water tank?
65. L7: The water tank and he- he swims with you and it's- I like it and=
66. T: Really. =Can you pet that thing? You know like a dog?
67. L7: E::m=
68. T: =It's different right? ... Like people who have fish ... I'm like 'what do you do with fish? [LL laugh] You just=

T=Teacher; L?=Unidentified Learner; L#=Learner and its number in the interaction; LL=Several learners; //AS-unit boundary; <=>=clause boundary

In Chapter Seven (namely, Sections 7.3.4, 7.3.5 and 7.3.6.1), I provided extracts like the above, and suggested that teachers can maintain control over the interaction whilst also creating greater opportunities for learners to interact and contribute to the classroom discourse if they develop an understanding of their interactional strategies. In order to attain this, the teachers' reflective practice will be directed towards their use of interactional strategies in relation to the pedagogical goal of the (minute-to-minute)

interaction. According to Walsh (2003: 11, 16), this data-led reflective process is facilitated by teachers' metalanguage knowledge which the participant teachers appear to have as indicated by the elicited data. In order to guide the teachers' reflections, open-ended questions will be initiated, for example:

- What is the goal of the interaction in the extract?
- What interactional strategies are being used?
- What would be the effects of the interactional strategies on learner talk?
- How are interactional and learning opportunities created in this extract?
- Are the effects of her interactional strategies aligned with the goal of the interaction?

In Phase 3, it is intended that the teachers, exploring their own and others' data, reflect on, describe and explore their interactional strategies and teaching choices through dialoguing with the researcher. Through dialoguing, Walsh (2013: 6, 113) contends that professional development occurs, since teachers through exploring, discovering and dialoguing are claimed to direct their attention towards decisions based on interactional choice (Walsh, 2003: 8). This reflective process will thus become not only dialogic, but also dialectic since it is believed to lead to individual ownership of newly co-constructed beliefs and thus actions (Walsh, 2013: 7-8). In particular, the aim of the teachers reflecting and describing their interactional behaviour is to enable them to *notice*, because noticing is "the first step in being able to describe interactional processes and to make subsequent changes" (Walsh, 2003: 15). According to Kumaravadivelu (2001: 549), these reflective interpretations and evaluations can enrich the teachers' subsequent planning and teaching performance.

Phase 4

The concluding Phase 4 will be performed as a discussion with the three teachers. The argument that lies behind this is that collaborative discussions, between the researcher and participant teachers, enable teachers to articulate thoughts and ideas with a view to enhancing understanding (Walsh, 2013: 121). That is, the teachers during this discussion will be encouraged to articulate discoveries that they found in the data, aspects and effects of their talk that they had not previously known about, and devise plans and actions for classroom interactions based on conscious interactional and teaching choices. In line with Burns' (2005, cited in Walsh, 2013: 115) suggestion that reflection should be encouraged in inter-related practices, the researcher will conduct Workshop 2 with the remaining teachers in this teaching context. With a view to promoting the three participant teachers' reflective practices and strengthening their research skills, they will be invited to run these reflective practices and discussions in conjunction with the researcher. If they agree to participate, the researcher in this phase will establish their role for Workshop 2, and train them in how to promote the other teachers' data-led reflection and basic research skills to collect their own data. Similarly to Workshop 1, Workshop 2 will involve phases during which evidence-based and data-led reflective practices are encouraged, but in small groups.

10.3.2 Teacher workshop 2

OBJECTIVE:

- To promote teacher autonomy
- To raise awareness of the effects of beliefs on teaching and interactional behaviour
- To encourage reflection on the use of interactional strategies towards promoting interactional and learning opportunities

TOOLS:

- Collaborative dialogue
- Presentation slides
- Findings of the study
- Interactional data samples
- Reflection-action process

In order to promote cyclically and progressively scaffolded speaking practice sessions in this institution as shown in Figure 10.3, the objective of Workshop 2 is to assist, through reflection- and dialogue-based processes, the rest of the teachers in raising an awareness of the effects of beliefs on foreign language interactions for speaking practice, and in consciously making interactional and teaching choices based on pedagogical goals. Due to the fact that learners in this teaching context take English classes with one different teacher in each semester, it is of great importance to encourage the interactional and teaching reflection of the rest of the EFL teachers in order to promote scaffolded speaking practice sessions across the faculty.

Workshop 2 will be performed during the faculty's official meetings (three per semester) that are held before and during each semester. As stipulated in the curriculum (UAEM,

2010: 75), these meetings are aimed at ensuring that the objectives of the curriculum are being met, and at encouraging a collaborative space during which teachers share teaching techniques, materials and evaluation tools. Following the curriculum's stipulation, Workshop 2 will thus be held during the three meetings that the administration organises per semester, in order to ensure attendance and not eat into the teachers' time. Workshop 3 will consist of three phases performed in three meetings:

1. Belief-awareness activity/findings of the study/suggestions for task performance (Meeting 1)
2. Reflection-action process (Meeting 2)
3. Reflection-action process (Meeting 3)

Phase 1 (meeting 1)

Through evidence-based procedures (i.e., activity, presentation of findings, and suggestions for task performance), Phase 1 of Workshop 2 will be an initial step to promote the teachers' reflection on their beliefs and the importance of making interactional and teaching choices based on pedagogic goals (Walsh, 2013). This phase will follow the same steps as in Phases 1 and 2 of Workshop 1. That is, in Phase 1 of Workshop 2, the researcher will present statements to the remaining teachers (i.e., teachers that did not participate in the study, but also teach English in this context) in order to elicit their responses indicating whether they agree or disagree (see examples of statements and extracts in Figures 10.4 and 10.5 and the complete list in Appendix 17). In order to promote their reflection on the effects of beliefs, the teachers will then be presented with extracts that point to how conflicting beliefs and beliefs about locally-situated needs influenced teaching and interactional behaviour during speaking practice.

This activity will be followed by a PowerPoint presentation during which the researcher outlines the findings in order to promote the process of reflection using context-specific evidence (Walsh, 2013: 117); interactional and elicited evidence (see Table 10.1) which may inform the rest of the EFL teachers about the effects of beliefs on teaching and interactional behaviour. After this presentation the researcher will advise the teachers on how they can perform speaking tasks during which learners' fluency, complexity and accuracy are promoted (see Figure 10.6). To conclude this evidence-based phase, a group discussion between the researcher and the EFL teachers will be carried out in order to open a collaborative space during which opinions, experiences and suggestions regarding beliefs, foreign language interactions, and speaking practice are shared.

In order to facilitate the implementation of Phases 2 and 3, the teachers in Phase 1 will be trained to collect their own interactional data. As stated in the previous section, this will be facilitated by the assistance provided by the three participant teachers, who will be trained in the previous workshop in basic research procedures so they pass this knowledge on to the remaining teachers in Phase 1. After this training, the teachers will be asked to record 5-7 minutes of teacher-led speaking practice and, if they agree, transcribe them for Phase 2. The decision to ask the teachers to record their own data follows Walsh's (2013: 121) argument that reflective practices based on teachers' own data are likely to result in a change in teaching and interactional behaviour. This decision is reinforced by evidence found in elicited data:

Extract 10.3 *Quote from teacher Aranza (advanced level).*

"I tended to paraphrase questions. I noticed this in a study that I conducted myself. I recorded myself and I did notice that I left them with limited space to think. I noticed that I felt uncomfortable with that silence, then, I paraphrased, I initiated other stuff, or I asked other learners [...] Therefore, I started to be careful."

In Extract 10.3, the advanced teacher claims that by having explored her own data, she was able to notice the limited opportunity that she gave learners to answer her questions. As a result, she maintains that she is now careful with the answering time. This *consciousness* is of particular relevance for Phase 2 because it suggests that the teachers in this context, by being in contact with their own data (Walsh, 2003: 8), may be open to reflecting on and thus developing an awareness of their interactional strategies and teaching choices. As suggested by Kumaravadivelu (2001: 550; see also Walsh, 2013), the teachers' self-explorations do not have to involve highly sophisticated and variable-controlled experimental studies. Instead, they can involve developing interpretative strategies of observation, analysis, and evaluation of their own teaching and interactional acts in order to re-create personal meaning (p. 551). Moreover, the training in basic research skills in Phase 1 is of particular importance because it will sensitise the teachers to the research tools that they can use to explore and enhance their teaching and interactional behaviour (see Kumaravadivelu, 2001: 553; Walsh, 2013: 120), resulting in reflective practices which are informed by the teachers' own data.

Phase 2 (meeting 2)

Following Walsh's (2003: 1; 120) claim that interactive and reflective opportunities are maximised when teachers deal with their own talk, Phase 2 will be aimed at the (remaining) teachers exploring and dialoguing about their own data. As stated previously, the three teachers that participated in the study will be invited to run these explorations in conjunction with the researcher. Specifically, their role will be to 1) lead the discussions around extracts from the remaining teachers' own data; 2) model for the other teachers

how they can analyse their own data; and 3) direct their reflection towards exploring the link between use of interactional strategies and (minute-to-minute) aims of interactions. As guidance, the three participant teachers will ask the remaining teachers to *notice*, *describe* and *evaluate*:

- Their pedagogical goals
- Minute-to-minute interactional and teaching decisions
- The effects of their decisions on the learners talk
- The interactional and learning opportunities created by them

As suggested by Walsh (2003: 14), a self-evaluation process is promoted when teachers stand back from an interaction and comment on its appropriacy. By encouraging the observation, analysis and evaluation of their own data and without overloading the teachers with extra work, it is believed that teachers' reflection can result in the understanding of more effective interactional and teaching practices (Walsh, 2013: 113).

The fact that the institution is small and there are no more than ten EFL teachers will facilitate the performance of peer group dialoguing. That is, the teachers will be arranged into groups of three or four, and encouraged to verbalise and dialogue their own data. The rationale of dialoguing groups is that they are claimed to be more effective for improving the interface between beliefs and classroom behaviour than reflection performed individually (Farrell, 1999: 3; Walsh, 2013: 121). As reported by Farrell (1999), group dialoguing encourages teachers to reflect on their profession, resulting in more effective teaching practices. This interface is explained by Senge (1990, in Farrell, 1999: 2), who argues that dialoguing groups complement individual members' strengths, and

compensate for each member's limitations, leading to the achievement of common goals rather than individual goals.

Phase 2 will be concluded with a general discussion between the researcher and the EFL teachers. This final discussion will be aimed at the teachers sharing their findings based on their data, explanations of them, and some suggestions for future reflective and teaching practices. Based on their discoveries, the researcher will ask the teachers to set themselves goals as to how they can change or enhance their interactional and teaching behaviour in subsequent speaking practice sessions. For the third meeting (two months after), they will be asked to record and, if desired, transcribe 5-7 minutes of a teacher-led speaking practice in their classrooms with a view to discussing how their interactional and teaching choices and learners' interactional and learning opportunities during speaking practice were enhanced.

Phase 3 (meeting 3)

Phase 3 will follow the same implementation as Phase 2. That is, dialoguing groups will be run by the teachers that participated in the study. Again, the remaining teachers will be asked to verbalise:

- Their pedagogical goals
- Minute-to-minute interactional and teaching decisions
- The effects of their decisions on the learner talk
- The interactional and learning opportunities created by them

The particular importance of the dialoguing groups in Phase 3 is that the teachers collaboratively reflect, by means of observations of the interplay between their interactional and teaching choices, on the improvements regarding the goals that they set in the previous phase (meeting 2). It is possible that subsequent reflective practices led and informed by the teachers' own data are promoted if the teachers perceive a sense of teaching and interactional improvement. Moreover, the awareness raised during these workshops may facilitate the interventions which I suggest for directing learners' reflection towards enhancing their participation in language classes and pre-service teaching behaviour in microteaching workshops. According to the curriculum's (UAEM, 2010: 78) stipulation, language teachers in these meetings are responsible for examining the content and implementation of the syllabus and, at their own discretion, can suggest pertinent changes. Therefore, the adoption of diaries, for directing the learners' reflection towards their behaviour during speaking practice (Section 10.2.3), and suggestions for microteaching workshops (Section 10.2.4), for promoting the learners' autonomy and reflection during pre-service teaching, may be facilitated by the teachers' awareness raised in this workshops. If this is attained, we would be moving towards reflective practices which promote a top-down perspective of scaffolding (see Figure 10.2) not only for speaking practice, but also for teaching and learning practices in general.

10.3.3 Learner reflective tool

OBJECTIVE:

- To promote learner autonomy
- To promote learners' reflection on their participation and affective, professional and pedagogical beliefs.

TOOLS:

- Diaries
- Dialogue
- Advice from academic tutors

Learner participation is, as discussed in Chapter Three, fundamental to ensuring the success of classroom interactions. As suggested by the findings of the present study, the learner participation in the TLIs and PIs was influenced by learners' beliefs (see also Aragão, 2011; Dinçer & Yeşilyurt, 2013; Morita, 2004; Navarro & Thornton, 2011; Pajares, 1992: 315; Yang & Kim, 2011; Yoshida, 2013a), namely, conflicting beliefs about teacher-led speaking practice and negative feedback. This evidence raises the need to align the learners' beliefs with pedagogical goals since their beliefs shape how learners organise their learning, the activities in which they participate and their participation in the interactions (Yoshida, 2013a: 371). According to Yoshida (2013a: 371), one way to tackle this is through promoting learner reflection on beliefs about 'how things are' and 'how things should be' in the learning process in TLIs and PIs. Learners' reflection on the interplay between beliefs and actions is of particular importance in this teaching context since learners are being prepared to become language teachers, who will be

working and relying on classroom interactions to teach the language. Thus, in order to enhance learner participation, strengthen perceived benefits of both TLI and PI and promote learners' reflective practices for their future teaching careers, the learners need to be assisted in mediating their cognition (i.e., beliefs and perceptions) from the beginning of, and throughout, the teacher training programme.

Since learners are not always aware of their own beliefs (Lightbown & Spada, 2013: 90; Yoshida, 2013a: 374), or able to change their actions by themselves (Yoshida, 2013a: 385), the use of diaries is claimed to (partly) assist learners in raising an awareness of their participation, their role during the learning process, and the effects of their beliefs (Farr & Riordan, 2015: 104; Gass & Mackey, 2007: 132). The idea of using diaries as reflecting tools follows Kumaravadivelu's (2001: 545-546) suggestion that learners need to be given a set of cognitive, metacognitive, and affective techniques that they can use for successful learning. Diaries, in which learners write "their own histories" (Kumaravadivelu, 2001: 546), can be used by them to reflect on and monitor their language learning progress (Gass & Mackey, 2007: 49). Therefore, the learners will be asked to write their cognitive, metacognitive and affective experiences at least once every week during the semester. In accordance with Gass and Mackey's (2007: 49) suggestion, diaries will have a semi-open structure for the learners to write their experiences. That is, learners will have the freedom to write whatever they consider is relevant during the learning process; however, academic tutors (see below) will guide their reflection towards beliefs around speaking practice, their participation, and negative feedback; beliefs that the findings of the elicited data indicated that shape learner participation during the FLIs. Moreover, in order to gradually promote diaries as reflective tools (Gass & Mackey, 2007: 49), their use may initially be promoted by awarding points to the learners. That is,

without assessing the content (see Gass & Mackey, 2007; Hargreaves, 2004), learners may be asked by their language teachers to write a reflective piece at the end of the semester which draws on evidence from their diary and carries 5% of the overall grade.

Due to the fact that beliefs are context-specific, dynamic and discursively co-constructed (Alanen, 2003; Barcelos, 2003; Navarro & Thornton, 2011: 291; Yoshida, 2013a: 372; Woods, 2003), the assistance in strengthening and/or aligning learners' beliefs around TLIs and PIs with pedagogic goals will be provided by the language teachers in their role as academic tutors, who are assigned by the institution to every learner at the beginning of the training programme. As stated previously, the Faculty of Languages is a small institution where language teachers are also academic tutors and/or teacher educators. Thus, the language teachers invited in the previous workshops will also be academic tutors. This will facilitate the diary-based reflection process because the academic tutors will have been already aware of the importance of evidence-based reflection practices. However, the researcher will make sure all the academic tutors are invited to attend Workshop 2. According to the curriculum (UAEM, 2010: 75), the role of the academic tutors is to "initiate the learner's learning process, and supervise the development of professional competencies." The academic tutor is a guide in learners' personal and academic decision-making (UAEM, 2010: 13). Therefore, during their monthly meetings, the academic tutors and learners will engage in a dialogue during which they verbalise the learning process and experiences, and strengthen or co-construct new beliefs that lead to actions that are more effective for enhancing learner participation during the FLIs (Barcelos & Kalaja, 2003: 234; Kumaravadivelu, 2001: 552; Yoshida, 2013a: 372). As Navarro and Thornton (2011: 297) put it, participation is enhanced when learners, through both written (diaries) and spoken (dialoguing with academic tutors) interactions as

scaffolds (Mynard & Navarro, 2010; Walsh, 2013), are “able to see aspects of their learning from new perspectives, re-interpreting their actions in a way which impacts their learning beliefs and hence their future behaviour.” Once learners start perceiving a success in the new or reinforced interplay between learning beliefs and actions (Yoshida, 2013a; Navarro & Thornton, 2011), the process of learner reflection may become cyclical, resulting in greater involvement in (scaffolded) speaking practice sessions and, more importantly, in their future careers as EFL teachers.

10.3.4 Suggestions for pre-service teaching

In order to promote scaffolded speaking practice sessions, the whole teaching and learning community, involving learners, language teachers, academic tutors and teacher educators, should follow this aim through promoting cyclically reflective practices (see Figure 10.2) centred on the interplay between beliefs and classroom behaviour. As stated previously, most of the learners in this institution are trained to become EFL teachers whose teaching, linguistic and interactional skills will determine their success in the workforce. Based on the arguments that pre-service teachers’ minds are “anything but atheoretical clean slates” (Kumaravadivelu, 2001: 552), and that reflective practice can be taught explicitly, directly and thoughtfully (Russell, 2005, in Walsh, 2013: 114), I strongly suggest that learners are taught throughout their teacher training programme how to reflect on their interactional behaviour and theories, that is, assumption and belief systems they will inevitably have. Of particular relevance to this suggestion, learners in semester VII (Year 4) who chose to major in EFL teaching currently have the opportunity to teach real students as part of microteaching workshops. The goal of these workshops is that learners develop skills to teach the language, elaborate material, and develop their

own teaching style (UAEM, 2010: 58). As suggested in Section 10.2.2, it is possible that the teachers' awareness developed in Workshops 1 and 2 facilitates the implementation of the suggestions below to promote learner autonomy and reflection on pre-service teaching during the microteaching workshops. These suggestions include opportunities to:

- encourage learners to think critically in order for them to relate their personal and professional knowledge to their teaching (Kumaravadivelu, 2001: 553).
- take into account learners' voices and visions (Kumaravadivelu (2001: 552);
- develop reflective practices based on learners' criteria as part of their professional practice (Walsh, 2003: 2), not as an institutional requirement (Walsh, 2013: 130);
- develop learners' interactional skills and competence in order to become effective interactants (e.g., maximize opportunities to engage in negotiations of meaning) (Walsh, 2013: 47);
- adapt predetermined pedagogies to suit particular pedagogical goals so that they derive their own "personal theory of practice" (Freeman, 1996: 90; Kumaravadivelu, 2001: 553); and
- equip learners with basic research skills so that teaching and interactional explorations are conducted by learners throughout and after their training (Kumaravadivelu, 2001: 554; Walsh, 2013: 117, 124).

The above suggestions can again be promoted through the dialogic discourse that learners and teacher educators hold before and after pre-service teaching sessions. As discussed in Section 10.2.3, the dialogic discourse may enable learners and teacher educators not only to promote reflective practices (Walsh, 2003: 2, 2013: 2), but also to provide learners with opportunities to co-construct meaning and beliefs (Kumaravadivelu, 2001: 552) which will shape their learning and future teaching practices (Walsh, 2013: 3).

In sum, the awareness-raising processes are aimed at raising the teachers' and learners' awareness of the effects of beliefs around the teaching and learning context, and at developing an understanding of more effective FLIs during which interactional and teaching behaviour maximises interactional space and thus learning opportunities in TLIs and PIs. These evidence-based and data-led procedures that will be implemented in this teaching and learning context aim to promote a bottom-up perspective of scaffolding for speaking practice, the notion of scaffolded speaking practice, so that a top-down perspective is gradually adopted by the community. The thesis argues that once this community directs reflective practices towards promoting teacher and learner autonomy, and collaboratively works towards goal-oriented teaching and learning practices (Kumaravadivelu, 2001: 548; Walsh, 2003: 1), they will benefit from not only carrying out scaffolded speaking practice, but also exploiting learning opportunities inside and outside the classroom.

10.4 Contributions, limitations and future research

The present study argued that classroom interactions are fundamental in order to develop learners' linguistic and interactional competence. Based on its findings, the contribution of this study has been to enhance our understanding of how the effectiveness of classroom interactions resides not only in learners' opportunities to contribute to the classroom discourse, be exposed to comprehensible input, and modify their output, but also in teachers' and learners' underlying beliefs which play an influential role in shaping teaching decision-making, classroom interactional behaviour and task performance, influencing in turn learners' oral performance and acquisition of speaking competence.

On the basis of the current study, there are a number of aspects that need further investigation and consolidation. Due to time constraints, the data were collected at the end of the semester. This therefore raises the need to replicate the present study in longitudinal studies which are conducted throughout, at least, a semester. By doing this, these studies would firstly trace with greater accuracy the interplay between beliefs, teachers' decision-making and classroom interactional behaviour during speaking practice. Secondly, they would allow us to develop a better understanding of the link between the influence of beliefs on teacher pedagogical choices and learner interactional behaviour and achievement. Thirdly, the design of the research tools (i.e., the FISFLI, interviews, focus groups and questionnaires) could continuously be informed and fine-tuned by the interactional data in order to address particular phenomena in greater depth (e.g., teachers' interactional and teaching decisions, beliefs about locally-situated needs, degree of learners' involvement, etc.).

The present study adopted a context-based approach which allowed an *in situ* understanding of interactional and perceptual factors that played a role in shaping the FLIs. This understanding was partly facilitated by the use of the FISFLI which provided insights into the nature of the FLIs at the three proficiency levels, and its effects on learner talk, involving three learner variables: oral performance, discourse functions and negotiations of meaning. It would be interesting to be informed whether the FISFLI was helpful for other EFL teachers interested in examining classroom interactional behaviour. In particular, it would be useful to receive feedback about whether the FISFLI needs fine-tuning so that it can be used in other teaching contexts.

The present study concludes that the teachers and learners need assistance in breaking away from entrenched interactional and teaching practices, influenced by their beliefs about the teaching and learning context, in order to promote more effective interactions for the speaking practice. Through reflection and dialogue, this assistance is centred on raising the teachers' and learners' awareness of their beliefs, and on enabling them to make teaching, learning and interactional choices in relation to pedagogic goals of speaking practice. The present study argues that scaffolded speaking practice will be promoted when the teachers and learners direct their reflective practices towards the effects of their beliefs, and interactions in which pedagogic goals are collaboratively achieved. However, further research needs to be undertaken in order to investigate the impact of the awareness-raising processes on 1) new co-constructed beliefs, 2) the interplay between beliefs and classroom actions, and 3) classroom teaching and interactional behaviour during speaking practice. It would also be interesting to train learners in basic research skills for collecting their own data, promote data-led reflective practices, and explore the impact of these explorations on their interactional behaviour in language classes and/or pre-service teaching workshops.

As stated throughout the study, the primary goal was to explore the FLIs in which the teachers and learners engaged to practise speaking English, with a view to understanding how the teachers and learners in this institution may perform more effective interactions. As well as assisting the teachers and learners in this particular context, it is hoped that the present study will contribute to the academic study of FLIs and of the link between beliefs and classroom interactions. Moreover, I hope that the study, approach and findings are useful for other EFL teachers who are immersed in similar conditions, and experiencing limitations of classroom interactions for speaking practice.

REFERENCES

- Ahmed, M. K. (1994). Speaking as cognitive regulation: A Vygotskian perspective on dialogic communication. In J.P. Lantolf and G. Appel (Eds.), *Vygotskian approaches to second language research* (pp. 157-172). USA: Ablex Publishing Cooperation.
- Alanen, R., (2003). A sociocultural approach to young language learners' beliefs about language learning. In: Kalaja, P., Barcelos, A.M.F. (Eds.), *Beliefs about SLA: New Research Approaches* (pp. 55-85). Kluwer Academic Publishers, Dordrecht.
- Allen, L. Q. (2002). Teachers' pedagogical beliefs and the standards for foreign language learning. *Foreign Language Annals*, 35(5), 518–29.
- Allen, L. Q. (2013). Teachers' beliefs about developing language proficiency within the context of study abroad. *System*, 41(1), 134-148.
- Allwright, D. & Bailey, K. M. (1991). *Focus on the language learner*. Cambridge, Cambridge University Press.
- Allwright, D. (1984a). Why don't learners learn what teachers teach? - The Interaction Hypothesis. In Singleton and Little (eds): *Language learning in formal and informal contexts* (pp. 3-18). Dublin, BAAL/IRAAL.
- Allwright, D. (1988). *Observation in the language classroom*. New York: Longman.
- Allwright, D. (1996). Social and pedagogic pressures in the language classroom: The role of socialisation. In H. Coleman (Ed.), *Society and the language classroom* (pp. 209–228). Cambridge: Cambridge University Press.
- Allwright, D. (2000). *Interaction and negotiation in the language classroom: their role in learner development*. CRILE Working Paper 50, Lancaster University.
- Allwright, R. L. (1984b). The importance of interaction in classroom language learning. *Applied Linguistics*, 5(2), 156-171.

- Altamiro, D. (2000). Teacher's action and student oral participation in classroom interaction. In J.K. Hall & L. S. Verplaetse (Eds.). *Second and foreign language learning through classroom interaction*. Mahwah: LEA.
- Andon, N. & Eckerth, J. (2009). Chacun à son gout? Task-based L2 pedagogy from the teacher's point of view. *International Journal of Applied Linguistics*, 19, 286-310.
- Aragão, R. (2011). Beliefs and emotions in foreign language learning. *System*, 39(3), 302–313.
- Association of Language Testers in Europe (ALTE) (2005). *ALTE materials for the guidance of test item writers*. (Accessed: 17/01/2013). Downloaded from <http://www.alte.org/downloads/index.php>
- Aston, G. (1986). Trouble shooting in interaction with learners: The more the merrier? *Applied Linguistics*, 7(1), 128-143.
- Bahrani, T. & Soltani, R. (2012). Language Input and Second Language Acquisition. *Journal of Education and Practice*, 3(3), 39-42.
- Balçıkanlı, C. (2010). Learner autonomy in language learning: Student teachers' beliefs. *Australian Journal of Teacher Education*, 35(1), 90-103.
- Barcelos, A. M. F. & Kalaja, P. (2003). Conclusion: Exploring possibilities for future research on beliefs about SLA. In: Kalaja, P., Barcelos, A.M.F. (Eds.), *Beliefs about SLA: New research Approaches* (pp. 231-240). Kluwer Academic Publishers: Dordrecht.
- Barcelos, A. M. F. & Kalaja, P. (2011). Introduction to Beliefs about SLA revisited. *System*, 39(3), 281-289.
- Barcelos, A. M. F. (2003). Researching beliefs about SLA: A critical review. In P. Kalaja & A.M.F. Barcelos (Eds.), *Beliefs about SLA: New research approaches* (pp. 7–33). Dordrecht: Kluwer Academic.
- Bardovi-Harlig, K. (1992). A second look at T-unit analysis: Reconsidering the sentence. *TESOL Quarterly*, 26, 390-395.

- Bax, S. (2003). The end of CLT: a context approach to language teaching. *ELT Journal*, 57(3), 278-87.
- Berg, B. L. (2009). *Qualitative research methods for the social sciences* (7th edition). Boston, MA: Pearson Education, Inc.
- Blau, E. (1982). The effects of syntax on readability for ESL students in Puerto Rico. *TESOL Quarterly*, 16(4), 517-528.
- Borg, M. (2001). Key Concepts in ELT: teacher's beliefs. *ELT Journal*, 55(2), 186-188.
- Borg, S. & Burns, A. (2008). 'Integrating Grammar in Adult TESOL Classrooms', *Applied Linguistics*, 29(3), 456-482.
- Borg, S. (2006). *Teacher cognition and language education: research and practice*. London: Continuum.
- Borg, S. (2011). The impact of in-service teacher education on language teachers' beliefs. *System* 39(3), 370 - 380.
- Boulima, J. (1999). *Negotiated interaction in target language classroom discourse*. Amsterdam: John Benjamins Publishing Company.
- Boxer, D. & Cortés-Conde, F. (2000). Identity and ideology: Culture and pragmatics in content-based ESL. In J. K. Hall & L. S. Verplaetse (Eds.), *Second and foreign language learning through classroom interaction* (pp. 203-219). Mahwah, NJ: Lawrence Erlbaum.
- Boyd, M. & Maloof, V. M. (2000). How teachers can build on student-proposed intertextual links to facilitate student talk in the ESL classroom. In J. K. Hall & L. S. Verplaetse (eds.), *Second and foreign language learning through classroom interaction* (pp. 163-182). Mahwah, NJ: Erlbaum.
- Braidi, S. M. (2002). Reexamining the role of recasts in native-speaker/nonnative-speaker interactions. *Language Learning*, 52, 1-42
- British Association for Applied Linguistics (BAAL) (2006). Recommendations on Good Practice in Applied Linguistics. Retrieved September 20, 2013, from: http://baal.org.uk/dox/goodpractice_full.pdf

- Brock, C. A. (1986). The effects of referential questions on ESL classroom discourse. *TESOL Quarterly*, 20(1), 77-59.
- Brown, H. D. (2001). *Teaching by Principle* (2nd Ed.) White Plains: Addison Wesley Longman Inc.
- Burke, B. M. (2006). Theory meets practice: A case study of pre-service world language teachers in U.S. secondary schools. *Foreign Language Annals*, 39(1), 148-166.
- Burke, B. M. (2011). Rituals and beliefs ingrained in world language pedagogy: Defining deep structure and conventional wisdom. *Journal of Language Teaching and Research*, 2, 1-12.
- Burns, A. (2005), *Teaching English from a Global Perspective, Case studies in TESOL series*. Alexandria: TESOL.
- Burton, F. R. (1988). Reflections on Strickland's "Toward the Extended Professional." *Language Arts*, 65, 765-768.
- Bygate, M., Skehan, P. & Swain, M. (2001). (Eds.). *Researching pedagogic tasks: Second language learning, teaching, and testing*. London: Longman.
- Byrnes, H. (1984). Grammar, Communicative Competence, Functions/Notions: Implications for and from a Proficiency Orientation. *Die Unterrichtspraxis/Teaching German*, 17(2), 194-206
- Calderhead, J. & Robson, M. (1991). Images of teaching: Student teachers' early conceptions of classroom practice. *Teaching & Teacher Education*, 7(1), 1-8.
- Cathcart, R. (1986). Situational differences and the sampling of young children's school language. In Day, R. (ed.), *Talking to learn: conversation in second language acquisition*. Rowley: Newbury House.
- Cathcart, R. L. & Olsen J. W. B. (1976). Teachers' and students' preferences for correction of classroom conversation errors. In J. F. Fanselow & R. H. Crymes (Eds.), *On TESOL '76*, 41-45. Washington, D.C.: TESOL.

- Cazden, C. B. (1988). *Classroom Discourse*. Portsmouth, N.H.: Heinemann.
- Chaudron, C. (1983). Simplification of input: Topic reinstatements and their effects of second language learners' recognition and recall. *TESOL Quarterly*, 17, 437-458.
- Chaudron, C. (1985). A method for examining the input/intake distinction. In S. M. Gass & C. G. Madden (Eds.), *Input in second language acquisition* (pp. 285-302). Rowley, MA: Newbury.
- Chaudron, C. (1988). *Second language classrooms*. New York: Cambridge University Press.
- Chun, S. Y. (2014). 'EFL learners' beliefs about native and nonnative English-speaking teachers: perceived strengths, weaknesses, and preferences.' *Journal of Multilingual and Multicultural Development*, 35(6), 563–579.
- Cohen, L., Manion, L. & Morrison, K. (2000). *Research Methods in Education*. Routledge, Falmer, London
- Consolo, D. (2000). Teacher's action and student oral participation in classroom interaction. In J. K. Hall & L. S. Verplaetse (Eds.), *Second and Foreign Language learning through classroom interaction* (pp.91-107). Mahwah, NJ: Erlbaum.
- Consolo, D. A. (2006). Classroom oral interaction in foreign language lessons and implications for teacher development. *Revista Linguagem e Ensino*, v.9, n. 2. Available at <http://rle.ucpel.tche.br/index>
- Corder, S. (1967). The significance of learners' errors. *International Review of Applied Linguistics*, 5, 161-169.
- Corder, S. (1978). Language-learner language. In Jack C. Richards (ed.). *Understanding Second and Foreign Language Learning* (pp. 71-91), Rowley, Mass.: Newbury House.
- Coulthard, M. & Brazil, D. (1992). Exchange structure. In Coulthard, M. (ed.), *Advances in spoken discourse analysis* (pp. 50-78). London: Routledge.

- Creswell, J. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River: Pearson Education.
- Crookes, G. & Rulon, K. (1985). Incorporation of negative feedback innative speker/non-native speaker conversation. *Technical Report No. 3*. Center for Second Language Classroom Research, Social Science Research Institute, University of Hawaii.
- Cullen, R. (2002). "Supportive teacher talk: the importance of the f-move." *ELT Journal*, 56/2: 117-127.
- De Costa, P. I. (2011). Using language Ideology and positioning to broaden the SLA learner beliefs landscape: the case of an ESL learner from China. *System*, 39(3), 347-358.
- Diaz-Rico, L. T. & Weed, K. Z. (2002). *The crosscultural, language, and academic development handbook: A complete K-12 reference guide* (2nd ed.). Boston: Ally & Bacon.
- DiCamilla, F. & Anton, M. (1997). Repetition in the collaborative discourse of L2 learners: a Vygotskian perspective. *The Canadian modern language review*, 53, 609-633.
- Dinçer, A. & Yeşilyurt, S. (2013). Pre-service English teachers' beliefs on speaking skill based on motivational orientations. *English Language Teaching*, 6(7), 88-95.
- Doehler, P. S. & Pochon-Berger, E. (2011). Developing 'methods' for interaction: a crosssectional study of disagreement sequences in French L2. In J. K. Hall, J. Hellermann & S. Pekarek Doehler (eds) (pp. 206-243), *L2 Interactional Competence and Development*. Clevedon: Multilingual Matters.
- Donato, R. (2000). Sociocultural contributions to understanding the foreign and second language classroom. In J. P. Lantolf (ed.). *Sociocultural theory and second language learning* (pp. 27-50). Oxford University Press.

- Doughty, C. & Pica, T. (1986). "Information gap" tasks, do they facilitate second language acquisition? *TESOL Quarterly*, 20, 305-25.
- Dunn, W. E., & Lantolf, J. P. (1998). Vygotsky's zone of proximal development and Krashen's $i + 1$: Incommensurable constructs; incommensurable theories. *Language Learning*, 48(3), 411-442.
- Ekembe, E. E. (2014). Interaction and Uptake in Large Foreign Language Classrooms. *RELC Journal*, 45(3), 237-251.
- Ellis, R. & Barkhuizen, G. (2005). *Analysing learner language*. Oxford, UK: Oxford University Press.
- Ellis, R. & He, X. (1999). The roles of modified input and output in the incidental acquisition of word meanings. *Studies in Second Language Acquisition*, 21, 285-301.
- Ellis, R. (1985). Teacher pupil interaction in second language development. In S. Gass and C. Madden (Eds.), *Input in second language acquisition* (pp. 69 – 85). Rowley, MA: Newbury House.
- Ellis, R. (1990). *Instructed second language acquisition*. Oxford and Cambridge: Blackwell.
- Ellis, R. (1995). Modified oral input and the acquisition of word meanings. *Applied Linguistics*, 16, 409-433.
- Ellis, R. (1998). *Second Language Acquisition*. (2nd ed.) Oxford: Oxford University Press.
- Ellis, R. (2008). *The study of second language acquisition* (2nd ed.). Oxford: Oxford University Press.
- Ellis, R. (2009). The differential effects of three types of task planning on the fluency, complexity and accuracy in L2 oral production. *Applied Linguistics*, 30(4), 474-509.
- Ellis, R. (2012). *Language Teaching Research and Language Pedagogy*. Hoboken: Wiley-Blackwell.

- Ellis, R., Tanaka, Y. & Yamazaki, A. (1994). Classroom interaction, comprehension, and the acquisition of L2 word meanings. *Language Learning*, 44, 449-491.
- Farahian, M. & Rezaee, M. (2012). A case study of an EFL teacher's type of questions: an investigation into classroom interaction. *Procedia – Social and Behavioral Science*, 47, 161 – 167.
- Farr, F. & Riordan, E. (2015). Tracing the reflective practices of student teachers in online modes. *ReCALL*, 27(1), 104-123.
- Farrell, T. S. C. (1999). The reflective assignment: Unlocking pre-service teachers' beliefs on grammar teaching. *RELC Journal*, 30, 1–17.
- Ferguson, C. (1971). Absence of copula and the notion of simplicity: A study of normal speech, baby talk, foreigner talk, and pidgins. In D.Hymes (Ed.), *Pidginization and creolization of languages* (pp. 141-150). New York: Cambridge University Press.
- Figueiredo, F. J. Q. (2006). A aprendizagem colaborativa: foco no processo de correção dialogada. In Vilson Leffa (org.), *A Interação na Aprendizagem de Línguas* (2ª ed.) (pp. 133-164). Pelotas: EDUCAT.
- Florio-Ruane, S. & Lensmire, T. J. (1990). Transforming future teachers' ideas about writing instruction. *Journal of Curriculum Studies*, 22, 277-289.
- Foster, P. & Ohta, A. (2005). Negotiation for meaning and peer assistance in second language classrooms. *Applied Linguistics*, 26(3), 402–430.
- Foster, P. & Skehan, P. (1996). The influence of planning on performance in task-based learning. *Studies in Second Language Acquisition*, 18(3), 299–324.
- Foster, P. & Skehan, P. (1999). The effect of source of planning and focus on planning on task-based performance. *Language Teaching Research*, 3(3), 185–215.
- Foster, P. & Skehan, P. (2013). Anticipating a post-task activity: the effects on accuracy, complexity and fluency of second language performance. *The Canadian Modern Language Review*, 69(3), 249-273.

- Foster, P. & Tavakoli, P. (2009). Native speakers and task performance: Comparing effects on complexity, fluency and lexical diversity. *Language Learning*, 59(4), 866-896.
- Foster, P. (1998). A classroom perspective on negotiation of meaning. *Applied Linguistics*, 19, 1–23.
- Foster, P., Tonkyn, A. & Wigglesworth, G. (2000). Measuring spoken Language: A unit for all reasons. *Applied Linguistics*, 21(3), 354-375.
- Freeman, D. (1996). Redefining the relationship between research and what teachers know. In K. M. Bailey & D. Nunan (eds.), *Voices from the language classroom: Qualitative research in second language education* (pp. 88-115). Cambridge: Cambridge University Press.
- Fujimoto, D., Lubin, J., Sasaki, Y. & Long, M. H. (1986). *The Effect of Linguistic and Conversational Adjustments on the Comprehensibility of Spoken Second Language Discourse*. Ms. Department of ESL, University of Hawaii at Manoa.
- García Mayo, M. P. & Pica, T. (2000). L2 learner interaction in a foreign language setting: Are learning needs addressed? *IRAL: International Review of Applied Linguistics*, 38(1), 35-58.
- García Ponce, E. E. (2011). *Planificación de lenguas extranjeras en la Facultad de Lenguas de la UAEM*. Unpublished master's thesis, Universidad Autónoma del Estado de México, Toluca, Estado de México.
- Garfinkel, H. & Sacks, H. (1970). On Formal Structures of Practical Actions. In J. C. McKinney & E. A. Tiryakian (eds) (pp. 337-366), *Theoretical Sociology: Perspectives and Developments*. New York: Appleton-Century-Crofts.
- Gass, S. M. & Mackey, A. (2007). *Data elicitation for second and foreign language research*. Mahwah: Lawrence Erlbaum.
- Gass, S. M. & Selinker, L. (1994). *Second Language Acquisition: An Introductory Course*. Hillsdale, NJ: Lawrence Erlbaum.

- Gass, S. M. & Selinker, L. (2001). *Second Language Acquisition: An Introductory Course* (2nd ed.). New Jersey: Lawrence Erlbaum Associates.
- Gass, S. M. & Varonis, E. M. (1985). Task variation and nonnative/nonnative negotiation of meaning. In S. Gass and C. Madden (Eds.), *Input in second language acquisition* (pp. 149-161). Rowley, MA: Newbury House.
- Gass, S. M. & Varonis, E. M. (1989). Incorporated repairs in nonnative discourse. In M. R. Eisenstein (Ed.), *The dynamic interlanguage: Empirical studies in second language variation* (pp. 71–86). New York: Plenum Press.
- Gass, S. M. (1988). Integrating research areas: A framework for second language studies. *Applied Linguistics*, 9, 198–21.
- Gass, S. M. (1997). *Input, Interaction, and the Second Language Learner*. Mahwah: LEA.
- Gass, S. M. (1999). Discussion: Incidental vocabulary learning. *Studies in Second Language Acquisition*, 21, 319-333.
- Gass, S. M. (2003). Input and interaction. In C. Doughty & M. Long (Eds.), *Handbook of second language acquisition* (pp. 224-255). Oxford: Blackwell Publishers.
- Gass, S. M. (2005). Input and interaction. In: Doughty C, Long MH (eds) *The Handbook of Second Language Acquisition* (pp. 176-200). Oxford: Blackwell Publishing.
- Gharbavi, A. & Iravani, H. (2014). Is Teacher Talk Pernicious to Students? A Discourse Analysis of Teacher Talk. *Social and Behavioural Sciences*, 98, 552-561.
- Ghasemboland, F. & Hashim, F.B. (2013). The effect of background characteristics on self-efficacy beliefs of English as foreign language teachers in one selected middle-east country. *International Journal of Asian Social Science*, 3(9), 1982-1991.
- Gibbons, P. (2002). *Scaffolding Language, Scaffolding Learning*. Portsmouth, NH: Heinemann.
- Gibbons, P. (2003). Mediating language learning: Teacher interactions with ESL students in a content-based classroom. *TESOL Quarterly*, 37(2), 247–273.

- Gibbons, P. (2015). *Scaffolding language Scaffolding Learning*. Portsmouth N.H.: Heinemann.
- Gibbs, A. (1997). Focus Groups. *Social Research Update*, 19, Winter, Department of Sociology, University of Surrey. Retrieved January 12, 2016, from <http://sru.soc.surrey.ac.uk/SRU19.html>
- Gore, J. (1995). Groups and tasks: Let's take a closer look. *British Council Teaching Centres*, 10, Winter 1995.
- Graham, S., Santos, D. & Francis-Brophy, E. (2014). *Teacher beliefs about listening in a foreign language. Teaching and Teacher Education*, 40, 44-60.
- Gutierrez, K. (1994). How talk, context, and script shape contexts for learning: A cross-case comparison of journal sharing. *Linguistics and Education*, 5(3-4), pp. 335-365.
- Harun, H., Massari, N., & Behak, F. P. (2014). Use of L1 as a Mediation Tool for Understanding Tense/Aspect Marking in English: An Application of Concept-based Instruction. *Procedia-Social and Behavioral Sciences*, 134, 134-139.
- Hall, J. & Verplaetse, L. (2000). *Second and Foreign Language Learning through Classroom Interaction*. Mahwah: Erlbaum.
- Hall, J. & Walsh, M. (2002). Teacher-student interaction and language learning. *Annual Review of Applied Linguistics*, 22, 186-203.
- Hall, J. (1998). Differential teacher attention to student utterances: The construction of different opportunities for learning in the IRF. *Linguistics and Education*, 9(3), 287-311.
- Hall, J. K. & Doehler, S. P. (2011). L2 Interactional Competence and Development. In J. K. Hall, J. Hellermann and S. Pekarek Doehler (eds.). *L2 Interactional Competence and Development*. Bristol: Multilingual Matters, 206-243.

- Hammersley, M. (1994). Introducing ethnography. In D. Graddol, J. Maybin & B. Stierer (Eds.), *Researching language and literacy in social context* (pp. 1-17). Clevedon/Milton Keynes, UK: Multilingual Matters/OUP.
- Hammersley, M. (2006). Ethnography: Problems and prospects. *Ethnography and Education*, 1(1), 3-14.
- Hargreaves, D. (2004), *Personalising Learning 2: Student Voice and Assessment for Learning*. London: Specialist Schools Trust/Secondary Heads Association.
- Hatch, E. M. (1978). *Second Language Acquisition*. Rowley, MA: Newbury House.
- Havranek, G. (2002). When is negative feedback likely to succeed? *International Journal of Educational Research*, 37(3-4), 255-270.
- Hayes, D. (2009). Becoming a teacher of English in Thailand. *Language Teaching Research*, 12(4), 471- 494
- Hendrickson, J. M. (1978). Error correction in foreign language teaching: recent theory, research, and practice. *Modern Language Journal*, 62, 387-398.
- Henzl, V. (1979). Foreigner talk in the classroom. *International Review of Applied Linguistics*, 17, 159-167.
- Hernández Sampieri, R., Fernández-Collado, C. & Baptista, P. (2006). *Metodología de la Investigación*. (4^a ed.). México: McGrawHill.
- Holliday, A. R. (2005). *The struggle to teach English as an international language*. Oxford: Oxford University Press.
- Honeyfield, J. (1977). Simplification. *TESOL Quarterly*, 11, 431-440.
- House, J. (1986). Learning to talk: Talking to learn. An investigation of learner performance in two types of discourse. In G. Kasper (Ed.), *Learning, teaching and communication in the foreign language classroom*. Aarhus: Aarhus University Press.
- Hymes, D. H. (1972). On Communicative Competence. In Pride, J. B., & Holmes, J. (Eds.), *Sociolinguistics* (pp. 269-293). Baltimore, USA: Penguin Education, Penguin Books Ltd.

- Inozu, J. (2011). Beliefs about language learning among students training to teach English as a foreign language. *Social Behaviour and Personality: An International Journal*, 39(5): 645-653.
- Izumi, S., Bigelow, M., Fujiwara, M. & Fearnow, S. (1999). *Testing the output hypothesis: effects of output on noticing and second language acquisition*. *SSLA*, 21:421-452.
- Johnson, R. B. & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26.
- Jordan, B. & Henderson, A. (1995). Interaction analysis: Foundations and practice. *The Journal of the Learning Sciences*, 4(1), 39-103.
- Karaata, C. (2011). Assumptions and pedagogical knowledge: Teaching and learning according to teachers of English. H. U. *Journal of Education*, 41, 244-254.
- Kasper, G. (2001). Four perspectives on pragmatic development. *Applied Linguistics*, 22, 502-530.
- Kasper, G. (2004). Participant orientations in German-conversation-for-learning, *Modern Language Journal*, 88, 551-67.
- Kelly Hall, J., Hellermann, J., & Pekarek Doehler, S. (Eds.). (2011). *L2 interactional competence and development*. Bristol: Multilingual Matters.
- Kim, Y. (2003). Effects of input elaboration and enhancement on second language vocabulary acquisition through reading by Korean learners of English (Unpublished doctoral dissertation). University of Hawaii, Manoa.
- Kim, Y. (2006). Effects of input elaboration on vocabulary acquisition through reading by Korean learners of English as a foreign language. *TESOL Quarterly*, 40(2), 341-373.
- Kim, Y. (2010). Scaffolding through questions in upper elementary ESL learning. *Literacy Teaching and Learning*. *Literacy Teaching and Learning*, 15(1-2), 109-137.
- Koester, A. (2006). *Investigating Workplace Discourse*. London: Routledge.

- Kramsch, C. (1986). From language proficiency to interactional competence. *The Modern Language Journal*, 70(4), 366-372.
- Krashen, S. (1980). The Input Hypothesis. In J. Alatis (Ed.), *Current issues in bilingual education*. Washington, DC: Georgetown University Press.
- Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon.
- Krashen, S. (1998). Comprehensible output? *System* 26, 175–182.
- Kumaravadivelu, B. (2001). Toward a Postmethod Pedagogy. *TESOL Quarterly*, 35, 537-560.
- Lankshear, A. J. (1993). The use of focus groups in a study of attitudes to student nurse assessment. *Journal of Advanced Nursing*, 18, 1986-89.
- Lankshear, C. & Knobel, M. (2004). *A handbook for teacher research: From design to implementation*. Buckingham: Open University Press.
- Lantolf, J. P., & Poehner, M. E. (Eds.). (2008). *Sociocultural theory and the teaching of second languages*. Oakville, CT: Equinox Publishing.
- Lantolf, J. P. (2000). Introducing sociocultural theory. In: J. P. Lantolf (ed.), *Sociocultural theory and second language learning* (pp. 1-26). Hong Kong: Oxford University Press.
- Larsen-Freeman, D. & Long, M. H. (1991). *An Introduction to Second Language Acquisition Research*. London: Pearson.
- Larsen-Freeman, D. (2009). Adjusting expectations: The study of complexity, accuracy, and fluency in second language acquisition. *Applied Linguistics*, 30(4), 579-589.
- Lasley, T. J. (1980). Preservice teacher beliefs about teaching. *Journal of Teacher Education*, 31(4), 38-41.
- Lenker, A. & Rhodes, N. (2007). Foreign Language Immersion Programs: Features and Trends Over 35 Years. *CALdigest*. Retrieved from http://www.cal.org/resources/digest/digest_pdfs/flimmersion.pdf

- Leont'ev, A. N. (1981). *Problems of the Development of the Mind*. Moscow: Progress.
- Lightbown, P. M. & Spada, N. (2013). *How languages are learned* (3rd ed.). Oxford: Oxford University Press.
- Lillis, T. M. (2008). Ethnography as Method, Methodology, and “Deep Theorizing”: Closing the Gap between Text and Context in Academic Writing Research. *Written Communication*, 25(3), 353–388.
- Long, M. H. & Porter, P. A. (1985). Group Work, Interlanguage Talk, and Second Language Acquisition. *TESOL Quarterly*, 19, 207-27.
- Long, M. H. & Robinson, P. (1998). Focus on form: Theory, research and practice. In C. Doughty & J. Williams (Eds.), *Focus on form in second language acquisition* (pp. 15-41). Cambridge, England: Cambridge University Press.
- Long, M. H. & Sato, C. J. (1983). Classroom foreign talk discourse: Forms and Functions of Teachers Questions. In H. W. Selinger & M. H. Long (Eds.), *Classroom-oriented Research in Second Language Acquisition*. Rowley: Newbury House.
- Long, M. H. (1980). Input, interaction, and second language acquisition. Unpublished doctoral dissertation, UCLA, Department of Applied Linguistics and TESL.
- Long, M. H. (1982). Native speaker/non-native speaker conversation in the second language classroom. In M. Long & C. Richards (Eds.), *Methodology in TESOL: A book of readings* (pp. 339-354). New York: Newbury House.
- Long, M. H. (1983). Native Speaker/Non-native Speaker Conversation and the Negotiation of Comprehensible Input. *Applied Linguistics*, 4, 126-141.
- Long, M. H. (1985). Input and Second Language Acquisition Theory. In: S. Gass & C. Madden (Eds.) *Input and Second Language Acquisition*. Rowley, MA: Newbury House.
- Long, M. H. (1996). *The Role of the Linguistic Environment in Second Language Acquisition*. In W. Ritchie & T. Bhatia (eds), *Handbook of Second Language Acquisition* (pp. 413-68). San Diego: Academic Press.

- Long, M. H., Adams, L., McLean, M. & Castaños, F. (1976). Doing things with words: Verbal interaction in lockstep and small group classroom situations. In Fanselow, J. and Crymes, R. (eds.), *On TESOL '76* (pp. 137-153). Washington, DC: TESOL.
- Lortie, D. (1975). *Schoolteacher: A sociological study*. Chicago: University of Chicago Press.
- Lortie, D. (2002). *Schoolteacher* (2nd ed.). Chicago: The University of Chicago Press.
- Loschky, L. (1994). Comprehensible input and second language acquisition: What is the relationship? *Studies in Second Language Acquisition*, 16, 303-323.
- Lyster, R. & Ranta, L. (1997). Negative feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, 20, 37-66.
- Mackey, A. & Gass, S. M. (2005). *Second language research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Malina, M. A., Nørreklit, H. S., & Selto, F. H. (2011). Lessons learned: advantages and disadvantages of mixed method research. *Qualitative Research in Accounting & Management*, 8(1), 59-71.
- Martínez-Flor, A. (1999). *Does Language Learners Benefit from Classroom Interaction?* Jornades de Foment de la Investigació, Universitat Jaume I.
- McCarthy, M. (1991). *Discourse analysis for language teachers*. Cambridge: Cambridge University Press.
- McCarthy, M. J. (2005). Fluency and confluence: What fluent speakers do. *The Language Teacher*, 29(6): 26-28.
- McCormick, D. E. & Donato, R. (2000). Teacher questions as scaffolded assistance in an ESL classroom. In J. K. Hall & L. S. Verplaetse (Eds.), *Second and Foreign language learning through classroom interaction* (pp. 183-201). Mahwah, NJ: Lawrence Erlbaum.

- McDonough, K. (2004). Learner-learner interaction during pair and small group activities in a Thai EFL context. *System*, 32(2), 207–224.
- McNeil, L. (2012). Extending the compensatory model of second language reading. *System*, 40(1), 64-76.
- Medgyes, P. (2000). Non-native speaker teacher. In M. Byram (Ed.), *Routledge Encyclopedia of Language Teaching and Learning* (pp. 444-446). London; New York: Routledge.
- Mehnert, U. (1998). The effects of different lengths of time for planning on second language performance. *Studies in Second Language Acquisition*, 20, 52-83.
- Mercer, N. & Littleton, K. (2007). *Dialogue and the development of children's thinking*. London: Routledge.
- Mercer, S. (2011). Language learner self-concept: complexity, continuity and change. *System*, 39(3), 335-346.
- Morgan, D. L. (1997). *Focus groups as qualitative research*. London: Sage.
- Mori, J. (2004), Pursuit of understanding: conversation analytic account of a small-group activity in a Japanese language classroom'. In R. Gardner and J. Wagner (eds) (pp. 157–77), *Second Language Conversations*, London: Continuum
- Morita, N. (2004). Negotiating participation and identity in second language academic communities. *TESOL Quarterly*, 38, 573-603.
- Munby, H. (1982). The place of teachers' beliefs in research on teacher thinking and decision making, and an alternative methodology. *Instructional Science*, 11, 201-225.
- Muranoi, H. (2000). Focus on form through interaction enhancement: Integrating formal instruction into a communicative task in EFL classrooms. *Language Learning*, 50(4): 617–673.
- Musumeci, D. (1996). Teacher–learner negotiation in content-based instruction: communication at cross-purposes? *Applied Linguistics*, 17(3), 286–325.

- Musumeci, D. (2002). The use technology in high-enrolment courses: Implications for teacher education and communicative language teaching. In S. Savignon, (Ed.), *Interpreting communicative language teaching: Contexts and concerns in teacher education* (pp. 154-164). New Haven: Yale University Press.
- Mynard, J. & Navarro, D. (2010). Dialogue in self-access learning. In: A.M. Stoke (Ed.), *JALT 2009, Conference Proceedings*, Tokyo.
- Napoles, J. & Vazquez-Ramos, A. M. (2013). Perceptions of time spent in teacher talk: A comparison among self-estimates, peer estimates, and actual time. *The Journal of Research in Music Education*, 60, 452-461.
- Nassaji, H. & Wells, G. (2000). What's the use of 'triadic dialogue'? An investigation of teacher-student interaction. *Applied Linguistics*, 21(3), 376-406.
- Naughton, D. (2006). Cooperative strategy training and oral interaction: Enhancing small group communication in the language classroom. *The Modern Language Journal*, 90, 169-184.
- Navarro, D. & Thornton, K. (2011). Investigating the relationship between belief and action in self-directed language learning. *System*, 39(3), 290–301.
- Negueruela-Azarola, E. (2011). Beliefs as conceptualizing activity: a dialectical approach for the second language classroom. *System*, 39(3), 359 - 369.
- Nespor, J. (1987). The role of beliefs in the practice of teaching. *Journal of Curriculum Studies*, 19, 317-328.
- Nguyen, H. T. (2011). Achieving recipient-design longitudinally: Evidence from a pharmacy intern in patient consultations. In J. K. Hall, J. Hellermann, & S. Pekarek (Eds.) *L2 Interactional competence and development* (pp. 173-205). Clevedon, UK: Multilingual Matters.
- Nobuyoshi, J. & Ellis, R. (1993). Focussed communication tasks. *English Language Teaching Journal*, 47, 203-210.

- Norris, J. M. & Ortega, L. (2009). Towards an organic approach to investigating CAF in instructed SLA: The case of complexity. *Applied Linguistics*, 30, 555-578.
- Nunan, D. (1987). Communicative language teaching: making it work. *ELT Journal*, 41(2), 136-45.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: Cambridge University Press.
- Nunan, D. (1996). Hidden voices: insiders' perspectives on classroom interaction, in K. M. Bailey and D. Nunan (eds), *Voices from the Language Classroom*. Cambridge: Cambridge University Press.
- Nunn, R. (1999). The purposes of language teachers' questions. *IRAL*, 37(1), 23-4.
- Nystrand, M. (1997). *Opening dialogue: Understanding the dynamics of language and learning in the English classroom*. New York: Teachers College Press.
- Oh, S. (2001). Two types of input modification and EFL reading comprehension: Simplification versus elaboration. *TESOL Quarterly*, 35(1), 69-96.
- Ohta, A. S. & Nakane, T. (2004). When students ask questions: Teachers and peer answers in the foreign language classroom. *International Review of Applied Linguistics in Language Teaching*, 42(3), 217-238.
- Ovando, C., Collier, V. & Combs, M. (2003). *Bilingual and ESL classrooms: Teaching multicultural contexts* (3rd ed.). Boston: McGraw-Hill.
- Pajares, M. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62, 307 – 332.
- Park, E. S. (2002). On three potential sources of comprehensible input for second language acquisition. *Teachers College, Columbia University Working Papers in TESOL & Applied Linguistics*, V2(1).
- Parker, K. & Chaudron, C. (1987). The effects of linguistic simplifications and elaborative modifications on L2 comprehension. *University of Hawaii Working Papers in ESL*, 6, 107-133.

- Patton, M. (1990). *Qualitative evaluation and research methods*. Beverly Hills, CA: Sage.
- Pellegrino Aveni, V. A. (2005). *Study abroad and second language use*. Cambridge: Cambridge University Press.
- Peng, J. E. (2011). Changes in language learning beliefs during a transition to tertiary study: The mediation of classroom affordances. *System*, 39(3), 314–324.
- Perry, F. (2005). *Research in Applied Linguistics: Becoming a discerning consumer*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Petek, T. (2013). Critical Breakdown of Discourse Categories in Relation to (Preschool) Teacher's Oral Performance. *Revija za Elementarno Izobraževanje*, 4, 21-36.
- Petek, T. (2014). The teacher as a public speaker in the classroom. *Studies in Literature and Language*, 9(1), 124-133.
- Philp, J. & Tognini, R. (2009). Language acquisition in foreign language contexts and the differential benefits of interaction. *IRAL*, 47(3/4): 245–66.
- Philp, J., Walter, S. & Basturkmen, H. (2010). Peer interaction in the foreign language classroom: What factors foster a focus on form? *Language Awareness*, 19(4), 261-279.
- Pica, T. & Doughty, C. (1985a). Input and interaction in the communicative language classroom: A comparison of teacher-fronted and group activities. In S. M. Gass & e.G. Madden (Eds.), *Input in second language acquisition* (pp. 115-32). Rowley, MA: Newbury House.
- Pica, T. & Doughty, C. (1985b). The role of group work in classroom second language acquisition. *Studies in Second Language Acquisition*, 7, 233-248.
- Pica, T. & Long, M. H. (1986). The linguistic and conversational performance of experienced and inexperienced teachers. In R. R. Day (ed.), *"Talking to learn": Conversation in second language acquisition* (pp. 85-98). Rowley, Mass.: Newbury House.

- Pica, T. (1988). Interactive adjustments as an outcome of NS-NNS negotiated interaction. *Language Learning*, 38, 45-73.
- Pica, T. (1994). Research on negotiation: What does it reveal about second-language learning conditions, processes, and outcomes? *Language Learning*, 44, 493-527.
- Pica, T. (1996a). Do second language learners need negotiation? *International Review of Applied Linguistics*, 34, 1-21.
- Pica, T. (1996b). The essential role of negotiation in the second language classroom. *JALT Journal*, 78, 241-68.
- Pica, T., Holliday, L., Lewis, N. & Morgenthaler, L. (1989). Comprehensible output as an outcome of linguistic demands on the learner. *Studies in Second Language Acquisition*, 11, 63-90.
- Pica, T., Kanagy, R. & Falodun, J. (1993). Choosing and using communicative tasks for second language research and instruction. In S. Gass & G. Crookes (eds.), *Tasks and language learning: integrating theory and practice*. London: Multilingual Matters.
- Pica, T., Lincoln-Porter, F., Paninos, D. & Linnell, J. (1996a). Unpublished raw data.
- Pienemann, M. (1984). Psychological constraints on the teachability of languages. *Studies in Second Language Acquisition*, 6, 186-214.
- Pica, T., Lincoln-Porter, F., Paninos, F. & Linell, J. (1996b). Language learners' interaction: how does it address the input, output and feedback needs of L2 learners? *TESOL Quarterly*, 30, 59-84.
- Pica, T., Young, R. & Doughty, C. (1987). The impact of interaction on Comprehension. *TESOL Quarterly*, 21, 737-759.
- Pintrich, P. R. (1990). Implications of psychological research on student learning and college teaching for teacher education. In W. R. Houston (Ed.), *Handbook of research on teacher education* (pp. 826-857). New York: Macmillan.

- Porter, P. A. (1983). *Variations in the conversations of adult learners of English as a function of the proficiency level of the participants*. Unpublished doctoral dissertation, Stanford University.
- Porter, P. A. (1986). How learners talk to each other: Input and interaction in task-centered discussions. In R. R. Day (Ed.), *Talking to learn: Conversation in second language acquisition* (pp. 200-22). Rowley, MA: Newbury House.
- Powell, R. A., Single, H. M. & Lloyd, K. R. (1996). Focus groups in mental health research: enhancing the validity of user and provider questionnaires. *International Journal of Social Psychology*, 42(3), 193-206.
- Raine, P. (2010). An application of the Sinclair and Coulthard (1975) method of discourse analysis. Retrieved January 2011, from http://www.cels.bham.ac.uk/resources/essays/raine_sinc-coul.pdf.
- Rallis, S. F. & Rossman, G. B. (2009). Ethics and Trustworthiness. In J. Heigham & R. A. Croker (eds.), *Qualitative Research in Applied Linguistics: A Practical Introduction* (pp. 263-283). Basingstoke: Palgrave MacMillan.
- Rassaei, E. (2014). Scaffolded feedback, recasts, and L2 development: A sociocultural perspective. *The Modern Language Journal*, 98, 417-431.
- Rex, L. A. & McEachen, D. (1999). If anything is odd, inappropriate, confusing, or boring, it's probably important: The emergence of inclusive academic literacy through English classroom discussion practices. *Research in the Teaching of English*, 34, 65-129.
- Richards, J. C. & Schmidt R. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics* (3rd ed.). London: Longman.
- Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. In J. Sikula (Ed.), *Handbook of research on teacher education* (2nd ed.) (pp. 102-119). New York: Association of Teacher Educators.
- Robinson, P. (2007). Task complexity, theory of mind, and intentional reasoning: effects on L2 speech production, interaction, uptake and perceptions of task difficulty. *International Review of Applied Linguistics*, 45(3), 193-213.

- Robson, C. (2003). *Real World Research: A Resource for Social Scientists and Practitioner-Researchers*. Oxford: Blackwell.
- Russell, T. (2005). Can reflective practice be taught? *Reflective Practice*, 6(2), 199–204.
- Sacks, H., Schegloff, E. A. & Jefferson, G. (1974). 'A Simplest Systematics for the Organization of Turn Taking for Conversation', *Language* 50(4): 696–735.
- Schmidt, R. (1990). The Role of Consciousness in Second Language Learning. *Applied Linguistics*, 11, 129-158.
- Schutt, R. K. (1999). *Investigating the Social World: The Process and Practice of Research* (2nd ed). Thousand Oaks, California: Pine Forge Press.
- Seedhouse, P. (1996). Classroom interaction: possibilities and impossibilities. *ELT Journal*, 50(1), 16-23.
- Senge, P. (1990). *The Fifth Discipline: the Art and Practice of the Learning Organization*. New York: Doubleday.
- SEP (2006a). *Reforma de la Educación Secundaria. Fundamentación Curricular. Lengua Extranjera: Inglés*. Mexico City.
- SEP (2006b). *Study guide. Lengua Extranjera: Inglés*. Mexico City.
- Shamoosi, N. (2004). The effect of teachers' questioning behavior on EFL classroom interaction: A classroom research study. *The Reading Matrix*, 4(2), 93-106.
- Sheal, P. (1989). Classroom observation: training the observers. *ELT journal*, 43(2), 92-104.
- Sheen, Y. (2004). Negative feedback and learner uptake in communicative classrooms across instructional settings. *Language Teaching Research*, 8(3), 263–300.
- Sheen, Y. (2008). Recasts, language anxiety, modified output and L2 learning. *Language Learning*, 58, 835–874.
- Shi, G. (2004). Teacher's negative feedback and learner repair in secondary EFL classrooms. *Foreign Language and Literature*, 86(4), 242–248.
- Sinclair, J. & Brazil, D. (1982). *Teacher Talk*. Oxford: Oxford University Press.

- Sinclair, J. & Coulthard, M. (1975). *Towards an Analysis of Discourse: The English Used by Teachers and Pupils*. London: Oxford University Press.
- Skehan, P. & Foster P. (2001). Cognition and tasks. In P. Robinson (ed.), *Cognition and Second Language Learning* (pp. 183–205). New York: Cambridge University Press.
- Skehan, P. & Foster, P. (1997a). The influence of planning and post-task activities on accuracy and complexity in task based learning. *Language Teaching Research*, 1(3), 185–211.
- Skehan, P. & Foster, P. (1997b). Task-type and task processing conditions as influences on foreign language performance. *Language Teaching Research*, 1(3), 1-27.
- Skehan, P. & Foster, P. (1999). The influence of task Structure and processing conditions on narrative retellings. *Language Learning*, 49(1), 93-120.
- Skehan, P. (1996). A Framework for the implementation of task-based instruction. *Applied Linguistics*, 17, 38-62.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- Skehan, P. (2003). Task-based instruction. *Language Teaching*, 36, 1-14.
- Skehan, P. (2009). Modelling second language performance: Integrating complexity, accuracy, fluency, and lexis. *Applied Linguistics*, 30(4), 510–532.
- Snape, D. & Spencer, L. (2003). The foundations of qualitative research. In J. Ritchie & J. Lewis (Eds.), *Qualitative research practice. A guide for social science students and researchers* (pp. 1–23). London: Sage Publications Ltd.
- Storch, N. (1998). A classroom-based study: insights from a collaborative text reconstruction task. *ELT Journal*, 52, 291-299.
- Storch, N. (1999). Are two heads better than one? Pair work and grammatical accuracy. *System*, 27, 363-374.

- Storch, N. (2001). *An investigation into the nature of pair work in an ESL classroom and its effect on grammatical development*. Unpublished doctoral dissertation. University of Melbourne, Australia.
- Swain, M., Kinnear, P., & Steinman, L. (2015). *Sociocultural theory in second language education: An introduction through narratives* (2nd ed.). Multilingual matters.
- Swain, M., & Lapkin, S. (2002). Talking it through: Two French immersion learners' response to reformulation. *International Journal of Educational Research*, 37(3), 285-304.
- Swain, M. & Suzuki, W. (2008). Interaction, output, and communicative language learning. In B. Spolsky & F. M. Hult (Eds.), *The handbook of educational linguistics* (pp. 557–568). Oxford, UK: Blackwell.
- Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.) (pp. 235-256), *Input in Second Language Acquisition*. New York: Newbury House.
- Swain, M. (1995). Three functions of output in second language learning. In Cook, G. and Seidelhofer, B. (Eds.), *Principle and practice in Applied Linguistics: Studies in honor of H. G. Widdowson* (pp. 125-144). Oxford: Oxford University Press.
- Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (ed.), *Sociocultural Theory and Second Language Learning* (pp. 97-114). Oxford: Oxford University Press.
- Swain, M. (2005). The output hypothesis: theory and research. In E. Heinkel (ed.), *Handbook of research in second language teaching and learning* (pp. 471–483). Mahwah, NJ: Lawrence Erlbaum Associates.
- Tarone, E. & Liu, G-Q. (1995). Situational context, variation, and second language acquisition theory. In G. Cook & B. Seidelhofer (Eds.) *Principle and*

- practice in Applied Linguistics: Studies in Honor of H. G. Widdowson* (pp. 107-124). Oxford: Oxford University Press.
- Tarone, E. (2005). Speaking in a second language. In E. Heinkel (ed.), *Handbook of research in second language teaching and learning* (pp. 485–502). Mahwah, NJ: Lawrence Erlbaum Associates
- Tavakoli, P. & Skehan, P. (2005). Planning, task structure, and performance testing. In R. Ellis (ed.), *Planning and task performance in a second language*. Amsterdam: John Benjamins.
- Thornbury, S. & Slade, D. (2006). *Conversation: From description to pedagogy*. Cambridge: CUP.
- Thornbury, S. (1996). Teachers research teacher talk. *ELT Journal*, 50(4), 279-87.
- Tsui, A. B. M. (1995). *Introducing classroom interaction*. London: Penguin English.
- UAEM (2009). *Plan general de desarrollo de la UAEM 2009-2021*. Toluca: Universidad Autónoma del Estado de México.
- UAEM (2010). *Curriculum de la licenciatura en lenguas*. Toluca: Universidad Autónoma del Estado de México.
- University of Birmingham (2014). *Code of practice for research*. Retrieved September 15, 2013, from: <http://www.birmingham.ac.uk/Documents/university/legal/research.pdf>
- Van den Branden, K. (1997) Effects of negotiation on language learners' output. *Language Learning*, 47, 589-636.
- van Lier, L. (1988a). *The Classroom and the Language Learner*. London: Longman.
- van Lier, L. (1988b). What's wrong with classroom talk? *Prospect*, 3, 267–83.
- van Lier, L. (2000). From Input to Affordance: Social-interactive Learning from an Ecological Perspective. In J. Lantolf (ed), *Sociocultural Theory and Second Language Learning*. Oxford: Oxford University Press.

- van Lier, L. (2004). *The ecology and semiotics of language learning: A sociocultural perspective*. Boston: Kluwer Academic.
- Vygotsky, L. S. (1978). *Mind and society*. Cambridge, MA: Harvard University Press.
- Wagner, J. (1996). Language acquisition through foreign language interaction - a critical review of studies in Second Language Acquisition. *Journal of Pragmatics*, 26, 215-35.
- Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *The international journal of bilingual education and bilingualism*, 9(2), 159–180.
- Walsh, S. (2002). Construction or obstruction: teacher talk and learner involvement in the EFL classroom. *Language Teaching Research*, 6(1), 3-23.
- Walsh, S. (2003). Developing interactional awareness in the second language classroom. *Language Awareness*, 12, 124-42.
- Walsh, S. (2006). *Investigating classroom discourse*. London: Routledge.
- Walsh, S. (2011). *Exploring classroom discourse: language in action*. London: Routledge.
- Walsh, S. (2013). *Classroom discourse and teacher development*. Edinburgh: Edinburgh University Press.
- Wells, G. (1981). *Learning through interaction: The study of language development*. Cambridge: Cambridge University press.
- Wells, G. (1993). Re-evaluating the IRF sequence: a proposal for the articulation of theories of activity and discourse for the analysis of teaching and learning in the classroom. *Linguistics and Education*, 5, 1-17.
- Wertsch, J.V. (1998). *Mind as action*. New York: Oxford University Press
- Wesche, M. (1994). Input and interaction in second language acquisition. In C. Callaway & B. J. Richards (Eds.), *Input and interaction in language acquisition* (pp. 219-250). New York: Cambridge University Press.

- Wesely, P. (2012). Learner attitudes, perceptions, and beliefs in language learning. *Foreign Language Annals*, 45(S1), 98-117.
- White, C. (2008). Beliefs and good language learners. In C. Griffiths (ed.), *Lessons from good language learners* (pp. 121-130). Cambridge: Cambridge University Press.
- White, L. (1987). Against comprehensible input: The input hypothesis and the development of second language competence. *Applied Linguistics*, 8, 95-110.
- Williams, J. (1999). Learner-generated attention to form. *Language Learning*, 49(4), 583-625.
- Wintergerst, A. C. (1993). Why-Questions in classroom discourse. *College ESL*, 3, 70-79.
- Wolfe-Quintero, K., Inagaki, S. & Kim, H.-Y. (1998). *Second language development in writing: Measures of fluency, accuracy, and complexity*. Hawaii: University of Hawaii Press.
- Woods, D. & Çakir, H. (2011). Two dimensions of teacher knowledge: the case of communicative language teaching. *System*, 39(3), 381-390.
- Woods, D. (2003). The social construction of beliefs in the language classroom. In P. Kalaja & A. M. F. Barcelos (Eds.), *Beliefs about SLA: New research approaches* (pp. 201–229). Dordrecht: Kulwer Academic.
- Woods, D. (1996). *Teacher cognition in language teaching: Beliefs, decision-making and classroom practices*. Cambridge, UK: Cambridge University Press.
- Yang, C. C. R. (2010). Teacher questions in second language classrooms: An investigation of three case studies. *Asian EFL Journal*, 12(1), 181- 201.
- Yang, J. S. & Kim, T.Y. (2011). Sociocultural analysis of second language learner beliefs: A qualitative case study of two study-abroad ESL learners. *System*, 39(3), 325–334.

- Yano, Y., Long, M. & Ross, S. (1994). The effects of simplified and elaborated texts on foreign language reading comprehension, *Language Learning*, 44, 189-219.
- Yoshida, R. (2013a). Conflict between learners' beliefs and actions: Speaking in the classroom. *Language Awareness*, 22(4), 371-388.
- Yoshida, R. (2013b). Learners' self-concept and use of the target language in foreign language classroom. *System*, 41(4), 935-951.
- Young, D. (1990). An investigation of students' perspectives on anxiety and speaking. *Foreign Language Annals*, 23, 539-553.
- Zhang, Y. (2009). Reading to Speak: Integrating Oral Communication Skills. *English Teaching Forum*, 47(1), 32-34.

APPENDICES

APPENDIX 1

INFORMATION SHEET (PILOT STUDY)



ORAL INTERACTION IN EFL CLASSROOMS: A SOCIAL PERSPECTIVE BETWEEN TEACHER - LEARNER.

I am a first year PhD learner in English at the University of Birmingham working on a project about speaking inside the classroom.

I am doing research on the oral interaction inside the classroom and would like to record conversations and interactions in English. Also, I would like to use the questionnaire's information under the strictest anonymity for complementing the information about the oral interaction in the classroom.

I should like your permission to make recordings of your conversations using a digital audio recorder and to transcribe these for my research project. At any time, you have the right to withdraw your participation in this study.

The questionnaire's information, recordings and transcriptions will be used in the following ways:

1. *mainly*: for my research project, as described above
2. *possibly*: in one or more academic research presentations or articles about the use of spoken English by learners and academics at this University
3. *additionally*: for teaching and examination purposes at the University of Birmingham

Confidentiality:

The recordings made will be used for research purposes only and all information will be handled confidentially. Names of people and organizations in the recordings and questionnaires will be changed in the transcriptions. The recording, transcripts and the questionnaire's results will be made available to the participants upon request. You may withdraw your permission to use some or all of the data at any time.

Contact details: EDGAR EMMANUELL GARCÍA PONCE



Your help with this project would be greatly appreciated.

APPENDIX 2

CONFIDENTIALITY AND CONSENT SHEET (PILOT STUDY)

Title of research project: ORAL INTERACTION IN EFL CLASSROOMS: A SOCIAL PERSPECTIVE BETWEEN TEACHER - LEARNER.

Name of researcher: EDGAR EMMANUELL GARCÍA PONCE

Contact details:

████████████████████████████████████████
████████████████████

Use of Information

I have been given information in the *information sheet* about the research project and the way in which my contributions will be used. It has been explained to me that the questionnaires, recordings and transcriptions will be handled confidentially, and that my identity will be protected.

I understand that it is my right to receive an electronic copy of any information or data I have provided, that the University of Birmingham then uses and stores, by contacting the investigator at any time.

I understand that I can withdraw my consent to use some or all of the data provided at any time.

I give my permission for the data given to the researcher for the above project to be used in the ways outlined in the *Information Sheet*.

Signed.....

NAME.....

Date.....

APPENDIX 3

INITIAL TRANSCRIPTION CONVENTIONS

.	end of a discourse unit or clause.
!	animated intonation
?	presence of a question.
...	noticeable pause or break of less than 1 second within a turn
-	sound abruptly cut off, e.g., false start
:	colon following vowel indicates elongated vowel sound
::	extra colon indicates longer elongation
()	parentheses around talk spoken in a low voice ('sotto voce')
=	latching: no perceptible inter-turn pause
→	speaker's turn continues without interruption
<i>italics</i>	emphatic stress
//	words between slashes show uncertain transcription
/?/	indicates inaudible utterances: one ? for each syllable
	overlapping or simultaneous speech
[]	words in these brackets indicate non-linguistic information, e.g., pauses of 1 second or longer (the number of seconds is indicated), speakers' gestures or actions
'Hehehe'	Indicates laughter in a turn, for each syllable laughed a "he" is transcribed
.hh	inhalation (intake of breath)
hhh	Aspiration (releasing of breath)

taken and adapted from Koester (2006: ix- x)

APPENDIX 4

QUESTION GUIDE:

LEARNER INTERVIEW (PILOT STUDY)

Name _____ Age _____

Gender _____ Class _____

1. How many years have you been learning English?
2. What are your main goals for learning the language?
3. Do you practise the language outside the classroom? Mention some examples.
4. What is your opinion of speaking the language effectively?
5. Which activities do you normally carry out to practise speaking?
6. Do you consider that you have enough time in class to practise Speaking in class?
7. When you practise speaking inside the classroom, do you think that activities are meaningful and authentic for your learning? Why?
8. While you have been practising speaking in the classroom, do you think that your English has improved (fluency, grammar, vocabulary, etc.)? Why?
9. What sort of speaking activities do you commonly practise in English class?
10. What suggestions would you give to the class in order to practise oral English in a beneficial way?

APPENDIX 5

QUESTION GUIDE:

TEACHER INTERVIEW (PILOT STUDY)

Name _____ Age _____

Gender _____ Class _____

1. How many years have you been learning English?
2. Where did you mainly learn English (Mexico or abroad)?
3. How many years have you been teaching English?
4. Do you consider that you have enough time to fully practise the foreign language?
What restrictions do you have?
5. In your opinion, what is necessary in order to be competent in English?
6. What skills (speaking, writing, reading, listening) do you think are important to be competent in English? Why?
7. In your classes, which skills do you mainly focus on? Why?
8. What activities do you normally carry out in class to practice Speaking? Is there any reason why?
9. Which benefits do you think your learners obtain when you practise speaking with them?
10. When you practice speaking with your learners, which strategies do you commonly carry out to develop your learners' speaking?

APPENDIX 6

LEARNER QUESTIONNAIRE (PILOT STUDY)

Name _____ Age _____

Gender M F Class _____

INSTRUCTIONS. Answer the following questions related to your own perspective and experience regarding language. Questions are to be answered either by underlining, ticking the answers or completing with information. Your answers will be treated confidentially and I would appreciate if they are as true as possible.

THANK YOU VERY MUCH FOR YOUR HELP!

1. How many years have you been learning English? Underline the answer.
a) 0 – 3 years b) 4 – 6 years c) 7 – 9 years d) 10 – more years

2. What are your main goals for learning the language? Tick as many as apply.
a) To pass the university exams _____
b) To get a job after school _____
c) For personal reasons _____
d) To travel abroad _____
e) To work abroad _____
f) Other: please state _____

3. Do you practice the language outside the classroom? Tick as many examples as apply.
a) Talking in English with friends _____
b) Watching movies in English _____
c) Listening to music in English _____
d) Reading books or information in English _____
e) Listening to the radio in English _____
f) Other: please state _____

4. Order the following skills from 1 to 5 (where 1 is most important to 5 as less important) according to importance for you.
Listening _____
Reading _____
Speaking _____
Writing _____
Grammar _____

5. In order to speak English effectively, what is required from the learner?

6. In order for you to speak English effectively, what is required from the teacher?

7. In order of frequency, please write 1 – 5 (where 1 is more practiced to 5 as less practiced) in the following skills for the activities you do frequently in class:

Listening _____
Reading _____
Speaking _____
Writing _____
Grammar _____

8. Which activities do you normally carry out to practice **speaking** in class? Mention them below.

Role plays _____
Group discussions _____
Using the target language outside the classroom _____
Authentic speech in the form of written transcripts _____
Establishing and maintaining a speaking environment _____
Seeking and giving information _____
Learning or teaching other to do or make something _____
Conversing over the telephone _____
Solving problems _____
Discussing ideas _____
Playing with language _____
Acting out social roles _____
Sharing leisure activities _____
Other: please state _____

9. Do you think these activities help you communicate outside the classroom in more real situations? Say in which way.

10. In a typical lesson, what percentage is devoted to speaking?

4. 25% b) 50% c) 75% d) 100%

11. Is this enough time? Give reasons for your answer.

12. When you practice speaking in class, do you think that your English oral skills have improved? How?

YES NO

13. How could the activities be improved in order to practice speaking in your class so that you learn and speak English naturally?

COMENTARIOS EN LA ESTRUCTURA O SENTIDO DE LAS PREGUNTAS QUE QUISIERAS COMPARTIR.

APPENDIX 7

TEACHER QUESTIONNAIRE (PILOT STUDY)

Name _____ Age _____

Gender F M Class _____

INSTRUCTIONS. Answer the following questions related to your own perspective and experience regarding language. Questions are to be answered either by underlining the answers or completing with information. Your answers will be treated confidentially and I would appreciate if they are as true as possible.

THANK YOU VERY MUCH FOR YOUR HELP!

1. When did you start learning English? Underline the answer.
a) 0 – 3 years b) 4 – 6 years c) 7 – 9 years d) 10 – more years

2. Where did you mainly learn English? Tick one.
a) Mexico _____
b) Abroad _____
c) Both _____

3. How many years have you been teaching English? Underline the answer.
a) 0 – 3 years b) 4 – 6 years c) 7 – 9 years d) 10 – more years

4. Do you consider that you have enough time to fully practice the foreign language at this time? What restrictions do you have?

5. What are the language skills most practiced in your class? Choose from 1 to 5, where 1 = most practiced to 5 = less practiced.
Listening _____
Reading _____
Speaking _____
Writing _____
Grammar _____

6. Which skills are more important to your learners? Choose from 1 to 5, where 1 = most important to 5 = less important.
Listening _____
Reading _____
Speaking _____
Writing _____
Grammar _____

7. In a typical lesson, what percentage is devoted to speaking?

5. 25% b) 50% c) 75% d) 100%

8. What activities do you normally carry out in class to practice the speaking? Tick as many as apply.

- Role plays _____
- Group discussions _____
- Using the target language outside the classroom _____
- Authentic speech in the form of written transcripts _____
- Establishing and maintaining a speaking environment _____
- Seeking and giving information _____
- Learning or teaching other to do or make something _____
- Conversing over the telephone _____
- Solving problems _____
- Discussing ideas _____
- Playing with language _____
- Acting out social roles _____
- Sharing leisure activities _____
- Other: please state _____

9. Which benefits do you think your learners obtain when you practice speaking with them? Tick as many as apply.

- Fluency _____
- Accuracy _____
- Vocabulary _____
- English for real life _____
- Confidence _____

10. When you practice speaking with your learners, which strategies do you commonly carry out to develop your learners' speaking?

11. What would you recommend that learners do in class in order to improve their oral skills?

COMENTARIOS EN LA ESTRUCTURA O SENTIDO DE LAS PREGUNTAS QUE QUISIERAS COMPARTIR.

APPENDIX 8

INFORMATION SHEET (MAIN STUDY)



UNIVERSITY OF BIRMINGHAM



A DISCOURSE ANALYSIS OF INTERACTIONS IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOMS IN MEXICO: Implications of classroom behaviour and beliefs for speaking practice

I am a second year PhD learner in English at the University of Birmingham working on a project about speaking inside classrooms.

I am doing research on the oral interactions inside the classroom and would like to record conversations and interactions in English. Also, I would like to use the information obtained in the questionnaire, under the strictest anonymity, to complement the information about the oral interactions in the classroom.

I should like your permission to make recordings of your conversations using a digital audio recorder and to transcribe these for my research project. At any time, you have the right to withdraw your participation in this study.

The questionnaire's information, recordings and transcriptions will be used in the following ways:

1. *mainly*: for my research project, as described above.
2. *possibly*: in one or more academic research presentations or articles about the use of spoken English by learners and academics at this University.
3. *additionally*: for teaching and examination purposes at the University of Birmingham.

Confidentiality:

The recordings made will be used for research purposes only and all information will be handled confidentially. Names of people and organizations in the recordings and questionnaires will be changed in the transcriptions. The recording, transcripts and the questionnaire's results will be made available to the participants upon request. You may withdraw your permission to use some or all of the data at any time.

Contact details: EDGAR EMMANUELL GARCÍA PONCE



Your help with this project would be greatly appreciated.

APPENDIX 9

CONFIDENTIALITY AND CONSENT SHEET (MAIN STUDY)

Title of research project: A DISCOURSE ANALYSIS OF INTERACTIONS IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOMS IN MEXICO: IMPLICATIONS OF CLASSROOM BEHAVIOUR AND BELIEFS FOR SPEAKING PRACTICE

Name of researcher: EDGAR EMMANUELL GARCÍA PONCE

Contact details: [REDACTED]
[REDACTED]

Use of Information

I have been given information in the *Information Sheet* about the research project and the way in which my contributions will be used. It has been explained to me that the questionnaires, recordings, transcriptions and information will be handled confidentially, and that my identity will be protected.

I understand that it is my right to receive an electronic copy of any information or data I have provided, that the University of Birmingham then uses and stores, by contacting the investigator at any time.

I understand that I can withdraw my consent to use some or all of the data provided at any time.

I give my permission for the data given to the researcher for the above project to be used in the ways outlined in the *Information Sheet*.

Signed.....

NAME.....

Date.....

APPENDIX 10

LEARNER QUESTIONNAIRE (MAIN STUDY)

UNIVERSITY OF BIRMINGHAM

Nombre _____ Género M F Clase _____
Edad _____

INSTRUCCIONES. Responde las siguientes preguntas con respecto a tu perspectiva y experiencia sobre la lengua inglesa. Las preguntas deberán ser contestadas ya sea subrayando, seleccionando o complementando. Tus respuestas serán tratadas confidencialmente y agradecería que fueran lo más cierto posible.

¡MUCHAS GRACIAS POR TU COOPERACIÓN!

1. **¿Cuáles son tus metas para aprender inglés? Selecciona las opciones que apliquen.**

- 2. Pasar los exámenes/clase _____
- 3. Obtener un empleo _____
- 4. Motivos personales _____
- 5. Viajar al extranjero _____
- 6. Trabajar en el extranjero _____
- 7. Otro: por favor mencione _____

2. **¿Qué tan frecuente practicas las siguientes habilidades en tu clase? En orden de frecuencia, por favor escribe 1 – 5 (donde 1 es la que más practicas y 5 la que menos practicas).**

- Listening _____
- Reading _____
- Speaking _____
- Writing _____
- Grammar _____

3. **¿Qué habilidades te gustaría practicar más en tu clase de inglés? Ordena las siguientes habilidades de 1 a 5 (donde 1 es la que te gustaría practicar más a 5 como la que te gustaría practicar menos).**

- Listening _____
- Reading _____
- Speaking _____
- Writing _____
- Grammar _____

4. **¿Qué tipo de actividades de speaking son las más comunes en tu clase? Ordena las siguientes actividades con 1 a 5, donde 1 es la más frecuente a 5 como la menos frecuente.**

- a) Individual _____
- b) En parejas _____
- c) En pequeños grupos (3-5 personas) _____
- d) En grupos grandes (más de 5 personas) _____

e) Con el maestro _____

5. Durante una típica clase de inglés, ¿Qué porcentaje de práctica de speaking dirías que se dedica entre el maestro y alumnos?

1. 0% b) 25% c) 50% d) 75% e) 100%

6. En tu opinión, ¿es suficiente?

SÍ NO

7. ¿Por qué?

8. Durante una típica clase de inglés, ¿Qué porcentaje de práctica de speaking dirías que se dedica entre alumnos?

a) 0% b) 25% c) 50% d) 75% e) 100%

9. En tu opinión, ¿es suficiente?

SI NO

10. ¿Por qué?

11. Para hablar el inglés eficientemente, ¿qué necesitaría hacer el maestro diferente? Marca la respuesta que indique tu respuesta.

	Más	Es suficiente	Menos
a) Práctica del speaking en grupos o parejas.			
b) Práctica del speaking con el maestro.			
c) Variedad de actividades de speaking.			
d) Actividades que se asemejen a la comunicación real fuera de clase.			
e) Un ambiente agradable para poder hablar.			
f) Más gramática/vocabulario.			

12. ¿Crees que aprendes cuando practicas speaking?

SI NO

13. ¿Por qué (no)?

14. ¿Cómo te sientes cuando... (encierra la que mejor represente tu respuesta):

	No lo haría	Incómodo				Cómodo
a) El maestro te hace una pregunta	0	1	2	3	4	5
b) Le hablas al maestro en inglés en frente del grupo	0	1	2	3	4	5
c) Tienes una conversación con el maestro	0	1	2	3	4	5
d) Interrumpes al maestro	0	1	2	3	4	5
e) Hablas en inglés con el maestro	0	1	2	3	4	5
f) Hablas en inglés con tus compañeros	0	1	2	3	4	5
g) Hablas en español	0	1	2	3	4	5
h) No entiendes algo que el maestro dice	0	1	2	3	4	5
i) Practicas speaking con tus compañeros	0	1	2	3	4	5
j) El maestro te corrige oralmente	0	1	2	3	4	5

15. ¿Crees que tus habilidades de speaking han mejorado este semestre?

SÍ NO

16. ¿Por qué (no)?

17. ¿Cuál es tu opinión acerca del nivel de inglés de tu clase? Subraya tu respuesta.

- a) Dificil, no entiendo b) Dificil pero generalmente entiendo
c) Fácil de entender d) Es muy bajo

18. ¿Crees estar en el nivel correcto?

SI NO

19. ¿Por qué (no)?

APPENDIX 11

QUESTION GUIDE:

TEACHER INTERVIEWS

Gender F M Class _____

Language/teaching background

1. How many years have you dedicated to learning English?
2. Have you had the chance to learn it in an English speaking country?
3. How many years have you been teaching English?
4. Have you had formal teaching training, such as a BA, courses, diplomas, etc.?

Classroom structure

5. What are the language skills most practised in your class? Why?
6. Which skills are more important to your learners? What would be the reason of this?

Skill planning

7. When you plan and deliver a speaking class, what do you normally focus on?
8. What kind of speaking practice is the most common in your English classes? E.g. individual, in pairs, in groups or with you.
9. Which problems do you face when planning or carrying out speaking activities?
10. What problems do you experience when you practise speaking with your learners?
11. When you practise speaking, do you focus on fluency or accuracy?

Skill practice

12. When you prepare a speaking class, what do you consider?
13. How do you organise a speaking class?
14. Describe a common speaking session in your class. What activities you normally carry out? What do your learners have to do?
15. Would you say that your learners' productions could meet real life needs? How do you make sure?

16. Do you think that the learners have been putting great emphasis on the skill just to obtain the language certification?
17. During a typical English class, what percentage of the speaking practice would you say is dedicated to speaking between teacher and learners? Is this enough time?
18. During a typical English class, what percentage of the speaking practice is dedicated to speaking among learners? Is this enough time?
19. Do you sometimes speak Spanish? In which circumstances?
20. How do you make sure that your learners are progressing in speaking?

Oral interaction/ practice perceptions

21. Which benefits do you think your learners obtain when they practise speaking?
22. Would you say that in your class there are enough opportunities to practise and develop the speaking skill?
23. Do you believe that in your class there is a proper environment for your learners to practise speaking at all times?
24. Do you consider that your learners are on the right level of English?
25. Do you believe that the speaking practise in class really resembles real life communication?
26. Do you believe that the speaking practice in you class is really meaningful for your learners so they can have a real conversation outside the classroom?
27. How do you make sure that your learners are learning through speaking practice?
28. Do you consider that there has been a positive effect on correcting the errors during speaking? How do you make sure?
29. Do you modify you talk for learners to understand better?
30. Could you name some situations in which you modify your speech to learners?

Recommendations

31. What would you recommend that learners do in class in order to improve their oral skills?

APPENDIX 12

QUESTION GUIDE:

SECOND TEACHER INTERVIEWS

Speaking

- 1) How often do you practise speaking? What is the reason for that?
- 2) How do you normally plan and prepare for a speaking session?
- 3) What are the language aspects that you want your learners to practise and learn?
- 4) Do you normally practise speaking with them, or is it among them?

Oral performance

- 5) What are your priorities while practising speaking with your learners?
- 6) Do you focus on fluency or accuracy?
- 7) How do you plan a speaking activity focused on accuracy?
- 8) Have you ever practised complexity with your learners?

Discourse function

- 9) Do you believe that the speaking activities that you perform are communicative?
- 10) How do you make sure that they are communicative?
- 11) Which communicative aspects do you include in the speaking activities?

Negotiation of meaning

- 12) Do you normally correct your learners during speaking practice?
- 13) If not, what would be the reasons that prevent you from correcting them?
- 14) How do you think that your learners consider the oral corrections from you?
- 15) Do those perceptions are an obstacle for you to correct them during the speaking practice?
- 16) What kind of error do you normally correct during speaking practice?

APPENDIX 13

QUESTION GUIDE:

LEARNER FOCUS GROUPS

Language background

1. What are your names?
2. How many years have you been learning English?
3. Have you learned English in a speaking country?
4. Why is English important for you?

Structure of class

5. Which skills do you normally practise most in your English class? What would be the reason for this?
6. Why do you think the class is focused on these skills?
7. Which skills would you like to practise most in your current English class? Why?

Language practice perception

8. Describe how it is when you have a speaking class? What do you normally do?
9. Does your teacher try to make you practise your speaking in class?
10. Are there many opportunities inside your classroom for you to speak in English?
11. While speaking, what do you do when you don't understand something the other person is saying?
12. Do you have more practice with the teacher or with your classmates?
13. Do you learn more when you practise your speaking with the teacher or with your classmates?

Needs for communicating in English

14. When you speak in English in your class, do you only answer the teacher's questions or have the opportunity to have a conversation?
15. How often do you speak in English in your class? Is this enough time?
16. Does your teacher speak in English all the time? If not, in which situations does s/he speak Spanish?
17. When you speak to your classmates, do you speak in English or Spanish? Why?

Attitudes towards language/interaction

18. Do you prefer practising English speaking with pairs, small groups or the teacher?
19. How do you feel when you speak or have a conversation in English to the teacher?
20. How do you feel when the teacher asks you questions in English?
21. How do you feel when you talk to the teacher in front of the class?
22. How do you feel when you interrupt the teacher?
23. When does your speaking become more fluent? When is it with the teacher or classmates?
24. How do you feel when you speak in English to your classmates?
25. Outside the classroom, is it possible for you to speak in English? How?
26. How many hours do you approximately speak in English inside the classroom every day?
27. What do you think about the level of the class? Is it too easy or difficult?

Perception of benefits from speaking English

28. Do you think that your English oral skills have improved this semester? Why (not)?
29. Do you believe that the speaking practice that you have in your class is meaningful so that you can have a conversation outside the classroom?
30. Do you think that you normally learn English from speaking practice?
31. Do you consider that error correction coming from the teacher is beneficial for your learning?
32. Do you consider that error correction during speaking has helped you to improve the skill?
33. For you, what strategies do you commonly use so that your oral skills improve?

Recommendations

34. In order for you to speak English effectively, what do you need your teacher to do differently? What do you need to do differently?

APPENDIX 14

FRAMEWORK OF INTERACTIONAL STRATEGIES IN FOREIGN LANGUAGE INTERACTION:

NATURE OF FLIs

FISFLI					
Interactional strategies		Occurrences (No.)		Percentage %	
		Teacher talk	Learner talk	Teacher talk	Learner talk
IRF pattern	1. Initiation				
	2. Response				
	3. Feedback/Follow-up				
	Examples				
Teacher-initiated exchanges	Interactional strategies	Teacher talk			
		Occurrences (No.)		Percentage %	
	4. Inform				
	5. Direct				
	6. Elicit				
	7. Check				
Examples					
Questioning	8. Referential questions				
	9. Display questions				
	10. Total number of questions				
	Examples				
Interactional strategies		Occurrences (No.)		Percentage %	
		Teacher talk	Learner talk	Teacher talk	Learner talk
Length	11. Total number of turns				
	12. Long turns				
	13. Short turns				
	14. Length of talk				
	Examples				

APPENDIX 15

FRAMEWORK OF INTERACTIONAL STRATEGIES IN FOREIGN LANGUAGE INTERACTION:

LEARNER TALK

FISFLI			
	Interactional strategies	Occurrences (No.)	Percentage/Ratio
Discourse Functions	1. Moves conversation on to a new topic/activity		
	2. Extends a previous contribution		
	3. Jokes/says something funny		
	4. Provides an example/Exemplifies		
	5. Summarizes or ends discussions/task		
	6. Confirms		
	7. Hypothesizes		
	8. Makes an observation		
	9. Defines		
	10. Negates		
	11. Concludes		
	12. Praises or encourages		
	13. Completes		
	14. Interrupts		
	15. Speaks simultaneously		
	16. Explains/gives information		
	17. Gives directions		
	18. Total number of functions of conversation		
	Examples		
Oral performance	19. Turns		
	20. Words		
	21. Clauses		
	22. Independent clauses		
	23. Dependent clauses		
	24. Coordinated clauses		
	25. AS-units		
	26. Error-free clauses		
	27. Errors		
		Examples	

Interactional strategies		Occurrences (No.)		Percentage %	
		Teacher talk	Learner talk	Teacher talk	Learner talk
Negotiation of Meaning	28. Comprehension checks				
	29. Confirmation checks				
	30. Clarification requests				
	31. Recasts				
	32. Repetitions				
	33. Total number of indicators				
	34. Total number of NoMs				
Examples					
Interactional strategies			Occurrences (No.)	Percentage/Ratio	
Length of answers	35. Answers				
	36. Words				
	37. Clauses				
	38. Independent clauses				
	39. Dependent clauses				
Examples					

APPENDIX 16

CATEGORIES FROM INTERVIEWS AND FOCUS GROUPS

1. Language practice

- a. Objectives of language practice
- b. Most practised language skills

2. Perceptions of speaking practice

- a. Aims for speaking practice
- b. Implementation of speaking practice
- c. Learners' preference for speaking practice

3. Perceptions about learners' proficiency level

- a. Learners in right class
- b. Learners with low oral competence

4. Benefits of speaking practice

- a. Benefits of speaking practice in the classroom
- b. Progress in speaking skills
- c. Learners' development of oral performance
- d. Development of discourse competence
- e. Practice of fluency and accuracy

5. Perceptions of TLIs

- a. Speaking practice relied on TLIs
- b. Positive attitudes towards TLIs
- c. Benefits of TLIs
- d. Limitations of TLIs

6. Perceptions of PIs

- a. Speaking practice relied on PIs
- b. Benefits of PIs
- c. Limitations of PIs
 - i. PIs as relaxed opportunities
 - ii. PIs may not be performed as expected
- d. PIs as source of error treatment

7. Perceived limitations to speaking practice

- a. Speaking not developing learners' competence
- b. Learners' low oral competence
- c. Limited participation during speaking
- d. Speaking practised as a complementary activity

- e. Teachers dominating talk
- f. Learners' reticence
- g. Speaking focused on form
- h. Lack of learner autonomy

8. Indicators of learners' progress in speaking skills

- a. Use of speaking test
- b. Performance as indicator of progress

9. Locally-situated needs

- a. Class size constraints
- b. Class time constraints

10. Influence of beliefs about locally-situated needs

- a. Reliance on textbooks
- b. Question – answer patterns
- c. Teaching to the language certification
 - i. Practice for language certification as a limitation for developing speaking skills
- d. Reliance on grammar practice
 - i. Reasons for grammar/vocabulary practice

11. Perceptions about error corrections

- a. Error correction strategies
- b. Positive attitude towards error correction
 - i. Perceived benefits of error corrections
- c. Negative attitude towards error correction
 - i. Teachers not correcting learners

12. Negotiations of meaning

- a. Negotiations of meaning at word level
- b. No need for negotiations of meaning
 - i. Negotiations not initiated by learners
 - ii. Face-threatening negotiations of meaning
- c. More negotiations of meaning in PIs

13. Recommendations

- a. Recommendations for the speaking
 - i. More speaking practice
 - ii. More time
- b. Needs/recommendations for learner autonomy

APPENDIX 17

STATEMENTS AND EXTRACTS FOR ACTIVITY

STATEMENTS	EXTRACTS
It is not important to integrate the four language skills	“In a language class, it [the integration of the four language skills] is obviously difficult, you neglect one for the other [...] You choose one of each skill group.” (TEACHER)
	“The productive skills, I think that they need more practice, and we have not had enough time to develop them.” (TEACHER)
Speaking activities are as important as other activities in the classroom	“We go following the program, we follow the book and the certification sheets, but if there is nothing for speaking, no.” (LEARNER)
	“Sometimes the activities are, as I told you before, too grammatical. They are topics very dense, not leaving much opportunity for... for speaking practice.” (TEACHER)
Grammar is more important than speaking	“Yes, we practise speaking, but there are lessons only focused on grammar and, for example, today we had some speaking practice, not the whole class.” (LEARNER)
	“Sometimes the activities [...] are too grammatical, they involve structures that are dense, they do not leave much opportunity for... for the speaking practice.” (TEACHER)
It is very important to practise speaking.	“The problem here is the number of learners and class time constraints; 5 hours for advanced classes. What you do not want sometimes is to waste time in speaking activities.” (TEACHER)
	“I don’t do it [speaking practice] because of time constraints. Honestly, I have to practise all the language skills, the format for the FCE and cover the textbook up to unit 8.” (TEACHER)
During speaking practice, learners are encouraged to participate	“I don’t expose the learners because they won’t answer, it is obvious, they blush.” (TEACHER)

<p>Speaking practice inside the classroom does not provide learners with opportunities to participate</p>	<p>“The groups are not small, they are not 5 people, neither are they 10. There are not many opportunities for contributing, speaking. Three may be speaking but not the rest. There is no time...” (LEARNER)</p>
	<p>“We are many, she pays attention to some and the rest is doing other stuff.” (LEARNER)</p>
	<p>“I feel the same, she asks everybody and she seldom asks me questions [...] to Student? to Student 2? She always asks questions [...] there are others who she does not ask questions.” (LEARNER)</p>
<p>Speaking follows varied tasks</p>	<p>“I follow the activities in the textbook, they are always focused on the Cambridge examinations [...] we obviously focus on exercises to master the speaking section of the certification.” (TEACHER)</p>
	<p>“Yes, almost always [...] we obviously focus on activities to reinforce the oral part of the [language] certifications.” (TEACHER)</p>
	<p>“I would recommend changing the topic from time to time, not always following the textbook, and start a discussion of those topics, a debate [...] with all of that we could improve our speaking.” (LEARNER)</p>
<p>Oral corrections are not beneficial for learning, and should not be provided.</p>	<p>“[...] it is a matter of giving you my feedback so that you in the future see which one is the standard. Then, making for the whole class, you realise that the learners are aware and say: ‘I can use this in this situation, and the other in another situation’ and all the class benefits from this (feedback).” (TEACHER)</p>
	<p>“I have decided not to correct them so as not to affect [speaking]” (TEACHER)</p>
<p>Learners should be corrected during speaking practice.</p>	<p>“The provision of feedback is personalised and without other learners [...] Then, you have the freedom to tell them their mistakes and advise them.” “[...] I now do it in a personalised way so as to avoid peer criticisms.” (TEACHER)</p>
	<p>“Depending on the intimacy for them to express, interact and tell them at the end where they were wrong.” (TEACHER)</p>

<p>Speaking should not be practised in pairs or trios. Learners do not develop speaking skills.</p>	<p>“Well, I like that they work in pairs so that they don’t feel embarrassed.” (TEACHER)</p>
	<p>“It is in pairs as well as groups because in pairs they feel more comfortable talking in pairs, and groups are also important because I think that they provide each other with feedback, and they listen to each other.” (TEACHER)</p>
	<ol style="list-style-type: none"> 1. More confidence (Learners 2 and 3, basic level; Learner 1, intermediate level; Learner 1, advanced level); 2. More oral production (Learners 1, 2, 3, basic level; the five learners, advanced level); 3. Peer learning (Learners 1, 2, 3, 4, intermediate level); 4. Freedom to talk about learner-related topics (Learners 1 and 3, advanced level).

APPENDIX 18

TRANSCRIPT OF INTERVIEW:

MARÍA (BASIC LEVEL)

Language/teaching background

Interviewer: Bueno, primero que nada, ¿cuántos años has dedicado a aprender inglés? Formalmente.

Teacher: ¿Formalmente? Sí, pues han de ser como unos diez años ahora.

Interviewer: Como desde el 2003.

Teacher: Sí, más o menos como desde el 2003.

Interviewer: ¿Has tenido la oportunidad de aprender el inglés en un país de habla?

Teacher: Sí, he tenido la oportunidad en Canadá e Inglaterra.

Interviewer: ¿En Inglaterra? ¿Cómo cuánto tiempo?

Teacher: En Inglaterra estuve en un curso que fueron como 3 meses y en Canadá estuve 2 meses y, bueno, la práctica que tuve de asistente.

Interviewer: ¿Cuántos años has enseñado el inglés?

Teacher: Desde el dos mil... han sido ya ocho años.

Interviewer: Y ¿has tenido aprendizaje formal de docencia, como una licenciatura, cursos, diplomas?

Teacher: Lo que he estudiado aquí en la escuela... bueno, yo obtuve un plan diferente en el cual casi llevamos 4 prácticas docente. Entonces, sí tuve esa formación, más aparte yo tomaba cursos de formación y son esos únicos lugares donde obtuve esa formación. Licenciatura y cursos complementarios.

Classroom structure

Interviewer: Ok. ¿Cuáles son las habilidades de la lengua inglesa que más se practican en clase?

Teacher: En esta clase en especial, bueno, yo siento que las que más se han practicado es la comprensión escrita y la comprensión auditiva, un poco el speaking. Lo que son las habilidades productivas, siento que sí he necesitado más práctica y que no se ha tenido el tiempo suficiente para desarrollarlas.

Interviewer: Y ¿por qué crees que no se ha tenido ese tiempo suficiente para desarrollar las productivas.

Teacher: Una es porque la extensión del programa es amplio. Entonces, necesito cubrir varios temas que los alumnos deben tener para pasar al siguiente semestre. Como que me he enfocado más a que ellos tengan el conocimiento de la lengua en cuanto a las estructuras pero sí ha faltado el que ellos sepan cómo aplicarlas, o sea, en el contexto real y cómo producirlas.

Interviewer: Entonces, ¿dirías que uno de los problemas que enfrentas es el tiempo?

Teacher: Sí, el tiempo, sí, el tiempo de la clase.

Interviewer: Y, ¿qué habilidades consideras que son más importantes para tus alumnos?

Teacher: Pues, yo creo que todas son importantes. Sí porque ellos deben... como van a tener su formación de docentes y traductores, todas las habilidades son importantes para ellos, entonces, deben tener todas las competencias.

Interviewer: Y, ¿cuáles prefieren más ellos?

Teacher: Hablar y leer, sí, hablar y leer.

Skill planning

Interviewer: Este... cuándo planeas y llevas a cabo una clase de speaking, ¿normalmente en qué te enfocas? O sea, ¿qué incluyes? ¿Qué tratas de agregar a la práctica?

Teacher: Primero me fijo en la situación en la cual se van a enfrentar y, después, cuáles son las palabras que a ellos les van a ayudar para desenvolverse en este contexto. Entonces, les doy algunas palabras o frases de input para que ellos puedan entender cómo van a desenvolverse en esa situación y, ya después, darles la tarea que van a cubrir y dejarlos que hablen. Hay veces en las que los corrijo en el momento o también al final.

Interviewer: Y, ¿cuál crees que sea de beneficio? ¿En el momento o al final?

Teacher: Es que depende del tipo de error que estén haciendo. Si es un error muy grave, creo que sí es importante en el momento, aunque si lo hago en el momento se intimidan. Entonces, dependiendo de la intimidad que ellos puedan expresarse, desenvolverse y marcarles al final dónde estaban mal.

Interviewer: Y ¿cómo haces para llevar record de esos...?

Teacher: A veces anoto o en el pizarrón anoto las cosas.

Interviewer: Ah sí vi.

Teacher: O a veces en el libro, si hay algo, voy subrayando algunas palabras o algunas frases y ahí me fijo.

Interviewer: ¡Ah! Muy bien. Ahora, ¿qué tipo de práctica de speaking es más común en tu clase? Por ejemplo, en parejas, pequeños grupos o contigo.

Teacher: Es tanto en parejas como grupo porque en parejas se sienten más en confianza hablando en pares y también es importante en grupo porque siento que se retroalimentan entre ellos, se escuchan también. Entonces, en el momento de escucharse, hay algunos alumnos que pueden ayudarles y corregirlos y se hacen más conscientes de lo que ellos están aprendiendo.

Interviewer: Sí y ¿cuál sería la desventaja de practicar el speaking contigo?

Teacher: La desventaja sería que se sentirían un poco intimidados, como que tienen encendido el monitor, aparte de que ven la figura de la maestra, como que no se sienten con tanta confianza.

Interviewer: Eh... ¿qué problemas enfrentas cuando planeas o llevas a cabo una actividad de speaking?

Teacher: En primera, encontrar las actividades con base al nivel de lengua que tienen.

Interviewer: Básico ¿no?

Teacher: Exactamente. Como graduar esa actividad, saber cómo enfocarla a lo que ellos saben pero tampoco me limito porque ellos pero tampoco no me limito porque sé que ellos pueden dar más, aunque se equivoquen, lo que yo pretendo es que ellos hablen y que se equivoquen pero sí, como adecuarla a ese nivel es una de las problemáticas a las que me enfrento.

Interviewer: En la práctica, ¿esa adecuación termina siendo un problema?

Teacher: Sí, a veces sí se va por otro lado ¿no? Porque a lo mejor las instrucciones no fueron claras de mi parte o a lo mejor ellos, con las instrucciones que tienen, no cubrieron toda la tarea que yo les estaba dando.

Interviewer: Este... ahora, ¿qué problemas enfrentas cuando practicas speaking tú con tus alumnos?

Teacher: Este... Al momento de que yo les hago preguntas, hay algunos que quieren participar y por el hecho de que el grupo es grande, a veces no todos participan, entonces se quedan como con esa frustración o hay veces en las que los alumnos dicen que siempre se les pregunta a unos. Entonces, es buscar ese equilibrio en el que todo mundo hable y que tengan la oportunidad de expresarse.

Interviewer: Y cuando practicas speaking, ¿te enfocas en fluency o accuracy?

Teacher: Pues, trato de enfocarme en ambas cosas porque creo que tal vez pueden ser muy fluidos pero a veces no son tan... tan precisos en lo que están diciendo. Entonces, sí que sean coherentes en lo que dicen aunque el ritmo puede que sea no tan rápido, su forma de hablar tal vez pueda influir cómo hablan el español. Entonces, sí trato de enfocarme en ambos.

Skill practice

Interviewer: En ambos. Cuando preparas una clase de speaking, ¿qué consideras?

Teacher: El nivel de los alumnos, las funciones de la lengua, qué van a utilizar. Lo que trato de hacer es que los alumnos relacionen algo de la vida real con la función que van a hacer. Por ejemplo, para poder expresar tus habilidades... entonces, trato de buscar palabras clave para que ellos puedan relacionar con lo que ellos hacen normalmente.

Interviewer: ¡Ah! Ajá. ¿Cómo organiza una clase de speaking?

Teacher: ¿En cuanto a la... la... forma o el...? Bueno, lo primero que hago... está la fase de introducción, este... en la cual ellos dan un ejemplo de cómo van a poder producir, que ellos tengan las herramientas, las palabras, las palabras, a la mejor la pronunciación de las palabras que no conocen. Un ejemplo, modelo con ellos o con una pareja modela una conversación o lo que va a realizarse. Ya después de la parte del desarrollo, la cual ellos van a cubrir la tarea y, ya por último, hago el cierre, lo que trabajaron, un ejemplo ¿no? De lo que hicieron, de lo que pudieron compartir entre ellos y ya, por último, si hubo frases que no estuvieron bien dichas y las escribo en el pizarrón y me dicen por qué están mal y también checar la pronunciación.

Interviewer: Este... Ahora... ¿qué tienen que hacer tus alumnos durante un speaking?

Teacher: Pues, aparte de que tienen que interactuar. Yo creo que es el desenvolverse como persona, aparte de poder producir en el idioma, pues, ellos creo que tiene buscar estrategias de cómo comunicarse y cómo darse a entender.

Interviewer: Sí y ¿tú crees que la producción oral de tus alumnos pudiera cubrir necesidades de la vida real?

Teacher: Sí, claro. Sí lo pueden hacer.

Interviewer: Y ¿cómo te aseguras que realmente puedan cubrir esas necesidades?

Teacher: A la mejor no ha habido actividades que pudieran realizarse fuera del salón de clase pero con base con las actividades que se han realizado en el aula, pues, sí lo pueden hacer, aparte de que ellos mismos se ayudan y se apoyan para preguntarse cosas. Ahí me doy cuenta de que tienen esa habilidad para desarrollarse.

Interviewer: Ahora, durante una típica clase de inglés, ¿qué porcentaje de speaking dirías que se dedica entre la maestra y alumnos?

Teacher: De 100 minutos, pues, será como máximo 20 minutos.

Interviewer: Sí. Ahora, ¿qué porcentaje de speaking dirías que se dedica entre alumnos?

Teacher: Entre 15 a 20.

Interviewer: ¿15 a 20? Ahora, ¿tú crees que sea suficiente esos 15 a 20 entre speaking maestro – alumno y alumno – alumno?

Teacher: No claro porque también hay que considerar varios aspectos: terminar el programa, ver otras actividades, salir a otras actividades que hay que asistir. Bien, desde mi punto de vista, no le dedico el tiempo suficiente por otras cuestiones.

Interviewer: Y... ¿qué recomendarías para, digamos, compensar ese... esa relegación., que se ha dejado un poco de lado las habilidades productivas?

Teacher: Algo que yo les dejo a mis alumnos es que vayan al Centro de Autoacceso y que ellos por su cuenta, en su casa, puedan tener como que esa... ese desenvolvimiento fuera de.

Interviewer: Y siendo sinceros, ¿tú crees que lo hacen?

Teacher: No, no lo hacen. No lo hacen porque lo ven como un simple requisito pero yo creo que les funcionaría si ellos también pusieran de su parte y aprovecharan de las actividades que se están llevando en la escuela.

Interviewer: ¿Algunas veces hablas español?

Teacher: No, muy pocas.

Interviewer: Y ¿en qué circunstancias hablarías español?

Teacher: Cuando de plano los alumnos no entienden algo y tienen el signo de interrogación en la cara ahí sí hablo español pero la mayor parte del tiempo hablo en inglés.

Interviewer: Ahora, ¿cómo te aseguras que tus alumnos estén progresando satisfactoriamente en español?

Teacher: Considerando los criterios de evaluación, los tomo como punto de referencia pero también es como ellos en cierta actividad se desenvuelven, por ejemplo, si tienen que hablar sobre cómo se sienten, se pueden expresar y darse entender en eso, yo me doy cuenta de que sí lo están logrando porque no necesariamente les tengo que dar una calificación, sino que ellos realmente puedan expresar lo que necesitan.

Oral interaction/ practice perceptions

Interviewer: Y ¿qué beneficios crees que tus alumnos obtienen cuando practican speaking?

Teacher: ¿En cuánto a las habilidades te refieres?

Interviewer: No, del speaking nada más.

Teacher: Ajá. Bueno, ellos están siendo más puntuales en lo que dicen, están también poniendo en práctica que aprendieron, las expresiones, las estructuras y, pues, bueno, la pronunciación y también el ritmo que ellos llevan.

Interviewer: Ok. ¿Consideras que hay suficientes oportunidades para mejorar la habilidad de speaking?

Teacher: Sí, claro. Tendría que, aparte de reorganizar todas las actividades, a lo mejor intercambiar aquellas actividades que son complementarias por alguna de speaking. Tampoco es imposible.

Interviewer: Ok. ¿Crees que en tu clase hay un ambiente apropiado para que los alumnos practiquen el speaking en todo momento?

Teacher: Sí, yo siento que el ambiente se ha creado en el salón sí permite que ellos puedan preguntar diferentes cosas que a lo que se dice y practicar el speaking.

Interviewer: ¿Crees que tus alumnos están en el nivel correcto?

Teacher: Éste es nivel A1. Algunos tienen un poco más de nivel pero en global sí siento que están en el nivel.

Interviewer: ¿Crees que la práctica de speaking se asemeje a la comunicación fuera del salón de clase? Obviamente a un nivel básico.

Teacher: Sí, en algunas situaciones sí

Interviewer: ¿Sí se asemeja? ¿Crees que la práctica en tu clase sea significativa para que tus alumnos mantengan una conversación de clase fuera del salón de clase?

Teacher: Sí, sí tienen esa... esa característica.

Interviewer: ¿Sí? ¿Cómo te aseguras de que tus alumnos estén aprendiendo a través de la práctica de speaking.

Teacher: Pues, hago examen de speaking pero sabes que luego no me gusta del examen. Cuando es el examen de speaking, no les digo que tienen que preparar previamente, tienen que preparar algo, si no se lo aprenden de memoria. Sino lo mejor de ese momento... me puedo asegurar también preguntándoles cosas diferentes a los ejercicios que normalmente hacemos, entonces, si ellos me responden es porque sí van teniendo ese avance, van teniendo la comprensión como los elementos para producir.

Interviewer: Ok. ¿Crees que haya un efecto positivo cuando corriges los errores durante o después del speaking?

Teacher: A veces es positivo durante cuando es el error es muy grave, o sea, que la palabra esté en otra posición y puede para ellos ser significativo, como tener una alarma para corregir y después él mismo podrá producir ese mismo enunciado y si se vuelve a equivocar, él será capaz va a ser consciente de eso.

Interviewer: Ok y ¿cómo te aseguras de que haya un efecto positivo? ¿Hay alguna manera?

Teacher: Por ejemplo, no sé, hago consciencia con ellos con movimientos con las manos y repitan, escuchen. Yo hago mucha consciencia de que se escuchen. Entonces, si escuchas que suena raro es que no es, entonces, vuélvelo a decir, entonces, esa será la forma.

Interviewer: Ok. Ya casi acabamos. ¿Modificas tu habla o lenguaje para que tus alumnos comprendan mejor?

Teacher: A veces sí.

Interviewer: Sí, o sea, que parafrasees cosas a nivel más básico.

Teacher: Sí, a más básico y también, de hecho, lo hago de una manera muy pausada, más lenta para que ellos puedan entender.

Interviewer: Y ¿podrías mencionar algunas situaciones cuando tienes que modificar tu habla para bajarla de nivel?

Teacher: Por ejemplo, cuando ellos preguntan qué significa tal cosa ¿no? Entonces, yo siempre trato de explicárselas en inglés, darles ejemplos, ya allí en ese momento de parafrasear, cuando empiezo a modificar las palabras, saco palabras más sencillas que ellos ya conocen para que puedan comprender.

Interviewer: Y ¿te ha funcionado modificar tu habla de alguna manera?

Teacher: Sí, porque ellos tienen una mayor comprensión.

Recommendations

Interviewer: Ya la última pregunta. ¿Qué recomendarías que tus alumnos hicieran en clase o fuera de clase para mejorar sus habilidades orales? Empecemos dentro de clase.

Teacher: Primero, saber escuchar.

Interviewer: Sí.

Teacher: Porque si escuchamos bien, voy a entender lo que después voy a decir. Entonces, escuchar bien, tanto dentro como fuera del aula. Dentro del aula, ellos deben tomar en cuenta, pues, esos elementos que están aprendiendo para que puedan producirlos. Ahora, fuera del aula, les hago mucho hincapié que escuchen mucho radio en inglés, que escuchen mucha tele en inglés, que puedan tener ese contacto directo con la lengua y no nada más de forma escolarizada, sino ya con audios reales porque en la escuela los hacemos ya con audios ya grabados y ya hechos especialmente para la clase.

Interviewer: Ahora, ¿alguna recomendación en cuanto al speaking? ¿Qué tú necesitarías para poder desarrollar mejor el speaking en clase?

Teacher: Tener más tiempo.

Interviewer: ¿Tener más tiempo?

Teacher: Sí. Yo pido mucho el que pueda tener más tiempo para poderlo desarrollar bien.

Interviewer: Entonces, seis horas serían poco.

Teacher: Sí, son seis horas. Aunque ellos fuera del salón de clase tienen que tener ese autoaprendizaje, que no tenemos esa cultura de autoaprendizaje pero para un speaking sí necesitan de alguien más para desarrollarlo.

Interviewer: Bueno, muchas gracias.

APPENDIX 19

TRANSCRIPT OF FIRST INTERVIEW: TANYA (INTERMEDIATE LEVEL)

Language/teaching background

Interviewer: ¿Cuántos años has dedicado a aprender inglés?

Teacher: Pues, apenas estaba haciendo cuentas. Yo creo que unos 15 – 16 años.

Interviewer: 15 – 16 años.

Teacher: Sí, pero formalmente aquí en la facultad.

Interviewer: Entonces, diríamos que unos 10 años.

Teacher: Si, unos 10 años desde el 2004.

Interviewer: Y ¿has tenido la oportunidad de aprender el inglés en algún país de habla?

Teacher: Sí, en Inglaterra precisamente casi un año.

Interviewer: Y ¿cuántos años has dedicado a la enseñanza del inglés?

Teacher: Empecé desde el 2008.

Interviewer: Entonces, digamos que han sido 5 años.

Teacher: Sí, como 5 o 6 años.

Interviewer: ¿Has tenido algún aprendizaje de docencia como, por ejemplo, alguna licenciatura, cursos o diplomas?

Teacher: Pues, el énfasis de mi licenciatura es traducción pero aquí en la facultad pesqué... los programas así lo marcan, hay materias de docencia y pues las tomé, además de los cursos, seminarios, congresos.

Classroom structure

Interviewer: Ahora ¿cuáles crees que son las habilidades de la lengua inglesa que más se practican en tu clase?

Teacher: Pienso que por el número de alumnos se descuida el speaking pero trato de que la primera parte de mi clase sea de speaking con preguntas abiertas o task-based en lo que te marca el libro y ya trato de preguntar al menos una pregunta a cada uno.

Interviewer: Y ¿cuáles crees que son las que más se practican?

Teacher: ¿En mi salón? Speaking, Use of English y Listening.

Interviewer: Ok. ¿Qué habilidades consideras que son más importantes para tus estudiantes?

Teacher: Pues, en mi salón hay de todo. Tengo alumnos que, calificando sus exámenes, son muy buenos en listening, no necesitan mucha guía. Igual en Reading pero se nota que leen en inglés y bueno, yo sólo soy una guía. En general, su coco es el use of English porque traen muchas cosas, me doy cuenta que traen arrastrando cosas de niveles previos, producir *sentence formation*, todo el formato del FCE.

Interviewer: Entonces, digamos que ellos son mejores en las habilidades receptivas y un poco menos en...

Teacher: Ajá, productivas. También se descuidan, por ejemplo el writing, tengo que calificar más de 40, entonces, al semestre no les pido muchos writings.

Skill planning

Interviewer: Ok. Cuando planeas y llevas a cabo una clase de speaking, ¿normalmente en qué te enfocas?

Teacher: Para mí la parte medular es el vocabulario, que sean capaces de comunicarse eficientemente en la lengua como yo me estoy comunicando en español contigo, así muy familiar la cosa y, por otro lado, la fluidez, les hago notas y se las doy al final o retroalimentación, cuando les entrego su feedback. Si corriges al alumno enfrente de todo pienso que sí es motivo de que se cohíban.

Interviewer: Entonces, ¿cómo llevas records de sus errores?

Teacher: Con un checklist, les marco lo que dicen y después les doy el estándar. Llevo una lista de los errores y es algo escrito. Si es sólo un error muy grave, así como "I have nineteen years old" pues sí se lo hago ver en el momento pero de ahí en fuera, nada más les entrego una retroalimentación en la parte trasera de su examen, ellos ya saben.

Interviewer: Okey. Este... ahora, ¿qué práctica de speaking es más común en tu clase?

Teacher: La más común, como así se los marco, es entre todos, una práctica grupal pero trato... porque el libro del Ready for FCE así lo marca, trato las partes del speaking para FCE. Entonces, cuando dice *further discussion*, entonces, es la última parte, *part three* que es la *collaborative task, part one* que es *introduction*, así se los voy marcando. Trato de hacerlo variado cuando es en parejas, pues, sí los dejo pero les tomo el tiempo y ya después hago una retroalimentación grupal.

Interviewer: Entonces, ¿tu planeación, digamos, las actividades grupales o en pares es más que nada por cuestiones de tiempo o porque realmente haya un beneficio?

Teacher: Pues, como te dije anteriormente, son grupos numerosos, así lo marca el curriculum, que no pueden ser más de 20 alumnos por salón. Tengo así... 21 alumnos, estoy al límite. Trato de que ellos estén familiarizados con el speaking del FCE, entonces, no lo hago por cuestiones de tiempo a veces, siéndote honesta sí porque hay que cubrir todas las habilidades y aparte hay que cubrir formato de FCE y aparte hay que cubrir el libro hasta la unidad 8. Entonces, sí lo veo... bueno, pienso que lo hago funcional para mí, para darles retroalimentación, como para ellos para que no se aburran, no se les haga tedioso.

Interviewer: Este... ahora, digo, va relacionado con lo que me acabas de responder, ¿qué problemas enfrentas cuando planeas o llevas a cabo actividades de speaking?

Teacher: ¿Planeándolo o ya con ellos?

Interviewer: Eh... las dos.

Teacher: Planeándolo, el libro que te comento es demasiado directo. Te marco cómo hacerlo, te pone a hacerlo, se acabó. Inmediatamente te lo cambia a writing, por ejemplo. Al momento de planear, yo tengo que seleccionar qué es lo que sí les va a servir y discriminar lo que no es necesario porque ya lo saben o es redundante y eso es por el lado de la planeación. Ya por el lado de la realización pues ambos grupos son accesibles pero me ha pasado que no todos traen su libro, entonces, cómo le dices al chamaco que comparta su libro y no se lo estén peleando y cuando se trata de las pues tienen que compartir, eso es muy frustrante cuando se supone que cada uno compro su libro y cada uno tiene su material pero, bueno, no siempre es así. Entonces, esa es una de las limitaciones en cuanto a su... a su fluidez pero en cuanto a la producción yo creo que el libro es bueno porque está muy aterrizado al formato. Lo que sí critico es el orden, a los alumnos hay que delimitárselos muy bien, no hay que tenerlos mucho en el libro porque el libro es muy directo.

Interviewer: Entonces, digamos que no te enfocas tanto en el libro

Teacher: No, no, no, yo sí lo sigo porque si hay que cubrir hasta la unidad ocho te decía pero no pasa nada si no lo cubro, bueno, si no lo cumplo el objetivo de llegar hasta la unidad ocho pero lo que quiero es que sean alumnos... bueno, que tengan más confianza, que tengan más confianza a la hora de hablar porque, ya ves, con este *communicative approach* es muy importante que los alumnos produzcan, que se comuniquen.

Interviewer: Sí, y ¿ha sido para ti un problema que se trate de cubrir las 5... bueno las 4 habilidades y la gramática?

Teacher: Sí, demasiado. De hecho, cuando, por ejemplo, ahorita sólo califique *vocabulary*, *use of English* y *speaking* y para el quiz pasado les di *reading*, *listening* y *use of English*, también ese no se los suelto porque ya identifique que en ambos grupos hay problemas grave. Pero sí es difícil la verdad cubrir el libro, cubrir el formato de FCE y cubrir las habilidades.

Interviewer: Entonces, digamos que uno de los problemas que tienes para planear el *speaking* es eso de que tienes que cubrir otras actividades, otras habilidades.

Teacher: Sí y otras habilidades. Sí, sí, la verdad la veo como una limitante. Aquí en la facultad por aquello de la libre cátedra, pues, no hay problema ¿no? Si yo llego a la unidad, siempre que sea razonable, si me piden que llegue a la unidad ocho y llego a la unidad 6 o 7 pues los alumnos se sienten más confiados, en su evaluación lo manifiestan, pues, yo me doy por muy bien servida.

Interviewer: Ahora, ¿qué problemas enfrentas cuando practicas *speaking* con tus alumnos, ya directamente tú con ellos?

Teacher: Al inicio no había la confianza con la gran mayoría a la primera o segunda vez que les daba yo clase, pues, que se sienten cohibidos, que se sienten intimidados, entonces, eso te podría decir que fue el primer mes, ya para el segundo mes ya los veía más confiados. Ahora ya no tengo que estar esperando una respuesta.

Interviewer: Y ¿tus alumnos son capaces de comunicarte contigo? ¿De responderte en una conversación?

Teacher: Sí, en su mayoría. Detecto dos, tres casos. Pienso que tiene que ver mucho con su personalidad. Si los veo fuera del contexto áulico, ya los veo serios, pues, no creo que tenga que ver en cómo lo trato o que no les doy confianza.

Interviewer: Este... ya me habías dicho que te enfocas en la fluidez y precisión ¿no?

Teacher: Ajá.

Skill practice

Interviewer: Ahora, cuando preparas *speaking*, ¿qué consideras? Esa ya la habíamos visto, ¿cómo organizas una clase de *speaking*?

Teacher: Eso depende mucho de lo que marca el libro, si es la primera parte, el *introduction*, el *ice breaker*, pues, generalmente, les hago preguntas, de dónde vienen, que me hablen un poco de su familia, qué lugar ocupan, si son los hermanos mayores, si son los hermanos menores y ya cuando se trata de la plática y de elegir la... el *collaborative task*, ya los dejo que sean libres y utilizo mi teléfono para... para estarles marcando ¿no? El tiempo. Lo que me gusta del libro es que sí las maneja pero no tiene un orden, pues en realidad así lo voy manejando, como lo vaya marcando el libro y cuando hay examen de *speaking*, les manejo un libro aparte de FCE y sigo la secuencia de FCE pero ya ellos ya la conocen.

Interviewer: Entonces, digamos que normalmente manejas dos tipos de speaking, el grupal como un warm-up de tu unidad y una *collaborative task*.

Teacher: Así es.

Interviewer: Pero ese ya lo manejas en parejas o en pequeños grupos ¿no?

Teacher: Ajá, sí, sí porque ciertas actividades, cuando se empieza una unidad, pues, sí *previous knowledge*, qué te parece y también eso se presta para una plática guiada y, bueno, eso es por el lado del libro y el tema que marca la unidad y por el lado del formato del FCE, la primera parte sí es grupal, les pregunto indistintamente pero ya para la parte dos, ya los pongo en parejas y para la parte tres se quedan igual en parejas. La parte cuatro, que es como un *wrapping-up*, ya le hago como en la primera parte, las lanzo y ya.

Interviewer: Ahora, describe una sesión de speaking en tu clase, ¿qué actividades llevas a cabo? ¿Qué tienen que hacer tus alumnos?

Teacher: Por lo general, no les pido que investiguen, como que me valgo que ya son alumnos de quinto nivel y que ya tienen, por lo que veo en su mayoría, las herramientas para comunicarse pero, por ejemplo, ahorita la unidad que estamos viendo es sobre *family relationships* y lo que hago es en general, si quiero empezar donde empecé la unidad, vienen unas preguntas a veces al principio de *reacting to the text* y pues éstas antes de que ellos hicieran el reading, yo se las pregunté para que vieran de que íbamos a hablar y después les dije que relacionen tal vez lo que hablamos lo van a encontrar en el reading, yo les marcaba mucho la diferencia con las familias en México, tradicionales y muy unidas y las familias en el Reino Unido y en el resto de Europa. Entonces, esos les dan pauta para que no vayan al reading en cero. Después viene la parte del reading de *collaborative task* y esto se los marqué igual en parejas pero antes deben decir su opinión sobre este tipo de relaciones. Antes de que lo hagan en parejas, les muestro cómo lo harían, qué no deben destinar más de tres minutos a esta parte y que tienen que... lo más importante del formato del FCE es que deben de estar de acuerdo en parejas que... si dos piensan que son las más importantes que ambos estén de acuerdo.

Interviewer: Ah ok. Entonces, digamos que antes de que hagan la actividad, tú antes les das... les haces preguntas y tú después les das unos consejos para la actividad de FCE.

Teacher: Sí, sí. En un principio, sí se los hacía mucho más guiado. Recuerdo que el primer speaking que hice era precisamente de las fotos de la parte 2, entonces, fue algo muy guiado porque en el pintarrón les apunté vocabulario. Primero les dije que vieran las cuatro imágenes, ambas son sobre trabajos y que me dijeran qué ven y que palabras usarían el día del examen. Eso los hizo más predictivos y todo lo que ellos me dijeron, yo lo apuntaba en el pizarrón y ya basándonos en eso, algunas, ya circulando, monitoreando, vi que las usaban, o sea, fue algo muy guiado. Ya para la unidad de la 1 a la 6, ya vi un salto, ya no necesito decirles bien a bien qué hacer, ya se lo saben.

Interviewer: Ah... ¿dirías que la producción oral de tus alumnos podría cubrir las necesidades de la vida real?

Teacher: Sí, yo pienso que sí. Pienso que es muy importante darles esa confianza, que se sientan en una situación real y que este... al momento de comunicarse lo hagan con errores pero esas deficiencias en gramática y vocabulario claro que se reflejan en su producción. Entonces, lo que hago es premiarlos, alabarlos si es que usan algo que dije y ya lo internalizaron, claro me da mucho gusto y, claro, cuando se trata de error corrección me relajo, no es algo tan severo.

Interviewer: ¿Qué problemas crees que ellos puedan tener cuando se tienen que comunicar en la vida real?

Teacher: Lo mismo que les pasó conmigo porque no tenían la confianza las primeras clases, como que se entablillaban y qué le digo y eh... es que no le entiendo. Pienso siempre, siempre va a ser porque están cohibidos porque o no entienden o no están seguros de lo que se dijo, bueno, si lo que se espera de ellos es lo que entendieron. Están a muy buen nivel, digo, se comunican con errores y como sea pero se comunican pero pienso que esa sería la limitante más grande que ellos se cohíban y digan que es un nuevo profesor, un nuevo acento, todo, creo que sí sería un obstáculo para ellos.

Interviewer: Y ¿cómo te aseguras que ellos puedan comunicarse este... en una conversación más o menos o realmente parecida a la vida real.

Teacher: Pues, les doy la confianza y el inglés que les enseño no es el inglés del libro. Entonces, les marco lo que es coloquial, esto es formal, sólo la reina diría eso. Ellos tienen su lista y saben discriminar en inglés y en español, pues, no todo lo que se dice no es aceptable en ciertos contextos.

Interviewer: Otra vez regresando al tema de la certificación, ¿tú crees que tus alumnos estén poniendo gran énfasis en la actividad de speaking sólo para obtener la certificación? A muchos se les ha metido la idea...

Teacher: Sí porque les he vendido la idea desde la primera semana. Les dije que si su habilidad más débil es gramática, no se frustren, échale al speaking, échale a lo que tu sabes que te va bien, síguete apostando para que te vaya bien el día del examen y se compense, ya ves que no hay problema si repruebas una habilidad, mientras las demás sean de bueno a muy bueno y la idea del speaking sí se las he vendido bastante creo yo porque les digo que si quieren ser profesores en un futuro pues *the more, the better*.

Interviewer: Y ¿tú crees que por el hecho de pasar de una certificación, en específico del speaking, realmente dé información de la competencia del alumno? O sea que si el alumno llegue a pasar realmente los alumnos sea capaz de comunicarse.

Teacher: No realmente porque a mí me ha pasado que ya en un contes... en un contexto de examen que pues los nervios te traicionan, que las preguntas que te formulan no las habías practicado tanto. Entonces, hay ciertas atenuantes que el día del examen sí se podrían considerar, como que tuvieron un impacto negativo del alumno pero también en la parte del vocabulario que también les hago hincapié, yo pienso que van bien preparados, ya de ellos depende cómo lo producen y cómo controlan sus nervios y cómo canalizan el hecho de estar en un examen o pensar que están en un examen pero que al fin y al cabo sigue siendo práctica.

Interviewer: ¿Tú crees que, por ejemplo, el tener... que tus alumnos pasen el speaking, esa certificación realmente deje entrever la competencia del alumno?

Teacher: ¿Te refieres en términos generales o sólo del speaking?

Interviewer: Del speaking solamente.

Teacher: Ah... yo pienso que no del todo, no te puedo decir que sí es el reflejo tal cual de la competencia pero sí refleja que el alumno le ha invertido tiempo, que ha ido a clase, que me ha puesto atención y que ya sabe cómo función, no está perdido en el espacio, ya es una entrevista guiada de FCE y ya sabe qué se espera de él en cada etapa. Siendo así, pienso que ya van con las herramientas pero no pienso que haya una correlación directa entre lo que mencionas.

Interviewer: Entre resultado y competencia.

Teacher: Entre resultado y competencia.

Interviewer: Durante una clase normal de inglés, ¿qué porcentaje de práctica de speaking dirías que se dedica entre la maestra y alumnos?

Teacher: Por la naturaleza de ambos grupos, sí ha sido mi objetivo levantarlos en todas las habilidades pero en speaking... pienso que en la única ocasión que no se habla del todo es cuando se marca un listening o cuando se marca un reading. Ahí sí les doy tiempo, bueno tiempo que marca el FCE para que lo hagan, se hace el silencio pero, de ahí en fuera, cuando trabajamos específicamente en el libro y es una actividad... no sé, todo se presta para speaking, inclusive la parte que marca de *language focus*, yo siempre se los hago no tan directo, no se los marco tan directo, como que siempre les doy una introducción.

Interviewer: Entonces, ¿normalmente cómo cuanto crees que se dedique... en cuanto a porcentaje? Tienes 100 minutos por clase, ¿cuántos minutos crees que se dediquen o en porcentaje en el speaking entre tú y el alumno?

Teacher: Depende mucho de la clase pero... emm... si lo marca, no sé, si hay una actividad del reading introductoria de la unidad, ahí sí se me va fácil los 20 o 25 minutos que se destinarían por sesión de reading y 25 minutos que ellos trabajan y ya después les doy las respuestas y pues a través de speaking, pues, comunicar sus repuestas y las respuestas que yo tengo que son las respuestas oficiales y sí todo va encaminado a lo comunicativo. En una clase, ¿qué me decías 100 minutos?

Interviewer: En una clase típica. Más o menos.

Teacher: Es menos cuando es reading o listening y es más cuando lo marca el libro que es, no sé, una parte de *language focus* y después práctica... ah... y en vocabulario también les hago hincapié en una situación real. Entonces, sería como un 20% o 30%.

Interviewer: Ahora, durante una típica de inglés, ¿qué porcentaje de una clase de práctica de speaking dirías que se dedica entre alumnos?

Teacher: ¿Entre ellos? Otra vez depende si lo marca el libro o si se los marco yo, ellos pueden hablar hasta como 14 – 15 minutos que es lo que marca el speaking del FCE grosso modo.

Interviewer: ¿Cómo te aseguras de que tus alumnos están progresando satisfactoriamente?

Teacher: Lo veo en sus exámenes.

Interviewer: ¿En qué te basas para checar su progreso?

Teacher: Por unidad, identifico la parte gramatical, la parte de vocabulario, lo que ellos deben de ser capaces de producir al final de la unidad. Rara vez les doy examen ya diseñado del teacher's, este último examen les traje unas copias del *phrasal verbs* y basándome en esos, les puse un quiz de los *phrasal verbs* y al estarlos calificando, vi que ya no se equivocaban, que si no estudiaron para un examen pues me lo producen.

Interviewer: Y ¿tú crees que tengan esa capacidad de retener, digamos, esa corrección y viste que ya no hicieron ese error? ¿Tú crees que sea a largo plazo?

Teacher: Pues, yo esperaré porque trato de hacerlo tan significativo como se pueda, los ejemplos que les doy, son ejemplos realistas, chuscos a veces, de tal manera de que vayan no sólo a su parte consciente sino también a su parte subconsciente.

Oral interaction/ practice perceptions

Interviewer: Bueno, ¿qué beneficios crees que tus alumnos obtienen cuando practican speaking?

Teacher: Lo extra que siempre marco es la parte de vocabulario.

Interviewer: O sea, vocabulario.

Teacher: Ajá y *useful expressions*, no el inglés del libro. Nunca se los marco como algo obligatoria.

Interviewer: Y ¿cómo te aseguras de que realmente estén aprendiendo ese vocabulario que están aprendiendo a través de speaking?

Teacher: En realidad, por cuestiones de tiempo, no tengo manera de asegurar que cada uno lo esté internalizando al mismo tiempo pero lo que sí puedo hacer y me doy cuenta es cuando lo producen sin necesidad de que yo les diga y es la única manera que yo tengo.

Interviewer: Ahora, ¿crees que en tu clase hay suficientes oportunidades para practicar y mejorar la habilidad de speaking?

Teacher: Sí, yo creo que sí, yo pienso que están en igualdad de condiciones, todos pueden comunicarse, yo tengo esa apertura de que lo digan.

Interviewer: Ahora, ¿crees que en tu clase hay un ambiente apropiado para que tus alumnos practiquen el speaking en todo momento?

Teacher: Pienso que sí les he dado la confianza pero como en todo, en ambos grupos hay una o dos personas que son los clásicos que se burlan, esas cuestiones de burla los podría cohibir o detener pero por lo que a mí respecta no, no creo. Es más cuestiones de *peer pressure*.

Interviewer: Entonces, en tu clase sí hay un ambiente apropiado para speaking.

Teacher: Sí, quiero pensar que sí.

Interviewer: Y ¿crees que tus alumnos estén en el nivel correcto?

Teacher: Esa es una muy buena pregunta. Hace poco que veía en sus encuestas, la gran mayoría manejó que sí pero ya diagnosticándolo, ya conociéndolos de hace ya 6 meses, pienso que en ambos grupos hay gente que, no es que no deberían estar ahí, sino que traen cosas arrastrando y no han hecho nada al respecto, no han ido al SAC, no se han acercado a mí, no han practicado y se nota no sólo al resolver sus exámenes, sino a la inseguridad o al tiempo que se tardan en contestar o procesar una pregunta. Hay algunos alumnos que no deberían estar ahí, por grupo te hablo de unas 7 – 8 personas de los 20 que son, casi la mitad. Han tenido la oportunidad de reivindicar, de practicar extra pero no lo hacen, se quedan mucho, están todavía esperanzados a lo que el profesor les diga, como que uno tiene la varita mágica y les va a hacer hablar o mejorar sus habilidades en 6 meses.

Interviewer: ¿Crees que tus alumnos realmente estén practicando fuera del salón de clase?

Teacher: ¡No! Eso es muy limitado... está muy limitado a las 6 horas de inglés que tenemos a la semana, efectivas tenemos menos por los 10 minutos que les damos por hora. No, definitivamente, no porque cuando solía haber el día de la lengua inglesa, pues, todo lo que escuchabas era en inglés. Actualmente, pues no, la práctica que tienen en el salón, a veces salen del salón o se termina la clase y te hablan en español. Entonces, sí está limitada su práctica.

Interviewer: ¿Crees que práctica de speaking en tu clase se asemeje a la comunicación fuera del salón de clase?

Teacher: No, jamás. Yo pienso que en la clase no se les permite hablar en español pero sólo en el caso que no lo sepan decir, les doy permiso de que lo digan. Fuera no, su contexto... todo su entorno es español.

Interviewer: ¿Crees que la práctica del speaking sea significativa para que los alumnos mantengan una conversación fuera del salón de clase?

Teacher: Sí, pienso que sí porque las actividades que marca el libro son muy realistas y sí, les dan las herramientas y obviamente depende de ellos si lo llevan a la práctica o si nada más se quedó ahí.

Interviewer: ¿Crees que haya un efecto positivo cuando corriges los errores durante o después del speaking?

Teacher: Eh... sí pero como te decía, sólo marco *error correction* cuando es algo muy grave, que para su quinto nivel ya no deberían estar diciendo. pero de ahí en fuera, pues, la rúbrica que tengo es lo que manejo, ya se los hago más personalizado para evitar eso de la crítica.

Interviewer: Ahora, ¿crees... bueno cómo te aseguras de que haya ese efecto positivo de la corrección de errores?

Teacher: ¿Positivo hacia al alumno?

Interviewer: Ajá, su aprendizaje.

Teacher: ¿Qué no se sienta mal cuando lo corrijo?

Interviewer: No, no, ¿cómo te aseguras de que realmente, digamos, los alumnos a través de la corrección de errores? ¿Es a través de examen, del tiempo, de cómo van produciendo?

Teacher: Exacto, la única manera de que yo me puedo dar cuenta de eso es cuando lo vuelven a decir... lo producen igual como lo solían decir pero que aprenden de la corrección que les hice en su momento y que no tengo que corregirles 10 veces.

Interviewer: Ahora, vamos con otro tema que como dices tú es muy abstracto. ¿Modificas tu habla o tu lenguaje para que los alumnos comprendan mejor?

Teacher: Sí, sí lo hago porque hay veces que otras expresiones vienen a mi mente y no les vas a dar determinado phrasal porque no van a saber. Adapto mi expresión oral a las necesidades del alumno por un lado y al nivel que tienen.

Interviewer: Entonces, ¿cuáles podrían ser las situaciones en las que tu modificas?

Teacher: Estaba pensando... ejemplos concretos ahorita no vienen a mi mente. ¡Ah! Me pasa mucho que utilizo el *but mind you* y pues una vez una sí me dijo qué era o *so far, so good*, y me preguntaban a que me refería. Entonces, esas expresiones que ya tengo internalizadas y que uso indistintamente, les explico pero en la medida de lo posible en futuras situaciones comunicativas ya no las uso o las cambio por otras.

Interviewer: Ok. ¿Algunas veces hablas español en tus clases?

Teacher: Sí, es algo muy esporádico, solo lo hago cuando necesito que se lo aprendan tal cual, que es una expresión, pues, hago la traducción para que tengan esa cuestión bilingüe. Una clase que tuvimos de *idioms*, en esas cuestiones tan específicas, lo hago bilingüe para que tengan el equivalente pero, de ahí en fuera, si no sabes decírmelo como lo estás pensando, cambia tu idea, busca la manera de decírmelo en inglés y que yo te entienda sin que recurras al español.

Interviewer: Entonces, digamos que recurres al español por cuestiones semánticas.

Teacher: Ajá y pragmáticas.

Recommendations

Interviewer: La última pregunta. ¿Qué recomendarías que tus alumnos hicieran en clase para mejorar sus habilidades orales? ¿Qué tienen que hacer ellos diferente para que mejoren?

Teacher: Yo pienso que también deberían de tener su *checklist*, yo no los veo como estudiantes tan independientes, entonces, me gustaría ver que tienen su *checklist* y bueno, lo que más me encantaría es que llegaran y me preguntaran. Así es como me doy cuenta y me... me aseguro de que sí lo están aprendiendo y que no se está quedando en clase, sino que lo están estudiando en casa, creo que le deben de dedicar tiempo en casa.

Interviewer: ¿Algo más?

Teacher: En general, está bien

APPENDIX 20

TRANSCRIPT OF SECOND INTERVIEW: TANYA (INTERMEDIATE LEVEL)

Interviewer: Buenas tardes

Tanya: Buenas tardes

Interviewer: Gracias por su tiempo.

Tanya: Jajajaja

Interviewer: Esta plática es más que nada eeh... referente a la práctica de speaking, cómo tú la llevas a cabo en tu salón de clases. Entonces, primero quisiera saber con tus alumnos de nivel intermedio, ¿qué tan frecuentemente practicas el speaking?

Tanya: Mira, la realidad de la Facultad de lenguas es que se supone que no nos deberían de dar grupos de más de 20 alumnos. Eso es en teoría, pero en la práctica, lo que te puedo decir inmediato este... que termine, tenía 23 alumnos. Entonces, no es lo mismo darle una práctica de speaking a un nivel siete u ocho ya avanzado. Obvio la producción es mucho mayor que cuando tienes 23 alumnos pero en el salón, haz de cuenta que les digo: desde el momento que cruzan esa puerta, todo está en inglés. Es su oportunidad de equivocarse, de tener, como te decía, washback, de que yo les de feedback, y la clase se dirigirá en inglés.

Interviewer: Ah ya. Entonces, podríamos decir que práctica planeada como tal, no tanto de que ellos practiquen el inglés durante toda la clase, sino la práctica enfocada al speaking como ¿qué tan frecuente será?

Tanya: Mira, no es comercial pero a mí los libros... a mi modo de ver los libros que llevamos straightforward intermediate marcan las cuatro habilidades y vocabulary section. La parte de speaking la marca... me gusta porque la marca siempre siempre en un contexto y este es el contexto dado en el file en el que se está viendo ¿no? El libro se divide en 4 files. Estamos hablando de que por clase deberías tener una plática... una práctica de speaking.

Interviewer: ¿Y si lo realizas así?

Tanya: Sí, trato. Lo que trato, más que seguir esa pauta, es ver qué más hay porque nos están haciendo mucho hincapié, ya sabes a través del communicative approach, nos hacen mucho hincapié en la práctica oral y que nuestros exámenes departamentales incluyamos el speaking y en eso te puedo adelantar que lo que hago es darles una cita cada 15 minutos por parejas y en ése tenemos práctica 15 o 13 minutos con formato de PET. Ahí es donde ellos pueden explayarse y se maneja este... como una entrevista guiada con el formato de PET.

Interviewer: Ok. Entonces, ¿podemos decir que la práctica del speaking está basada en el libro y en el formato de la certificación?

Tanya: ¡Ándale! Parcialmente a reserve de que yo les traiga algún material extra que tampoco es comercial pero en la biblioteca están los common mistakes for PET y está también, ¿cómo se llama éste? PET practice test. Y de vez en cuando no te voy a decir que soy una asidua lectora de esos libros pero cuando se encuentra una actividad innovadora o inclusive relacionada con el contenido del libro, procuro acoplar o más bien adaptar esa actividad de speaking, en lugar de lo que marca el libro.

Interviewer: Ah ya.

Tanya: Ajá.

Interviewer: ¿Pero siempre encaminado al...?

Tanya: A la produc-

Interviewer: Al formato

Tanya: Sí, a la producción y al formato porque en el tercer semestre toman el mock del PET.

Interviewer: OK. Y específicamente cuando prácticas del speaking, ¿qué planeas? O ¿qué tú quieres que tus alumnos aprendan? O sea, ¿qué es lo que se te venga a la mente que dices “quiero que esto aprendan del speaking que yo les estoy dando”?

Tanya: Si me baso en el libro, idealmente me gustaría, me encantaría, mi idea romántica es que lleven... que ocupen el vocabulario aprendido en ese contexto específico. Esa es la idea de practice, producción... ya sabes que les das cierto input y lo ideal es que se vayan de la clase sabiendo emplear ese vocabulario, ese ítem y que tus resultados... bueno, tu, tu... tu feedback como clase es que están aprendiendo vocabulario y las estructuras yo creo que van implícitas. Lo que se ve... sobretodo en ese libro que es como reforzar tiempos verbales, hacer hincapié pero de un modo más comunicativo. Es como que “híjole, ahí entraba el presente simple y tú dijiste presente perfecto.” Ok, no hay problema, el punto es que te comunicaste. Entonces, es una clase más enfocada al vocabulario y a la producción.

Interviewer: Ah ok. Y ¿frecuentemente el speaking... la práctica de speaking es contigo o ellos lo practican? O sea, en parejas, en grupos.

Tanya: Es una pregunta muy interesante y yo estaba no en contra pero sí tenía mis reservas en cuanto a la parte de producción basándose en una imagen, tenía mis reservas en cuanto decirles “ahí está la imagen, hablen entre ustedes y después checamos en grupo” porque pienso que... bueno, solía pensar que se te salía de control y que en realidad iban a hablar en español porque, pues, tú andabas nada más monitoreando y no te ibas a enfocar ¿no? En ciertos grupos, pero creo que si... si se trabaja en cuanto a la producción por alumno y en cuanto tú les das más libertad a un nivel intermedio y considerando que son alumnos muy nobles, si hacen lo que tú les dices, entonces, yo creo que sí se puede hacer.

Interviewer: Y ¿cómo te cercioras de que realmente lleven a cabo la actividad como tú la planeaste?

Tanya: Lo único con un grupo tan numeroso, como el que te digo, es monitorear y al final checar si los resultados... porque se les pide si es una entrevista, manejo mucho esas

entrevistas de 'have you ever' y demás, que las respuestas correspondan a la pregunta o que den una respuesta satisfactoria o coherente a la pregunta pero en realidad como un control, un registro es muy subjetivo, ya que no estás... no tienes el control de la actividad ¿no? Cada pareja... pues, no se te sale de las manos pero es más difícil medir.

Interviewer: Ok ¿La práctica del speaking es más en parejas?

Tanya: Sí, dado que son más de 10 jaja.

Interviewer: Sí. Ahora, en la grabación pasada noté que cuando tú practicas el speaking como que los haces hablar, tienes varias estrategias para hacerlos hablar, ¿podrías mencionar algunas que se te vengan a la mente?

Tanya: ¡Híjole! Ese grupo lo recuerdo era un grupo de Inglés VII. Era un grupo muy autónomo, muy autónomo pero a la vez... no la palabra no es maleable, muy... como que lo que yo dijera, se supeditaban a eso. Entonces, yo creo que la técnica más recurrente con ellos, siendo que la producción en español, no prohibida pero pues a un nivel avanzado, ya no recurre a la lengua materna para nada. Yo creo que es una cuestión de hacerlos primero... adentrarse en el tema y recuerdo con ellos lo que hice que me funciono fue bastante fue darles lecturas y con base en esas lecturas de también de unos libros muy buenos sobre historias cortas, hacerles preguntas pero sobre lo que ya habían leído. Entonces, fue una estrategia que para mi... con ese grupo en cuestión los resultados fueron muy satisfactorios porque inclusive hicieron presentaciones, aprendieron vocabulario, cosas que yo les dije que ahí estaban y cada quien lo fue apropiando. Creo que en cuanto a práctica oral, si bien la unidad no marcaba literatura o pobreza, etc., su producción oral se vio muy favorecida con ese input. Es algo que me funcionó mucho.

Interviewer: Tu prioridad... bueno, ¿cuánto dura una actividad de speaking?

Tanya: Este...

Interviewer: Normalmente.

Tanya: Te diría que para nivel intermedio, que es lo que di el semestre ya pasado, son de 12 a 13 minutos. Para un nivel avanzado sí se espera que hablen, no por 15 minutos, pero la entrevista guiada dura de 14 a 15 minutos.

Interviewer: ¿Tu prioridad en cuanto al speaking es fluency o accuracy?

Tanya: ¡Híjole! Yo creo que tomando en cuenta lo que la facultad maneja, yo creo que se trata de fluency porque también volvemos a lo mismo del nivel. Yo esperarí que ambas, fluency en accuracy, pero en un nivel intermedio no puedes decirle al alumno un error y decirle que es imperdonable porque es un alumno de nivel intermedio que está a propenso a cometer ese tipo de error, por llamarlos de algún modo. Yo creo que te concentras más en su fluency que en su accuracy. En un nivel avanzado obviamente le tienes que apostar a ambos.

Interviewer: Ambos.

Tanya: Ajá.

Interviewer: Y ¿cómo tratas, en el caso de fluency... cómo incluyes, como planeas esto en las actividades de speaking?

Tanya: ¿Cómo qué serie de técnicas hay? O ¿hacia dónde va?

Interviewer: Ajá, ¿cómo te cercioras de que el fluency lo estén practicando, desarrollando con las actividades?

Tanya: ¿A un nivel intermedio?

Interviewer: A un nivel intermedio.

Tanya: Esta es una técnica que encontré en línea, se me hace muy interesante, es una pregunta general sobre ¿qué piensas del cambio climático? ¿no? Algo un poco técnico si tú quieres. Lo que se hace es aterrizarlo a su realidad, como ¿qué piensas, no del cambio climático, de la contaminación en tu ciudad? ¿Cuáles serían unas medidas prudentes para hacer? Y pues, te podrían mencionar ciertas cosas como ride a bike, take the bus, y ahí es donde estás cerrando mucho más su producción a ciertos campos semánticos que le llamamos.

Interviewer: Ok. ¿Alguna vez has planeado complexity?

Tanya: ¿A qué te refieres?

Interviewer: Sí, como parte de fluency, accuracy y complexity.

Tanya: Pues...

Interviewer: ¿alguna vez has escuchado el término complexity para actividades de speaking?

Tanya: No, no, para ser sincera, no.

Interviewer: Ok. ¿Crees que las actividades de speaking desarrollen la habilidad comunicativa de los alumnos?

Tanya: Hmmm... ¡Pregunta interesante! No critico lo que miden porque es muy difícil, ya lo he experimentado. Lo que pasa es que estas certificaciones tienen que ser las posibilidades. Entonces, en una práctica de speaking o inclusive en un examen de certificación es muy difícil medir en todos los aspectos. Tu rango de vocabulario puede ser muy amplio pero tu fluidez no lo es tanto. Entonces, considero que sí pero es algo parcial.

Interviewer: Parcial.

Tanya: Ajá.

Interviewer: ¿Cómo crees que esa competencia comunicativa se pueda desarrollar?

Tanya: ¡híjole! Yo creo que es más que nada el tiempo. Dejar que interlengaje y tu nivel de bilingüismo se vaya incrementando a medida que lees en el idioma, escuchas, que desarrollas las habilidades y que te haces una persona más independiente, que eres un aprendiente mucho más independiente y ya no dependes de la práctica o del input que te den en clase.

Interviewer: ¿Crees que los alumnos sean realmente autónomos en esta facultad?

Tanya: ¡Ay! Es una pregunta también muy interesante, te puedo decir que de entrada hay de todo pero creo que la mayoría, de un grupo de 20, yo rescato a unos 5 o 6 por grupo porque están muy impuestos, muy acostumbrados todavía a un enfoque tradicionalista de “mi libro, lo que dice mi libro, mi profesor me lleva paso por paso, y pase de A a B pero por mi profesor, no por mí.”

Interviewer: Ok. ¿Se te viene algún aspecto comunicativo que tus alumnos desarrollan cuando practican speaking?

Tanya: Yo creo que se quedan cortos. Tal vez si hablamos de un nivel CAE o Proficiency, no es que el libro las cubra, sino que tú como aprendiente independiente ya las desarrollaste porque inclusive tienes estancias en el extranjero, es una iniciativa ya tuya de aprender ciertas cuestiones... convenciones culturas, expresiones idiomáticas que los libros no tocan como tal.

Interviewer: Ahora, ¿tú dominas la clase o el habla durante el speaking? ¿el tiempo de hablar?

Tanya: ¡Híjole! No porque los libros en ese sentido son muy eficientes. Tú das las instrucciones y te cercioras de que cada par o grupo lo tenga en claro lo que se va a hacer. Entonces, ya los dejas. Por ejemplo, te puedo citar ejemplo claro de práctica de First. La primera parte es una entrevista guiada con información personal y la segunda parte es hablar sobre dos fotografías, compararlas y contrastarlas. En este sentido debes dejar a cada entrevistado que hable por un minuto. Yo creo que la parte del teacher talking time se ve muy muy reducida, es nula porque tú una vez que ya diste las instrucciones es turno del alumno de hablar.

Interviewer: Ok. Cuando interactúas con los alumnos, ¿se basa la comunicación en pregunta y respuesta mayormente?

Tanya: Hmmm. Otra vez, depende del nivel. Hay veces que el nivel te pide que las preguntas sean muy cerradas como ¿cuántos años tienes? Y ya sabes que la respuesta inmediata es un número. Para un nivel intermedio-avanzado, es una pregunta del tipo: tienes 23 años, ¿cómo te ves en 10 años? En ese sentido, la respuesta es mucho más abierta que pueda abarcar el uso de expresiones idiomáticas, phrasal verbs porque sabes que el alumno tiene los recursos para producir.

Interviewer: Ok. Cuando haces ese tipo de preguntas a los alumnos, ¿le das seguimiento a sus respuestas? O sea ¿motivas más producción del alumno?

Tanya: Hablando de los alumnos de los alumnos de nivel intermedio, creo que sí es importante su espacio y que no sienta que a uno le preguntaste ¿cuántos años tienes? Y al otro ¿cómo te ves en 10 años? Porque el nivel, no complejidad, lo demandante hablando cognitivamente no es lo mismo, pensar en un número que pensar en futuro y en las maneras que hay de expresarse en futuro en inglés. Yo creo que para un nivel intermedio sí deben ser más y para un nivel intermedio-avanzado deben ser preguntas que en realidad lo hagan, lo inviten, lo exhorten a usar otras estructuras y no quedarse con el verbo ‘to be’ por ejemplo.

Interviewer: Ok. Normalmente en ese nivel intermedio-avanzado, ¿haces una pregunta por alumno o tratas de darle una pequeña conversación a cada quien?

Tanya: Depende de qué parte del examen estemos hablando. Los alumnos de nivel V llevan la introducción para la preparación para el First Certificate. Entonces, ellos tienen que familiarizarse con las etapas del speaking para first. Entonces, en la primera etapa sí les haces dos, tres preguntas a cada uno, es como el ice breaker. En la segunda, sí es habla primero el primer candidato y después habla el segundo candidato. La tercera parte es donde ellos hablan, tú no les das input, tú nada más les dices, les das las instrucciones, qué es lo que van a hacer, tienen de 3 a 4 minutos y lo único que haces es guiarlos, en sí no hay como que un formulario de las preguntas, sino que todo depende de cómo se vaya desahogando la entrevista.

Interviewer: Ok. ¿Normalmente corriges a tus alumnos durante el speaking?

Tanya: Depende. Hay de errores a errores y también hay que situarnos en qué nivel. Yo si un alumno de nivel avanzado me dice 'I has' o 'people is' pues claro que no me da un infarto pero sí lo noto y lo que hago es repetir lo que él dijo pero le digo "Ah people are" y dice "ah sí people are" porque están a un nivel de que se van a dar cuenta. Pero a un nivel básico-intermedio es importante concientizar sobre los errores pero no dejar que los errores cohiban o inhiban a este alumno y ya que produzcan.

Interviewer: Ok. Crees que corregir a los alumnos durante el speaking, ¿los interrumpe?

Tanya: Sí. Eso es algo que en Cambridge no se ve pero que en ciertas prácticas para otros exámenes, para otras certificaciones he visto que inclusive les dan su retroalimentación saliendo del examen y no creo que sea... en realidad es un ejercicio sano porque lo ideal es aprender de tus errores pero creo que para corrección de errores sí es importante esta técnica. O sea, es darle algo positivo, algo no tan positivo y no decirle que su speaking estuvo mal, es una cuestión de cohibirlo y podrías arruinarlo durante el speaking.

Interviewer: Exacto. ¿las recasts crees que tomen tiempo? ¿Corregir a los alumnos al interactuar toma tiempo?

Tanya: Sabes lo que hago y esto lo hago cuando los cito cada 15 minutos. Tengo un cuaderno donde tengo pros y cons y me enfoco a tomar nota de los pros y de los cons y así ya no me toma tanto tiempo corregirle o transcribirle verbalmente cómo dijo y cómo era, sino nada más los errores, las cosas que podría mejorar. Cosas así que se entiende que hay interferencia pero no es el fin del mundo, sólo es cuestión de darte mi retroalimentación para que en un futuro veas cuál es la forma estándar. Entonces, haciéndolo algo grupal, te das cuenta de que los alumnos les cae el 20 y dicen: "puedo usar esto en esta situación, y lo otro en otra situación" y se enriquece el grupo de esto.

Interviewer: Ok. Si tuvieras que decir algunas razones que te detienen para realizar correcciones de errores durante el speaking, ¿cuáles serían?

Tanya: Mira, pues, mi experiencia me dice que en la primera y en la segunda clase no porque aún no ha habido interacción suficiente para decir este alumno es conflictivo, esta alumna es muy sensible. Es una etapa muy temprana para corregir a alguien. Yo creo que a medida de que pase el tiempo y con la interacción ya con ellos en el grupo, te das cuenta a qué persona sí le parece y a qué persona no le parece tanto o sí le parece pero no le gusta que lo pongas en evidencia.

Interviewer: Y si no le gusta, ¿qué haces?

Tanya: La retroalimentación es personalizada y los demás alumnos no están. Inclusive me ha pasado que hay gente que no le gusta que su calificación o su revisión sean con el grupo. Así tienes libertad de decirle sobre sus errores y aconsejarlos.

Interviewer: ¿Por qué crees que no les guste que los corrijan?

Tanya: Yo creo que las generaciones, más bien la facultad es tan pequeña para ciertas cosas que te lo toman a mal y te lo toman personal, como exhibiéndolos. Hay gente que se lo toma personal y, pues, es sano, cada quien tiene su personalidad y se respeta. Hay que tener cierta táctica y con pincitas, es un tema delicado y no lo exhibes.

Interviewer: Entonces, ¿tratas de no corregirlos en frente de los demás?

Tanya: Ajá, tomando en cuenta de qué personalidad tiene el alumno.

Interviewer: ¿Qué habilidades normalmente practicas más?

Tanya: En una clase de lengua es muy difícil obviamente, se descuida una por otra. Yo creo es un equilibrio, trato, entre producción oral y comprensión oral porque es una cuestión ya lo sabes receptivo-productivo. Es difícil nivelar y decir ya tanto tu comprensión como tu producción están bien. Se le apuesta a una de cada una. Claro implícito va el conocimiento gramatical, el vocabulario, todo lo que lleva a aprender una lengua.

Interviewer: Ok. ¿Tu clase de inglés está basada en la gramática mayormente?

Tanya: Yo creo que no porque es un enfoque, no sólo de la facultad, sino un enfoque modernista, por llamarlo de algún modo, de que ya no sea un método directo de que “aquí está el present perfect y ahora hagan preguntas y miren todo lo que están haciendo es present perfect” no, el alumno tiene que inferirlo, ya no se presenta como tal un tema gramatical. Si va pero ya no es una clase basada en la gramática.

Interviewer: Este... cuando haces la práctica de speaking, ¿tratas de que los alumnos incluyan el vocabulario practicado en clase? O ¿la gramática practicada en clase?

Tanya: Sí, eso te lo marca el libro. Como te decía, los libros están divididos en files. Se me ocurre si la unidad es sobre ‘jobs in the world’ pues tendrás todo el vocabulario sobre diferentes ocupaciones, sobre cómo redactar un CV, una carta de recomendación. Entonces, sí va mucho en función de lo que marca el libro, complementándolo con los materiales adicionales.

Interviewer: Ok. Pues, muchas por su tiempo y participación.

Tanya: De nada.

APPENDIX 21

TRANSCRIPT OF FIRST INTERVIEW: ARANZA (ADVANCED LEVEL)

Language/teaching background

Interviewer: Bueno, este... ¿cuántos años ha dedicado a aprender el inglés?

Teacher: ¿A aprender?

Interviewer: Sí, formalmente.

Teacher: ¿Formalmente? Bueno, lo que pasa que yo empecé desde la primaria pero yo puedo decir que formalmente fue en una escuela particular y ahí estudié por tres años.

Interviewer: Entonces, ya han sido varios años que ha estado...

Teacher: ¡Sí! Más de 20.

Interviewer: ¿Ha tenido la oportunidad de aprender el inglés en un país anglosajón?

Teacher: No.

Interviewer: ¿Cuántos años ha... bueno, se ha dedicado a enseñar el inglés?

Teacher: 17.

Interviewer: ¿Ha tenido aprendizaje... no sé de docencia como una licenciatura o cursos.

Teacher: Sí. Licenciatura no pero yo empecé tomando el Teacher's course en el Anglo y de ahí también he tomado varios cursos de docencia. Otra certificación que tengo es el QOT y bueno, tengo la maestría en lingüística que también vimos un poquito de docencia.

Classroom structure

Interviewer: Y... bueno, ¿cuáles considera que son las habilidades del inglés que más se practican en su clase?

Teacher: Bueno, los autores no reconocen a la gramática como habilidad.

Interviewer: Sí.

Teacher: Pero yo sí puedo decir que mi clase es gramatical, a veces es deductiva, a veces es inductiva pero esto es por la naturaleza de los alumnos, es decir nuestros alumnos necesitan conocer la lengua, ya que se van a dedicar a enseñarla, es decir a lo mejor en otra escuela no le daría tanto peso a la gramática. A mí me gustaría pensar que tengo un balance pero si tendría que elegir una sería gramática y vocabulario.

Interviewer: ¿Gramática y vocabulario?

Teacher: Sí.

Interviewer: Y... es... bueno... la razón de que se ha enfocado a la gramática y el vocabulario por el hecho de que tienen que conocer la lengua.

Teacher: Esa es la principal razón y la segunda es que a mí me gusta.

Interviewer: ¡Okey! A mí también me gusta. Ahora, ¿qué habilidades considera que son importantes para sus alumnos, que usted haya visto que prefieren más?

Teacher: Pues, es chistoso porque ellos disfrutan la parte comunicativa, claro que cuando es entre ellos, ¿no? Que si los pasara a hablar en frente de todos ya no lo disfrutarían tanto pero es la habilidad que mayor trabajo les cuesta. Pues, es la que más disfrutan y la que mayor trabajo les cuesta, el speaking.

Interviewer: Y ¿hay alguna que usted con... o que haya percibido que se les dificulte?

Teacher: Pues, hay muchas. Yo creo que la principal es el número de horas de lengua que tienen que son pocas y otro problema es que yo creo que la mayoría de los alumnos no se preocupan por tener contacto con la lengua fuera del salón de clases. Luego luego se nota cuando un alumno le gusta leer o practica la lengua o tiene clases extras, se nota porque su rendimiento es mejor.

Skill planning

Interviewer: Ahora, cuando planea una clase de speaking, ¿normalmente en qué se enfoca? ¿Qué considera?

Teacher: *Fluency*, bueno, sí, la fluidez. Yo me baso en las actividades del libro, casi siempre están dirigidas a los exámenes de Cambridge pero también me gusta mucho meter actividades, así como *lead-in* o *ice breakers* que utilizan la parte comunicativa de una manera, digamos, muy relajada que ellos puedan trabajar en parejas y son actividades que generalmente no llevan mucho tiempo.

Interviewer: Okay. ¿Hay alguna razón... este... estaba viendo que cuando practican el speaking es en parejas, ¿usted lo decide así por alguna razón?

Teacher: Pues, me gusta que trabajen entre ellos para no exponerlos en clase, ¿no?

Interviewer: Sí.

Teacher: Esa es la razón principal. Otra es que sería imposible que todos tuvieran su turno individual, son muchos alumnos. Creo que no genera tanta ansiedad trabajar en parejas. Además, con este grupo, no hay ningún problema de no querer trabajar con otros compañeros porque eso a veces inhibe el querer trabajar con los grupos porque tú sabes que no les gusta o que no se explayan. Este grupo no tiene ese problema.

Interviewer: Y normalmente para la práctica del speaking, ¿es en parejas?

Teacher: Sí, parejas, tríos, no me gustan grupos muy grandes.

Interviewer: Okey.

Teacher: Si no cameos en lo mismo, hay poca oportunidad de hablar.

Interviewer: Ahora, ¿qué problemas enfrenta cuando usted planea o lleva a cabo actividades de speaking? ¿Cuáles serían las limitantes para practicar el speaking como usted quisiera?

Teacher: Bueno, a veces material por ejemplo. Si bien me va son los del libro, son muy repetitivos o no son atractivos para los alumnos, entonces, hay que conseguir materiales. Los materiales casi siempre son visuales y los visuales si ya no tienen colores ya no están tan bonitos pero las actividades de speaking ya llevan tiempo. Entonces, yo creo que ese es el principal problema que uno tiene cuando uno está planeando estas actividades

Interviewer: Ahora, ¿qué problemas enfrenta cuando practica el speaking con sus alumnos?

Teacher: Al ser alumnos avanzados en realidad no hay problema. Aquí la dificultad es que no demuestran el nivel de un alumno avanzado, o sea, sí tienen fluidez y no cometen errores pero no usan estructuras avanzadas. Yo siempre les digo “¿por qué usas siempre no sé el adjetivo would?” Si hay muchos sinónimos o palabras alternas que podrían describir algo como would y ese es el problema. Otro problema podría ser cuando no les gusta el tema o cuando no lo conocen. A veces uno como maestro da por hecho que conocen un tema.

Interviewer: Sí.

Teacher: Y no es así. Ahora un alumno avanzado debe ser capaz de hablar de cualquier tema porque esa es la idea ¿no? Que esté familiarizado no con el tema debería de ser capaz de dar una opinión y muchas veces cuando no lo conocen, cuando les aburre, no les interesa es más difícil que lo expresen

Interviewer: Ahora, cuando practican el speaking, ¿se enfocan en *fluency* o *accuracy*?

Teacher: Pues, depende. Claro es más importante *fluency* pero, sobre todo, las actividades que vienen en el libro sí están diseñadas para practicar cierta estructura. Entonces, si nosotros acabamos de ver un tema, después sigue el speaking, pues yo esperarí que usarían esa estructura y que la usarían bien. Entonces, a veces ese es el problema que a lo mejor sí fluidos pero hay muchos errores, entonces, a veces uno decide no corregirlos para no afectar. También depende de la actividad.

Skill practice

Interviewer: Y cuando lleva a cabo la clase de speaking, ¿qué considera? Ya no tanto la planeación, ahora ya en la aplicación, ¿considera algo para la realización de la práctica de speaking?

Teacher: ¿Cómo, por ejemplo, el tiempo?

Interviewer: Aja, como la organización de los alumnos.

Teacher: Sí, me gusta cambiarlos de pareja. Entonces, siempre les pongo diferentes formas de organizarlos y eso he visto que les gusta. Sí, sí les gusta, sí lo disfrutan. Este... sí, yo creo que principalmente sería eso.

Interviewer: Y, ¿cómo describiría usted normalmente, bueno, una práctica de speaking, digamos, normal en su clase? ¿qué actividades lleva a cabo? ¿qué tienen que hacer sus alumnos?

Teacher: Casi siempre tienen que ver actividades de opinión, o sea, ellos qué piensan, qué harían, mucha especulación, ese tipo de actividades.

Interviewer: Ahora, este... ¿Usted considera que la producción oral de sus alumnos podrían cubrir las necesidades de la vida real? O sea, que se puedan comunicar fuera del salón de clases ya en una situación real.

Teacher: Se podrían comunicar a un nivel, digamos, de supervivencia. Tendrían problemas, no sé, para tomar una clase en una universidad, yo creo que tendrían problemas.

Interviewer: Okey. Este... Ahora, durante una típica clase de inglés, ¿qué porcentaje de práctica de speaking diría que se dedica entre la maestra y el alumno?

Teacher: Bueno, depende mucho de la clase y del nivel. En esta clase avanzada, pues no sé si habría que dar un porcentaje, yo diría que un 60% la maestra y un 40% el alumno. Creo que en general en mis clases yo sí domino la parte del speaking, ¿a qué te referías en la pregunta?

Interviewer: Este... digamos que en la práctica del speaking alumno – maestro.

Teacher: O ¿cuánto... cuánto toma la parte del speaking en la clase? O ¿cómo?

Interviewer: Ajá, entre el alumno y la maestra. Digamos, este... eh... cuando se practica el speaking entre el alumno y maestro, ¿cuánto porcentaje sería?

Teacher: No, es que la mayoría de las actividades no son para hablar conmigo, es alumno – alumno.

Interviewer: ¿Alumno – alumno? Ahora, ¿qué porcentaje sería en una clase normal de práctica de alumno – alumno? De toda la clase, por ejemplo...

Teacher: Pues, yo creo que 15%.

Interviewer: Ok.

Teacher: Sí, es poco.

Interviewer: Este... ¿hay algunas veces en las que usted habla español?

Teacher: No, no, es rarísimo que hable español con este nivel.

Interviewer: Ok. Y ¿cómo se asegura de que sus alumnos estén progresando satisfactoriamente en este nivel de speaking?

Teacher: Pues, creo que muchas veces no lo hago hasta el examen, jaja, muchas veces no lo hago hasta el examen. En realidad lo que hago no siempre es monitorear un poco pero trato de no intervenir mucho ¿no? Entonces, así más o menos noto qué tanto están utilizando la estructura, si la están usando bien.

Oral interaction/ practice perceptions

Interviewer: Y ¿qué beneficios creen que sus alumnos obtienen cuando practican el speaking en su clase?

Teacher: Pues, número uno, que muchas veces es la única oportunidad que tienen para hablar la L2, desafortunadamente. Eh... que tienen la oportunidad de practicar, digamos, lo que se aprendió de estructuras, vocabulario sería otra y, a lo mejor, otra sería... me gustaría pensar que los estamos preparando para cuando ellos sean maestros.

Interviewer: Y ¿usted considera que en su clase hay suficientes oportunidades para practicar y mejorar la habilidad de speaking?

Teacher: Pues, no, seguramente, no. Faltaría ¿no?

Interviewer: Y ¿cree que en su clase hay un ambiente apropiado para que sus alumnos practiquen el speaking en todo momento?

Teacher: Pues, yo pienso que sí pero a veces las actividades, como te dije al principio, si son muy gramaticales, son a veces temas muy densos pues que no dejan mucha oportunidad para... para la práctica del speaking.

Interviewer: Y ¿considera que sus alumnos están en el nivel correcto de inglés?

Teacher: No todos.

Interviewer: Como qué porcentaje, digamos.

Teacher: Como 30%.

Interviewer: 30% es bajo.

Teacher: Sí.

Interviewer: ¿Cree que la práctica del speaking dentro del salón de clase se asemeje a la comunicación fuera del salón de clase?

Teacher: Pues, no completamente. Digo, si nosotros nos basamos, por ejemplo, en actividades receptivas y actividades productivas. Algunas actividades receptivas que utilizamos pues son artificiales, por ejemplo, un listening y después ellos hablan pues seguramente no y bueno, yo no soy nativo hablante y creo que eso va un poquito en detrimento de esa realidad ¿no? No sé, de ese realismo.

Interviewer: Ahora, ¿cree que hay un efecto positivo cuando corrige a sus alumnos en cuanto... bueno, durante la práctica de speaking?

Teacher: Yo lo que generalmente corrijo en el momento son cosas de pronunciación, no tanto de estructuras o vocabulario. Bueno, a mí me gustaría pensar que pues no hay problema, nunca he tenido una reacción negativa de los alumnos

Interviewer: Y ¿usted modifica su habla o lenguaje para que los alumnos entiendan mejor?

Teacher: A veces parafraseo, cuando veo caras de duda como que parafraseo. Seguramente en niveles más bajos hablo más lento o trato de usar oraciones cortas o busco la manera más sencilla de decir algo.

Recommendations

Interviewer: ¿Qué recomendaría que sus alumnos hicieran para mejorar la habilidad de spea... bueno, de speaking sí?

Teacher: Que practiquen más de lo que se pueda fuera del aula. Aquí se ha tratado de poner ese programa de *English Everywhere*.

Interviewer: ¿Está todavía ese?

Teacher: Sí, todavía está pero la verdad es que... bueno, tanto alumnos como maestros son reacios.

Interviewer: ¿Alguna otra cosa?

Teacher: Pues, hay muchos talleres de conversación y tenemos poca asistencia. Yo siempre les he dicho que busquen algo que les atraiga. Si les gusta ver películas en inglés, pues que las vean. Pues, no sé, yo creo que ahorita con la tecnología oportunidades sí hay.

Interviewer: Y ¿Qué necesitaría usted como maestra para realizar de mejor manera el speaking?

Teacher: Bueno, tiempo sería una. A la mejor más materiales porque si bien sí hay materiales, el buscarlos, adaptarlos lleva tiempo. También hay muchos *resource books* o *resource packages of speaking* pero siempre son caros. A lo mejor más horas de clase sería lo ideal o menos carga de contenidos ¿no?

Interviewer: Bueno, eso sería todo.

Teacher: Muchas gracias.

Interviewer: No, a usted.

APPENDIX 22

TRANSCRIPT OF SECOND INTERVIEW: ARANZA (ADVANCED LEVEL)

Interviewer: ¿Qué tan frecuente en su práctica docente lleva a cabo la práctica de speaking en su clase de inglés?

Aranza: Bueno, depende mucho del nivel porque obviamente mientras más avanzados es más fácil, se da más natural y es menos guiada. Pues, a mí me gustaría pensar que en todas las clases hay por lo menos un espacio. Me guio mucho, por ejemplo, en lo que vamos viendo en el libro. Entonces, generalmente las prácticas de speaking en el libro se dan como post-activities de un listening o de un reading, por ejemplo.

Interviewer: Y ¿podríamos decir que esta práctica del speaking está basada mayormente lo que propone el libro?

Aranza: Sí, casi siempre. A mí me gusta llevar juegos, actividades o si los estoy preparando para un examen de certificación, pues obviamente nos enfocamos en ejercicios para reforzar la parte oral de la certificación. Generalmente, me baso en el libro.

Interviewer: ¿Normalmente cómo planea una práctica de speaking?

Aranza: Casi siempre llevo algo de material. Por ejemplo, pueden ser visuales o me gusta trabajar mucho en parejas, por ejemplo, con preguntas, juegos de roles. Ese tipo de actividades.

Interviewer: Durante la clase de inglés, ¿este speaking es como pre-task o post-task? O ¿tiene peso como una actividad independiente?

Aranza: Creo que casi siempre es pre- o post-, sí, casi siempre.

Interviewer: Regresando a la anterior respuesta, ¿la práctica de speaking la maneja usted con los alumnos o ellos en parejas?

Aranza: En parejas, en pequeños grupos. De hecho, intervengo poco

Interviewer: Por ejemplo, cuando usted interactúa en un speaking con los alumnos, ¿considera que usted domina el habla? O ¿ellos tienen la posibilidad de dominar esa parte?

Aranza: Quiero pensar que yo no domino, pero soy mucho de monitorear las parejas y los grupos. A veces me gusta intervenir con un comentario para que ellos vean que uno les pone atención y que no es así nada más para rellenar el tiempo de clase. Por ejemplo, rara vez corrijo mientras ellos están hablando. Es mucho de cuando me ven cerca, me pregunta como dicen las cosas y ahí intervengo o, por ejemplo, si noto que empiezan a hablar en español, pues también intervengo.

Interviewer: Ahora, ya que menciona lo de las correcciones, cuando hay una actividad de speaking como tal, ¿hay posibilidades de que usted corrija? O ¿de plano prefiere no interrumpirlos?

Aranza: Como regla general no interrumpo pero también depende mucho del tipo de actividad, ¿no? A veces sí noto que se traban completamente, uno interviene ¿no? Pero los errores... la verdad es que no tengo una técnica definida para corregirlos. Muchas veces cuando noto que es un error o muy grave o repetitivo, al final de la práctica les digo que note algo, obvio sin mencionar la persona que lo dijo. Casi siempre trabajo con niveles avanzados, entonces, los principales problemas que yo veo es falta de vocabulario, por ejemplo, no tienen variedad, o sea, usan la misma palabra mil veces cuando ellos conocen muchas otras. Entonces, yo me imagino que el tratamiento que se le daría en un nivel básico sí es diferente porque en los niveles básicos necesitan como prompting, se tardan mucho a veces, etc.

Interviewer: Este... ¿usted cree que corregirlos durante el speaking los interrumpe entonces?

Aranza: Fíjate que también es algo como muy personal porque aquí creo que no lo he hecho porque los grupos son muy grandes pero cuando trabajaba en Place 1 a veces al inicio del curso sí les preguntaba si querían que los interrumpiera si noto algo que se están equivocando. Es chistoso porque todo dicen que sí pero ya cuando lo haces, no les gusta mucho. Entonces, yo no lo veo tan mal pero sí es algo como muy personal.

Interviewer: Entonces, esa estrategia de corregirlos al final de forma grupal o de preguntarles al inicio del curso si están a favor de las correcciones, ¿por qué razón es?

Aranza: Fíjate, he leído al respecto y la mayoría te dice que no interrumpas pero también luego pasa que los alumnos se están preparando para la certificación de Cambridge con una nativo hablante. Al final su feedback era que todo está muy bien pero conmigo ven que saco muchas correcciones y ella nos dice que todo está muy bien. Entonces, yo creo que depende mucho de la actividad, de lo que estás buscando. Cuando yo llevo actividades de speaking fuera del libro es como muy lúdico. Si, por ejemplo, si es post a algo que vieron de gramática por ejemplo, a lo mejor sí es importante ver cómo están usando cierta estructura o cierto vocabulario porque ahí es dónde te das cuenta si sí lo entendieron, si sí lo aprendieron. Creo que ponemos mucha atención a la pronunciación y a veces esto es un error. Entonces, como para legitimarnos, a veces caemos en las overcorrections ¿no? Porque a lo mejor a nosotros así nos corregían o porque a lo mejor queremos que sea perfecto. Yo creo que es muy difícil encontrar el balance. Ahora, no sé si tenga que ver una variable de que a uno le enseñaron en la universidad cuándo y cómo corregir o muchos maestros que somos más líricos como yo que es más bien como la experiencia, lo que a te gusta, lo que a ti te ha funcionado, etc. Digo hay escuelas que tienen un sistema que les dice cuándo y que no corregir, a lo mejor no les dicen por qué. No sé si eso tenga que ver.

Interviewer: Si.

Aranza: Yo me acuerdo de una compañera en un taller dice que ella daba un teacher's course. Entonces, cuando le tocó a su alumna dar la clase, grosera, agresiva. Entonces, mi

compañera le preguntó que por qué era agresiva y la otra le dijo que ella era así y, pues, yo la estoy imitando. La otra se quedó impactada.

Interviewer: Ahora, ¿usted cree que sus alumnos en realidad consideran de beneficio las correcciones durante el speaking?

Aranza: Es algo muy curioso porque sobre todo cuando corriges pronunciación y no cambian la pronunciación. Entonces, a lo mejor ese tipo de corrección no sirve mucho. Obvio sirve mucho más la corrección cuando hay una explicación o un ejemplo. A mí me gusta dar ejemplos

Interviewer: ¿Su corrección es directa?

Aranza: Al final. Es muy raro que los corrija en el momento. Eso lo hago cuando haya exámenes orales, por ejemplo.

Interviewer: ¿cuánto dura actividad de speaking en nivel avanzado normalmente?

Aranza: Pues, es que depende mucho también del número de alumnos. O sea, tú quisieras que participaran todos por más tiempo pero a veces es difícil. Yo diría que unos 20 minutos máximo.

Interviewer: Por ejemplo, cuando hace speaking con sus alumnos, ¿cómo es esa interacción?

Aranza: Pues, es mínima porque yo doy instrucciones y veo que empieza la actividad que muchas veces no me entienden y otra vez a explicar. Generalmente, es bien recibida pero casi siempre es en grupo. Yo noto que en general les gusta trabajar en grupo. Hago muchas actividades para ponerlos entre amigos, entonces, hago actividades previas para formar grupos y eso lo disfrutan. Entonces, así se integran en su grupo de speaking.

Interviewer: ¿Usted cree que durante esas actividades grupales o en parejas realmente se lleve a cabo la actividad como usted la planea?

Aranza: Casi siempre sí pero nunca falta el que acaba primero y se pone a hacer otra cosa o se pone a hablar en español. Yo no dudo que están haciendo otra cosa y cuando yo me acerco pretenden que están haciendo la actividad. En la mayoría de los casos se trabaja bien. Aquí el problema es el número de alumnos y lo reducido del horario, son 5 horas para grupos avanzados. A veces lo que menos quieres es perder el tiempo en actividades de speaking.

Interviewer: ¿Su prioridad es fluency o accuracy?

Aranza: Casi siempre es fluency, sí, casi siempre.

Interviewer: ¿Alguna vez ha escuchado el término complexity para speaking?

Aranza: No, no.

Interviewer: Vamos a la siguiente.

Aranza: Ajá.

Interviewer: ¿Cree que las actividades de speaking en pareja desarrollen la competencia comunicativa de los alumnos?

Aranza: No siempre se puede pero yo trato que las actividades de speaking tengan que ver con ellos, con su realidad. Entonces, yo quiero pensar que en ese sentido sí es como más comunicativa. Yo alguna vez dando un curso de enseñanza de la gramática del inglés veíamos una definición que a mí me gusto y decía que tiene que ser comunicativa o es comunicativa cuando hay un gap en la información. Entonces, tu tienes información que yo necesito o que yo no conozco. Entonces, la única forma de obtenerla es comunicándome. Entonces, yo les decía, entre más personalizado y que se adapte a lo que tú eres, a tu realidad, pues es como yo creo que se vuelve como más comunicativa porque luego en los libros vienen cosas que no pasan en la realidad.

Interviewer: ¿Usted considera que su clase está basada en la gramática?

Aranza: A mí me gusta basarla en la gramática pero también tiene que ver con las necesidades de nuestros alumnos. Entonces, yo la baso en gramática.

Interviewer: ¿Cuál es la razón de basarla en la gramática?

Aranza: Pues, yo creo que son creencias personales. Yo creo que si no entiendes, yo creo que soy muy cognitiva, lo que estas produciendo, pues como que no le ves un sentido. Entonces, a mí me gusta que la gramática sea overt, o sea, yo no tengo ningún problema sobre todo en grupos avanzados de enseñarla explícitamente.

Interviewer: ¿Usted considera que en la práctica de speaking haya interferencia del form, gramática o vocabulario?

Aranza: Pues, es que muchas veces esa es la intención de la actividad de speaking. Sobre todo cuando se usa como post-activity de algo gramatical, pues esa es la idea, que usen el aspecto de estructura, de gramática en la práctica de speaking, en su conversación o en lo que están haciendo.

Interviewer: Una última pregunta, cuando interactúa con los alumnos, ¿hay alguna presión de esa interacción? O sea, que usted se sienta presionada a continuar con la clase.

Aranza: ¿Dentro del aula?

Interviewer: Ajá.

Aranza: Yo creo que depende mucho de la actividad pero yo sí trato de ser como comprensiva, o sea, de no exponer a los alumnos porque un alumno no lo va a contestar, se nota, se pone todo rojo. Generalmente, ahí yo le pregunto a otra persona o cambio de tema. Si soy mucho de parafrasear preguntas, por ejemplo, y creo que eso es algo que noté un estudio que me hice a mí misma. Me grabé y sí noté que les dejo poco espacio para pensar. Entonces, comencé a tener cuidado si no les doy tiempo para pensar o si no contestan porque no saben. Yo noté que a mí me incomodaba ese silencio, entonces, parafraseaba, me iba a otra cosa, le preguntaba a otra persona. Fue un estudio de Teacher Talking Time.

Interviewer: Bueno, eso fue todo. Muchas gracias por participar.

Aranza: De nada.

Interviewer:

Aranza:

APPENDIX 23

TRANSCRIPT OF FOCUS GROUP: BASIC LEVEL

Language background

Interviewer: A ver, primero, sus nombres para entrar en ambiente, ¿cuáles son sus nombres?

Learner 1: Learner 1

Interviewer: Learner 1

Learner 2: Learner 2

Interviewer: Learner 2

Learner 3: Learner 3

Interviewer: Learner 3

Learner 4: Learner 4

Interviewer: Learner 4

Learner 5: Learner 5

Interviewer: y Learner 5, ok. Entonces, ¿cuántos años han estado aprendiendo el inglés?

Learner 1: Yo llevo 2.

Interviewer: y ¿tú?

Learner 2: Como año y medio.

Learner 3: uno.

Learner 4: Dos y medio

Learner 5: 4 años.

Interviewer: ¿Ya formalmente tomando un curso?

Learner 5: Sí.

Interviewer: Ok, muy bien. Entonces, ¿han tenido la oportunidad de practicar la lengua en un lugar de habla?

Learner 3: No

Learner 5: Sí

Interviewer: ¿Dónde?

Learner 5: En Orlando, Florida.

Interviewer: y ustedes ¿no?

Learner 1: No.

Interviewer: Pero ya pronto ¿no?

Learner 1: Ya pronto.

Interviewer: Ahora, ¿por qué para ustedes es importante el inglés? O sea, ya personalmente o profesionalmente, ¿por qué es importante? Cualquier opinión es buena.

Learner 1: Bueno, yo digo porque cuando buscas información, la encuentras en inglés y como que es más servible.

Interviewer: Ok y a futuro, ¿por qué sería importante a futuro el inglés? No tanto a corto plazo.

Learner 1: Pues, bueno, ya en el ámbito laboral, de empresas y cosas así, piden como requisito un dominio del inglés para conseguir un puesto ahí en el trabajo. Así que pienso que el inglés puede servirnos de mucho a futuro al momento de estar buscando un empleo.

Interviewer: Ok y a futuro, ¿ustedes qué piensan hacer con el inglés?

Learner 3: Bueno, tal vez no hacerlo laboralmente, bueno yo considero como un lujo el saberlo hablar bien porque ya si en el futuro nosotros queremos viajar, pues, ya vamos a podernos relacionar con las otras personas sin ningún problema.

Interviewer: Ok, ¿alguien más? ¿Alguien que quiera hacer algo diferente con el inglés? ¿No?

Structure of class

Interviewer: Bueno, ya entremos más en cuanto a la clase de inglés. ¿Qué habilidades practican más en su clase de inglés?

Learner 2: El reading.

Learner 5: El speaking

Interviewer: ¿Speaking?

Learner 1: Yo creo que listening

Interviewer: Pero ¿ustedes creen que el speaking se ha practicado como tal con actividades o sólo por el hecho de que se les pregunta? ¿Cuál creen que han tenido en su salón de clase?

Learner 5: Yo he tenido varios maestros y esta maestro sí nos ha puesto como ejercicios para practicar más el speaking, es buena.

Learner 1: Nada más falta como que la miss nos esté checando para corregirnos.

Interviewer: Ok, corrección de errores y ¿por qué creen que en esta clase se ha enfocado tanto en listening, reading y speaking?

Learner 1: Igual porque en el reading es donde salen más bajos ¿no? Como que no tienen mucho... percepción de información. Igual en el listening para que entiendan más rápido, para agarren más el inglés.

Learner 4: Es más de cuestión de fonética, creo que muchos tienen errores de pronunciación.

Interviewer: Entonces, ¿podrían decir que la mayoría, uno de sus problemas, son las habilidades receptivas?

Learner 1: Listening me falla un poco.

Language practice perception

Interviewer: Ok, más o menos ¿no? Este... ¿ustedes creen que la maestra esté realmente tratando de hacerlos practicar el speaking?

Learners: Sí, sí

Interviewer: Ahora, ¿ustedes creen que haya suficientes oportunidades de practicar el speaking dentro del salón de clase?

Learner 1: Pues, sí.

Interviewer: ¿Sí? ¿Así que tengan la libertad de practicar el speaking?

Learner 4: Es dependiendo porque digamos que algunos alumnos, como apenas están empezando a aprender el idioma, no lo intentan practicar.

Interviewer: Ok.

Learner: Sí pero la oportunidad la tenemos, ya depende del alumno si la aprovecha o prefiere sentirse obligado a permanecer en la clase.

Interviewer: Y ¿ustedes creen que sus compañeros estén realmente comprometidos? O sea que tengan esas ganas de hablar

Learner 1: Pues, no todos.

Learner 4: Algunos

Learner 1: Depende de la persona.

Interviewer: Ok. Ahora, a la hora de hablar, ¿qué hacen ustedes cuando no entienden algo que otra persona está diciendo? Ya sea su maestra o su compañero.

Learner 1: Le preguntamos a la maestra jajaja.

Interviewer: Ok y ¿le preguntan en inglés o en español?

Learner 1 and 3: Tratamos de preguntarle en inglés.

Interviewer: Y ¿cuándo no entienden lo que está diciendo un compañero?

Learner 2: ¿Cómo? ¿Cuando él está participando y no le entendemos?

Interviewer: Ajá, en general, está diciendo algo o está participando.

Learner 1: Pues, cuando están participando, no preguntan mucho pero sí a veces le preguntan a la maestra el significado de una palabra.

Learner 5: Por lo regular, sí le entendemos que es como de nuestro nivel.

Interviewer: Muy bien. Entonces, ¿ustedes consideran que tienen más práctica de speaking con la maestra o con los compañeros?

Learner 5: Con la maestra.

Interviewer: Y ¿ustedes creen que es de mayor beneficio practicar con la maestra o con los compañeros?

Learners: Con la maestra.

Interviewer: Y ¿por qué?

Learner 3: Porque nos corregiría nuestros errores.

Learner 2: Pero, bueno, yo opino que sería bueno con los compañeros ¿no? Como para perder esa pena al momento de hablar, como que te ayuda a relacionarte más fácilmente.

Interviewer: Ok. ¿Ustedes creen que estén aprendiendo cuando practican el speaking con la maestra?

Learners: Sí.

Learner 4: En mi caso, yo llevo 4 años estudiando y voy en séptimo nivel de Institución 1 y para mí es conocimiento básico y, por lo tanto, no aprendo mucho que digamos.

Interviewer: Ah ok.

Learner 5: Lo que te sirve es lo que ves en clase, ponerlo en práctica a fuera, si no lo pones en práctica, nada te sirve.

Interviewer: Muy bien y ¿ustedes creen que han aprendido de los compañeros cuando están practicando el speaking?

Learner 5: Sometimes.

Learner 1: A veces.

Interviewer: Pero ¿dónde creen que se aprenda más? ¿Con la maestra o con los compañeros?

Learner 5: Pues, es que si no sabes y el compañero tampoco, pues, ya está el profe para preguntarle de qué está bien.

Needs for communicating in English

Interviewer: Ok. Cuando hablan inglés en su salón de clase, ¿solamente responden las preguntas de la maestra y tienen la oportunidad de tener una conversación acorde al nivel?

Learner 3: La mayoría de las veces respondemos lo que nos pregunta.

Interviewer: Ok y ¿ustedes creen que la mayoría de las veces el speaking es muy estructurado? O sea de pregunta y respuesta y luego si está bien o mal la respuesta?

Learner 1: Es que a veces como que sí hay más argumento ¿no? Como que discutimos tantito, bueno, cuando pide más opiniones la maestra.

Interviewer: Ok.

Learner 5: Sí, no siempre se dan conversaciones porque quitamos mucho tiempo a la clase, lo que sigue de los temas.

Interviewer: Ok, digamos, entonces que... ¿ustedes qué tan a menudo hablarían el inglés en clase? Así de practicar el speaking?

Learner 1: Como media hora en toda.

Interviewer: ¿Media hora todas las clases?

Learner 1: No, en cada clase.

Interviewer: Cada clase, ¿media hora?

Learner 3: Sí porque... tan solo no sólo ejercicios así de pregunta – respuesta, también tenemos la parte de trabajo que hacemos en grupo y ahí es cuando lo practicamos más.

Interviewer: Ok y normalmente son 2 horas que serían 100 minutos efectivos, ¿cuánto creen que normalmente hablen en inglés, en minutos?

Learner 1: Pues, yo digo que media hora.

Interviewer: ¿Media hora?

Learner 1: Sí

Learner 5: Yo digo que muy poquito.

Learner 3: Sí es poco.

Interviewer: ¿Cómo cuanto en minutos?

Learner 2: Como 15 minutos.

Interviewer: O sea, no la actividad, la actividad puede tardar media hora pero en sí ¿ustedes cuánto están hablando?

Learner 4: Sí, creo que como 20 minutos

Learner 2:

Interviewer: Y ¿ustedes creen que es poco?

Learners: Sí, es poco

Interviewer: ¿La clase se desarrolla todo el tiempo en inglés? O ¿hay momentos de español?

Learner 5: Sí hay momentos de español.

Learner 4: Como toda clase, algunos van empezando el inglés y no a todos se les da, así que debes en cuando tiene que hablar en español para que puedan comprender más.

Interviewer: Y ¿ustedes creen que es bueno que se hable español en la clase de inglés o lo ven como algo negativo?

Learner 4: Sí es bueno pero no a largo plazo, o sea, nada más sólo un poco porque si se hace la costumbre de seguir hablando en español, no vas a poder aprender nada.

Learner 5: Que la maestra trate de explicar las cosas así en inglés, tratando de dar ejemplos para que entiendan.

Interviewer: ¿Eso es lo que hace? O ¿es una recomendación?

Learner 5: Ajá, es como una recomendación.

Interviewer: Ok, muy bien. Ahora, cuando ustedes hablan con sus compañeros, ¿lo... sinceramente, hacen en inglés o en español?

Learner 5: Yo trato de hacerlo en inglés.

Interviewer 2: En inglés.

Learner 1: Pues, no es mucho lo que hablamos.

Attitudes towards language/interaction

Interviewer: Sí. ¿Prefieren practicar el speaking en grupos, parejas o con la maestra? ¿Cómo se sienten más cómodos?

Learner 1: Yo digo que en grupos.

Interviewer: ¿En grupos?

Learner 2: Sí.

Interviewer: ¿Creen que hablan más?

Learner 2: Sí.

Learner 1: Se habla más.

Interviewer: ¿Por qué no con la maestra? ¿Cuál sería la desventaja? ¿Cuál sería la diferencia de practicar con la maestra y con el grupo?

Learner 1: Que...

Learner 4: Que digamos que algunas personas se pueden sentir presionadas al momento de estar hablando con la maestra por temor a ser corregidos o algo así.

Interviewer: Y ¿ustedes creen que el hecho de que se les corrija durante el speaking sea una presión?

Learner 5: Pues, yo digo que es bueno que nos corrija.

Interviewer: ¿Ustedes creen que es bueno que se les corrija u observe el speaking?

Learner 5: Pues, hay unos como que sí se cohíben y hay otros que se les corrige y dicen ya la oración corregida y otros como que no hacen caso y le siguen ¿no?

Interviewer: Muy bien. Ahora, este... ¿Cómo se sienten cuando tienen una conversación o hablan en inglés con la maestra?

Learner 1: Pues, bien.

Learner 5: Seguros

Learner 2: Bien.

Interviewer: ¿Todo tranquilo?

Learners: Jajaja.

Interviewer: Este... ¿cómo se sienten cuando la maestra les hace preguntas en inglés?

Learner 5: Bien.

Learner 4: Bastante, cómodos la verdad.

Interviewer: Ahora, ¿cómo te sientes cuando le hablas al maestro enfrente del grupo?

Learner 4: Pues, igual.

Learner 1: Cuando no tenemos las palabras sí un poco...

Learner 4: Presionado.

Learner 1: Sí, ajá pero, pues, cuando sí sabemos las palabras, pues, más o menos.

Interviewer: Ok y ¿cómo se sienten cuando interrumpen al maestro?

Learner 4: Un poco culpable.

Learner 5: Incómodo.

Interviewer: ¿Incómodo?

Learner 1: Es que también depende, o sea, sí estamos así como debatiendo, ya lo dices y ni sientes nada pero sí cuando está hablando y la callan, pues, sí como que te ves gandalla.

Interviewer: ¡Oigan! Y ¿ustedes creen que su speaking es más fluido cuando lo practican con la maestra o con los compañeros?

Learner 3: Yo digo que con los compañeros.

Interviewer: ¿Sí? ¿Cómo que se desenvuelven más?

Learner 1: Sí.

Interviewer: Y ¿cómo se sienten cuando hablan inglés hacia sus compañeros?

Learner 3: Pues, con más confianza.

Learner 2: Ajá.

Interviewer: ¿Sí? ¿Se sienten más en confianza? Y ¿Por qué con la maestra se sienten menos en confianza?

Learner 1: Porque es la maestra.

Interviewer: ¿Sí? ¿La autoridad?

Learner 1: Sí y aparte que la maestra te pregunte así lo básico ¿no? Y ya también como ya no te saca tema como que no sacas más cosas que qué hablar.

Interviewer: Ok, muy bien. Ahora, fuera del salón de clase, ¿es posible para ustedes hablar en inglés?

Learner 1: Pues, sí.

Interviewer: ¿Sí? ¿Realmente, hablan en inglés?

Learner 1: ¡Ah! ¿Siempre, siempre? Pues, no pero sí a veces ¿no?

Learner 4: En institución 1, tengo una amiga de Estados Unidos y de vez en cuando, cuando se hace un pequeño espacio, platico con ella por Skype. Es maestra también y me ayuda a corregir los errores que tengo y me dice qué tan fluido soy.

Interviewer: Sí y ¿los demás practican el speaking fuera del salón de clase?

Learner 3: Yo muy poco.

Learner 5: Poco

Learner 1: Igual.

Interviewer: Y por semana, ¿cómo cuánto tiempo sería?

Learner 1: ¿Por semana?

Interviewer: Ajá, dejemos a un lado la clase de inglés.

Learner 4: Yo digo que hablo una o dos horas.

Interviewer: ¿Por semana?

Learner 4: No, por día porque se me agarra el hábito, en mi casa, de estarle hablando en inglés a mí hermano, a mi mamá y a mi papá.

Interviewer: Ok.

Learner 4: Eso es para seguir practicando.

Interviewer: Eso está muy bien y ¿ustedes no?

Learner 5: Dos o tres horas a la semana.

Interviewer: ¿Sí?

Learner 5: Sí.

Interviewer: Muy bien. Este... ¿cuánto tiempo aproximadamente creen que hablan inglés cada día dentro de su salón de clase?

Learners: 15 – 20 minutos.

Interviewer: Ahora, ¿qué opinan del nivel de la clase?

Learner 1: Pues, para el nivel sí está chido

Learner 4: Facil.

Learner 2: De repente como que se pensaría que la profa ya tiene la idea de que como que nosotros ya traemos un nivel. Era lo que estábamos comentando con otros compañeros de que ella piensa que traemos ya el nivel avanzado y ya no se limita a eso, entonces, por ejemplo, tengo una compañera que ella está en lo más básico pero la maestra sólo se limita a... lo que dicen los demás

Interviewer: A lo básico. ¿Ustedes creen que sea bueno que es nivel básico y que sea nivel básico o que sea más avanzado?

Learner 1: ¿Entrando así desde cero?

Interviewer: Sí, a nivel básico.

Learner 1: No, pues sí desde básico porque también en francés esta difícil cuando vamos con las asistentes y ya el grupo está con muchos que ya saben y ya esta sí como avanzado y ya no entiendes nada.

Interviewer: Ah ok.

Learner 1: Y es igual en el de inglés.

Interviewer: Entonces, ¿el nivel está bien? ¿Fácil o difícil?

Learners: Fácil.

Perception of benefits from speaking English

Interviewer: ¿Fácil? Ok. Ahora, su opinión acerca de la habilidad de speaking, ¿ustedes creen que han mejorado este semestre?

Learner 3: Sí.

Interviewer: Ustedes que digan, antes de empezar no hacia esto pero ahora, durante este semestre, pude aprender o mejoré en esto en speaking. ¿Creen que ha habido una mejoría durante este semestre?

Learners: Sí.

Learner 5: Yo no, yo pienso que voy igual. Hay algunos que no encajamos en el nivel y, pues, estamos hablando lo poquito que se ve en la clase.

Interviewer: Pero ¿no encajan porque es básico, o sea, porque no es su nivel o porque ustedes están más avanzados?

Learner 4: Porque... en mi caso será porque yo estoy más avanzado.

Interviewer: Ok.

Learner 4: La clase se vuelve como aburrida.

Learner 5: Aburrida.

Interviewer: Y ¿ustedes creen que la práctica de speaking que tienen en su clase es realmente significativa para que ustedes puedan tener una conversación fuera del salón de clase?

Learner 1: Pues, depende qué tan larga sea la... la conversación, si es nada más de que saludas, así de básico pues sí.

Interviewer: Y ¿los demás?

Learner 3: Pues, sí para una conversación ya más detallada, hablar más, es como que más complicado pero si estamos tratando lo básico que vemos en clase, pues, está bien.

Learner 1: Ajá, como lo de al día, yo digo que sí porque todavía no ven cosas así.

Interviewer: Muy bien y ¿creen que aprenden normalmente de la práctica de speaking?

Learners: Sí.

Interviewer: Y ¿ustedes sí?

Learner 5: Yo digo que sí porque también cuando lees, lees con la pronunciación chida.

Interviewer: Muy bien. ¿Consideran que la corrección de errores de la maestra es buena para su aprendizaje?

Learners: Sí.

Interviewer: ¿Consideran que la corrección durante el speaking les ha ayudado a mejorar?

Learners: Pues, sí

Interviewer: Ahora, ¿qué estrategias utilizan para que la habilidad de speaking mejore?

Learner 5: Pues, yo busco las letras de las canciones en inglés, las veo y las canto.

Interviewer: Ok, para pronunciación y ¿ustedes?

Learner 1: Yo veo videos y repito así lo que van diciendo.

Learner 4: Yo ya dije, platico con mi amiga de Estados Unidos.

Learner 3: Yo pongo los discos y los leo en voz alta. Las lecturas que vienen en el libro con el disco puesto al mismo tiempo para tratar de seguirla.

Recommendations

Interviewer: Ok, para pronunciación sirve bastante. Ahora lo último, para que puedan hablar el inglés eficientemente, ¿qué necesitarían que la maestra hiciera diferente?

Learner 1: Igual y sería como que la miss entre en más confianza y que no pregunte nomás lo que viene en el libro, que nos pregunte más cosas para que nosotros nos desenvolvamos y poder tener así más conversaciones.

Interviewer: Y ¿ustedes creen que se han basado mucho las actividades de speaking en el libro?

Learners: Sí, la mayoría, sí.

Learner 4: Yo recomendaría variar el tema de vez en cuando, no sólo basarse en el libro y de esos temas hacer una pequeña discusión, debate. Además de dar puntos de opinión, todo eso, podamos mejorar en speaking.

Learner 1: O hasta con juegos. Con juegos sí te desenvuelves más.

Learner 5: Yo diría que la maestra nos debe llamar la atención porque a veces cuando hablamos en español, pues, ella también cede, habla también en español. En vez de que nos diga que no y promueva el inglés.

Interviewer: Sí, sí. Ahora, ¿qué necesitaría hacer ustedes diferente para mejorar en el speaking?

Learner 3: Pues, nosotros necesitamos una motivación o motivarnos nosotros o con el simple hecho de tener las ganas para que nosotros busquemos las formas para decir lo que nosotros queremos.

Interviewer: Ajá.

Learner 1: O tener una clase específica de speaking.

Interviewer: ¿Una clase de speaking? ¿Ustedes creen que sería bueno tener una clase sola de speaking?

Learners: Sí.

Interviewer: Entonces, ¿más tiempo de speaking faltaría?

Learners: Sí.

Learner 5: No nada más lo que viene en el libro, si no más.

Interviewer: Ok, muy bien. ¿Alguna otra cosa más?

Learner 4: Así como dijo Learner 3, necesitamos una motivación, algo que nos impulse a seguir practicando. Quiero aprender el inglés para irme a vivir a Canadá, eso me motiva.

Learner 3: Yo digo atrevernos a decir lo que pensamos, no sólo mantenernos en respuestas de libro y también perder el miedo a equivocarnos, con las correcciones aprendemos más.

Interviewer: Y ¿ustedes creen que el grupo tiene una personalidad es muy abierta para poder practicar el speaking?

Learner 1: No.

Learner 3: No tanto.

Learner 5: No tanto.

Interviewer: ¿El grupo está motivado a practicar el inglés?

Learner 4: No todos.

Learner 5: Por lo mismo de que muchos se cierran, empiezan a hablar español

Interviewer: Ah.

Learner 1: Unos nomás entran porque es inglés.

Interviewer: Y ¿ustedes hablan español en la clase de inglés?

Learner 3: Sí, a veces.

Learner 1: ¿Con la maestra?

Interviewer: Con la maestra o con los compañeros, o sea, ¿sí es posible hablar español en la clase?

Learners: Sí.

Interviewer: Y de 100 minutos de una clase, ¿cuánto tiempo hablaran español?

Learner 3: Como media hora.

Learner 1: Como 60.

Learner 5: Yo creo que no hablo tanto.

Learner 3: Como media hora porque tampoco nos la pasamos hablando en clase, o sea, es sólo como un comentario que se dice

Interviewer: Ajá.

Learner: Preguntar, comentar, decirle algo a alguien.

Learner 5: Como unos 15 minutos de español.

Interviewer: Ok. ¿Algo más? Muchas gracias.

APPENDIX 24

TRANSCRIPT OF FOCUS GROUP: INTERMEDIATE LEVEL

Language background

Interviewer: Ok, primero que nada, ¿cuáles son sus nombres? Ya más o menos me los sé
Learner 1, este... Learner 2

Learner 2: Ajá.

Interviewer: Eh... perame ¿Learner 3?

Learner 3: Sí

Interviewer: Learner 4, Learner 5 y Learner 6. ¡Ah! Me los aprendí, ¡ya ven! ¿Cuántos años han estado aprendiendo inglés aproximadamente? Pero formalmente.

Learner 5: Desde tercero de primaria.

Interviewer: Tercero de primaria.

Learner 1: Igual.

Interviewer: Y ¿en cuántos años, digamos? Unos 10 años.

Learner 4: No, yo desde hace 6 años.

Interviewer: ¿6 años? ¿Entre seis y diez años?

Learner 1: O sea, ¿formal, formal?

Interviewer: Sí.

Learners: Jajajaja.

Learner 1: Hmmm... 5 años.

Interviewer: Entonces, estamos hablando entre 5 y 10 años, más o menos. ¿Han tenido la oportunidad de practicar el inglés en un país de habla?

3 Learners: Sí.

3 Learners. No.

Interviewer: Entonces, estamos hablando de mitad y mitad. Ok, la mitad ha practicado la lengua en un país y ¿Por qué es importante para ustedes el inglés? ¿Quién empieza?

Learner 2: Porque te permite conocer gente de otros lugares, te permite la cultura y, bueno, en mi caso, me permite conocer gente nueva.

Interviewer: Gente nueva, ¿alguien más que quiera agregar algo?

Learner 1: El inglés nos permitiría, no sé, tener un mejor puesto ¿no? Un trabajo que quisiéramos obtener. También nos sirve para comunicarnos con otras personas, tendríamos la facilidad de poder estar en otro lugar y que nos entiendan ¿no?

Interviewer: Ok y al final de la carrera, ¿piensan ser maestros o traductores.

4 Learners: Traductores.

Learner 1: Maestros.

Learner 4: Yo maestro.

Structure of class

Interviewer: Ahora, vámonos con algo más específico, ¿qué habilidades practican más en la clase de inglés de nivel V?

Learner 2: Gramática.

Interviewer: ¿Gramática?

Learner 1: Gramática.

Learner 6: Reading.

Learners: Y speaking.

Interviewer: Ok, gramática y speaking y ¿por qué creen que esta clase se enfoque a gramática y a reading?

Learner 1: Bueno, el speaking pues para comunicarnos, para poder tener contacto con las personas. Es importante porque... a mi me cuesta mucho trabajo comunicarme con otras personas. Entonces, practicarlo en clase me ayuda a tener más fluidez, me ayuda a hablar, es por eso que lo practicamos.

Learner 6: Y la pronunciación.

Interviewer: Ok y la pronunciación. Ahora, a lo relacionado al speaking, ¿ustedes creen que realmente sea una conversación como tal o nada más pregunta y respuesta por parte de la maestra?

Learner 4: Pregunta y respuesta.

4 Learners: Pregunta y respuesta.

Interviewer: Ok y ¿qué habilidades les gustaría practicar más? ¿Qué habilidades necesitan practicar más?

Learner 6: El listening

3 Learners: Speaking.

Learner 4: Pero más conversación.

Learner 1: Ajá.

Language practice perception

Interviewer: Ok, más conversacional. Ahora, describan cómo es una clase de speaking normalmente.

Learner 2: Nos pone por parejas y contestarnos preguntas el uno al otro o describir cosas, primero le toca a uno y luego al otro y a veces es como una retroalimentación entre todos, de que nos pregunta y ya nosotros respondemos nuestros puntos de vista o a las conclusiones que hayamos llegado.

Learner 1: Sí, nos pone a discutir sobre un punto, una imagen o alguna oración o como a ponernos de acuerdo o ver si estamos de acuerdo sobre el tema...

Learner 3: Aparte, va más enfocado al examen de certificación.

Interviewer: Ok

Learner 1: Cuando trabajamos en parejas. Viene mucho con el formato del examen.

Interviewer: Ah ok. ¿Ustedes creen que hay un interés o planeación de la maestra para que ustedes practiquen el speaking?

Learners: Yo digo que sí.

Learner 1: Yo digo que no sé pero... yo siento que a veces la maestra habla mucho ¿no? Como que nos pregunta, contestamos dos, tres cosillas y nos vuelve a preguntar otra cosa.

Learner 4: Estamos muy metidos en el programa.

Learner 1: Ajá.

Interviewer: Ajá.

Learner 4: O sea, vamos siguiendo el programa, vamos siguiendo el libro y las hojas que vienen en el examen pero no hay algo para speaking, no.

Learner 1: Como que no tenemos prácticas de speaking fuera de.

Interviewer: Ah ok.

Learner 4: O sea, sí te sirve pero...

Learner 2: Lo que tratan de decir mis compañeros son prácticas que ya... pues a lo que nos vamos a enfrentar afuera es muy distinto y eso no lo practicamos.

Learner 1: De una forma muy estructurada.

Learner 3: Como *everyday English*, no.

Interviewer: Ah ok, muy bien. Ahora, ¿creen que haya muchas oportunidades para practicar el inglés dentro del salón de clase?

Learner 4: Con la maestra sí pero con los compañeros no.

Learner 2: Con los compañeros no.

Learner 1: ¡Exacto! Porque a veces les hablas en inglés y te contestan en español.

Learner 2: En español.

Learner 4: La maestra siempre quiere hablar inglés, hasta en los pasillos y todos lados pero aquí no se puede porque aunque quieras, los chavos te van a decir que no.

Interviewer: En español que eres creído. Ahora, ¿qué haces cuando no entiendes algo que otra persona está diciendo? En este caso la maestra o los compañeros.

Learner 5: Me quedo con cara de *what?*

Learners: Jajajajaja.

Interviewer: ¿No hay esa libertad de decirle?

Learner 6: Algunas veces.

Learner 1: No siempre.

Learner 4: Depende mucho de la persona también porque yo le podría decir a la maestra que tengo este problema pero igual los compañeros dirían que estoy mal o qué y a veces no preguntamos porque nos da pena.

Learner 3: Ajá.

Interviewer: Ah, les da pena.

Learner 1: Sí, bueno, yo no sé el compañero pero lo que no sé, lo pregunto. Quizás la palabra sea clave en la oración y no la entiendo, pues, ya me explica en inglés y ya entiendo, ya me doy una idea de lo que significa o busco igual el equivalente en español ¿no?

Interviewer: Sí.

Learner 1: Yo creo es lo que muchos hacemos.

Learner 2: Ajá.

Interviewer: Ahora, ¿tienen más práctica del speaking con la maestra con los compañeros

3 Learners: Con la maestra.

2 Learners: con compañeros

Interviewer: ¿Es porque la maestra se los pide o porque ustedes quieren practicarlo?

Learner 1: No.

Learner 2: Yo con algunas personas que me junto que quieren practicarlo.

Learner 4: Por hobby

Learner 2: Sí, de hecho.

Interviewer: ¿Fuera o dentro del salón de clase?

Learner 2: Fuera del salón de clase.

Interviewer: Ok.

Learner 1: Yo no practico casi con compañeros porque como que no he encontrado alguien que pueda hablar en inglés y sí me responde...

Learner 4: Es que ellos no quieren.

Learner 1: ...O sea, no siempre quieren.

Learner 4: O sea, tú puedes estarles hablando pero ellos no te contestan en inglés.

Interviewer: Sí y ¿Por qué creen que, siendo estudiantes de la licenciatura en lenguas, haya alumnos que no quieran hablar inglés y que sea su énfasis?

Learner 6: Yo digo que por flojera.

Learner 2: Yo no creo que sea por flojera, creo que sienten que su pronunciación no es buena, entonces, como que les da pena practicarla.

Learner 4: Yo creo que cada quien tiene una pronunciación diferente, yo creo que es más porque ni saben que están haciendo aquí y lo peor es que te dicen que su énfasis es el inglés, al contrario hablan hasta en francés.

Learner 1: Ajá.

Learner 2: Jaja, de hecho.

Interviewer: Ahora, ¿creen que cuando practican el inglés, sea que los puso en parejas o la práctica sea con la maestra, creen que están aprendiendo? O ¿es muy poco el aprendizaje que hay en las actividades que les pide la maestra?

Learner 3: Pues, a veces. Por ejemplo, con Learner 2, hay cosas que yo no sé decir y ella sí o al revés, entonces, entre compañeros hay cosas que uno no sabe y el otro sí y es lo que vas aprendiendo poco a poco.

Learner 5: Aparte como que buscamos que... bueno, tomamos varias clases juntas como relacionarlo a cosas divertidas que regularmente nosotras hacemos o estamos platicando.

Learner 2: Ajá

Interviewer: Entonces, digamos que ¿tienen más confianza de preguntar alguna duda este...entre compañeros que con la maestra?

Learners: Sí

Learner 4: No, yo no.

Learner 1: Yo prefiero preguntarle directamente al maestro pero si sé que mi compañero está seguro... bueno, yo soy de las personas que cuando está seguro de algo, lo digo pero si te dicen que no están seguros, ah, pues, ya sí preguntas al maestro.

Needs for communicating in English

Interviewer: Ok, vamos a la siguiente, cuando hablan en inglés ¿solamente responden a las preguntas de la maestra o tienen la oportunidad de tener una conversación?

Learner 6: Pues, lo que decíamos que nada más contestar la pregunta de la maestra, como que la conversación no se da mucho porque, como dicen unos compañeros, o no nos entiende bien en algo, la maestra nos corta y sigue con otros.

Learner 4: Quizás con nosotros no ha tenido esa oportunidad pero veo que sí... o a mi hasta me ha preguntado a veces, te pregunta una clase de algo y le contestas y te dice "Ah, ¿a poco sí?", y ya te saca más cosas y ya eso podría ser como...

Interviewer: Ah ok, entonces, la clase es muy estructurada.

Learner 1: Ajá.

Interviewer: maestro – alumno – maestro, ok. ¿Qué tan a menudo hablan el inglés en su clase que es de 100 minutos?

Learner 1: ¿La clase?

Learner 4: Súper poco.

Learner 1: Es muy poquito la verdad, o sea, el tiempo que de verdad hablamos es muy poquito. Yo pienso que son como 15 minutos.

Learner 6: 15 minutos.

Learner 1: A lo mucho.

Interviewer: ¿Grupalmente o cada quien?

Learners: Cada quien.

Interviewer: ¿Cada quien 15 minutos?

Learners: Ajá.

Learner 4: Y eso ya es mucho

Learner 3: La mayor parte del tiempo es la maestra explicando las actividades, dando ejemplos y nosotros es muy poco lo que hablamos.

Learner 1: 15 minutos y eso si quieres, bueno, no sé, yo siento que hablo mucho pero es que quiero aprender.

Interviewer: Ahora, ¿la maestra habla inglés todo el tiempo?

Learners: Sí.

Interviewer: Perfecto. ¿En qué circunstancia llega a hablar en español.

Learner 1: Cuando algo tiene que quedar muy claro.

Learner 3: Entonces, es cuando la mayoría no entiende y es muy específico o cuando no hay un equivalente en español, entonces, más o menos nos da la idea en español.

Interviewer: ¿Es una herramienta entonces?

Learners: Sí.

Attitudes towards language/interaction

Interviewer: Ok. Este... personalmente, ¿ustedes prefieren practicar el speaking en parejas, grupos o con la maestra?

Learners: Con los tres.

Interviewer: Y ¿cuál creen que sea la más beneficiosa para que ustedes aprendan?

Learner 2: Es que las tres tienen sus beneficios.

Learners: Sí.

Learner 2: Es que aprendes de las tres maneras, no es lo mismo pero aprendes. No hay una que no.

Interviewer: Y ¿de qué manera pueden aprender de un compañero?

Learner 4: Pues, se aprende mucho pero con los que me ha tocado son muy tímidos o no quieren hablar o no quieren participar.

Learners: Jajajaja.

Learner 4: Y luego no alcanzo el tiempo y no terminamos, así es que yo digo que con la maestra pero también aprendes mucho de los compañeros.

Interviewer: ¿Sí?

Learner 4: Sí, sí.

Interviewer: Entonces, digamos que de todos se aprende. ¿Cómo se sienten cuando tienen una conversación o hablan en inglés con la maestra?

Learner 3: Torpe jajaja.

Interviewer: ¿Se sienten mal? ¿nerviosos?

Learner 3: No mal pero me pone nerviosa y me siento torpe.

Interviewer: Y ¿por qué?

Learner 1: Siento que todo el tiempo me está corrigiendo.

Learners: Jajajajajaja.

Interviewer: ¿Los corrige mucho?

Learners: Sí.

Learner 3: Bastante y es curioso pero yo me he dado cuenta que cuando lo hago inconsciente, lo hablo mejor. Entonces, cuando más estoy cuidado...

Learner 2: Cometes más errores.

Learner 3: Ajá es cuando más estoy trabándome. Eso pasa cuando hablo con maestros de inglés.

Learner 2: Sí.

Interviewer: ¿Es agradable el hablar con la maestra?

Learner 2: Es traumática.

Learners: Jajajaja

Learner 1: Es por momentos porque a veces como que no te preocupas pero, por ejemplo, cuando te dice que es speaking para evaluación, entonces, es cuando te empiezas a estresar y ahí es cuando no es tan agradable.

Interviewer: Y ¿ustedes?

Learners: Jajajaja.

Learner 6: Lo mismo, a mi me pasa lo mismo que a Learner 2, me pongo muy nerviosa cuando voy a hablar con la maestra, e igual como Learner 1 que cuando más quiero estructurarlo de manera correcta y ahí es cuando más me cuesta.

Interviewer: Ahora, ¿cómo se sienten cuando la maestra les hace preguntas en inglés?

Learner 1: Normal.

Learners: Jajajajaja.

Learner 1: El problema viene a la hora de responder.

Learner 4: A mi si me gusta porque es cuando practicas.

Learner 1: Ajá.

Learner 4: A veces estoy esperando y luego no me pregunta a mi.

Learners: Jajajaja

Learner 2: a veces siento lo mismo, a todos les pregunta y es rara la clase cuando me pregunta a mi.

Interviewer: ¿Ustedes creen que les pregunta a los que saben o a los que no saben?

Learner 4: A todos.

Learner 1: Sí.

Learner 3: Por parejo.

Learner 4: Bueno, por ejemplo, yo no he distinguido un nivel alto y un nivel bajo en este salón, o sea, todos tenemos un nivel. Obviamente, sí hay quienes que no y no es que estén abajo, sino que son más tímidos. Yo no creo que alguien tenga el nivel así.

Learner 2: A ustedes por lo general siempre les pregunta en clase. También a otros compañeros como a Learner?, a Learner 2? Siempre les pregunta pero, por ejemplo, a Learner 3?, a Learner 4?, a Learner 5?, así hay otros a los que no les pregunta, pues, es muy rara vez.

Learner 4: Bueno, yo digo que ahí es porque las ve practicando y piensa que están hablando en inglés, entonces, ustedes ya lo están practicando y ellos no.

Learner 1: Por ejemplo, con Learner 3? Y Learner 4? No hablan a menos de que la maestra les pregunte y es para hacerlos hablar.

Learner 4: Sí.

Learner 1: Por ejemplo, estamos sentados y escuchas sus vocecitas atrás.

Learners: jajajaja.

Learner 4: Lo que pasa es que a ustedes sí les gusta hablar, ustedes no son tímidas.

Interviewer: Ok, la siguiente, ¿cómo se sienten cuando la maestra les habla enfrente del grupo?

Learner 3: Entro en pánico.

Interviewer: ¿Learner 6?

Learner 6: Pues, igual.

Interviewer: Ok y cuando llegan a interrumpir al maestro, ¿cómo se sienten?

Learner 1: Me da pena.

Learner 3: Algo, por eso no le pregunto a la maestra, siento que la interrumpo mucho.

Interviewer: Ok, la siguiente, ¿su speaking es más fluido cuando lo hablan con la maestra o con los compañeros?

Learners: Con los compañeros.

Interviewer: ¿A qué creen que se deba eso?

Learner 1: Como que hay más confianza ¿no?

Learner 4: Porqué ves a la maestra como dice Learner 1 cómo sientes cuando la maestra te va revisando.

Learners: Jajajaja.

Learner 1: Puedes usar malas palabras pero luego se te pueden salir con la maestra y le dices lo siento. Hay más confianza con...

Learner 3: Sientes más feo ¿no?

Interviewer: Ahora, ¿cómo se sienten cuando hablan inglés a los compañeros?

Learner 1: Pues, bien jajaja.

Learner 4: A mí no me gusta porque casi no te contestan.

Learner 6: No sé, también depende con quién te toque hablar.

Learner 4: Ajá.

Learner 6: Por ejemplo, yo practico con Learner 2 y no nos alcanza el tiempo.

Learner 2: Yo platico con ella pero lo tengo que hacer en inglés.

Interviewer: Pero ¿lo hacen en inglés?

Learner 2: Sí.

Learner 6: Y me va corrigiendo.

Interviewer: ¿Learner 1?

Learner 1: No, yo casi no practico con los compañeros porque luego no quieren hablar

Interviewer: Sí, sí pasa de que uno quiere practicar y el otro no. Ahora, fuera del salón de clase, ¿es posible hablar el inglés para ustedes?

Learner 4: Con los compañeros sí.

Interviewer: ¿Mexicanos o extranjeros?

Learner 4: Con extranjeros.

Learner 3: Yo sólo tengo nacionales, así que... jajaja.

Interviewer: Pero ¿sí llegan a practicar el inglés fuera de?

Learners: Sí.

Interviewer: Bueno, ya me habían dicho que hablan 15 minutos máximo de dos horas pero, fuera del salón de clase, ¿Cómo cuánto tiempo hablaran el inglés? ¿15 minutos?

Learner 4: menos.

Learner 2: No, un poquito más. Yo aquí en la escuela no pero con mí hermano sí, luego me habla en inglés.

Interviewer: ¿Sí lo llegan a practicar fuera?

Learners: Sí.

Interviewer: Ah ok. ¿Qué opinan del nivel de inglés de la clase?

Learner 4: Yo digo que está bien, o sea, tiene sus dificultades porque obviamente va aumentando.

Learner 1: Sí.

Interviewer: digamos que por parte de la clase, ¿el nivel es correcto?

Learners: Sí.

Interviewer: Ahora, ¿de los compañeros?

Learner 3: No, algunos no lo tienen.

Learner 1: Yo siento que no.

Learner 2: Incluso algunos tienen un poquito más alto.

Interviewer: ¿Cómo cuántos?

Learner 1: Por ejemplo dos alumnos tienen un nivel alto para la clase.

Interviewer: Y ¿los demás están por debajo?

Learner 1: Yo creo que la mayoría está en el nivel exacto pero si hay uno que otro que no.

Learner 4: Yo no creo que están por debajo, yo creo que están altos pero lo que pasa es que les da mucha pena hablar porque en los exámenes salen súper bien, salen mucho mejor que nosotros.

Perception of benefits from speaking English

Interviewer: Entonces, digamos que están bien en el nivel. ¿Creen que sus habilidades de speaking han mejorado este semestre?

Learners: Sí.

Interviewer: ¿Sí han visto una mejoría?

Learners: Sí

Interviewer: Este... ¿cómo se han dado cuenta? ¿Qué han mejorado?

Learner 2: Vocabulario.

Learner 1: Fluidez.

Interviewer: ¿Learner 6?

Learner 6. Yo creo que fluidez.

Interviewer: ¿Learner 4?

Learner 4: Yo fluidez, yo creo.

Learner 3: El vocabulario y la fluidez, sí porque me costaba mucho trabajo, ahora es más sencillo.

Interviewer: Y ¿ha sido por ustedes o por el programa?

Learner 2: Bueno, a mi parecer, creo que han sido las dos cosas. Con una compañera nos íbamos a los talleres de speaking y lo reforzábamos con las actividades de speaking de la clase.

Learner 4: Con las asistentes.

Interviewer: Pero ¿han sido cosas externas a la clase?

Learners: Sí.

Interviewer: Ok. ¿Creen que la práctica de speaking que tienen en clase sea realmente significativa para tener una conversación real?

Learners: No.

Interviewer: ¿No? ¿Por qué?

Learner 3: Porque como ya lo habíamos dicho, está muy estructurado al examen de certificación.

Learner 4: El año pasado tuve la oportunidad de estar afuera y no me sirvió de nada.

Interviewer: ¿cómo que estuviste afuera?

Learner 4: Bueno, fui a Texas y estuve en una Universidad. La verdad no me sirvió, cuando estás allá te congelas.

Learner 3: Es que es un inglés muy formal y muy estructurado.

Learner 6: Y afuera no nos vamos a encontrar con eso.

Learner 1: Es que no es lo mismo que por mucho que la maestra te hable inglés, te tienes que acostumbrar a diferentes acentos. Entonces, te tienes que acostumbrar, o sea, mientras pasas esa etapa de que te acostumbras te quedas helado.

Interviewer: ¿Aprenden normalmente de la práctica de speaking?

Learner: Sí.

Interviewer: ¿Consideran que la corrección de errores de la maestra es de beneficio para su aprendizaje?

Learners: Sí.

Interviewer: Pero ¿durante el speaking?

Learner 4: De todo.

Learners: Sí.

Interviewer: Y ¿sí aprenden y ya no cometen el error?

Learner 3: Quizás lo llegas a cometer una vez más pero te acuerdas, se te va marcando más para ya no cometerlo

Interviewer: Ok, entonces, sí es de beneficio. ¿Consideran que la corrección de speaking los ha ayudado a mejorar esa habilidad?

Learners: Sí.

Interviewer: Ahora, sí me gustaría que ustedes compartieran algunas estrategias que ustedes utilizan para que su habilidad de speaking mejore.

Learner 4: Escuchar música.

Learner 6: escuchar música.

Interviewer: ¿Escuchar música para el speaking?

Learner 4: Sí, para la fluidez.

Learner 2: Bueno, yo veo muchas películas y escuchas cómo se pronuncia.

Learner 6: Las series de televisión, las caricaturas.

Interviewer: Ok, para comprensión pero ¿para speaking algo que hagan?

Learner 2: Yo por ejemplo veo las series y las películas y le actúo los diálogos a mi hermano y él me corrige, ahí como que un poquito lo he trabajado.

Interviewer: Ok, ¿Learner 6?

Learner 6: Pues, igual las series pero regularmente uso equivalentes que yo cotidianamente debo decir como, por ejemplo, las groserías. Hasta la maestra me ha enseñado cómo estructurarlas en mis oraciones.

Recommendations

Interviewer: Ya la última pregunta, es más que nada recomendaciones por parte de ustedes, la pregunta es: para que puedan ustedes hablar eficientemente, ¿qué necesitaría hacer la maestra diferente?

Learner 3: Hablarles de una manera más coloquial.

Learner 4: Tener menos alumnos en un grupo.

Learner 3: También porque como somos muchos, les pone atención a unos y los demás están en su rollo que no funciona muy bien

Learner 4: Que nos haga hablar.

Learner 2: Platicar situaciones reales, situaciones prácticas.

Interviewer: Ah ok y ¿qué necesitarían hacer ustedes diferente para mejorar el speaking?

Learner 1: Pues, practicar por nuestra cuenta.

Learner 4: Ser más abiertos

Learner 1: Y también quitarse la pena porque muchas veces, luego no queremos hablar porque no sabemos cómo se dice, yo digo que quitarnos la pena, aunque lo diga mal y ya que me corrijan.

Interviewer: ¿Algo más?

Learner 6: Tener más nivel para hablar.

Interviewer: Bueno, esto sería todo.

APPENDIX 25

TRANSCRIPT OF FOCUS GROUP: ADVANCED LEVEL

Structure of class

Interviewer: Comenzamos para ya no quitarles tanto tiempo. Este... ¿ustedes cuáles creen que son las habilidades que más se practican en su clase?

Learner 1: ¿Específicamente, en esta clase con Maestra 1?

Interviewer: Sí, en esta clase que es inglés IX ¿no?

Learner 1: Pues...

Learner 2: Yo creo que speaking ¿no?

Learner 1: Yo diría que speaking y gramática.

Learner 2: Grammar.

Learner 3: Pero speaking envuelto por necesidad de la grammar.

Learner 1: Sí.

Interviewer: Ah ok. Pero ¿ustedes creen que ese speaking sea como una conversación o como una estructura parecida a la de afuera o más que nada como pregunta – respuesta?

Learner 1: Bueno, pues, como ahorita el ejercicio que hicimos en clase, pues, yo digo que sí se puede dar en un contexto real porque no contestamos “sí o no” y más si es en parejas, pues, sí se puede dar el caso.

Interviewer: Ah ok. Bueno y ¿por qué creen que esta clase se ha enfocado a speaking y grammar?

Learner 3: Porque... por el nivel también ¿no? Siento que el nivel porque ya es así de que ya sabemos las estructuras y ya ahora hay que ver las excepciones y lo más alto de las estructuras ¿no? Como lo más elevado en cuanto a dificultad porque, por ejemplo, lo que yo sí he visto es que igual y se ven los temas pero en el speaking no se junta.

Learner 1: Bueno, tal vez, lo que la maestra pretende es que usemos estructuras así pero yo creo que nosotros a la hora de hablar...

Learner 3: Seguimos hablando igual.

Learner 1: ...Ajá hablamos lo primero que se nos viene a la mente y realmente lo que queremos expresar... es que yo pienso que es más natural así, o sea que hablemos espontáneamente y no estar preocupados por meter la estructura a la conversación. Entonces, obviamente, ya con la práctica vas adquiriendo esas cosas, o sea, está bien que practiquemos pero no creo que apliquemos mucho lo que nos enseña.

Interviewer: Ok y ¿ustedes creen que se están descuidando algunas habilidades?

Learners: Sí.

Interviewer: ¿Como cuáles creen ustedes?

Learner 2: Reading y listening.

Learner 1: Reading y listening, ajá.

Interviewer: Ahora, ¿qué habilidades les gustaría practicar más?

Learner 1: A mi listening.

Learner 3: A mi reading.

Learner 1: A mi listening porque en los ejercicios que hacemos es donde me va mal.

Interviewer: Ok, las habilidades receptivas ¿no?

Learners: Sí.

Language practice perception

Interviewer: Ahora, ¿me podrían describir cómo es una clase de speaking normalmente?

Learner 3: ¿Con el enfoque de hacer un speaking?

Interviewer: Cuando tienen práctica de speaking, ¿qué hacen normalmente?

Learner 4: Pues, trabajar en parejas.

Learner 1: Sí, trabajar en parejas.

Learner 4: Ajá y si sobra alguien en tríos.

Learner 3: Y siempre va enfocado a la certificación, bueno, yo nunca... siempre va con algo abajo como de la certificación.

Learner 4: Sí, con el formato de los exámenes de Cambridge.

Learner 3: Ajá, no es de que “a ver, vamos a hacer una mesa redonda.”

Learner 1: Un debate

Learner 3: Un debate, no, sino simplemente es así como siempre seguir el formato.

Interviewer: ¿Ustedes creen que ese formato de certificación pueda cubrir las necesidades de una conversación fuera del salón de clases?

Learners: No

Learner 1: Pues, yo digo que tal vez sí pero un contexto en miles de contextos que puede haber y yo siento que para mí es difícil porque te ponen imágenes y tienes que ser creativo, hacer buenas comparaciones y a veces siento que es muy poco el tiempo para que tú, en esos 4 minutos que te dan, hagas como una comparación inventadas y concluir al final.

Learner 3: Y también, por ejemplo, en la vida diaria con una persona que habla inglés, no vas a ir comparando imágenes que sólo si vas a una tienda comparas la imagen y no vas a decir “discutamos y lleguemos a un acuerdo.”

Learner 5: Siempre es lo mismo: “comparen esto, lleguen a un acuerdo, cuál les gusta más, no sé qué.”

Learner 3: Aja.

Learners: Características.

Learner 5: Desde inglés I, creo.

Learner 4: Tal vez serviría para entrevistas de trabajo, algo así pero el habla cotidiana...

Learner 5: Para cosas específicas.

Learner 4: Sí, nos piden que comparemos imágenes pero si tú no trabajas en algo relacionado a eso, por ejemplo, en el extranjero...

Learner 3: De nada te sirve.

Learner 4: Ajá, de nada te va a servir. Yo pienso que cuando hablas con una persona que es nativa, por ejemplo, las asistentes, pues, la plática es más como de la vida cotidiana. Entonces si se organizaran actividades...

Learner 1: Sí, por ejemplo, nosotros, el semestre pasado, tuvimos clase de inglés con un maestro que es extranjero, entonces, sí cambiaba mucho la forma de speaking o cuando practicábamos speaking era diferente.

Learner 2: Era muy natural.

Learner 1: Era más de cosas...

Learner 2: Cotidianas.

Learner 3: Ajá.

Learner 1: ...si como que era muy espontaneo, cotidianas, personales y aquí es siempre las imágenes, compararlas

Interviewer: Entonces, ¿sí? Perdón.

Learner 3: Sí y cuando estás... a mí me ha pasado, por ejemplo, mi jefe es native y luego se pone a hablar conmigo, me quedo acá con mi *question mark* porque yo sólo sé comparar imágenes y eso pasa y se descuida mucho el enfoque comunicativo y funcional de la lengua.

Learner 5: Sí, además, eso que dice él siempre al final de la actividad, se supone que debes llegar a un acuerdo y para mi es difícil porque si no estoy de acuerdo, cómo le hago para estar de acuerdo porque realmente no estoy de acuerdo.

Interviewer: Entonces, digamos que el speaking dentro del salón de clases es mecánico, no tanto, digamos, comunicativo.

Learner 1: Pues...

Learner 4: Muy conductista ¿no?

Learner 1: Pues, yo digo que sí pero, por ejemplo, yo en mi caso cuando trabajo con el compañero que trabaje siempre, lo hacemos más de lo que pensemos y platicamos y, de hecho, nunca acabamos el task porque nos ponemos a platicar de otra cosa relacionado.

Learner 3: De otra cosa.

Learner 1: Y yo no lo veo mal porque estoy practicando el speaking.

Interviewer: ¿Ustedes han visto que el profesor realmente les está haciendo practicar el speaking?

Learner 1: Pues, yo digo que sí, nada más yo pienso que ella lo hace así porque para conseguir trabajo, debes pasar el examen, entonces, como que aquí nos preparan para que aquí pasemos el examen y nos puedan contratar. Entonces, no es tanto porque seas competente, sino para que tengas el examen, “ah, lo tienes, perfecto.”

Learner 3: Y porque luego te pasa que no pasas el examen y haces tus clases muy bonitos o puedes platicar y tener contacto con personas y es realmente el objetivo de aprender una lengua ¿no? Que mucha gente busca y, por ejemplo nosotros... yo sí siento que a veces se siente que vamos en línea y, pues, no es tan padre eso ¿no?

Interviewer: Ahora, ¿ustedes creen que haya muchas oportunidades para hablar el inglés dentro del salón de clase?

Learner 1: Yo digo que sí.

Learner 4: Yo digo que no muchas porque no son grupos pequeños, no son 5 personas ni diez, no hay muchas oportunidades de estar interviniendo, estar hablando, a la mejor pueden estar hablando tres pero los demás no. No hay tiempo...

Learner 1: Bueno, en ese sentido sí pero también es cierto que si estoy platicando con mi compañera de otra cosa puedo hacerlo en inglés, bueno, eso...

Learner 3: Y bueno y también depende de la mentalidad porque, bueno, nosotros sólo hablamos inglés dentro del salón de clase porque si vamos afuera, vamos echando chisme pero sólo en español, nadie va hablando en inglés.

Learner 5: Y ahí podría ser una oportunidad pero no lo hacemos jaja.

Learner 1: Bueno, sí, es raro que lo hagamos realmente.

Interviewer: Sí. Cuando no entienden algo que está diciendo, ya sea el compañero, la maestra, ¿qué hacen?

Learner 3: Bueno, yo pregunto.

Learner 2: Sí, bueno, depende si quiero saber, pregunto pero si no me interesa, pues, jajaja

Interviewer: ¿Tienen esa confianza?

Learner 3: Y aparte que la miss nos habla claro.

Interviewer: Ok. Este... ahora, ¿tienen más práctica del speaking con la maestra o con el compañero?

Learner 4: Yo creo que es con los compañeros.

Learner 5: Con los compañeros.

Interviewer: ¿Y hay alguna razón de eso?

Learner 3: Yo digo que el tiempo porque llega la maestra y lo primero que hace es checar la tarea y no nos pregunta... por ejemplo, en inglés VIII nos preguntaban que cómo estábamos y ya empezábamos a hablar pero aquí es como que llega, esto es la tarea, están bien, están mal y seguimos con el libro.

Learner 5: Seguimos con el tema o el tema nuevo y ya empezamos con el speaking pero con los compañeros, no tanto con ella.

Learner 1: pero sí, igual yo digo que es por el tiempo. Anota la tarea y nos dice que la chequemos porque pues no hay tanto tiempo.

Learner 3: Además de que sí se va en contra tiempo porque tiene que acabar en cierto tiempo, entonces, si nos dedicamos a hablar de la vida diaria de las personas, nos podemos aventar tres clases para el grupo nada más. ¿Cuántos somos? Como 25 ¿no?

Interviewer: Sí.

Learner 4: Sí, más bien lo que... bueno, yo digo que sí aunque... bueno, yo ya voy a salir pero sí deberíamos tener inglés todos los días.

Interviewer: Sí.

Learner 3: Todos los días.

Learner 4: Todos los días, ahorita más porque ya vamos a salir, nos dejan 5, en lugar de 6 como era antes.

Interviewer: Son 5 ¿verdad?

Learner 5: O sea, las reducen, en lugar de que las incrementen.

Learner 3: O, por ejemplo, podría ser que tres días tener Grammar y reading y otro día de speaking y otro de listening. Así como materias diferentes pero referentes a la lengua.

Interviewer: Ok.

Learner 2: Estaría padre pero que fuera todos los días.

Interviewer: ¡Exacto! Este... ahora, en cuanto a esa práctica de speaking, ¿ustedes creen que aprenden más cuando lo practican con el compañero o con la maestra?

Learner 3: Yo siento que con el compañero.

Learner 1: Pues, yo también digo que con el compañero pero es algo como que más independiente porque la maestra, en esta posición, el nada más está evaluando, casi no interactúa contigo, no te corrige o la pronunciación o lo que sea. Entonces, yo digo que sí es con tus compañeros y sí más por tu cuenta.

Interviewer: A ok, ¿están de acuerdo ustedes?

Learner 3: Yo sí, además de que con los compañeros te presentas en un contexto real de estar platicando de cosas cotidianas y cuando con la maestra, sólo platicas cosas que están en el libro y con el compañero ahí ves tus necesidades como estudiante y persona de interactuar.

Needs for communicating in English

Interviewer: muy bien. Ahora, cuando hablan inglés durante la clase, ¿sólo responden a las preguntas de la maestra o tienen la oportunidad de tener una conversación? Algo más real.

Learner 1: Sí, es muy mecánico.

Learner 5: No nos podemos extender igual por lo del tiempo. Entonces, siempre es la pregunta, la respuesta y...

Learner 3: Y si está incorrecto, te corrige y te dice por qué pero si no está incorrecto, seguimos.

Interviewer: Ok. Siempre me ando perdiendo... ¿qué tan a menudo hablan el inglés en la clase?

Learner 4: Cuando es el speaking, cuando nos pregunta cosas ella o dudas o cosas así, pues, sí porque la verdad a veces sí hablamos en inglés entre compañeros que... o sea que la maestra esté explicando y que yo quiera chismear pero la verdad si hablamos en español entre nosotros cuando no son cosas de la clase.

Interviewer: Ah ok, ¿hablan en español?

Learner 3: Sí

Interviewer: Este... y ¿es suficiente la práctica del speaking?

Learner 3: Yo siento que no.

Learner 4: Pues, no porque sí trabajamos speaking pero hay clases que son todas de grammar y, por ejemplo, como hoy nada más un rato de speaking, no toda la clase.

Learner 6: Otros días speaking y listening.

Learner 4: Ajá

Learner 3: O reading.

Learner 4: Igual yo digo que por el tiempo.

Interviewer: Muy bien. ¿El profesor habla inglés todo el tiempo?

Learners: Sí.

Interviewer: Y ¿en algunas circunstancias habla español?

Learner 1: No.

Learner 3: Sólo en ocasiones muy extremas que no entendemos, pues...

Learner 1: Pero más que nada como al final de la clase. Si tú le hablas en español, igual te contesta en español pero en clase, yo raramente la escucho.

Learner 3: Y quizás sea una de las ventajas que la clase sea totalmente en inglés y el speaking que no necesitas hacerlo de manera forzada, sino que si tienes una duda, tienes que ocupar inglés porque la miss te va a hablar en inglés.

Interviewer: Ok, ahora, sean sinceros, ¿hablan en inglés con los compañeros?

Learner 5: ¿En clase?

Interviewer: En clase, sí

Learner 3: También depende, por ejemplo, con Learner 1?, la chica que se sienta aquí enfrente, ella siempre chismeamos en inglés pero con Learner 2, luego si hablamos en español pero sí depende del compañero.

Interviewer: Y ¿fuera del salón de clase?

Learners: No, jaja.

Attitudes towards language/interaction

Interviewer: Bueno, bueno, está bien. ¿Prefieren practicar el speaking en grupos, parejas o con la maestra?

Learner 4: Yo digo que en parejas ¿no?

Learner 1: Sí, con un compañero. Sería bueno con la maestra si ella interactuara más con nosotros y nos corrigiera cada vez que nosotros cometemos un error pero como es nada más ella, siento que nada más evalúa, pues, es mejor con compañeros porque incluso nosotros nos damos cuenta cuando nuestro compañero se equivoca o a veces cuando nosotros nos equivocamos.

Learner 5: Sí.

Interviewer: Ahora, ¿cómo se sienten cuando hablan inglés o tienen una conversación con la maestra?

Learner 2: Pues, nerviosa.

Learners: Sí

Learner 3: Yo no me siento nervioso, aparte de que la miss tiene una personalidad muy agradable, te da confianza.

Interviewer: Ajá. Ahora, ¿cómo se sienten cuando la maestra les hace preguntas?

Learner 3: Si no hicimos la tarea pues mal pero de ahí en fuera pues normal.

Interviewer: Ok y ¿cómo se sienten cuando le hablan al profesor enfrente del grupo?

Learner 5: Nervioso.

Learner 4: Nervioso por el hecho de que todos están escuchando.

Learner 1: Ajá.

Learner 5: Siempre estás pendiente.

Learner 3: En el foco rojo ¿no? Así como que todos van a estar viéndote a ti y van a estar los 25 alrededor de ti criticándote y cómo lo dijiste.

Interviewer: Y ¿cómo se sienten cuando interrumpen al maestro?

Learner 2: Pues, no, yo creo que nunca lo interrumpimos.

Learner 5: Casi, no.

Interviewer: Muy bien. Ahora, ¿su speaking es más fluido cuando lo practican con la maestra o con los compañeros?

Learners: Con los compañeros.

Interviewer: Y ¿a qué se debe esto?

Learner 1: Pues, yo pienso que me pongo muy nerviosa porque... yo siento que no lo hago tan mal con los compañeros, tal vez no meto mucho vocabulario pero en cuanto a fluidez sí está bien pero ya cuando voy a hablar en el examen me pongo muy nerviosa y me trabo.

Interviewer: Ok.

Learner 3: Bueno, también depende de la maestra, el mismo prestigio de la maestra te pone nervioso.

Learner 5: Bueno, a mí me pasa que estoy más preocupado en pronunciar bien que lo que voy a decir porque sé que la maestra sabe más que yo obviamente.

Interviewer: Ahora, fuera del salón de clase, ¿es posible hablar el inglés?

Learner 4: Sí es posible pero no lo queremos hacer.

Learner 3: No se hace.

Learner 2: Yo siento que tal vez no todos los compañeros pero dicen “ay ¿por qué hablas en inglés? No estamos en clase” y no debería de ser así porque si estamos en la escuela, pues, claro que podemos hablar en inglés con nuestro compañeros.

Learner 5: Y todos deberíamos verlo normal.

Learner 2: Exactamente.

Learner 3: Sí y es también el ambiente propicio. En la escuela donde yo trabajo, se forza siempre y no se ve mal. Aquí se ve mal, te ves como el payaso. Siempre hay algo mal.

Interviewer: Ahora, de 100 minutos, ¿cuántos minutos practicaban el speaking en esta clase?

Learner 5: Yo creo que 30 minutos o menos.

Learner 1: Yo creo que sí porque es cuando la maestra nos pregunta, bueno, le respondemos, si nos pide leer, lo leemos pero si queremos hablar de otra cosa es en español.

Interviewer: Ahora, ¿qué opinan de su nivel de inglés?

Learners: Abajo.

Learner 3: Yo siento que abajo y es por lo mismo de que cambiamos de maestro y cambiamos de enfoque y en el siguiente semestre te lo cambian y el otro también, te cambian de libro y cada uno trae sus materiales. Entonces, sugerir que sea diaria la clase de inglés y para enfocarte en todas las habilidades. Si tenemos 5 días de inglés, cada día se podría enfocar a cada habilidad, entonces, así sería más fácil, eso de dedicarle media hora, luego 15 minutos de speaking y 10 al listening, es muy difícil.

Learner 1: También yo he notado que estamos abajo con los chicos que hacen examen de ubicación y que entran con un buen nivel, por ejemplo, Learner 2? Es de 7° semestre, ella fue la que salió más alta en el mock, entonces, ella tiene mejor nivel que nosotros. Entonces, eso refleja que el examen está bien diseñado para ubicación, entonces, ella tiene más nivel que nosotros, entonces, eso significa que si estamos por debajo del nivel porque si a ella la mandaron porque es el nivel que tiene y está más alto, entonces, sí estamos por debajo.

Interviewer: Ahora, ¿a qué adjudican que su nivel está por debajo?

Learner 1: Yo sí.

Learner 5: Yo creo que los libros, ¿no?

Learner 3: Los libros y aparte de que se confíen de una manera autónoma de aprendizaje que no se tiene porque muchos dicen “ah, tienen que dedicarle una hora de clase aquí y una hora en Lugar 1 y así y obvio no, a pesar de que ya estamos en la universidad, no tenemos ese comportamiento y...”

Learner 4: Y hábito de estudiar fuera del salón.

Learner 3: Ajá,

Learner 2: Pero es que sea culpa de la escuela, es culpa de nosotros.

Learner 4: No es toda la culpa de la escuela, una parte es el tiempo, la maestra, el libro pero la mayoría es nuestra.

Learner 2: Yo digo que es nuestra sí porque hay compañeros que salen de aquí con muy buen nivel y no es realmente por la clase, sino porque estudian y eso. Es mucho de nosotros.

Interviewer: Sí, sí.

Learner: mucho de nosotros y aparte de cómo te lo pide la escuela, podemos saltar niveles y no pasa nada, o sea, tú sacas un 8 en inglés y ya saltas de nivel a pesar de que le hayas copiado al compañerito. Entonces, eso ya depende de cada quien. Como puede haber un en X nivel que no puede hablar en presente simple, como de I que ya utiliza todas las estructuras.

Perception of benefits from speaking English

Interviewer: Sí. Ahora, ¿consideran que sus habilidades de speaking mejoraron este semestre?

Learner 1: Bueno, yo...

Learner 3: Bueno, poquito pero sí.

Learner 1: Desde el semestre pasado, yo creo que sí.

Interviewer: Pero ¿pudo haber sido mejor?

Learners: Sí.

Learner 3: Mucho mejor.

Interviewer: Ok.

Learner 5: Sin el libro.

Learners: Jajaja.

Interviewer: Ahora, ¿consideran que la práctica de speaking sea significativa para tener una conversación fuera del salón de clases?

Learner 4: Pues, igual en uno de mil contextos pues igual y sí pero muy real, muy real, no.

Interviewer: Ahora, ¿creen que están aprendiendo por la práctica de speaking?

Learner 1: Pues, yo digo que sí... bueno, yo digo que sí se puede pero se necesitaría que la maestra nos estuviera... por ejemplo, si yo digo una frase, un idiom, si me pregunta qué es y le digo, sí podría aprender, de esa manera sí, o sea, ese vocabulario sí lo puedo aprender pero si estamos platicando con alguien que obviamente sabe más, nos puede enseñar.

Learner 3: Ajá.

Interviewer: Y ¿tienen eso compañeros que les pueden enseñar más en esta clase?

Learner 1: Pues, quizá.

Learner 3: Bueno, es que yo he dicho que el input debe ser 1+ y, por ejemplo, yo he visto en las instrucciones... por ejemplo, en las clases, la miss siempre nos habla en un inglés estándar, el que ya nos sabemos, entonces, si cambiara el tipo de instrucciones, ocupara un vocabulario más complejo, nos forzaríamos a entenderle.

Learner 2: nos esforzaríamos a aprender.

Learner 3: Porque si siempre seguimos en el estándar de que “read the text,” “follow the instructions” o cosas así, siempre vas a hacer lo mismo y no vas a tener así...

Learner 2: Por ejemplo, el semestre pasado, la maestra como era native, sacaba muchas palabras que no sabíamos y de esa manera sí podría incrementar nuestro vocabulario.

Interviewer: Ahora, ¿consideran que la corrección de errores es de beneficio para su aprendizaje?

Learners: Sí.

Learner 1: Casi no corrige pero sí lo hiciera pues sí.

Interviewer: Ok. Ahora, ¿qué estrategias utilizan para mejorar la habilidad de speaking?

Learner 3: Yo lo que siempre hago es incrementar mi acervo, las palabras que vimos en clase, así como las estructuras nuevas porque sé que si me lo dan, me va a ayudar en algún momento. Entonces, como no existía eso del 1+, entonces, digo, voy a meter estas palabras en mi acervo y trato de ocuparlas cuando pueda. Yo hago de esa forma.

Learner 5: Yo trato de usar el vocabulario que veo en las series de televisión en inglés.

Interviewer: Ah, ya. Eso es bueno.

Learner 1: Bueno, este semestre no lo he hecho tanto, había una maestra que siempre nos daba un buen de vocabulario, así como muy idiomático, muy coloquial. A veces trato de hacerlo con las series, las voy apuntando.

Learner 3: Y ya entiendes más.

Learner 1: Bueno, de esa manera, si lo escuchas más, lo ves más en uso y se te queda más, entonces, ya lo puedes usar más en el speaking porque cuesta trabajo.

Interviewer: Ok.

Learner 3: Porque compruebas que está bien dicho porque a veces te lo dice el profè y no sabes si se usa.

Learner 2: O cómo lo uso.

Learner 3: Ajá.

Learner 2: Porque tal vez te lo dio en presente pero no sabes cómo usarlo en pasado y cuando lo ves en la tele, ves que si es así y ya lo empiezas a usar.

Recommendations

Interviewer: Exacto. Ahora, ya para concluir, para que ustedes puedan hablar el inglés eficientemente, ¿qué necesitarían que la maestra hiciera diferente?

Learner 5: Hacer las clases no tan lineales.

Learner 3: Lineales y salirte un poquito del tema porque, por ejemplo, la miss que nos daba antes, ella sí tomaba en cuenta el topic del libro pero se salía y te hacia hablar, utilizando el mismo topic, la misma estructura pero de cosas personales. Entonces, si tú lo ves *useful*, obviamente lo vas a adquirir porque sabes que te va a servir de algo. Entonces, si no lo ves en qué contexto se ocupa, dices “ah, sí está bien pero que se quede en el cajoncito guardado” porque no lo ocupas pues, yo creo que sería.

Learner 2: Hmmm, pues sí, como otro tipo de actividades que fueran más espontaneas para el speaking, o sea, no guiarse tanto en el libro. No dejarnos ver que está en el libro y ya después que abrimos el libro, está ahí pero primero ponerlo en otro contexto.

Learner 3: También mis compañeros no me van a dejar mentir que, compara las imágenes, ya tenemos la primer palabra que vamos a ocupar para comparar la imagen, la palabra que va utilizar para contradecir mi compañero, ya después que sí está bien y que creemos en su decisión y ya después, finalmente eso y ya llegamos al mismo esquema pero utilizando diferentes imágenes. Entonces, cuando tenemos que hacer un speaking no nos sale porque ya siempre queremos concluir en algo y así.

Interviewer: Ahora, sí la última, ¿qué necesitarían ustedes hacer diferente para mejorar en el speaking?

Learner 2: Yo pienso que debemos practicar entre nosotros fuera del salón de clases porque aquí no da tiempo. No es tanto la maestra o el libro o el tiempo.

Learner 5: O yo creo que deberían poner maestros nativos en las clases de inglés para así nosotros forzarnos o en las avanzadas.

Learners: Ajá, en las avanzadas.

Learner 4: O como dijeron, dejar un día para cada habilidad y un día para speaking con un maestro que sea nativo y ahí realmente practicarlo.

Learner 3: Ajá.

Learner 1: Estaría muy padre, aunque fuera... que hubiera un maestro para cada una.

Learner 3: Ajá, estaría muy padre y aparte de que le darían variedad y no estarías con un solo enfoque, sino que verías diferentes perspectivas del mismo tema...

Learner 2: Y se les tendría que dar el mismo tiempo a cada habilidad que es lo que muchas veces no hacemos.

Learner 3: Exacto.

Learner 1: Y tener cada habilidad te enriquece.

Learner 3: Y así podrías ver la relación porque muchas veces en el salón de clases no se ve la relación entre cada habilidad. En la vida real no es de que no te veo y sólo te escucho, sino que también ves a la persona que te está hablando y que puedes adquirir de esta manera otra habilidad.

Interviewer: Ya acabamos.

APPENDIX 26

TRANSCRIPT: FLI (BASIC LEVEL)

[T introduces the observer to LL]

1. T: He is the observer and he's going to be with us.
2. L2: Nice to meet you observer.
3. LL: [Laugh]
[T continues checking homework by asking each L one example]
[10]
4. T: Ok! ... so L7?
5. L7: What ... are ... you doing? ((2))
6. T: Please speak up L7 ... because I can't hear you.
7. L7: What ... are you doing?=
8. T: =What are you doing?
9. L7: 'I'm /sitting/ in a- in traffic ... /it's awful/ and ((3)) we're- we're waiting for you'.
10. T: Exactly! And we're waiting for you ... do you have the same answers?
11. LL: Yes.
12. T: Ok L8 number two.
13. L8: 'Where are you moving?' ... there's an accident ... all the people are looking ... ((2))'.
14. T: Yes! ... so the first one is 'moving and the other one is? ... looking=
15. LL: =Looking.
16. T: Good L9 number three.
17. L9: 'What are you thinking about? I will try?' 'To get home look the traffic is moving very slow'.
18. T: Exactly! Do you have the same answers?
19. LL: Yes.
20. T: Then L11 number 4.
21. L11: *Sería* [1] 'Are you listening to me?' 'I'm sorry what did you say?' ... 'the children are fighting /again/'.

22. T: Ok ... the first part is 'listening' Bless you! And then?
[coughs]
23. LL: Fighting
24. T: Fighting! ... good ... now in exercise three you have 'match the questions in column A with the answers in column? ... B! so ... L12? 'What's happening?'
25. L12: 'I don't know I can see /it's something/ important'
26. T: Excellent! Yes so number 1 is letter E ... right? ... L13 number 2?
27. L13: 'What are you looking at?' ... 'I'm trying to see the /last month/'
28. T: Yes ... L14 number 3?
29. L14: 'What's happening?' ... 'There's too much traffic ... I think there is an accident'.
30. T: 'What's happening?' ... 'There's too much traffic ... I think there is an accident' ... ok! Yes it could be possible ... yes it makes sense ... but let's see the rest of the questions ok.
31. L14: Three ... 'why are you moving?' ... '/I don't know let's see/'
32. T: Actually it's letter D 'there's too much traffic' ... and it's letter D ... and A 'I think there's an accident' ok L15 you're missing part?
33. L15: I didn't do.
34. T: Ok thank you ... L1 number 4?
35. L1: 'Is it missing now' ... 'Yes it's really bad'.
36. T: Okay: so it's letter B and L2 number 5.
37. L2: 'Are you waiting for me?' ... 'Yes where are you?'
38. T: Ok very good ... so those are the answers ... any questions? No?=
39. L?: =No.
40. T: Now in the following exercise you have to correct one mistake in each sentence [2]
L3 what's the mistake?
41. L3: 'What do you do?'
42. T: 'What do you do?' It says 'what are you do?' ... what's the mistake?
43. L3: Are.
44. T: Are? ... ok ... you can say 'what do you do?' that's one question o:r?
45. LL: 'What are you doing?'
46. T: Excellent! Yes 'what are you doing?' ... do you remember the difference between 'what do you do?' and 'what are you doing?'
47. L?: The meaning.
48. T: Yes when do you use ... 'what do you do?'

49. LL: ((2)) ... when you want to know the- Profession.
50. L2: profession →
51. T: You want to know the ... profession!
52. L2: Profession=
53. T: =And 'what are you doing?'
54. L6: At the moment=
55. T: =At the moment exactly! ... when you are asking for reactions that are carried out at the moment of speaking=
56. L2: =Yes.
57. T: Yes you remember that's right ... ok the next one ... number two ... L4 what's the correction?
58. L4: 'He's driveing too fast' ... and in the verb? The I N G after the E?
59. T: Exactly! So it's the spelling ... how do you spell it? L4 how do you spell it?
60. L4: D R ... I V ... E N G
61. LL: I N G!
62. L: I N G.
63. T: I N G okay it's D ... R or R:? [correcting the pronunciation]
64. LL: R:
65. T: R. remember is like the lion R:: okay? Ok number three L5?
66. L5: 'I'm si::tting in a traffic jam' the verb is ... double T.
67. T: Ok exactly! ... remember the verb is incorrect and the correction is? ...
68. LL: With double T=.
69. T: =With double T ... yes it's misspelling ... misspelling another verb good L6 number four?
70. L6: 'It's raining very hard' ... the verb with only one N?
71. T: Yes ... exactly! It is with just one N 'raining' it's spelling ... L7 number five?
72. L7: 'It's raining very'↑
73. T: Number five.
74. L7: Ah! ... 'we're moveing slowly now' ... the error is ... the letter E.
75. T: Exactly ... so we erase ... letter E:! ok good ... and L8 the last one.
76. L8: 'She: ... u:m she is waitting for her mother' 'she is waitting' ... 'waitting' with double T →
77. T: Uh-huh-
78. L8: And the correct ... u:m i:s [1] with one T.

79. T: With one T ... excellent! Exactly 'she is waiting' with one T ... did you do the dictation?
80. L2: Yes!
81. T: Ok I know you are very responsible.
82. L2: Of course=
83. T: =Of course you are ... number 1 L9 ... what's the first question?
84. L9: 'What's happening?'
85. T: =Exactly! 'What's happening?' right? Good ... number 2 L10?
86. L10: I didn't do it.
87. T: Ok! L11?
88. L11: 'The traffic is moving very slowly'
89. T: Yes 'the traffic is moving very slowly' L12 number 3?
90. L12: 'We just sitting in the traffic JAM?'
91. T: Can you repeat it please?
92. L12: 'We ... just sitting in the: traffic jam'
93. T: 'We just? ... sitting ... in the traffic jam?'
94. L12: We're.
95. T: We're exactly ... we are ... the verb 'to be' WE'RE sitting ... remember that we are describing actions at the moment of speaking so 'we are sitting' verb 'to be' ... so it's 'we're' [5] that is 'we're just ... sitting in the traffic jam' right? ... and number 4 ... L13 did you do the dictation?
96. L13: Yes ... 'Be careful it's raining a lot'.
97. T: [T writes on board the phrase] that is 'be careful [1] it's ... raining [2] a LOT' [2] did you get everything correct?
98. LL: No.
99. T: At least ... three?
100. LL: Yes.
101. T: Yes? ... at least three correct answers?
102. L?: Yes.
103. T: Very very good ... okay! ... so now: ... page 41 okay? ... do you remember the collocations that we saw yesterday?
104. LL: Yes.
105. T: Yes? ... so ... what about 'bike'? what's the collocation? What's the verb?
106. LL: Ride.

107. T: Ride! 'Ride a bike' ... taxi?
108. LL: Take.
109. T: 'Take a taxi' ... horse?
110. LL: Ride.
111. T: Okay ... bus?
112. LL: Take=
113. T: =Take a bus exactly ... so we're going to look at these collocations and it says
'read the sentences and underline the correct word' [1] okay? ... number one L1?
114. L1: 'Every day ... I ride my bike'.
115. T: L2 number two.
116. L2: 'I go by: [1] →
117. T: By::?
118. L2: car'.
119. T: Exactly you said 'I go by car' yes? ... every time we use 'car' we say 'go by
CAR' alright? ... L3? Number 3?
120. L3: 'Sometimes she takes the bus'
121. T: Uh-hu:h ... 'she doesn't ride the bus' okay ... L4 number 3 no number 4?
122. L4: Four? ... 'In London lots of people take the underground'
123. T: Yes ((2)) [1] L5 number 5?
124. L5: 'I like to ride by /cycle/'=
125. T: =Bicycle
126. L4: Bicycle!
127. L5: Bicycle?
128. T: Yes a bicycle ... good L6 number 6?
- [2]
129. L6: 'Mike never rides his cars- his car'
130. T: No it's 'drives' right? →
131. L?: Yes.
132. T: L7 number 7?
133. L7: Seven or six?
134. T and LL: Seven.
135. L7: 'Sally doesn't like going by car'.
136. T: Now the next exercise ... 'Pick the correct answer' L8?
137. L: 'What do you do?' ... 'I work as a /secretary/'

138. T: Goo:d ... yes ... L8? Number 2.
139. L8: 'What do you do?' 'I work in a house/'
140. T: L9 number 3.
141. L9: U::h ... 'what time do you usually get up?' ... 'I get up at u::h 7 or'clock'?=
142. T: =O'clock like clock '7 o'clock' ... good ... L10 number 4?
143. L10: 'What are you doing right now?' 'I'm sitting at a coffee'
144. T: A café a café ... right? L11 number 5.
145. L11: 'Who are you talking to?' ... 'I'm talking to- to my pet'=
146. T: =Right L12 number 6.
147. L12: 'How often does he drive to work?' ... 'He drives to work every day?'
148. T: 'He drives to work every day' ... do you remember the difference between present simple and present continuous?
149. LL: Yes.
150. T: Now ... the last exercise number three it says 'Read the dialogue and underline the right words' ... so who wants to be Mr. Smith? And who wants to be Tracy?
[3]
151. L4: Yo Mr. Smith.
152. T: Who says? ... Mr. Smith L4 and who wants to be Tracy? ... L3 or L8? ... L8 thank you →
153. L8: heheheh.
154. LL: [Laugh]
155. T: Ok L4 start please.
156. L4: So: ... 'What does my business partner do?' Heheheh ... 'so what does my business partner [1] doing?'
157. T: *A ver* it says- it has 'at the moment' what's the answer?
[5]
158. LL: 'What is my business' ↘
159. T: 'What is my business partner doing ... at the moment? ... so it's the second option right? Tracy?'
160. L8: 'He's leaving work'
[2]
161. L4: 'Oh really? ... but we never finished work'
162. T: Uh-huh.
163. L8: 'Well he goes now' no! 'he's gone now' →

164. T: Exactly!
165. L8: 'And he's going out and he's getting into a taxi'
166. T: Okay: ... 'he's going out and he's getting into a taxi'
167. L4: 'He's taking a taxi? He must be on- in a hurry ... he never takes a taxi'
168. T: Right.
169. L8: 'I am following him, he:: is getting off the taxi and he is- no he goes to an office'
170. T: 'Goes'? Or is it 'going'?
171. L4: Going.
172. T: Going!
173. L8: Going.
174. T: Remember that we are describing actions at the moment of speaking ... ok ... 'going to an office'
- [3]
175. L4: 'Are you watching the office?'
- [2]
176. T: Are you watching the office?
177. L8: 'Yes I'm waiting outside'
178. T: Uh-huh.
179. L4: 'Please ... tell me- tell me what you can see'
180. L8: 'I can't see anything at the moment ... oh!'
181. L4: 'What?'
182. L8: 'He's shaking hands with a man'
183. L4: 'What else can you see?'
184. L8: 'I don't know I- I will find out and call you back?'
185. T: right? Yes? Good! Did you get everything correct?
186. LL: Yes=
187. T: =Good! That's good so that means you paid attention yesterday ... okay? And the last exercise ... you have to tell me if those sentences are correct or incorrect [3] so who's next? L13? Was it you?
188. L13: Yes.
189. T: Ok number 1.
190. L13: 'Philip is leaving ... his office right ... now'
191. T: Repeat please.

192. L13: 'Philip is leaving his office ... right now'
193. T: RIGHT NOW ... okay ... it's 'right now' ... then L14 the next one.
194. L: 'I'm waiting for you in a- the restaurant' →
195. T: Okay.
196. L13: It's correct.
197. T: It's correct ... it's right ... L14 number 3?
198. L14: Number 3 is incorrect ... 'what are you doing?'
199. T: Exactly! That's the correction ... 'What are you doing at the moment?' L15 number 4?
200. L15: 'I'm always travelling to work by bus'
201. T: It's correct or incorrect?
202. L15: It's incorrect.
203. T: Okay so what's the correction?
204. L15: 'I always travel to work by bus'
205. T: Good! Yes ... L16 number 5?
206. L16: 'Are you working now? ... it's correct.
207. T: It's correct L1 the next one.
208. L1: 'At what time do you usually leave?'
209. T: Good! That's the correction okay ... 'at what time do you usually leave?' ... L2 the last one?
210. L2: 'I am rushing right now to catch the train' [1] it's correct.
211. T: It's correct ... yes! Good well-done ... do you have any questions ... about this?
212. LL: No.
213. T: No?
214. L5: Me [raising his hand]
215. T: What's your question?
216. L5: In exer- exercise B [2] heheh *es que dice-* →
217. T: in English!
218. L5: when Mr. Smith said ... 'you watch the office'?
219. T: It's number?
220. L5: Eleven.
221. T: Nu: number eleven ... yes 'Are you watching' because it's ... this moment ... okay 'are you watching?' [2] yes it's 'watching' it's 'watching' ... remember that we

- are describing actions ... at the moment of speaking ... that's why you say 'are you watching?' ... yes 'are you watching the office?' ... uh-huh? alright? ... any other question?
222. L?: No.
223. T: No? okay good so [1] if you don't have any more questions ... let's continue the class [T looks for her coursebook] I want you ... to open your books on page 88 ... please [3] 'Let's take the bus' [reading the title] [4] page 88 [7] alright! ... so now we're going to work in pairs now ... okay? ... and we're going to look at these photos [T shows pictures on the book] and you are going to describe what is happening here ... so in pairs you're going to tell me what's happening okay? ... so in pairs please [3] in pairs [T makes pairs by selecting the LL] L2 can you work with L16? ... ok you three ... you three ... L1 L2 and L16 ... so you're going to describe ... this photo ... remember ... you have to tell me what is happening ok? ... what is happening.
[LL start working in pairs and describe the picture that T indicated]
[32]
224. T: Ok! Good! Ok so ... let's see tell me what's happening ... there' what's happening?=
happening?=
225. L4: I think that they are lost.
226. T: You think they are lost ... why you think they are lost?
227. L4: Because they are watching on map.
228. T: Ok ... they're looking on the map ... alright! Good.
229. L16: I think ... that they are ... looking ... the map because they are close and searching ... a place.
230. T: They are searching ... maybe they are searching a place ... very good yes ...
L9 do you want to say something?
231. L9: We think that they: ... looking for a place- an specific place.
232. T: An specific place ... alright! L13?
233. L13: I think ... eh only one is lost.
234. T: Ok ... Why do you think only one is lost?
235. L13: Because ... I::n- in the map ... when the man ... is looking ... for a map ...
eh ... to help ... the woman.
236. T: Ok so you think the man is helping the woman?
237. L13: Yes.
238. T: Ok good-

239. L7: *Yo tengo lo contrario.*
240. T: The opposite?
241. L7: I think that the men is ... lost and the woman is helping ... him.
242. T: Uh-huh ... ok! Yes good ... different points of view ... okay good ... so now let's see ... what happened here ... you're going to listen to the man and this woman ... they are- they are having a conversation ... and you have to answer the following questions ... okay? 'Where are they going?' you need to answer that 'where are they going' ... and 'how many different forms of transports do they take?' ... so first of all 'where are they going?' and 'how many different forms of transport they take' ... so let's listening and answer these questions.
- [22 seconds of silence while the T finds the recording in the CD]
- [T plays the recording for the listening activity for 155 seconds]
243. T: Tell me where are they going?
244. LL: Waterfront.
245. L?: Waterfront.
246. T: Waterfront? ... hall! Waterfront hall [T writes on the board the name of the place] yes ... they are going there ... right! Waterfront hall ... they are going to a concert ... that's the place ... waterfront hall ... yeah that's the place- place ... waterfront hall ... and tell me ... the means of transport that they take?
247. LL: Taxi ... train ... metro ... bus
248. T: Ok ... and?
249. L4: Helicopter.
250. L5: A plane
251. LL: [Laugh]
252. T: I don't think so .. but they take the metro and?
253. LL: A bus.
254. T: And- and probably ... a taxi ... and probably a taxi ... good ... so let's move on to exercise 2 ... what are the instructions L6?
255. L6: ((4))
256. T: Speak up L6 ... again but speak up
257. L6: Listen again →
258. T: LisTEN!
259. L6: Listen again→
260. T: Again!

288. T: Okay good very very good ... now ... close your books for a while [88 seconds]
 [T gets her material ready and LL close their books and get ready for the next activity]
 Okay [3] how can I get ... from here to town center? [1] on foot? By bus?
289. L2: By bus=
290. L8: =By foot by bus.
291. T: Okay ... let's listen ... okay? L16 what's your suggestion?
292. L16: By bus= →
293. T: =Okay.
294. L16: It's- it's very- it's very fast.
295. T: Okay ... very fast ... good ... L2?
296. L2: I think ... you should go ... walking →
297. T: Okay.
298. L2: because ... e:h to: ... lose weight heheheh.
299. LL: [Laugh]
300. T: Yes okay to exercise ... yes you can go ON foot.
301. LL: On foot [LL repeat]
302. T: On foot ... yes? On foot ... means walking alright? L3?
 [2]
303. L3: By taxi?
304. T: Uh-huh.
305. L3: It's- ... I think it's more fast than bus- than by bus
306. T: It's faster →
307. L3: It's faster.
308. T: And it's faster ... than ... going ... by bus or by- okay those are your suggestions okay? Yes ... so today we are going to learn ... expressions to make suggestions ... okay? You can use this 'why don't you-' for example 'why don't you take A bus?' okay? Or 'why don't you: ... go: [1] on foot' okay? Okay ... or 'let's go- let's go ... by bus' 'let's go by ... taxi' or ... you can say 'we or you can go ... by bus' ... okay? Or 'we could go ... by bus' ... okay those are suggestions ... and you say 'THAT's a good idea!' ... that's your response or ... 'okay' ... or 'no:' yes?
 →
309. LL: [Laugh]
310. T: I don't think that's a good idea! ... we want to be more polite ... okay? 'I don't think that's a good idea' alright? Yes? Okay those expressions are used to make

suggestions ... okay? What we are going to do now is that I am going to tell you ... some situations ... and you're going to make suggestions ... for those situations okay? For example ... the- the situation is this ... we have two thousand pesos to spend today:

311. L2: How much?
312. T: Two thousand pesos ... to spend today ... yes to spend today ... so make suggestions.
313. L4: Why- why don't we go to the cinema?
314. T: Exactly! Why don't we go to the cinema? And what's your response?
315. LL: No.
316. T: heheheh BUT that's a good idea ... okay that's a good idea
317. L2: I don't think that's a good idea.
318. T: Okay ... then tell me another suggestion.
319. L2: I think we e::r [2] hm:: I think we should go to a party.
320. T: Okay ... ye:s ... that's another suggestion ... good! L12 do you have a suggestion for this?
- [2]
321. LL: [Laugh]
322. L12: Why don't we do a party?
323. T: Why don't we-?
324. L: Why don't we do a party?
325. T: Okay! ... alright good ... What's your response ... about this party?
326. L2: THAT's a good idea!
327. T: That's a good idea? ... alright ... another situation ... My parents aren't at home→
328. L?: Ah heheheheh.
329. T: Okay? So ... yes.
330. LL: [Laugh]
331. T: What's ... your suggestion?
332. L4: Why don't we do a party?
333. T: Okay: ... why don't we throw a party? Alright ... okay throw a party ... any other?
334. L2: Why don't we ((2))?
335. T: Or you can say-

336. L4: Let's go to your house.
337. T: Okay ... let's go to your house ... and? ... and? What shall we do?
338. L4: heheheh.
339. T: Okay ... any other suggestion?
- [2]
340. L5: We can get ... drunk.
341. T: Okay we can get drunk good ... and what's your response?
342. L2: Okay!
343. LL: [Laughs]
344. T: That's okay ... right ... now the other situa- this situation is that I am bored.
345. L2: I'm bored?
346. T: I'm bored
347. L3: Why don't we go to Place 1?
348. T: okay why don't we go to Place 1? Okay: ... good any other suggestion?
349. L3: Why don't we-?
350. T: Sorry ... say that again?
351. L3: Why don't we [2] play ... a game?
352. T: Okay ... let's play a game alright ... L8 do you have a suggestion for me because I'm bored?
353. L8: Why- u::m ... why don't you sleep?
354. T: Ok .. good why don't you sleep? Ok →
355. LL: [Laughs]
356. T: That's a suggestion ... okay.
357. L15: Why don't we watch a movie?
358. T: O:k ... why don't we watch a movie? [2] Why don't we have a class?
- [3]
359. L2: No:
360. L16: Why don't we practise English?
361. T: Okay ... why don't practise ENGLISH? THAT's a good idea.
362. LL: [Laugh]
363. T: Ok ... very very good alright ... so now open your books to page 88 [1] yes page 88 [6] so remember those are expressions that are used to make suggestions okay? [2] 'Below the box, there are some sentences that are in disorder' [T reads the instructions on the book] ... okay? So you say ... you are going to rearrange the words

to make ... suggestions ... so in pairs read the words ... and rearrange them to make suggestions okay? ... so go ahead please ... in pairs.

[LL work in pairs for 314 seconds and T goes around the classroom to monitor the activity]

[T asks LL who have finished to write their answers on the board]

[139]

364. T: Okay ... let's check the answers [3] number one ... 'we could go to the concert' okay? ... that's a suggestion ... number two ... 'we can take [1] underground' alright ... L14 do you have any question?

365. L14: No heheh.

366. T: Then ... 'let's ask ... the man over there' okay? [1] good ... 'we could see a traditional- [2] [T interrupted by L] okay we could see a: traditional [4] London taxi' [3]

367. L5: *En español no quería decir-*

368. T: What L5 ... what did you understand?

369. L5: I have ... 'we could see you ask me'

370. T: We could see you- YOU ask me? ... what does that mean in Spanish? ... TELL me what did you understand?

371. L5: Hm:: [6] *este::* [5] for example 'a tra- traditional London person-' [5] *es que no sé.*

372. T: L3?

373. L3: In Spanish?

374. T: Yes.

375. L3: *Vamos a ver un taxi tradicional- bueno vamos a ver un taxi* ↑ *tradicional.*

376. L2: ↓ *Podríamos!*

377. T: *Un taxi londinense ... okay?*

378. L?: *Son muy especiales ¿vea?*

379. T: Yes they are different ... okay? But just Spanish in this moment ... okay no more Spanish.

380. L1: Why don't we: ... say 'London traditional taxi'?

381. T: London ... traditional ... taxi=

382. L2: =*Sí.*

383. T: A: traditional London taxi ... a London traditional taxi ... a traditional London taxi ... a traditional London taxi yes because first it's your opinion ... there where is

it from and then the thing they are referring to ... okay? ... a traditional London taxi ... right? Good now number ... five 'why don't we take that taxi now'? ... okay? Yes ... good and the last one ... 'let's go up the street' ... very good okay ... did you get everything correct?=
=

384. L2: Ye:s.

385. LL: Yes.

386. T: Yes? Alright ... so now →

387. L2: Yes?

388. T: Do you think that intonation is important when you make suggestions?

389. LL: Ye::s=

390. T: Yes because you say 'why don't we go to the cinema' [with flat intonation].

391. LL: [Laugh]

392. L4: No!

393. T: Okay? No:: so you need to use ... intonation ... proper intonation=

394. L2: =Energy.

395. T: Energy! Exactly! You have to use energy ... what would the intonation L2?

396. L2: What- which sentence?

397. T: 'Why don't we-'

398. L2: 'WHY don't we go to the-'

399. T: No

400. LL: [Laugh]

401. T: 'Why don't we go to the cinema!' ... not flat ... remember that- the intonation is important ... 'why don't we go to the cinema?' ... so right now we are going to practise the pronunciation and then ... intonation! So open your books to page ... 89 [3] turn to page ... 89 [2] in the pronunciation section ... and it says 'listen to these two suggestions ... said in different places ... which way is friendlier? ... line one or two ... okay? So let's listen.

[T looks for the right track in the CD player for 18 second]

[T plays the recording and LL listen for 8 second]

402. T: Which one is friendlier?

403. L2: The first=

404. LL: =The first.

405. T: Exactly!

[T plays the recording again for 8 seconds]

406. L2: Two.
407. T: The second one ... the second one is friendlier ... now let's listen and repeat.
[T plays the recording for 7 seconds and LL repeat]
408. LL: 'We can take the underground'
[Second part of recording for 6 seconds]
409. LL: 'We can take the underground'
410. T: Yes ... yes that's different
[T plays again the recording for 5 seconds]
411. LL: 'Let's take a bus'
412. LL: 'Let's take a bus'
413. T: Good yes ... like that ... okay! ... we are going to listen to other suggestions ... and we are going to put a tick ... if they are friendly ... and a cross if they are ... unfriendly ... okay?
[5]
[T plays a recording for 25 seconds]
414. T: Do you want to listen again?
415. L8: No!
416. L2: No.
417. T: Yes or no?
418. L?: Yes.
[T plays again the same recording for 24 seconds]
419. T: Okay [2] okay? ... so number 1 ... was it friendly or unfriendly?=
420. L2: =Friendly.
421. L8: Friendly.
422. T: Friendly number 2?
423. LL: Unfriendly
424. T: 3?
425. LL: Friendly.
426. T: no oh!
427. L8: No?
428. L?: No?
429. T: No:: ... it is not ... okay=
430. L8: =Why?
431. T: No: it's not ... number 1 is friendly →

432. L2: is friendly.
433. T: Number 2?
434. LL: Unfriendly.
435. T: Number ... 3 is ... UNfriendly and number fours is .[↑]. friendly →
436. LL: Friendly._↓
437. T: friendly ... friendly okay? ... right?
438. L8: Why?
439. T: Because of- ... maybe you were confused because the voice was /raised/ ... which actually it was not friendly ... okay? ... so now ... we are going to practise intonation and suggestions ... okay? ... so we're going to work in pairs but now you're going to work with a different person ... so stand up and find another person to work with.
- [4]
440. T: Not the person next to you ... not your friend.
- [LL stand up and find another classmate to work with for the next activity]
- [38 second of noises]
441. L2: I have to talk- talk with you.
442. L13: Why?
443. T: I have to TALK with[↑]you →
444. L2: With you?_↓
445. T: Or I have to talk to you.
446. [T continues arranging LL to make couples as she requested]
447. T: Good! ... so the instructions are these [4] it says 'work in pairs ... now that you are in pairs ... you want to get to the other side of your town quickly' ... okay? Maybe you can go Place 2 ... maybe you want to go to Place 3 ... alright? And 'you have to use the pictures to make suggestion ... response to their suggestions okay so you're going to response to those suggestions ... you're going to make suggestions ... WITH proper intonation' okay? ... yes for example ... 'you know ... I want to ge::t to: Place 1'.
- [3]
448. L2: Why- why ... don't we take a taxi?
- T: Okay ... 'why don't we take a taxi?' ... 'oh that's a good idea' ... alright? Like this ... okay so you're going to ask for different places ... yes? From here to:: ... the

- places you want to go ... alright? Go ahead please ... remember ... use suggestions and intonations ... friendly intonation ... okay? Friendly intonation.
449. T: Okay [2] alright ... good! So let's see ... L6 and L14 ... can you ... tell us or can you give us a suggestion? ... yes? Okay.
450. L14: I want to go to ... Place 1.
451. L6: Why don't you go to:- ... by taxi.
452. T: Okay ... can you repeat your ans- your suggestion?
453. L6: Why ... don't you go: ... by- by taxi?
454. T: Why don't you go by taxi? Now with intonation.
455. L6: Why don't you- heheheh Why don't you go by taxi!
456. T: Okay alright very good! L1 and L9?
457. L1: Why don't we go to [1] Place 8?
458. L9: That's a good idea.
459. T: Alright!
460. L1: Why don't we go by bicycle- ride a bicycle?
461. L9: Okay.
462. T: Okay very good yes ... alright? L3 and L12?
463. L3: I want to go to Place 9.
464. T: Uh-huh?
465. L12: well ... let's take a bus.
466. L3: I think it's a good idea.
467. T: Okay ... you can take the bus ... alright! Very very good! ... questions about suggestions?
468. LL: No
469. T: No? are you sure?
470. LL: Yes=
471. T: =Yes? ... a.nd the last activity we're going to do today ... we're going to learn vocabulary with the ... verb 'take' ... okay? ... for example with transport we say?
472. L2: Take the train.
473. T: Take?
474. L?: Take the bus.
475. T: The bus ... what else?
476. L13: Take a taxi.
477. T: Take a taxi ... alright.

478. L3: The underground.
479. T: Ok ... take the underground
480. L13: Take the train.
481. L2: Take an umbrella.
482. T: Okay ... take the train.
483. L13: Take a walk.
484. T: A what?
485. L13: A walk
486. T: Okay ... and the- when you can take things ... alright? Take an umbrella ... with you ... okay what other things you take with you?
487. L13: Take a ... bottle of water.
488. T: Okay.
489. L16: Take a brik
490. T: Take a?
491. L16: Brik
492. T: Brik?
493. L: Break!
494. T: Take a break ... okay take a break ... alright ... what else?
495. L13: Take a flower.
496. T: Yes with you ... alright ... so in this box we have those expressions ... with take okay? ... so you ... can use the word 'take' with transport ... 'we can take a bus' ... you can ... use 'take' with things ... 'I didn't take an umbrella' ... and 'it take' plus 'time' ... right? We are referring to the /name/ ... of something ... yes? For example ... 'it takes fifteen minutes to get to town centre' ... it takes ... alright? ... those are the expressions ... yes [1] okay ... so now I want to go to page 144 and 45 ... and you're going to underline ... the expressions [1] or words that contain 'take' ... that contain this verb 'take' ... alright page 144 ... and 145.
497. L2: All of us? ↑. all of they?
498. T: No! Let me tell you where ... 144 ... it's listening 8 D ... yes listening 8 D ... focus on listening-
499. L2: D?
500. T: 8 and D! D of *dado* ... okay? ... so ... read- read the information and find ... those words containing 'take' ... alright?
501. [LL answer exercise 8D about expressions with the verb 'take' for 90 seconds]

502. T: Yes? Can you tell me the expressions? ... that you found ... yes?
503. LL: [Making noises]
504. T: Okay so tell me those expressions that you found.
505. L14: 'Let's take a taxi'
506. T: 'Let's take a taxi'
507. L?: 'We can take-'
508. L13: 'We can take the metro'
509. T: L5?
510. L5: 'We can take the metro'
511. T: Okay 'we can take the metro'
512. L13: 'Take the number 1 line 3 ... stops'
513. T: Okay ... right ... any other?
514. L8: 'You can take the bus'
515. T: 'bus' okay alright.
516. L3: 'Why don't we take ... that taxi?'
517. T: Exactly=
518. L1: ='Take photographs'
519. T: Yes 'take photographs' that's another one.
520. L2: 'I think ... we took the: wrong train'
521. T: Yes!
522. L16: 'It take you 30-I will take you 30'-
523. L2: 'It will take you'-
524. T: 'It will take you: ↑. 30 minutes'
525. L8: 'I'm tired of ... /waiting/'
526. T: 'I'm'?-
527. L8: 'I'm tired of /waiting/'
528. T: But remember that those are expressions with take.
529. L8: Ah!
530. T: With 'take' ... any other? L7?
531. L7: 'It takes ... fifteen minutes'
532. T: Exactly! 'It takes fifteen minutes' ... alright? ... good very very good well-done guys! Okay ... the last activity ... the last activity with-
533. L2: The last!
534. LL: [Laugh]

535. T: Yes this is the last ... this is the last I promise ... okay this is the last activity [2] it says 'work in pairs with the person you are working with ... and you're going to think of the last long journey ... you took' -
536. L8: The last long?
537. T: Journey you took ... 'ask and answer these questions ... and describe your journey' ... okay? It says 'what sorts of transport did you take?' ... 'did you take a lot of things with you?' ... 'how long did it take you to get there?' ... 'did you take any photos?' ... and 'what did you take photos of?' [1] okay? For example ... you can say 'I went to Place 10 ... last month ... okay? And I took my sleeping bag ... okay? ... my bag pack ... and a pair of jeans' ... okay you have to tell me the things you took with you ... okay? And 'it took like 30 hours to get there ... because I took a bus' okay so it took 30 hours to get there ... okay? Right ... so you're going to focus on these questions ... and you're going to ask these questions to your classmates about the last long journey ... you took alright? ... yes?
538. L13: Yes.
539. T: Do you have any questions?
540. LL: No.
541. T: No? alright good ... start please ... start talking ... the last long journey alright? [LL start talking about their last long journey in couples and T monitors the activity walking around the classroom]
542. T: Okay it was awesome ... very good! Have you finished?
543. LL: Yes.
544. T: Yes? Alright very very good [4] so tell us who wants to talk about this long journey? L11 and L6? You want to talk about your long journey?
545. L6: Hm::
546. L11: Just L6.
547. T: Okay first L6 then L11 alright L6 talk about [↑] your long journey.
548. L6: _↓ My long journey ... was in Place 12 →
549. T: Uh-huh?
550. L6: On the aquatic park ... and I get there ... *bueno* I took a bus? →
551. T: I took or I took?
552. L6: I tok.
553. T: Took!

554. LL: [Laugh]
555. T: Took!
556. L6: I took a bus ... and I think that I get there about a half more one hour or less
→
557. T: Yes?
558. L6: Hmm I took my thing ... my personal things? [1] and ... I obviously took
the photos and ya!
559. T: That's it?
560. L: Yeah.
561. T: Okay ... thank you ... L11?
562. L11: My last ... long journey ... it was to Place 12 with L6.
563. LL: [Laugh]
564. L6: No miss!
565. T: Okay tell me about your long journey ... was it to Place 12 or another place?
566. L11: I went to Place 13 ... the Place 14 →
567. T: Uh-huh.
568. L11: I took- I took a metro and- →
569. T: I took the metro.
570. L11: And I took the train ... I went on foot ... that's all.
571. T: That's it? =
572. L11: =Yes.
573. T: You went on foot from here to Place 13?
574. L11: Yes.
575. T: On foot?
576. L11: Yeah! Heheheh.
577. T: From here to Place 12?
578. LL: [Laugh]
579. L11: From here to get ... I took a bus →
580. T: Uh-huh?
581. L11: In- ... in ... station Place 15 →
582. T: Bus station.
583. L11: I took the: ... metro.
584. T: Okay ... repeat that idea ... I-?
585. L11: I took ... the metro.

586. T: Okay ... uh-huh.
587. L11: I went- ... I didn't took the metro where the work go ... the train →
588. T: Uh-huh?
589. L11: In which station →
590. T: Uh-huh
- [3]
591. L11: I didn't remember how I- how I would go ... to the Place 14 Place 14.
592. T: Okay ... how long did it take?
593. L11: Like three hours.
594. T: Three hours?
595. L11: Yes.
596. T: It was a long journey ... alright? Good very very good ... questions? [2] no?
597. L13: No.
598. T: Are you sure?
599. LL: Yes.
600. T: Yes? Tell me the expressions that we learned today?
601. L6: I lea::rned-
602. T: What did you learn L6?
603. L6: To say 'I don't think it's a good idea'
604. T: That's a good idea ... okay yes.
605. L6: Hm::
606. L9: 'I don't think so'?
607. T: I don't think SO ... okay and those are responses fo:r?
608. LL: For suggestions.
609. T: For suggestions! Exactly! Tell me some expressions that are used to give suggestions.
610. L2: 'Why don't we-?'
611. T: 'Why don't we:-?'
612. L8: 'Let's take the underground'
613. T: 'Let's take the underground'
614. L13: 'We could take-'
615. T: 'We could ta:ke-' alright!
616. L?: 'We can' 'We can'
617. T: 'We can'!

618. L2: 'Let's go by-'
619. T: 'Let's go by:' ... okay you are referring to transport ... alright.
620. L13: 'We can go-'
621. T: 'We can go:-' alright? ... and some of the responses?
622. L4: 'Okay that's a good idea'
623. T: 'Okay: that's a good idea'
624. L8: 'No'
625. T: 'No'
626. L14: 'Okay'
627. T: 'Okay' good ... now tell me some expressions that you learned with 'take'.
628. L2: 'Takes 15 minutes'
629. T: 'The bu:s takes fifteen minutes'
630. L1: 'Take things'
631. T: 'Take things'
632. L8: 'Take photos'
633. T: 'Take pho:tos' [2] a:nd?
634. L1: 'Take a /sport/'
635. T: Okay 'take a'- alright very good ... so:: in order to finish let's do these things ... how do you pronounce this word? [the word is 'took']
636. LL: Took.
637. T: Exactly! Double O is like an U ... 'too:k' okay 'took' be careful ... a:nd this one [referring to 'on foot']
638. LL: 'On foot'
639. T: 'On FOOT' okay ... 'on foot' alright? ... 'took' L6 how do you pronounce this word?
640. L6: 'Took'
641. T: 'Took' alright? Double O [1] good! So if you don't have any more questions ... we can stop the lesson here ... right? ... homework for Tuesday ... okay Tuesday ... because on Friday ... we're not going to have class.
642. L2: Why not?
643. T: Heheh because ... on Friday we're going to have the mock exams ... so I have to be there okay? ... the mock exams ... this is a kind of similar exam to the one that is applied to- in Cambridge ... those are the certification exams okay? ... so that's why we are not going to have class.

644. L8: ((3))
645. LL: [Laugh]
646. L2: You know it's applied for it?
647. T: Yes but you're going to sit this exam when you are in the ... third semester ... so you're not going to sit this exam this semester ... you're gonna sit this exam when you are in the third semester ... okay? No we're not going to have class on Friday ... but for Tuesday you're going to do exercise three [on the book] ... on page 89 okay this one this exercise [showing it on the book] this exercise has to do with expressions with 'take' right? ... exercise 3 on page 89 ... and on your workbook ... you're going to do ... page page 42 and 43 okay? Page 42 and 43 right? ... that's for Tuesday ... okay? ... yes? ... so if you don't have any more questions ... that's it for today.

APPENDIX 27

TRANSCRIPT: FLI (INTERMEDIATE LEVEL)

[Before class T talks to the observer and then the class starts]

1. T: Sorry I forgot to tell you on Facebook what was going on.
2. Observer: Ok ... it's alright.
3. T: That's why I am late ... sorry.
4. L18: Teacher?
5. T: I'm here ... so...what is it?
[L18 showing that two LL want to enter]
6. T: They can't. HI!
7. L12: *¿Que si pueden pasar a clase ellas?*
8. T: It's not- ... it's not the same class ... I'm afraid ... So ... no! ... [getting the materials ready] You have already: ... taken this class. So... right [2] let me find my notes Observer.
[Learners' noises and getting ready to start the class]
9. T: Have a seat please ... Yeah! I've seen you guys ... it's not the same class
[addressing to LL that were putting their head out of the window]
10. LL: [Laughs]
11. L?: No?
12. T: No! you have already taken this class [talking to LL out of the classroom], and we're not going to teach today so ... I'm sorry.
13. L13: Why?
14. T: Why! Because we have ... already checked on the workbook with them and...
15. L?: ((2))
16. LL: [Laughs]
[L16 waiting at the door]
17. T: Come in come in. Anyway ... ok! So: ... we have this to do [showing the workbook to learners] we have the workbook to do ... remember? Did you bring it?
18. L2: Yes=
19. T: =Right! You didn't? [Asking one L]

20. L6: No.
21. T: Ah! At home? [2] Anyway you write the answers a:h ... on separate piece of paper
WE'LL do that for the second part of the class ... right now I want to have some ...
well ... some interaction with you. So-
[L16 talking to a partner]
22. T: Who's talking? L16? Is there something you need?
23. L16: No.
24. T: No? ... So ... alright let's start... oh! And I should start with the announcements
guys ... so: you are happier and motivated for today's class.
25. L4? Really?
26. L12: What?
27. T: I have two announcements to make ... You're going to be happy as hell ... The
thing is that we don't have- yes, L8? [T sees L8 not paying attention]
28. L8: Nothing.
29. T: L7? Is L8 playing?
30. L7: No.
31. T: No? ... She's just late ... running late ... Alright? What? What else? ... Nothing?
Right! ... Yes L3?
32. L3: I have a question about MOCK exAMS.
33. T: Yes! ... Actually that's the point I'm going to tell ... you about the mocks.
Actually- ... well I got two emails ... yesterday ... the first one- both of them were
from the principal ... and uh... guess what? ... They're going to use this ... building
for the mocks.
34. LL: Woohoo!
35. T: So ... yeah! I thought that was going to be your reaction [LL laugh]. Emmm... we
won't have a class ... on Friday ... and for your amusement we won't have a class on
... Tuesday either.
36. LL: Wohoo [then laugh]
37. T: Because-
[Noises]
38. L4: ((3))
39. T: I know ... don't cry don't cry ... They're going to use the classrooms ... I mean
... please guys! ... Your attention! ... They're going to use the classrooms next Friday

- and they're going to use the classroom here next Tuesday for French ... are you taking any French mocks?
40. L?: No.
41. T: I cannot make you come- be here on Friday or ... on Tuesday ... right? But ... tomorrow I'll give you a quiz about Use of English and Vocabulary because ... we won't have a class on Friday ... and don't worry it's going to be a very... very short one don't worry.
42. L11: No
43. T: And uh on Friday ... I don't get to see you ... then I'll see you until next ... Wednesday ... So ... I'm thinking ... of just giving you a writing ... probably ... but I'm still thinking I... I might just say "No! You have ... your weekend for yourselves," but those are the news ... do you have questions? L3 was that the question?
44. L3: Ah ... yes.
45. T: Yes.
46. L3: so ... we- we-
47. T: We what?
48. L3: So ... we: ... have the mock exam?
49. T: No it's for English III VI and IX.
50. L3: Ah, ok!
51. T: No no you don't coz you're studying English heheh right? So that's it ... I know I told you you might but ... I was just confused ... It's ah ... the III for PET the VI for FCE and IX for ... the CAE ... So you don't have a PET you don't have to be on Friday you don't have to be here on ... Tuesday ... those were the announcements.
52. L9: Sorry?
53. T: Yeah?
54. L9: Do we ... have to take quiz tomorrow?
55. T: Yes ... But it's going to- I'll have it ready for tomorrow ... It's going to be like two pages ... It's units ah ... three... wait! ... Four- no three four and five ... because we're not done with unit six ... right? ... So just study the vocabulary and the Use of English section ... is going to have the FCE format ... You already know the FCE format so ... nothing to worry about ... Yes, L10?
56. L10: Sí.
57. T: Is everything ok? ... L15 are you coming for the quiz?

58. L10: Tomorrow?
59. T: Yeah!
- [1]
60. L15: Yes.
61. LL: [Laughs]
62. T: It's been /quite/ some time ... yeah it's been /quite/ some time ... Anyway so ... let's start then ... I wrote there on the board- I want to have your ideas ... what kind of relationships can you think of?
63. L13: Friends.
64. L2: Friendship.
65. T: In general ... Thank you L2 ... so what you have in mind is a ... friendship [writing on board] ... what else guys?
66. L?: A couple
67. T: A couple? Yes [writes on board].
68. L1: Family?
69. L2: Familiar?
70. T: Family? Yeah well ... family familiar family relationships ... what else? Come on!
71. L3: Emm... work.
72. L15: Professional?
73. T: Professional?
74. L15: Or something related to ... JOBS?
75. T: Aah ... could you be more specific? Like-
76. L15: Like a- ... ((3)) /partnerships/.
77. T: Oh yes! [Writes on board] [3] the one between an employer and an employee ...
Alright! What else? Come one!
78. L6: When you have a ... a beloved?
79. T: How do you call that?
80. L6: I don't know teacher ... affaires?
81. T: When you have affaires ... no that's more informal.
82. L 17: Free friends?
83. T: Free friends? ... No you don't say that you say friends with benefits heheheh yes ... like *amigos con derechos* in Spanish? ... E:m ... I know what you mean L6 but I want you to find a word in English.
84. L3: A lover:ships?

85. T: A loverships? No no that is the relationship that exists between a boyfriend and a girlfriend that's what you mean I bet ... Yes? How do you call that in English?
86. L8: What?
87. L14: /Bad relations?/
88. T: No! it is a relationship.
89. L5: Could you repeat the question?
90. T: She is saying that is the relationship that exists between a- well a couple a boyfriend and a girlfriend ... how do you say that?
91. LL: A relationship?
92. T: A relationship yes!
93. L6: No ... but when you have a- another person is not your ... boyfriend or girlfriend?
94. T: Oh! Yeah ... so then the word is what you said like affaires! ... Yes secret affaires ... You are supposed to be with your wife or husband but ... you decide to have something on your side ... alright! Yes that is another type of relationship yes L8? [T sees L8 talking] ... Not your official wife or husband, but somebody else.
95. L10: Labors.
96. T: Sorry.
97. L10: Labors
98. T: Labor, I guess that's in partnerships L15 said an employee and an employer.
99. L10: Mistress.
100. T: Yes?=
 101. L10: =Mistress?
102. T: It's part of the affaire thing ... You have the mistress which is the woman ... and the lover which is the man [3] more relationships? [2] no? ... is that it you can think of?
 [noises]
103. T: L3? Is that everything you can think of? Any other type of relationship?
104. L1: Teacher – learner?
105. T: EXACTly! ... How do you call that? Scho::lar, schoo:l?
106. L2: Scholarship?
107. T: Scholarship no!
108. LL: Heheheh.
109. L6 Schoolship?:



110. T: School ... the relationship at school like friendships and- you're missing friends... oh! It's there! ... friendships Something else?
[3]
111. T: Tell me I have a general question for you... are all these types of relationships always positive?
112. LL: No::
113. T: No what could happen?
[3]
114. L16: /They can get on/ a fight or something.
115. T: What could happen L16?
116. L16: Hm:: they can disagree on something and ... they're gonna start a fighting, sometimes they will /end up/ breaking up not talking to each other.
117. T: Who can give me a phrasal verb? ... Meaning *se pelearon*.
118. L16: ↓ split ... up
119. L18: Split up.
120. T: Well, that's one for couples . ↓ but use fall?
121. L8: ↓ Break up?
122. T: Fall? Fall? We have learned it here ... that what happens with friends like I hate you you stole my boyfriend you stole my boyfriend.'
123. L12: Fall=
124. T: =I'm sure you have learned it ... we- we saw it here.
[LL murmuring]
125. T: L5?
126. L5: Out?
127. T: Yes! You fall out ... you can- you fall out with people ... It means you fight and then you said ... 'we are not friends anymore ... bye-bye.' So: that happens especially probably L11 you know what I am talking about with your girlfriends when you are talking ... and suddenly you have a ... kind of disagreement ... and you are like "I have you I don't want to speak to you anymore!" ... that's when you fall out but when you fall out it's usually ... like in and out ... you fight and then you come back as friends ... or as boyfriends and girlfriends. Do you fall out of love L5?.
128. LL: [Laugh]
129. L5: Probably.
130. T: With your family or?

131. L5: With some friends.
132. T: Some friends?
133. L5: Yes.
134. T: Talking about football ... I bet .
135. L5: E:r yeah!
136. T: Yeah. L7? What about you?
137. L7: Sometimes.
138. LL: [Laugh]
139. T: About what? About the motorcycles?
140. L7: No never- never about this.
141. T: Is it- isn't it like you were fighting over a woman? No?
142. L7: Kind of.
143. LL: Heheheh.
144. T: Kind of? Tell us what do you do then? ... With your friends
145. L7: [3] I don't know maybe we discussed about what- which type is the best motorcycle.
146. T: Really? ... and do you come...
147. L7: We- we all differ what it's best ... maybe some go for a Harley Davidson ... another go for a Japanese.
- [2]
148. T: So is it common for you to fall out of love ... because of motorcycles.
149. L7: No.
150. T: Not really?
151. L7: We... the most part of the times we can ... are arranging or something like that.
152. T: Alright! Yeah! Like let's say it is not the best but it's next to the best ... I see. Somebody else before I take you to ... the workbook? No? Nobody? ... Any other types we- we didn't include there? L16 are you thinking about something else? [2] No? are we fine? Right! ... Then I need you to go and have some visual support go to your page 69 please [2] So there you have more examples probably those ... you have mentioned probably you haven't so 69 please 69.
- [4]
- [LL opening the books and finding the page]
153. T: Right so there you have more examples of relationships ... let's see here.

- [4]
154. L21: [Arriving late and standing at the door]
155. T: Hello?
156. L21: I couldn't find my books.
157. T: What?
158. L21: I couldn't find my books.
159. T: Oh really? It's that why you're late?
160. L21: No I was here!
161. T: Really?
162. L21: Yeah:
163. L?: Yes
164. T: Oh never mind then ... Alright! ... I have some writings to be- to give back by the way ... E::h right! So do you see the pictures guys? [3] Yes? You know what to do remember that part of the FCE exam 69 ... Where you have to agree on ... something remember we had it here when I had the interview with you? ... So I tell you 'decide which two are the most important' 'decide which two are the most useful' and I give you different examples of this ... So L11 can you help us with the ... images I mean read?
165. L18: What page?
166. L11: Yes.
167. T: Yes [1] what do you have? ... Marriage.
168. L11: Marriage and parents and children /teen gangs/ bosses and employers ... and people and animals.
169. T: Right! So question to all of you whoever wants to answer ... what are the positive and negative aspects of marriage? ... Who can tell me? [laughs] I mean any marri... [louder laughs] any married people here?
170. L?: No.
171. L2: *No hay nada positivo.*
172. T: What L2?
173. L2: Nada=
174. T: =Nothing positive? ... Oh! Heheheh did I detect some sarcasm there? Is there something positive? ... heheheh No! come on! ... Who wants to get married in the future? you can only imagine you can only invent ... L5 what can you tell us? What do think are the positive aspects of marriage?

175. L5: Sometimes the=
176. T: =Listen guys!
177. L5: Sometimes the: [2] husband pay all the things.
178. T: The husband pays for everything.
[LL making sounds to mock about what L5 just said]
179. T: Is that positive?=
180. L5: =I don't know.
181. T: I don't know it depends ... L15 can you think of something else?
182. L15: About marriage?=
183. T: =positive, uh-huh-
184. L15: Well ... it's kind of ((1)) with that because if you ... have a problem ... a-
at the beginning of the relationship the husband has to ... give money to the wife ...
they have children-
185. T: Sounds like the traditional ... mindset uh? ... Mexican mindset ... Ok
interesting What are negatives? L2 have fun you said- ... what are the negative aspects
of marriage?
186. L1: Teacher ... how do you say *convivir*?
187. L2: Maybe you are- they are fighting all the time [LL laughs] ... because
of several things.
188. T: Uh-huh yes?
I'll teach you a verb ... similar to ... fight but that's what children do ... when they
are- [LL laugh] you know ... when they are 'no it's mine no it's mine it's mine no
you pay you pay' ... that's what you do 'you picker' you constantly ... how do you
say 'you're teasing the other person' in order to get ... something ... so couples picker
a lot ... like 'no it's your time to pay no no it's your turn now' they never seem to
agree on anything ... Right I'm thinking about what you asked L1 You would say ...
living together? ... yeah ... sharing things ... yeah she asked about *convivir* ... or can
you think of a verb for *convivir*? [1] In English *convivir*?
189. L4: sharing hehehe.
190. T: SHARING things ... sharing yeah ... So you were saying L5? ... That a- it's
important that the husband pays for everything?
191. L5: We:ll not important but ... e:h if they have a problem I don't know ...
without or something ... if they have children ... and the best part is for the wife well
[T laughs] not the best but the men usually have to give money to the woman.

192. L6: Yes
193. T: Alright thank you So L9? ... What can you tell us about- let's change ... let's say not marriage but choose one- oh! People and animals You have pets ... so what are the- L9 in your opinion? ... The negative and positive aspects of this relationship between people and animals?
194. L9: Positive ... It would be ... that- ... to have company you don't feel lonely and one of the nega- negative aspect ... is that people don't have time to ... take care of them.
195. T: Yes You don't feel lonely alright! Exactly yeah so they feel neglected and abandoned because of that Yeah! I agree with you L13 is there something? I think you're thinking.
196. L9: Uh-huh
- [2]
197. L13: No.
198. T: No? so do you have pets L13?
199. T: Oh! Listen to yourself no!
200. L13: Heheheh
201. T: Heheheh
202. L13: It's because my ... mum ... doesn't like pets.
203. T: Who has pets here then?
- [L18 raising hand]
204. T: Oh so you can share something with us ... L8 is there something you'd like to share with us? Do you think there's more positive things or negative things? What would you say?
205. L18: I think that- that if you don't like responsibilities u:h pets aren't for you=
206. T: =heheheh.
207. L18: A:nd if you like ... animals- if you love animals and if you love nature you can consider having a pet.
208. T: Yes! ... So pets are not for irresponsible people=
209. L18: =No never.
210. T: Have you become a more responsible people thanks to that?
211. L18: No! heheh

212. LL: [Laugh]
213. T: You haven't?
214. L18: No because I'm not usually at home most of the time ... becau:se- u:h ...
when she was ... how do you say? ... She was a puppy a:h ... we used to care- take
care of her a lot more than now ... because she is- she was a puppy.
215. T: Ah! Now she is more independent.
216. L18: Yeah.
217. T: L7 is there something you would like to share? You have- what do you have?
Dogs? Cats?
218. L7: Turtle.
219. T: A turtle? ... So what's the relationship like with a turtle?
220. LL: [Laugh]
221. T: I mean!- ... It has always intrigued me gi:rls!
222. L7: It's nice ... because em ... for example when I fee:d it ... he starts to- [1] I
don't know how do you say /hit the water/? 
223. T:
224. L1: *Patalear*.
225. T: To KICK.
226. L7: To kick the water and sounds a:h ... a:nd you walk around the [1] pecera?
How do you say *pecera*?
227. T: The: water tank?
228. L7: The water tank and he- he swims with you  and it's- I like it and=
229. T: Really. =Can you pet that thing?
You know like a dog?
230. L7: E::m=
231. T: =It's different right? ... Like people who have fish ... I'm like 'what do you
do with fish? [LL laugh] You just=
232. L19: =I have
233. T: Do you?=
234. L19: =Yes.
235. T: And what do you do L19?
236. L19: I just- ... I don't know I just watch them
237. T: You just watch them ... while they swim?
238. LL: [Laugh]

239. T: Yeah! ... that's it? What L3?
240. L3: They can touch your finger.
241. T: Oh really? Can you: pet them? ... Still?
242. L7: No: ... e:h put your finger around different parts.
243. T: What?
244. L7: Put your finger around the ... water tank and the fishes follow it.
245. T: Really?=
 246. L3: =Yeah.
247. T: Oh those who have fish know more than I do ... Anyway so! I've given you ... some examples of what I want you to do ... in pairs guy:s should I say who is going with ... who? Or you get organized? I think I should have perfect pairs if not I can work with somebody ... You're going to discuss all the images ... You know as I always do I'll be timing you and I'll tell you when to stop [T looks at the page and starts reading the instructions] ... instructions! ... Let's read them together L11 could you help us where it says 'collaborative task'? Listen guys!
248. L11: [L11, starts reading the instructions] Below- below are some images of different types of relationships ... Talk- talk with your partner about the positive and negative of each relationship and then decide which two are the most important to you.
249. T: Thank you L11 could you stop it there just for a minute? Is it clear what I want you to do? So it's not only discussing remember that the: ... FCE part- well this part is always oriented it's always co-oriented so what's the goal here? You have to decide- or which are the two ... most important to you and ideally your partner has to agree with what you say ... yes? And remember if you disagree disagree politely ... yes? Please ... don't be like 'you're wrong!' So ... let's see we have three instructions- I mean three numbers here a:nd ... I want you to use language ... I want you to use phrasal verbs ... I want you to use [1] fall out please ... try to insert it somewhere in your conversation [1] and I want you to be fluent ... don't worry if you make mistakes just- remember what are the positive and negative sides of each rela- relationship and which two are the most important to you I'll be circulating and I want to listen to your beautiful ... voices and your beautiful conclusions [LL laugh] ... yes? So remember how many minutes you have for this?
250. L6: 3 - 4!
251. T: It's 3 3 minutes ... So can you start now please ... I'll tell you when to stop.

[LL learners start talking about the images and T start monitoring the activity]

[T stops LL and asks for opinions]

252. T: Please stop now girls! I know that you started [1] Stop! Stop please! Yes! ...
so was it easy to agree on something?

253. LL: Yes!

254. T: Yes? ... Who said yes? L6 did you say yes?

255. L6: No.

256. T: Who said yes? [sounding angry] I heard a ... yes!

257. L13: Yes what?

258. LL: [Laugh]

259. T: Did I- I mean was it easy to decide on something? And somebody said 'yes!'

260. L20: Yes.

261. T: Yes L20 tell us ... Why was it easy? Do you think ... the same? Do you have
the same views?

262. L20: ((2))

263. T: But what?=
264. L20: =Because she- ... she want a- she want to ... get married=
265. T: =Yes.
266. L20: And I don't want to=
267. T: =Oh!
268. L20: We want to: have children.
269. T: Yes?
270. L20: I mean-
271. LL: [Laugh]
272. T: Together?
273. L20: No!
274. T: Oh!
275. LL: [Making laugh of what L20 just said]
276. L20: We want ... to have childrens... I don't wanna get married =yeah and the
worst ... is having pets.

277. T: Yes Yes But still you want
to get married= Yes? for both of you?

278. L20: Yes.

279. L?: The words?

280. T: The worst ... that is the thing you wouldn't consider ... it's a time of relationship you don't approval=
281. L20: =Yeah
282. T: And what's the most important in your case?
[1]
283. L20: Well-
284. T: L21?
285. L21: Hm:: [3] The ... marriage.
286. T: For you?
287. L21: A:nd ... parents and children.
288. T: Right! Because you are thinking about getting married and having a family in the future ... is it the same for you L20?
289. L20: I just ... wanna have fun but ... not marriage.
290. LL: [Laugh]
291. T: Well but you need a woman for that I'm sure.
292. L20: Yeah! We can live ... in a separate- or- we can live ... together without paper=
293. L5: =Or he can have so many children ... with so many women.
294. LL: [Laugh]
295. T: Yes! That's a- that's a different idea [1] Probably you might consider what your: ... partner is telling you.
[2]
296. L20: No, I don't think so.
297. T: You don't think so? ... only one? Anyway ... so:: ... you didn't- ... how do you say? I told you an expression with 'eye.'
298. L1: Eye to eye?
299. T: Yes ... Tell me L1 ... *no estuvieron de acuerdo?*
300. L1: They were: they didn't see [1] eye to eye.
301. T: They didn't Eye to eye! ... they didn't see eye to eye on ... having children ... or getting married ... well getting married ... right? Ok ... interesting! L6 what can you tell us about L7 and yourself?
302. L20: Eye to eye
303. L6: h::m [2] we: have [1] e::m [1] the mo:st ... important for a relationship?
304. T: Yes.

305. L6: Are marriage=
306. T: =Marriage as well?
307. L6: Yes a::nd [3] she hasn't ... marriage yet ... but [1] I have=
308. T: =You do?
309. L6: Yes ... so: ... fallen with different boys.
310. T: Yes.
311. L6: A:nd the: difference ideas ... e::m= were in ... teen gangs and people and animals becau:se ... L7 has a ... cat ... a very lazy cat [LL laugh] yes ... so: I don't know ... it's a... important pet for her ... and the teen gangs because [1] all my life I stay in teen gangs ... of- it's ... important for my life and for- for me.
312. T: Yes! But it wasn't exactly the same. Alright! Interesting ... thank you L6!
313. T: [T sees L18 and L19 talking and asks questions] L18 and L19? Did you agree on everything?
314. L18: Yeah.
315. L19: Yeah.
316. T: Yes?
317. L18: The two most important for us is the parents and children.
318. T: Uh-huh?
319. L18: A:nd ... bosses and employees.
320. T: Alright! So:: no:: ... how do you say? no controversy?
321. L18: No.
322. L19: No.
323. T: you seemed to agree?=
 324. L18: =Yeah=
 325. T: =Perfectly? ... No? It only shows that you're good friends.
 326. L18: Yeah heheheh.
 327. L19: Heheheh
 328. T: L13 and uh ... L14? Everybody has to tell me something huh? ... so prepare your speech
 [2]
 329. L13: At the first sight I stand for the: ... relationship between the:: ... employer and employee but then I changed my mind ... because she told me that the relationship between .↑ parents and children is better.
 ↓
 330. L14: Parents and children.

331. T: Any plans for the future in your case? ... You know marriage? Family?
332. L13: Maybe heheheh.
333. T: Maybe?
334. LL: [Laugh]
335. L13: I don't know exactly.
336. T: You don't know exactly ... what about you L14?
337. L14: In my case ... I think that the best ... relationship is parents and children- is between parents and children.
338. T: That's what people say yes=
339. L14: =Yeah ... In my case ... I think that if you- if you don't have a communication? with your childrens ... they don't have /confense/? Confidence ... in you
340. T: Confidence! Yeah! You have a point there ... yes so who's next? L15 and L16?
341. L16: We agree in- ... in three.
342. T: Three? Oh you chose three ... not two?=
 343. L16: =No ... it's- u:h .. to us it's too important [1] bosses and employees?
 344. T: Yes.
 345. L16: Because is what you doing ... you have to ... have a good relationship with your boss and work- [1] boss- but it's also important parents and children.
 346. T: Yes.
 347. L16: Because it's the relation- the relationship with your family ... a:nd especially people and animals.
 348. T: People and animals? ... Do you both have pets?
 349. L16: Yes!
 350. T: Oh! That is why ... you saw eye to eye [1] ok L8 and L9?
 351. L8: Yeah!.
 352. T: Yeah? Heheheh hi 5! [LL laugh] Come on! Leave him alone ... yes?
 353. L8: I think the best of relation- relationships is between parents and children.
 354. T: Parents and children?=
 355. L8: =Yeah becau::se ... I think ... even though all the problems are between your parents ... they are always ... with you.
 356. T: No matter what.
 357. L8: yes.

358. T: Is there anything else L9? Did you see- ... did you see eye to eye with him?
359. L9: Yeah!
360. LL: [Laugh]
361. T: We're doing it now! ... So ... yeah is- yeah is like the word of the day ... thank you very much ... Girls over here [2] L1 and L2?
362. L1: We:- ... we see eye to eye in the:: ... relationship between parents and children ... we think it's very important to have a good relation ... with our parents because e::m ... it's probable that ... if we have a good relation with them ... maybe we're going to be good parents in the future ... and that is why we considered this is an important point ... and we disagreed=
363. T: [telling an L] You should shut the window ... there are dancing lessons over ... sorry sorry!
364. L1: We disagreed in one ... I- ... I said that ... maybe marriage is- is important that=
365. L2: =I was ... unsure because I was between ... people and animals a:nd bosses and employees.
366. T: Oh! So you were torn between those too=
367. L2: =Yeah but I also consider marriage i:s ... something ... important.
368. T: Important?
369. L2: Yeah.
370. T: Are we Mexican or what? Heheheh.
371. LL: [Laugh]
372. T: So:: ... L10 and all of ... you kinda have a uniform today.
373. LL: [Laugh]
374. T: Yes! So ... What- what- what- what did you think? What can you tell us? Did you=
375. L10: =I didn't ((1)) ... because we think that the most important is parents and children.
376. T: Yes.
377. L10: Because ... they take care ... you when you're a boy and when you're a grown-up.
378. T: Yes.
379. L10: A:nd- and they always ... be with you.
380. T: Yeah ... they'll always be with you.

381. L10: A:nd that's defines you what people who you are ((1))
382. T: Yes ... okay something else L11? Do you agree on what she said?=
 383. L11: =Yes este ... I think it's the most important relation- the relationship that you have with your parents and with your family *entera*.
 384. T: Ship- the relationship.
 385. T: That's why you're friends as well ... you see eye to eye. Girls over here?
 386. L4: Yes teacher ... we... think that the most important thing is people and animals ... relationship and parents and ... children ... people and animals because ... we ... have ... pets ... and- and we think that ... for example when you are ... angry ... your pet is always happy and ... make you feel happy and it doesn't matter if you [1] cry? Cry- cry- cries? Screamed ... because he never- ... he doesn't-
 387. T: Yes.
 Scream!
 Oh! You mean *gritarle a la mascota*? No ... you yell ... you yell at the ... pet ... they're always whining the tail ... right? [2] he doesn't or she doesn't take it personally.
 388. L4: Yes.
 389. T: Excellent L4! L5? Did you agree what she said or did you=
 390. L5: =Yes ... I'm agree and also parents and children e:m ... well ... ((2))
 391. T: Yeah! Yes yes ... maybe it's a coincidence ... maybe not ... so we're almost done only two more couples to go ... L20 and L21? Did you ... agree on something or ... not really? ... About the pictures ... so which are the most important for your- well in your opinion.
 392. L21: Parent and- parents and children.
 393. T: O:h! really? ... Really? Can you tell us why? ... in your humble opinion of course ... L20?
 394. L20: In one people marriage because ... you can have a good relationship with one ... husband and in the other people as parents ... you should be confident with your children.
 395. T: Exactly! ... thank you very much ... and last but not least ... girls? What are the two?
 396. L17: We agree wit ... parents and children ... and marriage.
 397. T: Can you tell us why? ... briefly.

398. L17: In the first ... because I enjoy be with my family ... I think it's very important the relationship with your family.
399. T: L3?
400. L3: And because the marriage the /sweet/ person ((2)) and marriage is have family in that.
401. T: Exactly! So they are connected ... in some way ... Final question for you guys and then we do something else ... why do you think ... the relationship between ... learner and uh ... pupil is not here? Do you think there is MUCH to say about it or ... not really?
402. L21: Yes.
403. T: Yes L21 ... why? ... I mean you said yes! You have to have a=
404. L21: Why the rito? [saying a local joke]
405. T: Why?
406. LL: [Laugh]
407. L21: Because it's- ... I think it's one the most important ... roles in the- ... in the people education or support.
- [1]
408. T: So you mean ... I mean you learn from your teachers or your teachers learn from you?
409. LL: Both.
410. T: Both ... right ... so that's why you said it's extremely important to have that type of relationship ... Who has had bad experiences with teachers?
411. LL: [Laugh]
412. T: We all have ... do you remember something?- I mean ... not him as a person but do you remember the things he taught you or she taught you? ... do you remember the knowledge?
413. L5: Not really ... no
414. T: Not really?
415. L5: No ... he was- ... it is not okay to say this but he was not a ... really good teacher.
416. T: So ... the only thing you remember is his attitudes in the past?
417. L5: Yes.
418. T: Right! ... Right ... so ... for those of you who think it's not ... it is ... and you know what's the most important thing that ... as soon as you remember the person

you ... you don't remember the person or what she or he was wearing ... you remember the things this person taught you ... and that makes that type of relationship so special ... so just to wrap it up ... right! Well ... that was the speaking exercise ... any final comments? All relationships are important ... that makes us human ... actually ... no? we're not animals or trees ... [LL laugh] inanimate objects ... that's it so- well ... did you remember to:: have- well to do the reading at home? Because I have the answers here for you ... I might just give them to you ... a:nd uh- ... then I'm going to give you home work ... I have decided ... I'll tell you at the end of the class ... I still need to give you the answers for your workbook ... so: ... shall I give you the answers for the reading then?

419. LL: Yes?

420. T: All of you?

421. LL: Yeah

422. T: Most of you?

423. LL: Yes.

424. T: Alright! ... so here we go ... we have- ... it was about- remember I told you you read it and then we're going to discuss because ... the relationships- family relationships in Europe ... and other continents are so different from what we have here in Mexico or Latin America ... right! ... so: ... let's see ... which of the people ... A to E ... you familiarize with the format right? ... you know what to do ... so ... number 1 is A [1] yes? 2 is B [2] 3 is F [1] 4 is A again.

425. LL: 3?

426. T: 3 is F F.

427. LL: There is no F.

428. T: Oh! It's my- my- never mind ... it's my spelling ... it's E ... E yeah! Heheheh I'm sorry heheheh.

429. LL: [Laugh]

430. T: THAT was embarrassing ... 4 is A again ... 5 is A ... 6 is C [1] 7 is D ... 8 is B as in Bravo ... 9 is A ... 10 is E again ... this time is E ... 11 is C ... 12 is D ... 13 is C ... 14 is A remember that for 13 and 14 the order doesn't matter ... you can have AC or CA no problem ... and the last one is B ... right? So: did you find it?

431. LL: Yes.

432. T: Got it? Yes ... guys? Right ... so that was the reading ... uh ... what would you say I mean in general for those of you who read it? Are relationships different?

[1]

433. L18: Yeah.

434. T: So ... why do you think they're different L18? It's a general question ... but just give us- share with us one or two examples ... why do you think the relationships in family are not the same all over the world?

435. L18: Hm::: becau:se [1] so:me people have different ideals ... like i::n Ame:rica ... it says in the text ... a:h ... families don't eat together ... kids can like have their plates and go and eat in front of the TV ... and the parents will be in the living room and stuff like that.

436. T: Remember that one of my first questions ... I told you do you have a TV at home? ... Do you have a TV where you eat? ... do you have a radio? ... because it's a distracter ... you may think that not ... but you choose ... to watch TV instead of ... being there and not talking ... to your family ... so that is common in other countries ... and- and shall I- I'd like to read the last lines with you- the last paragraph actually ... do you remember we read? ... we're going to read it again ... a:nd with you:r ... views from the speaking ... I want you to tell me if you still agree with this ... or if you're like 'no it's not true' ... so let's see [T starts reading the last paragraph of the reading] Henry recalls a recent visit to the States where his American friends had the television on all day Different members of the family would wander in and at different times grab something from the fridge and eat alone, always in front of the TV ... I think that it's a shame that Britain is becoming much more LIKE THAT right now ... so they are mentioning ... America /whether/ you say in Britain so: what do you say? Do you think ... that's the thing? ... or do you think there's something to do about it? [1] like can we save ... those people from that situation? ... or is it the future of us for that matter?

437. L18: I think it could be saved ... because ... it all depends o:n [1] or what we think or what we want ... if we want to spend with our family if we want to have communication with them ... we say that communication is the best for everything ... so if you don't have communication you can't really have a good relationship with anybody.

438. T: Exactly! Yes ... yes! Yes L1?

439. L1: Maybe in this one ... people is not used to communicate with their family that's really sad.

440. T:When there's ... how do you say *una barrera*?

441. LL: A wall?
442. T: A wall! Or a barrier ... or an obstacle ... and namely the obstacle here is called TV ... you are safer in front of a TV ... than in front of your dad and mom asking you questions right? ... so where did you go yesterday? And who are your friends? How many be- beers did you drink? And those questions are not that easy ...to answer when you- when there's not a trust right?
443. L6: Teacher!
444. T: Yes?
445. L6: It is important to mention that ... in the:se ... countries where the culture ... is different ... and in here in Mexico ... mothers are ... more worried ... about all ... and maybe it's not that ... these relationships or with the family is that bad ... it's the- it's this- it's like this=
446. T: =It's how it works right?
447. L6: Yes.
448. T: Yes yes ... and you only know you are in America or in Britain because you interact with people and they will have views different from you ... so we cannot change them bu::t ideally ... you should talk to your family ... on a regular basis because ... who said that? I think it was L10 ... L10 said ... they're always there for you no matter what right? ... and that's your only experience L10? ... when you have a problem they're there to help you?
449. L10: No.
450. LL: [Laugh]
[2]
451. L10: Heheheh.
452. T: Were you here with us? Shall I repeat the question?
453. L10: Yes heheh
454. T: So I said you said ... your family they're always going to be there with you- for you ... no matter what ... so: ... is that your personal experience? Is it how it works?
455. L10: Yes ... really: ... I consider that we are ... as you said ... a:: ... close big family heheh.
456. T: Excellent! Yes ... yes ... do you have examples of- of not so close big families?
[1] Most of us are right? ... remember we had this talk and I told you ... imagine if one day you went and then you just told them ... 'guess what mom and dad ... I'm

not going to be here for Christmas and new year because I am going with my friends'
[1] what could happen? ... and you were like 'oh my! ... a lot would happen' [LL
whisper]

457. LL: [Laugh]

458. T: So ... that's how families work in Mexico ... and gladly ... you still have you
mom and dad to tell what to do and what not to do right? ... when you are adults you
have to do the same with your children.

459. L3: In the forties?

460. T: What?

461. L3: In the forties?

462. T: In the forties?

463. L3: Yes ... your mom always ... say what you want- what you have to do ... until
you are married.

464. T: Yes?

465. L3: And you have a family.

466. T: And Karma exists ... so the final message guys is ... behave yourself ... yes?
Because Karma exists ... and if you misbehave then you're going to live it with ...
your children ... anyway so ... then I'm going to move you- well that was the reading
... let me tell you now so you can ... keep your book away ... I want the: review
... thing ... and you have plenty of time ... remember we don't have a class on Friday
and we don't have a class on Tuesday ... so I want this u:h [showing the exercise on
the book to LL] for Wednesday ... which is the ... 13th ... November 13th ... it's pages
76 and 77 ... for you to do at home [1] right?

467. L?: Yes.

468. T: 76 and 77 ... which is the review ... we usually do it here but well you know
what to do ... especially the transformation section ... you're experts on that so ...
yes ... you have practiced ... already that's not negotiable ... right! Now I want to
move all of you please u:h let me give you the answers ... have I given you the answers
in this classroom?

469. LL: No.

470. T: No I haven't ... so go to your workbooks remember I gave you ... homework
long time ago? ... let me remind you of the pages ... it was ... 36 37 38 and 39 ... I'll
make it faster ... remember that we always have time ... if you have specific questions

- just raise your hand ... so ... first of all we have the ... the crossword on page 36 are you there?
471. LL: Yes.
472. T: Let me tell you- I'll tell you the numbers in order ... and I'll tell you if it's ... across or down ... so number 1 across is dustman ... remember? The *recolector*?
473. L?: Yeah.
474. T: Dustman ... and somebody told my 'oh! That's an ugly name teacher.'
475. L14: Can you repeat?
476. T: DUSTman! But it's uglier- well in my opinion ... garbage collector or ... rubbish collector ... it's like- ... dustman is nice ... No- now number 2 down ... is teacher ... yes! ... your favourite word I bet ... teacher ... number 3 down is waitress with double S guys ... number 4 down is lawyer ... W Y uh? ... number 5 is butcher ... number 5 down ... is butcher ... number 6 across is baker ... number 7 down is sergeant ... number 8 across is hairdresser ... a hairdresser with double S guys ... number 9 is chef ... number 10 is accountant ... careful with the spelling it's double C uh? ACCOUNTant ... number 10- Oh I skipped number 10 right?... down is vet ... V E T ... that is short for veterinarian ... but it's more useful- vet is more useful than veterinarian ... right? So that's it ... then letter B which is questions and answers it's quite easy ... let's see number 1 is E ... 2 is G ... 3 is A ... 4 is C ... 5 is F .. 6 is H ... 7 is B as in bravo ... and 8 is D [1] are we okay? ... Okay then number 2 ... well other answers may be acceptable but your book suggests judge politician and company director ... that's what your book suggests ... because ... question is which of the following jobs might be the person who is being interviewed in exercise 1.5? So the possible answers could a judge a politician or a company director ... are we okay? Any questions about the jobs? Do you understand them all? [2] cool! Then ... let's continue with expressions with work ... let's see here ... number 1 ... I'll give them to you in order ... so the number 1 is worked ... with e d ... and the second one is overtime.
477. L1: Yeah.
478. T: Yes ... number 2 ... worked for myself ... 'I've always worked for myself ... I couldn't mana- imagine being my own boss'
479. L?: Work?
480. T: WorkED in the past tense.
481. L3: With E D?

482. T: E D ... workED! ... I've always worked for myself ... number 3 the answer is ... 'you should be prepared to work long hours' [1] 'you should be prepared to work long hours ... number 4 ... the first one is 'I'm working part-time [1] at the moment' blah blah blah 'I'll probably go back working full-time' ... remember you should write a hyphen uh? Full hyphen time ... and part hyphen time ... it's a- it's a compound word ... then number 5 is to WORK flexi time ... to work flexi time ... 'I'd quite like to work flexi time' ... number 6 is work shifts ... 'My husband's a police officer ... so he works shifts' ... don't forget the 's' because is the husband ... so it's he ... works ... shifts ... nothing happened ... then number 7 is working my way up ... it's 'I've succeeded in working my way up ... to the top' what does it mean? L7 what do you think it means? [2] Read it if you want ... 'I've succeeded in working my way up to the top of this company'?
483. L18: Escalating? Getting a better job?
484. T: Yes exactly! Metaphorically ... it means you have been down but now you're up ... let's see- let's say now you're the boss ... you started as a dustman and then you were ... you know climbing the ladder let's say ... yes? Are we clear with this guys?
485. LL: Yes.
486. T: No more questions then ... let's continue ... let's go to 'Obligation necessity and permission' I'll give you the answers again in order ... number 1 is- you have two options 'should' or 'need to' ... 'I think you should take the day off' or ... I think you need to ... which one is more ... like ... how can I put it? ... H:m which one is more like ... 'you have to do it' because you're going crazy?
487. LL: You need to.
488. T: You need to! It means ... 'if you don't do it ... you're going to ... get crazy one day' yes? Right ... so number 2 ... again you have two options ... 'have to' or 'need to' ... 'we were planning to go out but I have to' ... yes or 'but I need to ... finish writing' ... which one means 'you have to do it but you don't want to do it'?
489. LL: Have to.
490. T: I have to? And ... what about the idea of 'need to'? I need to finish writing ... what's the idea there?
491. L?: You want.

492. T: You want to? Probably [1] but 'I have to' guys is an obligation ... I've got to correct your writings ... do I have options? ... who's going to do it for me if I don't do it? Heheheh ... right! Let's continue ... what was the number?
493. LL: ((1))
494. T: Three? ... 3 is 'need to' ... 'only need to' ... 'if you feel you need to look up any words in the text ... use an English-English dictionary ... it means it's necessary otherwise you're not going to understand ... yes L4? ... Oh! I thought ... you were going to say something ... anyway let's go with the fi- four ... 4 is 'must' ... M U S T ... 'I must remember to get some eggs ... I want to make a cake' ... so:: are you forcing yourselves ... or that's like something relaxed?
495. L18: You're forcing yourself.
496. L20: ↓ You're forcing yourself.
497. T: You're forcing yourself ... remember my example? With 'you should see a doctor' and 'you must see a doctor' ... if I saw L20 bleeding ... should I say 'L20 you should see a doctor'? [1] it doesn't make any sense ... he might die and I'm just saying ... 'if you want' ... no! MUST ... must is stronger ... let's continue number 5 ... you have two options again ... 'do we have to' or 'should we'?
498. L10: Should we.
499. T: SHOULD we ... which one is more polite?
500. LL: Should we.
501. T: ↓ Should we exactly! Very nice ... number 6 is 'have to' ... 'I have to go to a meeting' number sis is 'have to' ... number 7 is 'must' the first one ... and the second one is ... 'to have to' ... 'I don't want to have to tell you again' ... that's what the book says ... number 7 yes ... 'I've told you before ... you mu:st hand in your homework to me on time ... I don't want to have to tell you' ... *no tengo que- no quiero tener que decirtelo* ... no? You would say that ... *no quiero ... no me veas no me obligues a tener que decirtelo otra vez* [2] you- the first one is 'must' ... and the second is 'to have to' ... 'you need to have' ... and well ... we're done with this ... the last one you have two options ... that's what I told you ... 'you really must' or 'you really should'? ... it depends if it's a stronger advice ... go for must ... if it's a relaxed advice ... go for should ... that's it we're almost done ... nu::mber 2 ... is it? ... 38 yes! E:m right! I'll give you the answer as fast as I can if you have specific questions tell me ... number two ... the first one is 'shouldn't' and the second one is 'must' [1] number 3 the first one is 'can' ... and the second one is 'can't' ... C A N '

- T then 'can' and 'can't' ... number 4 the first one is 'needn't' ... negative 'needn't' ... and the next one is 'must' ... number 5 the first one is 'can' and the second one is 'should' [1] number 6 the first one is 'can't' ... and the second one is 'must' ... questions here?
502. LL: No.
503. T: Nothing? Everything right? Right ... then let's go with your favourites ... Use of English transformations.
504. LL: No:
505. T: Let's see here ... oh! Come on ... you love 'em but you don't know yet ... so ... let's see ... number 1 you've two options 'you are not allowed to smoke' or 'you aren't allowed to smoke' ... how many words? Four.
506. L9: *¿No puede ser* you are not allowed smoking?
507. T: No that's not the correct answer I'm afraid ... allowed to ... for 'allowed' you need 'to' ... then number 2 ... e::m what time are they supposed to ... so you have ... four words ... supposed with a double P uh? ... 'what time are they supposed to' ... why are you complaining L11? It was almost correct?
508. L11: No.
509. T: Number [1] 3 ... you need 'had better not drink' ... that's one ... or you could go for the contraction ... 'd better not drink' so ... 'you had not better drink' or ... 'you'd better ... not drink' ... it's up to you both are correct ... then ... number 4 I- no no ... what was it? ... 'you ought ... to have' or 'you ought to show' so you can go for 'you ought to have more patience' or ... 'you ought to show more patience' ... both are correct ... then a::h where was I?=
 510. L1: *¿cuál fue que no escuche?*
511. T: Number four?
512. L1: Yes.
513. T: 'You ought to have more patience' or 'you ought ... to show more patience.'
514. L?: With get?
515. T: No ... get no ... you don't get patience.
516. L?: To be?
517. T: To be more patience no ... you need 'patient' ... to be more pa::::tient ... you need a- ... the adjective.
518. L1: Teacher ... you ought not to be?

519. T: No you're changing the meaning ... it has to be nega- positive ... 'you ought to have' or 'you ought to show more patience' ... that's it ... let's continue number 5 'you don't or you won't let me' - I mean sorry 'my parents won't ... let me stay' or 'my parents don't let me stay' ... both are possible ... yes? Excellent! ... then number six ... 'used to make me tidy' ... 'my parents always usED' ... you need E D uh? 'my parents always used to make me tidy ... my room on Saturday morning' [1] that's it ... and the last one ... 'I was made to clean' ... it means somebody ordered me to clean ... so 'I was made to clean' ... four words ... how did you do? Was it a mess?
520. LL: Yes
521. LL: No
522. T: Remember you always get at least one point ... so ... use that opportunity ... Word Formation guys! ... did you find it easy? ... I thought- well I think it was one of the easiest ... 'A traveller instructor' let's see ... if you need spelling ... tell me ... number 1 is 'assistant' ... double S at the beginning ... 'assistant' Number 2 'excitinG' with I N G number 3 is 'advertisement' [2] alright number 4 is 'patience' L16 how do you spa- spell 'patience'?
523. L16: P A=
524. T: =I need to write it first [2] yes ... let's wait for you ... patience?
525. L16: P A T I E N C E.
526. T: Excellent! The way he said it that's the way it is ... do you- ... shall we repeat them ... no? okay ... then number 5 is 'ability' ... remember that in Spanish it takes an H ... but in English it doesn't ... it's just an 'a' at the beginning ... number 6 is 'annoyed' ... double N and then Y ... number 7 is 'carefully' [1] double L uh? ... number 8 is 'beinG' [2] could you spell 'being' with us L12? I mean for us? Could you spell 'being' for us?
527. L12: B E I N G
528. T: Excellent! B E I N G 'being' ... number 9 is 'confidence' ... 'confidence' guys? ... number 10 is 'learner' ... yes? *Un aprendiz un aprendiente* ... number 11 is 'unfortunately' ... L20 spell for us 'unfortunately' please.
529. LL: [Laugh]
530. T: It's number 11 ... let's listen yes.
531. L21: U N F O R T U N A B E=
532. T: P?
533. L: B!

534. LL: T!
535. L21: Ah T!
536. T: It's a T yes yes ... otherwise it says 'unfortunably' Unfortunately! ... so the last part is T E L Y ... excellent L21! Then number 12 is 'intolerant' ... yes ... number 13 is 'angry' ... they just give you 'anger' and you just make it an adjective ... number 14 is 'satisfying' ... so L15? Last but not least? ... could you spell 'satisfying' for us.
537. L15: S A T I S F Y I N G.
538. T: Point for you! Excellent ... so guys! We're just- we're just missing the cloze ... so far so good no questions?
539. LL: No
540. T: Okay let's go with 'A new life'
541. L1: Teacher.
542. T: Yes?
543. L1: Could you please spell 'satisfying' again please?
544. T: E:h L15 could you? ... listen!
545. L15: S A T I S F Y I N G.
546. T: Is that okay L1?
547. L1: Yes.
548. T: The last part is 'ing' ... I'll give you the answers of the open cloze ... and then we do something else and you'll be free to go ... now ... number 1 is 'as' 'I work as an accountant' ... you can work as a teacher as a translator as a nurse ... whatever! ... number 2 is 'a' or 'a' ... it depends on how you want to say it ... number 3 is 'made' M A D E ... 'made' ... number 4 is 'had' ... 'and I had always wanted' ... it's in the past 'had' ... H A D 'had' ... e:r number 5 is 'our' ... O U R 'our' [1] number 6 is 'take' ... 'to take a risk' that's a collocation ... you know what it means *arriesgarse* no? ... number 7 is 'up' ... so:: 'gave up' ... like 'quit' ... 'you give up' yes! ... hm:: then we have ... number 8 is 'us' ... 'it took us both ... quite a long time' same in Spanish ... right? ... number 9? 9 is 'get' ... 'time to get used to' [1] you know ... get used to living ... number 10 is ... 'AT' ... it's the only possible ... 'everything happens at the much slower pace' ... how would you say that in Spanish? [3] 'Everything happens at the much slower pace here.'
- [3]
549. LL: [Murmuring]

550. L4: *Todo va más lento.*
551. T: *¿Todo va más lento?* Is that what you said? Excellent I accept that ... *todo va más lento:: ... aquí [1] o a un ritmo más lento* ... you can say if you want ... ‘pace’ is like the rhythm ... o:r the continuity with which things happen ... nu:umber 11 is ‘there’ ... ‘back there’ no? ‘back there ... yeah it’s an expression ... and the last one is ‘as’ just one S uh? ... A S ... so ... how do you do?
[LL showing expressions that they did well on the exercise]
552. T: Most of you- you see you’re improving! ... I don’t want to number ... not today not today ... do you- do you feel tired already?
553. LL: Yes.
554. T: Yes you do? Well ... I think I’ve told about e:r ... homework for next Wednesday ... let me just check there’s one more thing I need to: tell you I’m sure ... just tell me ... did I give you the answers for the last part of the: review ... was th:e- wait wait wait.
555. L2: Yes=
556. T: =I gave you: ... wait ... oh yeah! Page 61 ... after the listening ... we had the listening and then we had a [1] cloze exercise on page 61 ... did we check on that?=
557. L2: =Yes!
558. LL: Yes.
559. T: Oh really? ... it’s just that I’m confused I’m not having the same e:r lessons with you and with the other group because of this ... ‘*Semana Cultural*’ and everything ... so I need to ... keep it up with- with that right! ... so:: ... we’re doing fine ... next class which is tomorrow [1] I might give you the listening by the way I’m only going to give you the quiz for the second part of the class ... a:nd I’ll just calculate ... it ... doesn’t- I mean it won’t take you more than ... 40 minutes ... all in all right? ... and then let me just check your homework is for next Wednesday ... guess what we are fine ... shockingly we’re fine ... e:r as I don’t see you ... until you know ... next Wednesday [1] could ... you also have this? But I’m going to sign this ... next Friday ... we’ll check it on Friday the- well if it’s Wednesday the- ... the 13th ... it’s page 78 ... it’s the full section of Use of English ... in your coursebooks ... wait! Let me tell you then ... a:h ... I’ll see you tomorrow ... and then I don’t see you on Friday and I don’t see you on Tuesday ... but I’ll see you on Wednesday to give you the answers ... for this thing and I’ll see you on Friday to give you the

answers of this thing ... and of course to sign this is for Friday the [2] 15th ... Friday the 15th.

560. L1: All pages?

561. T: Yes ... it's the full Use of English section ... alright? ... so:: ... I don't know how would you feel if you leave it like that today because ... you were excellent learners today.

562. LL: Ye:s!

563. T: Everybody wants to ... then I'll see you tomorrow ... yes? ... don't forget to check on your vocabulary.

[Class is finished and LL prepare to leave]

APPENDIX 28

TRANSCRIPT: FLI (ADVANCED LEVEL)

[Class starts with the T checking homework with LL]

1. T: The first one is 'mine' ... what about the second one?
2. LL: Bright.
3. T: So ... bright ... like bright idea ... okay? Bright sunshine ... good! What ... about number 3?
4. L5: Retainate?
5. L8: Retarded?
6. L13: Behind?
7. T: Well that is the idea that is the idea but for example ... u:h when your watch ... is not working properly-
8. L2: Slow?
9. T: Slow slow slow yeah! It's a little bit slow ... okay? ... slow [2] so we talk about 'slow learners' 'your watch ... was 15 minutes slow' ... and the /third/ is 'turned slow' ... okay? ... What about number four?
10. L5: Take?
[1]
11. L11: Catch?
[6]
12. T: It's a part of the body [2] which obviously works as a verb
[2]
13. LL: Head.
14. T: Head head [T writes the word on the board] [3] so 'head towards' 'head the ball' and ... 'head of the club' ... finally!
[2]
15. L3: Thought.
16. T: Thought! Uh-huh ... 'thought' [5] Okay? [1] and then I asked you to work with a reading! ... so page 78 and ... 79 [5] yes reading
[6]

17. LL: No [LL telling T that she did not give that reading as homework].
18. L?: No teacher=
19. T: =No:? I don't remember heheheh.
20. LL: heheheh
21. T: Okay good [2] we are going to check the handout on Friday [4] what about the workbook? [2] no? [1] yes?
[15] [LL opening their workbooks]
22. T: Ah it was about passive voice ... yeah homework is about passive voice [7] So:: the first one ... number one is on page 47 ... in the workbook ... well you can work together [telling an L who did not bring the book] [5] so page 47 ... 'in one to five below decide which sentence follows- ... follows on more naturally from the first sentence ... so: number one 'Captain Jones seems that ((2)) is in the news again' ... A or B?
23. LL: A ... B.
24. T: A! Has announced! ... active ... not passive ... okay? ... because that is the main difference between A and B ... in A you have 'the officer has announced' ... and on B you have ... 'on Saturday has been announced' ... so active not passive uh-huh? ... so what about number two?
25. LL: B:?
26. T: B? ... okay very good ... number three?
27. LL: B?
28. T: B [2] number four?
[1]
29. LL: A.
30. T: A! ... number five?
31. LL: B.
32. T: B very good ... and then page ... 48 we have special situations with passive voice ... like in 'personal passive' 'the causative' ... okay let's see ... L8 number one please.
33. L8: 'It is understood that the company is planning at the government for its rival'
34. T: RIval!
35. L8: Rival ... 'The company is understood to be planning at the government for its rival'

36. T: Good! ... 'The company is underSTOOD to be planning' ... remember the passive voice is 'understood' 'to be planning' is continuous- a: continuous from other verb [2] I can write it 'The ... company: ... i:s ... understood::d ... to be: planning' and the next is repeated ... okay? ... here you have the passive voice and remember that we need the infinitive- infinitive ... in this case the infinitive is followed ... by the gerund ... because the original structure ... i.s present continuous ... 'is planning' ... good! Very good [4] okay: L9 ... what do you have in number 2?
37. L9: 'Police says the defenses took place on Monday' ... 'defenses are said to: have ... took place?
38. T: Have?
39. LL: Taken place.
40. T: Good! ... Very good [1] So: [1] [T writes on the board the structure and example] /grow/ the original verb 'said' ... 'infinitive' ... now ... here the original form of the verb is past ... so you need the perfect infinitive ... 'are said to: ha::ve taken place' [1] passive voice infinitive plus participle [9] okay L18 please number three.
41. L18: I don't have that.
42. T: Well you can read it
43. L18: 'It is believed that the injured motorcyclist ... was travelling ... at over one hundred-' I don't know ... that's it that.
44. T: Uh-huh nice try.
45. L18: Heheheh.[5] [T writes a word] motorcycling- motorcyclist?
46. T: Yes ... the injured mo:to:rcy:cli:st uh-huh?
47. L18: /I made copies/ of that but I forgot to bring them.
48. T: Ah okay so you don't have the:se.
49. L18: yes I made copies last.
50. T: Ah okay ... we'll help you ... so: 'it is believed that the injured motorcyclist' okay so ... what is the verb that you need to include for the passive voice?
51. LL: Believe.
52. T: Believe okay ... so ... 'the I:nju:red moto:rcyclist'? →
53. LL: Is!
54. T: 'Is believed' and then you need an infinitive ... 'is believed ... to' [2] so 'was travelling' so you need the perfect infinitive ... with the gerund ... 'to: ha:ve bee:n tra:ve:lli:ng [T and LL giving the answer as T writes the answer] [2] remember we use this structure to keep certain distance ... so because you never mention who it is

- ... who says ... who understands ... so you see certain ... u.h distance [2] good! So L11? ... what do you have in number four?
55. L11: 'Expert- experts thought that the infected chickens were responsible for the ... outbreak of food'
56. T: Uh-hu::h.
57. L11: 'Infected chickens are thought ... to be: ... infected-'
58. T: 'To have i::n-'
59. L11: 'To have infected.
60. L5: To be responsible?
61. T: No here the problem ... is ... okay I predicted [T writes on the board] infected chickens ... so ... just have the infection here right? So ... hehehehe →
62. LL: Heheheh.
63. T: Infected chickens ... and then we need plural ... are ... and then ... the original verb is 'thought' ... okay 'are thought' [1] then we need infinitive.
64. L5: 'Thought':
65. LL: 'To be responsible'?
66. L5: To have been?
67. T: To: ... okay 'to be responsible' [1] let me see ... 'Experts thought ... that the infected chicken were responsible for the outbreak of food' ... the thing is that as it is in past ... we prefer a: ... perfect infinitive ... so: 'to have [1] been responsible' [3] yeah because it says 'was' ... so that's why ... we use perfect infinitive ... okay good ... from here ... L7?
68. L7: 'She alleged ... e:h she had lied in order to protect her boyfriend' 'She is ... ah ... a::h allege-?'
69. T: But in past right?
70. L7: Yeah ... 'she was allege' →
71. T: Alleged [T writes on board what L7 is giving as an answer].
72. L7: 'Alleged to be [2] to- to have ... been?'
73. T: To ... okay 'she had lied' so we need perfect infinitive ... 'to::?'
74. LL: 'Have lied'
75. T: 'Have lied' [13] [T continues writing the answer on the board] okay ... L19?
76. L19: 'Someone stole my camera last weekend' 'I had my camera stolen last weekend'
77. T: Yes ... so this is the causative ... okay? This is a different structure ... 'I had my camera ... stolen [1] last weekend' [T writes this as an answer] no? so these one two

three four five examples are impersonal passive ... or perfect passive ... is called in your book ... but now we're going to work with the causative ... another structures okay?

[3] [T writes on the board the new structure called causative]

78. L8: 'Your eyes need ... testing' 'You need to have your eyes- your eyes tested'

79. T: Very good! [2] 'You need ... to ... have ... your eyes ... tested' [T writes this as an answer on the board] ... okay good ... finally L15 please.

80. L15: 'My foot became stuck in the hole' 'I- [6] I had my food stuck in the hole'?
[1]

81. T: You can say that! ... 'I had my foot ... stuck ... in the ... hole' [T writes this as an answer] ... do you remember in the handout that we checked in order to study this ... that we have certain structures that use 'get'? ... so you can say 'I got' ... and it's more informal [8] okay! Good ... so today we're going to work mainly with vocabulary and speaking okay? ... so we're- you're going to do different activities ... so let's see ... in order to work with these activities I'm going to give you a part that you're going to use ... along the class with /changed/ verbs ... okay?

82. L?: Yes.

[42] [T gives out some sheets for the next activity]

83. T: Okay! Good [2] In order to find- obviously I mean I have three extra cards so ... we're going to have a trio ... and maybe some of you are not going to have a pair ... the thing is I planned this without /a full class/ but what ... never mind ... ah I want you to find ... your first partner ... but looking at your ... job ... occupation that you have in the middle of your card ... please ... can you stand up and look for your partner?

[56] [LL stand up and look for their pairs according to the instruction the teacher said]

84. T: Okay! Let's see have you got a dictionary?

85. LL: Yes.

86. LL: No.

87. T: Well! You may know this ... please take one and pass the rest [T gives some cards to LL that are now in pairs] [29] Okay! So: let's work with the first activity please ... 'Intelligence and ability' ... could you please underline the informal word or expression in each group? ... for example ... we have 'a bright child' 'a child prodigy' 'a whiz kid'?

88. L13: 'A child prodigy'

89. T: Maybe ... more or less the same ... but I want you to- well if you are not completely sure ... have a look at ... some of these adjectives or expressions in the dictionary please ... and decide from the three options in each line the informal one ... okay? Work together ... and in a moment we check [3] just exercise number one! Exercise number one.
[LL work with the vocabulary in pairs for 182 seconds]
90. T: Okay ... are you ready? Exercise number one only! [33] [T monitors the activity]
Okay! ... so let's check your answers [2] so L3 so ... what about ... the first three? 'A bright child' 'a child prodigy' and 'a whiz kid'
91. LL: 'A whiz kid'
92. T: 'A whiz kid' and what does that mean?
[2]
93. L9: Genius.
94. T: Genius prodigy ... very good at something ... they are somehow ... ah synonyms ... but this is very informal [1] okay? But they are very very similar ... in some dictionaries we found it as two words ... how did you find it? ... 'whiz ... kid' ... yeah two words? In some dictionaries it's in one word [1] no problem ... good! So:: L10! ... what about number two 'a brilliant a brainy a gifted learner'?
95. L10: I think 'brainy'
96. T: Brainy! Brainy is more informal than 'brilliant' and 'gifted' [1] they mean the same ... okay? They have a very similar meaning [2] so:: here L2? 'Have a flair for languages' 'have a gift for music' and 'have a dab hand at painting'?
97. L2: 'Have a dab hand at painting'
98. T: Yes ... 'to be ... a dab ... hand ... at something' is informal ... meaning ... that you are good at something ... okay? That you're good at something=
99. L4: =Sorry do you say 'I'm a dab ... hand at-'?=
100. T: =No again again I'm a what?
101. L?: A dab.
102. L4: 'I'm a dab-'
103. T: Ah you said I'm a dab!
104. LL: Heheheheh.
105. L4: I'm sorry [2] 'I'm a dab ... at [2] playing the piano? Can you say this?=
106. T: =Yeah! Probably at playing the piano no but you can say 'I'm ... a dab ha::nd ... at ... music ... or at ... I don't know maps' and so on ... it is usually followed

- by not nouns ... yes! ... okay good so here L2 ‘an ace at tennis’ ‘a skillful card player’ or ‘strong swimmer’?
107. L2: ‘A skillful card player’?
108. T: No::
109. LL: An ace?
110. T: ‘To be an ace’ is more formal [2] we use the same right? In Spanish? ((2)) okay ‘to be an ace at something’ ... pay attention to the preposition! We use ... as they are very similar ‘to be good at something’ ... ‘to be bad at ... something’ ... we use the preposition ‘at’ ... okay? Then L13!
111. L4: Yes.
112. L13: ‘I’m hopeless at cooking’?
113. T: That is the most informal good! ... ‘I’m weak at maths’ ‘I’m hopeless at cooking’ ‘I have a poor memory’ ... they are very similar meaning you are not very good at ... something ... okay? Good now ... with your partner I want you to choose ... fi:ve of these expressions ... a:nd let your part know what you are good and bad at ... okay? So please [1] five sentences please [8] [LL start talking about their abilities in pairs] you can choose formal or informal no problem formal or informal ... please. [T stops the pair interaction]
114. T: Okay ... let’s have some examples ... let’s have some examples ... so L5 what did you say? [1] One sentence.
115. L5: I’m an ace at music.
116. T: Okay very good ... another example L17?
117. L17: I am a dap hand at cooking.
118. T: Okay →
119. LL: Heheheheh.
120. T: a dap hand at cooking.
121. L9: Really I can’t.
122. T: Maybe you have never tried.
123. L9: No:
124. L11: *Unos huevos con jamón.*
125. LL: Heheheheh.
126. T: Well many people say that when you cook rice ... you are ready to get married ... but to cook rice is really difficult.
127. L8: I cook rice but the flavour is not good.

128. T: Yeah →
129. L8: I am not-
130. T: Yeah because one thing is that you can cook rice another thing is that it tastes-
131. LL: Heheheheh.
132. T: If you don't know ... don't get married ... okay L8 another example.
133. L8: I have a poor memory.
134. T: You have a poor memory?
135. L8: Ye:s.
136. T: You have a poor memory okay ... another examples L2?
137. L2: I don't like to have ((1))
138. T: No?
139. L2: No because I think that they ((1))
140. T: Okay well it is difficult ... need to /adapt to a dap hand ... it is not that easy ... okay very good ... would you change partners? Some of you are not going to have partners.
141. LL: Heheheh.
142. T: It's okay ... we're going to work with fruits ... fruits.
143. LL: A:h.
144. T: Please [10] no:: are you again together ... it's because I change it right?
[LL stand up and find another partner to work with]
145. T: Okay! Good! [2] let's continue with this vocabulary related to: 'skills intelligence and ability' uh-huh? Number three ... tell your partner about anyone you know who is ... a competent secretary ... a proficient typist ... a craft man or a woman ... I mean ... probably you don't know a person ... but you know that certain people in this area are very ... I don't know ... skilled craft men or women okay? ... an expert cook? ... a computer expert ... and an accomplished musician ... it could also a famous person ok? ... you don't need to know this person ... not necessary ... please.
[T stops the pair interaction]
146. T: Okay ... have you found /different/ examples?
147. LL: Yes.
148. T: Yes? Good! Okay so now ... we have been working with adjectives ... but remember to modify: the adjective we need to use adverbs ... but not all the adverbs can match all the adjectives we have been working with ... so exercise number 4 ... 'One of the adverbs in each group normally don't collocate in adjectives in capital

letters ... underline the adverb which does not fit' so for example we have 'gifted' we have been talking about a gifted musician ... for example ... can you say? 'highly gifted'? 'natural gifted'? 'academically gifted' 'practically gifted' ... 'musically gifted' ... one ... does not collocate ... which one?

149. LL: Practically!

150. T: Practically ... does not sound natural ... okay? What about the second one 'talented' ... 'talented'? [3] you can use it ... within a sentence.

151. LL: Largely.

152. T: Exactly 'largely talented' no ... you can talk about 'highly talented' [1] okay finally 'promising'? ... 'a promising star' for example [3]

153. L?: Absolutely?

154. T: Exactly absolutely! [3] 'Absolutely' does not collocate ... it's not natural [2] okay! So let's move again ... so please now ... can you find a partner ... with the color! ... color!

155. [51] [LL stand up again and find the person which matches the color that they have on the sheet.]

156. T: So: did you find good examples ... for each of them?

157. LL: Yes!

158. T: Very good now ... we're going to continue working with vocabulary but now we're going to change the topic ... completely ... we're going to talk about 'sleep' ... but please don't feel like ... sleepy ... okay so we have- you can stay there with the same partner ... we're going to find out definitions ... please for these words and phrases ... make your notes about them 'snooze' 'nod off' 'fall asleep' 'doze off' ... 'sleep soundly' 'to be a fast asleep' 'sleep rough' and 'siesta' ... I like this word because it's from Spanish right? So siesta ... please have a look at your dictionaries ... please ... a dictionary.

159. L5: Where's siesta? [2] Where's siesta?

160. L13: I know- Ay! There!

161. L5: Ah!

162. L13: Heheheheh ... in the box heheheheheh.

[421] [LL work on a vocabulary activity]

163. L13: I don't know I have some doubts about 'nod off'

[34]

164. L5: Snooze?
165. L13: *Cabecear ... sueñecito* heheheh.
[78]
166. L5: 'Nod off' miss?
167. T: 'Nodding' is ((1)) we can say yeah?
168. L5: Uh-huh
169. T: But 'nod off' has to do ... with ... the physical action ... 'nod off' 'fall asleep' and 'goes off' ... have in common that you fall asleep but probably without intending to →
170. LL: Uh-huh-
171. T: Because obviously you ((1)).
[125]
172. T: Remember the vocabulary has to do with 'sleep' ... okay?
[T continues monitoring the activity LL's answers]
[113]
173. T: Are you ready?
174. L5: No!
[92]
175. T: Okay can we check? [15] okay can we check?
176. L5: No!
[64]
177. T: Okay! Let's check these definitions very quickly ... so 'snooze' ... so who wants to define 'snooze' let's see here ... L8?
178. L8: Sleep a little bit.
179. T: Yeah! To sleep a:- for a short time ... usually during the day ... and in some dictionaries it says that not necessarily in bed ... so for example if you are very tired probably you can do it here ... or in your- I don't know.
180. L1: In the car.
181. T: Yeah exactly! ... for example ... that is 'to snooze' ... have you noticed that some alarm clocks have this instruction?
182. LL: Yes.
183. T: Okay now! 'nod off' 'fall asleep' and 'doze off' are very similar ... did you find so?
[2]

184. L?: Yes.
185. T: Okay so-
186. L5: *Yes* ‘nod off’?
187. T: Uh-huh.
188. L5: To fall asleep for a short time while ... you’re sitting on a chair.
189. T: Okay ... and ‘fall asleep’? [1] well ‘fall asleep’ is the action of falling asleep right? ... and ‘doze off’?
190. L10: Go to sleep during the day.
191. T: Especially during the day ... but you know I was telling most of you that these three have in common that you do the action without intention ... probably you are really tired ... you are really bored ... okay? Now remember ... ‘nod’ [1] is literal ... the thing is probably in Spanish ... you also use it as an action ... I mean the action meaning to sleep.
192. L3: *Cabecear*.
193. T: Exactly! So we talk about *cabecear* ... right?
194. L11: Like in football.
195. T: No! But you cannot because you want to show respect to someone and you nod ... but that does not mean that you are sleeping ... okay? That’s why we say no: doff ... okay? Very good! ... ‘sleep soundly’? ... what does that mean?
- [1]
196. LL: Sleep well.
197. T: Sleep well ... sleep deeply ... soundly ... and ‘to be fast asleep’?
198. LL: To sleep deeply.
199. T: They are synonyms please do not get confused with the: ... adjective fast ... it does not have to do with the: time you need to go to sleep ... no! ... it means ... to sleep deeply very well! They are very close in meaning [4] ‘to sleep rough’? ... this is an idiomatic expression ... ‘to sleep rough’?
200. L17: To sleep outdoors=
201. T: =outdoors outdoors ... homeless people sleep rough [3] ‘rough’ has to do with ‘harsh’ I mean hard conditions ... well they are somehow related [1] ‘siesta’ ... what’s the difference between ‘siesta’ and ‘snooze’?
- [2]
202. L5: The first factor ... it’s intentionally.

203. T: It is intentional and it is usually a habit [1] okay? [1] so we can say that you usually have a siesta every day after lunch ... well you have a siesta after lunch L4?
204. L4: Yes.
205. LL: Heheheheh.
206. T: And 'snooze' is probably one day that you feel tired ... you snooze ... okay? Well 'snore'? [2] it's to make these sounds heheh okay? And I remember another word 'to sleep walk' [T writes the expression on the board]
207. L5: Ah!
[4]
208. T: When you walk sleeping.
209. L15: 'Nap' *es igual que* 'siesta'?
210. T: 'Nap' is the same as 'siesta' ... but 'nap' is usually used with kids ... with babies with babies babies [2] okay ... now you have the vocabulary to fill in the gaps ... exercise- the next exercise please ... 'complete the spaces with one of the verbs from the box' so please very quickly! ... could you work with the following exercise? Please.
[LL start working on the next vocabulary exercise on the sheet]
[Vocabulary activity lasts for 219 seconds]
[T monitors one couple]
211. L9: Sleep sound?
212. T: The thing is that you can say 'a sound sleep'
213. L9: 'A sound sleep?'
214. T: Uh-huh.
215. L16: I know another expression 'I can sleep a wink'
216. T: Ah okay! Wink! Yeah there is another one ... 'sleep like a log' [T writes the expression on the board]
217. L9: Like a what?
218. L16: Like a log.
219. T: You know we have /likes/ and similes.
[78]
220. T: Okay! So: ... let's see L7 could you read number 1? Well the first one.
221. L7: 'The kids are staying over their cousins' ... so we should get a good night sleep'
222. T: A goo:d ni:ght slee:p! okay very good ... L4? Number 2.

223. L4: 'The passengers slept soundly in their cabins un- unaware of the coming- of the coming storm'
224. T: Uh-huh ... slept soundly ... so L5?
225. L5: 'They slept fast'
226. T: Could be- could be slept fast ... no no because- so you can say 'fast asleep' but 'sleep fast' has to do with the time
[2]
227. L5: Okay.
228. T: Yes yeah has to do with prepositions L12?
229. L12: 'The doctor gave him a sedative and he tok- took a wide sleep'
230. LL: Deep.
231. T: Deep ... 'deep sleep' ... 'deep sleep' okay so L3?
232. L3: 'Don't worry to wake her up ... she's fast asleep'
233. T: SHE'S fast asleep okay so good! Then L9?
234. L9: 'I am forced to sleep rough in the city'
235. T: Okay rough 'sleep rough' then L1?
236. L1: 'I feel wide awake ... I shouldn't have had that coffee'
237. T: 'Wide awake' with your eyes completely open ... okay wide open you cannot sleep ... okay good L17?
238. L17: 'My baby was teething ... so we had a few sleepless nights'
239. T: Yes because when they are teething ... they cry a lot ... that's why you have sleepless nights ... okay good ... and the last one L13?
240. L13: 'I've always been a light sleeper I wake up at the slightest sound'
241. T: 'LIGHT sleeper' okay very good ... we'll finish with this handout ... could you please work with a different partner? Look for the geometrical- geometric shape sorry geometric shapes.
[LL stand up and find the partner with the same geometric shape]
[39]
242. T: Okay! [4] 'discuss the following questions with your partner' they have to do with your sleeping habits okay? Please! Talk together talk together.
[T stops the pair interaction]
243. T: Okay [3] so let's stop here ... you have an interesting test for homework and it's about people who fall asleep all the time ... you know there is a sickness that is

related to that ... so do this for homework it is page [2] u:m 78 and 79.... See you on Friday.

APPENDIX 29

TRANSCRIPT: TLI 1 (BASIC LEVEL)

1. T: Ok! Good! Ok so ... let's see tell me what's happening ... there' what's happening?=
happening?=
2. L4: I think that they are lost.
3. T: You think they are lost ... why you think they are lost?
4. L4: Because they are watching on map.
5. T: Ok ... they're looking on the map ... alright! Good.
6. L16: I think ... that they are ... looking ... the map because they are close and searching ... a place.
7. T: They are searching ... maybe they are searching a place ... very good yes ... L9 do you want to say something?
8. L9: We think that they: ... looking for a place- an specific place.
9. T: An specific place ... alright! L13?
10. L13: I think ... e:h only one is lost.
11. T: Ok ... Why do you think only one is lost?
12. L13: Because ... I::n- in the map ... when the man ... is looking ... for a map ... eh ... to help ... the woman.
13. T: Ok so you think the man is helping the woman?
14. L13: Yes.
15. T: Ok good-
16. L7: *Yo tengo lo contrario.*
17. T: The opposite?
18. L7: I think that the men is ... lost and the woman is helping ... him.

APPENDIX 30

TRANSCRIPT: TLI 2 (BASIC LEVEL)

1. T: Uh-huh ... ok! Yes good ... different points of view ... okay good ... so now let's see ... what happened here ... you're going to listen to the man and this woman ... they are- they are having a conversation ... and you have to answer the following questions ... okay? 'Where are they going?' you need to answer that 'where are they going' ... and 'how many different forms of transports do they take?' ... so first of all 'where are they going?' and 'how many different forms of transport they take' ... so let's listening and answer these questions.
[22 seconds of silence while the T finds the recording in the CD]
[T plays the recording for the listening activity for 155 seconds]
2. T: Tell me where are they going?
3. LL: Waterfront.
4. L?: Waterfront.
5. T: Waterfront? ... hall! Waterfront hall [T writes on the board the name of the place] yes ... they are going there ... right! Waterfront hall ... they are going to a concert ... that's the place ... waterfront hall ... yeah that's the place- place ... waterfront hall ... and tell me ... the means of transport that they take?
6. LL: Taxi ... train ... metro ... bus
7. T: Ok ... and?
8. L4: Helicopter.
9. L5: A plane
10. LL: [Laugh]
11. T: I don't think so .. but they take the metro and?
12. LL: A bus.
13. T: And- and probably ... a taxi ... and probably a taxi ... good ... so let's move on to exercise 2 ... what are the instructions L6?
14. L6: ((4))
15. T: Speak up L6 ... again but speak up
16. L6: Listen again →

17. T: LisTEN!
18. L6: Listen again →
19. T: Again!
20. L6: Again ... complete the sentence with words ... from the box.
21. T: Ok ... let's look at the words ... from the box ... you have ... 'a man' 'by bus' ... what else?
22. LL: 'relaxing' 'opportunity' 'umbrella' and 'directions'.
23. T: Okay! Yes the directions ... so there are three dialogues ... yes we're going to listen again ... and complete each dialogue with words from the box ... okay? Listen.
- [2]
- [T plays the recording for the second activity for listening for 140 seconds]
- [9 seconds of silence after the listening]
24. T: Okay ... so let's check the answers [2] okay what's number one?
25. L2: The woman asks . ↑ the man.
26. L8: ↓ The man.
27. T: A man ... exactly the woman asks a man for? →
28. LL: Help.
29. T: Help ... a right number two L2?
30. L2: They don't understand the directions.
31. T: Right good ... dialogue three L1? ... dialogue two.
32. L1: They were on the ... wrong train? ↑ A::nd the man wants by bus.
33. T: ↓ Uh-huh.
34. L2: Teacher.
35. T: Yes L2?
36. L2: How do you pronounce 'directions' or 'directions'?
37. T: You can pronounce it both ways ... 'directions' or 'directions' ... both are correct=
38. L2: Okay.
39. T: Right ... dialogue ... 3 ... L11?
40. L11: The woman ... didn't take ... an umbrella →
41. T: An umbrella.
42. L11: The woman ... calls a taxi.
43. T: the woman?
44. L11: Calls a taxi.
45. T: The woman calls a taxi ... okay ... did you get everything correct?

46. LL: Yes.

APPENDIX 31

TRANSCRIPT: TLI 3 (BASIC LEVEL)

1. T: Okay good very very good ... now ... close your books for a while [88 seconds]
[T gets her material ready and LL close their books and get ready for the next activity] Okay [3] how can I ge:t ... from here to town center? [1] on foot? By bus?
2. L2: By bus=
3. L8: =By foot by bus.
4. T: Okay ... let's listen ... okay? L16 what's your suggestion?
5. L16: By bus= →
6. T: =Okay.
7. L16: It's- it's very- it's very fast.
8. T: Okay ... very fast ... good ... L2?
9. L2: I think ... you should go ... walking →
10. T: Okay.
11. L2: because ... e:h to: ... lose weight heheheh.
12. LL: [Laugh]
13. T: Yes okay to exercise ... yes you can go ON foot.
14. LL: On foot [LL repeat]
15. T: On foot ... yes? On foot ... means walking alright? L3?
[2]
16. L3: By taxi?
17. T: Uh-huh.
18. L3: It's- ... I think it's more fast than bus- than by bus
19. T: It's faster →
20. L3: It's faster.
21. T: And it's faster ... than ... going ... by bus or by- okay those are your suggestions okay? Yes ... so today we are going to learn ... expressions to make suggestions ... okay? You can use this 'why don't you-' for example 'why don't you take A bus?' okay? O:r 'why don't you: ... go: [1] on foot' okay? Okay ...

or 'let's go- let's go ... by bus' 'let's go by ... taxi' or ... you can say 'we or you can go ... by bus' ... okay? Or 'we could go ... by bus' ... okay those are suggestions ... and you say 'THAT's a good idea!' ... that's your response or ... 'okay' ... or 'no:' yes? →

[Laugh]

22. T: I don't think that's a good idea! ... we want to be more polite ... okay? 'I don't think that's a good idea' alright? Yes? Okay those expressions are used to make suggestions ... okay? What we are going to do now is that I am going to tell you ... some situations ... and you're going to make suggestions ... for those situations okay? For example ... the- the situation is this ... we have two thousand pesos to spend today:

23. L2: How much?

24. T: Two thousand pesos ... to spend today ... yes to spend today ... so make suggestions.

25. L4: Why- why don't we go to the cinema?

26. T: Exactly! Why don't we go to the cinema? And what's your response?

27. LL: No.

28. T: heheheh BUT that's a good idea ... okay that's a good idea

29. L2: I don't think that's a good idea.

30. T: Okay ... then tell me another suggestion.

31. L2: I think we e::r [2] hm:: I think we should go to a party.

32. T: Okay ... ye:s ... that's another suggestion ... good! L12 do you have a suggestion for this?

[2]

33. LL: [Laugh]

34. L12: Why don't we do a party?

35. T: Why don't we-?

36. L: Why don't we do a party?

37. T: Okay! ... alright good ... What's your response ... about this party?

38. L2: THAT's a good idea!

39. T: That's a good idea? ... alright ... another situation ... My parents aren't at home
→

40. L?: Ah heheheheh.

41. T: Okay? So ... yes.

42. LL: [Laugh]
43. T: What's ... your suggestion?
44. L4: Why don't we do a party?
45. T: Okay: ... why don't we throw a party? Alright ... okay throw a party ... any other?
46. L2: Why don't we ((2)?
47. T: Or you can say-
48. L4: Let's go to your house.
49. T: Okay ... let's go to your house ... and? ... and? What shall we do?
50. L4: heheheh.
51. T: Okay ... any other suggestion?
[2]
52. L5: We can get ... drunk.
53. T: Okay we can get drunk good ... and what's your response?
54. L2: Okay!
55. LL: [Laughs]
56. T: That's okay ... right ... now the other situa- this situation is that I am bored.
57. L2: I'm bored?
58. T: I'm bored
59. L3: Why don't we go to Place 1?
60. T: okay why don't we go to Place 1? Okay: ... good any other suggestion?
61. L3: Why don't we-?
62. T: Sorry ... say that again?
63. L3: Why don't we [2] play ... a game?
64. T: Okay ... let's play a game alright ... L8 do you have a suggestion for me because I'm bored?
65. L8: Why- u::m ... why don't you sleep?
66. T: Ok .. good why don't you sleep? Ok →
67. LL: [Laughs]
68. T: That's a suggestion ... okay.
69. L15: Why don't we watch a movie?
70. T: O:k ... why don't we watch a movie? [2] Why don't we have a class?
[3]
71. L2: No:

72. L16: Why don't we practise English?

73. T: Okay ... why don't practise ENglish? THAT's a good idea.

74. LL: [Laugh]

APPENDIX 32

TRANSCRIPT: TLI 4 (BASIC LEVEL)

1. T: Okay [2] alright ... good! So let's see ... L6 and L14 ... can you ... tell us or can you give us a suggestion? ... yes? Okay.
2. L14: I want to go to ... Place 1.
3. L6: Why don't you go to:- ... by taxi.
4. T: Okay ... can you repeat your ans- your suggestion?
5. L6: Why ... don't you go: ... by- by taxi?
6. T: Why don't you go by taxi? Now with intonation.
7. L6: Why don't you- heheheh Why don't you go by taxi!
8. T: Okay alright very good! L1 and L9?
9. L1: Why don't we go to [1] Place 8?
10. L9: That's a good idea.
11. T: Alright!
12. L1: Why don't we go by bicycle- ride a bicycle?
13. L9: Okay.
14. T: Okay very good yes ... alright? L3 and L12?
15. L3: I want to go to Place 9.
16. T: Uh-huh?
17. L12: well ... let's take a bus.
18. L3: I think it's a good idea.
19. T: Okay ... you can take the bus ... alright! Very very good! ... questions about suggestions?
20. LL: No
21. T: No? are you sure?
22. LL: Yes=
23. T: =Yes? ... a:nd the last activity we're going to do today ... we're going to learn vocabulary with the ... verb 'take' ... okay? ... for example with transport we say?
24. L2: Take the train.
25. T: Take?

26. L?: Take the bus.
27. T: The bus ... what else?
28. L13: Take a taxi.
29. T: Take a taxi ... alright.
30. L3: The underground.
31. T: Ok ... take the underground
32. L13: Take the train.
33. L2: ↑
 ↓ Take an umbrella.
34. T: Okay ... take the train.
35. L13: Take a walk.
36. T: A what?
37. L13: A walk
38. T: Okay ... and the- when you can take things ... alright? Take an umbrella ... with you ... okay what other things you take with you?
39. L13: Take a ... bottle of water.
40. T: Okay.
41. L16: Take a brik
42. T: Take a?
43. L16: Brik
44. T: Brik?
45. L: Break!
46. T: Take a break ... okay take a break ... alright ... what else?
47. L13: Take a flower.
48. T: Yes with you ... alright ... so in this box we have those expressions ... with take okay? ... so you ... can use the word 'take' with transport ... 'we can take a bus' ... you can ... use 'take' with things ... 'I didn't take an umbrella' ... and 'it take' plus 'time' ... right? We are referring to the /name/ ... of something ... yes? For example ... 'it takes fifteen minutes to get to town centre' ... it takes ... alright? ... those are the expressions ... yes [1] okay ... so now I want to go to page 144 and 45 ... and you're going to underline ... the expressions [1] or words that contain 'take' ... that contain this verb 'take' ... alright page 144 ... and 145.
49. L2: All of us? ↑
 ↓ all of they?
50. T: ↓ No! Let me tell you where ... 144 ... it's listening 8 D ... yes listening 8 D ... focus on listening-

51. L2: D?
52. T: 8 and D! D of *dado* ... okay? ... so ... read- read the information and find ... those words containing 'take' ... alright?
[LL answer exercise 8D about expressions with the verb 'take' for 90 seconds]
53. T: Yes? Can you tell me the expressions? ... that you found ... yes?
54. LL: [Making noises]
55. T: Okay so tell me those expressions that you found.
56. L14: 'Let's take a taxi'
57. T: 'Let's take a taxi'
58. L?: 'We can take-'
59. L13: 'We can take the metro'
60. T: L5?
61. L5: 'We can take the metro'
62. T: Okay 'we can take the metro'
63. L13: 'Take the number 1 line 3 ... stops'
64. T: Okay ... right ... any other?
65. L8: 'You can take the bus'
66. T: 'bus' okay alright.
67. L3: 'Why don't we take ... that taxi?'
68. T: Exactly=
69. L1: ='Take photographs'
70. T: Yes 'take photographs' that's another one.
71. L2: 'I think ... we took the: wrong train'
72. T: Yes!
73. L16: 'It take you 30' I will take you 30'-
74. L2: 'It will take you' -
75. T: 'It will take you' ... 30 minutes'
76. L8: 'I'm tired of ... /waiting/'
77. T: 'I'm'?-
78. L8: 'I'm tired of /waiting/'
79. T: But remember that those are expressions with take.
80. L8: Ah!
81. T: With 'take' ... any other? L7?
82. L7: 'It takes ... fifteen minutes'

83. T: Exactly! 'It takes fifteen minutes' ... alright? ... good very very good well-done guys! Okay ... the last activity ... the last activity with-

84. L2: The last!

APPENDIX 33

TRANSCRIPT: TLI 5 (BASIC LEVEL)

1. T: Okay it was awesome ... very good! Have you finished?
2. LL: Yes.
3. T: Yes? Alright very very good [4] so tell us who wants to talk about this long journey? L11 and L6? You want to talk about your long journey?
4. L6: Hm::
5. L11: Just L6.
6. T: Okay first L6 then L11 alright L6 talk about [↑]... your long journey.
7. L6: _↓My long journey ... was in Place 12
→
8. T: Uh-huh?
9. L6: O:n the aquatic park ... a::nd I get the::re ... *bueno* I tok a bus? →
10. T: I tok or I took?
11. L6: I tok.
12. T: Took!
13. LL: [Laugh]
14. T: Took!
15. L6: I took a bus ... and I think tha::t I ge:t the:re abo:t a:h more one hour o:r less →
16. T: Yes?
17. L6: H::m I: too:k my: thi:ng ... my personal things? [1] a::nd ... I obviously tok the photos a::nd *ya!*
18. T: That's it?
19. L: Yeah.
20. T: Okay ... thank you ... L11?
21. L11: My last ... long journey ... it was to Place 12 with L6.
22. LL: [Laugh]
23. L6: No miss!
24. T: Okay tell me about your long journey ... was it to Place 12 or another place?
25. L11: I went to Place 13 ... the Place 14 →

26. T: Uh-huh.
27. L11: I took- I took a metro a:nd- →
28. T: I took the metro.
29. L11: And I took the train ... I went on foot ... that's all.
30. T: That's it?=
31. L11: =Yes.
32. T: You went on foot from here to Place 13?
33. L11: Yes.
34. T: On foot?
35. L11: Yeah! Heheheh.
36. T: From here to Place 12?
37. LL: [Laugh]
38. L11: From here to get ... I took a bus →
39. T: Uh-huh?
40. L11: In- ... in ... station Place 15 →
41. T: Bus station.
42. L11: I took the: ... metro.
43. T: Okay ... repeat that idea ... I-?
44. L11: I took ... the metro.
45. T: Okay ... uh-huh.
46. L11: I went- ... I didn't took the metro where the work go ... the train →
47. T: Uh-huh?
48. L11: In which station →
49. T: Uh-huh
- [3]
50. L11: I didn't remember how I- how I would go ... to the Place 14 Place 14.
51. T: Okay ... how long did it take?
52. L11: Like three hours.
53. T: Three hours?
54. L11: Yes.
55. T: It was a long journey ... alright? Good very very good ... questions? [2] no?
56. L13: No.
57. T: Are you sure?
58. LL: Yes.

APPENDIX 34

TRANSCRIPT:

TLI 1 (INTERMEDIATE LEVEL)

1. T: It's been /quite/ some time ... yeah it's been /quite/ some time ... Anyway so ... let's start then ... I wrote there on the board- I want to have your ideas ... what kind of relationships can you think of?
2. L 13: Friends.
3. L 2: Friendship.
4. T: In general ... Thank you L2 ... so what you have in mind is a ... friendship [writing on board] ... what else guys?
5. L?: A couple
6. T: A couple? Yes [writes on board].
7. L1: Family?
8. L 2: Familiar?
9. T: Family? Yeah well ... family familiar family relationships ... what else? Come on!
10. L 3: Emm... work.
11. L 15: Professional?
12. T: Professional?
13. L 15: Or something related to ... JOBS?
14. T: Aah ... could you be more specific? Like-
15. L 15: Like a- ... ((3)) /partnerships/.
16. T: Oh yes! [Writes on board] [3] the one between an employer and an employee ... Alright! What else? Come one!
17. L 6: When you have a ... a beloved?
18. T: How do you call that?
19. L 6: I don't know teacher ... affaires?
20. T: When you have affaires ... no that's more informal.
21. L 17: Free friends?

22. T: Free friends? ... No you don't say that you say friends with benefits heheheh yes ... like *amigos con derechos* in Spanish? ... E:m ... I know what you mean L6 but I want you to find a word in English.
23. L 3: A lover:ships?
24. T: A loverships? No no that is the relationship that exists between a boyfriend and a girlfriend that's what you mean I bet ... Yes? How do you call that in English?
25. L 8: What?
26. L 14: /Bad relations?/
27. T: No! it is a relationship.
28. L 5: Could you repeat the question?
29. T: She is saying that is the relationship that exists between a- well a couple a boyfriend and a girlfriend ... how do you say that?
30. LL: A relationship?
31. T: A relationship yes!
32. L 6: No ... but when you have a- another person is not your ... boyfriend or girlfriend?
33. T: Oh! Yeah ... so then the word is what you said like affaires! ... Yes secret affaires ... You are supposed to be with your wife or husband but ... you decide to have something on your side ... alright! Yes that is another type of relationship yes L8? [T sees L8 talking] ... Not your official wife or husband, but somebody else.
34. L 10: Labors.
35. T: Sorry.
36. L 10: Labors
37. T: Labor, I guess that's in partnerships L15 said an employee and an employer.
38. L 10: Mistress.
39. T: Yes?=
40. L 10: =Mistress?
41. T: It's part of the affaire thing ... You have the mistress which is the woman ... and the lover which is the man [3] more relationships? [2] no? ... is that it you can think of?
[noises]
42. T: L3? Is that everything you can think of? Any other type of relationship?
43. L1: Teacher – learner?
44. T: EXACTly! ... How do you call that? Scho::lar, schoo:l?

45. L 2: Scholarship?
46. T: Scholarship no!
47. LL: Heheheh.
48. L 6 Schoolship?:
49. T: School ... the relationship at school like friendships and- you're missing friends... oh! It's there! ... friendships Something else?
[3]
50. T: Tell me I have a general question for you... are all these types of relationships always positive?
51. LL: No::
52. T: No what could happen?
[3]
53. L 16: /They can get on/ a fight or something.
54. T: What could happen L16?
55. L 16: Hm:: they can disagree on something and ... they're gonna start a fighting, sometimes they will /end up/ breaking up not talking to each other.
56. T: Who can give me a phrasal verb? ... Meaning *se pelearon*.
57. L 16: ↙
split ... up
58. L 18: Split up.
59. T: Well, that's one for couples ↕ but use fall?
60. L 8: ↕
Break up?
61. T: Fall? Fall? We have learned it here ... that what happens with friends like I hate you you stole my boyfriend you stole my boyfriend.'
62. L 12: Fall=
63. T: =I'm sure you have learned it ... we- we saw it here.
[LL murmuring]
64. T: L5?
65. L 5: Out?
66. T: Yes! You fall out ... you can- you fall out with people ... It means you fight and then you said ... 'we are not friends anymore ... bye-bye.' So: that happens especially probably L11 you know what I am talking about with your girlfriends when you are talking ... and suddenly you have a ... kind of disagreement ... and you are like "I have you I don't want to speak to you anymore!" ... that's when you fall out but when you fall out it's usually ... like in and out ... you fight and then

you come back as friends ... or as boyfriends and girlfriends. Do you fall out of love L5?.

67. LL: [Laugh]

68. L5: Probably.

69. T: With your family or?

70. L5: With some friends.

71. T: Some friends?

72. L5: Yes.

73. T: Talking about football ... I bet .

74. L5: Er yeah!

75. T: Yeah. L7? What about you?

76. L7: Sometimes.

77. LL: [Laugh]

78. T: About what? About the motorcycles?

79. L7: No never- never about this.

80. T: Is it- isn't it like you were fighting over a woman? No?

81. L7: Kind of.

82. LL: Heheheh.

83. T: Kind of? Tell us what do you do then? ... With your friends

84. L7: [3] I don't know maybe we discussed about what- which type is the best motorcycle.

85. T: Really? ... and do you come...

86. L7: We- we all differ what it's best ... maybe some go for a Harley Davidson ... another go for a Japanese.

[2]

87. T: So is it common for you to fall out of love ... because of motorcycles.

88. L7: No.

89. T: Not really?

90. L7: We... the most part of the times we can ... are arranging or something like that.

91. T: Alright! Yeah! Like let's say it is not the best but it's next to the best ... I see. Somebody else before I take you to ... the workbook? No? Nobody? ... Any other types we- we didn't include there? L16 are you thinking about something else? [2] No? are we fine? Right! ... Then I need you to go and have some visual support go

to your page 69 please [2] So there you have more examples probably those ... you have mentioned probably you haven't so 69 please 69.

APPENDIX 35



TRANSCRIPT:

TLI 2 (INTERMEDIATE LEVEL)

1. T: Oh never mind then ... Alright! ... I have some writings to be- to give back by the way ... E::h right! So do you see the pictures guys? [3] Yes? You know what to do remember that part of the FCE exam 69 ... Where you have to agree on ... something remember we had it here when I had the interview with you? ... So I tell you 'decide which two are the most important' 'decide which two are the most useful' and I give you different examples of this ... So L11 can you help us with the ... images I mean read?
2. L18: What page?
3. L11: Yes.
4. T: Yes [1] what do you have? ... Marriage.
5. L11: Marriage and parents and children /teen gangs/ bosses and employers ... and people and animals.
6. T: Right! So question to all of you whoever wants to answer ... what are the positive and negative aspects of marriage? ... Who can tell me? [laughs] I mean any marri... [louder laughs] any married people here?
7. L?: No.
8. L2: *No hay nada positivo.*
9. T: What L2?
10. L2: Nada=
11. T: =Nothing positive? ... Oh! Heheheh did I detect some sarcasm there? Is there something positive? ... heheheh No! come on! ... Who wants to get married in the future? you can only imagine you can only invent ... L5 what can you tell us? What do think are the positive aspects of marriage?
12. L5: Sometimes the=
13. T: =Listen guys!
14. L5: Someti:mes the: [2] husband pay all the things.
15. T: The husband pays for everything.
[LL making sounds to mock about what L5 just said]

16. T: Is that positive?=
 17. L5: =I don't know.
 18. T: I don't know it depends ... L15 can you think of something else?
 19. L15: About marriage?=
 20. T: =positive, uh-huh-
 21. L15: Well ... it's kind of ((1)) with that because if you ... have a problem ... a- at the beginning of the relationship the husband has to ... give money to the wife ... they have children-
 22. T: Sounds like the traditional ... mindset uh? ... Mexican mindset ... Ok interesting What are negatives? L2 have fun you said- ... what are the negative aspects of marriage?
 23. L1: Teacher how do you say *convivir*?
 24. L2: Maybe you are- they are fighting all the time [LL laughs] because of several things.
 25. T: Uh-huh yes?
 I'll teach you a verb ... similar to ... fight but that's what children do ... when they are- [LL laugh] you know ... when they are 'no it's mine no it's mine it's mine no you pay you pay' ... that's what you do 'you picker' you constantly ... how do you say 'you're teasing the other person' in order to get ... something ... so couples picker a lot ... like 'no it's your time to pay no no it's your turn now' they never seem to agree on anything ... Right I'm thinking about what you asked L1 You would say ... living together? ... yeah ... sharing things ... yeah she asked about *convivir* ... or can you think of a verb for *convivir*? [1] In English *convivir*?
 26. L4: sharing hehehe.
 27. T: SHARING things ... sharing yeah ... So you were saying L5? ... That a- it's important that the husband pays for everything?
 28. L5: We::ll not important but ... e::h if they have a problem I don't know ... without or something ... if they have children ... and the best part is for the wife well [T laughs] not the best but the men usually have to give money to the woman.
 29. L6: Yes
 30. T: Alright thank you So L9? ... What can you tell us about- let's change ... let's say not marriage but choose one- oh! People and animals You have pets ... so what are the- L9 in your opinion? ... The negative and positive aspects of this relationship between people and animals?

31. L9: Positive ... It would be ... that- ... to have company you don't feel lonely and one of the nega- negative aspect ... is that people don't have time to ... take care of them.
32. T: Yes You don't feel lonely alright! Exactly yeah so they feel neglected and abandoned because of that Yeah! I agree with you L13 is there something? I think you're thinking.
33. L9: Uh-huh
[2]
34. L13: No.
35. T: No? so do you have pets L13?
36. T: Oh! Listen to yourself no!
37. L13: Heheheh
38. T: Heheheh
39. L13: It's because my ... mum ... doesn't like pets.
40. T: Who has pets here then?
[L18 raising hand]
41. T: Oh so you can share something with us ... L8 is there something you'd like to share with us? Do you think there's more positive things or negative things? What would you say?
42. L18: I think that- that if you don't like responsibilities u:h pets aren't for you=
43. T: =heheheh.
44. L18: And if you like ... animals- if you love animals and if you love nature you can consider having a pet.
45. T: Yes! ... So pets are not for irresponsible people=
46. L18: =No never.
47. T: Have you become a more responsible people thanks to that?
48. L18: No! heheh
49. LL: [Laugh]
50. T: You haven't?
51. L18: No because I'm not usually at home most of the time ... becau:se- u:h ... when she was ... how do you say? ... She was a puppy a:h ... we used to care- take care of her a lot more than now ... because she is- she was a puppy.
52. T: Ah! Now she is more independent.

53. L18: Yeah.
54. T: L7 is there something you would like to share? You have- what do you have?
Dogs? Cats?
55. L7: Turtle.
56. T: A turtle? ... So what's the relationship like with a turtle?
57. LL: [Laugh]
58. T: I mean!- ... It has always intrigued me gi:rls!
59. L7: I:t's nice ... because em ... for example when I fee:d it... he starts to- [1] I
don't know how do you say /hit the water/? 
60. T: Yes
61. L1: *Patalear*.
62. T: To KICK.
63. L7: To kick the water and sounds a:h ... a:nd you walk around the [1] pecera? How
do you say *pecera*?
64. T: The: water tank?
65. L7: The water tank and he- he swims with you and it's- I like it and=

66. T: Really. =Can you pet that thing? You
know like a dog?
67. L7: E::m=
68. T: =It's different right? ... Like people who have fish ... I'm like 'what do you do
with fish? [LL laugh] You just=
69. L19: =I have
70. T: Do you?=
71. L19: =Yes.
72. T: And what do you do L19?
73. L19: I just- ... I don't know I just watch them
74. T: You just watch them ... while they swim?
75. LL: [Laugh]
76. T: Yeah! ... that's it? What L3?
77. L3: They can touch your finger.
78. T: Oh really? Can you: pet them? ... Still?
79. L7: No: ... e:h put your finger around different parts.
80. T: What?
81. L7: Put your finger around the ... water tank and the fishes follow it.

82. T: Really? =

83. L3: =Yeah.

84. T: Oh those who have fish know more than I do

APPENDIX 36

TRANSCRIPT:

TLI 3 (INTERMEDIATE LEVEL)

1. T: Please stop now girls! I know that you started [1] Stop! Stop please! Yes! ... so was it easy to agree on something?
2. LL: Yes!
3. T: Yes? ... Who said yes? L6 did you say yes?
4. L6: No.
5. T: Who said yes? [sounding angry] I heard a ... yes!
6. L13: Yes what?
7. LL: [Laugh]
8. T: Did I- I mean was it easy to decide on something? And somebody said 'yes!'
9. L20: Yes.
10. T: Yes L20 tell us ... Why was it easy? Do you think ... the same? Do you have the same views?
11. L20: ((2))
12. T: But what?=
13. L20: =Because she- ... she want a- she want to ... get married=
14. T: =Yes.
15. L20: And I don't want to=
16. T: =Oh!
17. L20: We want to: have children.
18. T: Yes?
19. L20: I mean-
20. LL: [Laugh]
21. T: Together?
22. L20: No!
23. T: Oh!
24. LL: [Making laugh of what L20 just said]
25. L20: We want ... to have childrens... I don't wanna get married =yeah and the worst ... is having pets.



26. T: Yes Yes But still you want
to get married= Yes? for both of you?
27. L20: Yes.
28. L?: The words?
29. T: The worst ... that is the thing you wouldn't consider ... it's a time of relationship
you don't approval=
30. L20: =Yeah
31. T: And what's the most important in your case?
[1]
32. L20: Well-
33. T: L21?
34. L21: Hm:: [3] The ... marriage.
35. T: For you?
36. L21: A:nd ... parents and children.
37. T: Right! Because you are thinking about getting married and having a family in
the future ... is it the same for you L20?
38. L20: I just ... wanna have fun but ... not marriage.
39. LL: [Laugh]
40. T: Well but you need a woman for that I'm sure.
41. L20: Yeah! We can live ... in a separate- or- we can live ... together without paper=
42. L5: =Or he can have so many children ... with so many women.
43. LL: [Laugh]
44. T: Yes! That's a- that's a different idea [1] Probably you might consider what your:
... partner is telling you.
[2]
45. L20: No, I don't think so.
46. T: You don't think so? ... only one? Anyway ... so:: ... you didn't- ... how do you
say? I told you an expression with 'eye.'
47. L1: Eye to eye?
48. T: Yes ... Tell me L1 ... *no estuvieron de acuerdo?*
49. L1: They were: they didn't see [1] eye to eye.
50. T: They didn't Eye to eye! ... they didn't see eye to eye on ...
having children ... or getting married ... well getting married ... right? Ok ...
interesting! L6 what can you tell us about L7 and yourself?

51. L20: Eye to eye
52. L6: h::m [2] we: have [1] e::m [1] the mo:st ... important for a relationship?
53. T: Yes.
54. L6: Are marriage=
55. T: =Marriage as well?
56. L6: Yes a::nd [3] she hasn't ... marriage yet ... but [1] I have=
57. T: =You do?
58. L6: Yes ... so: ... fallen with different boys.
59. T: Yes.
60. L6: A:nd the: difference ideas ... e::m= were in ... teen gangs and people and animals becau:se ... L7 has a ... cat ... a very lazy cat [LL laugh] yes ... so: I don't know ... it's a... important pet for her ... and the teen gangs because [1] all my life I stay in teen gangs ... of- it's ... important for my life and for- for me.
61. T: Yes! But it wasn't exactly the same. Alright! Interesting ... thank you L6!
62. T: [T sees L18 and L19 talking and asks questions] L18 and L19? Did you agree on everything?
63. L18: Yeah.
64. L19: Yeah.
65. T: Yes?
66. L18: The two most important for us is the parents and children.
67. T: Uh-huh?
68. L18: A:nd ... bosses and employees.
69. T: Alright! So:: no:: ... how do you say? no controversy?
70. L18: No.
71. L19: No.
72. T: you seemed to agree?=
 73. L18: =Yeah=
 74. T: =Perfectly? ... No? It only shows that you're good friends.
 75. L18: Yeah heheheh.
 76. L19: Heheheh
 77. T: L13 and uh ... L14? Everybody has to tell me something huh? ... so prepare your speech
 [2]

78. L13: At the first sight I stand for the: ... relationship between the:: ... employer and employee but then I changed my mind ... because she told me that the relationship between .↕ parents and children is better.
79. L14: Parents and children.
80. T: Any plans for the future in your case? ... You know marriage? Family?
81. L13: Maybe heheheh.
82. T: Maybe?
83. LL: [Laugh]
84. L13: I don't know exactly.
85. T: You don't know exactly ... what about you L14?
86. L14: In my case ... I think that the best ... relationship is parents and children- between parents and children.
87. T: That's what people say yes=
88. L14: =Yeah ... In my case ... I think that if you- if you don't have a communication? with your childrens ... they don't have /confense/? Confidence ... in you
89. T: Confidence! Yeah! You have a point there ... yes so who's next? L15 and L16?
90. L16: We agree in- ... in three.
91. T: Three? Oh you chose three .↕ not two?
92. L16: No ... it's- u:h .. to us it's too important [1] bosses and employees?
93. T: Yes.
94. L16: Because is what you doing ... you have to ... have a good relationship with your boss and work- [1] boss- but it's also important parents and children.
95. T: Yes.
96. L16: Because it's the relation- the relationship with your family ... a:nd especially people and animals.
97. T: People and animals? ... Do you both have pets?
98. L16: Yes!
99. T: Oh! That is why ... you saw eye to eye [1] ok L8 and L9?
100. L8: Yeah!.
101. T: Yeah? Heheheh hi 5! [LL laugh] Come on! Leave him alone ... yes?
102. L8: I think the best of relation- relationships is between parents and children.

103. T: Parents and children?=
104. L8: =Yeah becau::se ... I think ... even though all the problems are between your parents ... they are always ... with you.
105. T: No matter what.
106. L8: yes.
107. T: Is there anything else L9? Did you see- ... did you see eye to eye with him?
108. L9: Yeah!
109. LL: [Laugh]
110. T: We're doing it now! ... So ... yeah is- yeah is like the word of the day ... thank you very much ... Girls over here [2] L1 and L2?
111. L1: We::- ... we see eye to eye in the:: ... relationship between parents and children ... we think it's very important to have a good relation ... with our parents because e::m ... it's probable that ... if we have a good relation with them ... maybe we're going to be good parents in the future ... and that is why we considered this is an important point ... and we disagreed=
112. T: [telling an L] You should shut the window ... there are dancing lessons over ... sorry sorry!
113. L1: We disagreed in one ... I- ... I said that ...maybe marriage is- is important that=
114. L2: =I was ... unsure because I was between ... people and animals a:nd bosses and employees.
115. T: Oh! So you were torn between those too=
116. L2: =Yeah but I also consider marriage i:s ... something ... important.
117. T: Important?
118. L2: Yeah.
119. T: Are we Mexican or what? Heheheh.
120. LL: [Laugh]
121. T: So:: ... L10 and all of ... you kinda have a uniform today.
122. LL: [Laugh]
123. T: Yes! So ... What- what- what- what did you think? What can you tell us? Did you=
124. L10: =I didn't ((1)) ... because we think that the most important is parents and children.
125. T: Yes.

126. L10: Because ... they take care ... you when you're a boy and when you're a grown-up.
127. T: Yes.
128. L10: A:nd- and they always ... be with you.
129. T: Yeah ... they'll always be with you.
130. L10: A:nd that's defines you what people who you are ((1))
131. T: Yes ... okay something else L11? Do you agree on what she said?=
 132. L11: =Yes este ... I think it's the most important relation- the relationship that you have with your parents and with your family *entera*.
 133. T: Ship- the relationship.
134. T: That's why you're friends as well ... you see eye to eye. Girls over here?
135. L4: Yes teacher ... we... think that the most important thing is people and animals ... relationship and parents and ... children ... people and animals because ... we ... have ... pets ... and- and we think that ... for example when you are ... angry ... your pet is always happy and ... make you feel happy and it doesn't matter if you [1] cry? Cry cry- cries? Screamed ... because he never- ... he doesn't-
 136. T: Yes.
 Oh! You mean
gritarle a la mascota? No ... you yell ... you yell at the ... pet ... they're always whining the tail ... right? [2] he doesn't or she doesn't take it personally.
137. L4: Yes.
138. T: Excellent L4! L5? Did you agree what she said or did you=
 139. L5: =Yes ... I'm agree and also parents and children e:m ... well ... ((2))
140. T: Yeah! Yes yes ... maybe it's a coincidence ... maybe not ... so we're almost done only two more couples to go ... L20 and L21? Did you ... agree on something or ... not really? ... About the pictures ... so which are the most important for your- well in your opinion.
141. L21: Parent and- parents and children.
142. T: O:h! really? ... Really? Can you tell us why? ... in your humble opinion of course ... L20?
143. L20: In one people marriage because ... you can have a good relationship with one ... husband and in the other people as parents ... you should be confident with your children.

144. T: Exactly! ... thank you very much ... and last but not least ... girls? What are the two?
145. L17: We agree with ... parents and children ... and marriage.
146. T: Can you tell us why? ... briefly.
147. L17: In the first ... because I enjoy being with my family ... I think it's very important the relationship with your family.
148. T: L3?
149. L3: And because the marriage the /sweet/ person ((2)) and marriage is have family in that.
150. T: Exactly! So they are connected ... in some way ... Final question for you guys and then we do something else ... why do you think ... the relationship between ... learner and uh ... pupil is not here? Do you think there is MUCH to say about it or ... not really?
151. L21: Yes.
152. T: Yes L21 ... why? ... I mean you said yes! You have to have a=
153. L21: Why the rito? [saying a local joke]
154. T: Why?
155. LL: [Laugh]
156. L21: Because it's- ... I think it's one the most important ... roles in the- ... in the people education or support.
[1]
157. T: So you mean ... I mean you learn from your teachers or your teachers learn from you?
158. LL: Both.
159. T: Both ... right ... so that's why you said it's extremely important to have that type of relationship ... Who has had bad experiences with teachers?
160. LL: [Laugh]
161. T: We all have ... do you remember something?- I mean ... not him as a person but do you remember the things he taught you or she taught you? ... do you remember the knowledge?
162. L5: Not really ... no
163. T: Not really?
164. L5: No ... he was- ... it is not okay to say this but he was not a ... really good teacher.

165. T: So ... the only thing you remember is his attitudes in the past?

166. L5: Yes.

APPENDIX 37

TRANSCRIPT:

TLI 4 (INTERMEDIATE LEVEL)

1. T: Got it? Yes ... guys? Right ... so that was the reading ... uh ... what would you say I mean in general for those of you who read it? Are relationships different?
[1]
2. L18: Yeah.
3. T: So ... why do you think they're different L18? It's a general question ... but just give us- share with us one or two examples ... why do you think the relationships in family are not the same all over the world?
4. L18: Hm::: becau:se [1] so:me people have different ideals ... like i::n Ame:rica ... it says in the text ... a:h ... families don't eat together ... kids can like have their plates and go and eat in front of the TV ... and the parents will be in the living room and stuff like that.
5. T: Remember that one of my first questions ... I told you do you have a TV at home? ... Do you have a TV where you eat? ... do you have a radio? ... because it's a distracter ... you may think that not ... but you choose ... to watch TV instead of ... being there and not talking ... to your family ... so that is common in other countries ... and- and shall I- I'd like to read the last lines with you- the last paragraph actually ... do you remember we read? ... we're going to read it again ... a:nd with you:r ... views from the speaking ... I want you to tell me if you still agree with this ... or if you're like 'no it's not true' ... so let's see [T starts reading the last paragraph of the reading] Henry recalls a recent visit to the States where his American friends had the television on all day Different members of the family would wander in and at different times grab something from the fridge and eat alone, always in front of the TV ... I think that it's a shame that Britain is becoming much more LIKE THAT right now ... so they are mentioning ... America /whether/ you say in Britain so: what do you say? Do you think ... that's the thing? ... or do you think there's something to do about it? [1] like can we save ... those people from that situation? ... or is it the future of us for that matter?

6. L18: I think it could be saved ... because ... it all depends on [1] or what we think or what we want ... if we want to spend with our family if we want to have communication with them ... we say that communication is the best for everything ... so if you don't have communication you can't really have a good relationship with anybody.
7. T: Exactly! Yes ... yes! Yes L1?
8. L1: Maybe in this one ... people is not used to communicate with their family that's really sad.
9. T: When there's ... how do you say *una barrera*?
10. LL: A wall?
11. T: A wall! Or a barrier ... or an obstacle ... and namely the obstacle here is called TV ... you are safer in front of a TV ... than in front of your dad and mom asking you questions right? ... so where did you go yesterday? And who are your friends? How many be- beers did you drink? And those questions are not that easy ... to answer when you- when there's not a trust right?
12. L6: Teacher!
13. T: Yes?
14. L6: It is important to mention that ... in these ... countries where the culture ... is different ... and in here in Mexico ... mothers are ... more worried ... about all ... and maybe it's not that ... these relationships or with the family is that bad ... it's the- it's this- it's like this=
15. T: =It's how it works right?
16. L6: Yes.
17. T: Yes yes ... and you only know you are in America or in Britain because you interact with people and they will have views different from you ... so we cannot change them but ideally ... you should talk to your family ... on a regular basis because ... who said that? I think it was L10 ... L10 said ... they're always there for you no matter what right? ... and that's your only experience L10? ... when you have a problem they're there to help you?
18. L10: No.
19. LL: [Laugh]
[2]
20. L10: Heheheh.
21. T: Were you here with us? Shall I repeat the question?

22. L10: Yes heheh
23. T: So I said you said ... your family they're always going to be there with you- for you ... no matter what ... so: ... is that your personal experience? Is it how it works?
24. L10: Yes ... really: ... I consider that we are ... as you said ... a:: ... close big family heheh.
25. T: Excellent! Yes ... yes ... do you have examples of- of not so close big families? [1] Most of us are right? ... remember we had this talk and I told you ... imagine if one day you went and then you just told them ... 'guess what mom and dad ... I'm not going to be here for Christmas and new year because I am going with my friends' [1] what could happen? ... and you were like 'oh my! ... a lot would happen' [LL whisper]
26. LL: [Laugh]
27. T: So ... that's how families work in Mexico ... and gladly ... you still have you mom and dad to tell what to do and what not to do right? ... when you are adults you have to do the same with your children.
28. L3: In the forties?
29. T: What?
30. L3: In the forties?
31. T: In the forties?
32. L3: Yes ... your mom always ... say what you want- what you have to do ... until you are married.
33. T: Yes?
34. L3: And you have a family.
35. T: And Karma exists ... so the final message guys is ... behave yourself ... yes? Because Karma exists ... and if you misbehave then you're going to live it with ... your children.

APPENDIX 38

TRANSCRIPT:

TLI 1 (ADVANCED LEVEL)

1. T: Okay ... let's have some examples ... let's have some examples ... so L5 what did you say? [1] One sentence.
2. L5: I'm an ace at music.
3. T: Okay very good ... another example L17?
4. L17: I am a dap hand at cooking.
5. T: Okay →
6. LL: Heheheheh.
7. T: a dap hand at cooking.
8. L9: Really I can't.
9. T: Maybe you have never tried.
10. L9: No:
11. L11: *Unos huevos con jamón.*
12. LL: Heheheheh.
13. T: Well many people say that when you cook rice ... you are ready to get married ... but to cook rice is really difficult.
14. L8: I cook rice but the flavour is not good.
15. T: Yeah →
16. L8: I am not-
17. T: Yeah because one thing is that you can cook rice another thing is that it tastes-
18. LL: Heheheheh.
19. T: If you don't know ... don't get married ... okay L8 another example.
20. L8: I have a poor memory.
21. T: You have a poor memory?
22. L8: Ye:s.
23. T: You have a poor memory okay ... another examples L2?
24. L2: I don't like to have ((1))
25. T: No?
26. L2: No because I think that they ((1))

27. T: Okay well it is difficult ... need to /adapt to a dap hand ... it is not that easy ...
okay very good ... would you change partners? Some of you are not going to have
partners.
28. LL: Heheheh.
29. T: It's okay ... we're going to work with fruits ... fruits.
30. LL: A:h.
31. T: Please [10] no:: are you again together ... it's because I change it right?
[LL stand up and find another partner to work with]

APPENDIX 39

TRANSCRIPT: TLI 2 (ADVANCED LEVEL)

1. L5: No!
[92]
2. T: Okay can we check? [15] okay can we check?
3. L5: No!
[64]
4. T: Okay! Let's check these definitions very quickly ... so 'snooze' ... so who wants to define 'snooze' let's see here ... L8?
5. L8: Sleep a little bit.
6. T: Yeah! To sleep a:- for a short time ... usually during the day ... and in some dictionaries it says that not necessarily in bed ... so for example if you are very tired probably you can do it here ... or in your- I don't know.
7. L1: In the car.
8. T: Yeah exactly! ... for example ... that is 'to snooze' ... have you noticed that some alarm clocks have this instruction?
9. LL: Yes.
10. T: Okay now! 'nod off' 'fall asleep' and 'doze off' are very similar ... did you find so?
[2]
11. L?: Yes.
12. T: Okay so-
13. L5: *Yes* 'nod off'?
14. T: Uh-huh.
15. L5: To fall asleep for a short time while ... you're sitting on a chair.
16. T: Okay ... and 'fall asleep'? [1] well 'fall asleep' is the action of falling asleep right? ... and 'doze off'?
17. L10: Go to sleep during the day.
18. T: Especially during the day ... but you know I was telling most of you that these three have in common that you do the action without intention ... probably you are

really tired ... you are really bored ... okay? Now remember ... 'nod' [1] is literal ... the thing is probably in Spanish ... you also use it as an action ... I mean the action meaning to sleep.

19. L3: *Cabecear*.

20. T: Exactly! So we talk about *cabecear* ... right?

21. L11: Like in football.

22. T: No! But you cannot because you want to show respect to someone and you nod ... but that does not mean that you are sleeping ... okay? That's why we say no: doff ... okay? Very good! ... 'sleep soundly'? ... what does that mean?

[1]

23. LL: Sleep well.

24. T: Sleep well ... sleep deeply ... soundly ... and 'to be fast asleep'?

25. LL: To sleep deeply.

26. T: They are synonyms please do not get confused with the: ... adjective fast ... it does not have to do with the: time you need to go to sleep ... no! ... it means ... to sleep deeply very well! They are very close in meaning [4] 'to sleep rough'? ... this is an idiomatic expression ... 'to sleep rough'?

27. L17: To sleep outdoors=

28. T: =outdoors outdoors ... homeless people sleep rough [3] 'rough' has to do with 'harsh' I mean hard conditions ... well they are somehow related [1] 'siesta' ... what's the difference between 'siesta' and 'snooze'?

[2]

29. L5: The first factor ... is intentionally.

30. T: It is intentional and it is usually a habit [1] okay? [1] so we can say that you usually have a siesta every day after lunch ... well you have a siesta after lunch L4?

31. L4: Yes.

32. LL: Heheheheh.

33. T: And 'snooze' is probably one day that you feel tired ... you snooze ... okay? Well 'snore'? [2] it's to make these sounds heheh okay? And I remember another word 'to sleep walk' [T writes the expression on the board]

34. L5: Ah!

[4]

35. T: When you walk sleeping.

36. L15: 'Nap' *es igual que* 'siesta'?

37. T: 'Nap' is the same as 'siesta' ... but 'nap' is usually used with kids ... with babies with babies babies [2] okay ... now you have the vocabulary to fill in the gaps ... exercise- the next exercise please ... 'complete the spaces with one of the verbs from the box' so please very quickly! ... could you work with the following exercise? Please.

APPENDIX 40

TRANSCRIPT: PI 1 (BASIC LEVEL)

[LL start working in pairs and describe the picture that T indicated]

1. L4: U::h I think [1] they a::re ... looking for one place [2] so: they::- they:- they are ... saying ... where? Take us? [1] no?
2. L8: Yes or maybe they are [1] in ... vacations?
3. L4: What place?
4. L8: I don't know ... could be-
5. L4: It's a Marriott hotel=
6. L8: =heheheh ... could be like a /park/
7. L4: I think.
8. L8: Uh-huh heheh a magic town.
9. L4: A magic town like Place 17?
10. L8: Uh-huh [1] or place 18?
11. L4: Hehehheh [1] but- but Place 19 I don't- I don't think so.
12. L8: No: I don't think-
13. L4: It is a beautiful place=
14. L8: =Yes ... maybe he:re ... doesn't ... ((1))
15. L4: No- no I think it is an ... iron?
[T monitors the activity and L4 asks T about the meaning of a word in English]
16. L4: How can I say /planchar/?
17. T: How do you say-? Iron!=
18. L4: =Iron?=
19. T: =Iron.
20. L4: It is an i:ron.
21. L8: Or-
22. L4: They are /lovely people/
23. L8: Maybe ... could be: ... they're /poor/ heheheheh [2] no ((1))
24. L4: No ... I think they're- they a::re ... rich.

[1]

25. L8: A what?
26. L4: Rich.
27. L8: Rich?
28. L4: Rich.
29. L8: Heheh.
30. L4: No?
31. L8: Yes ... a:nd-
32. L4: I think they are lost.
33. L8: Because they're watching the map.
- [2]
34. L4: They- they- they don't know what ... to do- what to do-
35. L8: O::r where going to.
- [2]
36. L4: Where [6] they don't know what to do!
37. L8: Uh-huh.
- [1]
38. L4: They don't know.
- [1]
39. L8: heheh they don't know- ... they don't know what to do hm: [5] →
40. L4: I think it's-
41. L8: They a::re- ... they're probably ... together no?
42. L4: Yeah ... I think they're in a relationship.
43. L8: No:↑ I don't think so
44. L4: ↓ No?
45. L8: No.
46. L4: It could be like- like-
47. L8: Could be↑ Singapore heheheh.
48. L4: ↓ Like- ... like Singapore.
49. L4: Heheheh sorry ... I never ... went ... to Singapore.
50. L8: Heheh.
51. L4: Neither I do- never- never- neither ... *yo tampoco*?
52. T: Never? ... what's the information that you search?
53. L8: I never went to ... Singapore.
54. T: I never?

55. L8: I never? ... went?

56. T: Been ... I've never been to Singapore.

57. L8: I've never been to Singapore?

58. T: Okay ... neither have I?

59. L4: Neither have I.

60. T: Neither have I because she said 'I've never been to Singapore'

61. L4: Oh.

62. T: And you say 'Neither have I'

63. L4: Neither have I

64. L8: Ok.

65. T: Ok?

66. L8: O:h ya::

[T goes to the front of the classroom and starts asking random LL about their opinions on the picture]

APPENDIX 41

TRANSCRIPT: PI 2 (BASIC LEVEL)

1. L2: The last long journey that I- [1] long long journey that I: ... did [1] it- it was the:-
like [2] one hundred meters heheheh →
2. L13: Heheheh.
3. L2: One hundred meters away from home.
[3]
4. L13: Where did you go?
5. L2: Eh?
6. L13: Where did you go?
7. L2: To the: [1] to the: supermarket.
8. L13: Supermarket! Heheheh.
9. T: What did you say? [T joins the conversation]
10. L2: Eh?
11. T: What did you say?
12. L2: That the:: long journey that I did ... was- ... I went to the supermarket.
13. T: Okay that was the long journey ... that was not the long journey.
14. L2: Heheheh.
15. L13: What sort of transport ... did you take?
16. L2: I: ... take- I go- no! I went ... foot.
17. T: On FOOT!
18. L2: On foot.
19. L13: Did you take-
20. L2: On foot for foot?
21. L13: On foot heheheheh ... did you take ... a lot of things with you?
22. L2: Yes I- I- [5] I:: bo- bought?
[1]
23. L13: took.
24. L2: Eh?
25. L13: I took.

26. L2: I took? [1] I took- ... I took a:: [2] a:- ... how do you say? [2] Sleeping.
27. L13: Sleeping=
28. L2: =Sleeping ... heheheh.
29. L13: Heheheh.
30. L2: I- [2] I- ... I slept in the sleeping heheh.
31. L13: How long did it take ... for you to get there?
32. L2: Oh! Like a ... 2 minutes.
33. L13: 2 minutes?
34. L2: Heheh.
35. L13: Did you take any photos about the trip?
36. L2: No ... I don't have camara.
37. L13: Ok ... we're finished ... thanks.
38. L2: What's the long journey that you- did you did?
39. L13: The::-
40. L2: Did you do? Did you did? *O cómo es?* Did you do?
41. L13: The last long journey ... that I did ... went to ... the Place 11.
42. L2: E::h? ... you are a very rich person=
43. L13: =heheh.
- [2]
44. L2: How- how- ... how long did you take for it- to the- to get there?
45. L13: Li::ke ... 6 hours=
46. L2: =6 hours?
47. L13: Yes.
48. L2: Did you:- did you take a airplane?
49. L13: Yes
50. L2: Oh!
51. L13: *Y luego.*
52. L2: And the:n [2] did you take a lot of things with you?
53. L13: No: just my::- just the::-
54. L2: Just two clothes?
55. L13: Just my clothes.
- [6]
56. L2: Did you take any photos?
57. L13: Yes ... a lot.

58. L2: Yeah? ... what?
59. L13: I take photos to the:: ... snow a:nd-
60. L2: Snow?
61. L13: Snow ... to::-
62. L2: Who take photos of the snow- to the snow!
63. L13: Whe:n ... I: went to Place 12 ... I take photos too.
64. L2: Place 12?
- [5]
65. L13: I take photos ... to my cousin.
- [T joins the conversation again]
66. T: To my cousin?=
67. L13: =To my cousin [1] and they are so ((1)).
68. L2: heheheh.
69. L13: /I wanna live with him/
70. L2: Heheheh.
71. L13: And they=
72. L2: =So! ... when you: ... when- when did you do- ... when do you:- ... when do you: [2] heheheh.
73. L13: Of course!
- [4]
74. L2: When-
75. L13: Tell me.
76. L2: When did you gonna: ... present- prese:nter-
77. L13: To my cousin?
78. L2: When do: ... I gonna meet ... your cousin? Heheh
79. L13: What?
- [4]
80. L2: When=
81. L13: =When you wanna meet my cousin? [2] maybe two years.
82. L2: Why two years?
83. L13: Becau:se ... she don't have the /for it/
- [16]
84. L2: Ok that was my last journey.
85. T: Alright

86. L2: It was awesome=

87. L13: =Yes ... here is awesome.

88. T: Repeat your idea? [3] No ... your idea ... 'awesome' [addressing to L13]

89. L13: Awesome=

90. T: =Okay yes but what was the idea?

91. L2: A:h tha:t the:: long journey- the last long journey of him ... was awesome.

APPENDIX 42

TRANSCRIPT:

PI 3 (BASIC LEVEL)

1. T: Hello! [1] I want you to:: open your books to pa:ge ... 92 ... okay? Page 92 [3] and we're going to do the speaking okay? First part ... the speaking ... this part [showing the activity on the book] [1] and it says 'what do you notice about a person when you meet them for the fi:rst time ... put the following in order from 1 to 5 ... 1 very important ... and 5 not important' ... okay? ... eyes face clothes voice and /body/ ... and then you're going to compare your list ... and did you notice the same things when you meet someone for the first time? ... and you're going to say for example ... 'When I meet someone for the fi:rst ti:me ... I: ... look at her eyes' for example ... alright? For example ... or you can say 'I look at ... her clothes' okay alright? ... so in pairs [2] L7 work with L8? ... Yes start [T goes around the classroom pairing up LL].
2. L10: Okay ... so what do you notice about a person ... when you meet them for the first time? [1] What is more important to you?
3. L8: U::h the mo:re important to me i::s [2] his fa- his face or-
4. L10: His or her face?
5. L8: Uh-huh.
[1]
6. L10: Mi:ne is the voice.
7. L8: The voice?
8. L10: Uh-huh ... yeah it's the first thing I notice ... when I mee- ... when I meet a person ... because ... you know ... some people can't- ... can't have the:: [1] very lying voice! [2] that would be a problem for me [1] okay the second one!
[1]
9. L8: Second? ... to me: is ... her or his clothes.
10. L10: Oh so do I.
11. L8: A:nd- ... becau::se ... sometimes the person ... ha:ve [2] how do you say *apariencias*?
12. L10: Appearance.

13. L8: The appearance ... u::h h::m ... *por eso*.
14. L10: Okay! ... number three! U::h=
15. L8: =But you! What is you?-
16. L10: A:h ... the same- the same the clothes.
17. L8: Oh.
18. L10: The: way ... they dresses ... okay number three what is it?
19. L8: Number three his or her body.
20. L10: Why?
21. L8: U::h ... I don't know U::m ... heheh e::m ... becau::se [2] I:- I am very very:: ...
fijada.
22. L10: Uh?
23. L8: *Soy muy fijada*.
- [3]
24. L10: You're very interested in that thing ... okay.
25. L8: And you?
26. L10: The face=
27. L8: =The face?=-
28. L10: =I:- I think it's not important ... but ... not as important as ... a voice ... they
have [2] okay number four?=-
29. L8: =Fou:r ... to me: i:t's his voice ... or her voice.
30. L10: Why?
31. L8: U::m ... I think isn't- ... is- isn't- isn't important to me.
32. L10: Okay okay ... my- mine /nor/ the eyes →
33. L8: Eyes.
34. L10: I normally ... don't pay attention ... to:: the people's eyes [1] it looks the same
for me [1] okay number 5 for me it's the body=
35. L8: =The body [1] to me it's the eyes
[T continues monitoring the activity and the couple remain in silence]

APPENDIX 43

TRANSCRIPT:

PI 4 (BASIC LEVEL)

[T arrange groups of 3 LL to practise giving advice and recommendations according to some situations on cards that the T gives out to LL]

1. T: Okay so we're going to count from 1 to 3 to do the following activity ... okay so you are?
2. L1: 1
[T continues giving numbers to LL in order to gather them in groups of three LL]
3. T: Ok so find your group 1 with 1 ... 2 with 2 ... and 3 with three
[91 seconds for arranging LL]
4. T: Okay so what we're going to do now is the following [1] I'm going to give you ... some cards ... with different situations ... okay ... so each persona has to pick a situation ... for example is this ... 'going to a barbecue ... okay? So the rest of the group has to give some advice ... okay? for the situation ... 'going to a barbecue' ... 'I'm going to a barbecue' give some advise.
5. L10: You should wear ... sandals to going to a barbecue.
6. T: You should wear sandal.
7. L12: You should wear jeans.
8. T: Jeans ... what else?
9. L4: You should wear a dress.
10. T: You should wear a dress
11. L2: You should EAt a lot.
12. T: You should?
13. L2: You should eat a lot.
14. T: Ok ... you should eat a lot ... okay because it's free ... okay? ... so you can say 'you should or shouldn't wear' ... 'you should or shouldn't do ... something' ... 'you should or shouldn't take something- something with you' ... okay so each person has

to pick a different situation ... okay so face them down ... sorry like this [T gives out the cards to LL]

15. L10: We can start?

[T continues giving out cards]

16. T: Okay do you understand what we're going to do?

17. LL: Yes.

18. T: Remember ... you can use these ideas but you can add more ideas ... 'you should do' 'you shouldn't do this' 'you shouldn't do that' ... 'you should take your boyfriend with you' ... and so on and so on okay? Okay ? hehehe your boyfriend or girlfriend ... go ahead please start.

19. L10: You start.

20. L4: We're going to have fun! [3] 'Going to an important interview' fuck!

21. L10: You should wear a dress.

22. L2: Hehehe ... you should wear a dress.

23. L4: I will wear ... a dress.

24. LL: Heheheheh

[T monitoring the group activity]

25. L10: How- how you say?-

26. T: How can I say?=-

27. L10: How can I say *zapatillas*?

28. T: High heel shoes high heel shoes

29. L10: High heel?

30. T: High heel shoes

31. L10: I think you should wear high heel shoes.

32. L4: Do you think I am girl or what? Hehehehe.

33. L10: I think you are beautiful friend.

34. L4: /But that's not important/

35. L2: I think you should wear a pin shirt.

36. L4: What's pin shirt?

37. L2: A pin shirt.

38. L4: Pin shirt?

39. L10: Pink color pink

40. L4: Oh pink pink ... a pink shirt?

41. L10: Yeah.

42. L4: It's my favorite color.
43. L10: Really?
44. LL: Heheheheh.
45. L2: Now I'm sure that you are a girl.
46. L4: That you're what?
47. L2: I'm sure that you are a girl.
48. LL: Heheheheh
49. L10: You should=-
50. L4: =What do you /thinks/- What I supposed I do?
51. L2: What did you say?
52. L4: *¿Qué se supone que hago?*
53. L10: You should=-
54. L2: =What do you should do?
55. L4: No.
56. L10: What are you supposed to do?
57. L4: What-
58. L2: *¿Cómo?*
59. L10: What do you- ... what are you supposed to do?
60. L2: I don't get to you ... *¿cómo?* ... you should do the love to your boss.
61. L4: I should do?-
62. L2: The love to your boss.
63. L4: Do the what?
64. L2: The love! ... love!
65. L4: Make!
66. L10: It's actually 'make love'
67. L2: Oh okay.
68. L4: With- with-
69. L10: /Do you understand with your boss ... with your teacher/
70. L4: No no.
71. L10: I don't know.
72. L2: You should ((1)) to your interviewer [1] so they give you the job.
73. L4: Another ((1))?
74. L2: You shouldn't take with you [2] a gun.

[3]

75. L4: What?
76. L2: You shouldn't take with you a gun ... *una pistol*.
77. L4: Heheheheh.
78. T: ¿A qué?
79. L2: Okay okay ... you shouldn't wear any green clotheses.
80. L4: I can see.
[4 secs] [L2 chooses a card]
81. L2: 'Visiting a relative at a hospital'
82. L4: A rela-?
83. L10: A person close to you that is in the hospital ... like a familiar a friend.
84. L4: Oh! I understand now ... I think →
85. L10: It's more a familiar.
86. L4: That the most important thing [2] you should-
87. L10: You should wear colorful ... clotheses.
88. L4: You should-
89. L10: You go ... with- with a- with a positive /preparation/.
90. L2: Heheheheh.
91. L10: You should take a clown with you.
92. L2: Heheheheh.
93. L4: You have to- ... to: ... give a- a- a energy →
94. LL: Heheheh.
95. L10: You should wear a provocative skirt.
96. LL: Heheheheheheh.
97. L2: No!
98. L4: To- to- to give ... a:- to the person ... a:: ... you understand me? →
99. LL: Heheheh
100. T: Okay
101. L4: To: [1] *para curarla?*
102. L10: Heal.
103. L4: To heal?
104. L10: Yes.
105. L4: To heal ... heal heal.
106. L10: Their pain.
107. L4: What- what do you think?

108. L10: I think she:- I think she ... should take a clown with her.
109. L4: Take a club?
110. L10: Take a clown.
111. L4: A clown? ... what's clown?
112. L10: Payaso ... Clown you know big noses ... and colorful clothes ... and the people in the hospital is going to be happy.
113. LL: Heheheheh.
114. L10: Okay! Next one [2] 'Go:ing ... alo:ne ... on a ... plane journey'
[2]
115. L2: You shou::ld=-
116. L4: ='Going alone plane journey'? [2] I think=-
117. L2: You should- you should pack a pillow.
118. L4: What's 'pack a pillow'?
119. L2: Pillow! The thing you use when you: go to sleep ... the big ... white thing at your bed when you go to sleep ... the pillow!
120. L4: Ah ... you should take a laptop with you.
[4]
121. L2: What did you say?
122. L10: That I should take a laptop
[2]
123. L4: ¿A qué?
124. L10: A laptop fucking with you!
125. LL: Heheheheh.
126. L4: A fucking laptop.
[2]
127. L2: Okay ... you shou:ld- you should take a: ... book ... if you like to read.
128. L10: I don't like read.
129. L2: Wow! Then you shou::ld do- do it-
130. L4: I think you- you should take your girlfriend ... and- and ... make the love.
131. LL: Heheheheheheh.
132. T: Okay ... repeat that idea ... you should?
133. L4: You should- you should take with you →
134. T: You should take?
135. L4: the girlfriend →

136. T: Your girlfriend with you.
137. L4: With you.
138. L2: This is a pillow [showing a drawing to L4]
139. L10: And then what? [3] take my girlfriend and then what?
140. L4: And the:n ... you don't have ... borens.
141. LL: Heheheheh
142. T: And you don't get bored get bored.
143. L4: Get bored.
144. L10: A:h bo:red!
145. L4: Get bored.
[5 seconds] [L2 picks another card]
146. L2: 'Going to a wedding'
147. L10: What's wedding?
148. L2: You know when people get married.
149. L4: Oh!
150. T: Wedding wedding.
151. L2: Wedding.
152. L4: O:h wedding [1] I think- I think-
153. L10: I think ... you ... shouldn't ... wear ... clothes in that occa- so:-
154. L4: Heheheh.
155. L2: I should go naked.
156. L10: Yes.
157. L4: No ... I think you: ... shouldn't
158. L2: Why not?
159. L4: Becau:se- becau:se you:- ... you do:n't- →
160. T: Two minutes more↑okay?
161. L4: ↓ I don't know.
162. L2: Because- becau:se in your personal experience ... you're a:- you're a- crying
maybe ... you cry a lot.
163. L4: No heheheh.
164. L2: So that's why you- ... you don't- ... you don't want to go to the wedding? ...
because you cry maybe?
165. L4: Heheheh what- what's- what's- ... what's supposed you: do:- ... to do- do
you ... do-

166. L10: Do ... do you do? heheheh
167. L4: You don't understand?
168. L10: Do you like to say to you?
169. LL: Heheheheh.
170. L10: What's happening with you?
171. L4: *¿Cómo?*
172. L2: I should I-
173. L4: I- I have fall asleep.
174. LL: Heheheh.
175. L2: I should ... buy a present [1] for the happy couple that you get married ... a present a gift something for the couple.
176. L4: Yes ... do you know ... I was thinking- ... I was thinking that you: should- you should- you should! ... kiss the girlfriend.
177. LL: Heheheheh.
178. L10: Heheheh kiss the-
179. L2: In a wedding! Heheheh even if she is not MY girlfriend.
180. T: Is he the groom? [referring to L4]
181. LL: No!
182. T: You are the guests?
183. L10: Yea::h
184. L2: He's just a friend.
185. T: It's?
186. L2: Just a friend.
187. T: Just a friend.
188. L10: Then you want to be: ... close to she.
189. L4: Then- then- ... then you should dance ... with her heheheh.
190. L10: Yes
191. T: Okay good ... I think that's it ... right? [1] very very good! Do you have any questions about 'should' or 'shouldn't'?
192. L10: Yes.
193. T: Yes?
194. L10: ah no.
195. T: No? okay so go back to your seat please.
[T asks LL to return to their seats and continues with a reading activity]

APPENDIX 44

TRANSCRIPT:

PI 5 (BASIC LEVEL)

[T arrange groups of 3 LL to practise giving advice and recommendations according to some situations on cards that the T gives out to LL]

1. T: Okay so we're going to count from 1 to 3 to do the following activity ... okay so you are?
2. L1: 1
[T continues giving numbers to LL in order to gather them in groups of three LL]
3. L7: What we do?
4. L11: Give advice no?
5. L15: And then?
6. L11: Advice.
7. L7: advice?
8. T: Ok so find your group 1 with 1 ... 2 with 2 ... and 3 with three
[91 seconds for arranging LL]
9. T: Okay so what we're going to do now is the following [1] I'm going to give you ... some cards ... with different situations ... okay ... so each persona has to pick a situation ... for example is this ... 'going to a barbecue ... okay? So the rest of the group has to give some advice ... okay? for the situation ... 'going to a barbecue' ... 'I'm going to a barbecue' give some advise.
10. L10: You should wear ... sandals to going to a barbecue.
11. T: You should wear sandal.
12. L12: You should wear jeans.
13. T: Jeans ... what else?
14. L4: You should wear a dress.
15. T: You should wear a dress
16. L2: You should EAat a lot.
17. T: You should?
18. L2: You should eat a lot.

19. T: Ok ... you should eat a lot ... okay because it's free ... okay? ... so you can say 'you should or shouldn't wear' ... 'you should or shouldn't do ... something' ... 'you should or shouldn't take something- something with you' ... okay so each person has to pick a different situation ... okay so face them down ... sorry like this [T gives out the cards to LL]
20. L10: We can start?
[T continues giving out cards]
21. T: Take a pack and do like this [putting the cards upside down].
22. L11: He's the first person.
23. L7: You're the second?
24. L11: You're first.
25. T: Okay do you understand what we're going to do?
26. LL: Yes.
27. T: Remember ... you can use these ideas but you can add more ideas ... 'you should do' 'you shouldn't do this' 'you shouldn't do that' ... 'you should take your boyfriend with you' ... and so on and so on okay? Okay ? hehehe your boyfriend or girlfriend ... go ahead please start.
28. L15: Okay I'm going to a wedding.
29. L11: You should wear a::-
30. L15: Suit? [2] and shirt?
31. L11: Heheheheh.
[2]
32. L7: You ... drink /*no se pongan borrachos*/
33. L15: *Se pongan ¿qué?*
34. L7: *Que no tomen.*
35. L15: Ah ... you shouldn't drink alcohol →
36. L7: *No tomar.*
37. L15: A lot.
[2]
38. L11: You should take a:: beer to the: ... marry
[1]
39. L7: Take with you a jacket.
40. L1: A nice jacket? ... heheh no? [2] [Picking a card] I'm going on a long plane journey.

[3]

41. L11: You should go to the bathroom ... before ... everything the flight?

[2]

42. L15: You should take with you a phone [1] a second battery for your phone?

43. L7: You should wear comfortable clothes.

[9]

44. L1: *Ya?*

45. L15: Uh [1] you should take your clothes.

46. L1: Okay.

[8]

47. L7: I'm ... going to a- →

48. L1: What?

49. L7: I'm going to a disco.

[3]

50. L11: How can I say *minifalda*? [asking the T]

51. L7: Ah heheheh.

52. T: Mini skirt.

53. L11: Mini?

54. T: Mini skirt.

55. L11: Mini skirt [1] you should wear a mini skirt.

56. L7: Ah heheheh.

[4]

57. L15: You should do everything that he wants.

58. L7: Heheheh.

59. L1: You should dance a lot of.

[3]

60. L11: You should wear ... comfortable shoes ... to dance ... a lot.

61. L7: Heheheh

62. L15: You should take the ID to get in the disco.

63. L7: Heheheh.

64. L1: You should take with you a ID card.

65. L15: I said that huh.

66. L11: You should take your ((1)) to the sofa.

[10]

67. L15: Go to the school with a sleeping bag.
68. L7: *Cómo? Cómo?*
69. L15: Go to the school with a sleeping bag.
70. L7: Safety?
71. L15: Con a sleeping!
72. L1: A::h!
73. L15: You should take with you the books.
74. L1: You should be friendly [3] to the- to the-
75. L11: You shouldn't wear shoes.
76. L15: Should?
77. L11: Yes ... you shouldn't!
78. L15: Ah ok.
79. L7: You should wear tight pants
80. LL: Heheheh.
81. L15: What else?
82. L11: You shouldn't wear ... *minifalda* heheheh.
83. L15: Take a bottle of al- alcohol with me.
84. L11: Why not!
85. L15: It's a meeting ... there- there not going to be a lot o:f *compadres colegas*..
86. L11: Colegs ... copeers ... *colegas* ... *partners*.
87. L15: Uh-huh partners.
- [3]
88. L11: What you shouldn't?
89. L15: I shouln't?
90. L11: No she.
- [3]
91. L15: *Toma otra*.
- [10]
92. L11: I go to the doctors.
93. L1: you should wear a ... suit ... you should wear shoes or formal clothes.
94. L11: okay=
95. L7: =Shoes and wear a dress heheheh
- [5]
96. L11: What else?

97. L15: You should take a candies with you.
98. T: Take- okay listen again= →
99. L11: =Take with you.
100. T: You should take a candies ... with you?=
 101. L11: =Be careful.
102. T: You should take a candies with you?=
 103. L15: =You should take candies with you.
104. T: Exactly.
105. L1: Why?
106. L7: Becau:se-
107. L15: Because candies are good.
108. L7: *Y cómo se dice ... no hay que hacer una tontería?*
109. L11: *Es incorrecto.*
110. T: How do you say?
111. L7: Heheh how do you say *ilegal*? Heheheh.
112. L11: Illegal.
113. T: Illegal.
114. L7: Illegal?
115. T: Right.
116. L11: That's illegal.
117. L7: heheheh.
118. L11: L15 enters with candies-
119. L7: illegally- they are illegally?
120. L15: Okay.
121. L1: Visiting a relative in a hospital.
 [3]
122. L7: You: shou:ld-
123. L15: You should take ... with you ... flowers.
124. L1: And take ... chocolates heheheh.
 [5]
125. L7: You should wear tight-
126. L15: You shouldn't wear tight pants.
127. L1: Okay.
 [2]

128. L11: You shouldn't ... smoking?
129. L15: You shouldn't what?
130. L11: You shouldn't ... smoking?
131. L15: Ah! ... you should wear comfortable [1] clothes.
132. L11: Yes.
[10]
133. L15: That's all.
134. L7: I'm go- I'm going to ... an ... important interview.
[1]
135. L15: You should take a shower.
136. LL: Heheheh.
137. L1: You should wear a nice dress.
138. L15: You should wear a:: nice shoes.
139. L11: You:: shouldn't wear shoes [1] a important ... speciales.
140. L15: You should use make-up?
141. L7: heheheh make-up?
[5]
142. L11: You use cute earrings?
[1]
143. L15: ((3))
144. L7: You: shouldn't wear shorts.
145. L1: You shouldn't take a bottle of water.
146. L15: I- I- I never wear::r shorts.
147. L7: Why?
148. L15: Because I::'m skinny
149. L7: You have *popotitos* heheheh.
150. L15: yeah hehehehe.
151. L11: You should do something stupid.
152. L15: Like what?
153. L11: Li::ke [2] be nervous.
154. L15: Okay.
[32]
155. L11: I'm going to a party.
156. L15: You shouldn't wear ... sunglasses.

157. L11: What's sunglasses?
158. L15: *Lentes*.
159. L1: You should wear a shirt.
160. T: Okay good ... I think that's it ... right? [1] very very good! Do you have any questions about 'should' or 'shouldn't'?
161. L10: Yes.
162. T: Yes?
163. L10: ah no.
164. T: No? okay so go back to your seat please.
[T asks LL to return to their seats and continues with a reading activity]

APPENDIX 45

TRANSCRIPT:

PI 6 (BASIC LEVEL)

[T arrange groups of 3 LL to practise giving advice and recommendations according to some situations on cards that the T gives out to LL]

1. T: Okay so we're going to count from 1 to 3 to do the following activity ... okay so you are?
2. L1: 1
[T continues giving numbers to LL in order to gather them in groups of three LL]
3. T: Ok so find your group 1 with 1 ... 2 with 2 ... and 3 with three
[91 seconds for arranging LL]
4. T: Okay so what we're going to do now is the following [1] I'm going to give you ... some cards ... with different situations ... okay ... so each persona has to pick a situation ... for example is this ... 'going to a barbecue ... okay? So the rest of the group has to give some advice ... okay? for the situation ... 'going to a barbecue' ... 'I'm going to a barbecue' give some advise.
5. L10: You should wear ... sandals to going to a barbecue.
6. T: You should wear sandal.
7. L12: You should wear jeans.
8. T: Jeans ... what else?
9. L4: You should wear a dress.
10. T: You should wear a dress
11. L2: You should EAt a lot.
12. T: You should?
13. L2: You should eat a lot.
14. T: Ok ... you should eat a lot ... okay because it's free ... okay? ... so you can say 'you should or shouldn't wear' ... 'you should or shouldn't do ... something' ... 'you should or shouldn't take something- something with you' ... okay so each person has to pick a different situation ... okay so face them down ... sorry like this [T gives out the cards to LL]
15. L10: We can start?

- [T continues giving out cards]
16. L8: A::h going cycling- cycling.
 17. T: Going cycling [correct L8's mispronunciation]
 18. L8: Cycling?
 19. T: Cycling.
 20. L8: Going cycling.
 21. L3: You should wear a:: *licra*.
 22. L8: *Licra* heheheh *licra*.
 23. L14: Heheheh.
 24. L3: And you should do:: [5] with- with all [1] ¿cómo se dice *ganas*?
 25. L8: ¿cómo?
 26. L3: *Ganas*.
 27. L8: E:h miss how do you say *ganas*? How do you say *ganas o tener ganas*?
 28. T: *Ganas*? [2] but what do you want to say? 'I- I feel like' you can say 'I feel like'
 29. L3: I:: fee::l [2] I should do- [2] do e::h ... cycling? [2] with all of-
 30. T: So you feel like going cycling ... with your friends for example?
 31. L3: Yes bu:t do ... with *ganas* heheheh.
 32. T: Ah with energy!
 33. L3: Ah with energy=
 34. T: =With energy.
 35. L8: I thi:nk I: should ta:ke with me:: a bottle of water.
 36. L3: Or two.
 37. L8: Or- o:r three! [8] other?
 38. L3: Yeah.
 39. L8: U:h [3] meeting new boyfriend's parents.
 40. L3: Girldfriend's parents.
 41. L8: Ah sorry u::m ... you should wear a nice clothes ... maybe a nice- a nice ... shirt?
A::nd a::- ... and a::- and a jeans with shoes!
 42. L3: With shoes?
 43. L8: Yes ... you: should wea::r [4] socks wi::th →
 44. L3: Heheheh.
 45. L8: Socks with- socks wi:th *este* ... socks with other color ... for example your jeans
a::re-
 46. L3: Are blue.

47. L8: Blue ... socks are yellow heheh.
48. L3: Alright.
49. LL: heheheheh.
50. L8: You should- should do that okay? [2] you shouldn't take with you:: a::h-
51. L3: I should take ((1)) heheheh.
52. L8: Fo:r you:r ... father-in-law heheheh ... and yes maybe you should take with yoo:
a:: [1] two flowers.
53. L3: Flowers?
54. L8: One for your girlfriend and one for your ... mother-in-law.
55. L3: Mother-in-law
56. L8: Heheheh [2] a::h [1] L13 take a::-
57. L13: ((3))
58. T: What L13? What do you want to say? [Asking L13 why he is not participating.]
59. L13: *No es que no entiendo.*
60. T: Just try to pay attention to this ... we're giving some recommendations ... with
'should' or 'shouldn't' ... depending on the situation you give a recommendation.
[15]
61. L13: *No es que no sé ... ya después que me expliquen.*
[3]
62. L3: You should go: ... with ... hungry heheh.
63. T: Okay!
64. L3: You should wear- →
65. L8: Trousers.
66. L3: Trousers
67. L8: And I think you: shou:ld wea:r [2] miss! How do you say *cómodo*?
68. T: Comfortable!
69. L8: Comfortable?
70. T: Yes.
71. L8: You should- you should wear comfortable clothes →
72. T: Exactly!
73. L8: Because it's a barbecue the day.
74. L3: Comfortable ... clothes?
75. L8: Yes [2] a::nd [5] okay!
76. LL: Heheheh.

77. L8: Going to a beach party'
78. L3: You should- you should- you should wear ... sandals?
79. L8: Yes=
80. L3: Sandals ... or a bikini=
81. L8: =Yes I always take with me my bikini heheheh [2] maybe I should wear a skirt.
82. L3: Skirt?=
 83. L8: =Skirt ... a:nd ... I shouldn't wear boots →
84. L3: Ah.
85. L3: Because it's in the beach
86. LL: Heheheheh.
87. L8: A:nd ... or maybe I should wear a dress.
88. L3: A dress?
89. L8: Short dress heheheh or a:- or a: miniskirt.
90. L3: And you should ... take with you a:: ... sunny protector.
91. L8: Sunny protector? ... yes! Okay
 [2]
92. L3: 'Going to a disco'
 [7]
93. L8: You should wear jeans a:nd [3] it depending- it depends of the:: place ... if it's
 a:: ... disco ni:ce [1] you should wear a: [1] a shirt? A:nd shoes ... for- if it's a disco:
 ... more or less [1] you should wear ... a::-
94. L3: A t-shirt?
95. L8: Yes a t-shirt ... with trainers.
96. L3: With trainers.
97. L8: Uh-huh ... and you should take with you:: you:r ... IFE for when you are in the
 disco.
98. L3: The access.
99. L8: They:: ask you: for your IFE.
 [4]
100. LL: Heheheh
101. L8: 'Going to the the-'
102. L3: Theater.
103. L8: Theater.
104. L3: Going to the theater →

105. L8: Going to the theater.
106. L3: You should wear a ... nice dress.
[9]
107. L8: Miss ... how do you say *zapatillas*?
108. T: High heeled shoes.
109. L8: What?
110. T: High heeled shoes.
111. L3: High heeled shoes.
112. L8: How do you write that?
113. T: High is H I G H [L8 writes the word on her notebook] no no no ... erase the L
... H I ... G [5] G H [7] exactly H [1] E E →
114. L8: E?
115. T: Yes L ... E D.
116. L8: E D?
117. T: Uh huh ... shoes!
118. L3: High? Heeled shoes?=
119. L8: = High heeled shoes.
120. T: Yes alright high heeled shoes
121. L8: Thank you teacher ... I love high heeled shoes.
122. L3: Ay sí heheheh
123. L8: I should wear high heeled shoes.
124. L3: You should ... pay attention-
125. L8: Eh?
126. L3: You should pay attention ... and [2] you should take your wallet.
127. L8: My what?
128. L3: Wallet.
129. L8: I should take my boyfriend with me.
130. T: Okay good ... I think that's it ... right? [1] very very good! Do you have any
questions about 'should' or 'shouldn't'?
131. L10: Yes.
132. T: Yes?
133. L10: ah no.
134. T: No? okay so go back to your seat please.
[T asks LL to return to their seats and continues with a reading activity]

APPENDIX 46

TRANSCRIPT:

PI 1 (INTERMEDIATE LEVEL)

[T gives instructions for activity of pair interaction]

1. T: What's the idea? ... Come back to your page 12 please ... here we have picture ... you have to do this activity on ... well number one it says work in pairs ... this is what you have to do ... you have to compare photos in A ... for example it's the same girl ... you see ... in A (1) B and C ... you have to describe the decisions she has to make ... and the responsibilities we have to assume ... when we make the change from child to adulthood ... so ... so! This is the idea ... we have to talk together ... and let's see what we discussed together we can get /impressed/ with some new vocabulary ... some nice vocabulary ... like the transition from childhood to adult ... yes? Could we do that? ... so it's okay if hm:: ... we are now- ... we are going to speak ... I'll tell you when to stop ... please start now.
2. L1: =Okay.
[2]
3. L2: In the first ... I think that ... the /years/ have many changed ... as a:- ... as you can see ... in- in his- in her chil- chil- childhood he: don't- she don't worried ... heheh she don't worried a::nd (1) when he become adult ... she:- she: ... start /with many wo:rks/ ... probably: ... she: start worried about her work ... as you can see →
↑
↓
4. T: Guys!
Nobody is alone? [T interrupts interactions]
5. L2: with ... her child=
6. T: =Oh! There! You go there [talking to an L from another interaction] heheheh ... just some technical problems.
7. L2: A:nd- ... a:nd-
[2]
8. L1: Yes?
9. L2: The two? Yes.
10. L1: the second- ... the second ... there a::re two- ... a: couple ... I think ... tha:t ... the first one ... they a:: ... boyfriends ... yes? So::- ... and the second picture ... they::

got married? ... and ... they:- they have a:: child? /a beautiful one/ ... a::nd ... they become ... fathers ... a::nd they have many ... responsibilities about the:: child ... and they have to change many things in her- many things in her- ... they have ... even worried about her- ... their child.

11. L2: It's girl? ... or it's a boy?

12. L1: I think that is a boy ... yes.

13. L2: I thi::nk ... tha::t they: mi::ght be worried ... about ... her healthy ... becau::se- ... well ... it's- now the child ... is more important=

14. L1: =And they have to:: protect him=

15. L2: =Yes (2) a::h for the third picture ... I think tha:t it's a:: girl who in he:r childhood was a: ... little:: ... a little:: (1) older person ... but her lifestyle change many many=

16. L1: =So much?

17. L2: Yes ... a:h ... for example ... as you can see ... in his- in her childhood ... she had many: things in her- ... in her ... bedroom? ... a:nd ... in the other side ... when she become chi- adult ... she has to worried about- ... I supposed she's planning to:- ... to:-

18. L1: ¿Amueblar?

19. L2: Yes ... to pay the furniture of the:: ... house ... I think-

20. L1: She: mi::ght mo::ve to: another house ... as you say (2) she::- she::- she beco:me independient person (2) a:nd ... I think ... is a:: ... ¿cómo se dice enfermera?

21. L2: A doctor?

22. L1: No: ... a:: ¿doctora?

23. L2: A::h! ... I don't remember the word ... without- without any: types of=

24. L1: =(2) yes ... I think is happy because ... well-

25. L2: We::ll in the first picture ... in the first one when ... they: ... are ... e:h ... without worried ... as the picture told us ... the::- they beco::me to anxiety ... or anxicious ... from- for example for they ... for example ... have a house ... have a- have a work for (1) gain the pay fo:r ... the child ... a:nd ... I don't know ... probably in the picture B ... the man is more worry than- than she ,, probably ... she ... is worry about ... how they- ... how she protect ... the child ... and they worried about how to:- to- ... to earn-

26. L1: To earn money for- for ... they.

27. L2: Yes ... or something like that.

28. L1: Yes ... I think the same ... because in the first picture ... a::h talks about:t a::- a girl that ... is responsible in her job ... and in the second o::ne ... well ... the- the couple worried about the:: a::h the job ... the::- her new: family?
29. L2: Yeah=
30. L1: =It's more responsibly ... in comparison the job ... and the last one ... they're ... they're less responsibly than the girl.
31. L2: But *en sí* life changes.
32. L1: Yes.
33. L2: There are changes ... probably ... and the picture A ... A ... and the picture C is a little bit ... e::h-
34. L1: Similar?
35. L2: Similar- similar is the word... but- ... because she ... well ... they don't ... other person ... to take care- take care ... probably they have to take care with herself ... yes ... and in picture- picture B is another kind of- kind of ... lifestyle ... you take care ... not only for ... his wife or- ... or her husband ... he did both ... the child (2) a::nd ... what else?
36. L1: With her own.
37. L2: I think-
[5]
38. L1: Hm::
39. L2: Our- our classmate told us that when you are child- when you are in your childhood ... you do:n't worry about many things because ... you don't have a:: ... the real idea- or the real life ... because=
40. L1: =You have your parents ... your parents protect you ... and your parents ... give you ... all of you need ... and you have to worry only ... for ... probably for you ... and for ... some- ... homeworks ... I don't know ... and you start to worry when you ... become to adult ... probably in- in- in teen- when you are a teenager ... you- you have many changes in your body and mind ... especially in your mind heheheh ... and it is like- like ... whe:n you: a:re become adult ... you have MOre responsibilities ... and you have- you have more things to think ... for you ... after that ... you have to think ... how: you: ... whe:re ... will you:- will you work? Or- ... and- ... I don't know ... how: wi:ll you become independent ... a::nd money heheh ... I don't know.
41. L2: Well I think that- ... well in my opinion ... this side of- ... this part of crisis is when you- ... when you take- make a decision.

[T stops interaction]

42. T: Guys! Guys! ... Guys please stop (1) I wanted to continue circulating but then I am finding the same information and then there's no way.

APPENDIX 47

TRANSCRIPT:

PI 2 (INTERMEDIATE LEVEL)

[T gives instructions for activity of pair interaction]

1. T: What's the idea? ... Come back to your page 12 please ... here we have picture ... you have to do this activity on ... well number one it says work in pairs ... this is what you have to do ... you have to compare photos in A ... for example it's the same girl ... you see ... in A (1) B and C ... you have to describe the decisions she has to make ... and the responsibilities we have to assume ... when we make the change from child to adulthood ... so ... so! This is the idea ... we have to talk together ... and let's see what we discussed together we can get /impressed/ with some new vocabulary ... some nice vocabulary ... like the transition from childhood to adult ... yes? Could we do that? ... so it's okay if hm:: ... we are now- ... we are going to speak ... I'll tell you when to stop ... please start now.
2. L9: Heheh
3. L10: ¿Qué?
4. L9: Hm: (2) for example ... when you are an adult ... you have to thi:nk ... about ... what is going to be your work ... or wha:t ... you're going to be: working ... if you're going to have family (1) o::r ... if you're going to be alo:ne ... for the rest of your life heheh ... and when- ... when you're a child ... the only thing you:- the only thing tha::t=
5. T: =Guys! ... nobody is alone? [T interrupts all pair interactions] (3) oh! There! You go there ... heheheh ... just some technical problems.
[Ss continue the pair interaction]
6. L9: Yeah! ... the only thing you think about it ... i:s- ... what time you're going to play with your friends ... and what kind of game ... you're going to play ... with them ... no?
7. L10: /Right now?/
8. L9: Yeah! For example ... there's a big ... transition ... when you're a child and when you are an adult ... because when you're a child of course you have less responsibilities ... than when you're an adult (1) a:nd it seems like ... life is going to

be easier or it was easier when you're a child ... than when- ... than when you're an adult ... because ... the problems ... or ... the difficulties in your life ... are getting more ... stressful ... and more harder- ... harder to ... solve ... than when you're a child ... because when you're a child ... you're mum ... or your dad ... were there to /help/ you=

9. L10: =And also when- ... during your childhood ... you don't care about future- you don't care about the future= →
10. L9: =Exactly!
11. L10: And when you're making that transition ... from childhood to adulthood ... it's ... more stressful because you get more responsibilities ... you have to go to work ... have to study ... you have to clean your house ... you have to clean your bed ... you have to take care of the baby=
12. L9: =Everything at the same time=
13. L10: =Ay no!
14. L9: Heheheh ... and for example ... when (3) I don't know ... maybe ... we're- we are ... like (2) in that kind of transition ... because we are studying ... and some of us are studying- studying and working ... and some of us ... also ... live by the own (2) because ... the families live ... like far far away from here ... and they have to do everything ... like ... they have to pay rent ... they have to work ... they have to study (3) everything by- everything ... and ... I don't know and some of us also ... are kind of lost (2) because we're still having our ... parents' ... support? (2) and ... we:- some of us don't work (1) and we don't know what is (3) life or the real life ... we don't know=-
15. L10: =It depends ... because since- since my childhood ... I have been lonely ... I had to be like (2) hm::m (5) more mature? →
16. L9: Mature?
(3)
17. L10: Than the other kids (3) so:: right now the transition it is not that /straightforward/ but stressful ... and right now I am thinking about my future ... what's going to be for my future ... where I'm going to work (3) and that's- that's- that questions are really stressful to me.
18. L9: I think that to you: and to everybody like ... is in this moment ... or is in this ... period of their lives (1) because also I'm having those kind of problems ... or ... that kind of questions because ... I don't know if I am going to stay here in Mexico

... o:r I am going to leave heheheh to another country: ... for example if I want to leave to ... the United States or Canada: ... or England ... I have to work harder ... a:nd we'll be a:ll like (1) MOre stressful than- ... than now because ... I will live all alone ... no family near

(1)

19. L10: No boyfriend=

20. L9: =Boyfriend! Heheh ... no nothing ... and there is like a different culture →

21. L10: Yes.

22. L9: Another language (2) another lifestyle (3) and it's very difficult to think about this in the future.

23. L10: But you are now like looking forward to live in- in- to work abroad?

24. L9: Yes

25. L10: Are you doing something to get? To do that?

26. L9: Yes ... my: mothe:r has a friend ... who lives there?

27. L10: Where?

28. L9: To the United States ... in Place 1 ... so: she: i:s offering me to live there and work there ... and-

29. L10: As a teacher?

30. L9: Uh-huh ... heheheh ... and maybe I would- I still study in there ... I need- I want another major? Yes ... like psychology (2) a:nd maybe ... I could do both ... it look like=

31. L10: =Psychologist?

32. L9: Heheheh (2) that was- that was ... one of my options ... like first languages and then ... psychology ... bu:t-

33. L10: Would you like to get a master?

34. L9: Yes!

[T monitors and joins the interaction]

35. T: So guys which one is the most drastic in your opinion?

36. L9: Like B ... like 'Have a family'

37. T: Yes! We agree heheh (2) any particular reason ... why?

38. L9: Because there's no= →

39. L10: =They're happy.

40. L9: No ... because there are- yes they're happy but there are also more responsibilities ... because you have to care- you have to take care of baby and you have to dress it ... feed it and ... you have to think about the school ... education ... those kind of things ... even it for us to be an adult it's difficult ... for a child it's more difficult=
41. T: =I know yeah! They say that ... the moment you have a child ... you stop living your life the way you used to ... and then concerns and- ... well you become a more worried adult person.
42. L9: You have to live for others not for yourself=
43. T: =And you're not selfish anymore.
44. L9: \blacklozenge Exactly!
45. L10: So:: (3) you wanna have babies?
(2)
46. T: WHY are you asking that? heheheh
47. L10: The responsibilities and like living a /big spin/ a big change in your life.
48. T: I don't have an answer yet!
49. T and L9: [Laughs]
50. T: Is that okay?
51. L9: Yes!
52. L10: What about you?
53. T: Eventually ... if time allows it ... it's not a priority \blacklozenge not really.
54. L9: Heheheheh (3) No:: I don't think ... no ... like have a kid no ... like have a baby it's not- (1) it's not my times.
55. L10: It's cheap=
56. L9: =Heheheh ... I don't want to get married= \rightarrow
57. T: Guys! Please stop! I wanted to continue circulating... but then I am finding the same information ... and then there's no- no way.

APPENDIX 48

TRANSCRIPT:

PI 3 (INTERMEDIATE LEVEL)

[T gives instructions for activity of pair interaction]

1. T: What's the idea? ... Come back to your page 12 please ... here we have picture ... you have to do this activity on ... well number one it says work in pairs ... this is what you have to do ... you have to compare photos in A ... for example it's the same girl ... you see ... in A (1) B and C ... you have to describe the decisions she has to make ... and the responsibilities we have to assume ... when we make the change from child to adult ... so ... so! This is the idea ... we have to talk together ... and let's see what we discussed together we can get /impressed/ with some new vocabulary ... some nice vocabulary ... like the transition from childhood to adulthood ... yes? Could we do that? ... so it's okay if hm:: ... we are now- ... we are going to speak ... I'll tell you when to stop ... please start now.
(6)
2. L17: Do you mind? Please?
(4)
3. L16: Would you like to start?
4. L17: Ladies first as- as usual=
5. L16: =Okay (1) a:h ... anyway (2) are you supposed to work with me? [Asking L18 to join the interaction]
6. L18: I think.
7. L16: We can play a:: trio ... would you like to start L18?
8. L18: Heheheh.
9. L16: Yeah! Why not?
10. T: Guys! Nobody is alone? [T interrupts interactions] (2) Oh! There! You go there [talking to an L18 from another interaction] heheheh ... just some technical problems.
11. L17: A::h well! Tell me what do you think about these changes in your life? ... well not in your life ... In a person's life?

12. L16: At letter A? (1) we'll ... I think that firstly ... the:- her childhood ... she:- she: didn't- (1) she didn't have a: ... the:- a/sure/ responsibility? ... because ... she only: ... a:h ... are supposed to play ... (2) at the:- ... in her adulthood? He now has a lot of responsibilities ... because she now has a work ... I don't know maybe it's a: ... a job with a high level? ... what do you think?
13. L17: Well ... this implies a lot of changes ... you:: ... pass ... from only thinking about playing ... and be happy ... to:: ... a:- to the other way around ... just to work ... to live ... a:nd as you were saying in childhood ... you live to have fun ... but in the adulthood ... you work to live ... usually.
14. L16: Yes I agree with you ... I'm- I think that ... her feelings in her- in her childhood is only happy a:nd ... well sad a:h ... sometimes ... in her adulthood they only ... are a:h stressed? ... and worried about their money ... the things that you say.
15. L17: Despite the fact that this was supposed to be this way ... I think nowadays ... it is not that way ... usually we have seen a lot of- ... for example in the TV we see a lot of (1) things that have changed ... for example kids like ((1)) ... kids that- ... kids getting stressed ... usually we're supposed not to see that.
16. L16: So you said that ... in both a:h ... childhood and adult hood they are stressed?
17. L17: Nowadays.
18. L16: Yes \updownarrow I agree.
19. L17: \updownarrow In this accelerated world.
20. L16: Now what about B? ... It's your turn.
21. L17: I'm not- I'm not sure but if thi- if those are the same people=
22. L16: =Yes \updownarrow it's supposed
23. L17: Well the guy- ... in this case ... they: ... ha:ve ... ma::de ... a per- ... yes they have made a perfect ... match since the very: beginning ... they were together when they were young ... as teenagers and now as adults ... they are together and they ... as we can see ... they have a child now.
24. L16: So you think that made a good decision?
25. L17: Probably for they was a good decision ... remember that ... we come the world ... just to be happy ... not- at our own ... not to be happy with the others' ... opinion=
26. L16: =yes ... but in both pictures they are happy ... I think they made a good decision in their lives.
27. L17: They are perfect mates.
28. L16: Heheheheh ... do you think?

29. L17: Yes I think ... I'm not- ... well I believe that this will happen ... but I guess-heheheh
30. L16: Heheheheheh okay .↕ so you think-
31. L17: ↕ But in the case you have-
32. L16: We::ll ... I don't know.
33. L17: Yes ... let the time decides.
34. L16: Heheheheh okay ... so: ... the next it's letter C ... I think in thei:r- ... she's happy and the:n ... she's also happy because she maybe bought a new house ... she had a new job ... all this stuff that ... people want to have ... in their lives.
35. L17: It seems that she has been very successful ... a:nd as I can see ... she:: ... has always ... decorate things li:ke ... she:: ... would like to ... for example this is-probably this is her room as a teenager ... well in this case ... a:: late child ... and in the other as a::n ... adult ... she ha:s already found ... his room ... well in this case his space ... and he::- she is ... decorating the way she likes.
36. L16: Yes ... I agree with you and I think she has to work a lot ... in order to have ... their own space (2) yes.
37. L17: A:nd ... in letter C and letter A ... they see:m li:ke- well ... on their pictures they're- they are alone →
38. L16: Ah yes.
39. L17: usually because ... I have heard that ... if you are ... good feeling alone ... probably you wou:ld be: bette:r- ... you would be good ... if you are with somebody-with somebody else ... or probably you- you don't ... but it is usually ... better when you:: ... learn to live on your own ... it's easier to live with somebody else.
40. L16: Ye:s ... well my mum says ... that ... if you are more prepared in things in school ... in the future ... you- you ... won't have these ... needs ... you have a partner ... so you can live happily on your own.
41. L17: Yes-
42. L16: In your case?=
 43. L17: =If you can cope- heheheh
44. L16: Heheheh
45. L17: I- I think that ... the:: ... ways some people live- ... live ... that is ... being on your own ... only dating some persons ... only meeting some other guys ... a:nd ... and just ... passing ... your time ... the way you would like ... it doesn't matter how ... you would be happy with that →

46. L16: Yes.
47. L17: You don't need to be alone ... and you don't need to be in a group or in a couple ... it depends- it depends- I think life are made of moments ... it depends how you feel in that moment ... that you would like to do.
48. L16: I have a question ... do you think that a:h ... to have a success in your life you have to: be: Mature? Mature?=
 49. L17: =Mature? ... proba- ... probably yes because ... I don't think you will- you get a very successful life ... if you're still acting as a child ... unless you are acting as a: dobing actor →
50. L16: Uh-huh.
51. L17: And you have to be a child no? ... but-=
 52. L16: =But I think that you: can change also ... I mean ... if a:- in a part of your life you're a childi::sh?
 53. L17: A childish?
 54. L16: Yes ... childish person? ... you can change.
 55. L17: To be just like childlike.
 56. L16: Yes.
 57. L17: Probably yes ... it depends ... how ... life interacts with you and you interact with life ... so all on your own.
 (2)
 58. L16: Do you:- will have a success life? ... like in the pictu::re C?
 59. L17: I hope so ... I would like to have ... a respectful /life/ ... for example ... I:- I like gardens ... but I will- I think I will be good-
 60. T: Guys! Please stop! I wanted to continue circulating... but then I am finding the same information ... and then there's no- no way.

APPENDIX 49

TRANSCRIPT:

PI 4 (INTERMEDIATE LEVEL)

1. T: So! Right! We have lots of speaking today ... I know please don't hate me for that ... we are going to ... talk about something else ... go to your page 13 where it says 'Speaking' so this is what I want you to do let me give you the instructions in general ... and I'll be circulating in case you have questions about vocabulary ... so it says ... we have 5 paragraphs ... on page 139 ... just find them (1) these are the paragraphs [showing on her book] ... in blue (1) here ... yes? So we have ... one two three four five ... and these paragraphs describe situations ... now! ... first question 'have you ever been in a similar situation yourself?' ... what are you going to do? ... in the same pair ... you're going to read the five of them ... together ... and now you have to discuss ... whether you have been in a similar situation or not ... and the second ... you're going to choose one situation ... from the five ... and you have to make a list ... in your groups ... by a list I mean two or three points ah? ... with /ways/ in which you might benefit from such a- don't you do this [showing on her book which part they do not have to do.] ... actually ... it's very useful when you're making decisions ... like living in a different country ... studying your PhD in England ... you have to make lots of decisions right? ... so what you do? ... you have to: like balance things ... you have to write the pros ... and you: have to write the cons probably you know them ... it's like the:- ... well! What you have in favor or what you have against ... so ... yes! I'll ask you to do that ... please ... in the situation- ... with the situation you choose ... you are going to write (2) if you want two and two ... and some of the situation I read them myself ... for example ... I give you some ... introduction (1) it says 'You are 22 years old ... living in a village with your parents ... who's still refer to you as the little one ... and still looking for work after graduating last year ... your 32-year-old partner' ... so you're 22 and your partner is 32 ... there is a big difference ... ten year difference ... 'who has a house in the town centre ... has asked you to marry him or her ... and you have decided to accept ... you have been going out together for just six months ... but it has been a very exciting six months and you have never had a single love ... your partner has spoken about

having children ... an idea which appeals to you' a::h ... I'm not working I'm not studying let's get married then ... be a::n- a baby machine.

2. LL: [laugh]

3. T: So! You have to discuss this situations ... and then you have to choose one ... and you have to make a list with two pros and two cons ... yes? ... it's okay ... time is okay you can take the rest of the class but please if you have questions about vocabulary please let me know I will be circulating.

[LL start interacting in pairs]

4. L7: Read all the paragraphs ... and ... choose one- ... choose one- ... choose one that /you're convinced at/ →

5. L6: Uh-huh.

6. L7: A:nd write two pros ... and two cons →

7. L6: =Uh-huh

8. L7: Pro is- is the: advantage? →

9. L6: Uh-huh

10. L7: And con is when you're against- against

11. L6: Ok ... 'Starting work' ... 'You're 18 years old... and have just finished school ... you have intend to study psycho- philosophy and- at university ... but now you think that a philosophy degree would probably not help you find a good job ... Your parents are disappointed to hear that you have decided to turn your back on university in favor ... of learning a trade' what is trade? (2) you have heard that ... you have heard that plumbers are in short supply in your country ... you identify with it L7?

12. L7: Ummm

13. L6: L7?

14. L7: No because I: no:t ... finished my: degree: ye:t? So I- I don't know what ki:nd o:f feelings you- you have- you:: ... ¿cómo se dice? (1)=

15. L6: =When you found?

16. L7: When you want to get a job? ... so I- I- I never have a: job? So I don't know what (1) what kind of feelings=

17. L6: =So you never work?

18. L7: No I never work ... u::h I work but not as a formal work ... I work as a informal worker but ... I think (1) when you work you have to:: many things to learn ... for example work in group ... a::nd u::h make- ... make some decisions ... as a person

- ... for example do::n't ... mix the- the problems with you::r- your personal ... with your family ... with your group (1) ... but I /don't need it/ ... the next one.
19. L6: 'Leaving home' ... you're twenty:: years- twenty:- twenty-three years old ... and live with your mother ... fourteen-year-old sister and ... el- e:lderly grandmother ... you:- you all get on very well ... but you feel you would- would now like to move into a place on your own ... you have decided to rent the small but attractive one-bedroom ... flat you recently went to see ... is it- is it- it is in the next ... town 45 minutes by public transport from where you currently live ... by just two minutes' walk from the office where you started work last year ... well ... I::'m no::t (1) identify- identify with this one ... because I never- well! I never have decide to:: rent o:r=
20. L : Or leave your parents?
[T interrupts conversation]
21. T: =Everything fine with vocabulary?
22. L6: E::r?=
23. L7: =Yes
24. L6: With this /trait/?
25. T: A::h 'trade' i::s exchange
26. L6: A::h=
27. T: =So when 'you learn a trade' ... you learn how to do something ... to get money=
28. L6: =U::mm=
29. T: Yeah like *un oficio*.
30. L6: Yeah ... yes I'm not identified with the second one ... because ... I never looking ... em ... for living- living on my own? ... I:- I always- I always live with my:: family? ... but I think that it's a difficu:lt ... responsibility ... because ... you have to:: live ... on your own you have to cook yourself ... you have to::- to:- to make ... the:: ... work house ... and it's difficult because ... as a::- as a::- as a:: ¿cómo se dice *hija*? →
31. L7: As a daughter?
32. L6: Daughter?
33. L7: Uh-huh.
34. L6: As a daughter ... I have to make so:me ... house work in my home ... with my parents so it's more responsibility to live on your own ... I think ... it's difficult ... to:- to:- to pay for extra- extra-

[T interrupts all the pair interactions to clarify]

35. T: Guys! Can I have your attention for one or two minutes? Many people have asked me ... 'what is this?' [showing the expression on the board] this is an advanced level ... vocabulary chunk ... when you learn a trade ... you don't necessarily continue in university ... but ... you need money ... so:: you take these courses on- I don't know ... how to fix plumbing ... how to cook a cake ... whatever ... and then you make a profit because a trade means exchange ... like you don't know how to do something ... and you charge for it ... and then the people give you money for that ... yes? Exactly? that's- that's ~~it~~ so learn a trade ... yes? Are we clear? (1) you can continue now.

36. L?:  *Un oficio?*

[Ss carry on with the pair interactions]

37. L7: Thank you.

38. L6: Yes.

[3]

39. L7: Well ... with the second I don't ... identify because ... I:- I- I left ... my family ... since ... 3 years ago but not ... for reasons- for reasons of the school but ... it- it wasn't- it didn't- ... it didn't be difficult ... for me to- to leave my mother ... yes it was sometime ... when I was alone ... in a- in my own space ... in my own- in a- in a ... apartment ... and I ... had to cook ... and I had to:: ... wash my clothes ... and I had to come to school (1) but (1) I didn't- ... I didn't identify with this ... because ... I:- I:- ... I live my house ... my fathers- my parents' house ... but not for reasons to work for reasons ... to the school ... and it's- it's more- ... it's different! (2) and the third one ... 'Getting married' →

40. L6: Yes.

41. L7: Heheh 'Getting Married' 'You are 22 years old ... living in a village ... with your parents ... who will refer to you ... as their little one ... and still looking for work after graduating last year (1) your 32-year-old partner ... who has a house in the town centre ... has asked you to marry him ... or her ... and you have decided to accept ... you have been going ... out together for ... just 6 months but it has been a very exciting six months (2) and you have never had a single love (2) a:h your partner has spoken about ... wanting children ... an idea which appeals to you ... I think if you:: (1) I can't decide because::se ... well! I didn't identify with this because ... I think that you are a::=

42. L6: =A wife?
43. L7: No no no (2) a:- ... that you can ... make decisions ... but your OWN decisions
(1) e:m nobody else can ... tell you ... 'I want a baby and you have to:- ... to say
yes' ... me- I- ... me too I want a baby ... if you don't want a baby ... you:- ... you
can say 'no I don't want a baby' ... and your decisions ... are your decisions ... for
you ... a:nd ... I don't know.
44. L6: Well ... I'm not- ... I'm not-= →
45. L7: =You don't identify.
46. L6: I don't identify ... /with this one/ because ... I'm not ... re- ready yet? ... to get
married ... I wa:nt to:: ... finish my: degree:? So: ... it ca:n be /wait?/ ... I'm- ... I'm
young ... I feel young →
47. L7: Heheheh.
48. L6: So ... I don't worry ... about /that thing/ (2) 'Going abroad' 'You are 28 years
old and working for an insurance ... company ... your job ... as a sales rep-
representative is well-paid ... and hasn't able- ... has enabled you to take out a
mortgage on a smile- on a sma:ll ... house ... where you now live with your two dogs
... your partner is proud of your success ... but you now have begun to feel dissatisfied
with the very routine ... but languages have always been your passion ... and you ...
have appli- applied to being accepted for work ... a::s a:: language teacher in China'
Oh my God!
49. L7: Well ... I now identify with this heheh ... I:- I think tha::t ... u::m ... it's very
difficult go abroad ... becau:se ... we're always- it's living another life ... livi:ng
o::ther culture ... specially if you're working as a language teacher ... so:: ... I think
tha::t- (1) it's a:- ... a:- ... a challenge? ... because ... you have to ... be- ... work
harder in ... that ... kind ... of style ... of life.
50. L6: Yes ... one of my dream is going abroad but ... not alone ... I would like to go
abroad but wi::th- ... probably with my husband ... a::nd ... but when I ha:ve ...
when- ... when I: have a: work or enough money to:- to go- to go ahead because ...
at the moment ... as a learner I don't have enough money to do- to do this thing ...
probably if you go abro- ... if you go abroad as a- ... as a::= →
51. L7: =Study?
52. L6: To learn ... yes as a study ... a:nd- ... or- or if you know that ... you are ... going
to:: go- are going to go ... abroad ... but you have a:: ... work ... in- in there ... yes
in there? In there place? ... probably you go ... because you: ... you have- ... you

will have a work and ... you will earn money for- for you ... but ... and got more experience=

53. L7: =Yes.

54. L6: I:- ... at the moment ... I can't even agree more with leaving home ... but ... the last one is 'Retiring early'.

55. L7: Heheh 'You are 49 years old ... divorced ... and- and now living on your own ... your two children have both left home ... you have calculate that you can ... stop work next year ... and live- ... live on your savings ... until ... you are entitled? to draw your pension ... in addition you are looking at properties in a number of Mediterranean resorts where the living is generally cheaper ... than in your own country ... you do not speak any foreign language but ... you are sure you will be able to get by'

56. L6: U::m ... No I can't- I didn't- I don't- sorry sorry I don't identify with this ... because-

[T stops pair interactions]

APPENDIX 50

TRANSCRIPT:

PI 5 (INTERMEDIATE LEVEL)

1. T: So! Right! We have lots of speaking today ... I know please don't hate me for that ... we are going to: ... talk about something else ... go to your page 13 where it says 'Speaking' so this is what I want you to do let me give you the instructions in general ... and I'll be circulating in case you have questions about vocabulary ... so it says ... we have 5 paragraphs ... on page 139 ... just find them (1) these are the paragraphs [showing on her book] ... in blue (1) here ... yes? So we have ... one two three four five ... and these paragraphs describe situations ... now! ... first question 'have you ever been in a similar situation yourself?' ... what are you going to do? ... in the same pair ... you're going to read the five of them ... together ... and now you have to discuss ... whether you have been in a similar situation or not ... and the second ... you're going to choose one situation ... from the five ... and you have to make a list ... in your groups ... by a list I mean two or three points ah? ... with /ways/ in which you might benefit from such a- don't you do this [showing on her book which part they do not have to do.] ... actually ... it's very useful when you're making decisions ... like living in a different country ... studying your PhD in England ... you have to make lots of decisions right? ... so what you do? ... you have to: like balance things ... you have to write the pros ... and you: have to write the cons probably you know them ... it's like the:- ... well! What you have in favor or what you have against ... so ... yes! I'll ask you to do that ... please ... in the situation- ... with the situation you choose ... you are going to write (2) if you want two and two ... and some of the situation I read them myself ... for example ... I give you some ... introduction (1) it says 'You are 22 years old ... living in a village with your parents ... who's still refer to you as the little one ... and still looking for work after graduating last year ... your 32-year-old partner' ... so you're 22 and your partner is 32 ... there is a big difference ... ten year difference ... 'who has a house in the town centre ... has asked you to marry him or her ... and you have decided to accept ... you have been going out together for just six months ... but it has been a very exciting six months and you have never had a single love ... your partner has spoken about

having children ... an idea which appeals to you' a:h ... I'm not working I'm not studying let's get married then ... be a:n- a baby machine.

2. LL: [laugh]

3. T: So! You have to discuss this situations ... and then you have to choose one ... and you have to make a list with two pros and two cons ... yes? ... it's okay ... time is okay you can take the rest of the class but please if you have questions about vocabulary please let me know I will be circulating.

[LL start interacting in pairs]

4. L9: hm:: ... *a ver*.

5. L10: We have to choose one.

6. L9: We have to read them and then we have to choose one (1) a:nd make the list.

[3]

7. L10: For each one of them?

8. L9: No! We have to read them and then we have to choose one.

9. L10: Ah!

10. L9: For example ... like 'going abroad' (2) like 'you're 28 years old ... and working for an insurance company ... your job as a sales representative is well-paid and has enabled you to take a mortgage ... o:n (2) small house (1) where you know live with your two dogs ... your partner is proud of your success ... but you have become to feel dissatisfied with the ve- very life routine you live ... languages have always been your passion ... and you have applied and been accepted for work as a language teacher in China' (6) 'Getting married' 'you're 20-' oh that's the one ... or 'leaving home'.

11. L10: L9? *¿Has escuchado el dicho de 'lo que no te mata te hace- ah no! Lo que no te mata te hace más fuerte ... más rudo?*

12. T: *Pues ese es el de inglés.*

13. L9: Heheheh

14. L10: *¿Sí? ¿Pero así va? =*

15. T: = 'What doesn't kill you makes you stronger'

16. L10: More son of a bitch?

17. T: Stronger ... more of a son of a bitch *dirías tú* ... 'what doesn't kill you makes you more of a son of a bitch

[5] [T leaves the interaction]

18. L9: ‘You are 23 years old ... and living with your mother ... fourteen-year-old sister ... and older grandmother ... you all get on very well but you feel you would now like to move into a place on your own ... you have decided to rent the small but attractive one-bedroom- ... one-bedroom flat you recently went to see ... it’s in the next town ... forty-five minutes by:: public transport (1) from where you currently live ... but just two minutes walk from the office you start to work last year’ hm:: ... ‘You’re eighteen years old ... have you finished school ... you have intended to study philosophy at university ... but now feel that a philosophy degree would ... not probably help you find a good job ... your parents are disappointed to hear that you have decided to turn your back ... at university in favor of learning a trade ... you have heard that plumbers are in short supplied in your country’ (4) a::nd ‘Retiring early’ ... ‘You are 49 years old divorced and living on your own ... your two children have both left home ... you have calculated that you can stop working next year ... and live on your savings until you are entitled to draw your pension ... in addition you’re looking at properties ... in a number ... of ... Mediterranean resorts ... where the cost of living is generally much cheaper than in your own country ... you don’t speak any foreign languages ... but you assured ... you will be able to get by’ (11) so::? (2) you: choo:se? ... what’s the one you choose?

[3]

19. L10: I like this one ... the first one=

20. L9: Like a- ‘going abroad’?

21. L10: Yeah!

22. L9: So we have to make the list of pro- of pros and cons ... a::nd ... that’s here ... here ... and here (9) pro ... so pros (4) wha::t ... could be:::- ... or what would be the pros to going abroad? ... and ... for this situation ... because ... like-
 [T interrupts all the pair interactions to clarify]

23. T: Guys! Can I have your attention for one or two minutes? Many people have asked me ... ‘what is this?’ [showing the expression on the board] this is an advanced level ... vocabulary chunk ... when you learn a trade ... you don’t necessarily continue in university ... bu:t ... you need money ... so:: you take these courses on- I don’t know ... how to fix plumbing ... how to cook a cake ... whatever ... and then you make a profit because a trade means exchange ... like you don’t know how to do something ... and you

charge for it ... then the people give you money for that ... yes? Exactly? that's-
that's it so learn a trade ... yes? Are we clear? (1) you can continue now.

24. L?: *¿Un oficio?*

[Ss carry on with the pair interactions and T joins this interaction]

25. T: So ... doing fine with vocabulary?

26. L9: A:h ... this! [showing the word on the text]

27. T: Mortgage? ... oh that's ... one ... you: ask the bank ... your house ... I don't know
... your house is two million pesos ... and you ask for a mortgage ... or when you
mortgage it ... you say 'bank ... my house is two million ... and I need five hundred
thousand ... please give five hundred thousand and he'll have my house'

28. L9: Ah!

29. T: Yes!

[13]

30. L10: *Hipotecar*

31. L9: Uh-huh (8) but ... 'you::'re working for an insurance company-'= →

32. T: =Yes? Have you chosen one?

33. L9: Yes (2) 'you take out of a mortgage on a small (1) house ... but you're now
living with your two dogs-' (2) so:: what would be the pros and the cons?

34. L10: The pros is that you will have the same rhythm of life (2) same way of life? (2)
or you will life the same?

35. L9: Heheheheh

36. L10: You have like a big change in your life that might be::- might be::- that might
work out.

[18]

37. L9: I think that more the useful could be helpful.

[2]

38. L10: The what?

39. L9: Helpful (3) because he or she ... is talking about a routine ... and he's getting
tired of that routine ... so the::- changing e:h-

40. L10: It would for an adult that routine.

41. L9: Uh-huh ... for example if he:: ... if he moves ... to:: ... China ... he could learn
... language ... or maybe ... he knows- ... he's already know the language ... a::nd
... he would know the culture ... new people ... a::nd everything is going to be new-
new- new things.

- [8]
42. L10: A cons →
43. L9: That-
44. L10: That he have to get adapted ... to another ... way of living ... and another.
- [8]
45. L9: You:: complain-
46. L10: It could be really difficult.
- [3]
47. L9: Like maybe he: ... at the beginning he could be:: li:ke ... homesick (6) because it's not the same life ... in China than in the USA ... o::r London ... o::r whatever.
48. L10: Wherever.
49. L9: Heheheh ... and if ... you ... have been ... there ... all your life and changing like this drastic change ... it could very very difficult for you... and maybe for others because your family will miss you ... you also will miss your family ... a::nd the food- ... the food will be different.
- [5]
50. L10: But ... food might good ... or might be ... bad ... it could be in pros or cons ... I think.
51. L9: Both? Both?
52. L10: That's my humble opinion.
53. L9: Heheheheh ... yes ... humble ... a::h ... yes what's happen when you try ... when you're taste the food ... and you're like ... 'I don't like it'? ... I'm trying my best to to:::- to:::- do this to:::- to eat=-
54. L10: There might be ... in that culture ... there might be Mexican restaurants.
55. L9: Like fast food ... yes ... a::h and 'leaving family' (16) ano::the::r pro is tha::t-
56. L10: You can meet there the love of your life=
57. L9: =But he says ... in the paragraphs says ... that he has or she has a partner ... and that he or she is proud o::f the:- his or her success (5) 'but you have become to feel dissatisfied with the very routine ... and languages have always been your-' a::h!
58. L10: In a cons it would be that ... it is hard to leave your two dogs.
59. L9: No! you have to take- you can take them ... yes! ... there in the airport you have to make ... like- fill ... a:: format ... a::nd ... in order- in order to take them ... to you.
60. L10: What if they die in the plane?

61. L9: No! they don't die.

62. L10: You're sure?

63. L9: Yes! ... there is a part in the plane ... that is very big ... and you can have your dog dogs or your pet.

64. L10: It's a cabin?

65. L9: No ... no the cabin /is where is the pilot/ ... it's like- I don't know ... it's like-

66. L10: They put the luggage?

67. L9: Yes! But not all ... I think it's like a:- this part of the plane is only for animals ... for pets ... and it's very big ... and you have to take them in their cage.

[T stops interaction]

APPENDIX 51

TRANSCRIPT:

PI 6 (INTERMEDIATE LEVEL)

1. T: So! Right! We have lots of speaking today ... I know please don't hate me for that ... we are going to: ... talk about something else ... go to your page 13 where it says 'Speaking' so this is what I want you to do let me give you the instructions in general ... and I'll be circulating in case you have questions about vocabulary ... so it says ... we have 5 paragraphs ... on page 139 ... just find them (1) these are the paragraphs [showing on her book] ... in blue (1) here ... yes? So we have ... one two three four five ... and these paragraphs describe situations ... now! ... first question 'have you ever been in a similar situation yourself?' ... what are you going to do? ... in the same pair ... you're going to read the five of them ... together ... and now you have to discuss ... whether you have been in a similar situation or not ... and the second ... you're going to choose one situation ... from the five ... and you have to make a list ... in your groups ... by a list I mean two or three points ah? ... with /ways/ in which you might benefit from such a- don't you do this [showing on her book which part they do not have to do.] ... actually ... it's very useful when you're making decisions ... like living in a different country ... studying your PhD in England ... you have to make lots of decisions right? ... so what you do? ... you have to: like balance things ... you have to write the pros ... and you: have to write the cons probably you know them ... it's like the:- ... well! What you have in favor or what you have against ... so ... yes! I'll ask you to do that ... please ... in the situation- ... with the situation you choose ... you are going to write (2) if you want two and two ... and some of the situation I read them myself ... for example ... I give you some ... introduction (1) it says 'You are 22 years old ... living in a village with your parents ... who's still refer to you as the little one ... and still looking for work after graduating last year ... your 32-year-old partner' ... so you're 22 and your partner is 32 ... there is a big difference ... ten year difference ... 'who has a house in the town centre ... has asked you to marry him or her ... and you have decided to accept ... you have been going out together for just six months ... but it has been a very exciting six months and you have never had a single love ... your partner has spoken about

having children ... an idea which appeals to you' a:h ... I'm not working I'm not studying let's get married then ... be a:n- a baby machine.

2. LL: [laugh]

3. T: So! You have to discuss this situations ... and then you have to choose one ... and you have to make a list with two pros and two cons ... yes? ... it's okay ... time is okay you can take the rest of the class but please if you have questions about vocabulary please let me know I will be circulating as soon as I am done with L?.

[125] [L16 and L17 ask other classmates what they have to do for the speaking activity and read the text in silence]

[LL start interacting in pairs]

4. L16: I think we need to read them aloud.

[2]

5. L17: In a loud voice?

[1]

6. L16: I like the first one.

7. L17: I like the fourth one

[2]

8. L16: Well ... first I like because it has- it says 'you have intended to study philosophy at university but now feel that a philosophy degree would not probably help you to find ... a good job' ... in my case ... my mum said ... that ... a:h ha:ve a:: degree i::n teaching? ... it would- ... it ... wouldn't help me ... to find a really good job ... as ... she wanted that I ((1)).

9. L17: But you would have choose ... something else?

10. L16: Yes?

11. L17: Like?

12. L16: A medicine o:r ... a law- laws.

13. L17: Does she have a degree?

14. L16: My mum? ... no.

15. LL: [Laugh]

16. L16: It's ironic ... but-

17. L17:  'Isn't mean ironic' ... like the song.

18. L16: A:h ye::s! ... but- ... but she didn't have a degree- ... it doesn't have a degree ... because she didn't have enough money to: study but my parents- ... my ... dad ha::s- has a really good job ... so that's ... /for a while/ my mu::m ha::ve- want=-

19. L17: =She didn't have to work.
20. L16: Who? My mum? No! ... so that's why my mum wants that I ... have a good job ... and choose another career.
21. L17: Not to: be::- ... not to be forced ...not to be:: high sustented I invented the word probably ... by another- ... by anyone else ... like- well in this case it's your mum has to:: ... be: ... supported by your father.
22. L16: And she- he said that ... she- she want to: I have someone to: support me?
23. L17: No! ... that she doesn't want that happen to you →
24. L16: Ah yes yes!
25. L17: That's the idea I think.
26. L16: Yes.
27. L17: I think she:- THAT way- way of thinking is very nice ... I think (1) nowadays ... people are more independent than they were before ... a::nd ... taking into account that YOU are not the weak sex ... and you are- you are strong ... probably sometimes stronger than men ... a::nd you are ... able to do that ... so in this case abou::t=
28. T: =Guys! Can I have you:r attention for one or two minutes? Many people have asked me ... 'what is this?' [showing the expression on the board] this is an advanced level ... vocabulary chunk ... when you learn a trade ... you don't necessarily continue in university ... bu:t ... you need money ... so:: you take these courses on- I don't know ... how to fix plumbing ... how to cook a cake ... whatever ... and then you make a profit because a trade means exchange ... like you don't know how to do something ... and you charge for it ... then the people give you money for that ... yes? Exactly? that's- that's it so learn a trade ... yes? Are we clear? (1) you can continue now.
29. L?: *¿Un oficio?*
[21]
[Ss carry on with the pair interactions and T joins this interaction]
30. L16: 'And your parents are disappointed to hear that you have turned your back on university in favor of learning a trade'
31. L17: Learning a trade?
32. L16: Uh-huh (4) so:: a::h ... against in this case because ... you would- ... you don't do ... what you really ... love ... only because you do that ... only for money.
[3]
33. L17: I don't get your idea.

34. L16: I mean you only work ... because you want to money.
35. L17: You want money.
36. L16: Not for- because you really love=
37. L17: =But what about if you learn- ... if you love ... that thing you do ... for example
→
38. L16: Ah!
39. L17: 'You learn a trade in this case you are a plumber' ... BUT you love ... being a plumber ... you earn money because of it ... and you like it ... and in this case if you didn't like philosophy?
40. L16: Uh-huh.
41. L17: It would be nicer for you ... than studying- ... studying- ... studying ... without liking it ... just- just- just like it ... and you do it because you have to.
[2]
42. L16: And you?
[1]
43. L17: The history is about (1) well let me read it 'Going abroad' ... 'you're 28 years old ... and working for an insurance company ... your job as a sales representative is well-paid ... and has enabled you ... to take out a mortgage ... on small house ... where you know live with your two dogs ... your partner is proud of your success ... but you have become to feel dissatisfied with the very routine life you have- you live ... languages have always been your passion ... and you have applied and been accepted for work as a language teacher in China' (2) well in this case=
44. L16: =Wait! Wait! Wait! =
45. T: Is everything fine?
46. L16: I have a question.
47. T: Yes?
48. L16: What's mortgage?
49. T: Oh! Mortgage ... I just /explained the guys/ ... your house ... is ... two million pesos ... you need money ... you go to the bank ... you say 'bank ... here is my house ... my house is worth two million pesos ... I need 5 hundred thousand pesos' and you live your house ... like ... proving you're going to pay ... it's like *hipoteca*.
50. L16: Yes ... yes.
51. T: Everything fine?
52. L17: Yes!

53. T: Have you chosen one?
54. L17: Yes.
55. T: Make it different \updownarrow . like you choose one ... and she choose one.
56. L17: You do this and I do this.
57. T: Yes.
58. L17: What didn't you ask me?
59. L16: You know it?
60. L17: Yes!
61. L16: Oh! ... sorry! (2) continue!
62. L17: Well! I would like this ... in this case you know me and- and I don't like routine ... I hate it ... I try to- for example ... each semester I try to change the way how I:- my work ... my school ... this case ... my friends ... my other friends interact ... for example:: ... this semester is not the same as i::t- as the last one ... a::nd ... in this case this guys ... ha::s made a:: ... how can I say this? ... a very drastic turnaround ... because he wanted to change ... his life completely (3) a::nd (2) if you ... have made the decision ... do it ... you don't have to be doubtful ... don't- don't- ... do not hesitate ... a:nd I think-
63. L16: Yeah ... you don't know routine life ... right? But ... even if li- routine life give you a lot of money? (3) so you prefer a::- a::- another kind of life?=
 64. L17: =Change is life ... a very=
 65. L16: =Even if you don't have a lot of money?
 66. L17: When do I need money I wouldn't keep it in the end ... I would only die as human die.
 67. L16: You do::n't- ... it doesn't matter for you the money?
 [4]
 68. L17: Only I have enough money ... for my needs ... it's okay ... but in this case ... enough money for my case my needs ... I think it's ... having a house ... I think would be:: ... how do I say? A must (2) if I can earn enough money to buy a house ... and probably: a:: ... good- ... a good car ... just to travel all around the country ... o::r just to:- just to have it in case of need ... I would be okay and if ...my money:: ... is enough ... to pay for the bills ... a:nd to satisfy my needs is okay.
 [3]
 69. L16: Do we have to make the list? Only for one case? ... or the two case?
 70. L17: Probably the two cases.

71. L16: So I do my list and you do your list.

72. L17: Two pros and two cons.

[16]

73. L16: I don't understand ... I mean ... if for example ... I:: choose that a::h ... 'to decide a turn- to turn back on university' it's a pro ... do I have to write the cons?

74. L17: To turn back on university?

75. L16: Uh-huh.

76. L17: It's a con- a con ... because you turn back- you give your back to university ... you don't see it anymore ... you leave it behind ... you don't return ... you leave it behind you

[5]

77. L16: A::h

[9]

[T stops interaction]

APPENDIX 52

TRANSCRIPT:

PI 1 (ADVANCED LEVEL)

1. T: Okay let's practise a little bit of speaking [4] so I want you to take an item from the bag but you cannot move ... don't worry.
[38]
2. L12: What's the page that we had the last class? [1] that I had to left because my baby was making a lot of noise.
3. L1: No ... where did you left?
4. L12: Okay ... the cafe- how do you say cafeteria?
5. L1: Cafeteria? Cafeteria ... with who?
6. L12: With u::m-
7. L1: With one of your class- classmates?
8. L12: My cousin.
9. L1: And she was ((1))?
10. L12: Yes!
11. L1: Because they say when- you let them with people they don't know ... they are like- →
12. L12: Crying.
13. L1: They are like crying.
14. L12: Uh-huh.
15. L1: We didn't have another ... we were answering this one.
16. L12: Really? Because L18 told me that there was a new page.
17. L1: A::h yes! ... this one.
18. L12: A::h *ya*.
19. T: Okay can you find your partner with the same candy please? ... you must find your partner with the same flavour.
[LL stand up and find their partners to work in pairs]
20. T: And there is a trio ... a trio.
[31]

21. T: Okay! Let's practise this collaborative task from CAE ... that ... well! You have practised in your mock exam ... so please ... I want you to open your book to page 92 ... we need one book! But if you want and go to get one [14] so remember the idea of this session ... It is ... 'discuss a situation in which you can agree ... or you can agree or disagree' no problem ... but the idea is to have an exchange of opinions ... trying to convince your part ... following discussions ... covering all the points marked in the instructions please [2] okay! ... let's have a look at the instructions ... 'concern at the negative ways of modern day living the government has announced plans to launch a concern campaign aimed at encouraging a healthier life style ... and greater sense of well-being among the population [1] the illustrations below are the first drafts of the posters representing the main issues the government wants to address [2] talk to each other about how important each issue ... is to our health and well-being ... and then decide which three posters will be the most effective' ... now! Before discussing ... you have some useful language on the box below ... so you can use these phrases in your discussion so ... which of the following adverbs is not commonly used with the adjective 'important'? So when you say that something is important ... which one is not used?
22. L?: 'Utterly'.
23. T: Exactly! 'Utterly' is not used [2] the rest ... are correct ... which of the following adjectives cannot be used to mean 'very important'?
24. L14: 'Elementary'?
25. T: 'Elementary'! [2] Maybe you can read the instructions again to start the discussion again please [16] okay? I give you five minutes to discuss this please.
[39]
26. L6: U::m I thi:nk that this picture ... well this poster will ha:ve a:: minimum effect on people's behaviour because they are used to watch Tv and usually when they are at home ... they do the same ... or what do you think?
27. L11: Ye:s ... I think that they:'re- ... I agree with you because when you: are i:n ... your house ... you on- you only ... get fat because if you watch TV and eating ... fast food ... e::m that reason I think that it is- they have to consider this puctire ... because ... it could be ... reasonable effective in children's attitudes? And substituting fast food or junk food ... change for ... healthier food ... what do you think?
28. L6: I:: li:ke ... for me I like this ... because I think that it is crucial to::- ... for the life ... to spend time with family ... I think [1] I like this.

29. L11: Well if we go- if we go back to the first picture ... I think that for Mexican a:h ... it could be:: ... it could not apply a lot because ... many of us cook ... healthy food so it's- be very weird to: go to a fast restaurant ... so I consider ... that it doesn't work here in Mexico ... and okay on the other hand if we go to that picture- that posters ... maybe you can ... help people to:: ... I don't know to:: work ... not less but sometimes ... they can stay with their families instead of going to work.
30. L6: Yes ... u::m ... yes ... people would like to ... spend a lot of time in his work- ... in their work ... a::nd ... because as I said ... they prefer [1]to be with their ... and probably spending time in their houses and watching TV and eating junk food ... a::nd don't eat healthy- ... and don't eat healthy- ... healthier sorry.
31. L11: About walking I think that it is a good idea but it's no::t so good when you have to go to the job because ... maybe:: that- that could be far away ... sometimes o:r everyday ... we ca::n ... be late and it is no good.
32. L6: Yeah! And as you said pepl- ... people would not take attention to that poster because you have to travel distances →
33. L11: Yeah.
34. L6: So it's very difficult to walk li::ke=
35. L11: =One hour two hours? For- for example for Mex- from Place 6 – Place 7
36. L6: Yeah.
37. L11: Yes.
38. L6: And then you're tired.
39. L11: Yeah [2} so we have to consider one of them ... what do you- would you choose?
40. L6: I vote for the family →
41. L11: Yes.
42. L6: For spending time with the family.
43. L11: Yes I agree [2] and also what about doing exercise?
44. L6: I thi:nk that people: ... don't thi:nk i:n do exercise because all the time thinking in work ... they are thinking i::n ... probably in the things they have to do: ... a:nd probably all the time they're stressed ... a:nd I don't think so they pay more- ... pay a lot of attention.
45. L11: I think that you are right ... and also a:h as they want to lose weight ... fa:st ... they prefer eating I don't know ... buy the meals ... mo:re ... TV.
46. L6: Pills!

47. T: Okay! ... have you reached a conclusion? [LL noises for 3 seconds] ideally you should have ... but you're also allowed to agree to disagree ... now remember part number 4 in CAE is an extended discussion. I'm going to give you the questions and I want you to discuss them okay? So they are 7 different questions ... and it is an extension to this.
- [T gives out the sheets with the seven questions for the discussion]
48. L6: What are the: ... positive effects of modern day living? ... in which ways are we happier than previous generations? ... so what are the /bad advantages/ of other life ... they-
49. L11: Hmmm maybe because technology because a::h ... we:: don't suffer a lot looking for information ... o::r making researches or something like that ... but sometimes it also has a:: ... disadvantages ... because we:: do:n't ma:ke a lot of efforts to: do something for example to- to go to:- ... to the job o::r look for information::n ... nowadays I think that ... nobody reads ... a lot or- or open a book-
50. L6: Even the newspaper ... are we happier?
51. L11: Yes a::h heheheh.
52. L6: heheheh I think that we live happy but ... as ... she said ... it's completely ... different ... in the past ... we use- ... well our sisters they tend to be- ... to have imagination ... and today- ... I think they think more than- I think they think more than us ... because for them it was fundamental to:: pay attention and probably they tend to be more specific ... and ... how can I say that? [1] they pay attention in everything that occurred ... a:nd ... in the situation in which they were ... it was for- the interest- the interest ... and nowadays I think that all is provide ... and all the things that we have ... it's because someone in the past did it ... and for us ... only ... use- only we use them ... a:nd it is not happening anymore ... a lot ... what do you think?
53. L11: A::h ... I consider that ... I don't feel happy about ... because there is a lot of technology ... and ... throughout the time you have to learn how to use it ... a computer ... how to change your mobile phone because it's different ... so I think that also a bad thing is that you have to spend a lot of money on that ... because if you want to be on the top of technology ... you have to buy a mobile phone ... you have to buy a computer ... a::h ... hire internet or something like that.
54. L6: And always there is a new ... moyen- a new technology that maybe you never used before.

55. L11: Yeah [3] I read?
56. L6: Yes.
57. L11: Are we too obsessed ... with healthy eating and physical fitness nowadays?
58. L6: I think we are very worried because of the TV ... because you want to look ... as pretty as the ... I don't know the famous people ... so: we want to have a:: ... a good ... stoma:ch ... we don't want to be fat ... and we want to be: ... everyday make-up ... so: ... I think we- we're not obsessed ... but we are like ... thinking about how to look pretty ... also men.
59. L11: Yes ... I consider that ... because of- of the situation ... of Mexico is the first one in obesity ... a:nd people tend to be scared about the situation ... and try to be healthier ... a:nd because of the television and try to be- and buy new things in order to: ... lose weight a:nd ... as I said to- ... to seems like ... an actor an actress ... i::n first- on the one hand I think it could be an obsession ... they tend to imitate ... I don't know how to- ... how to say this word but there is an specific clothes that ... you put it a:nd you tend to be- you lose like two size or something that- ... a:nd people tend to: buy like these so ... it's close to be:- for healthier- to be healthier on- ... o::r.
60. L6: I think that maybe:: ... we are obsessed ... in our minds because ... in fact nobody ... do exercise ... or when people want to ... do exercise ... it's because they want to get a perfect body or a perfect shape ... rather than a good health with-
61. L11: Sometimes they do a lot of exercise and they don't ... take care of the things they need.
- [5]
62. L6: Are there any other issues would you think you need to address?
63. L11: I don't get the:: question.
64. L6: Other topic you think you could talk about? [1] that it is important? [1] probably:-
65. L11: Maybe pollution?
66. L6: Pollution.
67. L11: Maybe smoke.
68. L6: Smoking.
69. L11: Smoking ... there is a picture ... and when people drunk- drink a lot.
70. L6: Yes.
71. L11: I don't drink and I don't like it.
72. L6: Specially the:: young people.
73. L11: Yeah.

74. L6: Specially young people.
75. L11: And also taking drugs ... I think it's becoming dangerous because ... there are ... I don't know youngsters that ... when they are 11 or 10 years they take them ... and it's more dangerous for other people ... than for people who:: consume these →
76. L6: Yes ... the passive-
77. L11: Pills or whatever [6] how far do you agree that the reason we sometimes /help/ others ... is to make ourselves feel better?
78. L6: Can you repeat it?
[2]
79. L11: Okay ... do you think that ... when we help others is because we want to feel better?
80. L6: Ah sometimes! ... ah if someone helps you e::m ... and it was good for you probably ... you want to hel- help other people ... and depends of the situation because fo::r ... some people ... they say ... 'they don't need my help' ... they are like- ... well they don't take care- take care of other people because ... they only think in himself- ... themselves.
81. L11: Probably ((4)) by giving to the others.
[5]
82. L6: Yeah ... uh-huh.
83. L11: But I think that when people have another people for be beggar ... i::t's a little bit selfish ... heheheh I think.
84. L6: Or also when they're- are regret of something that they live ... because of that they want to be.
85. L11: But we don't usually do.
86. L6: No.
87. L11: I think if we- ... if we give money and clothes it's because they want to- to- or ... and also you feel better but you don't want to feel better ... you feel it because of the situation.
88. L6: Yes.
[2]
89. L11: Me? ... okay [1] how necessary is it for government to become involved in campaigns such as the one ... above? [3] such as one anyway.
90. LL: Heheheheheh.

91. L11: I think it's very important because they:- I don't know they take the:: ... I don't know ... the point to show other people ... what to do or what not to do ... so they are like principal? To do something ... so if they don't ... maybe say people to do something ... we're not going to do it.
92. L6: You don't believe in them i:f- if you don't see him- see him- see her? Talking about their proposals ... o::r probably the things that could happen ... a::nd whe:n you see: a politics in- well a politics into thei::r ... campaigns? ... you could say that ... he is really worried about the situation ... and he take care- well him- him- he want to ... be better.
93. L11: And also you have to invest money ... so who has the money? ... the government ... yeah.
94. L6: What do you think?
95. L11: I don't like politics.
96. LL: Heheheheh.
97. L11: I think it's necessary that people know ... what they are doing ... but sometimes they:: tell lies ... so:: it's ... the same [1] but the thing or the fun is not that ... but ... people have to ask for these things o::r ... I don't know ... *exigir?* ... that these things a::re [2] I forgot the words [1] okay people have to as- ask ... for the things a::re →
98. L6: I don't know what you:-
99. L11: Necessary for the:: doing they have to- okay! [sighs] whe::n goverments promise to do something the people have to:- to:- ask for these ... things are made.
100. L6: They make come true.
101. L11: Yeah! ... okay ... thank you!
- [7]
102. L6: To what extend does the way you dress influence the way you feel?
103. L11: I think if you're talking about the weather?
104. L6: Okay!
105. L11: And cold or hot weather ... I think you can feel good if you're wearing a jacket but if you're talking about appearance ... there are a lot of people who are worried about how they look ... so:: if they don't have the new skirt ... the new jeans that have ... shown on TV they don't feel okay ... they want to get a lot of clothes and high heels ... boots because they want to consider- they want to consider the people- they want to show off ... to other people that they have the money ... more than you ... maybe the colors have more influence that the clothes right? If you:- I

- don't know if you:: are dressed with a yellow: maybe it could be that you are happy or something like that ... heheheh I think.
106. L6: I- I could say that ... actually we are in a society where all the time we're trying to imitate ... and we are ... well not of us- not of us ... but most of people ... as you said ... if someone looks like ... a rich person ... even ... it wasn't- here it wasn't she wasn't a rich person ... even he or she suspected ... but ... if looks like a good a person of you don't have a lot of money to buy something new ... people tend to:: look at you ... 'you're copying me' →
107. L11: Ah yes!
108. LL: Heheheheh.
109. L11: Maybe if there's one- maybe it's related to:: personalities maybe ... people dressing in one way because ... it's their personalities
110. L6: Yes because sometimes ... the way that you dress not shows ... if you::- well your social class.
111. L11: Okay! ... would you make any changes to the posters you shows?
112. L6: U::m.
113. L11: Maybe on the last one because we:: missed one [5] to reach a decision because you didn't do it.
114. L6: Yes.
115. L11: We choose this and this right?
116. L6: Because of the images o::r?
117. L11: Yeah the poster ... maybe ... yeah [4] maybe you can add I don't know bicycles ... to this ... maybe for exercise and people who were fat and now skinny because of the exercising.
118. T: Okay! I think some have finished ... okay ... you did for a while ... remember you're going to asked two or three questions [T stops pair interaction]

APPENDIX 53

TRANSCRIPT: PI 2 (ADVANCED LEVEL)

1. T: Okay let's practise a little bit of speaking [4] so I want you to take an item from the bag but you cannot move ... don't worry.
[38]
2. L12: What's the page that we had the last class? [1] that I had to left because my baby was making a lot of noise.
3. L1: No ... where did you left?
4. L12: Okay ... the cafe- how do you say cafeteria?
5. L1: Cafeteria? Cafeteria ... with who?
6. L12: With u::m-
7. L1: With one of your class- classmates?
8. L12: My cousin.
9. L1. And she was ((1))?
10. L12: Yes!
11. L1: Because they say when- you let them with people they don't know ... they are like- →
12. L12: Crying.
13. L1: They are like crying.
14. L12: Uh-huh.
15. L1: We didn't have another ... we were answering this one.
16. L12. Really? Because L18 told me that there was a new page.
17. L1: A::h yes! ... this one.
18. L12: A::h ya.
19. T: Okay can you find your partner with the same candy please? ... you must find your partner with the same flavour.
[LL stand up and find their partners to work in pairs]
20. T: And there is a trio ... a trio.
[31]

21. T: Okay! Let's practise this collaborative task from CAE ... that ... well! You have practised in your mock exam ... so please ... I want you to open your book to page 92 ... we need one book! But if you want and go to get one [14] so remember the idea of this session ... It is ... 'discuss a situation in which you can agree ... or you can agree or disagree' no problem ... but the idea is to have an exchange of opinions ... trying to convince your part ... following discussions ... covering all the points marked in the instructions please [2] okay! ... let's have a look at the instructions ... 'concern at the negative ways of modern day living the government has announced plans to launch a concern campaign aimed at encouraging a healthier life style ... and greater sense of well-being among the population [1] the illustrations below are the first drafts of the posters representing the main issues the government wants to address [2] talk to each other about how important each issue ... is to our health and well-being ... and then decide which three posters will be the most effective' ... now! Before discussing ... you have some useful language on the box below ... so you can use these phrases in your discussion so ... which of the following adverbs is not commonly used with the adjective 'important'? So when you say that something is important ... which one is not used?
22. L?: 'Utterly'.
23. T: Exactly! 'Utterly' is not used [2] the rest ... are correct ... which of the following adjectives cannot be used to mean 'very important'?
24. L14: 'Elementary'?
25. T: 'Elementary'! [2] Maybe you can read the instructions again to start the discussion again please [16] okay? I give you five minutes to discuss this please.
[39]
26. L1: So you have to decide which one is better ... for this ... for this-
27. L13: Campaign?
28. L1: Campaign ... whe- wha- what would you choose?
29. L13: I could choose ... fast food.
30. L1: Fast food?
31. L13: Yes ... I think it's a:: [1] fast foo:d-
32. L1: Yeah.
33. L13: Well I could- I don't like to eat no- no fast food →
34. L1: Ah.
35. L13: Heheheh yeah because I think that →

36. L1: It is not /great/?=
37. L13: =Yes.
38. L1: So for example with me: ... I would choose the number six ... the one with the TV ... for me that it's interesting →
39. L13: Uh-huh.
40. L1: It can persuade about- can you see that they're watching at the same mountain ... for example in the window but they are not watching at the window ... they are watching the TV ... I think →
41. L13: Yes.
42. L1: It is better right?=
 43. L13: =But I think i::n ... they pay a lot of attention ... just for example get out ... when they are in holidays.
44. L1: Yes but can you see that the other ones are really common ... nowadays for example this one ... these two and these two a::re really common ... nowadays and people don't pay attention to them →
45. L13: No.
46. L1: So:: ... I strongly believe if you change the::- ... if you change the perspective of the:: posters maybe will have a different effect on people right?
47. [1]
48. L13: Yes and also you can [1] make conscious about it?
49. L1: Uh-huh
50. L13: Because for example this can ... ((1)) for example this one with ... the teddy bear ... it's a simple thing that you can believe /it's happening/ ... and also it's a:: ... addiction I think-
51. L1: But it is really obvious ... for example these two ... I have seen them i::n nowadays life ... for example or transport ... or all those kinds of- of places and I- and I have some but I think people don't pay attention enough to them ... because- ... I don't know maybe because they are common ... so if you make a:: change ... in that perspective about the poster ... if I- if I were you ... I would choose this one ... so supposing you are the government and you::'re going to use the poster ... I would choose this one ... I don't know if you agree.
52. L13: Maybe I think it's ((1)).
53. L1: Ah yes because ... for example in this case [1] some things we're in a routine ... every single day within a routine we go into car ... we go to the gym sometimes ...

- and if we show this people would maybe change their mind ... and they would say
 'why am I looking at the TV only if the same thing is about me and it can talk shit'
54. L13: And also it has no ((1)) for example in fast food-
 [2]
55. L1: Yes!
56. L13: So it can also for- for- and have to just said it's a routine also the work ... so ...
 I think-
57. L1: Yeah for example this t-shirt with those dirty hands=
58. L13: =Yes it has ... it reflects- the TV reflects all the types.
59. L1: Yes ... so do you think the TV is better? ... it could be the better? The best?
60. L13: Yes I agree with you ... I think the TV is ... for everybody ... you can see a lot
 of- ... for example a lot of cars ... fast food ... o:r ... as I said before ... addictions
 ... cigarettes ... alcohol ... I think.
61. L1: Yes yes I think that it has-
62. L13: To go away=
63. L1: =Even if you see for example this picture on a wall you say 'ok I think it has a
 reflection about my life what have done? What haven't- what haven't I done'= →
64. L13: =Yeah
65. L1: 'What do I need to do'=
 66. L13: =Yeah also
67. L1: 'What I need to do' yes →
68. L13: Yes enjoy the life.
69. L1: For example in these ones I can see your point right? But I- I could choose these
 ones ... yeah they are- they can see your point but they are common and if they are
 really common ... people don't pay attention if they don't see no difference ... people
 pay attention ON things that are different.
70. L13: Also ... it's a:: ((2)).
71. T: Okay! ... have you reached a conclusion? [LL noises for 3 seconds] ideally you
 should have ... but you're also allowed to agree to disagree ... now remember part
 number 4 in CAE is an extended discussion. I'm going to give you the questions and
 I want you to discuss them okay? So they are 7 different questions ... and it is an
 extension to this.
- [T gives out the sheets with the seven questions for the discussion]

72. L13: I don't understand this question ... to what extent does the way you dress influence the way you live?
73. L1: Uh-huh ... that how important the way you dress have influenced on you?
74. L13: A::h! ... okay.
75. L1: do you think that dress is really good for you? ... o:r not?
76. L13: U::m →
77. L1: Because I think=-
78. L13: =Well it's not an important thing for me ... but I think the same thing=-
79. L1: =With your life?
80. L13: Yeah it's essential ... you need to be [2] fashion.
81. L1: Fashionable?
82. L13: Yeah! ... not all the time ... depend on you::r- →
83. L1: Point of view?
84. L13: What is fashionable.
85. L1: Uh-huh yeah.
86. L13: For example or a mother could be fashionable to go to the:: avenue a:nd buy some things ... and it's fashionable bu::t for example ((2)) they are mother that are not fashionable they are so common.
87. L1: For example in my case it depend on ... the way I feel for example ... it needs to be related to my personality ... because I cannot always u::se like a:: suit because I don't feel good because it's not my personality ... for me for example it's more casual ... and I would like- I would like to wear jea::ns or a t-shi:rt ... even a shirt ... with shoes ... or tennis- sneakers tennis shoes ... I think it depend on the date also ... because if you are always for example in my case because of my work I need to use a::- a:: shirt every single day ... so:: I don't- I don't shirt ... shirt right? It's like-
88. L13: *Camisa no?*
89. L1: Yes?
90. L13: *Playera* is t-shirt.
91. L1: Okay okay for my job i need to use that ... it is not because I like it it is because I need to use it ... you need to have a different because if you go to a job ... with jea:ns ... they will not pay attention but they will think you are not taking your job seriously
92. L13: Yeah.

93. L1: Uh-huh ... yes [1] how far do you agree the reason we sometimes help others is to make ourselves feel better?
[14]
94. L13: Well for me personally i think when i help somebody ... I feel better ... I think [2] I feel I have done better= \rightarrow
95. L1: =Sensation.
96. L13: Sensation that I help with some thing.
97. L1: Yes ... honestly I think that when you help other people you feel- ... you feel better because you are making good actions ... maybe I don't know it is not because of ... the thing you're going to get from ... it is the sensation that you feel that somebody is better because of your help ... so I think it's why we help people ... we don't help them because we are the same situation sometimes ... but sometimes when you help somebody you:: ...have that- that remind- ... tells you that you're good.
98. L13: It's a:: ... ((2)) because a::- a::-
99. L1: Ah to do help ... and- and to help somebody ... but with any::- ... any:: expectation ... to receive something ... yes?
100. L13: You have to:: help everybody: without::t-
101. L1: \updownarrow Interest.
102. L13: Yeah.
103. L1: Interest.
104. L13: Because you- if you do it with interest ... you don't feel it.
105. L1: Really!
106. L13: What are the effects of modern day living? And in what way are we happier than previous generations? [5] well I think that the most issue- the issue most important is the technology.
107. L1: Yeah technology ... that we have easier ... ((1)) it's really easy to ((1)) nowadays because you have everything in your house ... you have a cooker intelligent ... you have a TV which is intelligent ... yes everything is easier ... for example I think that nowadays the life is easier but it is also mo:re complicated ... because there are a lot- illness- a lot of illness ... so maybe we can have an easier life related to the ca:r the hou:se ... things we need to do every single day in a daily life but ... for example illness that are [1] much or more different \updownarrow we cannot control even-
108. L13: \updownarrow Serious.

109. L1: Are very serious ... serious illness that the doctors cannot control ... or even the doctors cannot find the solution.
110. L13: Even the technology ... but it is not enough.
111. L1: But for example we have- we have a fast- a very very very fast life nowadays ... because in the day we have a lot of things to do so that's why- even if we have a lot of help with technology we have a lot of things to do ... and even sometimes we don't finish.
112. L13: Even the new:: technology.
113. L1: Ah yes.
114. L13: But I think that we're not happier than other generations=
115. L1: =We can be happier but depending of the life right?
116. L13: Yeah.
117. L1: then we have ... are we too obsessed with healthy eating and physical fitness nowadays?
[2]
118. L13: but personally I think people like a lot of- ... worry about it ... it- I don't know slim get slim.
119. L1: Yes I think that sometimes I- I think that nowadays we're really worried because sometimes we need to go to the gym ... we need to take- ... take- ... take a care about what we are eating ... it is also- for example on TV ... there are very skinny people that they are very:: ... slim people ... so that's why people are really worried ... yes ... are really worried about that ... so- so:: I think if you're not- if you're not slim enough you feel really fat ... for example in the case of: my sister ... she is really really slim but she's looking for ... be slimmer ... well my mom is taking care of this ... I even laugh about it but ... for example teenagers are looking for the- ... to be slimmer.
120. L13: Because they think that they are →
121. L1: Healthy at the same time.
122. L13: Happy if you can have a happy life but it's not- it's not [1] true [1] are there any other issues you think we should address?
123. L1: Yes! ... for example delincuece ... it is an issue that we need to think about ... Place 8 is becoming a dangerous ... city ... but I remember when I come ... when I was a kid the first time ... I didn't think about anything but now:: I feel afraid of everything if I have a person behind me ... if I- if there is a car that stops next to me.

124. L13: Yes you think that.
125. L1: Yes! [1] what about you? Have you ever-?
126. L13: No no fortunately-
127. L1: Fortunately no ... but you even feel insecured walking in the street ... so for example at night you cannot do that alone →
128. L13: No.
129. L1: Because it is very very dangerous.
130. L13: Also when you ... go in the bus →
131. L1: uh-huh.
132. L13: Start looking at the people=
133. L1: =Who is around you.
134. L13: Yes.
135. L1: You have to diagnosticate the::- the kind of people that is around you in the bus →
136. L13: Heheheh.
137. L1: Because you say ... this-
[2]
138. L13: Diagnose.
139. L1: Okay you need to diagnose ... the people that is around you ... so for example if you look at the man that who's- who's ... with a terrible face I don't know.
140. L13: You change seat ... with a person very strong or something.
141. L1: You feel like you::'re in danger.
142. L13: Yeah and you have to go=
143. L1: Uh-huh [1] how necessary is it for ... government to become involved in campaigns such as the ones above?
144. L13:
[3]
145. L1: I think they have [2] the power to change something ... they have the:: means to do something ... for example ... you can do a lot of things to avoid danger ... by just not going out.
146. L13: I think it becau::se ... people are not educated ... because things are very expensive nowadays ... so it is easier for them to kidnap somebody ... it's easier for them to murder somebody ... it is easier for them to assault? Assault somebody ... yes ... to get- getting the things or the money.

147. L1: Without effort ... well there are- ... there are a lot ... of jobs ... there are jobs.
148. L13: Yeah.
149. L1: Sometimes they think like humans that when you have money you want more money ... so when they- they don't want to- [2] to:: work.
150. L13: For example ... last- last week ... I saw a police- two police officers ... talking with a prostitute ... when in the other side there are an assaultant? ... a criminal! Yes ... with a criminal ... so they are ... chatting with the prostitute instead of watching around that- what happening around that ... for example last Wednesday somebody ... try to assault ... me ... in a- in a bridge so I was really scared ... where are the police? I cannot imagine what are they doing.
151. L1: I think we need to take the security from government ... they don't observe them.
152. L13: So for example they start ... their vigilance around the city ... after 7 ... when the delincence is before seven! I don't know.
153. L1: Really?
154. L13: Uh-huh! They are only- for example they make a round only ... once- only once in an hour when they need to do it.
155. L1: ((5))
156. L13: And the more dangerous places are the:- are the- are the less ... vigilate ... teacher how do you say *vigilar*?
157. T: Watch.
158. L1: Watch? They are the less watched
[4]
159. L13: I agree with you.
[2]
160. L1: So do I
161. T: Okay! I think some have finished ... okay ... you did for a while ... remember you're going to asked two or three questions [T stops pair interaction]

APPENDIX 54

TRANSCRIPT: PI 3 (ADVANCED LEVEL)

1. T: Okay let's practise a little bit of speaking [4] so I want you to take an item from the bag but you cannot move ... don't worry.
[38]
2. L14: How do you say *eso es trampa*?
3. L9: I don't know.
4. T: Okay can you find your partner with the same candy please? ... you must find your partner with the same flavour.
[LL stand up and find their partners to work in pairs]
5. T: And there is a trio ... a trio.
[31]
6. L3: Do you like chocolates?
7. L19: Yes!
8. LL: Heheheheh.
9. L19: And you?
10. L3: Yes [2] I didn't see it was a chocolate ... but now I see it.
11. LL: Heheheheh.
12. T: Okay! Let's practise this collaborative task from CAE ... that ... well! You have practised in your mock exam ... so please ... I want you to open your book to page 92 ... we need one book! But if you want and go to get one [14] so remember the idea of this session ... It is ... 'discuss a situation in which you can agree ... or you can agree or disagree' no problem ... but the idea is to have an exchange of opinions ... trying to convince your part ... following discussions ... covering all the points marked in the instructions please [2] okay! ... let's have a look at the instructions ... 'concern at the negative ways of modern day living the government has announced plans to launch a concern campaign aimed at encouraging a healthier life style ... and greater sense of well-being among the population [1] the illustrations below are the first drafts of the posters representing the main issues the government wants to address [2] talk to each other about how important each issue ... is to our health and well-

being ... and then decide which three posters will be the most effective' ... now!
Before discussing ... you have some useful language on the box below ... so you can use these phrases in your discussion so ... which of the following adverbs is not commonly used with the adjective 'important'? So when you say that something is important ... which one is not used?

13. L?: 'Utterly'.
14. T: Exactly! 'Utterly' is not used [2] the rest ... are correct ... which of the following adjectives cannot be used to mean 'very important'?
15. L14: 'Elementary'?
16. T: 'Elementary'! [2] Maybe you can read the instructions again to start the discussion again please [16] okay? I give you five minutes to discuss this please.
[39]
17. LL: [LL murmuring and reading for 23 seconds]
18. L19: Okay ... YOU can start ... what do you think L3?
[1]
19. L3: We::ll ... first of all ... all of them are very important ... but taking in consideration the nee:ds- ... the needs o::f ourselves heheheheh the:: ... other lives=
20. L19: =Uh-huh yes.
21. L3: But for example this one ... especially important ... because you have a good health /compensation/ in order to have a good immunity ... to:: be::- and also in the case o::f [3] well! The kind of thing that we:: contribute to:: ... ou::r ... health ... what do you think about the other?
22. L19: I think this one where they are smoking ... I think those- this is important ... it's something that many people ... even if they know that causes smoking like cancer ... they still do it.
23. L3: Yes it's a:: ... nowadays a big problem with children →
24. L19: Yes.
25. L3: a::re- start smoking.
26. L19: In this one ... I think- well people spend much with his work than with his or her family- or with their family ... and ... I think it is very important ... for example here ... obviously you need to work ... to give something to your family ... but your family nee::d- need you to be with them.
27. L3: Yes ... yes ... it could be a good option because ... nowadays the- the way they live it's a little busy ... for example ... ((2)) this could be a good option for the poster?

28. L19: For example this one walking is a good one ... because nowadays people prefer ... e::r ... the ca:r or maybe:: the:: transport but maybe walk or even the- ... ride bicycle? Is a good option.
29. L3: I- I like more this /often/ than the other one ... because in this you're doing exercise →
30. L19: Yes.
31. L3: Here you are walking ... but at the same time you are contributing to the planet ... it doesn't cause pollution and everything ... that kind of pollution ... and for example here you are walking but at the same time ... you are contributing to the:: ... environment.
32. L19: What about this one? Well I think it's a good option ... children spend all the day in front of the TV ... and they::- they don't play like the other chindre:n so::me years?
33. L3: Yes ... and they need to find another kind of activity.
34. L19: Yes ... nowadays ... they should- they must?=
 35. L3: =But this a consequence of TV.
36. L19: Maybe.
37. L3: The only activity is to watch television
38. L19: So which one you agree? Well I think this one is a good option.
39. L3: Yes! This is what we include in the poster ... because ... it's very important and i::t ... implies doing exercise and also contributing to the environment=
 40. L19: =Uh-huh it is really effective ... for-
41. L3: Yes ... another one could be:: the:: I don't know ... maybe::-
42. L19: Maybe-
43. L3: This one?
44. L19: Yes.
45. L3: To reduce this kind of addictions?
46. L19: Yes all of them are good ... but this one.
47. L3: Yes.
48. T: Okay! ... have you reached a conclusion? [LL noises for 3 seconds] ideally you should have ... but you're also allowed to agree to disagree ... now remember part number 4 in CAE is an extended discussion. I'm going to give you the questions and I want you to discuss them okay? So they are 7 different questions ... and it is an extension to this.

[T gives out the sheets with the seven questions for the discussion]

49. L3: What are the positive effects ... of modern day life? And in what ways are we happier than other generations?
50. L19: What are the positive effects? ... maybe:: could be that now ... well it is not positive ... now ... life ... is more comfortable? →
51. L3: Uh-huh.
52. L19: Because now you can ... have everything ... for example in the computer ... before you have to go for example to a library ... but now you find it in internet.
53. L3: Yeah might be- a positive effect of modern day life could be the: communication ... before it was difficult to reach ... maybe::- ... maybe people who are living abroad ... but for me it's the most importa::nt-
54. L19: Most effective.
55. L3: Uh-huh-
56. L19: Well ... I think in that part ... it's a: ... positive effect? ... but on the other hand it is negative ... because now- ... now [2] talking with people who you don't know ... and you forget that people next to you! And I think-
57. L3: We:ll ... apparently you're communicating ... but it's not so:- you are not there [2] so what ... do you think ... in what ways we are happier? [3] as you said ... nowadays we can access information.
58. L19: What- are we too obsessed with healthy eating and physical fitness nowadays? ... yes!
59. L3: Yes but ... I consider that it's not the whole society ... maybe a::n specifi::c maybe ... I don't know ... for example teenagers ... that sometimes especially women ... are more obsessed with this ... to be healthier=
60. L19: =Yes=
61. L3: =Because they're worried about their physical appearance ... but on the second hand there are a second group ... that don't care about it ... for example I don't know if it's the situation ... but there are people who prepare to go to McDonald's to eat fast food.
62. L19: Yes I agree with you ... certain groups like the teenagers are obsessed wi::th healthy- ... maybe some other ... who are influenced with TV.
63. L3: Well for some people-

Most

64. L19: Maybe- ... maybe some men ... who are /happy/ with exercise ... because they want to have a perfect body or something like that-
65. L3: But it's only a part of- we need to have more culture about exercise=
66. L19: =And fitness ... are there any other issues you would like to address?
67. L3: In this?
68. L19: I suppose about that ... maybe:: ... we'll ... not be ... worried- well ... teach people how to eat healthy ... and maybe ... not go ... on extreme diets or- [9] and would you make any /improvements/ to the posters you have chosen? [3] no I think they are okay.
69. L3: Yes ... maybe:: ... we can omit this part because it's similar to the other one.
70. L19: Yeah!
- (9)
71. L3: Well I don't consider this very important.
72. L19: I think the poster where they are smoking ... the should put something ... more-
→
73. L3: Another type of-
74. L19: More- →
[2]
75. L3: Something more expressive.
76. L19: Something where people can see the consequences- the consequences.
77. L3: Worry about the consequences they could have?
78. L19: Because=
79. L3: =In this case we're talking about the smoking ... but in general it's ... drugs- the different kinds of drugs.
80. L19: Because you see- you see people smoking everyday ... so something more-
81. L3: More impressive?
82. L19: Yeah.
83. L3: I don't know.
[13] [LL read the following question silently]
84. LL: Heheheh.
85. L19: Well I think it's important because government ... is the one who:: ... who has the power? Heheheheh like the money for-
86. L3: This kind of things?
87. L19: Yeah!

88. L3: They are the ones who have the money ... and well the economic resources ... to- to [4] to the publicity or something ... but they are not the ones who:- well they are necessary but they are not especially or important for this ... but it's the society ... who are involved in these types of problems.
89. L19: Yes.
90. L3: We as a:- [2] we as a:-
91. L19: citizen? [1] yeah? Citizen? ... what do you want to say?
(2)
92. L3: Next question.
[5] [LL read the question quietly]
93. L19: I think ... you:- the way you dress can influence many people ... maybe children if you have ... cousins ... many cousins ... or childrens ... if you have a son or a daughter.
94. L3: For me it's sometimes important ... not because of the television ... for example if I'm wearing something that I don't like ... I feel bad heheh.
95. L19: A::h for example?=
96. L3: =For example if I don't like this jacket ... if I'm wearing this jacket I feel bad →
97. L19: Yeah.
98. L3: Not comfortable [2] but it doesn't- it doesn't works in teenagers.
99. L19: And if you feel ... well you can ... transmit ... your feel heheheh ... to other people=
100. L3: =Yeah [1] for example for teenagers ... the way they dress are very important= →
101. L19: =yes.
102. L3: They are obsessed with everything.
103. L19: And when you grow up ... you don't care about that heheh.
104. L3: Or they:- they are worried about the:: ... acceptance ... for example if they are liked or not.
105. L19: Yeah.
[8] [LL read the question quietly]
106. L3: I don't know=
107. L19: =I think if you:: think in other you feel better because you feel you're making something good for them ... I think that ... and for example ... it's not a big example but once ... I was walking on the street ... and the:n a:: ... woman ... wanted to pass

the street ... but ... she can't ... walk ... u::m ... walk? ... because hi::s- her foot ...
it was like injured ... and I think she was worried ... because she wanted to pass the
street ... and I asked if she wanted ... and she said yes ... and I feel good →

108. L3: Yeah.

109. L19: I feel good.

110. L3: Maybe we ... help others not ... because we want to help them-

111. L19: Or maybe sometimes when you see someone ... that needs that ... and he's
sad ... and you said 'oh it's going to be fine'

112. L3: Yeah you help them and you feel better heheheh.

113. L19: Or maybe sometimes when you hel someone to- to ((2)).

114. L3: You help ... with problems you can.

115. L19: yeah you help her or him [4] I think that's it

116. L3: Yeah

117. T: Okay! I think some have finished ... okay ... you did for a while ... remember
you're going to asked two or three questions [T stops pair interaction]

APPENDIX 55

TRANSCRIPT:

PI 4 (ADVANCED LEVEL)



1. T: Please [10] no:: are you again together ... it's because I change it right?
[LL stand up and find another partner to work with]
2. T: Okay! Good! [2] let's continue with this vocabulary related to: 'skills intelligence and ability' uh-huh? Number three ... tell your partner about anyone you know who is ... a competent secretary ... a proficient typist ... a craft man or a woman ... I mean ... probably you don't know a person ... but you know that certain people in this area are very ... I don't know ... skilled craft men or women okay? ... an expert cook? ... a computer expert ... and an accomplished musician ... it could also a famous person ok? ... you don't need to know this person ... not necessary ... please.
3. L10: Well- well ... they- ... they are talking about famous people? I think that [1] Beckham right? I- I think it's one ... because I was watching ... TV and they were- they were talking about his abilities [2] and they were saying ... in that moment- [10] you need to have the ability before you start ... training ... so if you're not good at soccer ... for example in my case I'm not good at soccer so: [1] I wouldn't train.
4. L18: I know- ... I have two cousins in my family ... which are footballers ... but one of them is very good ... and he- he is a professional ... matcher? [1] he lives in an ancient building ... here in Place 4 ... →
5. L10: Uh-huh.
6. L18: Whe::re ... there's the football team [1] there they have e::r [1] how do you say *canchas*?
7. L10: Fields.
8. L18: Their field ... they try to live u::h- [1] they get paid for playing.
9. L10: Really?=
10. L18: =Yeah but he has to do things
11. L10: He's- he's studying? Or not?
12. L18: No he's not studying ... he only plays football ... but as you said he- he was competent before ... being professional because a trainer selected him [1] and them my other cousin ... he plays very well ... he has been training his whole life ... he

- was studying the: *secundaria*? ... He stopped studying and he try to enter the team of my other cousin.
13. L10: A::h interesting!
14. L18: Yeah ... but he's good.
[2]
15. L10: /A professional secretary/? ... Yes for example I was working ... in an office [1] of the government ... and ... they ... are always like this [showing L18 how fast they typed] →
16. L18: Heheheh.
17. L10: Moving their hands typing and typing ... speaking with another people and typing ... and they say 'Oh! I make a mistake' ... erase and continue [1] and they even use this finger.
18. L18: Really?
19. L10: Uh-hu:h! ... I cannot do ... for example the only one that I use for is these three ... the ones in the middle ... I cannot use this one for example.
20. L10: My mom was studying for that and ... they do it very fast ... really.
21. L18: Yeah it's very interesting ... I have a friend a::nd [1] he's also good at- for example if I need to do something very quickly ... and I tell him ... 'can you take my homework? please' ... and in five minutes ... he ha:s- ... he has everything ready ... like- [1] li:ke ... ten pages ... in five minutes
22. L10: O::h that's- ... an expert cook?
23. L18: An expert cook? ... my mom your mom?
24. L10: Yes! She cooks delicious ... she hasn't studied ... but she cooks delicious ... and she does these ... experiments with food ... she cooks from recipes and it's delicious →
25. L18: Uh-huh
26. L10: I don't know she- she does it ... sometimes she- she teaches me ... that's- that's ... where I learn how to ... cook ... I like cooking but-
27. L18: Yeah my mom has this ability ... she's always adding and adding ingredients ... something ne:w ... and it's delicious ... I think it's because of her experience ... because they have- because they have- for example my mom- she has been ... cooking fo::r at least ... 25 years ... so that's why ... she's an expert.
28. L10: Ye:s.
29. L18: When she was a teenager ... she was the cook of her family also.

30. L10: A computer expert?
31. L18: A computer expert?
32. L10: I have a cousin ... which is studyi::ng ... like a computer thing ... he- he is the one which repairs ... I don't know anyone- ... eh eh I give my computer to him and he repair it because he is fast.
33. L18: Really?
34. L10: Uh-huh sometimes when I have a problem or I don't have the software ... he always help me.
35. L18: Uh-huh.
36. T: Okay! [T stops the pair interaction]
37. L18: Really?
38. L10: Uh-huh
39. T: Have you found different examples?
40. LL: Yes!

APPENDIX 56

TRANSCRIPT: PI 5 (ADVANCED LEVEL)

1. T: Please [10] no:: are you again together ... it's because I change it right?
[LL stand up and find another partner to work with]
2. T: Okay! Good! [2] let's continue with this vocabulary related to: 'skills intelligence and ability' uh-huh? Number three ... tell your partner about anyone you know who is ... a competent secretary ... a proficient typist ... a craft man or a woman ... I mean ... probably you don't know a person ... but you know that certain people in this area are very ... I don't know ... skilled craft men or women okay? ... an expert cook? ... a computer expert ... and an accomplished musician ... it could also a famous person ok? ... you don't need to know this person ... not necessary ... please.
3. L1: Tell me.
4. L12: A /skilful footballer/ could be-
5. L1: Messi?
6. L12: Yes heheheh.
7. L1: He's a quick /player/.
8. L12: Messi o::r person 3?
9. L1: Yes.
[2]
10. L12: I really don't like football heheh.
11. L1: I have heard about them.
12. L12: Yes heheheh yeah ... and ... what is a typist?=
13. L1: =Typist?
14. L12: Oh with the::-
15. L1: With the: ty:pi::ng machine ... I don't know ... tha:t machine tha:t used to be the
computer [3] where people type letters or-
16. L12:  Maybe it's fast [1] fastest?
17. L1: Yeah! ... You need to be:: ... very proficient a:t ... having dap ... fingers?
18. L12: Fingers?
19. L1: Yeah! Because they're- ... we::ll 

20. L12: Do you know-?
21. L1: How to type?
22. L12: No anybody?
23. L1: A proficient typist?=
 24. L12: =I don't know anybody.
25. L1: I think I have a:- [1] I have an aunt ... that is ... a typist →=
 26. L12: =Uh-huh
27. L1: That she has worked for ... too many years ... so I think she's a proficient typist=
 28. L12: =I have an aunt who is a:: secretary ... so I suppose she's a good typist=
 29. L1: =Yeah my aunt ... she is also a secretary.
 30. L12: Secretary?
31. L1: Yeah.
32. L12: An skilled craft man ... or woman?
33. L1: You know what it means?
34. L12: Craft man? I think it's with- with good things ... making things.
35. L1: It could be: ... that woman that are called ... *Cositas*?
36. L12: Yes I think yes because ... I have a friend ... who lives where I live ... and ...
 he's good at doing things he loves making things.
37. L1: ((1)) and do things with the things she found right?- ... she finds!
38. L12: And I think I: ... know a:: ... /gay/ who is in the- →
39. L1: Internet?
40. L12: Youtube ... that ... she has a lot of tutorials ... about ... doing things with ((3)).
41. L1: Her name? It's a woman?
42. L12: Her name I don't remember ... her name but I think that ... I could- I only
 remember that the:- the channel is called 'Name 1'
43. L1: Oh yes!
44. L12: Have you seen it?
45. L1: Yeah!
46. L12: Like ... twice.
47. L1: Yeah! She:-
48. L12: Once I:- I: ... did a:: nice card.
49. L1: With a card?
50. L12: I- I did a card ... with I don't know how to say it [1]
51. L1: Me too I have done it ... I think in my birthday.

52. L12: Yes!
53. L1: Yes.
54. L12: With ((1))
55. L1: Yes.
56. L12: Yes.
57. L1: Or ... ((3)) the la:st ... month ... I didn't make these kinda things ... I haven't- I haven't made ... yeah! That kind of ... gifts ... to my boyfriend.
58. L12: Well ... a computer expert ... I think that maybe ... it was [2] what was her name?- his name? u::h [2] I don't remember her- his name he's- he's dead .
59. L1: He's dead?
60. L12: Yes! [5] Steve Jobs.
61. L1: Steve Jobs?
62. L12: I think the /owner/ of Apple.
63. L1: Yes.
64. L12: I think ... he was ... good.
65. T: He must have been good at computers [T joins the conversation while monitoring the activity]
66. LL: Yes.
67. T: But do you know for example a friend?
68. L12: No.
69. T: Because we normally turn to a person who is an expert ... I am useless ... at computers ... I don't know ... I can use like basic stuff but-
70. L1: I think that a computer expert ... could be a friend of ... L5 that I- I sent my computer to get ready heheh yeah so:: he's good.
71. L12: And it's very useful ... to have a friend who knows about computers.
72. L1: Yes.
73. L12: An accomplished musician?
74. L1: I thi::nk [2] what you know L12?
75. L12: Yeah he's a ... almost accomplished- ... an accomplished musician ... when he go to:- when he goes to *Italia- Italia- Italy?*-
76. L1: Italy.
77. L12: Italy ... I could say that he's an accomplished ... musician.
78. L1: I don't know anyone ... who is a musician [5] well maybe: ... it was my::- [2] my father [4] played the guitar.

79. L12: Ah okay! [2] well I think that he's a good gifted learner L5 because he is studying languages and also-

80. L1: Music?

81. L12: So:: ... he's almost- ... well I- I think that he has ... a lot of vocabulary and-

82. L1: Oh yeah.

83. T: Okay! [T stops the pair interactions]

APPENDIX 57

TRANSCRIPT: PI 6 (ADVANCED LEVEL)

[LL stand up and find the partner with the same geometric shape]

[39]

1. T: Okay! [4] ‘discuss the following questions with your partner’ they have to do with your sleeping habits okay? Please! Talk together talk together.
2. L8: How long does it usually take you ... to go to sleep once you have gone to bed?
[2]
3. L11: Well it doesn’t take- I doesn’t take too long ... because you said when I go to bed I’m falling asleep already.
4. L8: Well when I ... drink coffee it take me a lot of time to go to sleep
5. L11: And when you don’t drink coffee?
6. L8: Well if I: didn’t- if I don’t take coffee I am fast asleep heheheh.
7. L11: Heheheheh /you’re gonna say something like/ *tomar chela antes de dormir.*
8. LL: Heheheheheheheheheheheh
9. L11: I sleep faster.
10. L8: Heheheheh okay did you ever ((2))
11. L11: Well maybe sometimes I’m awake when ... I have some kind of problems [3]
o:r sometimes in the school I have to:: work hard to:: hand in exams ... it depends what kind of work ... depends I have to do this ... I have to do that ... what about you?
12. L8: Wide awake? I feel awake- wide awake when I:: have exams.
13. L11: You have what?
14. L8: Exams.
15. L11: A:h!
16. L8: And exams a:nd-
17. L11: You can ask the teacher about your exam.
18. L8: No.
19. L11: Because you are worried about-

20. L8: Yeah I'm worried about the exam heheheh ... and I don't know how- how grade I'm going to get.
21. L11: Well sometimes ... I'm like 'oh my God! Tomorrow I have exam' ... and the only I can do is ... u:h check ... my notebook and that's it.
22. L8: For example I'm wide ... awake for example yesterday ... because I: ha:ve to ... today I had to present my thesis ... it was my supervision.
23. L11: The whole thesis?
24. L8: No I had to present ... two chapters of my: ... thesis [1] I had to present the ... reviews [1] and the signatures ... and I don't have the signatures!
25. T: SIGNatures! [T correcting the pronunciation]
L8: Signatures
26. T: Signatures.
27. LL: Signatures?
28. L8: And I don't have the ... reviews.
29. L11: Are you: u:h in semina::r-
30. L8: II.
31. L11: II? I do too ... but I don't have that heheheh ... and we need to hand in my first chapter ... a:nd [1] theory.
32. L8: And the signatures have value of two points ... I don't- I don't get.
33. L11: But it's the one your tutors sign?
34. L8: Yes.
35. L11: But if you don't have a tutor?=
36. L8: =Yes I have ... but I don't think- ... I didn't bring it with him.
37. L11: Ah and you have to give it to him.
38. L8: And so I had to go back ... and I had to return to Place 3.
39. L11: To Place 3? ... do you have any younger brother who you can call him?
40. L8: I promised that I: ... have no cellphone.
41. L11: You don't have what?
42. L8: Cellphone.
43. L11: Cellphone ... but you can-
44. L8: But I don't know the number.
45. L11: The what?
46. L8: The number.
47. L11: The number? No1 ... but I was telling to: make a copy.

48. L8: But I don't have the:- I needed to meet the teacher ... for the signatures- for the signatures?- for the signatures.
[1]
49. L11: Okay ... nevermind go back to your house then heheh ((4)) do you know the remedy?
50. L8: I know a remedy of the apple heheheh [9] the apple has the same ... levels o:f [1] I don't know ... the same levels o:f caff:ine [1] for example if you: eat an apple you can't sleep.
51. L11: You can or can't sleep?
52. L8: You CAN't sleep.
53. L11: Eating an apple?
54. L8: Yes.
55. L11: Really?
56. L8: I- ... I have heard in a:: ... ecological documental.
57. L11: I have heard something with /lettuce/ or something like that.
58. L8: If you just wanna sleep [2] just watch the *canal del congreso*.
59. LL: Heheheheh.
60. L11: You can see people sleeping there.
61. L8: Yeah but you-
62. L11: Or watching the channel when they are praing the whole day →
63. LL: Heheheheh.
64. L11: And then you can fall asleep heheheheheheheh does music bother you?
65. L8: No.
66. L11: Any type?
67. L8: No because I'm fast asleep.
68. L11: I watch that movie that was a documental-
[T stops the pair interaction]