LEARNING ENGLISH AS A FOREIGN LANGUAGE IN BRAZIL: A JOINT
INVESTIGATION OF LEARNERS' EXPERIENCES IN A UNIVERSITY CLASSROOM
or
GOING TO THE DEPTHS OF LEARNERS' CLASSROOM EXPERIENCES

by

LAURA STELLA MICCOLI

A thesis submitted in conformity with the requirements
for the Degree of Doctor of Philosophy,
Graduate Department of Education,
University of Toronto.

The author has granted a non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of this thesis in microform, paper or electronic formats.

The author retains ownership of the copyright in this thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without the author's permission.

L'auteur a accordé une licence non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de cette thèse sous la forme de microfiche/film, de reproduction sur papier ou sur format électronique.

L'auteur conserve la propriété du droit d'auteur qui protège cette thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

Canada

Learning English as a Foreign Language in Brazil: a Joint Investigation of Learners' Experiences in a University Classroom

Degree of Doctor of Philosophy
1997
Laura Stella Miccoli
Graduate Department of Education
University of Toronto

ABSTRACT

This study investigates classroom experiences (CE) related to second language (L2) learning from a learner point of view. It examines the L2 learning CE reported by six English-major undergraduate students over the course of one academic semester in Brazil.

The investigation is framed by theoretical and empirical studies in the fields of second language acquisition (SLA), curriculum, and adult education. It considers that a theory of SLA should be comprehensive to integrate various aspects of the L2 learning process, especially those specific to classrooms. Therefore, it is grounded in the following beliefs: (1) that the process of SLA development is complex but worthwhile trying to describe, (2) that L2 learning is ultimately a socially constructed process, (3) that classrooms are places where many variables meet and (4) that learners' points of view can bring insights into the understanding of L2 classroom learning .

To this end, an ethnographic approach to data collection was adopted. Instruments included: video tapes to promote student reflection; interviews to elicit and record learners' interpretations of videotaped events; and a questionnaire to evaluate reflection as an aid to learning. The data analysis led to a taxonomy of CE. Cognitive, social, and affective events were coded as direct CE; those related to setting and learners' personal background, beliefs and goals were coded as indirect CE. Findings

uncovered the surface and deep levels of action in the classroom, and the collective and individual realms of CE.

A deeper analysis of collective CE uncovered the interrelationship among different socio-psychological issues, bringing insights to patterns of participation in the L2 classroom. A similar in-depth analysis of individual experiences revealed the relationship among previous learning experiences, beliefs and goals in each learner's perception of CE and, ultimately, in their L2 learning process.

From this in-depth analysis, the richness of the L2 classroom learning process emerges. In the implications, findings are discussed as to their importance for SLA research, teachers, learners, and foreign language pedagogy. It is hoped that this insider's view of the learning process can contribute to the understanding of the demands of L2 classroom learning.

To Gabriela and Sandro

ACKNOWLEDGEMENTS

João Telles, first Brazilian friend in Toronto, who picked me up at the airport without really knowing me, lodged me, and introduced me to the tricks of learning TO, for being there in the beginning and, after an interlude, meeting me again in the end.

Manuela Marujo, anjo na terra, *angel on earth,* who first helped me without knowing me, and, in getting to know me, became and will continue to be a best friend, an example of passion and love for life, and of a woman who in her many roles of companion, mother, and teacher aims for authenticity, putting *alma, soul* in everything. *Margarida Rocha* and *Ilda Januario,* expanding my Portuguese-connection in Toronto, friends of a friend who became my friends, whose listening and sharing of experiences over glasses of wine and good home-made food enrich me and make me feel at home in Canada. *Domingos* and *Howie,* my friends' companions, for their friendship and generosity in sharing.

Sherry Helsdingen, a true-Canadian friend, who did not mind to come over and over and over when going out was impossible to listen and listen and listen, for reminding me of the importance of not doing everything I had to do if that was too much. *Kara Moscoe,* a not so-true Canadian (previous lives may explain it) whose searching took her far and (thank God) back, for keeping in touch and reminding me of the courage in exploring new territories. *Iva Baltova,* east European lioness, whose fire and soul was always there when my fire was dying, for coming over many times and sharing laughter, tears and the mysteries in stones and cards. *Nuzhat Amin, Shelley Taylor and Silvia Spielman,* colleagues in the steps along the way, for their support and friendship. *John Adams,* silent, distant, but close friend, for bringing music, coming over, sharing his work, revealing himself slowly, and giving shape to amorphous projects in my head.

Sandra Hamer, second Brazilian friend in Toronto, who got me around while I was settling in and, in spite of her busy schedule, always reminded me that I could count on that Brazilian readiness to help out. *Marcos Café,* third Brazilian friend, whose generosity allowed me to have my first 'pair of wheels', for making me feel close even after months of silence. *Maximina Freire,* fourth Brazilian friend in Toronto, whose initial distance was redeemed at last; for the lunches we shared after hours in front of the monitor, the discussions about work, life, future, and fears, and for reminding me of the need to call.

Kathy Martens, Sandro's best friend's mother who became a personal friend sharing joys and sorrows, for the insightful reading of the first manuscript, her careful editing, prompt help in the daily matters of single mothers' life, and courage in finding her way.

My distant friends and extended family members, their longtime friendship, complicity, care, long-distance phone calls, and conversations give me a sense of the immensity of the bonds that bind: *Kathy Kelly,* American lioness, sister, confidant and friend for life, for making me believe in the possibility of beginning again and in the importance of facing our fears. *Tracey Ellis,* American pisces, sister, confidant and friend for life, for coming to visit, for lending support and for reminding me that hopes should not be the base of life decisions. *Colin Churchill,* whose presence at different points in my life made me find out more about myself, for his friendship that I know resists rust. *Kathy Mahnke,* colleague, friend, confidant who opened the door to new professional and learning experiences. *Erin Stehmeyer,* friend, confidant, for taking me out to confront some important feelings. *Christine Niakaris, Abdel Ezzaki, Carolyn Duffy, Dan Evans, Bonnie Tangalos, John Carvellas,* friends and colleagues who enrich me with their friendship and support. *Aurora and Roger Ward,* second cousins in family ties, but caring and loving souls in my life, for their long-distance phone calls, their words of encouragement, their prayers, hospitality, delicious food and for being a

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER ONE

INTRODUCTION

"As you teach so will you learn.
If that's true, and it's true indeed, do not forget
that what you teach is teaching you."

A Course in Miracles
Tara Singh

1.1. PROLOGUE

I have been teaching English as second or as a foreign language (ESL/EFL) since 1975. In all these years, my conceptions of teaching and learning have undergone major transformations. These transformations have followed changes in myself, transferred to my professional practice, be it inside or outside the classroom. Below, I refer to the process that has inspired these transformations since it places this thesis as part of a still developing outlook on the teaching and learning process of a foreign language within the larger education field.

The process begins with an urge to understand more of those around me in my professional life. In the classroom, it has meant understanding language learners' failures in the classroom. No matter how successful I have been, my students' failures have always been the force behind changes in my classes. They have been the reason for trying out new methodologies, techniques, and activities. However, as these do not always work, the process moved towards an understanding of myself as a teacher. In the process of trying to become a better teacher, I read authors who have revealed that experiencing and action are essential to knowing about self and world; among these are the works of Neil (1960), McMurray (1969), Rogers (1969) and Freire (1972, 1973).

I read about learning and about being a learner. I found myself a learner as I practiced Zen Buddhism and read the works of Tich Nhat Hanh (1976, 1991) on

mindfulness; of Capra (1975) and Wilber (1982) on a new view of science; of Campbell (1949, 1980) and Jung (1965) on symbolism and Jungian psychology. In the language classroom literature, the works of Stevick (1976), Moskowitz (1976, 1978), Allwright (1984, 1988), and Van Lier (1988) have reflected some of the ideas found in those readings, thus becoming influential readings to which I frequently go back.

As a consequence of this informal personal learning process, my role as a classroom teacher has been transformed. I now approach teaching as learning. Thus, my role has become that of a hybrid teacher/learner, a role which the literature refers to as 'facilitator' (Boud 1987). In this role, I have found a new meaning to being a teacher, i.e., as the one who can participate in "self-discovered" or "self-appropriated learning" (Rogers, 1969 :153) or as the one who can get "closer to the meaning that (one's) experience actually seems to have" (Rogers, ibid., :154). What is created, in this new role, is co-learning, a mutual and collective notion which is "equally fascinating and challenging for all who meet in the educational encounter" (Ross, 1990).

In this process, I am still trying to find ways to make my students succeed as language learners. On one hand, I have become convinced that I do not have the power to make successful learners. My experience has taught me that. The research literature in our field has also come to this conclusion (Allwright 1984, 1988). On the other hand, my experiences as a learner have led me to conclude that the appropriation of learning is in learners themselves. For example, learning to sit quietly as one does in meditation is, in my opinion, one of the most difficult things to learn. Yet, when one is open to searching for the source of difficulty, it usually happens to be within oneself. Any learning process brings problems and difficulties. I would like every learner to know that the power is within them to confront the difficulties of the learning process, especially if they are aware of its challenges. With that in mind, I

decided to use journals as a tool to prompt discussions about the foreign language (L2)[1] learning process with my own students.

I had learned about the use of journals as part of a language classroom while at UCLA (Miccoli 1984). In 1985 and 1986, being in a university setting, I decided to use journals to get my students to reflect about their learning process as well as to get comments from them (Miccoli, 1987). Once a month we discussed the issues students found relevant in their journals. I had expected the use of journals and the discussions to involve students in the understanding of the teaching and learning process, and thus contribute to their success as language learners. However, a later analysis of their journals revealed much more than I had expected.

First, I did not expect journals to have such a positive impact in getting learners to reflect and discover the issues they had to confront to succeed as language learners. Second, I did not expect that learners' description of their language learning experiences would include more issues than those usually found in second language acquisition (SLA) models. Finally, I also did not expect to find similarities among the experiences learners had gone through.

These three unexpected findings, together with the evolution in my conceptions about teaching and learning, made me interested in what adult learners could reveal about their language learning processes. Therefore, in this thesis I (a) have invited classroom language learners to describe and share with me how they perceive the process they experienced in a foreign language classroom, (b) have analyzed their descriptions and compared findings with previous similar studies. The objective is to contribute with insiders' views of what is involved in the process of learning a foreign language inside a classroom for the benefit of learners, teachers and the research in the field.

---

[1] In this thesis, I'm following the convention of using L2 to mean English as a second or as a foreign language. However, when referring to this study, L2 has to be understood as English as a foreign language.

1.2. THE THESIS DEVELOPMENT PROCESS

In this section I present an overview of the thesis research process. I begin with a description of the rationale for the research questions that guided me during the data collection stage. Then, I describe the emergence of a metaphor during the preliminary data analysis phase. I continue with the restatement of some of the questions as a consequence of the data analysis. Finally, I end with the new set of questions, including an analysis of the implications that the changes in the questions had on the writing of the thesis.

1.2.1. The Data Collection Stage

The process described in the introduction constituted the motivation for the interest in learners' classroom experiences. This led me to a research proposal in which I intended to investigate the foreign language learning process inside a classroom. As I started from what I had learned from my teaching and learning experience, I expected that my study would corroborate the existence of a describable, unified learning process.

As the learning of an L2[2] involves a multitude of variables that reveal its complexity, I proposed to investigate the process inside a university classroom. My review of the literature in different areas of SLA research indicated that although research had been extensive, little attention had been dedicated to what adult learners had to say about their experience inside classrooms. Therefore, I developed a series of questions aimed at guiding me through the data collection stage. The first guiding question that this thesis investigation attempted to answer was:

---

[2] I believe it would be more accurate to use a more neutral term such as 'non-primary language' introduced by Van Patten (1990a) to refer to the learning of both second and foreign languages. However, I will use L2 because it is the most widely used term in SLA research.

1.	What insights can we gain about the learning of an L2 from the experience of adult learners in a classroom situation?

The specific questions were:

2.	What do learners say about their L2 learning process?

3.	How do learners make sense of the information they have access to from the language classroom?

4.	Do learners perceive that talking/reflecting about the learning process has an effect on their learning?

The guiding question aimed at the general focus of the study, i.e., the description of the learning process from the learners' point of view. The specific questions focused on (a) the learners' perception of the learning process, i.e., the aspects they considered relevant in their experience and (b) the learners' interpretation of the things that happened in class. The last question aimed at learners' evaluation of reflection in their learning process.

Since, in the process of tapping into their experience, the learners and I would be selecting and interpreting 'data' as we collected them, i.e. working together, I conceived our effort towards the understanding of the learning process inside the classroom as "a joint investigation".

1.2.2. The Data Analysis Stage

Document collection took four months (Chapter 3). During the five months of data analysis (Chapter 4), I came across a metaphor for the work I was doing. After the metaphor, I came to a realization about the research questions. Below I refer, first, to the power of metaphor, and, second, to the effect of this realization on the questions.

The process of dealing with the data in several preliminary forms of data analysis led me to a metaphoric image of the work in which I found myself. According to Munby, in a study of metaphors and the thinking of teachers, metaphors are "central

to our thinking" (1986, p.197). His work and the work of others such as Clandinin, (1985) in the field of curriculum and Scarcella and Oxford (1992) in SLA are influenced by the work of Lakoff and Johnson (1980). For them, metaphors are powerful images, more than mere linguistic devices. They represent knowledge grounded in experience (Lakoff and Johnson, ibid.).

The alternative title to this thesis refers to the process of approaching the data and conducting different levels of analysis to reveal the various types of experiences learners underwent in their learning process; experiences that are steeped in the meanings attributed to the classroom events from which they derive.

In the process of data analysis, I realized that my original questions only scraped the surface of the learning process I intended to investigate. What the data revealed was an array of experiences, some originated inside the classroom, others outside the classroom. These experiences influenced the participants' perceptions, creating not only a common ground of experiences among them but also, for each one of them, a unique experience of the learning process inside a language classroom.

In this process, I realized that the data pushed me to see the relationship between the experiences and each participant's learning process. The descriptive questions that guided me through the data collection stage had to be restated as relational questions. Therefore, the initial guiding question was modified, becoming more specific and reflective of the richness of the data.

1. What are the participants' perceptions of the experiences created by the lesson's learning opportunities? What do these perceptions reveal of the learning process inside the classroom?

Besides that, the original set of 2 specific questions on the individual nature of the learning process had to be restated as follows:

2. How are these perceptions related to participants' histories and motives? How do these influence participants' learning process?

3.   How do participants construct their learning process
      from the learning opportunities available to them?

The specific questions became more detailed to capture the relationship between participants' perceptions, their histories and goals and their ultimate experience of the language classroom. The last specific question, which aimed at evaluating the effect of reflection on participants' learning process, was the only original question that was maintained without any changes. In the section below, I rewrite the set of research questions that guided me through the data analysis stage, and analyze the implications of the changes on the writing of the thesis.

1.2.3. Implications of a New Set of Research Questions

Below is the new set of research questions which emerged from the process of dealing with the data. The guiding question was restated as :

1.   What are the participants' perceptions of the experiences
      created by the lesson's learning opportunities? What do
      these perceptions reveal of the learning process inside
      the classroom?

This new guiding question maintains the focus on describing the learning process inside the classroom from the participants' points of view. However, it specifies that there are opportunities in each lesson provided by the teacher and that learners' experiences result from the interpretation of these opportunities.

From the original three specific questions, the first two, which tapped into the individual nature of the learning process, were restated to capture the relationship between participants' experiences and their histories and goals. These two specific questions were restated as follow:

2.   How are these perceptions related to participants'
      histories and motives? How do these influence participants'
      learning process?

3.   How do participants construct their learning process
from the learning opportunities available?

These two new questions maintain the interest in the description of the individual nature of the learning process inside the classroom, yet they aim at an understanding of the relationship among experiences and individual histories and goals. The last specific question, which aimed at an evaluation of reflection in the learning process, was kept unchanged.

4.   Do learners perceive that talking/reflecting about the
learning process has an effect on their learning?

These changes in the wording of the original questions had a major implication for the writing of the thesis. I had originally intended to write a thesis that presented the commonalties among participants' experiences of being in the language classroom. My experience and a previous diary study (Miccoli 1987) had pointed to the similarities in learners' descriptions of the classroom learning process and those presented in SLA models. I intended the thesis investigation to corroborate these initial findings. I intended to write about the differences found in model descriptions of the learning process and those experienced by the participants. I did not intend to write about the participants' individual experiences. I believed their individual experiences would be similar and any differences would be explained within the classroom experiences themselves. Yet, the data revealed that participants' individual differences could not be explained as a consequence of different perceptions alone. Individual characteristics, different histories, and motives molded the different experiences. Therefore, the data revealed that there was a relationship between individual perceptions and the individual interpretations of the learning process.

As a consequence of realizing the uniqueness of participants' experiences, the original orientation towards a general description of the learning process had to be complemented with a more in-depth look at participants' individual experiences.

In conclusion, the objective of this thesis, which started as the description of the classroom learning process, has been changed to include an analysis of participants' individual experiences. This analysis aims towards the understanding of participants' interpretation of classroom experiences. Therefore, this thesis has a dual purpose. It refers to the collective experience of being in a classroom as it describes the similarities in participants' experiences. It also refers to the individual experiences of being in a classroom. Together they offer an initial understanding of the process of learning a foreign language inside a classroom from a learner point of view.

1.3. AN OVERVIEW OF THE THESIS

Before concluding this introduction, a brief review of the content in each of the chapters that follow is presented below.

In Chapter Two, I begin with an analysis of the theoretical and practical nature of research inquiry. I continue with a critical literature review in the four different research areas that provide the theoretical and empirical framework of my research. The four research areas I review and critique are: the search for a theory of SLA,, classroom-centered research, classroom language learning, and the research in the fields of curriculum and adult education . In the conclusion of the chapter, I present a statement of what this thesis attempts to illustrate.

In Chapter Three, I describe the methodology chosen for the development of this thesis. I describe the steps and instruments used in the data collection stage of the research process. I also introduce the participants; the document collection scheme; and a listing of the documents collected. I end the chapter with a description of the problems encountered during the collection stage, as well as an evaluation of the documents that were more productive as sources of data.

In Chapter Four, I refer to the process of transforming documents into data and the data analysis process. I present the procedures of transforming taped interviews into transcriptions and of identifying the themes of meaningful segments that became the basis for the development of a coding scheme. Next, I report on the procedures followed for an interrater reliability check and the subsequent refinement of the coding scheme. Finally, I refer to the other sources of data: learners' histories, field notes, the final-evaluation questionnaire and my knowledge of the Brazilian educational system.

Chapter Five presents the findings. It is divided into 4 parts. The first three correspond to the main findings whose presentation sequence refers to deeper levels of data analysis. The last one presents their summary. First, through a sample task, I refer to the identification of two levels of action in the classroom: the surface and the deep. I continue with the presentation of quantitative data to detail the different types of experiences reported by participants. From the analysis of similarities and differences in their accounts, I present the last finding where a distinction between collective and individual experiences completes the description of participants' perception of the learning process. Qualitative data illustrate findings in this part. I finish the chapter with a summary of these findings. These are visually represented and related to previous research in the field.

Chapter Six presents the implications of the findings for SLA research in its theoretical and practical aspects. I also refer to the specific implications for research in the foreign language context and for learners and teachers in that context.

In Chapter Seven, I refer back to the research questions, attempting to unify the discussion in the preceding chapters. Besides this, since in the introduction I began with myself to explain how I had become interested in classroom experiences, I finish with a reflection of how the thesis research has contributed to my present understanding of the L2 learning process.

CHAPTER TWO

A CRITICAL REVIEW OF THE LITERATURE

2.1. INTRODUCTION

Regardless of the sometimes obscure relationship between theory and practice (Mitchell 1985, Stern 1983), the force that pushes research inquiry in education is a search for answers to questions originating in daily practice. Theories organize our conceptions and guide our practical choices (Schwab 1960, Stern 1983). In the field of SLA, research about the process of learning an L2 has been extensive in the past 25 years. Due to its applied nature, such research has focused on theoretical and practical issues.

From the theoretical perspective, the search has been for a model to describe and explain the process of learning a second or a foreign language. This search has revealed the complexity of what is involved in the learning of an L2, yielding an array of models that have taken one of three different perspectives: interactive, linguistic/cognitive, or social (Ellis 1986, 1994; Van Lier 1988). These models attempt to synthesize the findings from the investigations on the nature of L2 learning. Therefore, a comprehensive understanding of the demands and variables which influence SLA is only achieved when taking into account the complementary nature of the three dimensions (Brown 1980, Stern 1983, Ellis 1994, Van Lier 1988).

From the practical perspective, the search has been for aspects of the classroom dynamics that may positively or negatively contribute to the L2 learning process. Two main research areas take this practical perspective: classroom-centered research and classroom language learning research. Classroom-centered research (Allwright 1983) or classroom-process research (Gaies 1983) has mainly investigated

the relationship between input and interaction, and the learner's contribution to L2 learning. Classroom language learning research also known as instructed SLA research has predominantly studied the effect of instruction on SLA. These research areas have increased significantly in the past few years. However, the results they have generated still do not thoroughly depict the L2 learning process (Ellis 1994). Thus, more investigations are needed for a better defined picture of the L2 learning process, especially the one that happens inside classrooms.

In the following literature review, theoretical and practical aspects of SLA research will be critiqued in how they relate to the understanding of classroom experiences (CE). It is organized in four parts. First, I analyze the research towards a theoretical model for SLA. SLA research will be characterized as: (1) searching for a theory that describes the L2 learning process, (2) utilizing traditional and alternative approaches to data analysis in this search, and (3) whose results do not directly transfer to the foreign language teaching and learning situation. Second, I review classroom-centered research focusing on classroom interaction, learning strategies, diary studies, collaborative studies and learners' experiences. SLA research in these areas will be characterized as: (4) having broadened the view of L2 learning as a predominantly cognitive process given the complexity of the issues involved in it. However, it will be highlighted that such research (5) has not sufficiently explored the particular socio-affective issues learners experience in the classroom as a social setting, and that (6) the tendency has been to consider these issues in isolation. Third, I present two conceptual frameworks in my review of classroom learning research. These frameworks rely on the importance of describing the classroom context to understand the interrelationship between: classroom events, learners' experiences, learning opportunities and learning outcomes. SLA research in this area will be characterized as (7) not very revealing of the reasons why learners may sometimes be motivated, engaged, and confident in classroom tasks and, at other times, seem unmotivated, introverted, silent, and anxious. In sum, the review of the literature in

these areas aims to describe what SLA research into the classroom context has revealed about the L2 learning process. Finally, I review research in the field of curriculum on the concept of a reflective-practitioner. I also review research in the field of adult education, especially on the learner as central in the learning process. Research in these areas presents findings whose insights may be applied to SLA research for the understanding of CE.

I consider the research in these areas to be directly related to the issue at hand: there seems to be an understanding in SLA research that the explanation for L2 learning focuses primarily on the description of the cognitive aspect of the learning process. According to Ellis (1994), theories of SLA have provided varied accounts of the processes involved in the learning of an L2. These theories "are cognitive in nature, i.e., they attempt to account for the mental processes that enable learners to work on the input, and for the knowledge systems that they construct and manifest in the output" (p. 30). However, in an effort towards a more thorough description of this process, SLA research has also investigated non-cognitive aspects. For example, the relationship between learners' social and emotional adaptation to the L2 and the L2 culture and their influence in classroom language learning (Giles and Barnes 1982, Gardner 1985); the amount and the types of activities available to learners inside and outside classrooms (Allen et al 1984, Van Lier 1988, Harley et al 1990, Wenden 1984) and learners' reactions to classroom activities (Slimani 1989). In addition, the role of the learner in the learning process has also been investigated (Seliger 1977, Allwright 1980), especially as it relates to the use of strategies (Naiman et al 1978, Rubin 1981, O'Malley et al 1985, Oxford 1990). Moreover, there have been investigations on how the quality of participation relates to success (Gaies 1983, Swain 1985). From this type of research, the complexity of the nature of learning an L2 emerges. However, in spite of the description of what happens inside the classroom, and of the interest in the learners' contributions, learners' perceptions of their L2 learning experiences have not attracted much attention in research. Very few

researchers have investigated learners' experiences. Exceptions are Budd and Wright (1992), Swain and Miccoli (1994) and Peirce's (1995) whose studies give voice to learners' perceptions, emphasizing their L2 learning experiences. Therefore, it seems that SLA research has not sufficiently explored what learners' CE may reveal about the L2 learning process.

I conclude the review of the literature with a statement of what this thesis attempts to document by bringing together the different issues presented in this chapter.

2.2. THE SEARCH FOR A THEORY OF SLA

According to Van Patten (1990), the questions that have guided the construction of a theory of SLA have been: how and why people acquire languages; which conditions are necessary as opposed to beneficial for acquisition to take place; how different outcomes can be explained; what the constraints for acquisition are; and where they come from. In this section, I begin by referring to the search for a theory that explains SLA and the perspectives that underlie SLA models, including a brief review of the models within these perspectives. I continue with a critique of the predominant type of data that inform such research, and of the types of data analysis as a possible explanation for the relative absence of a body of research studies addressing the investigation of CE through the analysis of learners' description and interpretation of classroom events. I then refer to some of the limitations in traditional data analyses to present the ethnographic tradition as an alternative approach that may reveal more of the interrelation between experiences and the classroom as a specific social setting. Next, I refer to sociocultural approaches to SLA research where a sociocultural perspective in the data analysis provides details in the description,

explanation, and understanding of classroom events. I conclude this part by analyzing how results from these different research areas affect those in the FL context.

2.2.1. The SLA Process

In the past 25 years, the search for a theory of SLA has been the aim of much research. The different models developed with this objective offer an interpretation of the SLA process. By SLA process I mean an understanding of the issues related to the description and explanation of the factors that intervene in the development of L2 proficiency. This process may take place in the context of formal instruction or not. However, an analysis of how the term has been used may clarify the understanding of the above.

Ellis (1994) states that SLA research has grown so much in this period that it "has become a rather amorphous field of study with elastic boundaries" (p. 2). As a consequence, the understanding of what exactly is meant by the phrase *SLA process* has also become problematic. Explicit definitions for SLA process are not found in a literature survey (Stern 1983, McLaughlin 1987, Brown 1994, Ellis 1994 and Richard-Amato 1996), but rather descriptions of what the phrase has meant in different periods. These indicate the different research agendas throughout the years.

In the early years of SLA research, understanding the SLA process seemed to refer to the study of what L2 learners produced during their development. In other words, a description of the SLA process then was indicative of *what* learners had acquired, or the product or outcome of L2 learning. Later, the focus shifted to include also *how* learners proceeded towards the L2 or, in other words, to a description of the process as well. Nowadays, the phrase *SLA process* seems to refer to the complex set of issues that underlie an understanding of SLA where both process and product are the focus of the research agenda. This twofold understanding of the phrase is congruent to the dictionary definition of *process* "a connected set of human actions

that are performed intentionally in order to reach a particular result as a part of an official system or established method of doing something (*the process of learning to read; the electoral/democratic process*)" (Longman Dictionary of Contemporary English, p.285). In this definition, reference to sequence and results relate to process and product.

2.2.2. SLA Models

As mentioned previously, SLA models fall into one of three different perspectives on the nature of learning: linguistic/cognitive, interactive, or social (Van Lier 1988), but only an integrative view captures the totality of the SLA process. The nature of L2 learning from a linguistic/cognitive perspective suggests that there is a sequence in language development unaffected by the order of a grammatical syllabus for classroom teaching. This perspective relies on a description of the mental processes or cognitive mechanisms learners use to notice particular features of the input and to integrate them into their mental grammars or interlanguages (Selinker 1977). This approach also accepts the existence of a language acquisition device. The morpheme studies (Dulay and Burt 1975) support this view. Krashen and Terrell apply the findings of this research to the classroom with their Natural Approach (Krashen & Terrell 1983) to L2 teaching and learning.

The interactive perspective rests on the belief that language learning develops in the process of participating in speech events. The work of Wells (1981, 1985) on first language acquisition, and the Discourse Theory, proposed by Hatch (1978), follow this underlying principle to uncover the process of SLA development. Researchers who followed this line of research have investigated how learners discover the meaning potential of language by participating in communication. They have accepted the principle that through interactions learners discover the workings of the L2. Empirical studies such as the one reported by Schmidt and Frota (1986)

demonstrated how noticing specific features in the input contributed to the L2 development of one learner. Although there have been many studies investigating the interaction principle, the importance of meaning negotiation for acquisition and the relationship between interaction and development is still being investigated (Hatch and Wagner-Gough 1976, Larsen-Freeman 1976, Long 1981, Snow and Hoefnagel-Höhle 1982 opus cit. in Ellis 1994, and Lightbown 1983, Pica 1987, 1988, Pica et al 1986, 1987, 1989).

The last outlook on the nature of L2 learning takes a social perspective where language development relates to, "the relationships between individuals and groups" (Van Lier 1988, p. 74). Although this perspective includes the principles of the first two, it considers social context central to the L2 development process. Four different models take this perspective: the Acculturation Model (Schumann 1978) sees L2 learning as dependent on the level of adaptation to a new culture; Andersen's Nativization Model (Andersen 1980) expands it with an explanation for how this process happens at the cognitive level; Accommodation Theory (Giles et al 1977) sees L2 development as a result of the relationships between learners (ingroup) and the target language community (outgroup), considering motivation the major factor for L2 proficiency. Finally, Gardner's Socio-Educational Model (1979, 1985, 1988, 1990, 1991) refers to classroom L2 development and macro-social factors.

2.2.2.1. Macro-Social Factors

Macro-social factors refer to the social and cultural milieu that surround the classroom. The first three models above attempt to account for the role for macro-social factors in L2 learning in naturalistic or informal learning situations. Gardner's Socio-Educational Model (1979, 1985, 1988) attempts to explain how macro-social factors relate to L2 development in the classroom and to the interrelationship among affective issues such as motivation, self-confidence and attitude. In the four models,

learners' attitudes towards the target language, its culture and its speakers affect L2 achievement. Moreover, these factors will determine learners' amount of contact with the L2, the nature of interactions learners will seek, and their motivation to learn.

2.2.2.2. *Micro-Social Factors*

Van Lier (1988) describes the micro-social context as consisting of classroom socio-psychological aspects of group dynamics in either discursive or interactive contexts. SLA research has focused on the discursive aspect of classroom interaction (Allwright 1988, Van Lier 1988). Collier (1979) is an example of a study that investigated micro-social factors in the interactive context. Studying classrooms in Alaska, he found that the 'pace' or the rate of movement, actions and events in the classroom depended on conditions that originated outside the classroom. If the teachers were outsiders, the pace would not be tuned to that of the students. Local teachers' pace coincided with that of the Alaskan school children. Unfortunately, although some studies have investigated small-classroom cultures and their respective micro-social factors from an interactive point of view (Collier ibid, Coleman 1987), they do not come from the investigation of SLA classrooms.

2.2.3. SLA Research Data and the Classroom

The data that have generated the models discussed above have come mostly from outside-the-classroom situations. Also called naturalistic data, these data were collected from learners in contact with the target language community. This tendency was also found in classroom oriented research. In an analysis of data underlying fifty classroom-oriented-research studies, Nunan (1991) showed that the majority of the data originated from naturalistic situations. Since then, much has changed; the field has seen a development in the number of studies addressing classroom L2 learning

also referred to as instructed SLA (Ellis 1990). However, these studies have not sufficiently improved our understanding of what happens inside classrooms. The trend has been to investigate the classroom as a site for data gathering on overt aspects of the L2 learning process such as learners' outcomes (Swain 1985) or the relationship between type of instruction and outcomes (Allen et al 1990). The ways classroom micro-social issues may affect the L2 learning process have not received as much research attention.

From the models developed in SLA research, two include the classroom as a variable in the L2 process: Krashen's (1983) Monitor Model and Ellis's (1984) Variable Competence Model. In Krashen's Monitor Model, learners have access to comprehensible input in the classroom. Yet, Krashen also argues that instruction, the way to comprehensible input, does not make a difference to SLA. In Ellis's Variable Competence Model, classroom data explain the variation in L2 development among ESL learners. Yet, Ellis also presents a series of classroom activities that promote L2 development parallel to naturalistic learning, highlighting learners' initiative as crucial to L2 development (1984). These two models recognize the classroom as a place where an L2 can be learned. However, both models idealize naturalistic learning; as if the learning process inside a classroom had to reproduce the outside world. In addition, just the surface of what goes on inside classrooms is captured, instruction and variable performances. In sum, it seems that in spite of the expansion in instructed SLA investigations, the established findings have not been enough for the description of the L2 process that takes into account the influence of micro-social factors in classroom L2 learning.

2.2.3.1. *Traditional Approaches to Data Analysis*

Focusing on either the linguistic/cognitive aspect or the product has influenced the prevailing type of data analysis in the SLA field. Most research in extensive reviews such as Ellis (1986, 1994), Van Lier (1988), and Andersen (1984) is based on

linguistic analysis of learners' output. This traditional approach to data analysis assumes a rationalist, cause and effect perspective where the objective is to understand the process by inferring from the product without directly examining the former. Such focus on the product has been criticized by Van Lier (1988, 1994) for not being suited to understanding the complexity of classroom issues. He argues that the L2 classrooms require a more holistic approach to data analysis to uncover the L2 process. Van Lier believes that describing what happens in classroom interaction will reveal insights into the process. According to him, new insights come from the multiple perspectives that arise from various data collection techniques. For example, note-taking, interviewing, questionnaires, ratings of personal opinions, and written documents gathered in the data collection site (Van Lier 1988).

Breen (1986) uses a metaphor to describe the more traditional approach to SLA research -- that of considering the classroom as an experimental laboratory. The data analysis from such an approach to the classroom "reduces language learning to the linguistic and behavioral conditioning independent of learners' social reality" (Holliday 1994). Although the two approaches to data analysis have been the object of a heated debate (Beretta et al 1993, Van Lier 1994), the issue rests ultimately with the objective of the research endeavor, making the debate essentially futile.

According to Van Lier (1988), classrooms are just too complex for the testing of predictions about the L2 learning process. A traditional research perspective, where the learners' production is analyzed separately from the context in which it occurs, restricts the analysis of the L2 learning process. It captures the linguistic/cognitive aspect of the process, leaving its interactive and social aspects unaccounted for. For Ellis (1994), Holliday (1994), and Van Lier (1988, 1994), the investigation of the L2 learning process requires a variety of research approaches, and an integration between them.

Many people learning an L2 language will, at some point, look for classroom instruction to support their learning process. Therefore, the importance of the

examination of classroom socio-psychological dynamics is justified since "we still know too little about all the variables that play a role in the classroom to be able to make recommendations about methods of teaching and ways of learning" (Van Lier, 1988, p. 7). Holliday (1994) reinforces Van Lier's statement when he claims that our knowledge of classrooms is still full of gaps that hinder the development of methodologies appropriate to different teaching contexts. In spite of that, people continue to teach and learn languages inside classrooms. For example, the amount of knowledge amassed through years of research in the field has led to an acceptance of a communicative approach to language teaching which has changed classroom dynamics, teaching materials and testing procedures significantly in the past 30 years. However, for SLA research, classrooms are still 'black boxes' (Long 1983) when it comes to the description of its socio-psychological internal dynamics.

2.2.3.2. *Alternative Approaches to Data Analysis*

In order to capture the classroom dynamics, and as an alternative to the traditional methodology in SLA research, Van Lier (ibid) argues for an ethnographic approach to data analysis. He considers ethnography an adequate method for the investigation of the classroom as a culture with its own characteristics. An ethnographic approach provides researchers with the possibility of observing, taking notes, describing, analyzing, and ultimately understanding the object of their observation. He states that,

> "the central question that L2 classroom research addresses can be expressed as follows: how to identify, describe and relate, in intersubjective terms, actions, and contributions of participants in the L2 classroom, in such a way that their significance for language learning can be understood." (Van Lier, ibid, p. 47)

Ethnography means describing a culture or a group of people possessing some degree of cultural unity. Educational ethnography is the "study of any or all

educational processes, whether related to a 'school' or not" (Spindler 1982, p. 2). For Spindler and Spindler, one of the most important characteristics of ethnography is its concern with cultural interpretation, "it is not ethnography unless it uses some model of social or cultural process in both the gathering and the interpretation of data" (1987, p. 2). A concern for cultural interpretation means an effort to interpret findings from the understanding that those involved in the study have of the actions and events being investigated.

Due to the long term spent in the field and the usual 'thick' analysis (Geertz 1973) which ethnographies entail, the product of an ethnographic study is usually a book. Van Lier (1988), however, believes this should not hinder researchers, and proposes an ethnographic approach to L2 classroom research as well. The conception of ethnography which he presents as a method of investigation,

> "aims to employ all reasonable methods of data gathering and analysis in order to investigate an educational setting or problem. Here both quantitative and qualitative techniques are combined as and when appropriate to setting, aim and tasks" (1988, p. 55).

In addition to the relative absence of ethnographic studies when compared to experimental studies (Johnson 1992), research in SLA has tended to leave the adult learner, as a research participant, out of the research inquiry. Holliday (1994), interested in more informative research, recommends investigating not only what people say but also what people do to discover what lies under the surface of L2 classroom behaviors. Thus, learners, as the ones who experience the L2 learning process, may reveal aspects of the socio-psychological dynamics of L2 classrooms through their CE. Nonetheless, the tendency has been to see learners as the objects of investigations. This is an oversight; since, as subjects of their experiences, learners can contribute with an insider's view of classroom language learning.

Accounts of the learning process from the learners' point of view are still incipient, despite the call for a more active role of learners in SLA research. Van Lier (1988), for example, states that "few researchers...have solicited learners' views of

their language careers" (:79). Johnson supports Van Lier's statement when she affirms that, "there is surprisingly little ethnographic work on language learning and cultural adjustment of adolescent and adults relative to the many experimental and correlational studies" (1992 :135). A notable exception is the work of Peirce (1995) who investigated the experiences of immigrant women who, as language learners, described their naturalistic language learning experiences in the home, workplace and community contexts. Peirce's study paints a picture of the personal struggles and conflicts that affect learners in naturalistic L2 learning and of the social factors which also intervene in the SLA process. However, the field still lacks a body of studies of the same kind on the experiences learners face inside L2 classrooms.

2.2.4. Sociocultural Approaches to SLA Research

In this sub-section, I refer to a recent trend -- empirical studies making use of sociocultural approaches to SLA research (Lantolf & Appel 1994, Schinke-Llano 1993). These studies bring an integrated perspective to the understanding of SLA since they refer to the importance of sociocultural context in the understanding of the L2 process. Moreover, in these studies researchers use different sources of data to tap into the learning process of L2, not restricting their analysis to learners' linguistic output. These studies are informed by the theories developed by the soviet psychologist L.S. Vygotsky and his most well-known collaborators A.N. Leont'ev and A.R. Luria which, in turn, derive from the works of K. Marx and F. Engels.

Their recent 'discovery' and the increasing investigation of their ideas come from the variety of issues they refer to such as the social character of cognitive processes, the relationship between development and learning, the concept of mediated mental activities, and the role of language in the development of consciousness.

For Vygotsky, the social environment is unique in its importance for cognitive growth. He understood the sociocultural setting as the primary and determining factor

in the development of higher forms of mental activities such as logical memory, attention, conceptual thought, planning, perception, problem solving, voluntary inhibition and disinhibitory faculties. Vygotsky proposed that the explanation of thinking as a process had to consider the interaction of "thinking bodies (humans) and between thinking bodies and objects (or socioculturally constructed artifacts)" (Lantolf and Appel 1994 p. 4). Consciousness as a mediated mental activity, therefore, emerges and develops as a consequence of one's interaction with reality. One way in which humans interact with reality is through work -- "the prototype of human goal-directed activity" (Lantolf and Appel 1994 p. 7). It is through work, mediated by the tools[1] that stand between the individual and object of an activity, that man transcends nature, transforming it. Signs[2], on the other hand, are internally oriented towards the subject of the activity, acting on an individual's psychology, that is, they bring out change in the behavior of the individual or of others. Thus, humans' interaction with reality is characterized by mutual transformations; at the same time as they act and transform nature, they transform their own nature. Moreover, human actions influence the actions of other individuals, creating an interactive system of mutual inter-influences where one affects the other, causing and experiencing change in this process (Freire, 1992). Thus, human activity is conceived as socioculturally influenced which, in turn, leads to the development of consciousness. Activity theory, as proposed by Leont'ev, provided a more 'Marxian' explanation for the development of higher mental functions (Lantolf and Appel 1994).

According to Lantolf and Appel (1994), activity theory is composed of three dimensions -- those related to (1) the context, (2) the intention and the circumstance of the activity, that is, the motive or the purpose and (3) the goal or the object toward which an activity is directed. Thus, according to activity theory, an activity requires a motive, for without a motive there is no activity. Likewise, an activity without a goal

---

[1] In the language classroom, books and other instructional materials are the tools in Vygotskyan terminology.

[2] Language is the sign that mediates action in a language classroom.

lacks sense. Both motive and goal establish the objective and the effort an individual will invest in performing the activity. The realization of an activity is accomplished through specific circumstances and conditions, physical or mental, at the level of operations. Thus, "motives refer to why something is done; goals refer to the object of what is done, and operations refer to how something is done" (Lantolf and Appel 1994 p.21).

Making an inference from the theoretical framework just presented to the classroom, the L2 learning process can be understood as an activity that involves participants who use tools and signs motivated by the need to learn to communicate in an L2. Students' motives may imply different goals and distinct operations to achieve these goals. In the three studies that I refer to below, sociocultural and activity theory are used to understand aspects of the L2 learning process which only emerge when context, motives, and goals are also investigated. Although these studies have different objectives, their findings are anchored in learners' understandings of tasks, in their interactions with other learners, and in their histories and motives.

Coughlan's and Duff's (1994) study is an example of how a common language elicitation task[3] (describing a picture) generates different samples of interlanguage when different individuals (or even when the same individual) perform the "same task". The authors show that the relationship between the task, the speakers and their understanding of the communicative activity[4] explains the different activities that result from one same task. In this case, the context in which the task is being carried out was only superficially similar.

Although Coughlan and Duff's article seems to be addressing a methodological issue, i.e., "that research tasks are indeed constants in research design" (1994 p. 174), I was particularly interested in the implications of their findings for classroom learning research. As language teachers, we believe learners can

---

[3]Coughlan and Duff define task as "a kind of 'behavioral blueprint' provided to subjects to elicit linguistic data" (ibid, p. 175).
[4]The authors define activity as "the behavior that is actually produced when an individual (or group) performs a task"(ibid, p. 175).

understand the objectives of the different tasks we bring into the classroom. Coughlan's and Duff's results indicate that there could be a variety of understandings that would generate different individual experiences of the learning process. We, as teachers, would have to accept the possibility of multiple L2 learning processes happening in the same classroom; each one based on an interpretation of classroom events (Luria 1979).

Another important study in this area for its implications for my research was Swain (1995). In this article, Swain analyses a collaborative dialogue between two teenage students interacting to understand a fragment of language from a dictogloss task. From the analysis of their collaborative dialogue, Swain argues for their power in the co-construction of learning and knowledge about language.

I was interested in the implication of the argument that through interaction learners identified a problem and solved it. Swain (1995) refers to the cognitive aspect of the learning process in her collaborative dialogue analysis. If we accept that the learning process involves more than its cognitive dimension, the implication would be that by interacting with their CE through reflection, learners would internalize or become conscious of their meaning. This would eventually lead them to change and development in their L2 learning process. Just as linguistic change is predicted (Donato 1994) for those involved in cognitive focused interactions, the same could be predicted for learners engaged in interactions dealing with the meaning of social and affective issues arising in the L2 classroom which are so related to the its cognitive aspect.

Two other studies that use sociocultural theory address issues related to the one in this thesis: Donato and McCormick (1995) and Gillette (1994). Donato and McCormick's (1995) study is reviewed in the section dedicated to language learning strategies. Gillette's (1994) uses activity theory to analyze the differences between effective and ineffective learners as a consequence of their different histories and

motives. In both studies, learners' motives play a role in their development, especially in the use of strategies for the acquisition of a foreign language.

These studies approach data differently. Whereas Swain (1995) and Donato (1994) relied on what I have been calling linguistic data, i.e., protocols and dialogues, Donato and McCormick's (1995) and Gillette's (1994) studies relied on different sources of data. Donato and McCormick (1995) analyzed learners' portfolios while Gillette analyzed diaries, class notes and language learning histories. Regardless of the type of data, what emerged from these studies was a more contextualized and fuller description of the L2 learning process as comprising the cognitive and the sociocultural dimensions. Moreover, these studies acknowledge the idea that SLA data can only be fully understood if the sociocultural context in which it was collected is also considered. Any event that generates language and experiences is unique -- an activity originating from actors in specific settings, performing tasks, bringing in individual motivations and histories.

To summarize, it is the integration of the cognitive, interactive and social perspectives found in sociocultural theory, identified as lacking in SLA research in the beginning of this critical review of the literature that justify the inclusion of sociocultural approaches to SLA as a part of the theoretical and empirical framework of this thesis.

2.2.5. SLA Research and Foreign Language Teaching

The preponderance of naturalistic data in SLA research together with the under-represented role of the classroom and classroom socio-psychological issues in SLA models, present a curious situation for those who, like myself, teach English as a foreign language (EFL). The assumption that the hypotheses generated by SLA theory applies to Foreign Language Learning (FLL) and teaching (FLT) is, at least, debatable because the classroom, despite being the site where FLL takes place, is a variable in only three of the most well-known models in the SLA literature (2.2.3), Krashen's (1980), Ellis's (1984, 1990) and Gardner's (1985).

Descriptions of the micro-social issues specific to the classroom context are still superficial. This is critical for those who teach in an FL environment. The common situation is to make classrooms fit the descriptions of American or British classrooms, using materials developed for the teaching of English in those contexts. In other words, FL teachers accept research findings in an L2 environment as applicable to the FL context. Moreover, FL teachers tend to use materials developed based on L2 context research findings. Holliday (1994) refers to this as a problem of 'technology transfer' that he relates not only to the transfers of teaching methodologies but also to that of the "whole *technology* of English language education"(p.12).

As a researcher and a practitioner in the foreign language context, I am surprised to find that few researchers have tried to respond to the gaps in the relationship between current SLA descriptions and teaching practices with evidence from documented research on classroom processes[5]. For example, we still do not have accounts of the role played by some typical classroom behaviors such as students asking classmates or the teacher for help, relying on written text before oral activities, or even on previous knowledge to understand new concepts or explanations. Instead of investigating these classroom peculiarities, foreign language researchers and practitioners focus their research interests on instructional issues, thus maintaining the source of the gap (Van Patten 1990). This makes the descriptions of classrooms and of the factors that intervene with the L2 learning process relevant for the FL situation.

In the FL context, the classroom is central to the development of proficiency. The classroom is the only place where learners can find an environment for the use of the target language. In this respect, the absence of accounts of what this entails inside FL classrooms is notable. Given the restrictions for L2 use outside the classroom,

---

[5] In a recent study, Lin (1996) investigated secondary English classrooms in Hong Kong from an ethnographic sociocultural perspective to reveal the factors that interfere in different classroom practices. Her fine analysis of the teaching context, teaching practices and different classroom discourse patterns illustrate the complexity of macro and micro factors involved in teaching and learning English in EFL contexts.

research insights could promote learners' understanding of classroom events. Fishman (1977) refers to our ignorance, stating that "the ethnography, the sociology, the social psychology and the educational psychology of the bilingual classroom are all little more than gleams in the eyes of a few researchers" (p. 34). In spite of referring to bilingual classrooms for children as opposed to foreign language for adults, Fishman's statement is relevant to the language classroom in general. More recently, Holliday (1994) supports his statement when he claims that although much has been learned about how people learn an L2, SLA research emphasizes the individual, not providing much information as to how attitudes and learners' previous experiences, together with macro and micro contextual factors influence those who meet in an L2 classroom.

Therefore, since the classroom has not been sufficiently studied as a setting that may influence the process (Van Lier 1988, Holliday 1994) and, since there is a lack of EFL learning data, this thesis aims to add to SLA research by investigating an EFL classroom. Additionally, this thesis also intends to contribute to SLA research by: (1) presenting an investigation where the data and data analysis uncover aspects of the learning process beyond learners' linguistic output (2) revealing learners' perception of their experiences, and (3) analyzing how these experiences affect learners' L2 learning process. The findings should enrich our understanding of the L2 learning process and contribute to the description of SLA in the classroom context.

2.3. CLASSROOM-CENTERED RESEARCH

In this section, I review the literature that has been referred to as classroom-centered research (Allwright 1983). This area of classroom research, has focused on one of three main areas: error treatment, input and interaction, and the learner. However, although being extensive and focused on the classroom itself, research in

this area has tended not to describe classroom socio-psychological issues or the relationship of these events to learners' past histories.

Within classroom-centered research, the relationship between discourse and interaction, and learner research are two areas that are pertinent to this thesis. The investigated variables of learner research have been: (a) learner characteristics and individual differences among learners (personality, attitudes and motivation); (b) different styles of learning; (c) aspects of the learning process (competition); and (d) learners' outcomes.

Below, I identify the predominance of discourse-type studies, contrasting them with classroom culture studies. Next, I critically examine studies that have focused on adult learners, arguing that their perceptions on their learning experiences have not received much research attention. Then, I review learning strategies as an area that has examined what learners bring to the learning task to identify the absence of reflection as an aid in learners' language learning. Finally, I briefly review diary studies as an area of classroom-centered research which, although more personal than other types of research on the learner, is not very informative of learners' points of view on their L2 learning process.

2.3.1. Discourse and Interaction vs. Classroom as Culture

The many studies that have looked at classrooms have examined the discursive patterns of interaction[6] between teacher and learner (Allwright 1983, Van Lier 1988). These studies have improved the understanding of the nature of the L2 experience. Yet, because of their discursive orientation, these studies have tended to investigate the interaction between teachers and learners more than the relationship among and between learners and teachers. Since the quality of relationships

---

[6] By discoursive patterns of interaction I refer to teacher and student turn-taking, topic, and task analyses of classroom dicourse (Allwright 1983).

between those inside a classroom may affect the learning process (Schwab 1960, Stevick 1980), examining other aspects of interaction seems relevant to complement discursive studies[7].

The methodology used in discursive studies does not capture some of the other socio-psychological issues that may affect the nature and quality of the interaction among participants. Some of these issues may be, temporary membership, tacit understandings, and peer acceptance. Temporary membership refers to the limited time in which classroom participants meet. Such time limit may affect learners' involvement if they do not feel they belong in the class. Tacit understanding about what sorts of behaviors are acceptable in the classroom is another example of a micro-context issue. Not having an understanding of what is appropriate may lead to experiences of conflict. Finally, being accepted by peers is also a socio-psychological issue (Holliday 1994). Reference to this type of event that may underlie interactions is not found in discourse restricted analyses of L2 classroom interaction. Regardless of this restriction, a richer view of the issues involved in language classrooms has emerged from these studies, such as in the area of the relationship between input and L2 acquisition (Allen et al 1990) or of the role of output (Swain 1985, 1995). However, since researchers have aimed at the most overt feature of the interaction, i.e., discursive features, many others still remain to be examined.

Van Lier (1988) sees the classroom as a culture; as a setting whose characteristics may imprint a distinguished dynamic on the learning process. Breen (1986) believes that an understanding of the classroom as a culture comes from an in depth view of its interactive, social and not so overt features. Holliday (1994), in an attempt to make the *classroom as culture* metaphor easier to understand, provides some of the characteristics of cultures to "build up a picture of the various features of culture" (p.22). First, 'culture' may indicate the histories and traditions of sections of

---

[7] In this direction, Donato (1996) and Shiesh and Donato (1996) go beyond overt features of classroom discursive interactions between teachers and students. By acknowledging their sociocultural and sociopolitical aspects, their research reveals the importance of more contextualized analyses for the undertanding of the in-classroom L2 learning process.

societies such as religious, class or urban cultures. Although the term culture implies a sense of permanence found in whole societies, in these temporary cultures, of which the classroom is an example, the 'culture' only exists when the class is in session. Next, cultural traditions and histories reveal patterns of group life. Specific patterns of group behavior are also found in classrooms. Moreover, cultures transmit tradition. In classrooms, behaviors and norms accepted by members are passed to new members. Learning and sharing these norms are a condition to be approved by the other members of the group. Finally, change is another aspect of culture. In the language classroom this can be identified in the recent changes in methodologies. However, Holliday warns of the potential danger of harsh promotion of change that may cause its members to resist to protect their own cultural values (1994).

There have been studies that have investigated some of the issues that affect classrooms as cultures. From a micro point of view, learners' sense of responsibility for their own learning, an expression of membership, may influence the learning process (Miccoli 1987, Swain and Miccoli 1994). Competition, an issue related to peer acceptance, has also been investigated (Bailey 1983). From a macro point of view, variables such as the relationship between society and language programs, such as immersion programs in the Canadian society, have been investigated (Swain and Lapkin 1982, Genesee 1987). The influence of the cultural frames in which teachers and learners find themselves (Holliday 1994) has also been studied, just as how the status of the L2 and learners' attitudes towards it may influence the learning process (Schumann 1978, 1986, Giles and Byrne 1982). Given the status of investigations, macro-social aspects have received more attention than micro-social events. Thus, we are still far from an adequate description of the issues that are steeped in the cultures of L2 language classrooms.

2.3.2. Learner Research

An analysis of the research on learners shows that although they are the focus of the study, the objective is usually something else. For example, Hamayan and Tucker (1980) analyzed the relationship between input and learner production to support the claim that aspects of the language used by second language learners are related to the frequency of the occurrence of features of the input. Although this study belongs to learner research, it focuses on learners' production -- not the learners themselves. The aim of the investigation was the nature and role of input. In another type of study, Seliger (1977) investigated learners' participation patterns to find that participation is a variable that affects performance, i.e., learners who generated input and exploited the classroom for practice, did better. Again, the investigation examines the learner but the objective is to account for success. Sato (1981) studied turn-taking and cultural background to find that reticence in participating leads teachers to believe that learners are unwilling to participate. Here the objective seems to be how participation patterns affect teaching practices. Schinke (1981) investigated limited English proficiency (LEP) learners in mainstreamed classrooms to find that management prevails over truly 'teaching' in teacher and LEP interaction. These studies are examples of research on participation patterns where researchers are interested in what learners are doing in the language classroom, but not on what they have to say about their experiences of participating in L2 classrooms. Therefore, learners are the focus but not the ones who describe and evaluate their experience.

In their extensive review of research in the foreign language curriculum, Met and Galloway (1992) dedicate a section to the language learner. They point out that research has also investigated learning styles, including distinguishing good learners from poor learners (Naiman et al 1978, Stern 1975), as well as learners' cognitive style (Ausubel 1968, Bialystok & Frohlich 1978) and its correlation to their learning.

However, Met and Galloway (ibid) consider that this type of research "has not been enormously informative regarding learner processes[8]" (p. 868).

Two other productive areas of research within learner research investigate: attitude, "a positive attitude toward another culture and a desire to learn about that culture" (Taylor 1973 p.145), and motivation (Gardner and Lambert 1972). Both areas have been correlated with success in SLA, having been extensively researched in the past three decades. Motivation, in its two hypothesized forms, integrative and instrumental, (Gardner and Lambert 1972, Gardner 1985, Gardner and Clement 1990, Gardner and Mac Intyre 1991) has also received much research attention. Investigations in this area have identified the overlap of such tendencies in some learners (Brown 1980, Burstall 1975) and of other types of motivation such as the enjoyment of the communication act (Macnamara 1973). Some researchers, however, argue that different kinds of motivation may be important for successful L2 learning, depending on the circumstances (Horwitz 1990, Oxford et al 1989). Crookes and Schmidt (1989) disagree with the primacy of integrative motivation in L2 learning and call for a review and a new direction to research in this area. In that area, Peirce (1995) presents the concept of 'investment' to explain the relationship between the reality of the context in which women in her study find themselves and their ambivalent feelings towards learning and using an L2. Investment refers to an attitude to L2 learning where learners invest in their learning process with an "understanding that they will acquire a wider range of symbolic and material resources" (Peirce 1995 p.8). Therefore, gain seems to be implicit in Peirce's use of the term investment. Brown (1994) refers to 'strategic investment' as related to learners' time and effort in the process of learning an L2. The difference between the uses of the word investment comes from their perspectives. For Peirce the concept is socially and historically constructed. For Brown it is an individual factor. In sum, research in this

---

[8] The authors do not provide a definition for 'learner processes', but given the issues pointed out as in a still incipient stage of research, the phrase seems to be referring to the issues learners have to confront within and among themselves in the classroom.

area has been extensive but there are still "many kinds of motivation that have not even been researched yet" (Scarcella and Oxford 1992 p. 53)

Another line of research that has focused on the learner is 'learning strategies' used to "comprehend, store, retrieve, ... in order to plan, regulate, enjoy or assess learning" (Met and Galloway ibid, p. 868). In this area, of major importance are the works of Wong Fillmore (1976, 1979) in investigating children; the work of Oxford and Cohen (1992) in trying to organize the concept and classification of learning strategies; and the work of Oxford (1993) in writing a state-of-the-art paper. This area of research is reviewed in the subsection below.

2.3.2.1. *Language Learning Strategies and Reflection*

Language learning strategies, i.e., "steps or actions taken by learners to improve the development of their language skills" (Oxford and Cohen ibid, p.1), have the power of (a) increasing attention essential for language learning, (b) enhancing rehearsal that allows linkages to be strongly forged, (c) improving encoding and integration of language information, and (d) increasing retrieval of information when needed for use. Language learning strategy research has investigated cognitive strategies and those that involve the social (interpersonal and interactional), the affective (emotional, motivational, attitudinal, and personality-related), and the metacognitive (planning and evaluation-related) aspects of the learning process (Oxford and Cohen 1992). Research in this area has been extensive and productive, but sometimes confusing. Leading researchers in this area (Naiman et al 1978, Rubin 1981, O'Malley et al 1985 and Oxford 1990) have proposed not only different taxonomies but also divergent and sometimes conflicting classifications. Moreover, most of the research on the use of strategies has been cross-sectional and based on interviews, questionnaires and diaries (Ellis 1994). Finally, Oxford (1993) identifies

that strategy research has concentrated more on the cognitive aspect of the L2 process than on what learners do to cope with the affective or social.

The work of Donato and McCormick (1995) is an example of a longitudinal investigation on learners' use of strategies where findings go beyond learners' mere reporting of the strategies they use. Donato and McCormick take a sociocultural perspective in their understanding of the emergence of strategies. From this perspective, strategies emerge in the practice of cultural groups such as classrooms. In their investigation, learners are part of a language community, the classroom. Using portfolios as a mediational tool, learners reflected and evaluated their experiences. In their portfolios, they were asked to provide evidence of having learned the language functions taught in class. Learners take a subject position in Donato and McCormick's research. Instead of being taught about strategies, portfolios allowed learners to find what worked best for them. In short, their research contextualized language learning strategies. They originated in learners' practice, allowing them to make the most of their learning process. The portfolios served as a tool to promote reflection that, in turn, promoted change in learners.

A review of the language learning strategy literature reveals that reflecting as an aid to the learning task is not in any of the best known taxonomies (Naiman et al 1978, Rubin 1981, O'Malley et al 1985, Oxford 1990). In Oxford's (1990) taxonomy, metacognitive strategies such as monitoring and evaluating are classified as indirect strategies because they do not directly deal with the language code. Their role is to support the learning task. Although reflecting does involve monitoring and evaluating, my understanding of reflection goes beyond the indirect, supportive role assigned to metacognitive strategies.

I am informed on the work of Dewey (1916), Kelly (1955), Freire (1972), Mezirow (1981) and Boud et al (1985) in their use of the term reflection. From their writings, reflection is a process connected to experiences (Dewey 1916), thus applicable to the L2 learning situation. Kelly's (1955) theory of constructs refers to the

unique perceptions of the experiences every individual engages in. He identifies the need for teachers to be aware of learners' constructs. This suggests that reflection is important for learners since the meanings that they construct may not be in tune with that of the teachers (Boud et al 1985). In a similar way, Freire (1972) refers to the power of education as a force towards change through 'conscientization' that refers the process of becoming aware of one's false consciousness as the first step towards personal and social change. Mezirow (1981) refers to 'critical reflectivity' as central in his studies of adult learning. Reflectivity is the art of becoming aware of one's perceptions, meanings or behaviors or of one's habits in seeing, thinking or acting. He subdivides reflectivity into affective reflectivity, discriminant reflectivity as well as judgmental reflectivity. *Affective reflectivity* relates to perceptions of feelings; *discriminant reflectivity* refers to the ability to assess our perceptions, and *judgmental reflectivity* refers to the ability to become aware of our value judgments. From these readings, reflection and reflecting seem to involve monitoring (or becoming aware) and evaluation of experiences. However, it also involves actions for transformation and change. For these reasons, I see reflection as more than a strategy; because it involves monitoring, evaluation and action. Boud et al (1985) define reflection as "a response of the learner to experience" (p.18). They expand on their understanding of reflection as a "generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and new appreciations"(Boud et al 1985 p.19).

Compared to Oxford's (1990) perspective, reflection cannot be categorized as a direct or indirect strategy. Reflection is more holistic in that it contains both indirect features (monitoring and evaluation) and direct features such as the responses and actions that follow reflective activity. Therefore, reflection[9] is an activity that can play an important role in the L2 learning process as a whole. It can be directed towards the management of the cognitive aspect of the process (language code) as well as the

---

[9] Reflection is related to Vygotsky's concept of private speech. In this thesis, however, the relationship between reflection and private speech has not been addressed in the data nalysis.

socio-psychological aspects of the process (related to affect and interactions). However, the concept of reflection is not new in SLA research. In the next section, reflection is present in the use of introspective instruments such as diaries that report learners' experiences.

2.3.2.2. Introspection and Diary-Studies

The idea of reflecting, i.e., of becoming aware of one's learning process, is found in recent investigations (Van Lier 1991, McLaughlin 1990, Van Patten 1990 and Schmidt 1990, 1992). Moreover, a large body of SLA research based on learners' introspections and retrospections involve reflective activity. For example, reflecting seems to be involved in what Schmidt called 'consciousness raising'. By focusing on the cognitive requirements for the linguistic processing of language, these studies search for the "role of learners' conscious mental processes" (Schmidt 1992:1), reinstating the role of consciousness as a requirement in the learning process. In contrast, introspective/retrospective[10] methods (Faerch and Kasper 1987) bring out learners' statements about the way they organize and process information. Nonetheless, they have been used mainly as a research tool that provides an alternative to observable data such as the learners' output or as a supplement to inferring their thoughts (Bailey 1983, Schmidt and Frota 1986, Cavalcanti 1987, Cohen 1987). From these studies, the view of the SLA process has been expanded as a consequence of the range of learners' introspections or retrospections.

The parallel between introspection and reflection seems to be evident in Schmidt and Frota's (1986) study. Their investigation provides an example of the use of an introspective instrument, a diary, that provided a chance for reflective activity. R recorded in his diary the forms he noticed in the input which were then compared to

---

[10] The distinction between introspective and retrospective methods rests on timing. If the learner refers to the process while she is engaged in it, her statements result from introspection. If some time has elapsed from the behavior being investigated and the time the learner reviews it, her statements are considered retrospections.

those in his speech. The diary provided R with a chance to reflect on the input he was exposed to. By noticing (becoming aware) of features in the input, the learner (R) incorporated the forms he had noticed into his speech. In this sense, the reflective activity (writing into a diary) allowed for a response (incorporation into his speech of the forms he noticed) and aided R in his learning of Portuguese. Donato's and McCormick's (1994) study of strategies is another example of the parallel between introspection and reflection. In their study, the portfolios served as an instrument for reflection that led to changes in learners' use of strategies over the period of a semester. In these studies, learners' reported experiences focused on the learning of the L2 code, not on classroom or out-of-the classroom affective and social experiences. As mentioned before, research interest has fallen more on what learners do to cope with the cognitive aspect of the learning task than on the other aspects of the L2 learning process.

Diary studies bring a more personal account of learners' experiences (Bailey 1983, Schumann & Schumann 1977) to SLA research. However, in the most famous diary studies, the learners were the investigators themselves (Bailey 1983, Schumann & Schumann 1977, Schmidt & Frota 1986); a factor that, given their linguistics and research background, may have influenced their reported experiences. Therefore, although contributing to the description of the challenges in the learning process, the level of detail and analysis found in these studies may not reflect the issues that would affect learners without such specialized professional background. Moreover, although learners have informed research on grammaticality judgments (Cohen & Robbins 1976), metalinguistic analysis (Gass 1983), and classroom interaction (Allwright 1984), a body of accounts of the L2 learning process from learners' points of view is still incipient. However, there are a few reports on other dimensions of the process in collaboratively structured classrooms that bring to light learners' experiences, and their point of view of the L2 learning process.

2.3.2.3. *Collaborative Studies and Learners' Experiences*

Drawing on educational ideas dating back to the turn of the century, collaborative teaching and learning have emerged as significant concepts in language education, recently applied to the L2 classroom (Nunan 1992). Collaborative learning implies students working together to achieve common goals (Slavin 1983, Sharan 1984). In the L2 classroom, the principles that underlie collaborative learning, such as Dewey's progressive approach (1916), Kelly's (1955) theory of constructs and Roger's (1969) humanistic psychology underlie methodologies such as Community Language Learning and Suggestopedia. Experiences are central to these methodologies and, according to Stevick (1980), lie underneath the process of teaching and learning an FL. From recent investigations on the use of a process-syllabus (Breen 1987) in collaboratively structured L2 classrooms, learners' experiences emerge, providing an insider's view of the L2 learning process (Budd and Wright 1992, Mohan and Smith 1992, Swain and Miccoli 1994).

Budd and Wright (1992) used a process syllabus in a First Certificate in English preparatory course for foreign students in England. Learners kept a diary of their reactions to the implementation of the process syllabus. By quoting from the diary of one Japanese learner, the study reveals more than the different interpretations and meanings assigned to the different tasks of the syllabus. They reveal a deeper level of experience. This learner perceives the L2 learning process as more than learning the language code. The affective and social aspects of the L2 learning process are revealed as well as her ways of dealing with them so that, in the end, her entries reveal that L2 learning "is a means of achieving intellectual and emotional enrichment" (p. 221).

Mohan and Smith's (1992) study is based on the perspective of language as socialization. By conceiving L2 learning and cultural learning as interrelated, they devise a task syllabus to teach a group of Chinese students in a graduate adult education course in Canada. By using diaries to capture learners' reactions to the tasks carried out during the course, their investigation did not focus on the linguistic processing of the tasks, but on the macro-processes surrounding the task. They examined the relationship between course objectives and course assignments. Moreover, the authors analyzed assignments as examples of students' improved understanding of the content in them. The study suggests the complementary relationship between studies that focus on the communication processes within tasks from an input and interaction approach and studies which investigate the processes which surround the task.

Swain and Miccoli (1994) investigated the experiences of a second language learner in a content-based collaborative classroom. In this study, the learner experienced the learning process as a series of three different stages. One specific feeling predominated in each one of these stages, anxiety, depression and happiness. The happiness stage was preceded by a transition stage. In this stage, the learner revealed her feelings of worthlessness to the members of her group. For this learner, the affective aspect of the learning process affected her evaluation of herself and her relationship with the other members of her group. In this study, feelings surface as the issue this learner had to work on.

However, the account of learners' experiences does not come solely from collaborative classrooms. In a naturalistic language learning situation, Peirce (1995) reveals the issues confronted by immigrant women, revealing the experiences of those in a L2 language learning situation. In a study abroad program, Seya (1995) analyzes the diary-recorded affective experiences of 15 Japanese students, disclosing their effect on self-perception and self-evaluations. In a foreign language situation, affective experiences in a sequence of stages as the ones reported by

Swain and Miccoli (1994) are also reported in Miccoli (1987). This study revealed that a group of 35 Brazilian students went through five stages during their learning process. These five stages were labeled: (1) Feeling Lost Stage, (2) Gaining Confidence Stage, (3) The Insight Stage, (4) Putting Performance Aside and (5) Realizing Learner Responsibility. As in the Swain and Miccoli (ibid) study, emotions also influenced learners' CE. These last two studies (Miccoli 1987 and Swain and Miccoli 1994) reveal a developmental sequence related to affective issues. All of them refer to socio-affective issues in relationship to learning environment.

Affective variables are part of SLA models, specially those with a socio-psycholinguistic view of the L2 learning process. Affective variables, such as anxiety and motivation, have been the focus of much research. Like motivation (2.3.2), anxiety has been treated as a trait which affect learners individually. Horwitz and Young (1990) refer to foreign language anxiety as composed of (1) *communication apprehension*, (2) *test anxiety* and (3) *fear of negative evaluation*. Communication apprehension is a social issue since it relates to interpersonal interaction. Differently, test anxiety and fear of evaluation are affective issues since they are related to the feelings experienced by learners. However, instead of providing an analysis of what classroom events lead to the experience of foreign anxiety, Horwitz and Young suggest identifying particularly anxious students and treating them with techniques to ease anxiety. Horwitz and Young also suggest changing the context of the foreign language classroom, which refers to the development of support systems and closely modeling the classroom 'climate'. These suggestions support Peirce's (1995) criticism of the understanding of motivation and anxiety. She claims these affective issues are usually treated as individual characteristics. The context is seldom investigated to describe the factors that might contribute to motivation and anxiety either inside or outside classrooms, pointing to the pertinence of Crookes and Schimidt (1989) arguments for the reopening of the research agenda on motivation.

From the descriptions in Miccoli (1987) and Swain and Miccoli (1994), anxiety seems to be related to the social dimension of the learning process inside the L2 classroom where learners inevitably compare themselves to other peers. In both studies, events in classroom dynamics underlie learners' source of anxiety. In a naturalistic setting, Peirce (1995) suggests that the difficulty in understanding the relationship between learners and environment derives from the absence of a theory of social identity that integrates learner to L2 learning environment.

Studies like the ones reviewed above, where learners reflect on their experience, lead to deeper and interrelated understandings of L2 classroom learning process. Learners' experiences characterize the learning process as more than only its linguistic and cognitive component. From their contextualized accounts, learners' L2 learning experiences are highlighted by affective issues in natural or formal social environments. Awareness of their experiences lead learners to changes as in Miccoli (1987), Budd and Wright (1992), Swain and Miccoli (1994) studies. Alternatively, the studies that provide a perception of the L2 learning as a socialization process (Budd and Wright 1992, Peirce 1995), lead to new realizations about the learning process. These studies suggest that reflecting on one's L2 learning process may assist learners towards learning more about their own learning processes. Moreover, it may foster self-initiative and responsibility in whatever context of the social world they may find themselves.

2.4. CLASSROOM LANGUAGE LEARNING

In this part, I present two conceptual frameworks that focus on (1) the importance of describing the context in which lessons take place and (2) the need to investigate the relationship between the events in the classroom and what learners bring in and take away.

The first observation about research on classroom L2 learning process, also referred to as instructed SLA (Ellis 1994), is that it has not been as investigated as other SLA areas. As presented in the previous section, classroom-centered studies have either focused on the analysis of discourse patterns or on the individual learner, generally without a concern for an analysis of the context in which the events took place. In this case, the usual objective has been to investigate some aspect of the learner's production instead of learner socio-psychological processes as members of a classroom community.

The few studies that have looked at classrooms as cultures focus on younger language learners (Willet 1987). Breen (1987) considers that researchers have neglected the study of the classroom context. He uses the metaphor of the coral reef to refer to the complexity of the classroom culture. Little of the life in a coral reef can be seen from the surface. Similarly, classroom interaction without an analysis of the context in which it takes place represents "epiphenomena" (Breen 1986 p.142) or superficial manifestations of the complexity underlying classroom events. Holliday (1994) supports Breen's perspective when he states that in such situations teachers have to take the role of researcher to understand the classrooms in which they are involved. Finally, Johnson (1992) points out that relative to the number of experimental and correlational studies of adolescents and adults, the number of ethnographic studies on the language learning process is "surprisingly little" (p. 135). From the lack of empirical studies that refer to the issues this thesis investigates, the classroom seems, in fact, too messy (Van Lier 1988) to deal with.

However, the terrain is not completely arid. Some researchers (Van Lier 1988) refer to the classroom as a rich place to investigate, providing motivation to enter the classroom and face the mess head on. Others (Allwright 1988) write short papers in which the questions are more than the answers. Their research triggers more questions, hinting at the importance of looking inside the 'black box' (Long 1980). Others (Wright 1990, Shiesh and Donato 1996) claim the importance of

understanding role relationships as well as social and psychological processes in the classroom. Some of the studies presented in the previous section go beyond the scratching of the surface. Learners' experiences and the context in which they take place are examined. However, most of these studies do not relate findings to theoretical frameworks. In this section, I first refer to the two authors that provided the initial conceptual framework presented in this thesis. Then, I refer to other studies that have investigated classroom language learning.

2.4.1. Allwright's Framework

Allwright (1991) is one of the researchers whose work underlies the investigation in this thesis. His framework for the investigation of L2 classrooms represents a personal version of the "standard conceptual framework for educational research" (p.4). It seems to derive from Dunkin's and Biddle's (1974 opus cit. in Stern 1983) model for the study of classroom teaching. In addition to deriving from Dunkin and Biddle's, Allwright's framework resembles Stern's (1983) teaching-learning model where language teacher and language learner are actors.

In the next page, the diagram of Allwright's (1991) conceptual framework for the understanding of classroom learning is presented. Allwright considers three major variables as essential in the learning process: presage, process and product. These refer to the 'before', 'during' and 'after' of the learning process. Allwright points out that contextual variables go next to presage variables. However, he considers that the most basic issue for those involved in classroom language learning research is to "try to find a way of understanding the indirectedness of the relationship between 'presage' and 'product" (1991 p.3), suggesting that this will derive from a comprehension of what happens at the 'process' stage.

PRESAGE	PROCESS	PRODUCT

LESSONS

What are learning opportunities like?

What is classroom interaction like?

? ?
?
What do people bring to lessons?

? What do people take away from lessons?
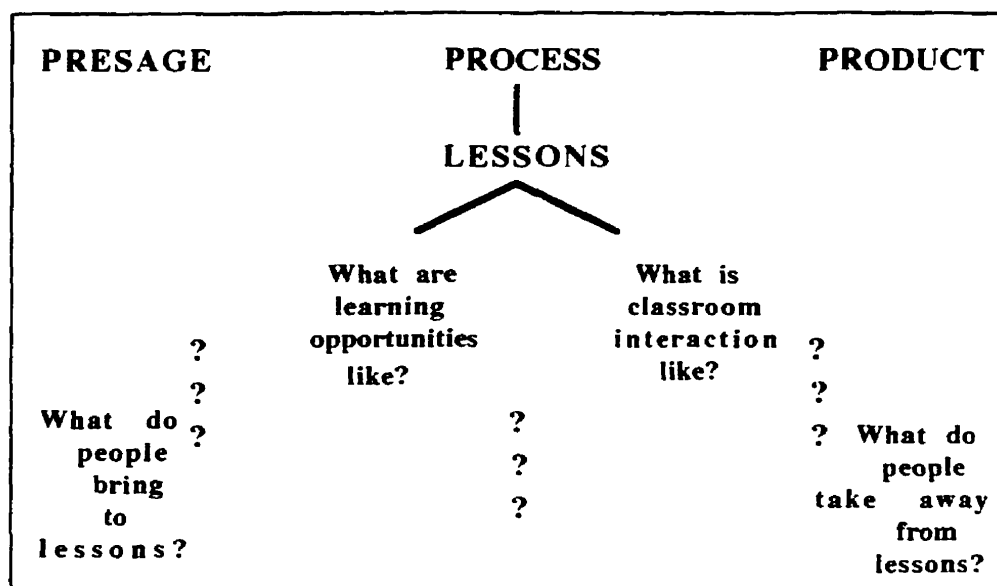
Figure 2.1: Allwright's Conceptual Framework for L2 Classroom Learning Research (1991)

Allwright (1991) believes that a description of classroom language learning depends on the answers to the questions in the figure. Besides those under presage, process, and product, relational questions complete the set of questions for the understanding of L2 classroom learning. Starting from left to right, the relational questions, illustrated in the figure as the question marks among the four columns, are:

. How is classroom interaction influenced by what people bring into the lesson?

. How are learning opportunities created and exploited through the processes of classroom interaction?

. How does what people take away relate to the learning opportunities that have been available to them in lesson?

2.4.2. Holliday's Framework

Together with Allwright's conceptual framework, Holliday's (1994) understanding of classroom language learning composes the initial conceptual framework in this thesis. Holliday is concerned with appropriate methodologies for English education --the teaching and learning of English as a second or foreign language, and with the social context in which it takes place. Like Allwright (1988,

1991) Holliday is interested in what happens in the process stage, specifically, the relationship between teacher and class. However, he goes beyond Allwright in that he considers it insufficient to investigate only within the classroom to understand classroom interaction. Holliday emphasizes looking within and around the classroom since most of what happens inside classrooms is influenced by factors "within the wider educational institution, the wider educational environment and the wider society" (1994, p. 11).

Despite being concerned with the macro social context, Holliday refers to the micro social context or the "socio-psychological aspect of group dynamics within the classroom" (ibid, p. 14). One of these issues is the influence of reference groups on students and teachers. He defines reference groups as,

"the group of people which an individual looks to for self-evaluation, who provide the individual, standards and goals. For students these would include other students and other parties such as family members who provide role models" (ibid, p.16).

Holliday does not provide a definition for classroom culture, but expands on the features of culture, identifying a series of interrelated cultures around the classroom in what he terms "a culture complex" (ibid, p.28). I have already identified some of the characteristics of culture (2.2.1). However, Holliday (1994) claims that it is important to consider classroom cultures in relation to other cultures. The L2 classroom is part of an interrelated, overlapping and complex system of cultures of varying dimensions within the context of the educational environment in which the classroom is located. The 'culture complex' integrates "the classroom, the host institution, student, professional-academic, wider international education-related and national cultures" (p. 28). Thus, the classroom culture is influenced by the specific characteristics of each of the cultures in the culture complex and by the previous experiences of those who meet in the classroom. Moreover, Holliday (1994) makes another important typological distinction for the investigation of classrooms. He distinguishes two levels of action within the classroom, calling them *surface* and *deep* levels of action.

2.4.2.1. *Surface and Deep Levels of Action*

Holliday's (1994) distinction of planes of action within classroom language learning is explained,

> "Whereas surface action is plain to see, deep action phenomena are those which are opaque to outsiders and perhaps only tacitly understood by insiders in the culture"(ibid, p. 40).

According to Holliday (1994), who investigated Egyptian classrooms focusing on the teacher's side of the interaction, one of the characteristics of deep action phenomena is the tacit rules for communication found in small-class cultures[11]. Holliday refers to a translation class in an Egyptian faculty of education. From an outsider point of view, there was apparent chaos in terms of no explicit turn-taking system (students talking all at once) and in terms of no teacher control (they continued talking after being told to be quiet). Later, in discussing his observations with a local lecturer, Holliday was told that "it was culturally normal to be talking and listening at the same time... and that although some students were talking a lot, ... they were very much in touch" (p. 39). Another characteristic of deep action involves classroom instruction rules. Holliday illustrates this with another example from Egyptian classrooms. Local lecturers spent less time explaining classroom procedures and appropriate behavior than foreign lecturers. Local lecturers followed the routine of explaining these rules in the beginning of the term since being systematically retold what the procedures were was considered an insult to learners' intelligence. Another deep action event was the contradictory relation between what Holliday calls the 'lesson sanctity' and the hospitality offered by the classroom culture (1994). Sanctity is explained as the classroom being closed to colleagues. Observation was understood as 'inspection'. This was evident when local lecturers did not seem eager to accept being observed while teaching. However, the contradiction was felt when the same

---

[11] Holliday distinguishes between large-class cultures (up to 450 students per class) and small-class cultures (fewer than 50 students).

lecturers were pleased to let Holliday do the teaching or when a teacher finished her class half an hour earlier so that Holliday would not get tired. Finally, casualness and formality are two other examples of deep action events. An example of casualness was a local lecturer who entered Holliday's classroom to observe. He sat at Holliday's right, and because he did not have the materials to follow, he sat right next to him. No one seemed to find this unusual. Formality was identified in sitting arrangements: women sat separately from men, usually in the front of the class, getting the best seats which were already demarcated with carved letters. In short, deep action phenomena refer to those that are only understood in the context of that experience.

Holliday's description of deep action phenomena takes a teacher's point of view, i.e., he does not provide detailed accounts of deep action events from the learners' point of view. However, the surface and deep levels of action are useful in the description of classroom interaction.

2.4.3. Process and Product in Classroom Language Learning Research

In the previous section, I referred to various research which has expanded our understanding of the demands of the learning process from the learner's point of view. (Budd and Wright 1992, Swain and Miccoli 1994). Allwright (1989) has researched the social pressures to keep everything socially acceptable in classrooms. These studies have focused on the process aspect of the L2 learning process. Other research that has focused on the relationship between learning opportunities and the product of the L2 learning process is that of Slimani (1989). By using an 'uptake chart', learners recorded what they believed they had learned during lessons. The lessons were recorded, transcribed and she identified where the items recorded by learners occurred in the lesson. She found little similarity among learners' claims of what they had learned in lessons and the lessons per se. Her results indicated that student topicalization was related to uptake, i.e., items topicalized by students, rather

than the teacher, were most likely to appear in learners' records of uptake. Most of these studies, however, have focused on the relationship between classroom instruction and the product of this instruction.

Lightbown et al (1980) studied the effect of grammar lessons on the accuracy of children's and adolescents' linguistic performance in ESL Canadian schools. Their findings indicated that instruction led to increased accuracy. However, these learners' accuracy judgments did not hold after 5 months. Long (1983) reviewed eleven studies that investigated if learners who received formal instruction became more proficient than those who did not. In his conclusion, he indicated that classroom instruction did make a difference. Spada (1986) investigated adults in a short intensive ESL course in Canada to establish if there was a relationship between exposure to English and instruction. Their performance in various tests of communicative competence indicated that overall instruction was more important than contact with English and that access to both instruction and exposure led to greatest gains in proficiency. Kadia (1988) studied the effect of individual instruction on spontaneous and controlled production. She found that learners' performance was not affected in spontaneous speech, but was improved in more formal assessment. Harley (1989) investigated the effect of teaching children the difference between the passé composé and the imparfait in French immersion classrooms. After eight weeks of instruction, she tested them through a written composition, a cloze test, and interview. She found significant improvement which was sustained in a follow up test 3 months later. These findings show that L2 classroom learning has been investigated in different settings and with different learners. However, the emphasis is on the teaching side of L2 classroom interactions and on learners' production.

Therefore, empirical studies on the process and the relationship between what happens in the classroom and what learners take from L2 classroom do exist. However, as this brief review has indicated, research on the effect of instruction within the classroom context predominates over investigations on the process and on the

effect that the classroom context may imprint on the L2 learning process. To my knowledge, none have addressed the learners' points of view on the L2 learning process inside an EFL classroom.

In sum, the review of the literature in this part has revealed the many issues that are investigated in the different areas of classroom research. From areas such as the relationship between input and interaction, the complexity of classroom phenomena has emerged as well as an understanding of the L2 learning process as involving more than just its linguistic/cognitive aspect. However, the review has also identified that classroom-centered research has not sufficiently explored the relationship between the socio-psychological issues learners' experience and the classroom context. Moreover, from the frameworks in the area of classroom language learning, the concepts of surface and deep levels of action in the classroom seem important for the understanding of the influence of micro-social issues. Yet, we still lack a body of accounts on the socio-psychological aspects of the L2 learning process. Given its complexity, classroom L2 learning requires many more investigations for its proper description. Therefore, in spite of the extensive research on classroom phenomena, SLA research has still not captured the L2 learning process in detail, especially from the learner's point of view. In sum, the investigation of L2 classroom learning is still in its embryonic stage compared to the amount of research in other areas in SLA.

Some of the omissions in theoretical and practical aspects of SLA research have been presented in the previous sections. These reveal the need for learners' perspectives to improve our understanding of the process of L2 classroom language learning. Only with various descriptions from different language classrooms and different learners' experiences will a detailed SLA theory emerge. Brown (1980) expressed this when he stated that "we are in the process of theory building at the present time, but are in need of further observation and feedback in order to press towards the goal of a viable, integrated theory of SLA" (p. 229).

2.5. RESEARCH IN THE FIELDS OF CURRICULUM AND ADULT EDUCATION

In this part, I review research from two areas outside SLA. First, I refer to the concepts of reflective practitioner in the field of curriculum. Then, I refer to the central role given to the learner in the field of adult education whose findings present insights to apply in SLA research of CE.

In the field of curriculum, two different areas of research and a research methodology relate to this research project. The concepts of practitioner's knowledge (Hunt 1987, 1992) and of reflective practitioner (Schon 1983) refer to the research that has investigated the theoretical constructs that guide practitioners' in their practice. Although referring to the teacher more than to the learner, the research in these areas has led to accounts of how self-built theories, i.e., theories built from experience, guide practitioners' decisions (Schon 1983). Besides that, the use of narrative as a research method (Connelly and Clandinin 1988) has not only given a rich personal character to research descriptions but has also led practitioners to implement self-initiated change in their practices as a consequence of the reflection process that characterizes narrative inquiry (Diamond 1991).

As mentioned earlier (2.3.2.2), reflection is not new in SLA research. It has been used mainly as a research tool but not as an aid to learning. Research on the use of reflection as an aid for learning indicates that it promotes learning in general (Boud et al 1985) and leads to the development of learning skills (Main 1985). If, as Ellis (1984) points out, learners' initiative is essential for language development, the idea of a reflective learner, i.e., a learner who reflects on his/her learning experience, seems appropriate for learners to act on their L2 learning process. The trend in SLA research has been to recommend training for the development of autonomous learners (Wenden 1995). Yet, learners in SLA research have not been sufficiently asked to reflect on their CE.

Curriculum research, like SLA research, has not sufficiently explored learners' knowledge or the idea of a reflective learner. This may be due to the fact that change in practice, the desired consequence of narrative inquiry, seems to relate more to the teacher than to the learner. However, it does not justify overlooking learners as capable of reflecting on their experiences. Learners can reflect on their learning process and implement change in their approach to learning. One of the few studies that has explored the concept of a reflective practitioner with a learner is Putman (1991). In this article a learner reflects about his learning process with positive consequences. As the learner reflects about particular episodes through the coaching provided by Putman himself, the learner moves from superficial use of a technique to a more meaningful practice. This article captures the benefits of having learners reflect on their learning process. In a way, instead of being trained to become autonomous, reflection promotes autonomy because it originates from the reflective activity. The learner, in Putman's study, is not given strategies and trained in them. He reflects on what he does and finds what works best for him. In a different way, the publication of the book entitled, *Reflective Teaching in Second Language Classrooms* (Richards & Lockhart 1994) is an example of the same philosophy transferred to the SLA field and, in this case, focused on the teacher.

In the field of adult education, the emergence of the term 'andragogy' - the art and science of teaching adults (Knowles 1975, 1980, 1984) has brought an approach to teaching adults which "places the unique goals of individual learners as central to the learning process and provides a structure to assist learners to achieve their own ends" (Boud 1986, p. 224). Adult education takes into account the need for a supportive climate in the learning process, for the clarification of learners' own goals, their plans of action for learning, and the evaluation of their success. However, it is in experiential learning (Kolb & Fry 1975) that the basis for an analysis of learners' description of their learning processes (Keane 1986, Taylor 1986) is found. Experiential learning, or learning through direct experience has been shown to be a

primary source of knowledge (Boud & Griffin, 1986). For example, Kolb (1984 opus cit. in Boud & Griffin 1986) describes the learning cycle as a process which begins with experience, is followed by reflective observation and abstract conceptualization and, finally, active experimentation.

Two different studies from this field address the learning process. The first of them, Griffin (1986), identifies issues that are part of the learning process based on learners' accounts of their experience. Her list of issues (ibid, 1986, p. 211), reproduced below, applies to learning processes regardless of the subject of study and includes:

a. maintaining self-esteem;
b. becoming increasingly responsible for own learning;
c. finding own direction for learning;
d. investing energy, involving and committing oneself;
e. dealing with personal energy ebb and flow;
f. relating to others;
g. finding personal meaning in content and experiences;
h. noticing, clarifying, consolidating, synthethizing new learning;
i. testing new ideas, skills, behaviors, ways of being;
j. asking for, using feedback;
k. planning uses of new learning in other situations;
l. finding and accepting satisfactions, joys, excitement in learning.

Griffin characterizes a process as (1) being a verb and denoting an action; (2) a happening within the learner; (3) a process that happens over time, and (4) only known by the learner who experiences the action (1986). She defines learning process as "the stages of learning within any particular approach to learning or teaching" (Griffin, p. 210). She proposes a new use of the word 'process' in the phrase 'basic learning processes' that she defines as "inner happenings or experiences the learner has when engaged in learning" (Griffin, p. 210). According to Griffin, these happenings will occur irrespective of the situation in which the learners find themselves, i.e., alone, in groups, listening to a lecture, reading a book, or reflecting on their experiences.

Griffin's list of learning processes is related to Oxford's (1990) metacognitive and socio-affective strategies except for the ones she labels (a) becoming

increasingly responsible for one's own learning and (b) investing energy, involving and committing oneself. However, It seems that becoming increasingly aware of the responsibility for one's learning is the objective that justifies language learning strategy research. As for investing energy and committing oneself, this is similar to Brown's (1992) concept of strategic investment which is related to time and effort. The difference between the two taxonomies is in their scope. Griffin's (1986) list emphasizes learners' inner happenings that come from experience and refers to the learning process as a whole; that is, learners can make inferences from the learning process to their own individual development. Oxford's (1990) taxonomy refers primarily to the learning of the language code, i.e., to just the linguistic and cognitive aspect of the learning process. Oxford states that as competence grows, learners' strategies can be used to "foster particular aspects of that competence: grammatical, sociolinguistic, discourse, and strategic elements" (1990 p.9). Therefore, Griffin's list is more comprehensive in terms of its application.

Griffin (1986) lists five advantages in helping learners understand their learning processes, namely: (a) learners feel valued because their experience matters; (b) teachers focus on what the learners experience not only on what they do; (c) it reveals to learners and teachers that not everyone learns the same way; (d) it helps learners and teachers to accept that learning takes time; and (e) it promotes the transfer of the awareness of learning processes to other learning situations (ibid 1986).

In this area of research, Taylor (1986) analyzes the learning experience of eight learners in a self-directed learning course. She identified a pattern consisting of four phases and four-phase transition points.

Taylor names her first stage, *Disorientation*, where learners feel confused and lacking confidence. *Explorations* is the label of the second stage. This stage is characterized by relaxation with unresolved issues, leading to an exploration to gather insights, confidence and satisfaction. Taylor stresses that learners engage in more collaboration during this phase. Next, Taylor identifies the *Reorientation* stage.

In this stage learners have "a major insight or synthesis experience with a new approach to the learning task" (p. 183). In her words, this stage represents a coming together where they can understand the issues that may have arisen during the disorientation phase. This new understanding prompts a new approach to the learning task. Finally, Taylor identifies the *Equilibrium* stage where learners new perspective or approaches are elaborated, refined and applied. This stage is characterized by (a) consolidating the new perspective on the learning task, (b) much less emotional intensity, and (c) involvement with others. Learners' description of this stage shows that they find themselves integrated, expressing a meaningful understanding of the phases they went through. Two important findings from Taylor's study are (a) that learners go through these stages at different paces and, (b) that not all learners go through all the stages. In sum, learners move from feeling confused and lacking confidence to having an understanding of the issues that made them initially feel confused. In the end, learners have a new approach to the learning task, feeling more integrated than in the beginning. Although coming from a different subject area, Griffin (1986) and Taylor's (1986) findings share similarities with the results of Miccoli (1987) and Swain and Miccoli (1994) previously reviewed (see 2.2.2.3).

As we can see, these studies reveal the complexity of the learning process in general and of the L2 learning process as well. Comparing these findings to those carried out in SLA research, the concepts of (a) process as inner happenings or of (b) learners reflecting on their experiences are not as common. SLA research has tended to see L2 learning mainly as a cognitive process. In this thesis, the process of L2 learning is conceived as more holistic than that. It comprises teacher and learners' actions at surface and deep levels of action. From this holistic perspective, the L2 learning process also involves metacognitive, cognitive, social, and affective issues. Furthermore, the learning process, thus conceived, is influenced by the previous experiences learners bring into the learning experience which, in turn, affect what

learners take away. Focusing on the learners' points of view, the description of the L2 learning process also comprises learners' understanding of these issues through reflective activity, and of the context in which these issues happen. From this perspective, it seems that our field needs a body of studies that document these other aspects of L2 learning to compose a more holistic view of the process.

2.6. CONCLUSION

This chapter has reviewed some of the inherent theoretical and practical difficulties in attempting to describe the process of learning an L2 language. The field is vast and the issues involved in the process are many. Because learning is ultimately a socially constructed process, where affective and social experiences affect learners' individual experiences (Gillette 1994, Taylor 1988), and classrooms are places where many variables meet (Allwright 1991, Van Lier 1988), this thesis aims to contribute to a more comprehensive understanding of the L2 learning process inside a classroom.

This thesis embraces the idea that a theory of SLA should be comprehensive so as to integrate the various aspects of the learning of an L2. A theory of SLA should also consider the classroom as an environment where learning can take place even if differently from naturalistic language learning (see 2.2).

In order to achieve the desired comprehensiveness, this thesis adopts an ethnographic approach to data collection, has the learner as a research participant who can reveal aspects of the learning process too difficult to tap if a more traditional research approach were used (see 2.2.3.2), and considers that the use of sociocultural theory (see 2.2.4) can contribute to the understanding of aspects of classroom language learning.

Since it researches learners in an FL classroom, it proposes to contribute to diminishing the gap between SLA theory and FL applications (see 2.2.5). As it investigates a classroom, it aims to the broaden the scope of the current descriptions of classroom L2 learning. Although different aspects of classroom interaction, such as discourse analysis of patterns of interaction between teacher and learners have been investigated (see 2.3.1), the quality of the relationships or the factors that may contribute to the type of interactions have received less attention. It also considers that by approaching classrooms as cultures, these issues will be accounted for. Learners themselves, in their individual differences (see 2.3.2), in their use of strategies, through reflection (2.3.2.1) or in the diaries that they have written (see 2.3.2.2), have been the focus of research, but few of these studies have invited learners to provide an insider's view of the L2 learning process.

Moreover, it considers that the research on the concepts of practitioner's (teacher) knowledge and of a reflective practitioner has documented their relevance to classrooms in the individual and professional change they can engender. These concepts start to find resonance in the field of SLA related to teaching but could also be applied to the learning aspect of the process (see 2.4). They underlie the belief that teachers and adult learners can benefit from the experience of reflecting on their teaching and learning processes. Therefore, the insights from the findings in these areas contribute to the theoretical and empirical framework in this thesis.

In conclusion, this thesis argues that, from the participants' point of view, the learning process of an L2 inside a classroom involves them in experiences that go beyond the linguistic and cognitive domain. These include social and affective experiences originating in the classroom as well as those related to previous experiences as learners. This thesis attempts to document the interrelation between the experiences and the classroom context, as well as how these experiences relate to participants' personal histories and motives. It thus construes a description of collective and individual experiences in the L2 learning process of these participants.

Although limited in the number of participants and in its representative potential, this thesis embraces the idea that by investigating different aspects of the L2 learning process, SLA research can continue to contribute to the development of the English education field and those involved in it. This thesis is, I hope, a contribution towards that goal.

CHAPTER THREE

THE RESEARCH METHODOLOGY

Documenting and understanding the experiences reported by a group of learners in the process of learning an L2 inside a classroom was the objective of this research project. In order to adequately document this process I chose ethnography as an approach to carry out this investigation. In the previous chapter I presented ethnography as a more suitable approach for the investigation of classroom dynamics. Before I elaborate on the principles that guide ethnographic research, I would like to refer to the personal and pedagogical reasons for choosing an ethnographic approach for this study.

As mentioned in the introduction, I share the belief that an attempt to bring solutions to the problems of daily practice (Schwab 1960, Stern 1983) pushes educational research inquiry. I also mentioned that, if we consider learning as a process that leads to change (Rogers 1972, Boud 1985), learners could transform their learning experiences into more meaningful ones. In addition, I also referred to the use of diaries as a tool for reflection. I share with Kemmis (1985) the belief that reflection is not an internal, individual, devoid-of-interest kind of process. Through reflection individuals interpret their experiences, acting on them; thus, it is action-oriented. Since experiences are embedded in the social world, and change serves the individuals' interests, reflection is also a socio-political process (Kemmis ibid).

Since my research interest was on participants' experiences and their understanding of these experiences, the underlying goal of the investigation was to allow for change in participants' interpretations of the learning process. Moreover, the collection of documentary materials for the sake of the thesis was not the only objective in the research process. I saw it as an exchange process: participants lived

their experiences and I, as the researcher, offered them the opportunity to ponder over the meaning of these experiences. Therefore, the research methodology had to also allow for reflection and action to become a rewarding educational experience for the participants. In other words, it had to contemplate the orientation towards transformation. Ethnography as a method allowed a research design that contemplated these two goals: the collection of documentary materials and the possibility of participants' transformation.

3.1. METHODOLOGY

Ethnography as a method implies the use of ethnographic techniques for data collection, and an ethnographic approach to the analysis and interpretation of the data (Van Lier 1988). The objective of an ethnographic study is the description and interpretation of "the cultural behavior, ... , of a group" (Johnson, 1992, p. 134). In the present study the objective is to describe and interpret the experiences of a group of participants learning English as a foreign language in a Brazilian university classroom.

In ethnography, document-collection procedures involve the researcher in watching and asking (Johnson 1992, Van Lier 1988) or in observing and interviewing. These procedures can vary from unstructured to structured (the more structured, the more selectivity) and from non-controlled to controlled (the more controlled, the more intervention). The objective of ethnographic inquiry is to uncover the insider's view of reality, or to make explicit the emic[1] theory. Therefore, 'fieldwork' or the time spent for

---

[1] Emic / etic are terms which provide a conceptual distinction between different standpoints or alternate ways of viewing reality. Emic refers to "the view from within that notices just those features of the scene that are marked as significant by internal criteria"(Breen 1974, p. 3 opus cit. in Van Lier 1988). Etic refers to a view from outside. Quantitative researchers who determine variables to investigate, collect data by controlling these variables, analyze and interpret these data according to external perspectives and criteria are taking an etic standpoint (Advise, 1995).

the collection of documents is usually of one year or more (Johnson 1992). During this period the researcher, as a participant observer, collects documents, learns about the group and, by attending to actions and events, attempts to construe what they mean to participants. The researcher should also relate the data obtained to "other components of the whole culture or similar pieces studied in other cultures" (Heath 1982, p. 35 opus cit. in Van Lier 1988) so as meet the *holistic*[2] principle. This principle, together with the emic principle, guide ethnography (Van Lier 1988). Finally, *triangulation*, "the attempt to arrive at the same meaning by at least three different approaches"(Johnson 1992, p. 90) prevents the observer or interviewer from bias, enhancing the accuracy (validity and reliability) of the description.

The importance of an ethnographic approach to research lies in its emic and holistic view. By comparing and contrasting what people say and what people do in a given context, one value of ethnography is a fuller representation of what actually is going on when compared to other research approaches. Another value "is the potential for new, unexpected and unpredictable understandings to emerge" (Hornberger 1995). However, as with any approach to research, there are limitations. The most referred to limitation is the insider and outsider dilemma (Hornberger ibid, Van Lier 1988, Watson-Gegeo 1988). On the one hand, if a researcher is too familiar with the context being researched, this familiarity may influence and misconstrue the interpretation towards shared biases. On the other hand, being too much of a stranger to the culture may have a negative effect and even prevent an emic understanding. Another limitation involves the degree of participation: too much participation may interfere with the course of events; too little participation may not capture the events in their entirety. The degree of power given to participants can also be a problem. Granting too much power to participants may constrain the research whereas allowing the researcher too much power may inhibit those being researched and their normal

---

[2] The holistic principle refers to attention to context. "Observations are contextualized, both in the immediate setting in which behavior is observed and in further contexts beyond that context, as relevant" (Spindler & Spindler 1987, p. 18).

process of change. Being aware of the value and the limitations of any orientation is crucial for attempting to find a balance between the two poles.

In the present study, both the guiding principles presented above, as well as the tensions inherent to the choice of an ethnographic approach have been taken into consideration in the development of the research design. However, this study does not claim to be an ethnography of a classroom. The time spent on fieldwork, four months or one academic semester, was too short to "provide a comprehensive and accurate picture of a cultural setting and to explain the implicit cultural knowledge of the participants" (Johnson 1992, p. 142). Although the data provide a view of participants' experiences, and the interrelation of different issues offers an explanation of participants' behaviors, it is not enough to consider the study an ethnography of a foreign language classroom. More time and, possibly, following participants over a course of two or three semesters would yield the quantity of documents necessary for a more accurate representation of a foreign language culture. Then, one could aim for the writing of an ethnography of the culture of a foreign language classroom .

In this chapter I refer to the research design devised to meet the principles presented above. It represents an attempt to find a balance between the tensions of choosing an ethnographic approach. The research design description that follows contains reference to the site, the initial contacts, the participants, the time spent in the field, the research instruments, the procedures, the data collection scheme, and finally, the various types of documents collected.

3.2. RESEARCH DESIGN

As I mentioned in the introduction of this chapter, the guiding principles in the research design of this study had to incorporate two objectives: (1) bring out

participants' experiences in their language learning process and an understanding of them; and (2) allow for participants to learn from reflecting on their learning experiences. Ethnography (Van Lier 1988) was chosen as the method that would bring out the participants' experiences and their understanding of these experiences. Reflection (Kemmis 1985) is the activity that allows participants to learn from their experiences and, ultimately, act on them. In the description of the research design below I present how ethnography and reflection were combined.

3.2.1. Site

The site I chose for the study is the Faculdade de Letras (Faculty of Letters) in the Universidade Federal de Minas Gerais (Federal University of Minas Gerais), located in Belo Horizonte, Minas Gerais. Although Brazil is a country known for its people, its rich resources and its social problems, only two cities are well-known: Rio de Janeiro and São Paulo. Therefore, before referring to the reasons for selecting the Universidade Federal de Minas Gerais (UFMG), I would like to briefly describe Belo Horizonte and the University.

Belo Horizonte is the 4th largest city in Brazil. Located about 500 km northwest of Rio de Janeiro and about 900 km form São Paulo, its population is estimated to be around the 3.5 million people mark when the cities that make up A Grande Belo Horizonte (the Metropolitan Region of Belo Horizonte) are included. Belo Horizonte is named after its beautiful skyline which, due to the mountains that surround the city, is never the same from whatever vantage point one looks. Belo Horizonte, the capital of Minas Gerais[3], is a fairly young planned city, which in 1998, will turn 100 years old.

The Universidade Federal of Minas Gerais (UFMG) is one of the 54 federal public universities in Brazil. Founded in 1926, it started with the Faculty of Medicine

---

[3] Minas Gerais means literally general mines. In the 1700 's the state was the center of all the Portuguese gold and precious stone extraction and trade. Although most of its riches are reduced when compared to what they were 200 years ago, it is rich in gold, precious stones and other minerals such as iron ore.

and the School of Law in the heart of downtown Belo Horizonte. In the 1970's, due to the expansion of the number of programs offered, a campus started to be built to house UFMG in one space away from the downtown area. The Faculty of Letras (FALE) was one of the first programs to move to the Pampulha Campus in the early 1980's. In 1993, UFMG was considered the second best university in Brazil (Estado de Minas, August 12, 1993). From the 37 programs offered at UFMG, 24 of them received four stars, being considered very good in the Guia do Estudante (Students' Guide) where these data are annually published[4]. The Letras[5] program offered by FALE was one of the 24 programs that received the four stars.

Access to universities in Brazil is conditional on passing an entrance exam known as Vestibular. Entrance to public universities is very competitive. The Vestibular is done in two stages. In the first one, the number of students competing for a seat may range from 30 to 1 for programs such as Computer Sciences, to 10 to 1 for programs such as Letras. In this stage, the exams are multiple choice. In the second stage, competition is usually at the 2 to 1 rate and the exam includes open questions and essay writing. It takes some students 2 to 3 years to pass the Vestibular for public universities.[6]

I joined the Department of Germanic Languages at FALE in 1985. Our department is responsible for the teaching of the undergraduate courses that prepare students to become teachers of English and German. The English Section of our department, an internal administrative division, is responsible for teaching approximately 400 students every semester in about 35 different courses towards the language and literature components of the English curriculum. I chose to collect the documents for this study at this site for three main reasons.

---

[4] I do not have recent data. But, in 1992 UFMG came in 4th place, moving down from its more constant 3rd place in 1991 and 1990. Given the fact that our university is concerned with its reputation with the outside community, I believe that if we had moved down again, it would have been reported in university publications.

[5] A general term referring to an academic program that involves the study of languages.

[6] The only 'tuition' students pay in public universities is a semestral registration fee. This makes them very attractive to potential students. This explains the harsh dispute for seats.

First, UFMG is the university I am affiliated with. The faculty and the departmental members of the Board supported and approved my request for a four-year study-leave to pursue a Ph.D. degree abroad starting in 1992. Since I will return to UFMG, going back to the same Department, it was of interest to me to research this context.

Second, the teaching conditions at FALE met the requirements desired for carrying out this study. The English classes offered by our department are communicatively structured, involving students in interactions with one another. This adds a special dynamic to the classroom which more traditional teaching approaches may not overtly expose. Moreover, since the study intended to ask students to reflect, adult students were the desired participants; the students at this level are considered adults.

Finally, the results of this study contribute to the research presently being carried out by the English Section of our Department. Since 1987 when the Department approved the internal administrative division into English and German Sections, the professors who teach the language courses in the English Section started a research project aimed towards implementing several changes in the teaching approach. This project, known as the Projeto do Setor de Língua Inglesa, or PSLI (the English Language Section Project), has implemented changes in the materials and testing procedures used in the English language courses. The PSLI is part of the academic and research policies of the department and English Section professors participate in the project as part of their duties.

3.2.2. Initial Contacts

When the objectives and procedures of this study had been defined, I contacted the English Section and the Head of the Department to request their authorization. The initial contacts were made through electronic mail, but the formal

authorization was received in writing and submitted together with the thesis proposal to the Ethical Review Committee. I sent the Department the final version of the research proposal for their reference after it had passed the ethical review.

The Germanic Department granted me authorization to conduct a one-semester-long study of the experiences of five intermediate adult students in a FALE classroom from August to December 1994. Below, I present the reasons for these limits.

Two reasons justified the decision to study the experiences reported by only five[7] students of the maximum 25 per class found in FALE classrooms. The reasons are related to the results of the pilot study of this thesis where the learning process of one ESL learner was investigated (Swain and Miccoli 1994). This study yielded a revealing description of the language learning process, enhanced by the interaction between participant and researchers. The one-on-one interaction allowed for trust to be established so that talking openly about the learners' perception of even the most difficult events was made possible. As a consequence of this positive experience, the decision to ask only five learners to become research participants in this study was made. The first objective was to maintain the level of personal interaction without risking the desired depth of analysis. Second, the analysis and comparison of the experiences reported by five different participants provided enough documents to bring out the variety of experiences necessary for the emergence of patterns, similarities and differences.

Two main reasons justified the choice of researching learners' experiences at the intermediate level. First, intermediate level learners have already met some of the challenges of being learners, having enough training to describe their experiences from the point of view of an 'en route' learner. Second, intermediate learners are neither overwhelmed with the novelty of learning a foreign language and the

---

[7] In the proposal I submitted to the Germanic Department, I requested permission to investigate the experiences of five volunteer students. In the end, from the nine students who volunteered, six completed the study. The Department was informed and approved this procedure.

difficulties usually experienced by beginners, nor have they forgotten the demands that the learning process places

on them.

When I arrived in Belo Horizonte in August, 1994, the Department assigned the morning class of English Language IV as the class I could visit. Since there are seven semesters of English language in the curriculum, and I was interested in learners at the intermediate level, the possibility of observation was restricted to English IV or English V classes. The teachers of these classes were approached by the Head of the Department and the English IV teacher accepted me in her class. This was not a problem for her since she already knew me. I had taught a conversation class some years before and she was one of the students. Although this opened her classroom door to me, it somewhat affected the classroom dynamics. In the beginning of my visits, this teacher expected feedback on her teaching, something, at times, difficult to refuse, even if that was not the reason for my being in the classroom. With time, she grew more confident of herself though and she did not approach me as much as she did at first. However, it is my belief that an observation in another situation would affect the class dynamics in a different way, as any observation does.

It was my responsibility to make the initial contacts with the students in the classroom, present them with the research objectives, and obtain their written consent for carrying out the research project. After explaining its objectives and procedures, I obtained unanimous consent from all students in the class.

3.2.3. Participants

In addition to describing the research project and requesting formal consent from the students to carry it out in their class, I also asked for volunteers due to the demands of the research project on research participants[8]. The demands required

---

[8] I will be referring to research participants as informants as well.

those who volunteered to come to interviews and keep a journal along with their other course commitments. An involuntary, more randomized selection of learners may not have guaranteed the necessary commitment.

Although I asked for 5 volunteers, 9 students from the 23 in that class volunteered to participate. At first, I struggled with a criterion to select the five participants. Then, I was reminded that it would be better to start with all volunteers since some of them might drop out halfway. Therefore, I started with the 9 volunteers. However, as predicted, one of them dropped out of the class after signing the volunteer forms; another one after the first two weeks. The first one later realized that coming to interviews would interfere with her other courses. The second one to drop out was forced to start a job search, thus making it impossible for him to continue with the interviews.

The interviews started with seven volunteers. In mid-October another research participant started to have problems coming to interviews. Besides, our schedules did not seem to allow for meetings at alternate times. We reached a point when to make up for what we had missed meant longer interviews. Since this research participant worked part-time, she could not commit for longer periods of time. After trying unsuccessfully to meet for a couple of interviews, we agreed that it was better for this participant to concentrate on her studies rather than on the frustrating attempt to make our schedules meet. Six volunteers completed the study; five females and one male.

Before I present a brief description of each research participant, a word about their names: to assure confidentiality, the participants themselves chose a fictitious name to take during the study. The descriptions below contain information about their age, their most salient personality traits, and a commentary about them as research participants. A more detailed description of their personal and learner biographies is provided in their individual learning experiences (Chapter 5).

Ana Esther:

Ana Esther was the youngest of the female informants. She was 21 years old at the time of our interviews. She was lively and energetic. Ana Esther had no problems talking about herself. As a research participant, she provided detailed descriptions of both personal and scholastic experiences. She was always willing to clarify interpretations and invited me to ask her more questions. She was also passionate and enthusiastic about being a university student.

Cristina:

Cristina was 28 at the time of the interviews. She was assertive and direct in her comments about herself and others, describing herself as a communicative person.

As a research participant, Cristina was very open from our first interview. She had no trouble revealing details of her personal background. She came across as an independent and self-assured individual.

Fernanda:

Fernanda was 25 at the time of our interviews and a cooperative research participant. She had no problems describing herself personally and as a learner. She softly recounted episodes from her personal and scholastic life, being careful in her evaluation of classroom issues. She provided in-depth analyses of specific events, coming across as a mature, contemplative person.

Isabel:

Isabel was 27 years old at the time of the interviews. She was careful in her choice of words, coming across as a balanced and responsible person.

As a research participant, Isabel was cooperative from the beginning of the interviews. She was descriptive in her observations, showing that details were

important for her. When she talked about herself, she did it in relation to others or other things.

Paula:

Paula was 22 years old at the time of our interviews. She was soft spoken, revealing a quietness about herself, her perceptions, and reactions. As a research participant she was cooperative, providing detailed descriptions of her experiences, yet frequently having problems answering specific questions about them.

In talking about herself, she described herself as reserved and silent, preferring to keep to herself.

Reginaldo:

Reginaldo was the only male informant. He was 21 years old at the time of our interviews. In talking about himself, he referred to his need to do things his way, showing his self-knowledge and his initiative in taking charge of his learning process.

As a research participant, Reginaldo was a cooperative interlocutor, adding details and expanding on the topics we covered during our interviews.

3.2.4. The Teacher

As mentioned before, the teacher who taught English IV had been my student at FALE. At the time of data collection, she was 28 years old. She had been hired for a 1 year non-renewable substitute position at FALE. Before that, she had had a 5 year teaching experience. She had taught EFL in primary and secondary public schools as well as in preparatory courses for the English language component of the Vestibular. Teaching English IV was her first experience teaching EFL at the tertiary level.

Suzana, her fictitious name, was at first, insecure about teaching at the university. However, she considered it a challenging experience. As a dedicated

teacher, she compensated for her insecurity by preparing very well for her classes. She was very close to her students who called by her first name.

Suzana followed the communicative approach in her classes. Her classes provided a balance between controlled and uncontrolled activities for communication in speaking and in writing. She encouraged students to use as much English as possible in her classes. Moreover, she constantly moved around the room to provide help and corrections when tasks required group work. In sum, her relatively limited experience was counterbalanced by her dedication to her teaching and her students.

3.2.5. The English Curriculum at FALE

The English curriculum at FALE is divided into two tracks: the language and the literature track. In the language track, students take 7 required courses of English. The literature track is divided into American and British literature. It consists of 5 required courses that begin after the completion of English III. In addition to the required courses, students have to take a minimum of three courses from the electives offered in language and literature by the Germanic Languages Department. Students have to take the required courses in both tracks plus three electives to graduate. However, before they begin their English curriculum, students must have completed the required courses in the common curriculum for the study of languages that requires them to take courses in linguistics and in Portuguese.

The language approach to teaching English at FALE can be described as communicative. In the first two semesters, the Collins Cobuild series is used. From English III to English VI, the Headway to English series from Cambridge University Press is used. The intermediate book is used for English III and IV whereas the advanced is used for English V and VI. These materials are supplemented by materials created by the teacher. English VII is geared towards preparing students for the Cambridge University Exam. In this course, teachers are allowed to make the selection of material that will be best suited for their students.

Headway Intermediate presents English functions and structures in thematic units. The part of the book that English IV covers has many units that expand on the functions and structures presented in English III. All units introduce students to language contextualized in dialogues, conversations, and texts from a variety of sources. Following the presentation of functions and structures, the material follows a task approach. Students are asked to complete tasks to apply the information found in dialogues, conversations and texts. In sum, learners experiences with the use of the language complement instruction about the language.

3.2.6. Research Instruments and Procedures

In order to assure triangulation (Erickson 1981), the document collection included: (1) videotapes of learners in classroom activities according to a calendar of observations; (2) written field notes; (3) audio recorded interviews with research participants; (4) research participants' journals; and (5) participants' responses to a final-evaluation questionnaire. Below I present the specific procedures used for the collection of documentary materials.

3.2.6.1. *Video Tapes*

As in Swain and Miccoli (1994) the video tapes had a double function. They were used to prepare for the interviews with research participants. The procedure was to view the video tape of each class in order to write a summary of the sequence of activities in the lessons which provided the guidelines for the interviews. During the interviews, the video tapes functioned as a tool to promote reflection. Research participants saw segments of each of the activities in that class to prompt them to remember their reactions and experiences related to the activities. Then, they answered questions regarding class tasks and their experiences. Classes were

videotaped according to an observation and videotaping calendar (see 3.3 for a detailed description of the scheme for data collection).

3.2.6.2. *Field Notes*

As an observer in this study, I went into the classroom on the days scheduled for class observation and videotaping (see 3.3). In the beginning I tended to sit in the back of the classroom but, because of the need to be close to the video camera, I moved to the left side of the classroom from the fourth videotaped class until the end . I do not believe the change of place interfered any more than my presence did. I paid attention and took notes on the development of the class tasks; the research participants' behaviors as the teacher introduced the tasks; their interaction with the teacher and other classmates; participants seatting choices as well as the others', and their general engagement with the events taking place during class time. When I took notes on the teacher's behavior it was always in relation to my research questions; about how research participants and learners in general reacted to the teacher at that specific moment.

3.2.6.3. *Interviews*

Research participants were interviewed individually at FALE. The first interview labeled *Personal History Interview* had a specific objective: to ask research participants for biographical information with a focus on their careers as learners and as foreign language learners in particular (see Appendix A for the questions asked). All other interviews focused on the videotaped classes. The objective of these interviews was to collect reports of the research participants' reactions and experiences during the class activities. During the interviews, the researcher started with an oral description of the sequence of activities (2.2.5.1) of the class that would

be the object of the interview. After making sure research participants remembered the events in that class, they were shown the segment referring to the first activity. After the viewing of each activity, research participants' usually answered the following questions:

a.   What do you think was the objective of that activity?
b.   How did you do in it?
c.   What affected you either positively or negatively?
d.   What other things do you remember about this activity?

Questions served as prompts, since the objective was to get research participants to reflect about what was going on in class and in themselves as learners. The questions above were not always phrased exactly as above. In fact, as participants became familiar with the interviews, they commented on specific activities without any overt questioning. Moreover, the questions were sometimes not asked at all because participants wanted to focus on other aspects or issues related to the classroom activities. In this case, participants answered other questions which naturally emerged during the interviews. This procedure led to a joint analysis of class activities where issues of particular interest generated further questions which led to deeper analyses. When the discussion and analysis of particular aspects were long, the researcher attempted to provide participants with a summary of their comments for confirmation or refusal. As much as possible, the researcher refrained from leading participants into issues that did not emerge from observations they themselves had made. Later in time, in further analyses, the researcher sought clarifications on issues and perceptions of events that were shared by participants. The objective was to identify possible underlying factors and shared understandings. The interviews were conducted in Portuguese, the participants' L1, and audio recorded.

3.2.6.4. *Journals*

Volunteers kept a journal of their classroom experiences for the duration of the semester. They were asked to make entries after each class (twice a week). The objective was to record anything (classroom-based experience or not) they noticed about their learning process that they found interesting or important for their L2 learning. Research participants received these guidelines in writing (see Appendix B) as well as a notebook for their journal entries at the beginning of the study.

3.2.6.5. *Final Evaluation Questionnaire*

An open-ended questionnaire aimed to investigate research participants' appreciation of reflecting on their learning process (see Appendix C). The objective of this questionnaire was to have their evaluation of their participation in the research process and its effect on their individual learning processes. Their responses complemented the other documentary materials. Research participants filled out the evaluation questionnaire in the last research week.

3.2.7. Time Spent in the Field

From August 24 until December 8, 1994, I gathered documentary materials for this thesis. The second semester of the 1994 academic year had started on August 1st. Therefore, the English IV class had already been meeting for three weeks when I joined them.

At FALE an academic semester takes 15 weeks. English courses are 60 hours long and classes meet twice a week for 1 hour and 40 minutes.

I entered the English IV class for the first time on August 24 to explain the research project. After requesting students' formal consent and volunteers, I started

the personal histories' interviews on September 6. The first classes to be videotaped were the classes of September 12 and 14. The last observed and videotaped class was the class of November 28. I met for the last time with research participants on December 12 and returned to Canada on December 15, 1994.

3.3. DOCUMENT COLLECTION SCHEME

The document collection scheme previously prepared for classroom observation and videotaping planned for them to be every three weeks during the semester, starting one week after obtaining formal consent. Therefore, they were planned for research weeks 1, 4, 7, 10, and 13. The first week in between videotapings was for the preparation of the interviews. The following week was reserved for the interviews. Therefore, the sequence was: videotaping of class, followed by researcher viewing of tape for interview preparation, followed by the research participant interview.

Although class observations and personal histories' interviews started according to the planned schedule, problems in getting the equipment for the videotaping of the classes caused this scheme to be modified. Actual videotaping started on the fourth research week. This change in the observation calendar, further modified to accommodate test dates, had repercussions for the entire document-collection scheme. Not only did the videotaping dates have to be altered but also the intervals in between. Instead of three weeks in between observations, I prepared a new observation and videotaping calendar in which they were spaced every two weeks.

3.3.1.   Document-Collection Problems

In spite of the preparation of a new videotaping calendar that maintained the shortened interval, the actual videotaping of classes still did not follow this new calendar. The factors that determined the additional changes were: human error, changes in the academic calendar and civic holidays. First, two classes that were planned for videotaping were not recorded because the person responsible for the installation of the equipment did not show up. Second, another class that was scheduled to be videotaped was not recorded because the teacher made changes in her original scheduling of one of the mid-term examinations. I also could not videotape in the last week of October because of an academic activity[9]. Finally, I inadvertently scheduled a videotaping on a civic holiday. These problems led to further changes in the observation and videotaping schedule. After October, they became weekly (see Table 3.1).

There were also problems with research participants' interviews. In the original plan, interviews were to happen in between the weeks dedicated to observation and videotaping. For this, participants committed themselves to be available for interviews at a time and place of their convenience. However, their availability for interviews was not regular. As students, they had other job or study-related responsibilities which made it difficult for them to keep the initial dates, sometimes even to the point where they cancelled previously agreed-upon meetings. In some cases, I myself had to reschedule interview dates. In the end, the best procedure was to confirm or alter the interview calendar weekly, according to the availability of each research participant[10]. In the next page, Table 3.1 refers to the final data collection scheme for the video taped classes.

---

[9] The Germanic Languages Department promotes once a year the "Semana de Estudos Germânicos" which consists of a week of faculty members' and guests' presentations on various topics of interest to students of English and German.

[10] A final schedule for the interviews is presented in Table 4.1.

Table 3.1. Final Calendar for Videotaped Classes

Month	Date	Research Week
September	12	4
September	26	6
September	28	6
October	5	7
October	10	8
November	9	12
November	16	13
November	21	14
November	28	15

3.4. RESEARCH DOCUMENTS

The research instruments and procedures described above generated research documents that were later converted into written texts. Class observation notes, videotaped classes and interviews were the most productive documents, i.e., generated more data for analysis. When I left Brazil, I brought 1 notebook of field notes, 9 class video tapes, 21 audio tapes with a total of 36 recorded interviews, 6 final evaluation questionnaires, and 6 journals.

From these documents, the only ones that proved unproductive were the journals. Only one of the six research participants, Paula, followed the directions given in the beginning of the research project and made journal entries until the end of the term. The others, for different reasons, apologized for not completing this procedure. The excuses ranged from not remembering to not having time to make journal entries due to work or study reasons. Given the depth of analysis of the

learning experiences in which research participants were involved during interviews, they may have considered the function of the journal unnecessary. In other words, since in the interviews informants recounted their experiences, feelings and problems, they probably did not find anything to write about that had not already been mentioned during interviews. Therefore, journals were not included in the documents used in the next phase - the transformation of these documents into reliable data and the subsequent data analysis. These are presented in Chapter 4.

CHAPTER FOUR

DATA ANALYSIS

Erickson (1986) states that audio tapes and other types of documents collected during fieldwork do not properly represent data. Instead, they are documentary materials that must be transformed into data. As I mentioned in Chapter 3, in returning to Canada I brought a piece of luggage containing audio and video tapes as well as other printed documents. These were the documents that had to be transformed into data.

The production of data requires converting documents into written texts (Erickson ibid). Since the documents collected were too many, the data conversion process was divided into 2 stages. I began with the audiotapes of interviews and continued with the other documents. Below I summarize the steps followed in each stage.

The first stage started with (1) the transcription of all the interviews to produce a written text of the participants' experiences in the classroom; (2) these transcriptions were later read and divided into meaningful segments; (3) these meaningful segments generated the first version of a coding scheme which was refined after a (4) interrater reliability check. The next step was (5) to sort each participants' data according to the categories and subcategories in the coding scheme and count their frequency. The final step was (6) to calculate the percentages and averages of these counts. This process, which took 7 months, generated the primary source of data, i.e., the data from which most of the findings reported in this thesis come.

The second stage of the data analysis process involved (1) writing each participant's learning profile from the transcripts of the first interview; (2) selecting

important information from the field notes; and, (3) the translation and analysis of research participants' responses to the final-evaluation questionnaire. In addition to these documents, an account of each participant's development over the course of the semester taken from a copy of the teacher's class roster together with my knowledge of the Brazilian educational system and a letter from one of the participants received 6 months after leaving Brazil became the secondary source of data. In this chapter I refer to these stages in detail.

4.1. TRANSFORMING DOCUMENTS INTO RELIABLE DATA

The process of transforming documents into meaningful and reliable data required a series of procedures. These procedures, described below, refer to the two different sources of documents collected for this thesis.

4.1.1. Primary Source of Data

From the documentary materials collected for this thesis the interviews became the primary source of data. In the following sub-sections, I present the sequence of steps followed for the transformation of the recorded audio tapes into meaningful data.

4.1.1.1. Transcription of Interviews

The first stage in the process of data analysis involved a series of procedures. I started with the transcription of the interviews conducted with research participants. The first ones to be transcribed were the personal history interviews, where participants described their personal and scholastic biographies. In addition to these interviews, participants were interviewed on the videotaped classes. The number of

interviews varied depending of the participants' availability as described in Chapter 3. Below, a table with the number of interviews based on videotaped classes, per research participant, is presented.

Table 4.1: Number of Interviews per Participant

Participants	Interviews
Ana Esther	6 interviews
Cristina	4 interviews
Fernanda	7 interviews
Isabel	6 interviews
Paula	8 interviews
Reginaldo	5 interviews
Average	6 interviews

Cristina, Fernanda and Reginaldo worked as assistants in different libraries at UFMG. When they cancelled an interview, Cristina and Reginaldo were less available to make up for that interview at a different time. Cristina, besides that, had to take another part-time job in the middle of October, making it more difficult to meet at alternative times. This explains Cristina's and Reginaldo's fewer number of interviews.

After transcribing all interviews, the data analysis process involved the reading of the transcripts, which were divided into meaningful segments and then coded according to themes. Since, to my knowledge, there were no similar studies that investigated learners' perceptions of their classroom experiences, I relied on the work of Donato and McCormick (1995) who, in spite of working with portfolios, proceeded similarly for the coding of the data, i.e., he identified the themes recorded in portfolios from which a coding scheme emerged. These coded segments became the emergent categories that, after an interrater reliability check, were refined.

4.1.1.2. *First Version of the Coding Scheme*

The absence of studies addressing learners' reports of classroom experiences implied having to develop a coding scheme. The coding scheme presented below was developed taking into consideration the procedures described by Donato and McCormick (1995) in their analysis of portfolios.

In reading research participants' transcripts it was clear that they referred to different kinds of experiences. Initially, these experiences were highlighted and analyzed as themes, producing a first version of the coding scheme[1]. This preliminary analysis also revealed that the themes in research participants' reports could be divided into seven different groups. The coding scheme that emerged from this process contained seven major categories, divided into subcategories which captured the variety of issues reported by research participants. The rationale for the division into seven categories[2] and subcategories is presented below. Categories and subcategories refer to the different experiences reported by informants. The first three - *Cognitive Experiences, Social Experiences and Affective Experiences* - represent the experiences that originate in the classroom, i.e., they refer to events that arise in the classroom as a consequence of being a student. The other four categories - *Personal Background, Setting, Beliefs and Goals* - represent references to issues or experiences which affect research participants, i.e., they do not originate in the classroom but influence research participants' perceptions or explain behaviors related to their classroom experiences. Each of these large categories is divided into a different number of subcategories. The first version of the coding scheme is presented below.

---

[1] The first version is presented here to allow the reader to have an idea of the data analysis process. The process of coding the data which led to the development of the first version of the coding scheme and the subsequent interrater reliability check is described in detail in the Appendix D "Developing the Coding Scheme and Achieving Interrater Reliability".

[2] For a detailed description of each category and illustrative examples of the kinds of experiences in each of them, please refer to Appendix D.

I. Cognitive Experiences

C.1.   Activity/ Task/ Student Presentations/ Self-Study/ Speaking Activity
C.2.   Objectives/ Doubt/ Difficulties/ Asking Questions
C.3.   Participation/ Performance
C.4.   Learning/ Evidence of Learning/ Learning Process
C.5.   Teaching/ Teacher's Explanation
C.6.   Strategies
C.7.   Homework/ Workload/ Material/ Mid-terms/ Tests

II. Social Experiences

S.1.   Interaction
S.2.   Interpersonal Relationship
S.3.   Self as Learner/ Learner's Role
S.4.   Competition/ Risk Taking/ Conflict/ Exposure/ Incentive/ Criticism
S.5.   Teacher/ Teacher's Role/ Teacher's Power
S.6.   Groups/ Pair Work/Group Work/ Members/ Dynamics/ Interaction
S.7.   Classroom Atmosphere/ Behavior

III. Affective Experiences

A.1.   Positive Feelings (eagerness/ feeling comfortable/at ease)
A.2.   Negative Feelings (anxiety/ fear/ frustration/ inhibition/ tension/ fatigue/ nervousness/ isolation/ stress/ embarrassment)
A.3.   Interest/ Effort/ Motivation
A.4.   Self (self-perception/ personality traits/ self-esteem/ learner attitude)
A.5.   Teacher Attitude/ Stress
A.6.   Coping/ Dealing with Feelings
A.7.   Personal Life/Human needs

IV. Setting

Se.1.   University/ FALE Context/ Institutional Factors/ Classroom Situation
Se.2.   Professional Situation
Se.3.   Social Background
Se.4.   Influence of Research/ Researcher
Se.5.   Time
Se.6.   Status of Foreign Language/ FL Situation
Se.7.   Classroom situation/ Grades/ Sitting choices

V. Personal Background

P.1.   Social Background/ Social Status
P.2.   Previous Learning Experience
P.3.   Other Learning Experiences
P.4.   Other Courses
P.5.   Personal Life/ Working
P.6.   Schooling

VI. Beliefs

B.1.   Learning Process
B.2.   Teaching
B.3.   Own Learning Process
B.4.   Ideal T/S Relationship
B.5.   Learning English
B.6.   Learner Responsibility/ Learner Role

VII. Goals

G.1.   Being a Teacher
G.2.   Native-like Pronunciation
G.3.   Becoming a Fluent Speaker
G.4.   More Classroom Participation
G.5.   Confronting Fear of Classroom Exposure
G.6.   Wishes/ Intentions/ Needs/ Wants

The subcategories[3] of the coding scheme represent the specific issues research participants referred to. For some subcategories it was difficult to find a title phrase that synthesized the variety of issues described by research participants. In these case, a series of issues of the same order make up the subcategory. For example, the title phrase *Negative Feelings* which refers to feelings such as anxiety, inhibition, fear, etc. contrasts with the listing *Motivation, Interest and Effort* which refers to research participants' statements related to these same issues.

4.1.1.3. *Interrater Reliability Check*

After coding the data using the first version of the coding scheme it was time to implement a data reliability examination to protect "our research and theory construction from our enthusiasms" (Lather 1986, p. 67). In order to check the

---

[3] For a detailed description of each subcategory and an illustrative example from the data, please refer to Appendix D.

trustworthiness of the coding scheme, the data analysis process required an interrater reliability check[4].

A Portuguese-speaking colleague from the department served as an independent rater for the interrater reliability check, since all interviews were in Portuguese. A descriptive version of each category and subcategory with illustrative examples was prepared so as to acquaint her with the coding scheme.

Approximately 10% of the data were selected for the second rater to code using the coding scheme. The data were selected by choosing 5 pages of every 50 pages of interview transcriptions. This procedure assured that the selected data included samples of data transcripts from the 6 research participants. A total of 50 pages taken from all the transcripts made up the data for the interrater reliability check.

The segments to code in the selection of transcript data were bracketed to make the independent rater's job easier and more efficient, since it allowed her to focus on the most relevant data segments. Before the actual coding, the independent rater was trained in the use of the coding scheme. After the training session, the two raters coded the sample of data individually. Later, her separate codings were checked.

The following criteria were used in comparing the rater's coding with the first rater's coding. Since the coding scheme consisted of categories and subcategories, a match meant that her coding had matched the previous coding at both the higher and lower level, i.e., at the category and subcategory level. For example, if the second rater had coded a segment as belonging to **C.3**, i.e., Cognitive (higher category level) and performance (lower subcategory level), and this corresponded to the original coding, it was considered a match. A similar coding at the higher level only, i.e., at

---

[4] A complete and detailed description of the steps and procedures followed in this stage of the data analysis process is also found in the Appendix D.

category level, was also considered a match. For example, if the second rater had coded the same segment as **C.4**, i.e., Cognitive (higher level) and learning (lower level), although codings differed at the lower level, it was still considered a match because the independent rater had recognized it as a segment of a cognitive experience.

A decision was made that an agreement of 80 percent would be considered satisfactory. Achieving this desired rate of agreement proved to be more difficult than anticipated since our unanalyzed agreement rate was only 60%. However, the process to achieve an agreement rate of 85 percent involved the analysis of mismatches. The objective was to find if there were underlying patterns in the independent rater's codings that explained them.

The analysis of mismatches revealed two main patterns. First, it indicated the second rater's misunderstanding of some of the categories and subcategories. A further analysis of mismatches revealed that there were four different types of systematic mismatches[5] in which the second rater had overlooked criteria that separated categories and subcategories. These led to a different coding. Along with the identification of this first pattern, for some of the segments, the second rater provided double codings. A double coding meant that the rater considered that a specific segment could be coded under two different categories given its content. For example, the segment,

> "I believe that it is the teacher's role to analyze if those activities require a lot of time. But, I know that students sometimes think that they need more time whereas the teacher disagrees".

was double-coded as a belonging to **S.4** (Social - Perception of Teacher's Role) and as **Se.4** (Setting - Time). Although double-coding was possible as the previous segment illustrates, it was not offered as a possibility to the independent rater because it was assumed to complicate things. In the mismatch analysis, some of the

---

[5] For a detailed description of the mismatches and the overlooked criteria for a correct coding, please refer to the Appendix D.

independent rater's mismatches revealed double-coding instances. These codings at first were not considered because they had not been given as a possibility in the training session.

After this analysis, the second rater was invited to discuss the identification of these two patterns in the mismatches. She was accepting of the mismatch analysis results. Her accepting reaction restored the shaken trust of the researcher in the coding scheme. It became evident that a discussion of the issues which underlay miscodings during the training session had not come up at this level. This factor, in addition to the identified patterns, are possible explanations for the miscodings.

However, the discussion also indicated that some of the descriptions for the categories and the labelling of subcategories had to be rewritten. This should make clearer the specific criteria which distinguished each category and subcategories from the others. The independent rater also suggested the inclusion of not so frequent and less than representative subcategories into those more frequent and representative.

As a result of this discussion, the number of mismatches which revealed an underlying pattern were added to the first count yielding an interrater agreement of 85%. Later, a second coding of the same sample of data was performed yielding a similar result.

In spite of the higher agreement rate between rater and second rater, it was necessary to check for intrarater reliability to eliminate any doubt regarding the use of the coding scheme. The same sample of data transcripts given to the independent rater were re-coded by myself, the first rater. The agreement rate with the previous coding done two months before was 92%.

However, the codings were put to one more test[6] before going further in the data analysis process. They were re-counted at the higher level, i.e., at the category

---

[6] For a detailed description of this procedure and a table illustrating the results of the analysis of codings at the larger category level, please refer to the Appendix D.

level only. This was done to check if, in spite of some different codings between raters, both identified the same tendencies in research participant reports. This analysis proved that despite the different codings both raters coded approximately 80 percent of the segments in the cognitive, social and affective categories and the remaining 20 percent of the segments in the last four categories (see Appendix D for a detailed description of this procedure). However, in spite of this last result, as mentioned before, all described procedures indicated that adjustments needed to be made to the first version of the coding scheme.

4.1.1.4. *Changes in the Coding Scheme*

In this section I refer to the major changes in the first version of the coding scheme[7] presented in A.2.

Achieving interrater reliability indicated that there were two areas that required modifications. First, it was necessary to rewrite some descriptions to remove ambiguities and clarify differences between categories and refine the labeling of subcategories. Therefore, new descriptions were written for the categories Beliefs, Goals and Affective Experiences and for the subcategory Intentions. The second set of changes, to refine the labeling of subcategories, involved checking their representativeness and frequency. The word representativeness refers to being representative, i.e., "having qualities or characteristics that are typical of the group to which it belongs" (Collins Cobuild, p. 1228). The criterion for a theme to qualify as representative was to have been mentioned by four of the six research participants. Frequency involves the number of times something happens. Something that is

---

[7] The reader is referred to the Appendix D for the first version of the Coding Scheme and a detailed description of the changes in it as a consequence of the interrater reliability check.

frequent may not be representative if, in our case, only one research informant refers to it. The following examples from the data illustrate the difference.

On the one hand, all research informants referred to feelings in the classroom. Feelings varied from positive to negative. However, although research participants frequently reported positive feelings, they were mostly reported by one or two of them. This made the subcategory Positive Feelings not representative of the feelings of the majority of research participants. Therefore, the maintenance of a separate label for positive feelings within the affective category was questioned[8].

On the other hand, issues referring to participants' personal problems were not as frequent, i.e., not frequently referred to in every interview. However, all research participants at some point during the interviews referred to issues in their personal life affecting them in their learning process. In this case, although not frequent, the subcategory Personal Life, concerning the role personal life problems have in research participants' experiences was considered a representative theme.

In order to resolve the issue between representativeness and frequency, an attempt was made to find more inclusive phrases to label the subcategories. For example, the subcategory Positive and Negative Feelings in the first coding scheme was relabelled as Feelings in the final coding scheme. In the Setting category, for example, the first subcategory in the first coding scheme contained issues related to life in the university. The seventh subcategory contained a different set of issues, more related to the classroom situation, but still related to life in the university. Therefore, after checking their representativeness and frequency, these issues were included in the subcategory Institutional Factors in the final version of the coding scheme.

---

[8] See Appendix D for other subcategories that were collapsed into more frequent and representative subcategories.

4.1.1.5. *The Final Version of the Coding Scheme*

The final version of the coding scheme is presented below. The main difference between the two versions is in the number and labeling of subcategories.

I. Cognitive Experiences

C.1. Perception of Class Activities
C.2. Identifying Objectives, Difficulties and Doubts
C.3. Participation and Performance
C.4. Perception of Learning
C.5. Perception of Teaching
C.6. Perception of Class Related Matters
C.7. Learning Strategies

II. Social Experiences

S.1. Interaction and Interpersonal Relationships
S.2. Friction in Interpersonal Relationships
S.3. Perception of Self as Learner
S.4. Perception of Teacher Role
S.5. Groups and Group Dynamics
S.6. Classroom Behavior
S.7. Social Strategies

III. Affective Experiences

A.1. Feelings
A.2. Motivation, Interest and Effort
A.3. Perception of Self
A.4. Perception of Teacher
A.5. Affective Strategies

IV. Setting

Se.1. Institutional Factors
Se.2. Foreign Language Issues
Se.3. Research Repercussions
Se.4. Time

V. Personal Background

P.1. Social Background
P.2. Other Learning Experiences
P.3. Personal Life
P.4. Working

VI. Beliefs

    B.1. Teaching English
    B.2. English Learning Process
    B.3. Own Learning Process
    B.4. Learner Responsibility

VII. Goals

    G.1. Intentions
    G.2. Wants
    G.3. Needs
    G.4. Wishes

A final interrater reliability check was not formally done. However, in the discussion of the analysis of the mismatches with the second rater, the new labels for subcategories were used and approved by the second rater. Thus, the less detailed[9] final version above reflects the synthesis of the process of achieving interrater reliability.

4.1.2. SECONDARY SOURCE OF DATA

In this section, I refer to the process of transforming the following documents into meaningful and reliable data: (1) the transcripts of each research participant's language learning history recorded in the personal history interviews; (2) the field notes; and (3) the participants' responses to the final evaluation questionnaire.

4.1.2.1. *Learners' Histories*

The reading of the six personal history interview transcripts focused on the issues which revealed how each participant saw their language learning trajectories. Clandinin and Connelly (1995) use 'landscape' as a useful metaphor to refer to the

---

[9] The details are in the description of the categories and subcategories.

professionals' knowledge as "composed of a wide variety of components and influenced by a wide variety of people, places and things" (ibid, p. 5). In writing each history, the objective was to map the personal landscapes participants came from as well as their different language learning careers. These data would complement the primary data to understand how participants' experiences were related to those experienced before. These data are presented as part of participants' individual experiences in Chapter 5.

4.1.2.2. *Field Notes*

The notes collected during fieldwork were not greatly transformed. However, they were re-read and highlighted in the original notebook to select those relevant for the understanding of classroom events.

4.1.2.3. *Final Evaluation Questionnaire*

Responses to the final evaluation questionnaire were first translated to be used in illustrative examples. Since it consisted of open-ended questions, the individual responses were collapsed so as to provide an appreciation of research participants' assessments of reflecting on their learning process. In addition, I highlighted the responses where research participants stated the changes they perceived in themselves as a consequence of their participation in this investigation.

4.2. THE FINAL DATA ANALYSIS PROCEDURE

After completing the procedures described above, it was possible to continue with the data analysis procedures. With the primary data, the procedures involved counting the segments per categories and subcategories and the subsequent transformation of these numbers into percentages. With the secondary data, the procedure was to identify aspects of the learning profiles and field notes which explained participants' interpretations.

These data analysis procedures yielded three main different findings. These are presented and discussed in Chapter 5.

CHAPTER FIVE

FINDINGS

5.1. INTRODUCTION

In this chapter, I present the findings of this investigation into learners' interpretations of classroom language learning. The chapter is divided into four main parts. The first three correspond to the main findings, presented in a sequence that reflects deeper levels of data analysis. The last part summarizes these findings.

In the first part, *Surface and Deep Levels of Action*, through the analysis of a classroom task, the three main findings are briefly described: (1) evidence of surface and deep levels of action in the language classroom, (2) the variety of experiences participants underwent, and (3) the similarities and differences among participants' perceptions.

The second part, *Classroom Experiences*, refers to the deep level of action from the learners' point of view. Different tables, in the subsections, present direct and indirect experiences, with the frequency of segments coded according to the scheme detailed in the previous chapter. An analysis of the various factors involved in learner's perceptions of classroom experiences (CE) follows each table.

The third part, *The Collective and Individual Experiences*, introduces another view of deep level experiences. These different realms of experiences result from the merging of quantitative and qualitative data analyses. Shared experiences in cognitive, social and affective dimensions of the learning process make up the collective realm whereas individual experiences are influenced by learners' perceptions of setting personal background, belief and goals. These are presented and illustrated with excerpts from interview data.

Finally, the fourth part of this chapter, *A Summary of Findings,* attempts to unify the findings by graphically presenting them and relating them to previous research.

5.2. SURFACE AND DEEP LEVELS OF ACTION

The data that follow illustrate the different levels of action in the classroom. The data used to present the findings refer to one of the tasks structured by the teacher in the class of September 14, 1994. This specific class was chosen for three main reasons. First, it was representative of the tasks carried out in English IV in which after the teacher presented new materials the students were asked to work on a specific follow up task. Second, all participants were present that day. Finally, from the five different lesson tasks in that class, it was the task which elicited the richest comments from participants.

These data are presented in Table 5.1. Its first column presents a summary of the procedures the teacher followed, i.e., the actions obvious to an observer or the actions at the surface level. The last six columns contain a summary of participants' comments, i.e., they reveal the deep level of action. These are divided into four rows that divide them according to the categories of the coding scheme. The first row, refers to learners' comments on the cognitive demands of the task, i.e., the learners' descriptions of what they did to mentally process the new language being introduced by the teacher. The second row contains the comments about social events. The third row contains participants' accounts about affective issues. Finally, the last row contains comments that referred to other issues or experiences elicited by that particular task. The comments found in this last row refer to the coding scheme categories of setting, participants' personal background, beliefs and goals. Table 5.1 is on the next page.

TASK		ANA ESTHER	CRISTINA	FERNANDA	ISABEL	PAULA	REGINALDO
Task → **Letter Writing** (Adjectives and Format)	**C O G N I T I V E**	**Obj.:** Different adjs. & uses; derivation (noun, verb, adj.); formal letter format. **Doubts:** In # of paragraphs and in passive/active adjs. **Strategy:** Followed model /review at home.	**Obj.:** Formal letter format; number of paragraphs; where you put the date. **Doubts:** In deciding number of paragraphs and figuring out punctuation rules.	**Obj.:** Writing letters properly; Formal letter format. **Performance:** Not very secure of being able to repeat task. **Strategy:** Followed model.	**Obj.:** How to write a formal letter. **Doubts:** Did not understand the first part (contrast between active and passive adjectives).	**Obj.:** Teacher talked about formal letter - what can and cannot be used. **Doubts:** Regarding grammar not format. **Strategy:** Did not do the task, just read it	**Obj.:** Writing a formal letter. **Doubts:** Punctuation Syllable separation. Still had doubts at the end of task.
TEACHER PRESENTATION → Teacher begins by presenting the difference between active (thing) and passive (tired) adjectives. The adjectives are in a sample letter. Then, she calls attention to the format in a formal letter in English. She ends by asking students to unscramble and then punctuate the paragraphs of another letter.	**S O C I A L**	**Interaction:** Asked classmates for help in task. Found them to have doubts too. **Strategy:** Avoided responding to teacher's questions.		**Interaction:** Discussed task with classmate who tells her native speakers do not follow correct format for formal letters.	**Interaction:** Worked with a classmate and together worked out their doubts on punctuation and paragraph division.		**Interaction:** Worked with a classmate in spite of being an individual task. Believes group work helps.
	A F F E C T I V E	**Frustration:** Teacher could have given more explanation on active and passive adjectives and on the different constructions in using them.	**Frustration:** Teacher could have explained more to make task easier for students. Teacher did not correct.		**Inhibition:** Lacked 'courage' to ask a question to the teacher. Feared classmates' reaction to delaying the class to solve 'her' doubt.	**Motivation:** Not really tuned into what the teacher explained. Teacher assigned a task but time was not enough. Felt tired as it was the end of the class.	**Frustration:** Would have liked teacher to talk more about syllable separation & punctuation.
	O T H E R	**Material:** New topic. **Need:** More exercises to master difference b/w active and passive adjs. **Time:** Too short for explanation/practice of topics. LProcess: Doubts remain.	**Belief:** New information should not be presented at the end of a class. **Time:** Too short for teacher explanation and for students to complete task.	**Belief:** Important to write letters in any language. **Intention:** Study home. **Working:** Time is a problem. LResponsibility: Classes are useless without follow up.	**Belief:** States that only one class to learn something is not enough.	**Belief:** States she believes she can write a formal letter without problems. **Time:** Not enough for understanding details and performing well in this type of task.	**Time:** Class almost finished when teacher started this task. Time too short to complete and feel comfortable about task.

TABLE 5.1: ONE TASK and LEARNERS' DIFFERENT CLASSROOM EXPERIENCES

The first finding from the analysis of the data in Table 5.1 corroborates the existence of two levels of action in the language classroom. Holliday (1994) calls these two levels the Surface and the Deep Levels. In the sections below, the data analysis presents empirical evidence of the existence of these two levels.

5.2.1. The Surface Level of Action

If two observers had entered the English IV classroom when the task in Table 5.1 was being presented, they would have seen teacher and students behaving according to their classroom roles. Table 5.1 provides a summary of teacher and student actions. Below, an analysis of the video tape of the September 14 class presents a more detailed description of what observers would have seen.

In the recording, the teacher presented, explained, and asked students to complete a task. The task begins with the teacher presenting a sample of a formal letter in English. The letter is in the student's textbook[1]. The text contains active and passive adjectives (tiring versus tired), which she explained as she read the letter. She asked if there were doubts and, as nobody had any, she continued. She pointed to the format used in the formal letter. She referred to the place where the date was to be placed, to different possible forms of address and of closure. Again, she asked students if they had questions. Since there were none, she asked students to continue with a practice task, in which they had to unscramble and punctuate the paragraphs of another letter.

As for the learners, the observers would also have seen students paying attention to what the teacher said. As the teacher explained the sample letter, students followed her reading, occasionally taking notes as she explained vocabulary. Some of them talked to their classmates. When asked if there were questions, no one seemed to have any. As the teacher moved into the details of format, most students continued

---

[1] Headway in English Intermediate. Soars, J. and L. Soars. Oxford: Oxford University Press, (1991).

following her explanation. Note-taking continued, as well as textbook reading. When she asked students to unscramble and punctuate the paragraphs of a letter, they followed her instructions and started working without overt problems. Some of them worked individually, while others discussed the task with their neighboring classmates.

The observers may not detect problems in either the teacher's or the students' levels of action in the classroom. What is obvious is the surface level of action. Since students followed the teacher's explanation and had no questions, the observers could leave the classroom at this point with the impression of a trouble-free class. However, what students had to say about this task when prompted reveals another level of action - the deep level. Investigating the deep level of action would require observers to find out more about those in class. If, as it is case in this thesis, researchers were interested in students' perceptions and interpretations of the lesson's tasks, they would have to interview them. .

5.2.2. The Deep Level of Action

The deep level action surfaced when research participants reported their perceptions, interpretations and reaction to lessons. Table 5.1 illustrated that there was more than the issues observed at the surface level. The analysis of reports reveals experiences in different domains and both similarities and differences among participants' perceptions of tasks. The analysis of the task presented in Table 5.1 is representative of the type of analysis carried out with the entire data.

5.2.2.1. *A Variety of Experiences*

Participants' reports reveal the variety of issues raised by the tasks presented to them. Their comments refer to experiences related to cognitive, social and affective

issues as well as to other events referring to the setting, their personal background, goals and beliefs.

In the sample task presented in Table 5.1, an analysis of participants' cognitive accounts indicate that, despite the visible lack of questions to the teacher, most research participants had doubts. These doubts were not brought to the attention of the teacher[2]. Isabel hinted at a possible reason for the lack of questions, i.e., fear of criticism. Moreover, not all participants used strategies, and those who did used different strategies for different objectives.

The analysis of the social experiences reveals that, in some interactions, participants tried to compensate for their doubts by asking or working with classmates. Furthermore, not every interaction had this objective. For Fernanda, the interaction informed her of what another classmate knew about native speakers, i.e., that they do not follow the model presented as the format in formal letters. Finally, the analysis reveals that only Ana Esther reported using strategies in the social domain.

In the affective domain, a variety of feelings were revealed. Frustration was the most common, since most research participants would have liked the teacher to work more on issues directly related to the task, i.e., active and passive adjectives, and on issues indirectly related to the task; in this case, syllable separation in English. Feelings of inhibition and fear of criticism affected and explained Isabel's silence. Lack of motivation and feeling tired were the feelings that underlied Paula's experience in this task.

Finally, in the domain where other experiences are recorded, almost all participants referred to some kind of belief. Additionally, time was an issue that affected their understanding and performance. Four research participants would have liked to have more time, both for teacher explanation as well as for further practice. Participants also mentioned that as the active/passive distinction was new information, they needed more exercises to master this difference; that they intended

---

[2] If any of the participants had asked questions, these would have been recorded as strategies in the Cognitive row.

to complement this task with some studying at home, and that work interfered in these plans.

5.2.2.2. Similar and Different Experiences

Analyzing the data in Table 5.1 from another point of view, i.e., comparing participants' reports, leads towards the identification of similarities and differences among participants' accounts of their CE during the task in question. The same tendency towards similarities and differences is found across the rest of data.

In the row for cognitive experiences, data show that most participants saw the task as an assignment whose objective was to teach them the format of a formal letter in English. Moreover, most of them reported having had doubts about the number of paragraphs and on punctuation rules at the practice stage.

In the domain for social experiences, although the teacher asked students to work individually, most research participants sought peer interactions, hoping to solve their doubts with their classmates' help. Finally, in the row for the category of affective experiences, frustration was a common feeling because of not being able to perform well.

However, in addition to these shared experiences, the analysis pointed to the existence of different individual experiences. In the area of cognitive experiences, Ana Esther was the only one who noticed the teacher referring to the difference between active and passive adjectives. Isabel did refer to doubts regarding this difference, but does not explicitly see active and passive adjectives as one of the objectives of the task. Fernanda was the one who did not explicitly refer to task-related[3] doubts. She

---

[3] She does refer to feeling insecure about being able to repeat the task at another time which may be understood as a statement of doubt. However, that statement which refers to her performance is different from a specific reference to having doubts at the time the task was being presented by the teacher.

also wondered about her ability to do well if she were asked to repeat the same task. Finally, Paula's strategy was not actually doing the task, but just reading it.

As for social experiences, Ana Esther was the only one who referred to a social strategy; in this case, an avoidance strategy, i.e., avoiding to respond to the teacher's questions. Cristina and Paula did not refer to any interaction at all.

As for affective experiences, Fernanda was the only participant who did not refer to any feelings during the task development. Isabel was the one who could not find a way to overcome her fear of being criticized in case the teacher called on her. Finally, Paula, differently from the others, did not seem to be too engaged in the activity, lacking enough motivation to complete the task.

In the last row in Table 5.1, Fernanda and Ana Esther are the research participants who referred to a larger variety of issues. Ana Esther was the only one who identified a need - that more exercises would have helped in the mastery of the difference between active and passive adjectives. She was also the only one who evaluated her how much she had learned when she stated that her doubts remained. Fernanda was the only one who stated she planned to study at home, warning that the challenge would be finding time. She also mentioned learner responsibility, stating that unless students study at home, classes alone are useless. When compared to other participants' comments, Ana Esther's and Fernanda's perceptions were richer regarding what would make this task more productive for them.

5.2.3. Revelations from Learners' Perceptions on a Task

From the analysis of the task presented in Figure 5.1, it was possible to empirically document the existence of surface and deep levels of action as claimed by Holliday (1994). In addition to this finding, the analysis of participants' accounts of their perceptions of this task has led to: (1) the identification of experiences related to cognitive, social and affective issues, and those related to other issues such as the

setting, their personal background, beliefs and goals; as well as (2) the identification of shared experiences and individual experiences given participants' similar and different perceptions of the task. In the parts that follow, these findings are further documented and illustrated with quantitative and qualitative data. The view of the learner's deep level of action will be expanded as these findings are presented in detail.

5.3. CLASSROOM EXPERIENCES

The data analysis process described in Chapter 4 consisted of theme identification in the transcripts of interviews. These themes were grouped into categories. As seen in the preceding analysis of the classroom task, three of these categories *Cognitive, Social* and *Affective Experiences* originate in the classroom from the interaction between the learning opportunity that the task represents, and the perceptions and interpretations participants attributed to the task. The other four - *Personal Background, Setting, Beliefs* and *Goals* were brought up by the learners during the interviews, either for the explanation of behaviors, or as experiences associated with the issues being discussed.

In this section, I refer to the category quantitative analysis. Table 5.2 below presents the number of segments coded in each category per participant.

Table 5.2: Number and Average of Segments Coded per Category

Categories/Participant	A.E.	Cris.	Fern.	Isab.	Paul.	Regi.	Aver.
Cognitive Experiences	303	103	153	137	192	147	174
Social Experiences	141	47	51	56	55	45	63
Affective Experiences	69	33	45	30	42	35	44
Personal Background	37	10	09	05	13	07	14
Setting	42	07	13	17	06	05	12
Beliefs	31	03	12	08	20	09	15
Goals	18	10	16	03	07	08	10
Total Segments Coded	641	213	299	256	335	255	

Table 5.2 shows the different size in the corpuses of data for each participant. The difference in size depends in part on the number of interviews. Ana Esther's corpus of data is the largest, with a total of 641 coded segments in the 6-interview transcripts. Paula is the research participant who participated in the most interviews, with 335 coded segments collected over 8 interviews. The next two largest corpuses of data belong to Fernanda, with 299 coded segments in 7 interviews, and Isabel with 256 coded segments from the transcripts of 6 interviews. Reginaldo's data, with 255 coded segments, come from the transcripts of 5 interviews. The smallest corpus of data belongs to Cristina, with 213 coded segments collected in 4 interviews.

In Table 5.3, the same information is presented as above, but in percentage numbers.

Table 5.3: Frequencies and Group Averages of Segments Coded per Category

Categories/Participant	A.E.	Cris.	Fern.	Isab.	Paul.	Regi.	Aver.
Cognitive Experiences	47%	48%	51%	53%	57%	57%	52%
Social Experiences	22%	22%	17%	22%	12%	18%	19%
Affective Experiences	11%	15%	15%	12%	16%	14%	14%
Personal Background	06%	05%	03%	02%	04%	03%	04%
Setting	06%	04%	04%	07%	02%	02%	04%
Beliefs	05%	01%	04%	03%	06%	03%	04%
Goals	03%	05%	06%	01%	03%	03%	03%

Despite the dissimilarity in the size of the corpuses of data illustrated in Table 5.2, Table 5.3 reveals that not only did some categories of experiences dominate in the reports, but also that, at this level, research participants' reports of their CE were similar.

The last column in Table 5.3, which presents the group's average percentage, illustrates the predominance of experiences related to cognitive, social and affective events. These accounts predominate since, as mentioned earlier, they directly refer to learners' perceptions and interpretations of the events in the lesson.

Cognitive experiences led in the reports, with 52% of the segments coded in this category. This is followed by experiences dealing with social events, with an

average of 19% of the coded segments. Next come affective experiences with an average of 14% of the segments coded in this category. Issues relating to personal background, setting and beliefs follow with the same average frequency of 4%, and in last place come segments referring to goals with an average frequency of 3%.

An analysis of the data across participants indicate that individual reports were similar, i.e., the majority of the research participants' individual data stay close to the group average percentage per category. In cognitive experiences, for example, Paula and Reginaldo, with the same individual frequency of 57% are 5 points above the average of 52%. Ana Esther (47%) and Cristina (48%), are about 5 points below the group average. In social experiences, where the group average was 19%, the same pattern is observed. In this category, Ana Esther, Cristina and Isabel share an individual frequency of 22%, i.e., 3 points above the group average. Reginaldo and Fernanda with individual frequencies of 18% and 17%, respectively, are about 2 points below average. Paula is the only research participant who distances herself from the average in this category. With an individual frequency of 12%, she is 7 points below the group's percentile average. In affective experiences the pattern of similarity is repeated one more time. Here, the group's average is 14%. Cristina, Fernanda, Paula, with individual frequencies of 15% and 16% are about 2 points above the average. Ana Esther (11%) and Isabel (12%) are about 2 points below average.

One final observation regarding the data in these three large categories deserves attention. For five of the participants, the order of reference to experiences originating in the classroom follows that of the group's, i.e., cognitive, social and affective. For Paula, this order gets inverted, becoming cognitive, affective and social. Although Paula's reference to affective experiences (16%) is still quite close to the 14% average, in social experiences (12%), she is 7 points below the group's average. This last value illustrates that, in at least one way, Paula's classroom experience is different from the others': Paula seemed not to give as much importance to social issues as other participants did.

In the categories referring to personal background, setting, beliefs and goals, other differences among participants are observed. These differences in individual experiences are in general very small. However, in their further qualitative analysis their relevance will be revealed. For example, in personal background, Ana Esther is 2 percentage points above the average. This seems to indicate that for her, personal background issues are more related to the learning process than for the others. Fernanda, Reginaldo, and Isabel are about 2 points below the group's average, reporting less on the influence of personal background.

The category of setting, which comprises on average 4% of research participants' reports, receives different attention from Isabel and Ana Esther when compared to Paula and Reginaldo. Isabel and Ana Esther, with percentages above the average, seem to perceive that the university and the faculty context have a greater influence on their learning process. In contrast, Paula and Reginaldo share a similarity in their low individual percentages, indicating that they are not as affected by issues related to setting. The beliefs category presents a contrast between Cristina, who refers very little to her beliefs (1%), and Paula, who expresses beliefs the most (6%). Ana Esther is also 1 point above average whereas Isabel and Reginaldo are 1 point below average.

Finally, in the category of goals, the marked contrast is between Fernanda and Isabel. In this case, Fernanda is the participant who expresses more goals (6%), contrasting with Isabel (1%). Cristina is also above the group's average with an individual frequency of 5%.

One final observation emerged from this data analysis. Adding the average values for the three most frequent categories, i.e., cognitive, social and affective, a clear difference emerged. The reports in these three categories compose 85% of the data. The remaining 15% refer to reports on setting, personal background, beliefs and goals. For their direct origin from the classroom's events, I have called the former,

Direct Experiences. The latter, for their influence on research participants' CE, have been called Indirect Experiences.

The sum of participants' percentages per direct and indirect experiences further illustrates a similarity in the frequency of their reported experiences as Table 5.4 presents:

Table 5.4: Direct and Indirect Experiences per Participant

PARTICIPANTS	DIRECT EXPERIENCES	INDIRECT EXPERIENCES
ANA ESTHER	80%	20%
CRISTINA	85%	15%
FERNANDA	83%	17%
ISABEL	87%	13%
PAULA	85%	15%
REGINALDO	89%	11%

Although this division into two different kinds of experiences reveals a similarity in participants' experiences as, for example, the results for Cristina and Paula indicate, individual experiences are quite different. These differences become quantitatively more visible in the next stage of analysis.

5.3.1. Direct Experiences

As seen in the previous section, in the deep action level, learners go through a variety of CE. This section goes deeper into the analysis of direct experiences by analyzing the data in their respective subcategories.

Each subcategory refers to the specific issues or experiences reported by research participants. In this section, tables present the relative frequency of segments coded according to different subcategories. For the analysis of these data, the following criterion is used: frequencies 10 percentage points above or below the group's average were considered relevant for further discussion. The comments and interpretations of these data are complemented with qualitative data starting in 5.3.3.

5.3.1.1. *Cognitive Experiences*

The first of the direct experiences refers to cognitive experiences (52%). This category is divided into 7 subcategories. Table 5.5 below presents participants' data for each of these subcategories as well as the group's average percentages.

Table 5.5: Frequencies and Group Averages for Subcategories within Cognitive Experiences

	A.E.	Cris.	Fem.	Isab.	Paul	Regi.	Aver.
Percep. Class Activities	08%	14%	09%	06%	09%	05%	08%
Indent. Objs., Diffs. & Doubts	18%	14%	24%	31%	24%	22%	22%
Participation & Performance	22%	25%	31%	35%	29%	28%	28%
Percep. Learning	11%	13%	21%	11%	10%	20%	14%
Percep. Teaching	09%	09%	04%	06%	07%	04%	06%
Percep. Class Related Matters	09%	06%	04%	08%	09%	07%	07%
Learning Strategies	22%	18%	06%	03%	12%	14%	12%

The average column shows that, from the seven subcategories, Participation and Performance has the highest value (28%). Identifying Objectives, Difficulties and Doubts comes in second (22%), followed by Perception of Learning (14%), and Learning Strategies (12%). Perception of Class Activities, Class Related-Matters, and Teaching all have percentages below the 10% value. This means that participants reported more on their performance than on objectives, difficulties, and doubts, or their perception of learning. This reveals a preoccupation with performance above any other subcategory.

As at the category level (5.3), most research participants stay close to the average value in all subcategories but one. In the Learning Strategy data, Ana Esther's 22% is 10 points above the group average. This means that Ana Esther reported more use of learning strategies than others.

5.3.1.2. *Social Experiences*

The second of the three direct CE refers to social issues. The category of social experiences has a group average frequency of 19%, and is divided into seven subcategories. Table 5.6 below presents the frequency of participants' segments within the social category and the average value for each subcategory.

Table 5.6: Frequencies and Group Averages for Subcategories within Social Experiences

	A.E.	Cris.	Fem.	Isab.	Paul.	Regi.	Aver.
Interact. & Interper. Rlships.	49%	30%	62%	32%	43%	54%	**45%**
Friction Interpers. Rlships.	12%	25%	06%	16%	00%	13%	**12%**
Percep. Self as Learner	03%	17%	12%	05%	07%	04%	**08%**
Percep. Teacher's Role	05%	06%	06%	10%	05%	02%	**06%**
Group & Group Dynamics	23%	15%	10%	21%	36%	24%	**21%**
Classroom Behavior	23%	04%	02%	02%	02%	00%	**05%**
Social Strategies	01%	02%	02%	14%	07%	2%	**05%**

Interaction and Interpersonal Relationships is the subcategory that dominates, with a 45% average. This means that almost half of the accounts dealing with social events refer to aspects of interaction and interpersonal relationships. In second place comes Group Dynamics, which refers to experiences involving group work and interactions between groups in the classroom. Group dynamics events correspond to an average of 21%. The third most frequent reference to social issues involved problems in interactions. This subcategory, called Friction in Interpersonal Relationships, had an average of 12%.

The analysis across participants indicates that in the subcategory, Interaction and Interpersonal Relationships, three participants stand out. Cristina has the lowest frequency (30%), followed closely by Isabel (32%). It seems that this aspect of classroom dynamics is not as important for them as for the others. On the other hand, Fernanda seems to be more attentive to issues of this nature, since her 62% is well above the 45% group average.

In Friction in Interpersonal Relationships, two participants stand out: Cristina and Paula. Cristina's 25% is quite above the 12% average while Paula did not refer to conflicts at all. These data reveal Cristina's and Paula's scholarly nature. This will be further analyzed in the third part of this chapter.

Groups and Group Dynamics presents a contrast: Paula seemed to focus more than anybody else on group issues whereas Fernanda seemed to focus the least on these issues.

In Classroom Behavior, Ana Esther stands out as the only participant who paid much attention to the behavior and responses of the classroom as a whole, with a frequency 18 points above the group's average. Finally, all participants have low averages in Social Strategies.

5.3.1.3. *Affective Experiences*

The last direct experience refers to affective issues. Affective experiences come in third with an average of 14% of participants' accounts referring to issues in this category. It is divided into four subcategories. Table 5.7 refers to data in these subcategories.

Table 5.7: Frequencies and Group Averages for Subcategories within Affective Experiences

	A.E.	Cris.	Fem.	Isab.	Paul	Regi.	Aver.
Feelings	51%	54%	49%	42%	70%	54%	**50%**
Motivation, Interest & Effort	25%	15%	20%	36%	10%	28%	**24%**
Perception of Self	17%	24%	29%	16%	16%	14%	**19%**
Affective Strategies	03%	06%	02%	03%	03%	03%	**04%**

Feelings dominated Affective Experience reports with the highest average (50%). This means that half of the affective accounts focus on feelings. The negative feelings that dominated in this subcategory are further discussed in the analysis of collective experiences (5.4.1.3). Statements of Motivation, Interest and Effort come in second, with a 24% group average. The next most frequent theme in this category

refers to Perception of Self. This means that participants refer to their personality or individual traits at an average of 19%. Affective Strategies, i.e., strategies to deal with affective issues, are the least reported in this category, corresponding to 4% of the coded segments.

Across participants, in the Feelings subcategory, Paula stands out as the research participant who refers the most to negative feelings. Her 70% average is 20 points above the group's average. Paula is also the one who refers the least to Motivation, Interest and Effort. Her 10% is 14 points below the group's. Paula not only reports the most on negative feelings, but also the least on motivation and interest when compared to the others.

In the subcategory Perception of Self as Learner, Fernanda seems to be more aware of herself than the others are with ten percentile points above the group's average.

Finally, contrary to the variation among research participants in Cognitive and Social Strategies' subcategories, there was little variation in Affective Strategies. This may indicate that all research participants have difficulty in dealing with affective issues.

5.3.2. Indirect Experiences

Indirect experiences do not originate in the classroom. They refer, instead, to experiences which influenced participants' perceptions and interpretations of the classroom tasks presented to them. Grounded on their individual perceptions of setting, personal background, as well as their beliefs and goals, indirect experiences correspond to the like-labeled categories of the coding scheme. This section continues the in-depth investigation of learners' CE by analyzing the data in their respective subcategories.

5.3.2.1. *Setting*

Setting is one of the four indirect experiences. Approximately 4% of research participants' reports referred to issues in this category. It is subdivided into 4 subcategories. Table 5.8 below presents research participants' and group's data in this subcategory.

Table 5.8: Frequencies and Group Averages for Subcategories within Setting

	A.E.	Cris.	Fem.	Isab.	Paul	Regi.	Aver.
Institutional Factors	38%	42%	61%	23%	67%	25%	**43%**
Foreign Language Issues	23%	10%	23%	12%	-	-	**11%**
Research Repercussions	05%	-	08%	12%	-	25%	**8%**
Time	33%	47%	08%	52%	33%	25%	**33%**

Institutional Factors which include issues referring to the University or the College of Letters, were the ones most referred to by research participants (43%). This seems to indicate that the immediate context in which the classroom is located influences their experiences the most. The second most frequent issue was Time (33%). These data seem to indicate that time plays an important role in classroom dynamics. Research Repercussions, which included segments referring to the influence of the research or researcher comes next with a 12% average. In last place come Foreign Language Issues with an average of 11%.

For both Paula and Fernanda, institutional factors seem to have more influence on their CE than to the other participants.. Paula is 24 points above average whereas Fernanda is 18, i.e., both are quite above the 43% group average. In contrast, it seems that factors related to the University are much less important for Reginaldo and Isabel. Reginaldo and Isabel are, respectively 18 and 20 points below the group's average.

Foreign Language Issues seem to be more important to Fernanda and Ana Esther than to the other research participants. With the same frequency of 23%, they

are more than 10 points above the 11% average. Paula and Reginaldo do not refer to these issues at all, indicating that they do not seem to be relevant in their learning experiences.

In the Research Repercussions subcategory, Reginaldo seemed to have felt the influence of the research project and the researcher more than the other research participants. His individual figure of 25% is far above the general average of 8%. In contrast to him, Cristina and Paula did not refer to this at all.

Finally, in the subcategory Time, there is another contrast. Isabel and Cristina seemed to consider time issues to be affecting their CE more than they seemed to affect Fernanda. Isabel's references (52%) and Cristina's references (47%) were well above the group's 33%. Fernanda did not seem to consider time to have that much of an influence; her reference to time issues is only 8% of her comments in the setting category. The greater variation in this category, compared to categories within direct experiences, reveals the individual quality and the indirect nature of the statements reported by participants as to the setting in which they find themselves.

5.3.2.2. *Personal Background*

Personal Background is another of the categories of indirect CE. Table 5.9 presents 4 subcategories, the percentage of participant's reference to each of them, and the group's average on each subcategory.

Table 5.9: Frequencies and Group Averages for
Subcategories within Personal Background

	A.E.	Cris.	Fem.	Isab.	Paul	Regi.	Aver.
Social Background	19%	20%	11%	-	-	08%	10%
Other Learning Experiences	65%	20%	44%	100%	84%	78%	65%
Personal Life	11%	20%	22%	-	08%	08%	12%
Working	04%	40%	22%	-	08%	08%	14%

Other Learning Experiences is the predominant subcategory with 65% of participants' accounts. This means that they found their previous learning experiences much more related to their learning process than those related to their socio-economic background, personal life or their work. These, which refer to the other three subcategories, share very similar averages (10-14%).

Social Background is the subcategory in which Cristina is 10 points above average, indicating that this issue influences her learning process. An interesting point is that Isabel and Paula do not mention the influence of their socio-economic background in their learning processes.

Other Learning Experiences present an evident contrast among four of the research participants. On the one hand, Paula and Reginaldo are the ones who refer the most to these issues at frequency of 84% and 78%, respectively. On the other hand, Fernanda and Cristina, in particular, seem to be less attentive to their previous learning experiences since their reference to these issues is well below the group's average.

References to personal issues in the subcategory Personal Life presents Fernanda as the research participant who is 10 points above the groups' average. This indicates that she finds that events in her personal life influence her learning process more than they affect the others. Isabel is the only participant who did not refer to issues in this subcategory at all.

Working is the final subcategory in which a contrast is evident. Cristina, with a 40% frequency, is quite above the group's 14%. This means that she felt the influence of her work on her learning process more than others. On the other hand, Ana Esther with a 4% frequency is the one who referred least to working as an issue that affected her learning process. Isabel did not refer to this at all.

5.3.2.3. *Beliefs*

Beliefs is another of the indirect experiences. In this category participants refer to convictions related to their learning process. Table 5.10 presents its 4 subcategories, with individual and group data.

Table 5.10: Frequencies and Group Averages for Subcategories within Beliefs

	A.E.	Cris.	Fem.	Isab.	Paul	Regi.	Aver.
Teaching English	19%	33%	08%	25%	-	11%	16%
English Learning Process	27%	33%	66%	12%	30%	66%	39%
Own Learning Process	54%	33%	-	-	60%	11%	26%
Learner Responsibility	-	-	25%	62%	10%	11%	18%

Two subcategories dominated in participants' belief accounts. Beliefs about one's English Learning Process came first, with an average percentage of 39%. This means that beliefs about the nature of the English learning process as a whole were reported more than those referring to participants' individual learning process as the average of 26% for Own Learning Process reveals.

Table 5.10 reveals that some participants referred to some beliefs more than to others. For example, the subcategory English Learning Process has a group average of 39%. Fernanda and Reginaldo referred the most to the concept of a definable English process. Isabel referred the least to this subcategory, with an average of 12%.

In the subcategory Own Learning Process, three of the participants stand out. Paula and Ana Esther are well above the 26% group average, seeming to have a better perception of their development. Reginaldo is well below the group's average, referring the least to his beliefs about his own learning process. Fernanda and Isabel do not refer to these issues at all. Learner Responsibility has a group average of 18%. At one end of the spectrum, Isabel referred the most to the importance of responsibility in the learning process. At the other end, Reginaldo and Paula referred the least to the issues in this category. Cristina and Ana Esther are the research participants who did not refer at all to this subcategory.

Finally, Teaching English has a group average of 16%. Cristina is the one who has the highest frequency of reference at 33%, whereas Fernanda has the lowest, at an 8% reference frequency. This may indicate a difference between their beliefs about the teaching of English. Paula is the research participant who did not refer to this subcategory at all.

5.3.2.4. Goals

The category Goals is the last of the indirect experiences. It represents 3% of the reports given by research participants. As with the previous categories, it has four subcategories. Table 5.11 presents them, participants' and group's percentage averages.

Table 5.11: Frequencies and Group Averages for
Subcategories within Goals

	A.E.	Cris.	Fem.	Isab.	PauL	Regi.	Aver.
Intentions	28%	20%	66%	90%	71%	62%	56%
Wants	44%	20%	22%	-	-	12%	16%
Needs	-	20%	5%	-	28%	25%	13%
Wishes	28%	40%	5%	10%	-	-	14%

In the Goals category, Intentions - statements in which research participants planned actions - is the subcategory that took first place in participants' references (56%). This seems to indicate that research participants have more planned actions than other perceived goals. In second place come Wants, with a group average of 16%. This relatively low percentage may to indicate that research participants seem to have more trouble identifying what they would like to improve in their learning process than planning for actions. Needs and Wishes have almost the same group percentages, 13% and 14% respectively.

In the Intentions subcategory, some research participants stand out. For example, Isabel, Paula and Fernanda are the research participants who seemed to have a clearer idea of their plans. Ana Esther and Cristina stated the lowest

percentages of plans, which may indicate that they had less planned actions than the others.

Wants has a group average of 16%. A contrast is evident between Ana Esther and Reginaldo. Ana Esther, with the highest frequency, seemed to be more aware of what she wanted. Reginaldo had the lowest individual frequency, and Isabel and Paula did not refer to their wants at all.

The group average in Needs is 13%. Paula and Reginaldo have the highest individual frequencies in this subcategory, indicating a higher awareness. Fernanda is the participant who least referred to her needs, while Ana Esther and Isabel did not refer to them at all.

Finally, in the Wishes subcategory, where the group average is 14%, Cristina and Ana Esther expressed their wishes the most. Fernanda referred the least to desires; both Paula and Reginaldo did not refer to them at all.

5.3.3. REVEALING VARIETY IN CLASSROOM EXPERIENCES

From the quantitative analysis of the frequency of participants' comments referring to the categories and subcategories of the coding scheme, it was possible to document the variety of issues reported by participants (5.2.2.1) as well as existence of similarities and differences in their experiences as it had been previously described with the analysis of the classroom task (5.2.2.2).

The identification of experiences originating from the interaction of learning opportunities with participants' perceptions of them led to their distinction into direct experiences (5.3.1) and indirect experiences (5.3.2) whose analysis further illustrated the variety of issues research participants experience in the deep level of action in the classroom. From these data, in addition to the variety of issues reported, the interesting finding is that when participants talk about CE, the cognitive aspect

corresponds to approximately 50% of their accounts. The remaining 50% refer to the other aspects related to classroom L2 learning experiences.

In the following part, the last finding, i.e., the identification of shared patterns of experiences as well as of the individual nature of some of them are further documented and illustrated.

5.4. THE COLLECTIVE AND THE INDIVIDUAL EXPERIENCES

Along with the distinction between direct and indirect CE presented above, quantitative and qualitative data analyses yield two additional realms of experiences in the deep level. From these analyses, CE can also be collective and individual. Those that were shared by all research participants make up the collective experience; while those specific to participants make up the individual experiences. In the next sections, I first refer to the collective patterns found in participants accounts of direct experiences; then I refer to participants' individual experiences, drawing from their personal histories and accounts of indirect experiences.

5.4.1. The Collective Experience

Collective experiences emerged from the quantitative and qualitative analyses of participants' reports. The similarity among participants' experiences was briefly presented in Table 5.1, where, through the analysis of a sample task, the data showed similarities among participants' accounts of their perceptions and interpretations of the task related events. Across the participants' data, where many more classroom tasks were discussed, the same tendency towards the identification of a collective pattern of experiences is found.

So far, the content of these shared experiences has only been illustrated through the analysis of the classroom task presented in Table 5.1. Therefore, the objective of the following section is to present these common patterns in participants' accounts of direct experiences and illustrate them with specific interview excerpts. The excerpts selected are representative of the collective patterns they illustrate.

5.4.1.1. *Collective Cognitive Experiences*

The data in Table 5.5 presented the percentage breakdown per subcategory within Cognitive Experiences. The data in the group average column indicate that the majority of participants' comments involved issues such as: (1) the identification of task objectives, difficulties and doubts; (2) the perception of learning; and (3) performance and participation. The identification of shared experiences among research participants in these subcategories is presented, illustrated and discussed below.

5.4.1.1.1. *Identification of Objectives, Difficulties and Doubts*

The first collective pattern identified in this subcategory refers to participants' identification of objectives. In participants' reports, the identification of a variety of objectives attributed to the same task is shared.

In excerpts that follow, participants' understandings of another task, from the many in the semester, further illustrate and explain the identification of various objectives for the same task. In this specific instance, the teacher had a question and answer interaction with students about national stereotypes. An analysis of the textbook revealed that the grammatical objective was the use of adjectives to describe people. The teacher had a communicative objective in mind when she asked students, "Who do Brazilians tell jokes about?" and, "can you tell a stereotyped joke in

English?". Her objective was to start a short discussion to get students to use descriptive adjectives.

Ana Esther's and Reginaldo's comments illustrate that their identification of distinct objectives was based on their different understandings of the task's purpose.

Laura:	Do you remember this task? What do you think is the teacher's objective in asking you questions?
Reginaldo:	I believe her objective is to develop the class's (speaking) ability. To check if we can tell a joke or a story in English. (Int. 2)

Laura:	This activity – a discussion of stereotypes, what would you say was its objective?
Ana Est.:	I believe that in addition to speaking in class, the objective is to have us critically discuss in English; to question in English what is happening. And, for us to discuss how stereotypes are seen in different countries... nationalities. This issue was part of objective of the discussion in English. (Int. 2)

Reginaldo and Ana Esther saw two different objectives in the same task. For Reginaldo, the teacher's objective was to see if students could tell a joke. For Ana Esther, the objective was to develop a critical vision of the issue being discussed. Both of them understand a discussion as a communicative activity where the objective is practicing the use of English in class. Their perceived objectives could clearly have been part of the teacher's objective. However, both participants overlooked the objective of practicing descriptive adjectives through conversation.

Innumerable instances of the same nature are found throughout the data. Coughlan and Duff (1994) reported a similar finding in their investigation of different speakers' responses to a picture description task. In spite of the 'same task', the samples of interlanguage generated were different. The explanation the authors offered for the differences consisted in the relationships between task, speakers and their comprehension of the communicative activity. From a sociocultural perspective, the same theory Coughlan and Duff use, participants' different motives and perceptions come from their different interpretations of the task. Since the task involved the learners in communicating, they did not see it as an opportunity to

practice a linguistic aspect of the language they were using to communicate but rather as a legitimate opportunity to use the language they study in that class to meet different objectives. The motive, for learners, is to practice the use of language. The teacher, in turn, assumes that learners will understand the task as a pedagogic activity. For her, the motive is: usage of descriptive adjectives. In sum, while the teacher had a pedagogic motive, students perceived a different one.

In this same subcategory, a second collective pattern was identified in the way research participants behaved in response to difficulties and doubts. The collective behavior seems to be: avoid expressing difficulties or doubts in front of the class.

Dealing with difficulties and doubts is not as easy as it seems for students. When in doubt, the expected behavior would be to question the teacher. Yet, this was not always the action taken. Instead, participants relied more on their classmates to solve their doubts than on the teacher.

As previously presented, Table 5.1 illustrated that five of the research participants experienced doubt even though there was no overt behavior which signaled doubts at the surface level.

The following excerpts further illustrate this collective pattern and the different decisions following participants' experiences of difficulty and doubts. In the first excerpt, Isabel comments on a class task in which the teacher read a long section on a grammatical topic. The teacher had asked students to read this part at home for discussion in class. Isabel's comments refer to her interpretation of the objective, her doubts, and her explanation for not explicitly asking a question.

| Laura: | Right. So, you think that one of the reasons which made you go back to the grammar book to study was because she (the teacher) was too fast? |
| Isabel: | That's correct. She even asked us if we are used to referring to the grammar book. I always look here ((points to the grammar part at the end of the book)), you know. I prepare at home. I look at it. But, in this specific case, I remember that as I read I thought, " I'm gonna have to pay attention to this". And then, she explained it, she went through it so fast, that I felt... lost; in the air, right? I got home and my doubts had not been solved... We had to read at home to come to class and ask |

> her questions. So, in my case, (not asking questions) is
> because I got confused. I didn't even know how to ask
> her. Because ((if I asked a question)) I would have to ask
> for a longer explanation. Then, she'd have to make
> a pause and say the following - 'this works like this and
> like that. And we didn't have time for that. (Int. 3)

Isabel correctly identifies that the teacher's objective was to have students ask her questions. Yet Isabel did not ask her the questions which she originally had. She justifies not asking a question by referring to her deepened confusion resulting from the teacher's explanation and the perceived lack of time. She assessed that the time left was not enough for the amount of information an explanation would have required. Isabel's solution to her doubts was to go home and attempt to find a solution in her grammar book.

In the next excerpt, Reginaldo states that he and his partner had trouble in understanding the directions for a role-play.

Laura:	Do you remember having any difficulties during the preparation time?
Reginaldo:	On the role-play? Oh, I remember I had difficulty, but I believe it was on the directions. At the time, we didn't know what we had to do. But, it was this kind of doubt.
Laura:	And you think this kind of doubt is irrelevant?
Reginaldo:	I think I do.
Laura:	Why?
Reginaldo:	Because you solve it yourself which, sometimes, I think it's even better.
Laura:	And did you call the teacher to help you with the directions?
Reginaldo:	No, we didn't.
Laura:	And how did you solve the problem?
Reginaldo:	We asked one another, and one proposed a suggestion we agreed on and the work continued. (Int. 2)

Reginaldo further illustrates the common solution to the avoidance of asking questions to the teacher by working out a solution with a partner instead. In this case, the solution did not seem to affect the role-play he and his partner were working on. However, in many instances across the data, not asking the teacher left participants in doubt. Some of them even took our interviews as opportunities to clarify these doubts. This recurrent behavior for all research participants is also related to social

experiences. It will be discussed again in the analysis of collective patterns in the social domain.

5.4.1.1.2. Perception of Learning

In spite of the distinct perceptions regarding task objectives, research participants notice some type of learning, even if their interpretation of the task objective does not match that of the teacher's. Ana Esther and Reginaldo, in the Perception of Objectives' discussion (5.4.1.1.1), recognized different objectives for the task proposed by the teacher. When asked what they had learned from that task, they had this to say:

Laura:	So, do you believe you learned something from that activity?
Reginaldo:	I did. I did learn. I learned the vocabulary, 'stereotypes' and a few other words. I always learn something. Let me see... joke; tell a joke. To express 'contar piada' you say "tell a joke". I remember that. (Int. 2)
Laura:	So, do think you've learned anything?
Ana Est.:	Oh yes, for sure I've learned! For example, I learned about hospitality, the adjectives that we have to use; nationality... Even as far as vocabulary it is always developing as you are talking, right? ... I've learned some stereotypes. Yes, I did learn. (Int. 2)

Ana Esther and Reginaldo consider they have learned from the activity. As part of her assessment of her learning, Ana Esther referred to the use of adjectives in addition to vocabulary learning. Reginaldo also referred to vocabulary learning and identifies the verbal phrase, 'tell a joke', as something he had learned. There are many other instances where this pattern is observed. However, the common observation is that research participants report learning from the task even if their perceived objectives are different from each other's.

The specific items they report to have learned seem to match their learning styles. Reginaldo, although interested in grammar issues, usually has his attention

focused on communicative issues. This may account for his focus on vocabulary items and on verbal expressions. Ana Esther, on the other hand, seems to focus on both structural and communicative aspects of the learning process. Her confessed love for grammar and her desire to develop fluency may account for her identifying the use of specific adjectives together with the development of conversational vocabulary as what she had learned.

5.4.1.1.3. *Perception of Participation and Performance*

A shared pattern is also found in research participants' statements about participation and performance. Speaking was a problem for all research participants. They all claimed that they performed better in writing. All, at one point, referred to a need to feel secure and certain of what to say, and how to say it, before they could participate more actively in class speaking tasks. A final observation, which is also shared by all informants in this area is that they all realized a more active participation in class would make them perform better. The excerpts below illustrate these collective patterns.

Laura:	So, usually, when the teacher asks a question, you first try to answer in writing and then you speak if she asks you to. But, offering to speak - that you wouldn't do, right?
Isabel:	Yes. That would rarely happen. Unless the answer is a short one which I had mentally answered before. Only then, would I risk myself. (Int. 3)
Fernanda:	... Because when I have to write I know perfectly well when to use will or going to. I know when to use one and when to use the other. .... But, when it's time to speak, when I have to speak, and I have to make associations, that's when it becomes difficult
Laura:	After this, she (the teacher) asks for volunteers for this role-play and you don't volunteer. My question is why not?
Ana Est.:	Oh, we were finishing writing our parts. So, I was rereading mine because I intended to be a volunteer. But, it ended up that it was not necessary and we didn't have to present.

Cristina:	It was easy to write about it, I mean, easy in one aspect, but Brazilians are so...uhm... so mixed, a so very mixed people that it was difficult to pick one feature to characterize them. In speaking, for example, I remember it was difficult to express myself. Saying that Brazilian people like to talk a lot; not all of us, right? This was the difficulty - characterizing a people with one word.
Laura:	Do you participate? Do you volunteer to speak?
Paula:	Only to read a paragraph ((laughs)). Because, sometimes, for me at least, just like the other day, I didn't speak because I was afraid of making pronunciation mistakes. Because I think I don't have a good pronunciation. I prefer to write or to read sometimes; follow something, it's more helpful ((laughs))...

As can be observed in the excerpts above, speaking is a problem for research participants. The explanations they offer are many. Some, as in Paula's and Cristina's case, have to do with a self-evaluation of performance. For Paula, her unsatisfactory pronunciation serves as the argument to justify not speaking in class. For Cristina, it is the difficulty of finding a word to describe Brazilians that explains her problems in the speaking component of the task. Others, like Ana Esther, explain that, in the end, it was not necessary to volunteer. For all of them, writing comes before speaking, and it is something research participants relied on as Isabel clearly states.

These collective experiences bring to light aspects of the L2 learning process that go beyond the mastery of the topics presented in class. They transcend the aspects usually associated with the cognitive dimension of the L2 learning process such as the ideas of trial and error, hypotheses testing, or the learning of rules of syntax and conversation. Participants' shared experiences underlie these cognitive aspects of the L2 learning process. The same tendency is found in the following discussion of collective perceptions in the social domain.

5.4.1.2. Collective Social Experiences

The social aspect of the learning process has received much less attention from researchers. An exception is Bailey's (1983) review of diary studies which has

captured the stress caused by competition and the relationship between affective and social aspects of the learning process. In this thesis, the complexity and the influence of social issues on the cognitive aspect of the learning process becomes clearer through the excerpts that illustrate the collective experiences in the social domain.

Table 5.6 presented the percentage breakdown of informants' reports per subcategory within Social Experiences. The data in the group average column suggest that the majority of participants considered that the events found in Interaction and Interpersonal Relationships, along with those in Groups and Group Dynamics, and in Friction in Interpersonal Relationships were the issues that most affected them. The identification of shared patterns in these subcategories are presented, illustrated and discussed below.

5.4.1.2.1. *Interaction and Interpersonal Relationships*

Throughout the data, helping a classmate is a common pattern within interactions, being the first social collective pattern. All research participants report experiences of helping a classmate as they interact in pairs or in larger groups during a class task. Some do this more than others, but all of them do it many times during a class. The following excerpts illustrate this collective pattern.

Laura:	But, what was it that you ((Cristina and a classmate)) had to do?
Cristina:	She ((the teacher)) gave us this list for us to, it's a shopping list for Peter, with the things he had to buy. She had taught us the difference between the will and going to, so we had to use these in our activity. She also asked us to add what else Peter was going to buy. He ((her classmate)) had a terrible difficulty! I tried to explain to him what we were supposed to do; he couldn't understand. Because she had given us two examples of what he was going to buy. The question we had to answer was - what else was he going to buy?. Well, what else from the list, right? But, he didn't get it. He asked me: "How am I gonna do this if I don't know what he needs". I told him: 'But, it's on the list!' Right? It was tough! ((laughs)). (Int. 2)

Ana Est.:	(Telling me how she answered questions about a poem.) Because my classmate showed me where it was. I asked her "but why here?" because in this part of the poem; the division... I was kind of lost with that. So, she explained it to me, showing me where (reference to distant future) was, and the words from the poem which indicated that. Understand? (Int. 4)
Laura:	So, how did you do? You and S. were working together, right?
Reginaldo:	We worked together; me, S. and M. I did not find it difficult. We did well. Each one talked and when one had a doubt, for example, about vocabulary, the other knew it. So, we exchanged ideas. I believe the objective was achieved. (Int. 3)
Laura:	Right after that, she (the teacher) moves into the vocabulary. Did that help?
Fernanda:	My difficulties were only solved after the comments from my colleagues, understand? As they talked... I started to understand. It was with their help... and adding up the little I had understood that I ended up understanding. But, it wasn't the vocabulary explanation, understand? That is, since we were interpreting a text, what the text attempted to say, that's what we had to get, what the text passed to us.

The first excerpt shows how Cristina struggled to get her partner to understand what they were supposed to do. Yet, despite his problems, she does not give up; she continues to give him examples until he understands.

Ana Esther's excerpt shows that she needed to know more than which words of the poem indicated distant future. She needed to know why, and she prefers to continue relying more on her classmate's explanations than directly asking the teacher.

Reginaldo's excerpt focuses on the collaborative nature of interactions, where everybody gets a turn and where the one who understands the lesson or knows more helps those who do not.

Finally, Fernanda's excerpt illustrates how she is helped by her classmates' comments. She is able to understand the meaning of the text - not from the vocabulary explanation given by the teacher - but through the association of her comprehension with the comments from her classmates. She stresses that the text interpretation was more important than the understanding of vocabulary items.

These excerpts show that the purpose of interactions goes beyond the carrying out of a class task. The task is being carried out while learners are interacting, but the purpose is to share knowledge. What one knows is shared with others, illustrating that learning is co-constructed. The help classmates offer each other during a class discloses this collective experience within the social dimension of the language classroom. However, the social dimension includes interactions in groups too. Here another collective experience is uncovered.

5.4.1.2.2. *Group and Group Dynamics*

In this area, participants share the perception of the classroom separated into circles of students. The number of circles shifts, depending on how participants analyzed the reasons underlying their assembly. In some instances, reference to these circles suggested the existence of coteries, since the cohesiveness among members of the group seemed to reject outsiders. Seating choices corroborate the existence of student circles. Moreover, participants identified that sitting choices were related to peer-group membership. Along with that, participants reported better performance when closer to the members of their peer group. Furthermore, not being part of one of these circles is less problematic than not being accepted by the group identified as dominant. Lack of integration in the dominant circle could affect performance in class. Yet, division into circles is so subtle that not every participant agreed on its effects.

The following excerpts illustrate these collective perceptions as to circles in the classroom. They refer to different students' presentations. In these oral presentations, students were asked to choose a topic to present to the rest of the class. The excerpts refer to three different group presentations. The striking difference between them was the level of risk taking involved.

In one of the days for these presentations, two different groups presented. The first, of two students, presented a Paul Young song. They distributed the lyrics, worked

through the vocabulary and played the song for classmates to follow. They were followed by a three member group who presented on the origins of Raggae music. Although with as much difficulty to express themselves in English, this group was more ambitious, risked more, and attempted to meet the speaking objective contained in the assignment of a classroom presentation. The following excerpts refer to the comments on these two different presentations.

Laura: ((Clarifying a comment on the 2 students' group presentation.)) But, at the same time that you say that they didn't speak as much, you say that they have reasons for not feeling comfortable; that they don't feel they belong in the classroom. Right?

Ana Est.: Exactly. It works this way, there's a group that dominates. It is the group who has become more friendly with the teacher; that seeks out interactions with the teacher; it's the group that is always sitting together in the cafeteria; in other classes they're always together. It's the same group. It's the same group who do assignments together at FAE (Faculty of Education) and here. (Int. 3)

Laura: ((Seeking to understand how Ana Est. explains different performances in the two different presentations.)) What do you think is behind their risking more in their presentation as compared to the others?

Ana Est.: This second group, they take other classes with us. They always ask, even if they don't express themselves well, they ask. They have been with us for a while, but they never studied English before, understand? They have a certain... they have more difficulty. ... But, they are studying more, they are getting to feel more secure, and they are taking other classes with us before this; but, the only problem is that they have a little bit less...

Laura: knowledge... ((accepts my fill-in)) And the other two?

Ana Est.: I don't know them. They rush in and out.

Laura: OK. But do you think that these two girls that did the presentation, would they be part of this tight group/or/would they be in the more peripheral group?

Reginaldo: /No/. They belong to the more peripheral group. I don't even know their names... I haven't seen them much in class. So, they are part of this more isolated group.

Laura: Ok. So, now I'm gonna ask you that question we had talked about before. What do you think explains a group's hiding behind a song and speaking very little and... another group risking so much?

Cristina: Oh, I believe it's a matter of convenience. Ok? It is to the group's convenience. And, in addition to that, for two people it is much easier to prepare than for a group of three. (Int. 4)

On another presentation day, a 4-classmate group presented a Simply Red song. However, instead of just presenting the lyrics, they played a listening game with their classmates. They brought words taken from the lyrics on poster board paper and laid them on the floor. They asked classmates to listen to the song and pick up as many words as possible from the floor as they were sung. Those who got the more words would win. After this, they presented the new vocabulary, which were the words they had selected to write on the poster board cut-outs. Although their oral skills were limited, they gave all the instructions for the game in English and had more oral interaction with their classmates than the other first group that also presented a song. The comments below refer to this presentation in comparison to the others.

Laura:	((Seeking confirmation for the explanation that different performance and risk-taking is related to the level of integration or acceptance into the classroom social circles.)) Do you think that they would be... the discussion we already had about the groups in the class, right? Do you think they are part of the big group in the classroom? When I say if they are part, I mean if you believe they get along well in class or do you think that they are marginal to the happenings because they don't get along well?
Fernanda:	I don't think they get along well in the classroom. They kind of get along. They are not as isolated if you compare them to those other two, right? There is some improvement. But, not that much. But, in relationship with the big group in the class, they are known, they talk. But they identify with each other so much that they only work together. This is not the first thing they do together. You see that they all behave similarly.
Laura:	Do you believe their performance is affected by their fear of criticism because they are not part of the group that has more contact, that is tighter?
Isabel:	Oh, yes I do. You see that the class is not homogenous, right? There are those who know more, and those who have more difficulty. So, stand up there with all the other looking... Really, all kind of things go through your mind! So, really, it's better to do something small and speak as little as possible.
Laura:	Do you consider accurate this perception that inside the classroom there is a community and that this community is not wholly working together?
Paula:	I do. I do agree. Just like I told you about feeling isolated, right? There are people that remain isolated. Understand? In my case, specifically, I

stay with another 3 people at the most. Sometimes I work with V. or with the girls... So, you stay with the ones you have met. Then, there are those who already have their work group, right? So, there's this isolation from those who are part of this tighter group. And, then there's the group who is closer to the tighter group. So, I believe that this exists in the classroom. But, not only in the English class. In all of them you generally perceive that.

Laura: But, why do you think people read, present videos or songs... instead of using their time to test their own oral skills?

Cristina: To take the attention off of them and to... impress, to take the attention off of them. That's it. To take the attention off from them. They show the video and talk at the same time or they read at the same time and the class sees the song in the video. So they end up saying just something very small. I think it's only to take the attention off of them.

An analysis of the excerpts above reveals that Ana Esther, Fernanda and Paula saw the class divided into three circles. For Ana Esther, circle division was associated to the degree of interaction among peers as well as their knowledge of English. This explained the dominant circle as the group of peers that had been together since English I. The second circle, although less academically able, took other classes with the dominant group, therefore, their members could interact with the central, dominant circle. Fernanda's excerpt also suggests that the other two groups are related to the larger, dominant group by degree. Both recognized the most isolated circle included those classmates they did not know well, and those not known at all, or the "newcomers". Paula observed that some people in class remained isolated. For the three of them, the circle divisions in the classroom would resemble the ripples moving out from a cast stone. There is a dominant and central circle of classmates; another circle of students who is closer in interaction to this dominant group, and a more isolated circle where newcomers and those who do not interact as much are found.

Seating choices seemed to confirm this view of the circles. The dominant circle, sat in the front, clustering around the center of the classroom, the second group sat closer to the members of the dominant circle, and those more isolated sat to the back of the classroom. The two classmates identified as newcomers sat closer to the door.

Isabel and Reginaldo provide a different interpretation. They saw only two main circles. Reginaldo qualified them as central and peripheral circles. He labeled the classmates he was discussing as part of the peripheral circle because he did not know their names[4]. For Isabel, two circles shared the classroom. Membership, for her, was related to similar academic abilities; the circle of those who knew more and of those who knew less. Therefore, although Reginaldo and Isabel disagree from the others in the number of circles, their excerpts corroborate the criteria that explain membership into circles - time together and academic ability.

However, Isabel's excerpt also explains why the performance of two classmates during a class presentation was so different from the group that had preceded them. These two classmates did not feel part of the class. Therefore, because they feared the criticism from the more dominant, cohesive circle, they preferred to "do something small and speak as little as possible".

Ana Esther's, Fernanda's and Paula's comments also confirm that people tend to work with those they know. If they feel they know the people they work with, they work together better. Paula's and Fernanda's comments, taken from a discussion to understand different performances in classroom presentations, seem to confirm the suggestion that being accepted by the larger, dominant group positively affects one's performance. Paula saw herself as more accepted by the larger circle because she sometimes worked "with the girls". However, she still felt isolated to a certain extent[5].

Finally, although Cristina saw groups in the class, she did not share the perception that problems in the social aspect of the language classroom could account for different performances in classroom presentations. She was the only research participant that considered that either convenience or a self-serving interest explained different attainment in presentations. Cristina's interpretation of the reasons

---

[4] This is, in fact, a significant point considering that the interview took place in October, i.e., 3 months after the beginning of the term.

[5] A deeper look at individual participants' experiences is the objective of the next section. Paula's perception of performance is related to her feeling of isolation in the social aspect of the learning process.

for different achievement clashes with the interpretations of the majority of the participants. Cristina[6] does not recognize the stress that not interacting with the central circle causes in classmates like the newcomers.

These excerpts, including Cristina's, show the impact of circle division in the classroom. Classmates may end the semester without knowing each other if they remain in their circles. Yet, circles have to be respected since performance was both positively and negatively affected by circle membership. All excerpts corroborate the subtlety of the effect of circle divisions in the classroom, pointing to the importance of the social domain in the learning process.

5.4.1.2.3. Friction In Interpersonal Relationships

Friction in Interpersonal Relationships refers to different kinds of conflict; there may be conflict between students as well as conflict between teacher and student. In this area, a collective perception of competition is reported by research participants.

This collective perception exists more as a perceived threat than as a reality. Research participants could not give examples of instances where classmates compared and commented on a person's grade on a test, as an explicit demonstration of competition. For the research participants in this study, it was the possibility of criticism which brought out the collective perception of competition in the social dimension of the learning process. The excerpts below illustrate this elusive collective perception.

Ana Est.:   ((About consciously avoiding the use of the present perfect.)) So, this is deeply rooted. You know how to use it and when to use it. So, you feel good. But, at the same time you feel as if you were condemned. You don't express yourself because the others are going to criticize you... They're gonna say you're being... a... a show-

---

[6] In Ana Esther's, Fernanda's and Paula's perspective Cristina belonged to the second group. In Reginaldo's perspective, she would be a member of the central group. Cristina's social interaction could explain their interpretation. Another reason for this interpretation may be related to her individual traits (see Cristina's Individual Experience, in the next part).

off in class and things like that. It's such a
weird thing... it shouldn't be like that...

Cristina: ((About her not being able to face the class during a
class presentation.)) I don't know, you feel so low, so
much comparing yourself to the others... to those
who are better. And we think oh, such and such is
so beautiful and I'm like this, I'm like that and we
end up losing our confidence. Everything ends up
influencing us. Then you start thinking that the
person who is observing you, is observing
everything; everything except that which you are
presenting... We feel the others are noticing all of
that, except our work. I worry about these things...
(Int. 3)

Fernanda: ((Elaborating on a previous comment where she felt
criticized by a classmate who questioned her opinion.))
Competition inside the classroom isn't explicit,
right? You notice it in between the lines,
underneath what is happening. But, it surely exists.
Well, I notice it when you say something in class
and somebody contests what you say, right? So, this
is how I see it: the person knows that your opinion
is pertinent; it's OK, but she has to find a defect,
something to throw it down. Understand? To take
the glamour off of your opinion ((laughs)).

Isabel: ((Expanding on how competition is felt in L2 classrooms.))
As I was telling you, the person sits in her place
and if she thinks she knows something about the
subject, if she disagrees or believes that she
knows more than you, she simply ignores you. And
then what happens? She may even ask you a
question just to get you. Understand? ... I don't
know where this comes from. I don't know if it
comes from home. The father may be telling
her 'you have to be the best'... So, she laughs, she
takes her colleagues' attention to interfere with
their development, for the others to stay in the
same place. "I'm great. Don't worry, you can stay
where you are. I'm the greatest." I don't know
where it comes from... something kind of...
undefined. (Int. 4)

Laura: And how does the problem ((competition)) show itself?
Reginaldo: People get angry at us. They think we're
obnoxious, showing off.
Laura: How do you perceive this? Has this ever happened
to you?
Reginaldo: No. But, I notice that whenever there's someone
who speaks more, the others talk, you know. They
come to me and comment 'look there and bla, bla,
bla. Oh, I don't know what... So, we don't want that
to happen to us. ... The problem is thinking about
what the other is gonna think about us.

The statements above depict the various ways which competition and criticism

affected research participants. Although competition and criticism existed, research

participants did not identify those who criticize[7]. They did comment on uneasy feelings about classmates or specific instances of conflict with certain classmates, but not about those who made them feel at risk of being criticized. Competition and criticism was a real threat to research participants because it restrained their participation and performance.

Ana Esther, for example, regrets that she cannot use the present perfect as she would like to. If she did, she would be criticized because the others in the class would interpret it as showing off. As Reginaldo stated, no one wants this to happen. Therefore, Ana Esther gives up her chance of practicing proper usage, feeling 'condemned' by the threat of criticism.

Cristina refers to her beliefs as to what classmates noticed as she presented. She remembers comparing herself negatively to others. This belief of a negative audience explains her difficulty in looking up from her notes during the presentation. Regardless of its realization, the power that the possibility of criticism has on Cristina affected her performance.

Fernanda's perception of the relationship between criticism and competition is unique. She seems to be the only one who analyzed how it was expressed, even being able to joke about it. Her statement does not transmit the stress conveyed by Ana Esther's and Cristina's statements.

The statements of Isabel and Reginaldo provide clues to both the origins of competition and criticism inside the classroom, and their final importance. Isabel considered the possibility that criticism may come from the home, that is, something people do out of habit, something ingrained, like parental advice. Reginaldo summarizes the entire dilemma for us with his comment: "the problem is to think about what the other is going to think about us". These excerpts reveal that competition and criticism inhibit students.

---

[7] Maybe, if I had stayed longer, they would have told me. However, asking for more information went against the permitted boundaries I had established until then. Another possibility could be: since they criticized as well, they did not feel it was right to identify those who did it to them.

The collective experiences in the social domain classified herein as (1) helping each other in interactions, (2) identifying circle divisions and (3) the effect of competition and criticism on performance illuminate the influence of social issues in the L2 learning process, revealing the meaning of social issues at the deep level of action. From the surface level of action perspective, helping classmates is seen as (1) cooperation; division of the class into groups is seen as (2) assembling with peers, and (3) competition is seen as part of the classroom dynamics. From the deep level perspective, these issues actually mean (1) sharing knowledge and co-constructing the L2 learning process, (2) forming circles where knowledge or acquaintance time are the criteria for membership, and (3) an explanation for why some students may sometimes seem confident and extroverted and at other times inhibited, silent and anxious. The patterns depict aspects that go beyond the identification of competition as described by Bailey (1983) as affecting the L2 learning process. Participants descriptions of these experiences and their relationship to learners' performance in the cognitive aspect of the L2 learning process enrich our understanding of the challenges involved in classroom L2 learning.

5.4.1.3. Collective Affective Experiences

The role played by affective variables in L2 learning outcomes has been the focus of many investigations in SLA research. Studies on motivation (Gardner and Lambert 1972, Gardner and Mac Intyre 1991), attitude (Taylor 1973), and anxiety (Naiman et al 1978, Horwitz and Young 1990) have contributed to our understanding of the effect these issues have on the outcomes of L2 learning. However, affective variables have been studied as individual learner characteristics. An exception to this tendency is found in Bailey (1983), who offers an inside look at the causes for anxiety. In this section, the descriptive accounts of affective experiences provide a closer look at this aspect of classroom learning experiences, supporting and expanding those presented by Bailey (ibid).

The data presented in Table 5.7 suggest that negative feelings and motivation, interest and effort, were the issues which affected research participants the most. A common pattern was identified among research participants reports of negative feelings, but not in their references to motivation, interest and effort. This common pattern is presented, illustrated and discussed below.

5.4.1.3.1. Feelings

Negative feelings experienced by research participants outnumbered positive feelings. They ranged from anxiety to fear and frustration, and seem to confirm what Bailey (ibid) reported on the anxiety caused by the fear of public failure, the frustration of measuring self against others, or the need for success and praise. However, fear of criticism is a collective negative feeling which expands the affective experiences reported by Bailey (ibid).

One recurrent observation during classes illustrates the relationship between performance and affective experiences. It took learners a long time to respond to a teacher's question; the teacher often asked a question at least three times before someone answered. Questioned on this behavior, participants revealed that a fear of being criticized as a show-off or a know-it-all prevented them from answering immediately. Only Paula did not report this emotion.

The following excerpts illustrate variations of this common affective experience.

Laura:	Please answer me, why did you wait for someone else to answer?
Ana Est.:	Because I don't like to be the first one to answer
Laura:	Why not?
Ana Est.:	Oh, I don't know...
Laura:	((incomprehensible))
Ana Est.:	((laughs)) Ok, I'll tell you.
Laura:	Yes, tell me.
Ana Est.:	Do I have to? ((laughs))
Laura:	((laughs)) I don't know...
Ana Est.:	Oh, I don't know, but, I'm afraid of being... like the smart one in class, the know-it-all, the one who knows everything. I'm afraid of looking like I'm like that and of becoming obnoxious. So, I wait for someone to

say something. Because I've studied that and I know people have difficulty... Then, when I responded, my classmate said "hum, look, she knows everything!" So, I fear people will think that I am the best in class, that I'm cool, that I know all these things. So, I stay quiet, I attempt not to answer too much, not to speak too much. So, folks won't think I'm exhibiting myself...inside the classroom. (Int. 4)

Laura:	Are you afraid of the class?
Cristina:	Afraid?
Laura:	Yes.
Cristina:	I'm afraid of the criticism.
Laura:	But, not of the class...
Cristina:	Yeah!... Not of the class ((laughs)). But, I'm afraid of the criticism that the class make... (Int.3)

Laura:	Could it be that you're afraid of speaking?
Fernanda:	Maybe. As you mentioned, the question is asked three times before someone responds. You are afraid, right? Afraid of being considered a show-off, afraid of saying something silly... So, some people don't expose themselves at all! This influences folks in this area too. (Int. 3)

Laura:	In this one-waits-for-the-other, right, as you put it, what are people waiting for? Is it to let others speak? Is it to avoid being always the same to talk? to initiate the discussion?
Isabel:	Yes... It may be. Generally...
Laura:	For example, in your case, what would be behind that in your opinion?
Isabel:	No... really... for me everything is behind... fear, fear of saying something wrong, fear of having someone think that I am really exhibiting myself. (Int. 4)

Laura:	I was talking about criticism a few minutes ago, of you not offering yourself to read for a correction, /of what/the others are going to say...
Reginaldo:	/Oh, of the fear/... It is more a fantasy of criticism, because there may even be one or two who criticize...but 90% of it, I believe it comes from our minds... I believe we should leave this aside and not be afraid and we would do better. If we were not so afraid of the criticism, we could do a better job. (Int. 6)

Research participants share the feeling that fear of criticism was often behind their lack of participation or contribution to a classroom task.

Ana Esther's excerpt shows that criticism does happen, even after waiting for someone else to answer. Cristina acknowledged that she feared the criticism she could receive if she offered an answer to a teacher's question. Fernanda's and

Isabel's excerpts illustrate that fear of being considered a show-off, or of exhibiting oneself, comes hand in hand with fear of public failure, or fear of saying something silly or wrong. Reginaldo, although avoiding being always the first to answer, put things into perspective when he acknowledged that fear of criticism is in people's minds. Regardless of being concrete, as Ana Esther reported, or abstract, as Reginaldo implies, participation in the classroom, which is crucial for foreign language learners, is hampered by this common negative emotion. As the excerpts above indicate, fear of criticism may be behind many of the instances of lack of participation.

5.4.1.4. *Collective Experiences Uncovered*

The analysis of similarities among research participants' accounts of experiences in the cognitive, social and affective domains of the learning process has uncovered collective experiences for the research participant students taking English IV. The analysis of these collective experiences through the selected excerpts broadens our understanding of the challenges they had to go through during that term. Moreover, collective experiences hint at the existence of understandings about the proper behavior and the values important in this language classroom. These findings reveal a preliminary view of the classroom culture for this language class.

However, in spite of the similarities of their reports, each participant went through an individual experience as well. These singularities in participants' reports compose the realm of Individual Experiences, presented in the section below.

5.4.2. The Individual Experiences

Individual experiences further corroborate the existence of the deep level of action. Quantitative data presented earlier indicated that differences among research participants ultimately affect each participant's perception of their learning process.

Qualitative data, through the description of individual experiences, are presented in the following subsections. Each of them summarizes participants' personal and learning histories as well as their trajectory through English IV. Moreover, they are illustrated with excerpts from the transcripts to link the relationship between personal histories and learning experiences.

5.4.2.1. *Ana Esther's Experience*

Ana Esther comes from a middle class background. Her father, a retired business administrator, works as a saxophone and piano player. Her mother, a homemaker, did not finish school because "she came from a small country town."[8]

English was part of Ana Esther's life since she was a little girl. Her father, who had frequent contact with Americans, studied English, and, being a musician, played foreign songs. Therefore, she always liked English. As a teenager, Ana Esther had German friends who spoke German and English. Her family hosted two American exchange students and her ex-boyfriend lived in New York for three years. These different episodes in Ana Esther's life may explain her dreams: to travel abroad to study, to improve her English and to be on her own - "even if only for a short time."[9]

Ana Esther's formal contact with English started when she was 7 years old in first grade. This is unusual in Brazil[10]. Ana Esther studied in a private school that trained students to speak English from an early age. When she went to secondary school, she chose a professional high school which gave her a primary teaching credential. Ana Esther recalls that throughout primary and secondary school English was taught the "traditional"[11] way - books, readings, translations, writing and "no songs or speaking"[12].

---

[8] Interview 1
[9] Interview 1
[10] English or a foreign language are required in the curriculum starting from Grade 5.
[11] Interview 1
[12] Interview 1

After getting her teaching degree, she decided to take Letras. This makes Ana Esther the only informant who took the Vestibular because she wanted to become an English teacher. She started at FALE in 1992. Besides English, Ana Esther also intends to graduate in Spanish.

The communicative English methodology she found at FALE surprised her. Since all English classes were taught in English she took private classes with a native speaker[13]. Moreover, she also took classes at a language institute. At the time of our interviews, Ana Esther was complementing her studies by studying with a friend who taught at the language institute. As a learner, she described herself as an interested student who took learning seriously.

Ana Esther was the most enthusiastic research participant, expanding the most on the issues discussed during interviews. Her trajectory through English IV was not marked by any serious event. She always saw a learning opportunity in the class tasks introduced by the teacher. If she did not understand, she would call the teacher for further explanation. In addition, many times when she did not believe tasks offered what she wanted, she would attempt to make them more interesting by complementing them with humor or making them more challenging. This explains her high use of learning strategies (see Table 5.5) compared to the other research participants. Examples are provided below.

Ana Est.:	I'd really like to be able to talk more in class. When I learned the simple present, that now I know how to use and that it is more used than other tenses, I feel like using it. So, I really feel like talking but the time is too short for that. I'd really like to have more opportunity to talk and to develop myself. (Int. 2)
Laura:	And what did you do in this case? If you felt the book was restricted, how did manage to get to the point you wanted?
Ana Est.:	We used creativity. In certain parts we had to use Portuguese because the vocabulary we wanted was not

---

[13] In Brazil, it is quite usual for students to be used to taking English classes at the primary and secondary level without ever hearing English. English as a subject tends to be in the textbook and classes are most usually taught in Portuguese. This explains Ana Esther's surprise to find English classes taught in English at FALE. Her decision to take private classes was a strategy to enable her to follow English spoken classes more easily.

in the book. Then, we looked them up in the dictionary
and we tried to insert our ideas, right? (Int. 2)

Her enthusiasm and her commitment to make the most of her learning process are apparent throughout the interviews.

Like some of the other informants, she started to have problems at mid-term because of the teacher's fast pace to cover the curriculum before the end of the term. She felt her motivation decrease and her frustrations increase as she could not keep up with the pace. However, she reacted differently than the others. After feeling helpless for some time, Ana Esther decided to react by leaving her feelings of frustration and anxiety aside for a while. She consciously decided she had to participate actively in classes again to take the most out of the course.

Ana Esther demonstrated a greater concern with foreign language issues than other participants (see Table 5.8). She worried about not getting the fluency she would like to have, expressing concern over the possibility of having to teach in the public school system in the city's outskirts[14] as a result of the restricted practice opportunities in the foreign language environment.

Ana Est.: So, I believe there's an economic difference which plays a role, specially in the learning of English. Sometimes I find English an elitist language. I see that those who have a better economic status have already lived abroad and they are very fluent... So, I wonder if those who can't afford a trip abroad are going to make it... or are they gonna graduate and end up teaching in distant public schools? What's going to happen to me? Will I get a job? Will I graduate speaking fluently and well? These things worry me... (Int. 4)

Complementing her worries with the reality of learning and teaching English in Brazil, Ana Esther shows awareness of the demands of her own learning process in the context she is in (see Table 5.10).

---

[14] The Public Schools in the outskirts of the city usually receive less funding, have more lower income students and a larger number of students per classroom, which make the teaching of a foreign language in such context a very controversial issue in Brazil. This explains Ana Esther's fear of ending up in one of those schools in case she is not well prepared to take a job in the more affluent and private schools.

Ana Est.:   But, this is how I see it: you have to strive... I know
             I'm putting effort in everything I do. At home,
             every day. Sometimes, I start to speak English
             alone, by myself. I read in English at home. I
             study. I see it as a process that is not restricted
             to the classroom, but outside as well. I see that
             I have to work on my own. Because in class
             everything goes too fast. And we can't talk and
             practice, right? So, this is what I see. I have to
             strive to speak, to develop, to go forward. (Int. 6)

Ana Esther knows what she needs to achieve her goals. Being the only research
participant who entered the university to become a teacher, she has a motive or a
purpose that differentiates her experience from the others. This may explain
quantitative data which indicate that Ana Esther does not refer too much to intentions
(see Table 5.11). She already knows what she wants as seen here:

Ana Est.:   So, when I notice people referring to cultural issues, I
             pay lots of attention, I want to know more about that
             because you may find yourself in a classroom one
             day and a student may ask you: "do they do this?
             what do they do?" So, I feel this eagerness to learn and
             discuss these things more. (Int. 4)

Ana Esther's understanding of her context and learning needs are matched to the
strategies for achieving her goals. Ana Esther's skills as a learner are also noticeable
in her use of social and affective strategies. Since she knew classmates might criticize
her if she volunteered too much, she encouraged those around her to volunteer. To
avoid feeling discouraged by the lack of motivation in others, she encouraged
classmates to work. Towards the end of the term, when she felt the teacher was going
too fast, she was depressed and anxious for a week. However, she was able to
recover by recognizing that she would lose more if she continued to feel depressed.
Therefore, despite the social, affective and cognitive demands, and the indirect
experiences which affect her the most, Ana Esther finished English IV with a sense of
accomplishment.

Ana Esther's success with English can be explained by her love-story with the language. In her words, "English is my passion"[15]. Here she describes herself as a student who takes learning seriously:

> "I force myself to study. I write sentences, forcing myself to learn them. I pay attention in class, ask questions if I have doubts. I try to do everything the teacher requests. Once I even memorized a long list of verbs in the present, past and participle forms because I have always wanted to do well in English". (Int. 1)

Moreover, as a student at FALE, she has learned that if she wants to develop the fluency she wishes for herself, she will have to do her part. In her words,

> "If you want something, you have to search for it. You may even learn a lot in the university, but you will not learn everything. If I want to be a good English teacher, I have to invest in myself". (Int. 1)

Passion and hard work explain Ana Esther's success. Her experience reflects that her main motive for being in the university and her interpretation of the events that happened in class have a significant influence on the way she goes about her learning process.

5.4.2.2. *Cristina's Experience*

Cristina comes from a poor background. As part of a large family, at an early age she learned to take care of herself. Her parents never had to worry about her studies because she took pleasure in learning.

Cristina studied in public schools. Her first contact with English was in 7th grade. At that time, she found it "snobbish and unnecessary"[16]. In spite of disliking it, she took it as a compulsory requirement of the curriculum. As a learner, Cristina

---

[15] Interview 1
[16] Interview 1.

remembered she used to memorize her English lessons. She described herself as a dedicated student, but not of the "attached-to-books"[17] type.

At 16, the year she entered secondary school, Cristina started working, looking after an elderly lady. She worked during the day and studied at night. Eventually, she dropped out of high school. A year later, Cristina entered a Supletivo program - an adult program that allows students to complete primary or secondary school. After graduating, she took a series of different jobs. When she got married, she stopped working, but soon found herself wanting to do more.

She decided to try the Vestibular for a degree in Communications. However, due to her academic background, she registered to take the Vestibular for Letras[18]. She started her university studies in 1992.

Cristina started to enjoy English after entering the University. She began to see English as a universal and important foreign language for her to learn. At that time, she had bought a VCR. Renting movies aroused her curiosity for English. Therefore, when she had to choose the languages for her major, she decided on Portuguese and English. At FALE, Cristina described the methodology as "totally new"[19]: there are video tapes in the classroom; students are asked to listen and work on English songs at home; students listen to audio tapes, and get to talk in class. However, she makes a point in saying that "new is not a synonym of efficient."[20]

In her trajectory through English IV, Cristina was the research participant who showed more determination in dealing with her own limitations. Coming from a low socio-economic background, Cristina learned from an early age that she would have to work hard for the things she wanted.

---

[17] Interview 1.

[18] Cristina makes this statement referring to her always studying in public schools. This together with the interruption of her studies gave less chances than other students who take the Vestibular after spending fortunes in the many preparatory schools. Moreover, Letras is a program that does not attract many candidates given the low salaries paid to teachers in Brazil. Consequently, the rate between candidates and openings is lower than that for other programs. Therefore, her decision, as well as of the other participants in this situation, is based on these two factors.

[19] Interview 1.

[20] Interview 1.

Entering the University was a major accomplishment for someone with her economic and educational background. However, it is only one of the many that Cristina evaluates here:

> Cristina: I work two different jobs, I have a house to take care of,
> I don't have much, so my situation is different from
> other classmates. I believe all of that influences one's
> process. I believe it's not that I'm less intelligent. Some
> times I wish I could be one of those students who knows
> the answer to every question, that would be great, don't
> you think? But, at the same time, the difficulties help
> you in many ways, right? We learn to appreciate small
> accomplishments more. (Int. 3)

Cristina's ability to confront her challenges is remarkable. Compared to other research participants, Cristina showed a superior use of learning strategies (see Table 5.5). She was not as afraid as the others about asking questions in public. She would open the book to accompany the teacher when she could not understand well; she pronounced words mentally as others read; she paid attention and spotted mistakes; she did homework as requested. Also, she did not waste time in trying to get phonetic transcriptions in class because she believed time was short; she asked classmates questions, and she attempted to increase her participation in speaking activities.

In addition to that, she reported more on conflict (see Table 5.6) than others. She was outspoken about problems. She reported that she did not like a particular classmate who "sounded patronizing" in his corrections. She also revealed conflict among the members of her own circle, and the competition between groups to show off "technological equipment".

> Laura: Do you believe there's this need too? Of bringing in
> VCR's, videos, tapes, multi-media presentations?
> Cristina: Yes, I do. Specially in (name of classmate)'s
> presentation- that bore!
> Laura: Why don't you like him?
> Cristina: ((laughs)) Because he is really boring. Nobody likes him.
> He is always saying the wrong thing, going against
> everybody. He thinks he is the best. He's obnoxious. (Int. 3)

However, her decisive views concerning others did not stop there; it also extends towards herself. Cristina showed a high degree of self-knowledge (see Table 5.7), which allowed her to direct her energies to the issues she needed to improve on. Cristina frequently refers to shyness and inhibition in front of the classroom.

> Cristina: What happens is that I start shaking. I just can't seem to be able to look people in the eye when I'm in front of the classroom. I get very nervous. ... I'm outgoing as long as I don't notice people are paying attention to me. If that happens, my palms get sweaty and I can't do anything else. ... I don't know how to work on this; how to overcome this shyness. (Int. 2)

As we can infer from the passage, the frequency of her reference to these feelings, corresponds to their negative impact on her class participation. Working was one of Cristina's main obstacles to a better performance (see Table 5.9). She worked in two part-time jobs for 35 hours per week. Since she commutes for about three hours to and back from the university, she is left with little time to study. Yet, she studies whenever she can; in the library while she is working, for example. This explains Cristina's more evident concern with time (see Table 5.8). She complained more about the teacher's fast pace at the end of the term. She was aware that, unlike her classmates, she could not compensate for the teacher's faster pace by dedicating more time to her studies.

Cristina reported that her beliefs about the teaching of English (Table 9) have developed in her years as a student. She believes classroom presentations should be more than only entertainment, which, in her opinion, is what predominated. She even approached the teacher to suggest improvements to the methods she was using.

> Cristina: "So, I don't believe this is a valid way to evaluate our oral skills. In addition to that, I don't believe we have time for that. I even talked about this to the teacher the other day. I told her, 'Last year, our teacher had us do an oral task in groups. We stayed in groups outside the classroom; she would call us and give us a situation to improvise on. I believe that was more effective because it tested our abilities. So, I told her

that. I also told her we're wasting time and we're not
getting much out of it." (Int. 3)

Cristina believes that teacher and student relationship should be cooperative. Her input to the teacher is also an example of her confidence[21].

Cristina did not report as many intentions (see Table 5.11), but she did wish that she could to be a better student, overcome her problems with oral presentations, and increase her participation. She referred quite frequently to these three issues.

Cristina decided to take Letras because she knew it would be difficult to pass the university entrance examination for the course she preferred - Communications. Therefore, her main motive is to learn English; not to teach it. She works towards that goal by forcing herself into situations which require her best.

"I believe the key is will power. Will power and lots
of studying. You know, I do want to learn. Because
my objective is to learn English. I have to learn. I
have to learn and master English as best as a I can." (Int. 5)

Cristina's sense of determination pays off in the end. Her experience of English IV revealed what she still had to do, as well as the things she had to change to achieve her goals. In her final interview, she reported being satisfied with her learning process, but also admitted that personal problems had affected her performance more than she wanted to acknowledge. She assesses her achievements during the term thusly:

"I notice that I've made progress in the greater
ease I feel when I write. Listening has also
improved. And, even speaking! I notice I'm
risking myself more, I'm becoming less
inhibited. I'm getting better. Day by day. I've
noticed progress... I've learned a lot. ... And I am
the one who notices that. Nobody has come to me
and has told me 'you're better'. I notice I'm better". (Int. 5)

Despite her limited study time, Cristina believed that she had achieved a great deal. Cristina's positive evaluation of the English IV term is related to her life

---

[21] Expression of dissatisfaction to the teacher is something considered risky by other research participants. However, for Cristina it seemed very natural to express her opinion to the teacher.

experience. In her life she has had to play the role of a stubborn fighter[22]. Working her way through school is an example of the force that pushes her and of her determination to get an education. In secondary school she had to quit studying so as to work and help her family. A few years later, back in school, she paid for her studies, studied at night, and worked during the day.

At the university, she continues fighting. She has had to keep above the many discouraging comments she has heard implying that students like her[23] end up dropping English to pursue a Portuguese degree only. However, since she believes she has the right to pursue what she "wants and likes"[24] rather than "what is easier and demands less investment"[25], she has approached her English IV studies determined not to give up. In her words, "this is more than a challenge for me"[26].

Cristina's trajectory through English IV reflects how the combination of her previous experiences, as well as her motive and expectations, are related to her CE.

5.4.2.3. *Fernanda's Experience*

Fernanda was born and raised in a small town a few hours from Belo Horizonte. Her maternal grandfather was Italian. She inherited some of her parents characteristics; from her mother who was serious, strict and demanding, she sees herself as somewhat of a perfectionist; from her father who was always working, she learned to keep busy.

Fernanda's mother had a direct influence on her education. Since Fernanda was a woman, her mother did not allow her to move to Belo Horizonte after finishing primary school - something Fernanda's brother did. After finishing secondary school, Fernanda, who always enjoyed studying and had been a very good student, tried the

---

[22] In one of the rides I gave her, this is how she once talked about herself.
[23] Coming from a poor educational background.
[24] Interview 1.
[25] Interview 1.
[26] Interview 1.

Vestibular for Journalism. As she did not pass, she was disappointed. However, later she understood why. In her own words: "The teaching I received was decent, but deficient. For the environment in which I lived I was knowledgeable, but not enough to compete for a university seat in Belo Horizonte".[27]

After the disappointment of not passing in two attempts, she decided that she would take Letras because it was "easier to pass".[28] She passed in the beginning of 1992, moving to Belo Horizonte to start a new phase in her life. She had a few problems, mainly getting used to working and studying. Fernanda has a part-time night job to partially support herself. In spite of the changes, she considers herself adapted to the big city rhythms.

Fernanda's first contact with English came in the 5th grade at the age of 11. She remembers the teacher who attempted to make English more than just memorization. However, she recalls that English was "book, grammar, and copying from the blackboard"[29].

As a young teenager, her interest in English was increased through a John Lennon song. Learning what the words said awakened in Fernanda the desire to learn English "beyond the book". However, when she entered secondary school, she did not see English differently from any other subject. She evaluated that she did not learn as much as she could have in that period of her scholastic career.

At FALE, Fernanda found everything to be different from her previous learning experiences. The major change was becoming more responsible for her own learning process, something that required effort and time. Working took much of Fernanda's time. Therefore, she wished she could dedicate herself more to her studies.

Becoming a university student has brought changes in Fernanda as a learner. She realizes that she cannot blame her teachers for her failures anymore. She sees herself as more mature and responsible, with positive consequences: "what you learn

---

[27] Interview 1.
[28] Interview 1.
[29] Interview 1.

becomes real learning - you don't forget it because, in a way, you have created that knowledge."[30]

In her trajectory through English IV, Fernanda demonstrated an awareness of the demands of the learning process that was incomparable to other research participants. In the cognitive domain of experiences (see Table 5.5), Fernanda was able to describe her difficulties with details of the processing requirements involved in a classroom task. The selected excerpt is a sample of this awareness:

> Laura: What do you mean with "it's difficult to make the association of ideas"? Is it to know that in this situation you have to use 'going to' or 'will'?
>
> Fernanda: No. This is how learning English is problematic. You not only have different structures, you also have different ideas. And, what I'm saying, that the ideas are different, they are really different. They mean different things.
>
> Laura: Oh, I get it. ((not really sure of what she meant...))
>
> Fernanda: Do you understand? The meanings are different. For example I can't say in English the things I'd say in Portuguese, I mean, using the same verbs, the same words. It doesn't work that way, right? 'Will' is for certain situations and 'going to' for others. This is what I mean when I say association of ideas. That is, I have to think about how people would say that in English. This is difficult. I have to think in English. That is, we still have the mental structure of Portuguese, I mean, at the time you're going to say it in English. And this is difficult. (Int. 2)

This segment illustrates Fernanda's ability to describe cognitive processing in the cognitive domain.

On the social front, Fernanda experiences show she has the highest frequency of reference to issues in Interaction and Interpersonal relationships (see Table 5.6). In fact, this is an area that concerns Fernanda. The data reveal that although she did not reach the point of being detached from groups, she preferred to keep to herself, associating with only a few classmates. In the class presentation, she preferred to work alone. In the excerpt below Fernanda describes her relationship with classmates.

---

[30] Interview 1.

> Uhm... I observe that I'm not too close to my classmates... I
> have my circle of friends. (Int. 4)

In classroom discussions, she always contributed with her points of view. However, when she did, she usually addressed the teacher. What was unique about Fernanda was that she repeatedly called the teacher's name before she spoke. Questioned about this recurrent behavior, she said:

> Now you got me with this question. I say "teacher" because I
> know I'm going to make mistakes and she can correct me. I
> also don't care if others are listening or not. Really, I don't
> care. ....I believe I talk to her because she asked the
> question... I believe every student addresses the teacher.
> Maybe this is a defect, right? Not caring about what others
> are going to say or if they are listening or not... (Int. 3)

At one point she mentioned problems with one of her classmates who, as she perceived it, contested what she said. This specific student came from Law School and took English as an elective. Later in the semester, Fernanda had to work with this same classmate in a pair-work task. Her initial complaints about him turned positive. Actually interacting with him made her change her first impression.

Fernanda's problems reflect her rare use of social strategies. This is something she recognized at the end of the term and improving in this area becomes a goal for her.

> Personally, I need to have more... I realize I have to attempt to
> interact more with groups in the classroom to have more... I
> believe this helps in the learning process, right? I can take
> some of my doubts with one, talk to others. This helps in the
> learning process. That's what I need - improve in my
> relationship with people in class to improve in my learning
> process which, I don't think is bad, but which can get even
> better. (Int. 8)

Too much independence ended up being a problem for Fernanda. However, as illustrated above, she was able to understand the need for more social interaction.

In the affective domain, Fernanda stands out as the research participant who has the most self-awareness (see Table 5.7). She knows her limitations and her strengths. She sees herself as a demanding person who wants people to be sincere

with her. This trait disturbed her, since she realized, "there are all kinds of people[31]" and that could not expect everybody to meet her expectations. After entering the university, she was disappointed in people and became more withdrawn. As the semester progressed, she observed that she was "making a u-turn[32]" in her attempts to reestablish more contact with others. This is a response to the understanding that her self-imposed isolation, identified above, bothered her.

One episode that illustrates how social issues affected Fernanda refers to a comment she received from her teacher. The comment could be considered normal from a teacher. However, it had a long-lasting effect on Fernanda. After her oral presentation, the teacher told her that she had expected more of her. It took Fernanda three weeks to recover from the frustration she felt at that moment. Fernanda had worked alone for weeks and she had done her best. The teacher wanted to see creativity in oral presentations, something Fernanda did not consider as relevant as the objective she perceived for the task - the development of fluency. Yet, despite feeling that her effort in preparing for the presentation had not been recognized, she ended up learning from the experience.

> Now I feel much better. Time has passed and so has the pain, right? But, of course, the frustration lingers. It's not gone yet. But, today I feel much better than on that day. The important thing is that I'm not going to give up. I'm not going to throw everything up in the air, because that would mean throwing out my own work. Nothing justifies that. I am going to finish my course. I'll go on with my other language courses too. And, in spite of the frustration, I know I still have strength to study. I'm not giving up. (Int. 8)

Fernanda showed her resilient nature and her determination in the incident above. It also represented a test on her affective strategies. During the three weeks which elapsed between her first report of how she had felt and the comment excerpted above, she had to find a way to deal with her feelings. In the end, she did,

---

[31] Last interview.
[32] Last interview.

but meanwhile six classes had gone by. She took much less from these 6 classes than she would have taken if she had been feeling better.

Fernanda is also concerned with foreign language issues and institutional factors (see Table 5.8). Like Ana Esther, Fernanda cares about fluency. From her perspective, however, too many people in the classroom reduce her opportunities for practice, which she considers is the only way to develop her fluency. She acknowledges that there is not much she can do.

Fernanda:	"I'd like to participate more, right? But, you have to consider that there are many people. So, sometimes I feel like saying something and I don't because you have to let others talk too... right? (Int. 4)
Laura:	So, what can you do to develop your fluency?
Fernanda:	I'd have to practice. There is no other way. In addition to that, continue studying and practicing The problem is that opportunities are few... (Int. 2)

This is one the many times Fernanda used the phrase 'opportunities are few'. In fact, her lack of opportunities for practice are related to her need to work.

Fernanda's references to working come second to Cristina's (see Table 5.9). Fernanda comes from a town about 200 km from Belo Horizonte and she has to work to support herself. Like Cristina, she feels that lack of time affects her learning process.

Fernanda's beliefs (see Table 5.10) reflect an awareness of the demands of the learning process. More than once she referred to the relationship between classes, time, practice opportunities and student involvement, as in the excerpt below:

"Again, I refer to that point I made before. If you don't take studying into your hands and attempt to present the knowledge you have to yourself, classes are worth very little. But, to learn and master this knowledge is your responsibility. So, it all depends on the time I'll have to do that, the practice opportunities and things like that. This is what I believe. (Int. 2)

Fernanda is able to see the learning process as not only coming to class and taking tests. She seems to be aware that being able to manage studying, time and responsibility leads to more or less success.

Finally, Fernanda seems to have a set motive (see Table 5.11). In spite of Letras not being her first choice career, Fernanda is determined to become a good teacher. The following excerpt summarizes her goals.

> "It's because I've made up my mind that if I don't get to have
> the fluency that I want, I don't want to be that teacher... uhm...
> a half teacher. I don't want that for me. I want to be a good
> teacher or not be a teacher at all. If I don't get the fluency I
> want, if I can't articulate my thoughts in English, I'm not. ... I
> have to practice more and work on these things'. (Int. 3)

Fernanda's trajectory through English IV documents the relationship between the experiences she reported, her objectives and her rendition of the classroom happenings. She ends the semester feeling that her learning process was fruitful, learning more than English along the way:

> I end the semester with a feeling of learning. I ask myself:
> 'Want to learn English?' Yes is the answer; a lot. So, I did learn.
> All those expressions... I believe I learned a lot and that I will
> always learn, right? And that it will never stop...((laugh)) (Int. 8)

> ... I've also found out that whatever happens, I won't ever stop.
> Understand? Even if something frustrates me, I believe I can't
> let myself be overcome by that... I'm too vulnerable. So, I cant.
> I gotta learn to go ahead. (Int. 8)

> ... I also need to be more attentive. I don't know if it's relevant,
> but I also have to remain calm during tests, avoiding the
> tension that cuts my reasoning. I have to improve in this:
> manage my test anxiety" (Int. 8)

To conclude, Fernanda's awareness of the demands of the learning process is influenced by the situation in which she lives. Having left her hometown, Fernanda has learned to be alone and to reflect over her experiences. More than once, Fernanda analyzed how her behavior was shaped by previous experiences or by her background. She has searched for the meaning of experiences she goes through. In turn, they guide her.

5.4.2.4. *Isabel's Experience*

Isabel comes from a low middle class background. Her family lacks a tradition for schooling. On the one hand, her father never supported Isabel in her desire to learn. He criticized her for choosing to continue her studies after completing primary school. Her mother, on the other hand, always encouraged Isabel, making sure that nothing interfered with her daughter's studies. Isabel's father is retired, so her mother supports her. This has allowed Isabel to avoid the necessity of work.

In spite of her family's lack of an educational tradition, Isabel believes that studying is necessary. She recalls that she started school at the age of six. She was never afraid of going to school. She believed that she was in school to learn, so she had to study. She enjoys studying and learning.

Isabel's interest in English started before she was in school. She used to see English books and wondered why she did not speak English. Her formal contact with English started in 5th grade. She found English "beautiful and different."[33] Isabel liked English from the very first day of class. She used to sit in the first row and pay attention to everything that happened in class.

Isabel continued studying English in secondary school, which she finished at the age of 18. She then tried the Vestibular for psychology, but did not pass. She spent the next year working and entered a private language institute to study English. At the age of 22 she decided to go back to school and tried the Vestibular at a private college. She studied in that college for two semesters before she had to quit because she could not keep paying the expensive tuition fees.

It was her mother who encouraged her to try another Vestibular. Isabel would have liked to pursue Veterinary medicine, but chose Letras because it would be easier. Isabel passed the Vestibular at the end of 1992. Besides taking English, she is taking French courses.

---

[33] Interview 1.

One of her memories about the first years of learning English refer to the methodology that focused "more on reading than on speaking."[34] When she started secondary school, she started to collect issues of an English Course sold at newsstands. She used to read them, listen to the accompanying tapes and repeat the lessons.

At FALE, Isabel found a more communicative approach to teaching English, as well as a more encouraging environment. She feels surrounded by English at FALE.

Isabel's trajectory through English IV is not marked by any major event. From the first interview, Isabel mentions that her main problem in English classes is speaking. She feels self-conscious when she has to speak. Although Isabel does not deviate from the average, in the cognitive domain of experiences (see Table 5.5), she seemed to have a recurrent behavior: if she had a doubt, she preferred to find the answer without asking the teacher. This behavior was also reported by other participants, but their uses of this strategy were less frequent than Isabel's. The excerpt below illustrates how she explains her behavior.

> "I didn't ask the questions. Because if I asked her, I would like her to explain it to me... something almost personal. If she explained it at the time, she would be explaining it to the whole class, and I wanted to talk to her in private; ask her for an explanation which, even if it were short, would be just for me, so all her attention would be mine. So, it would be easier. If she answered the question in class, someone could interfere, ask her something else and that might confuse me... So, in these cases, I prefer to talk to the teacher in private." (Int. 6)

Isabel seems to know she cannot get the kind of assistance she wants in a classroom situation. Asking questions was the one most frequently used learning strategy reported by participants. Although Isabel said that she preferred to ask the teacher in private, she did not do this. Therefore, what looks like a strategy for Isabel, i.e., to question later, may actually be considered an avoidance strategy.

---

[34] Interview 1.

In the social domain, an explanation for Isabel's behavior emerges. Isabel fears criticism. She knows that if she asks too many questions this may be interpreted as showing off. Moreover, public exposure of not knowing something may also cause ridicule from other classmates. In fact, as Table 5.6 shows, in this area, Isabel's strategies are quite above the average. The strategies she uses the most are either to avoid criticism or the possibility of ridicule.

> "Even if you are prepared, you may speak the least possible. Because they may find that you belong somewhere else... You feel not valued at all. So, it's wise to do something not very ambitious and speak the least possible. (Int. 6)

Isabel demonstrates a high-degree of self-consciousness because she believes her classmates are paying attention to her in a critical fashion.

In reporting other learning experiences (see Table 5.9), Isabel reveals previous scholastic experiences which explain her self-consciousness. According to her, in primary school she loved to participate in class. In secondary school Isabel went through two different experiences which made her change from an active participant into a more quiet one. In the first incident, a teacher asked students for a research project. After correcting them, the teacher chose Isabel's project as an example of what a good project should look like. This is the memory that has stayed with her:

> "When he did that, everybody looked at me... with that look... Gosh! That, instead of making me feel happy, made me very sad because my classmates felt I should have told them how to do the project. They were sarcastic, saying I had been a very good friend... With that, I believe I started losing that... that drive to be the first. I believe I lost a lot with that..." (Int. 4)

In the other episode, Isabel recalls how she loved a chemistry class. The teacher asked questions that Isabel eagerly answered, until her classmates complained she was not letting anyone else answer. When they told her she was the teacher's pet, her reaction was to keep quiet. Regarding this second episode, Isabel said:

"From then on, I was never the same. I prefer to restrain
myself. Even more at the university... because everybody
here... because of this competitive climate... " (Int. 4)

These social experiences may account for Isabel's self-consciousness and her
avoidance strategy in solving her doubts.

Table 5.7 shows Isabel is quite above the average in reports of motivation,
interest and effort. In fact, Isabel seems to have maintained a constant level of interest
in class activities. In terms of effort, Isabel has strong beliefs about being a student
and what this role entails. In the excerpt below she comments on the low attendance
rate to an extra class:

"Not that I came to show-off. But, if the teacher is willing to
teach us an extra class, when she could be resting... She is
trying to catch up with the time lost, in other words, help us to
avoid having classes in December... I believe everybody should
come instead of giving these silly excuses. The problem is that
they'll have to wake up early... This is really a demonstration
of lack of interest". (Int. 7)

Isabel, as a student, felt an obligation to come to class on account of the teacher's
extra effort.

Isabel, like other research participants refers often to time (see Table 5.8) as a
factor affecting the learning process. For example, she perceived that time affected
pair work tasks, where only one could fully finish it in the allotted time. However,
Isabel also appreciated the teacher's decision to complete the curriculum even if the
pace was faster.

" I find her decision a good one because, I don't know if you
noticed, but this book is divided into units which cover things
we've already seen, others which are reviews, and yet others
which present new topics. Most of the topics are review. In
fact, this is how the book is divided: 3 lessons, one with new
information, 3 more lessons and a review. Therefore, these
reviews are good. But, if she had to stop to review point by
point it would take forever. So, she has to go faster with that
which has already been taught. She's emphasizing the things we
don't know. So, I like her decision. She leaves the stuff she
knows we already know to do at home. Just because in class
there's no time to see everything". (Int. 7)

Isabel understands that the learning process has to be complemented by the students if they want to achieve their goals.

Isabel was the research participant who referred to learner responsibility the most (see Table 5.10). She recognized that time spent doing homework and other assignments represented more time in contact with the language. She also preferred working alone because she believed that it developed her independence. On weekends she prepared for the topics to be covered during the week. In the excerpt below she summarizes her belief in the importance of learner responsibility in the learning process.

"I believe I'm a student, so, for me, there are no holidays, there are no weekends. If I have to go out or on a date and the teacher asks me to come on a Friday or on the weekend ... I do not stick to my original plans. Instead, I apologize for not being able to keep the appointments and explain that I have to come to school. I gladly let those plans for another day because pleasure and fun can come later, but an extra class happens only once, right? Why I am studying, right? I have to be flexible. Of course, I have my life, but there are times we have to put it on hold; because it pays off in the end, right?" (Int. 7)

Finally, Table 5.11 presented how often Isabel stated her intentions. Improving her grades to an A level was one of them. More participation in class activities was another. Isabel's repeated references to working on her class participation was still an ongoing process at the end of the term.

"I don't know if the others feel shy, but I do. I am shy. I'm trying to change that. Sometimes I feel I have to confront the class, I have to speak up... even if I make mistakes". (Int. 6)

Isabel's primary motive in taking English is slightly different from that of the other participants. Her objective was to graduate in English and get a job so as to pay her way through veterinary school, the career she truly wants. Therefore, she takes her studies seriously.

Her interpretation of classroom events and her approach to learning show the relationship between her objectives and her experiences. Isabel did her best in class,

working diligently towards her goal. She ended the semester feeling she had had a productive term, particularly as a research participant.

> "It was very good to think a bit more carefully about our objectives and what we were doing about them. If what we are doing is working. I learned to reflect about my performance, about other issues related to the class, and about the future". (Final-Evaluation Questionnaire)

5.4.2.5. *Paula's Experience*

Paula also comes from a lower middle class background. She always had an interest in learning English, but financial conditions prevented her from studying English early on in her life. She does not speak any other language and has never had contact with other languages.

Her parents have different attitudes towards the importance of education. On the one hand, Paula's mother is supportive of her daughter's choice of entering the University. Her father, on the other hand, does not believe in the value of education. He would rather see Paula working. Paula did not work when our interviews started; but halfway into the semester she took a part time job.

Paula was 15 when she entered a technical high school. She was there to complete a technical degree in sanitation. At the age of 17, she completed her apprenticeship, but never worked in the area.

Her memories of learning English start at 15. In her second year of high school, Paula transferred to another public technical school. The kind of English teaching she received there was better because,

> "the book they used was very demanding, it demanded more... basically, it was the study of grammar structures, exercises and tests; no conversation. There, it was only writing."[35]

---

[35] Interview 1.

Entering the University as a Letras student in 1992 came from the realization that she "needed to learn English well."[36] However, Letras was not her first choice. She wanted Communications, but did not pass the Vestibular.

As a learner, Paula never had much difficulty learning English until she entered the University. Comparing it to her previous learning experiences, Paula sees a significant difference - the learner has to search for learning too. In her words: "you learn from yourself."[37] As for herself inside the classroom, she says,

> "I've always been shy, thus, when I began to study English here, I used to feel a bit out of place. Honestly, I did not know what to do. Nowadays, it's different. Because of the familiarity that I'm having with the language, I'm improving. I still feel shy, but less than before."[38]

Paula had a singular experience of English IV when compared to the others. After cognitive experiences, she referred more to affective issues than to social ones. In addition, she was the only research participant who ended the term feeling she had learned almost nothing. In the paragraphs below, Paula's experience is described with excerpts which illustrate her perceptions, interpretations and behaviors.

Paula stayed close to the group average in her experience of the cognitive domain (see Table 5.5). She had a good perception of objectives, and reported having learned from tasks. However, despite identifying objectives well, Paula criticized most class tasks. Sometimes she pointed out the task was a review that did not add anything; at other moments, it was the material which was limited. Paula repeatedly uses the word 'tiring' to evaluate class activities, but also stated that when the task involved grammar, she paid more attention. The excerpts below illustrate Paula's reactions to different class tasks.

> "When it's a grammar exercise, I click in, understand? I pay a bit more attention. But, when it's a task I'm not

---

[36] Interview 1.
[37] Interview 1.
[38] Interview 1.

> too interested in... Grammar, I really like. I did that in a
> second". (Int. 2)

> (About role-plays) "I believe they are a bit tiring. Not
> totally since I do believe it's a valid task. When I say
> tiring I mean that sometimes I hesitate talking, right?
> Role-plays that you have to come up with the dialogue, I
> find those nice, because they make you reason. But,
> when you have a ready-made dialogue and you have to
> complete it, it doesn't appeal as much, you don't get
> interested in that". (Int. 2)

As the third sentence in the first excerpt indicates, Paula leaves it unfinished when she mentions uninteresting tasks. In this case, her usual behavior is to pay peripheral attention, i.e., she knows what is going on, but not in detail[39]. In addition, she prefers not to participate as much as she could.

> "I may even the know the answer; have everything clear
> in my mind but, I say to myself, 'oh, I'm not going to
> answer". (Int. 3)

In sum, Paula's experience of the cognitive domain was conflicted. On the one hand, she followed class tasks, paid more attention when tasks interested her, and she did not have major difficulties. On the other hand, she seemed not to take much from class tasks given the criticism often included in her statements, and the partial attention she reported during tasks.

Paula's affective experiences reveal clear differences when compared to her peers (see Table 5.7). She reported many more negative feelings and much less motivation, interest and effort. Her negative emotions range from finding class tasks tiring, to fear of public failure, nervousness, inhibition, frustration, and feelings of isolation.

> "I don't know what happens but when I have to go up front,
> the first that happens is that I start shaking. I told myself, I'm
> not going to present. But, the teacher forced me and I had to
> go. Up there I lost my breath; she asked me to speak up and I
> just couldn't. My voice seemed to get caught in my throat... I
> don't know, I just couldn't speak louder... It's not easy for me
> to speak in public... I find it really difficult..." (Int.3)

---

[39] This interesting concept is also found in Lave and Wenger (1991).

"I believe I was... I don't know... very nervous. That's how I feel when I take tests like that, in a hurry. I didn't do well. I ended up not reviewing anything". (Int. 4)

"I don't answer and I believe inhibition is the problem. People feel inhibited to talk... being the first... start up the conversation. At least, I believe this is what happens to me. I don't answer... For the uninhibited, speaking is not a problem, but those who are inhibited, they just can't do it". (Int. 3)

All research participants reported negative feelings similar to these. However, for Paula they were not only more frequent, but also did not change over the term. In our second interview, Paula's first comment was that she had not paid too much attention because she did not feel integrated. At the end of the term, she still reported feeling isolated.

"I continue feeling a certain isolation because... Not just an individual isolation, but an isolation from the group. I believe the type of tasks we do, for example, pair work, you end up not getting integrated with the rest of the class. I talk about this isolation which I feel due to the activities, due to what happens during the class. Understand? So, the isolation continues. (Int. 8)

Nor did Paula's frequent reports of feeling tired, discouraged and lacking energy improve over the course of the term.

Laura:	What was causing this unwillingness to participate?
Paula:	((laughs)) I believe I was tired. I was very sleepy. I was on the verge of leaving, so tired I was. I had stayed up working on a literature paper. It was to be done in groups and I went to sleep worried about that. I woke up very early. So, I was very tired. (Int. 2)
Paula:	I even wrote in my diary that I found the activity quite tiring. So, I didn't get much out of it. But, I also wrote that when the reviews are not motivating, this also contributes... I wrote down I was not very encouraged to do it, finding it tiring to get stuff from the book. Sometimes, the book helps you, but other times it doesn't. This habit of constantly looking into the book... you feel tied up. So, I didn't get much from this pair work. (Int. 2)
Paula:	(in response to a question of why she believes she feels this way) Yes, I've been reflecting about everything. But, you know, sometimes I feel so

discouraged, I don't feel like coming to class. I feel
like staying home, not doing anything. Then, there
are days I feel better. I don't know why. Maybe
because we're getting to the end of the term and
papers start to pile up; you end up getting tired...
You feel tired and you want to take a rest. But, I
believe this is normal. I believe there are days we
feel like ((incomprehensible)). (Int. 6)

"I even wrote down this observation. In this class I
wasn't feeling too integrated. She (the teacher) even
asked us to do this assignment and I wasn't tuned in.
I wrote down that it was because I felt tired. I hadn't
slept well and I wasn't tuned into the class. I was kind
of distant, my mind was quite distant". (Int. 3)

Only once did Paula come to an interview and report having enjoyed the class unreservedly. Regardless of my attempts to make her reflect on her typical dissatisfaction, Paula did not find an explanation that went beyond feeling tired or finding tasks unstimulating. Nor did she feel this was something she had to work on.

In the social domain, Paula stands out as the research participant who made no reference to friction in interpersonal relationships (see Table 5.6). In the second interview, she did report feeling isolated, but Paula was not new to this class, a possible explanation for her isolation. On the contrary, she had been accompanying the same group since English 1, the group previously characterized as socially predominant. She systematically sat and worked with the same classmates, making them her circle. Other classmates would approach her to talk to her, but she would not initiate conversations with those outside her circle. She might exchange a few words with them, but nothing more. Paula's avoidance of contact with other classmates is another unique social strategy she uses. The following excerpts illustrate how Paula fully understands her isolation, and the strategy she has developed to make sure she and her classmates stay together.

"I was alone. So that the teacher asked me to move to another
place and sit with those girls. I did not get to discuss it with
them because they had almost finished the whole paragraph.
So, I worked by myself. I just wrote. I did not discuss. Then,
V., who was by my side asked me what I thought, but it didn't

go beyond that. I did everything by myself, writing and
putting the paragraph together". (Int. 2)

(About registering) "We always do that. Because if you don't
plan to come for registration on the same day, you may find
yourself in a class where you don't know anybody. Then, you
have to start all over again, right? New friendships... and that's
difficult. ... You have to find a way to keep the group you have
because the institution does not care about that". (Int. 7)

The reason for her distance to classmates outside her circle seems to be that making

new contacts would not be able to provide the secure sense of continuity Paula

needs.

Paula's reports on institutional factors is quite above average (see Table 5.8).
She finds that registration per course, as it is done in the university, limits students'
possibilities to establish deeper friendships. She also comments that the number of
classes per term as not enough to cover the curriculum. Finally, Paula has reports
about the influence that the end-of-term period and the attendance requirement have
on her, as the excerpt below illustrates:

"Lately, I've felt this pressure to do things and fast to hand them
in. That is so difficult... These weeks I've been coming to class
because I have to[40]..." (Int. 8)

Some of the lack of motivation which affected Paula may be explained by her

frequent references to previous learning experiences. As the excerpts below illustrate,

Paula remembered seeing much of the material before.

"By the way, this was an exercise I had already done. Because
last semester we had worked on this. I had even Xeroxed those
pages because I wanted to practice more. I had asked for the
book and copied the exercises on the present perfect. So, I had
no difficulties". (Int. 5)

"I started to remember English III. We saw that a lot last
semester". (Int. 6)

"Look, to be very honest I did not notice the difference. But, I
remember what the difference is because this book, I don't

---

[40] At FALE, students have attend 75% of the classes taught; otherwise they may not be promoted on
account of absenteeism.

> know if you've already noticed, but it reviews a lot of the
> things we saw in English III. So, I did not notice, but I know
> the difference because we saw a lot of that last semester". (Int. 2)

In fact, English IV expands on the topics presented in English III, bringing in more complex issues. This may have given Paula the feeling that there was nothing new in English IV. However, that could apply to the structural items, not to the topics, the vocabulary or the development of the four skills which are also part of the curriculum. Paula seems to believe English IV should bring her new structural items only, instead of the additional chance for practice and development in those other areas which are not grammar-oriented. However, to develop in those areas would require her to work on the areas she had more trouble with in the social arena.

When Paula talked about her learning process she was aware of the issues she had to deal with. She referred to them many times relative to others; Paula is quite above the average in this area (see Table 5.10). The excerpts below illustrate her analysis of this process.

> "For example, I talk a lot to myself. In my own words... I
> believe that is more than learning, it's self-learning. Comes
> from within". (Int., 2)

> "When I have to talk... I believe I lose the selection of
> structures to put a sentence together, or a question... I lose it.
> Of course, when I have to write it's easier". (Int. 5)

> (About non participation in a class discussion) "I believe that is
> my normal behavior. But, when I pay attention, I keep my
> questions in my mind. Yet, I don't express myself, right? But,
> I try to question it myself. I don't believe it's a problem not to
> share my point of view with others. When they say something
> to which I agree, I say I, in my mind, I agree with them, but I don't
> express myself, understand?" (Int. 5)

It seems clear that, despite her understanding of her behavior in different aspects of the learning process, Paula gives more emphasis to its structural aspect. In the following excerpt when asked to describe learning, she focuses on the structural aspect again.

> "Oh, I believe learning is when you think. You stop, think and
> reflect. And you say to yourself; 'it's this, this, and this'. At
> least when I learn grammar or something new, I test myself

mentally. Then, I believe it's clear for me. I believe you've learned something when you can transmit it in your own words". (Int. 2)

Paula ends up missing much from this perspective of learning. By focusing only on the structural aspect, Paula misses the function of code she is learning - communication. Her final frustration with English IV may be explained by this belief about the English learning process.

Paula also seems to believe learner responsibility involves doing assignments and coming to class, these being the behaviors she reported on. However, there are other areas which also demand her attention, and despite knowing that she alone is responsible for improving in these areas, they remain intentions (see Table 5.11) for future action.

(About working in pairs) "I restrain myself a bit. I have to loosen up and these pair work activities, I believe they help to loosen up. But, I restrain myself." (Int. 3)

(About participation) "No. Sometimes, I think about something to say, but I don't say it. Sometimes, I feel have to be pushed ((laughs)) to do it... But, I can't, I... (Int. 3)

(About implementing action) "I believe what's missing is getting rid of this inhibition. But, I know it's my problem. It has nothing to do with the teacher. I myself have to find a way to give myself a push... It has to come from me". (Int. 3)

(About lack of participation) "I believe what's missing is a personal attitude. ... I know I have to get better. But, I know that it is exactly because I haven't been able to say 'forget about it and just do it' that I haven't done anything. But, I will ((laughs))". (Int. 9)

Paula realizes she must overcome her inhibition and find a place in the classroom. She knows this requires her to confront her fears. She says she will, but this did not happen before the end of the term.

Like Fernanda, Paula attempted to pass the university entrance exam for Communications, but failed. She entered the Letras course knowing she would have difficulties; her experiences confirm the difficulties she expected. Paula's experience of English IV is conflicted throughout the whole term. Her interpretation of classroom

events and her approach to dealing with them show the relationship between her perceptions and her experiences.

Paula ended up passing to English V as she had predicted. She approached English IV the way she was used to learning. However, at her stage in the learning process, she needed to do more. As she put it, she needed a push. It seems that Paula originally expected the push to come from her teacher, but realized it has to come from her. Taking responsibility for the areas she has problems with is her greatest challenge. It may be that, for Paula, the most important task of English IV was to realize that she would have to push herself in English V if she is to make it a better experience. She ended the term unhappy about what she was taking from English IV, and provided the best summary to her own experience with these comments:

"I've learned some, but not what I expected I was going to learn. Understand? I expected more. I believe it was not enough, I mean... most of the structures we saw, we had already seen. So, the term was mostly a review... At least that's how I see English IV, as a review. With just a few new structures which came in the end. So, because of this review it does not add too much, right? It doesn't add to your knowledge or to your learning. But, I believe that, being something we had already seen, we should have developed more. I don't know, in these same structures, find ourselves better. I don't see myself achieving that. I believe it was the same thing. I feel as if I were halfway through English III. This is what I see.... It didn't add much. I believe I am in the same level I was when I started. The same..." (Int. 9)

5.4.2.6. Reginaldo's Experience

Like Cristina, Isabel and Paula, Reginaldo comes from a working class background. He holds a part-time job and lives with his family in a distant neighborhood. He is at the university in the morning, and at work in the afternoon, getting home around 9 PM.

Reginaldo's first memories about English come from his older brothers and sisters' English books. When he got to 5th grade in a public school, Reginaldo recalls paying attention to English as if it were "something very special, more special than

other subjects like mathematics."[41] After he transferred to another public school, repetition started and he began to lose interest until somebody brought him songs whose translations he enjoyed reading.

Throughout his secondary school years, Reginaldo continued to collect lyrics, developing the habit of singing along to learn English pronunciation. When it was time to take the Vestibular, Reginaldo wanted to study Communications, but he did not pass. The following year, without a preparatory course, Reginaldo passed the Vestibular for Letras and started his courses in 1992.

Reginaldo decided to take not only English but also Spanish and French. At first, he thought that taking three different languages would confuse him, but instead, he noticed that comparing languages helped him. His grades told him he was doing well in the three of them. The most extraordinary thing he experienced at FALE was the new approach to teaching that focused on communication.

As a learner, Reginaldo was never a "grammar-book student"[42], preferring to make his generalizations from the things he has picked up from songs, readings and movies. He prefers to do things his way, when he wants to do them. He does not like to do homework, but he does it because he has to. He considers not liking homework a defect. Finally, the difference he observes between himself as a 5th grader and as a university learner lies in their changed perspectives. As a university learner, he focuses on his future career, which demands a kind of attention he did not have as a 5th grader. He continues to enjoy English, but as a university learner, he has a new mentality - that he has to learn in order to teach.

As in the previous descriptions, Reginaldo's experience of English IV is unique. It reveals how his self-knowledge is important for his learning process. In the cognitive domain, Reginaldo does not stand out in any of the subcategories (see Table 5.5). However, throughout the semester, he became more aware of the objectives underlying classroom tasks. He did not refrain from asking questions when

---

[41] Interview 1.
[42] Interview 1.

he had doubts, but like his peers, he occasionally resorted to classmates to solve them. He recognized learning from class tasks and his use of learning strategies matched his preferences. He preferred to repeat pronunciations of words mentally rather than copying phonetic transcriptions. He also preferred listening to music tapes and watching movies with covered captions, instead of listening to the tapes which accompanied the textbook used in class. However, contrary to the collective pattern of preferring to write before speaking, Reginaldo preferred oral activities to written ones. His previous experiences with English explain this preference.

In the social domain of experiences, Reginaldo reported more on interactions and interpersonal relationships than the group average (see Table 5.6). He had a good relationship with everyone in class, but, like the others, he preferred to work with those of his circle, recognizing that he had known them since English I. In addition, Reginaldo acknowledged that it was common to switch to Portuguese, particularly when working with people who were not too interested in class tasks. Therefore, he preferred to work with those he considered responsible. As for strategies, he believed competition and criticism are part of the learning process. He dealt with them by just going on with his work, as the excerpt below illustrates:

Laura: Doesn't that (not participating because of criticism)
             bother you?
Reginaldo: Oh, yes it does.
Laura: And how do you deal with that?
Reginaldo: I don't do anything I just go on. It's part of the
             process and that's it! (Int. 6)

He acknowledged the issue, but did not let it bother him too much.

In the affective domain (see Table 5.7), Reginaldo deals with affective issues similarly to the way he approached competition and criticism. He experienced frustration and inhibition like his peers, but he dealt with them by confronting them as in the excerpt below:

(about feeling inhibited in class) "Look, now I'm trying to deal
with my inhibition. Trying. This is what I think is important:
trying to deal with it, in spite of being difficult." (Int. 2)

For his classroom presentation he chose a daring topic[43], and did very well. He reported he was inhibited in the beginning, but as he noticed classmates were enjoying the topic, he overcame his initial negative emotions. For Reginaldo, effort is what counts. He knows that what is difficult today will not be as difficult with time.

Contrary to his peers, Reginaldo did not refer as often to issues related to setting (see Table 5.8). However, while the others had reservations about the lack of time, Reginaldo observed that sometimes the time allotted for class tasks was more than enough, and other areas suffered for it.

"I think the time she (the teacher) gave us to prepare was
too much. I'd like to see other things being done in class that
don't get done because she ends up assigning them for
homework. If she gave us less preparation time we might have
time to see other things that deserve to be seen in class". (Int. 3)

Reginaldo had a job just as Cristina and Fernanda; however, he seemed to take language learning differently. He did not study in the sense of sitting down and studying from the textbook. Instead, he read his lessons on the bus; listened to music and attempted to write the lyrics, and wrote the translation of songs. Those were the ways he 'studied' English. He even acknowledged he did not like to do assigned homework. Instead, he preferred to work on what he liked. Maybe, for this approach to learning, time in the classroom was not as important for him as for the others.

Reginaldo brings into the classroom the experiences he has accumulated in previous years or in different courses (see Table 5.9). His history is part of his learning process.

(About the objective of speaking activities) "Practice our oral
skills and work on our inhibitions too. I remember that in
English II the teacher told us to speak a foreign language was
like acting. Since it's different from our language, when we
speak it is like we were acting". (Int. 3)

---

[43] The topic was 'Swear Words in English'.

> "I did well because I remember I was in English 1 and, it was in that book Collins, that we did an activity like this one. There was also a house that we had to name, understand? So, I remembered that". (Int. 3)

Reginaldo always saw the relationship between what he was doing and what he had done before. Making connections about what was previously learned and what is being learned brings a sense of continuity and of development.

Reginaldo's beliefs about the learning process (see Table 5.10) changed as he became more aware of himself, becoming more conscious of his learner role as a consequence of his increased understanding of his own responsibility.

> "I don't know if you remember in the beginning I had told you that the teacher allowed us to take too much time in the preparation of pair work tasks which was a waste of time, remember? Well, in the course of our interviews and watching ourselves on video, I realized that part of the responsibility was ours too - wasting that time she gave us. I still find that she give us more time than we need, but we could use it better. Even if I don't like it, I should find a way to make good use of it." (Int. 6)

As he stated, accepting more responsibility for one's learning was an advancement for him. He even started to share his experiences with others. For instance, at the end of the term, one classmate approached him to complain about the teacher's fast pace. Reginaldo told her that after watching the videos in our interviews he had realized how time was wasted and how students tended to expect the teacher to do much when students did not do as much (Int. 6).

Reginaldo's statements of intention (see Table 5.11) are directed to his perception of the issues that affect him.

> "This (feeling of frustration) is very prejudicial for us... The teacher tries hard to make us speak up, but our anticipated frustration is so way inside of us that it affects us. I think we should try to speak more than we do, just a little bit. If we forgot our shyness, we could participate more in class". (Int. 2)

As he understood his role in the learning process, Reginaldo is ready to act more on it, not only for his own development but, as the incident above illustrated, his actions benefited others as well.

Reginaldo ends the term with a feeling of satisfaction with what he took from English IV. In the evaluation of his participation in the research project, he reported having learned to identify the objectives of class tasks and if he had achieved them. "This facilitated the comprehension of many things that went unnoticed in the classroom"[44]. By reflecting on his practice and examining his experiences, he concluded that he had become more conscious of his role of as a learner, and how to better acquire knowledge in the classroom.

5.4.2.7. *Individual Experiences Uncovered*

The descriptions of participants' personal histories and of the differences in their accounts of their trajectory through English IV have revealed their individual experiences and qualified the data in the frequency tables (5.3). This in-depth analysis permits the appreciation of how different experiences are intertwined in the classroom learning process of English as a foreign language. The demands that faced research participants, whose experiences were presented through the excerpts, shape and reveal the complexity and the interrelation between classroom opportunities, perception of experiences, previous experiences, and motives. The molding of the individual experiences within the possible range of collective CE results from such intricate relationships.

---

[44] Final Evaluation Questionnaire.

5.5. A SUMMARY OF THE FINDINGS

In this final section I summarize and illustrate the findings presented in the preceding sections. The first section, A Framework for Classroom Experiences, presents a conceptualization of CE, in an attempt to localize the ones presented in this thesis within the body of previous research in classroom language learning. The second part, The Experiences of the Language Classroom, introduces a graphic representation of the different types of CE. The objective is to provide a clear view of the findings as they relate to the description of the L2 learning process in a classroom.

5.5.1. A Framework For Classroom Language Learning

In this thesis, I propose the concept of classroom experience to refer to all the possible experiences learners may go through as they are in the process of learning an L2 in a class setting. This concept complements current descriptions of the L2 learning process.

As mentioned in the literature review, two authors, Allwright (1991) and Holliday (1994) proposed two different conceptual frameworks for the description of the process understood as classroom language learning.

These two conceptual frameworks complement each other. One can consider that Allwright's (ibid) theory of learning opportunities and classroom interaction takes place at the surface and deep action levels that Holliday (ibid) proposed. However, both authors stop short of fully illustrating the components of the models they propose. Therefore, although these frameworks contemplate the specificity of understanding classroom phenomena for a broader understanding of the issues that affect L2 learning, they do not thoroughly describe the experiences that underlie the process they attempt to understand.

In this thesis, the categories of CE attempt to complement these conceptual frameworks. Various kinds of CE happen at the deep-action level. The content of the "opaque and only tacitly understood phenomena" (Holliday ibid p. 40) becomes explicit with the aid of the concept of CE, which emerged from the analysis of participants' perceptions of classroom events. The idea of CE also expands what Allwright (1991) calls classroom interaction. Classroom interaction can be understood as the arena in which interpretations of surface-action events take place. From such interpretations, classroom experiences emerge.

In the next page, I present Figure 5.1 with the complements I suggest for Allwright's and Holliday's conceptualizations of the L2 classroom learning process. Figure 5.1 focuses on the process, i.e., on the stage where lessons take place according to Allwright. First, it expands Allwright's framework for L2 classroom language learning. His conceptual framework is the basis for the figure, i.e., his presage, process and product components are included. Second, it includes Holliday's framework surface and deep levels of action components. Thus, two levels of action are identified in the development of the lessons. Finally, direct CE are depicted at the deep level of action and indirect CE surround the classroom indicating their influence on the classroom L2 learning process.
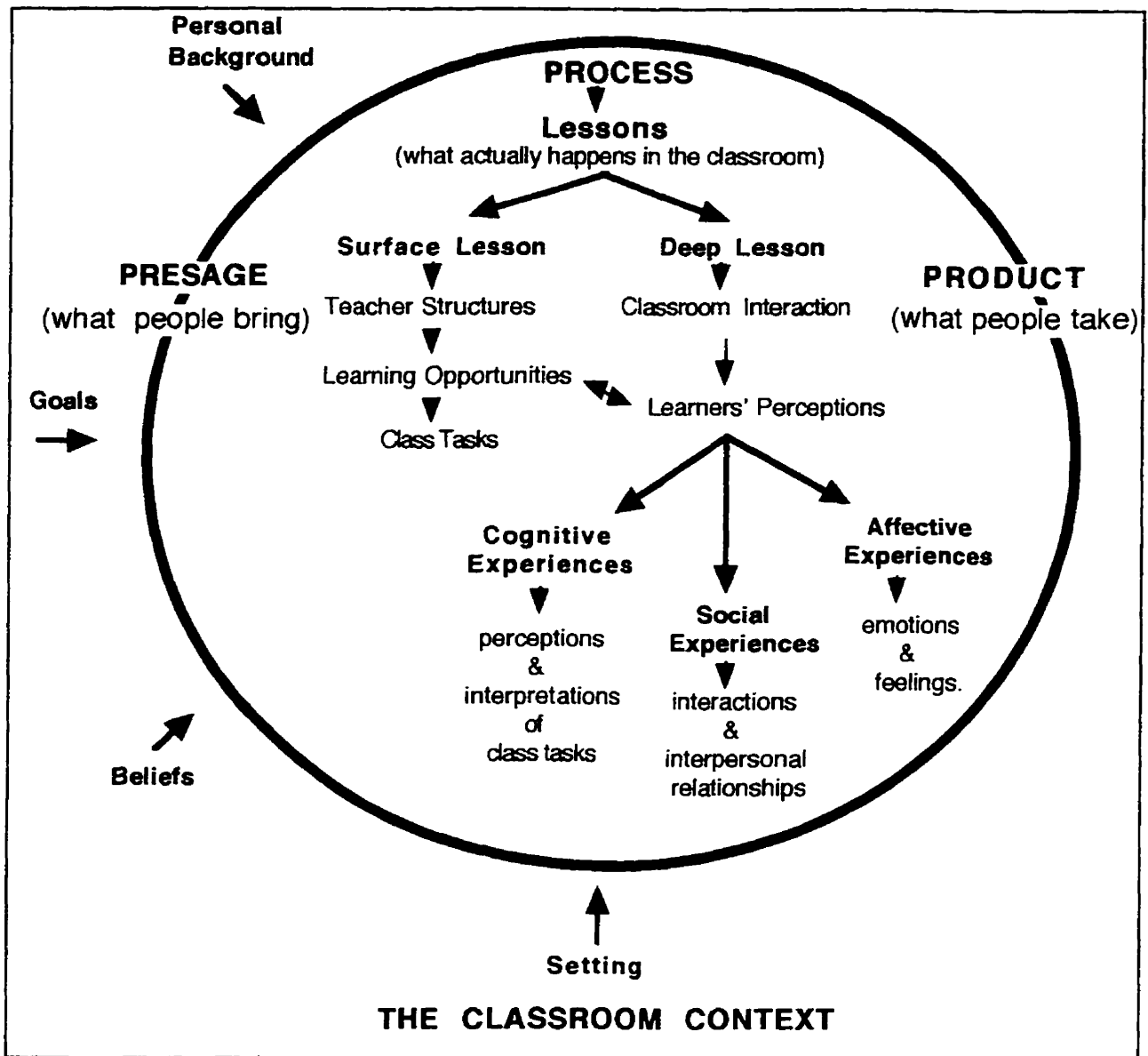
Figure 5.1: A Framework for Classroom Language Learning

Figure 5.1 above represents the factors involved in classroom language learning. The classroom context is illustrated by the circle. Presage and Product stages are part of classroom language learning, but are not restricted to the classroom context; they transcend it. Surrounding the classroom context where the process stage takes place, are the indirect experiences that affect it, i.e., those involving learners' personal background, beliefs, goals, and setting. Process stage represents what happens inside a language classroom. Lessons can be seen from a surface or

deep action perspective. In the surface lesson, learning opportunities are offered by the teacher, who structures the lesson by proposing different class tasks. In the deep lesson, classroom interaction or the arena for interpretation of surface-action phenomena takes place. From the learners' perspective, this interaction involves the perceptions and interpretations learners attribute to the events at the surface level. These branch out into the direct experiences, i.e., cognitive, social and affective experiences. Cognitive experiences involve the meanings learners attribute to class tasks, social experiences involve interactions an interpersonal relationships, and affective experiences refer to learners' emotions and feelings.

It would be possible to have another picture of CE from the teacher point of view. In this case, surface and deep action levels would be related to teachers' own perceptions and interpretations of the interrelationship between learning opportunities and classroom interaction. This thesis looked at the learners' interpretations of the interaction because it considered that the contributions from learners' perspectives would counterbalance the predominant research focus on teaching and product. By presenting a description of learners' experiences that underlie L2 classroom learning process, the objective in this thesis, has been to consider teaching and learning as complementary parts in the SLA process.

Figure 5.1 above attempts to represent the classroom as a context for SLA. By amalgamating the findings of this investigation together with the conceptual frameworks presented by Allwright and Holliday, it illustrates that cognitive, social, and affective experiences result from the interaction between classroom opportunities and learners' interpretations of them. In addition, it illustrates that indirect experiences, personal background, setting, beliefs, and goals surround the classroom context. The arrows indicate their influence on the interpretation of CE.

Moreover, Figure 5.1 attempts to represent the experiences that underlie the learning process from both a surface and a deep action perspective. From the deep action perspective, the complexity of the process of learning an L2 language inside a

classroom is revealed. The array of experiences confronting research participants emerges from the apparent order at the surface level. From this point of view, the learning of an L2 depends not only on the mastery of the language code, but also on the ability to deal with the other experiences that accompany cognitive experiences, i.e., social and affective experiences. Besides that, indirect experiences, i.e., those related to setting, personal background, beliefs and goals influence the process by particularizing learning experiences. Thus, the SLA process, in a classroom context, entails a process towards a product underlain by experiences which particularize it.

5.5.2. The Experiences of the Language Classroom

The findings have revealed that CE can be divided into various types. The figure bellow graphically represents the different types of CE identified in this thesis.
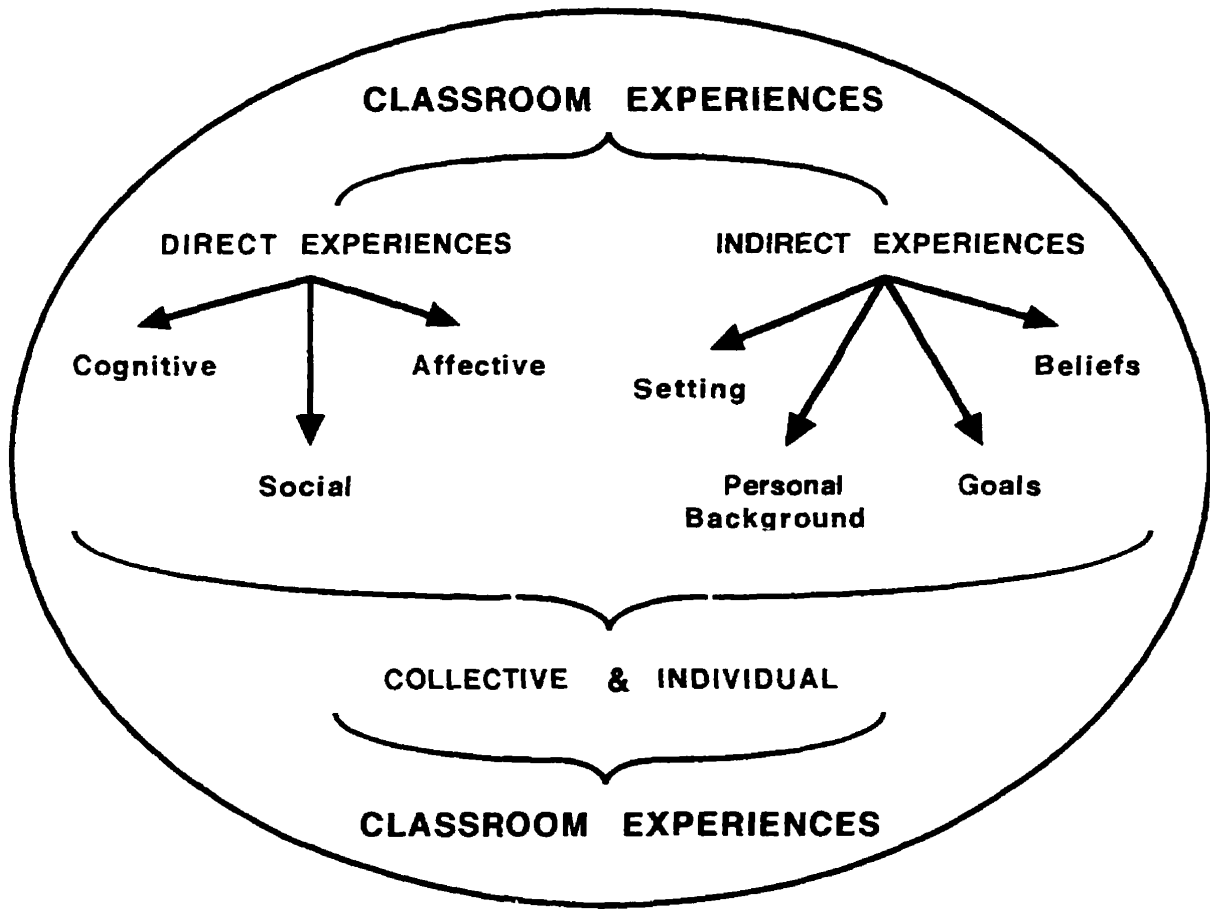
Figure 5.2: A Framework for Various Types of Classroom Experiences

Figure 5.2 represents the various types of learners' classroom experiences. The first bracket indicates that CE can be categorized as direct and indirect. Both categories comprise more specific areas of experiences. Direct experiences refer to cognitive, social and affective events originated in the classroom. Indirect experiences influence learners' interpretations of classroom events, referring to setting, personal background, beliefs and goals. The large bracket indicates that CE can be also categorized as collective and individual. These more global categories include the specific categories presented in the upper part of the figure above. At the bottom of the collective and individual categories, the last bracket represents the conclusion that, regardless of the perspective taken, CE are intertwined. In other words, a top-down perspective reveals the following understading: the direct and indirect categorization includes specific CE according to their origin. Moreover, it reveals that CE can be both collective and individual. A bottom-up perspective reveals an understanding of CE as having both a collective and an individual dimension. These global categories, in turn, include the specific issues categorized as belonging to the direct and indirect CE categories.

5.6. CLASSROOM EXPERIENCES REVISITED

In this chapter, I presented the array of CE that learners' recounted as part of their being in a FL classroom. These experiences were influenced by learners' personal and learning histories and emerged from interpretations of classroom events at the surface level of action. As part of the events at the deep level of action, these experiences revealed that, from the learner's point of view, the classroom L2 learning process comprises more than its cognitive aspect. In Chapter 6, the implications of these findings are discussed.

CHAPTER SIX

IMPLICATIONS

6.1. INTRODUCTION

By focusing on the perceptions and interpretations of classroom events reported by six research participants, this thesis examined their CE in the process of learning a foreign language. The description and discussion of findings presented in the previous chapter attempted to reconstruct the experiences participants underwent as members of an L2 classroom. Their description and understanding are influenced by my own history and beliefs as a learner, teacher and researcher; in short, the person presented in Chapter 1. This, which could be considered a drawback, was counterbalanced by the communicative validation between researcher and informants, a procedure suggested by Grotjahn (1987) to ensure "the adequacy of reconstruction" (p. 67). In other words, throughout the interviews, I sought confirmation for the inferences and conclusions drawn from the interpretations of the events participants recounted.

The implications that follow attempt to interpret the meaning of participants' CE, relating them to previous research. The value of these interpretations comes from the comprehension that one's understanding is affected by history and the consciousness of one's horizon[1]. However, the interpretations presented should not exclude other readings. Given that interpretations are limited and that there is no single understanding of an event (Luria 1979), there may be other possible interpretations.

---

[1] According to Weinsheimer (ibid) a horizon "marks the limit of everything that can be seen from a particular point of view" (p. 184).

These may yield other possibilities of meaning or other perspectives from which to consider research participants' experiences.

6.2. IMPLICATIONS RELATED TO RESEARCH

In Chapter 2, I identified many studies that have investigated different aspects of the L2 learning process. Most of these studies have aimed towards the construction of an SLA theory. Focusing on applications, other studies have investigated classrooms, especially the relationship between input and interaction, and the role of the learner in the learning process. Finally, some have researched classroom L2 learning. In the sections that follow, I refer to the implications of the present study in relationship to these areas of research.

6.2.1. Implications Related to SLA Research

In the analysis of SLA research in the literature review, I stated that a great deal of research effort has gone towards the construction of a theory of SLA. I also highlighted aspects of the research in this field that might explain omissions in the description of the SLA process, particularly when they refer to the language classroom. The implications that follow are related to these initial observations.

From the perspective of the research conducted for this thesis, participants' experiences seem to support the need for adaptations in models that attempt to describe and explain the L2 learning process in a classroom setting. As mentioned earlier, current SLA models see the nature of the learning process from three different perspectives: linguistic/cognitive, interactive or social (van Lier 1988). I agreed with the observation that a comprehensive understanding of a description of the SLA process comes from the integration of the three perspectives (Brown 1983, Ellis 1986,

Stern 1983). Since participants' descriptions revealed the intricate relationship between cognitive, social, and affective domains, it seems that more studies focused on other classrooms and other experiences would contribute to the evaluation of the findings here presented and to the development of this more comprehensive view of the SLA process.

A more comprehensive view of the SLA process is related to the scope of a theory of SLA. Ellis (1994) identifies three distinct positions as to what a theory of L2 acquisition should account for. For some, the field should aim for a single, comprehensive theory. For others, a modular approach to theory building would work best. A third group believes that multiple theories extending over each other are not only inevitable but, maybe, even advantageous. Regardless of the position one takes on the scope of a theory of SLA, the types of CE presented in this thesis should serve to supplement current descriptions of the SLA process, especially when it happens inside classrooms.

In addition, informants' accounts revealed the richness of L2 classroom data. As I pointed out, in SLA research the trend has been to collect naturalistic linguistic data, i.e., samples of learners' outputs from out-of-the-classroom learning situations (van Lier 1988, Nunan 1991). These data capture only half of the picture. In this investigation the data came from participants' perceptions of the CE they went through as members of a classroom community. Their descriptions add to the more usual cognitive analyses of the L2 learning process. Moreover, the role of the social and affective aspects emerge as part of the same L2 learning process, providing a wider context to understand learners' performance and development.

The data indicated that CE related to the cognitive aspect predominated in learners' accounts. An explanation for this may be that learners' primary purpose for being in an L2 classroom is to learn the L2 linguistic code. However, the data support the view that cognitive experiences are so related to social and affective issues that it is difficult to understand events in one area without considering the others. For

example, the need for accuracy before speaking, a collective cognitive experience (5.4.1.1.3), was related to affective and social matters. Collective perceptions of the existence of circles and competition (5.4.1.2.2), both within the domain of social experiences, also explained diferent performances in the cognitive domain. Moreover, fear of criticism (5.4.1.3.1) identified as a collective negative feeling was a third explanatory factor for the voluntary avoidance of participation as well as for the importance of accuracy in the cognitive domain. The interrelatedness among cognitive, social and affective offered a broader view of the classroom L2 learning process. From the individual perspective, the data indicated how motives, and previous personal and learning experiences also intervened in the L2 process. Thus, from an experiential point of view, it seems that learners' classroom behaviors or individual experiences could be explained as socially constructed. Moreover, in issues such as anxiety, the experience of these feelings implies more than being an individual trait. Such interrelatedness between collective and individual experiences and the sociocultural context adds to the complexity of L2 learning process

It may be argued that the predominance of cognitive, social and affective experiences in L2 classrooms derives from the design of the study. In this respect, it is useful to remember what Labov (1970) called the *Observer's Paradox*. In his attempt to tap into vernacular style, defined as minimally monitored discourse, Labov recognized that systematic observation, the only way to get good data, also prevented access to 'real' vernacular style. In other words, research was limited by the nature of research itself. In this thesis, the objective was to tap into learners' CE. The chosen design provided the procedures for the 'observation' of these experiences and, hopefully, for the gathering of good data. It may well be that the design prevented access to or shaped the very experiences it intended investigate. If this is the case, it has to be considered that any other research design may also be subject to the *Observer's Paradox* in its design or results.

In any case, only more research undertaken in different L2 classrooms may clarify the potential criticism of the results of this thesis. In that direction, SLA research would benefit from more studies investigating learners' experiences in different settings. The issues associated with CE would emerge from such L2 studies to confirm or refute the findings here presented. These, in turn, would contribute to the improvement of current SLA process descriptions.

Finally, the findings imply that reliance on reflective data may generate insights into other dimensions of the L2 learning process. In this thesis, the learners' reflective data provided an intricate view of the L2 learning process. Not only the collective experiences allowed for connections between the cognitive, social and affective dimensions, but also the individual experiences yielded an understanding of classroom socio-psychological factors rooted in learners' previous experiences and motives. These findings seem to suggest that: (1) the learning process inside an L2 classroom may resemble a network, where distinct phenomena are interconnected, and (b) that learners' careers may be singular but still related to sociocultural phenomena. This last implication seems to support the claim that having learners as research participants (Allwright 1986, Van Lier 1988) may lead to a description of learners' learning careers to gain insights into the L2 learning process.

6.2.1.1. *Alternative Approaches to Data Analysis*

Although the findings in this investigation do not provide enough material for a "thick" (Geertz 1973) description of the culture of a foreign language classroom, they do reveal some of the values and behaviors shared by learners as members of that community. These findings corroborate the claims that an ethnographic approach to data analysis may lead to new understandings of L2 classrooms (Van Lier 1988, 1994). For example, learners' accounts of self-imposed restrictions on excessive participation reveals an implicit code of behavior in L2 classrooms; the unknown

criteria underlying learners' decisions to ask questions directly to the teacher is another behavior that needs further investigation. The division of the classroom into circles with more or less power is another finding worthy of further study. Therefore, as the examples above illustrate, the findings seem to imply that non-linguistic data and other sources of data may lead to new areas of investigation in L2 classrooms for researchers to follow up on.

Moreover, the findings seem to confirm that research in SLA can gain from the use of sociocultural theory (see 7.1)[2]. In the findings, the documented relationship between experiences and the L2 learning process point to the mediating function of CE in the "construction of learning" (Donato 1994). Also, the relationship between motives and L2 learning process as documented in the experiences of each research participant reveals the potential of the use of activity theory (Leont'ev 1981) in the understanding of the process of L2 learning (see 7.2)[3].

Finally, researchers may profit from considering the use of video tapes in L2 classroom research. The results presented in this thesis suggest that video can be a powerful tool for those interested in tapping into aspects of the learning or teaching process by those who experience it.

6.2.2. Implications Related to Classroom-Centered Research

In the analysis of classroom-centered research in the literature review, I stated it had focused on three main areas of which I reviewed two: the relationship between input and interaction, and learner research. The implications that follow are related to my critique of these two areas.

---

[2] In the conclusion, where I recover the research questions which motivated this study, the value of sociocultural theory in SLA is further documented by relating it to the findings in this study.

[3] In the conclusion, I provide a concrete example of this relationship by referring to Paula's experiences.

In the area of input and interaction, I observed that investigations had focused more on discourse patterns in the interactions between teacher and students (Allwright 1983, van Lier 1988) than on other aspects of L2 classroom interaction. This left the analysis of social interaction among learners, as well as between teacher and learners, unaccounted for.

From the social perspective, the findings in this investigation suggest that the quality of relationships does affect the L2 learning process as Schwab (1960) and Stevick (1980) claim. For example, the data indicated that socio-psychological issues such as conflict, competition, criticism and circle division affected learners and relationships among learners. In L2 classrooms, learners may not participate on account of the potential of being criticized by their peers. While this may not be considered serious in the L2 context, it has critical implications for those in the FL situation. Lack of classroom participation in the FL context may mean no other opportunity for practice until the following class meeting. This is not the case in the L2 environment where learners may find other opportunities for practice outside the classroom. Moreover, the analysis of learners' social experiences led to the identification of socio-psychological issues and how they affect learners' participation and performance. These aspects of L2 classroom interaction have not been captured in the study of L2 classroom discourse patterns. Finally, the findings in this area suggest that expanding the focus of L2 classroom investigations may lead to new understandings of the interrelation between CE and the L2 learning process.

In that direction, the findings in this thesis support Van Lier's (1988) and Holliday's (1994) view of the classroom as culture. Some of the characteristics of classroom as small cultures, for example, tacit understandings of when to participate and when not to or when to ask the teacher a question were reported by participants such as Isabel (5.4.2.4). Circle division that led to the identification of the consequences of not feeling accepted by peers, another characteristic of small classroom cultures, were also reported by participants such as Paula (5.4.2.5). These

findings seem to support the culture-like quality of L2 classrooms whose further investigation may lead to the identification of new characteristics.

Regarding investigations in the area called learner research, I observed that, despite emphasizing the learner, the objectives aimed towards an analysis of learners' production, participation patterns, and turn-taking among others. In that sense, the issues learners had to confront within and amongst themselves, were not the focus of this area of research. The findings in this study seem to address this omission.

The disclosure of personal background experiences and their relationship to classroom behaviors, as in Isabel's secondary school recollections (5.4.2.4), is a singular example of one of the contributions that this study brings to this body of literature. Along with this finding, descriptions of participants' frustration, as in Ana Esther's and Fernanda's experiences; negative feelings as in Paula's experience, and motivation as in Cristina's experience expose how cognitive and social events are related to these affective issues. These findings expand previous ones (Gardner and Lambert 1972, Crookes and Schmidt 1989, Pierce 1995), contributing to the better understanding of motivation and anxiety not only as individual traits but as interrelated experiences in the social L2 classroom context.

Within learner research, I also referred to learning strategies as another area of research which had looked at the learners' contributions to their learning process. I presented the work of Donato and McCormick (1995) as an investigation which contextualized the study of learning strategies. In this respect, two observations are pertinent.

First, the findings on the relative frequencies of the use of strategies (5.3.1) seem to suggest that cognitive strategies (5.3.1.1) were much more used than other type of strategies like social (5.3.1.2) and affective (5.3.1.3). Relative to the variety of issues in these areas, the low averages for social and affective strategies may indicate either that they just did not arise as frequently as cognitive strategies or that

participants did not know how to respond to issues in these areas. A probable explanation could be that it easier to respond to a cognitive issue than to a socio-affective issue. In responding to a cognitive issue learners assess themselves individually, whereas responding to a socio-affetive factor involves self and others. Further studies where learners are asked to evaluate findings may clarify the ones here presented. Moreover, the findings seem to confirm the need for more data on learners' use of social and affective strategies (Oxford 1990).

Second, the analysis of CE allows for a more broad and in-depth view of the issues that may underly the classroom events. From the learning strategy research perspective, strategies serve an utilitarian purpose -- that of being put to use when necessary to assist in the L2 learning process. However, from a CE perspective, L2 learning is viewed as the construction and interpretation of experiences lived and linked to wider issues, therefore transcending learning strategy research in its focus and implications.

In this area, I also identified an omission as to the potential role of reflection in the L2 learning process. Reflection did prove to be important in participants' perceptions and appreciation of their learning process. Without reflection, participants might not have internalized experiences and generated new meanings from them. For example, in Reginaldo's experience (5.4.2.6), reflection led to a new perception of the learner's role. Seeing himself and others on video allowed Reginaldo to see that not everything that does not work is the teacher's responsibility -- something he used to do. In other words, reflection led Reginaldo to realize his own responsibility in the L2 learning process. Therefore, an implication from this might be that learners may benefit from using reflection as an integral part of their L2 learning process.

Finally, from these analysis of the findings other dimensions of the L2 learning process expanded the understanding of the issues that confront learners in the L2 classroom. Moreover, the findings in this thesis corroborate the few studies that have given voice to learners (Wright and Budd 1992 and Swain and Miccoli 1994).

Learners' experiences not only expanded the view of the L2 learning process but also contextualized cognitive and affective issues to the social setting in which they occurred.

6.2.3. Implications Related to Classroom Language Learning Research

In the review of the literature on classroom language learning, the works of Allwright (1991) and Holliday (1994) were presented as providing the initial conceptual framework in this thesis. However, I also pointed out that research in this area was limited; most of it focusing on the relationship between instruction and outcomes. I also pointed out that although this kind of research had taken place in the classroom, studies on the process stage had not received as much attention. The implications that follow refer to how the findings expand the frameworks and the research in this area.

The findings support the distinction suggested by Holliday (1994) of two levels of action in the classroom - the surface and the deep levels. Additionally, they add detail to Allwright's framework (1991) in the process stage. Learning opportunities take place at the surface level of action where the teacher structures and presents them in the form of classroom tasks. Classroom interaction, considered from the learners' point of view, takes place at the deep level of action. There, learners' perceptions and interpretations of the interaction among and between themselves and the teacher are mediated by the subject matter and classroom tasks. These perceptions and interpretations, in turn, lead to internalizations of their CE. Experiences can be related to the cognitive, social and affective aspects of the learning process that is also influenced by the setting and learners' personal backgrounds, beliefs and goals. Finally, collective and individual experiences complete the description of classroom L2 learning.

The classroom, in this sense, becomes an environment where the complexity of issues that are part of L2 instruction emerge. Collective experiences reveal a dimension where shared understandings are interconnected to cognitive, social and affective CE. Individual experiences, in turn, reveal the influence of indirect experiences -- setting, personal background, beliefs and goals -- onto learners' particular L2 learning processes. Researchers, in this respect, should be aware of the interrelationships among CE, especially before recommending suggestions to be applied into classrooms. A tendency in the field is the recommendation of teaching suggestions for surface level behaviors without a in-depth contextualized analysis of what experiences underlie them. For example, in dealing with anxiety, Horwitz and Young (1990) suggest that in detecting anxiety, teachers should attempt to work for a non-threatening classroom atmosphere. Yet, the source of anxiety, considered an individual learner trait, is not investigated.

It may be argued that these experiences are not exclusive to the L2 classroom; that they may be found across different classrooms. Most likely, as Griffin's (1986) and Taylor's (1986) studies illustrate, they will. However, this should not be considered a drawback. Acknowledging that the L2 learning process involves other dimensions and that these are not exclusive to the subject of instruction may, even, expand the vision of what are the demands of learning in an L2 classroom. For the teacher, it may mean realizing that (1) attention to social and affective factors are as important as the teaching of the linguistic code of the L2 and (2) that learners' previous experiences may affect learners' interpretations of what happens in the L2 classroom. For the learners, it may mean gaining an understanding of (1) what they may have to deal with in addition to the mastery of the L2 and (2) of what is demanded of them. These recognitions may open new possibilities for both teachers and learners. However, since this was a preliminary study, these new possibilities are still difficult to determine. In spite of this, the types of experiences identified in this study were reported by learners in an L2 classroom in a foreign context. This makes them

genuine L2 classroom experiences; as genuine as the more traditional cognitive experiences associated with the L2 learning process. These implications present an opportunity for subsequent studies where experiences and these new understandings of the inter relatedness of L2 classroom matters are further investigated and analyzed.

6.3. IMPLICATIONS RELATED TO PRACTICE

Besides the implications related to research, the findings in this study have implications related to practice, i.e., for learners and teachers. In the sections that follow, I present them.

6.3.1. Implications for Learners

Learners felt valued as research participants. They appreciated being heard and realized that their experience would be useful to others. They also learned more about themselves as learners. This also appeared to have a positive effect on their L2 learning process. This may indicate that when learners are given the opportunity to discuss what they are going through, they may gain more awareness of their learning process.

Seeing themselves on video and reflecting about their behaviors as learners, participants developed a view of the L2 learning process which they had not previously had. For example, learners discovered how they went about learning the L2 language, how to better process the information available from the classroom, and what hindered their learning process. This knowledge about the issues involved in the L2 learning process allowed them to improve themselves. Moreover, by discussing their perceptions with the researcher and being informed about similar perceptions[4],

---

[4] In order to assure accurate reconstructions, during interviews I occasionally brought up other participants' perceptions and interpretations when these seemed to clash with other individual

participants realized that other learners lived similar experiences. Thus, as a consequence of the reflection process, learners got to know more about the L2 learning process and about themselves. This, in turn, allowed them to realize their own responsibility in the L2 learning process. The findings indicated that through reflecting learners responded to the issues they became aware of. Therefore, learners may profit from including reflection as a part of their L2 learning process.

Another implication for learners seems to be that language learning in the classroom implies more than just attention to form. Adult learners should benefit from the discussion of the social and affective aspects of the learning process. By making these aspects more visible to learners, they may become better prepared to deal with them. Finally, since adult learners seem to take more from a learning process that contributes to their growth as individuals (Knowles 1984), their being informed on these aspects may contribute to more meaningful L2 classroom learning experiences that may transfer into other areas.

Finally, learners may also benefit from seeing themselves on video. As mentioned before, videos proved to be a powerful tool in the reflection process. There may be pedagogical implications from the use of videos with learners. Further studies might reveal other potential advantages of the use of video as an aid to reflection and learning.

6.3.2. Implications for Teachers

The findings suggest benefits that teaching and teachers may derive from this study. First, teaching may be promoted from learning about the experiences learners confront. Teachers may benefit from knowing that the learning material they bring to the classroom is not the only factor learners have to deal with in the L2 classroom. Being aware of the social and affective dimensions of the learning process, as well as

---

perceptions. The objective was to arrive at consensual perceptions and interpretations of classroom events and experiences.

the possible types of experiences in these areas, may assist teachers in their assessment of learners' responses or lack of responses in class tasks. By developing a deeper understanding of learners' different experiences, teachers may assist learners in dealing with more complex situations. Additionally, teachers may also adapt their teaching given their better understanding of the issues learners confront. Moreover, teachers might want to include reflection as part of the L2 learning process. By incorporating reflection as part of the classroom activities, teachers might promote the expression of issues that distress learners. These, in turn, may generate the types of responses presented in this thesis or expand on them. Besides these, the use of video tapes in the classroom as a form of feedback for learners may also have useful implications. For example, the teacher could videotape learners engaged in classroom activities and later show it to them. Reactions to how they see themselves as learners could promote discussions where both the L2 and the L2 learning process would be the focus. These, in turn, could reveal L2 and learning issues useful for the development of both teachers and students. Finally, given that what learners' take is related to what they bring, teachers may also benefit from understanding the significance of small accomplishments in the teaching and learning process. In any of these implications, more studies are necessary to corroborate the findings here presented.

6.4. IMPLICATIONS RELATED TO THE FOREIGN LANGUAGE CONTEXT

Since this study investigated a classroom in the foreign language context, it would be an omission not to present implications which bring together aspects related to research and practice, i.e., teaching and learning, in this context.

The first implication from the findings relates to the experiences learners go through. The CE reported revealed the many dimensions learners face. However, there may be others. Other classrooms in the second and foreign language environments should be investigated to reveal if other sources of data corroborate the emerging framework presented in this thesis. In addition, since the chances for practice opportunities are restricted, it might be that social and affective pressures may affect learners differently in the foreign language context than in second language classrooms. Therefore, it would be interesting to compare descriptions of CE from L2 learners to those reported by FL students.

More practical applications would derive from more specific investigations on the effect of specific teacher interventions that took these findings into consideration. In terms of classroom circle divisions, a possible investigation could be on the effect of a direct teacher intervention on circles, i.e., what would be the effect of asking students to work with classmates they do not usually work with have on overall classroom interaction? Potential criticism is another area whose further investigation could benefit the foreign language classroom. The open discussion of the issues reported in this study might diminish their potential effect. In other words, the sharing of individual experiences as part of the classroom dynamics might assist learners in their trajectories. The relationship between a less conflicting social environment and learners' success could also be investigated. Innumerable questions arise from the findings. If pursued, these would improve the present description of foreign language classrooms.

As for learners' classroom experiences, it would be interesting to investigate if they are related to learners' cultural background. It might be that the experiences described by Brazilian learners are different from those reported by learners in, for example, multicultural classrooms in the L2 environment, or from other monocultural classrooms in the FL context. The investigation of these themes would certainly improve our understanding of issues specific to FL classrooms.

Finally, FL teachers who readily accept SLA research results as transferable to the FL classroom might want to investigate what underlies learners' behaviors before applying teaching suggestions which do not take into consideration the context in which they take place.

6.5. CONCLUSION

All the implications above represent how the findings of this study are related to the research, practice and the foreign context issues presented in the critical review of the literature. As previously stated, just as the findings are related to the interpretations, the implications may also be affected by different readings. These are expected. However, it is hoped that the findings and the implications presented in this thesis may stimulate more research in second and foreign language classrooms to enhance our understanding of the specific issues which affect the teaching and learning of an L2.

CHAPTER SEVEN

CONCLUSION

In Chapter One, I presented the professional motivations for investigating the learning process inside a classroom from the learners' point of view. I also explained the connections between them and my personal experiences as a learner, teacher, and researcher.

In Chapter Two, I reviewed the most important theoretical and empirical studies that provided the framework for this investigation. In that review I presented a critique of the research literature and the inadequate descriptions of the L2 learning process. I also proposed the investigation in this thesis as a contribution to a more comprehensive understanding of such a process.

In Chapter Three, I described the methodology chosen for development of the research project. I described the procedures, the instruments, and the document collection scheme. I introduced the site where the document collection was carried out, the participants, and a list of the documents collected.

In Chapter Four, I reported on both the procedures for the transformation of the documents into data, as well as the data analysis process. I included the description of the coding scheme that emerged from the data analysis; an explanation of the procedures followed to assure reliability, and the final version of the coding scheme. Finally, I described the secondary data that complemented the data analysis process.

In Chapter Five, I presented the findings. First, the distinction between surface and deep levels of action was presented. Secondly, the results of the quantitative data analysis illustrated direct and indirect experiences. Finally, the collective and individual realms of experiences in the classroom were presented and illustrated through excerpts from the interviews. I also summarized these results by presenting

them through graphics and relating them to previous research. The interrelationship between cognitive, social, and affective experiences, together with participants' perceptions about the setting, their personal background, beliefs and goals uncovered the complexity of the issues involved in the L2 classroom learning process.

In Chapter Six, I reviewed the main points of the critique of the literature to present the implications of the findings presented in Chapter 5. These implications were presented according to their relation to SLA research, to practical issues and to the foreign language context.

In this conclusion, I intend to unify the discussion in the preceding chapters to answer the questions I asked in the introduction:

- *What are the participants' perceptions of the experiences created by the lessons' learning opportunities? What do these perceptions reveal of the learning process inside the classroom?*

- *How are these perceptions related to participants' histories and motives? How do these influence participants' learning processes?*

- *How do participants construct their learning process from the learning opportunities available to them?*

- *Does reflecting about the learning process affect participants' evaluation of their learning?*

In the parts that follow, I review what I have learned from the experiences recounted by the research participants. Their experiences and my interpretation of them provide the answers to the questions above. Therefore, this conclusion is divided into four parts. I begin by focusing on the key words of my first question, i.e., *perception of experiences* and *learning process inside the classroom*. I continue by focusing on the key words from the second and third questions, *learning opportunities, participants' histories and motives,* and *learning process.* Then, I discuss the role of *reflection* in the learning process. Next, I present the limitations of this study. Finally, since in the introduction I situated this thesis as part of a still developing view of the teaching and

learning process, I end with a statement of the ways in which this investigation has expanded my outlook on the understanding of the L2 learning process inside classrooms.

7.1. EXPERIENCES AND CLASSROOM LEARNING

From research participants' accounts, the language classroom is a place where more than instruction takes place. Although, the teaching and learning of an L2 is the main objective of those who meet there, their accounts of the process go beyond this main objective. Research participants' accounts unveiled a detailed view of classroom experiences. Their experiences point to the need for revising descriptions of an L2 learning process from a single perspective.

Besides the expected predominant reporting of cognitive experiences, informants' accounts revealed that there were social and affective experiences that affected the learning process. These experiences were so interrelated that it was difficult to understand them separately. Yet, cognitive, social and affective were not the only possible experiences inside a classroom. There were also other experiences that influenced those originating in the classroom. These were related to perceptions of the setting, and of participants' personal backgrounds, beliefs, and goals. The interrelation between the experiences that originate in the classroom, called direct experiences, and the experiences that surround the classroom, called indirect experiences, ultimately shape the L2 learning process.

In considering participants' accounts, this researcher's intention to describe classroom learning as a unified process also had to be reviewed. On the one hand, the accounts revealed that some of the individually reported experiences were shared by other research participants, creating a common ground of experiences. On the other hand, other experiences were exclusive to individual participants. The collective and individual experiences that emerged from these accounts yielded a perception of

the learning process which no longer accommodated the possibility of a unified perspective. There were more experiences than those related to the cognitive aspect of the process as well as more than one learning process going on.

However, patterns did emerge in these different experiences. In the collective experience, the patterns indicated that, despite the variety of informants' accounts, it was possible to describe points where experiences converged. There were patterns in the cognitive, social and affective domains. In the individual experiences, the patterns revealed the relationship between experiences, histories, and motives.

From an ethnographic perspective, a classroom has its own culture, where participation involves sharing the behaviors accepted by its members. This investigation has identified the existence of collective experiences which disclose some of the possible characteristic behaviors of a foreign language classroom culture. For example, in the cognitive domain, accounts revealed experiences such as: a variety of perceptions as to task objectives; a reliance on classmates to solve difficulties and doubts; a perception of learning regardless of the intended objective; better performance in writing than in speaking; and a perception that active participation leads to better performance. In the social domain, the shared experiences were: helping classmates during different class tasks; division into circles and that performance is affected by how participants relate to these circles; and a veiled criticism of those who may exhibit themselves too much. In the affective domain, the shared experience was a fear of being criticized which led to lack of participation. These collective experiences revealed that being inside a language classroom implies an interaction with issues that may affect participants' classroom performance and development in the language.

However, another important finding is that participants may not feel part of the classroom community if they do not also share the values and belief accepted by that community. Paula's individual experience is an example of a participant who felt, for most of the term, isolated. Paula does not have problems in the cognitive domain of

the learning process. She is a good student. In fact, she is the research participant with the best final grade (see Appendix F for participants' final results). Yet, she is also the research participant who felt the worst about her learning process. Paula's experience reveals she understands the learning process as, mainly, a cognitive endeavor. By resisting and, in some areas, avoiding the social aspect of classroom L2 learning, she limited her own development potential. Along with that, the affective consequences of this behavior affect her irreversibly throughout the whole term.

From a sociocultural perspective, a classroom is a social environment where "learning is constructed" (Donato, 1994 p. 4). Participants' accounts revealed that learning was constructed through interpersonal interactions amongst themselves, collectively, and individually, with the teacher, mediated by language[1], as well as by interactions with the subject matter, mediated by classroom tasks. This socially constructed interactive process leads to internalizations in the cognitive, social and affective domains. However, this process would not be complete if learners did not perceive their meaning. Reflecting on classroom learning experiences enabled participants to perceive and interact with their own internalized experiences, and, then, make meaning of them. In this sense, by reflecting about their experiences and talking about them, participants interpreted and understood their behaviors, feelings, and conceptions about classroom events in all possible dimensions. Therefore, reflection mediated the internalizations of their experiences. For some participants, these reflections led to new internalizations and, ultimately, to changes among and within themselves. Thus, reflecting about classroom learning experiences served a meta-learning function, i.e., it enabled participants to deal with the cognitive, social and affective aspects of the learning process. Two of Fernanda's experiences illustrate the construction of the social and affective aspects of the learning process from a sociocultural theory point of view.

---

[1] In the classroom situation, Portuguese and English were languages used.

Fernanda reported that, as she moved from her hometown to Belo Horizonte, she had expected the people she met to be as sincere as she was in her relationships. This expectation was also present in her relationships with new classmates at FALE. Yet, she found a certain falsity in classmates' interactions. As she described it, underneath the friendly attitudes, there was competition. In short, Fernanda was disappointed. As a consequence of these experiences, Fernanda changed her attitude towards classmates in classrooms. She became more withdrawn.

In the process of reflecting about her classroom experiences, Fernanda understood how much this was affecting her. She realized that the way she had chosen to deal with the problem had taken her from one extreme to the other. In addition, she found she did not .like it. This experience, together with the one described below, was mediated by reflection, prompting her to review her initial internalization.

In the second episode, Fernanda had the opportunity to go through an experience with one specific classmate and review her original perception. The classmate, a Law student, according to Fernanda, questioned and challenged her opinions. She understood his comments as a demonstration of his competitive behavior. Her reaction to this classmate was to consider him an obnoxious show-off. Yet, one day, they had to work in pairs on a task. Fernanda saw herself in the video tape and recalled her interaction with him. They had talked a lot. He had asked her questions and she actually enjoyed working with him. She realized that, until that moment, she had not had the opportunity to get to know him and appreciate the challenge he offered.

Later in the semester, Fernanda reported that she was in the process of reviewing her decision of keeping to herself, as she put it. In one of our last interviews, she also reported that she recognized the need to work on her relationship with other classmates since she now realized it would assist her in her learning process.

Fernanda's experience involved the affective and the social aspects of the learning process. Her change from the first expression of discomfort with a classmate to her realization of her need to work on relationships in the classroom illustrates the historic construction of the learning process. It shows that in understanding the experiences she is confronted with in the social arena, Fernanda also promotes a change in herself, which in turn, generates new ways of dealing with similar events she might encounter in the classroom.

7.2. LEARNING OPPORTUNITIES, PARTICIPANTS' HISTORIES, MOTIVES AND LEARNING PROCESS

From studying participants' accounts of their learning experiences, there is a discernible relationship between learning opportunities, participants' histories and motives, and learning process. Participants' constructions of the learning process were affected by how they interpreted the learning opportunities available to them. The individual experiences presented in Chapter 5 led to this conclusion.

The data indicated that learning opportunities come in the form of classroom tasks. As participants interact with each other and with the task they are presented with, they perceive objectives in that task. These objectives are related to the interpretations they make of the task itself. These interpretations, in turn, are related to the participants' histories and motives. Histories comprise beliefs, goals, personal backgrounds, and their perception of the setting where the classroom context is found. Motives refer to what research participants' considered the purpose of an activity[2] to be. The learning they eventually reported was also related to the relationship between learning opportunities, histories and motives.

---

[2] I am using the word activity to maintain the theoretical link between activity and motive since "there can be no activity without a motive " (Leont'ev, 1981, p. 59). However, throughout this thesis I have used the word task to refer to learning opportunities since different activities may be derive from the same task as the data presented in Chapter 5 illustrated.

The experiences of Ana Esther, Fernanda, and Reginaldo, as well as those of Isabel and Cristina, differently illustrate that relationship. For the first three participants, their motive was not on only learning the language, but also developing a fluency that would make them proficient English teachers. The fluency and professional orientation they had, motivated them to take the most out of the tasks they engaged in during class. Cristina's and Isabel's experiences differ slightly from these because they have different purposes for learning English. For Cristina, English represents a challenge to overcome the limitations she had lived with. For Isabel, English is a bridge to a future degree. For both of them, English is a means to something else. However, in spite of the different motives, all five participants evaluated that they had learned in English IV. Learning, in their reports, was not restricted to the cognitive aspect only.

However, for one research participant the motive seems to be to finish the course she started[3]. Paula's history is similar to the others who did not want to take a Vestibular for Letras, but ended up doing so because it was easier. Yet, it seems that the others found motives along the way. Moreover, Ana Esther and Fernanda take Spanish in addition to English; Isabel takes French; Reginaldo takes Spanish and French; and Cristina complements her English course by taking English classes at the CENEX[4]. For all of them, these other commitments to studying languages indicate a determination to make the most of being in a Letras program. Paula, in contrast, seems to be drifting in her course. She comes to class, does what she is asked, but there is a visible lack of a more significant motive. Paula needs a more meaningful purpose than the one she seems to have in order find meaning in what she does in class. In addition to this observation, Paula had not found her place in the social

---

[3] One of the limitations of this study was the impossibility to return to FALE and ask for participants' comments on my interpretations of their experiences. Paula might have had a different motive than completing her course. If she did, she did not reveal it during the interviews which were my primary data source.

[4] The CENEX or Centro de Extensão (Extension Center) at FALE offers language courses to the outside community. Preference for registration is given to FALE students who want to complement their studies.

dimension of the learning process. Her reports seem to indicate that she saw learning English as a matter of learning structures. Yet, she is in a language classroom in a foreign language context. This means English is only spoken inside the classroom. Since she isolates herself and voluntarily restrains from interactions, she does not realize how another dimension of the learning process, i.e., the development of communication skills, is related to social interactions. Therefore, she ends up missing too much. Her final comments about English IV, quoted earlier, are filled with the frustration of evaluating that she had not learned anything.

Finally, the fact that she obtained the highest grade may reflect that the teacher valued performance in the linguistic aspect, either in grammatical accuracy or in writing skills, over oral performance. Another possible explanation could be that in the foreign language classroom, given the time constraint, teachers may feel they cannot penalize students for lack of opportunity for practice. Moreover, there were 2 oral evaluations during the term; in contrast, there were 5 written evaluations for English IV[5]. Regardless of the explanation, the disparity between Paula's self-evaluation and her final grade raises serious questions about assessment at FALE and, possibly, in the foreign language context.

7.3. REFLECTION AND LEARNING PROCESS

In order to get research participants to provide the insider's view of the process of learning a foreign language inside a classroom, I asked them to reflect about their experiences, using video tapes to bring the experience closer to the moment of reflection. I considered experience as "the total response of a person to a situation or event: what he or she thinks, feels, does, and concludes at the time and immediately thereafter" (Boud et al, 1988, p. 18). Influenced by the research in adult education

---

[5] See Appendix E for participants' final results.

(Griffin 1986) and by the studies on experiential learning (Boud & Griffin 1986) that focus on the importance of the process for the adult learner, I agreed with this definition of reflection: "a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciations" (Boud et al, 1988, p. 19). I also thought it would be interesting to evaluate the relationship between reflection and research participants' experiences.

From research participants' responses to the final evaluation questionnaire, it seems that they did come to new understandings and appreciations from the process of reflecting on their classroom experiences. Ana Esther reported that she has become a more active participant in the L2 learning process. In her words:

> "It is as if before [6] there had been a train (English language)
> and I was a spectator outside on the station, just observing.
> Now[7] I see myself inside the train, a passenger in this
> journey".

Cristina reported the same feeling of being more engaged in the learning process; Fernanda focused on the cognitive aspect of the changes she saw in herself; Isabel referred to her changed perception of L2 learning as an individual process whose improvement depends on the learner; Reginaldo also reports changes in himself with a more active learner role. Paula is the only research participant who did not completely fill in her questionnaire. Therefore, her final evaluation of the process is missing.

From the data found in the final evaluation questionnaire, all research participants who completely filled it out agreed that reflection was important. All of them also agreed on the benefits of integrating reflection into learning class activities (see Appendix D for participants' responses to the final-evaluation questionnaire).

---

[6] Ana Esther's own emphasis.

[7] Ana Esther's own emphasis.

Finally, research participants' reflection on their experiences did not take place solely in their heads, contrary to Boud's definition above (1988, p.19) which points to an introspective process. Instead, it was shared and thus, a social process. In that sense, the learning process was co-constructed in Vygotskian terms. Participants' internalizations, together with the comments and questions I asked, were the seeds to the actions which transformed not only their perceptions of the experiences in English IV, but also their approach to future experiences[8]. In that sense, reflection was a powerful tool that aided research participants' L2 learning processes.

7.4. LIMITATIONS

Every research project is, in various ways, limited. This investigation is no exception. The limitations that follow acknowledge those involving: (1) the research design of the study, (2) the validation of the data analysis, (3) the potential for generalizations from this study and (4) the lack of a body of research from which to draw on for methodological considerations and comparisons of findings.

In the preparation of the research design of this study, a choice was made to request volunteers to act as research participants instead of randomly selecting them. Given the demands for participation, the choice was justified. Nonetheless, at that time, it was acknowledged that this decision may influence the findings since the volunteers might not be the 'typical' or 'normal' learners. During the data collection process, I attempted to assess how 'typical' or 'atypical' the volunteers were compared to other the English IV learners. In my assessment, they did represent what would be considered 'typical'. Some participants had to work to support themselves; others did not; some had studied English before; others had not; some seemed very motivated; others not as much. Some had a good command of English; others did not.

---

[8] In a letter received 6 months after the leaving Brazil, Fernanda told me of the impact their participation had in their academic careers. See a copy of the translation of this letter in Appendix G.

In sum, they seemed to represent a typical population of undergraduate English major students. However, their decision to participate in this study distinguished them from the others. Their interest in getting to know more about themselves and about their English learning process made them different. Therefore, although participants represented what would be considered normal, their interest in the object of the investigation may have influenced the findings reported. They may have reported on issues that others might not have mentioned because of their interest in understanding their own experiences. Yet, had a more random selection procedure been adopted, others factors might also have had an influence on the findings.Thus, although this limitation in the research design is acknowleged, it is also considered relative as well as, perhaps, inevitable.

A limitation was also identified in the procedures for the validation of the data analysis. After the data analysis was finished, the findings were not validated by the learners involved in the study. This omission is justified: the data collection took place at UFMG and post data analysis validation was impractical unless I returned to Brazil, something I was not funded for. However, given that participants reported and validated some of the findings presented during the collection process, partial validation was obtained. Therefore, although this was considered better than no validation at all, it is still a limitation.

Another limitation in this study refers to the findings which relate to a small group of students in one specific FL classroom. In other words, the findings here presented may not allow for generalizations. This has been acknowledged throughout the discussion. The findings do relate to *this* group of students. Yet, although not representative of a large population, they reveal issues which may resonate with the experiences of other students in other classrooms. Only with further studies will generalizations be possible. However, given that the findings here presented did corroborate some of the results reported by others (6.2), and that investigations on foreign language classrooms are so restricted, this limitation is understood as partial.

Finally, but perhaps, the most serious limitation in this study involves the lack of similar investigations from which to draw on for methodological considerations and for critical comparisons of results.

7.5. EPILOGUE

Nine years have passed since I published the diary study that motivated me to further investigate what learners had to say about their learning experiences. In these nine years, I have worked towards that goal in different ways. As a teacher I have gone inside classrooms and struggled with the questions on my side of the teaching and learning process, attempting to make sense of learners' responses or, more accurately, of their lack of responses and variable behaviors. As a learner, I have taken courses and searched for literature that referred to the issues I was interested in. As a researcher, I developed a research project that would provide me with data to document and, ultimately, understand such L2 classroom specific issues. I believed that a thesis would satisfy my curiosity of understanding how people in classrooms made sense of the experiences they went through. I believed that, with this investigation, I would have a clearer picture of the events that happened in a class setting. I believed I would have a better idea of what it means to learn an L2 inside a classroom. As I write this, I ask myself how many of my questions have been answered.

Although the research process, the data, and the preceding chapters are concrete evidence that I have answered my own questions, I have to acknowledge that I have just touched the surface. There are still many classrooms to visit; many students to hear; many experiences to record and interpret; many perceptions to share; and many meanings to make.

The answers to the questions are limited by the questions themselves. They refer to one classroom, one small group of students and one set of experiences. Yet, without them, it would have been difficult to realize the dimensions of the issues learners have to deal with: cognitive, social, and affective challenges in two ninety-minute contacts per week; the goals of achieving fluency and better performances in such a limited environment as the foreign language classroom; and understanding how the setting, personal histories, beliefs and goals influence their experiences in that environment.

Nonetheless, regardless of my questions, most learners do learn in the language classroom, just as the research participants did. Learners do take with them little bits and pieces of the language they try to make sense of. By making L2 classroom experiences available, teachers and learners may come to realize how valuable these little bits and pieces are because what learners take is related to what teachers and learners bring into every lesson. Moreover, teachers and learners may also realize the degree of effort and will power involved in the classroom L2 learning process. Finally, they may also realize that a firm motive for L2 learning is necessary because, from what learners recount, learning a foreign language inside a classroom is, to say the least, complex and difficult.

Maybe, if learners reflected more about their classroom experiences, and if teachers were familiar with the range of these experiences, they would better understand the challenges throughout the L2 learning process and make more informed decisions as to how to deal with them. This knowledge might make learners realize the need for their own initiative to make the most of their learning process. Teachers, in turn, might be less puzzled by learners' behaviors from knowing the experiences that underlie the L2 learning process. However, those are new questions and, as such, they stay. At least, for the time being...

BIBLIOGRAPHY

Allen, J.P.B. (1980). A three-level curriculum model for second language education. *The Canadian Modern Language Review*, 40(1), 23-43.

Allen, J.P.B., M. Fröhlich and N. Spada (1984). The communicative orientation of language teaching: An observation scheme. In Handscome, Orem and Taylor (Eds.) *On TESOL '83: The question of control.* Washington, DC:TESOL.

Allen, J.P.B., M. Swain, B. Harley and J. Cummings (1990). Aspects of classroom treatment: Toward a more comprehensive view of second language education. In Harley, B., P. Allen, J. Cummings, and M. Swain (Eds.) *The Development of second language prficiency.* Cambridge: Cambridge University Press.

Allwright, R. (1983). Classroom-centered research on language teaching and learning: A brief historical overview. *TESOL Quarterly*,17(2),191-204.

Allwright, R. (1984). The importance of interaction in classroom language learning. *Applied Linguistics*, 5(2), 156-171.

Allwright, R. (1988a). *Observation in the language classroom.* London: Longman.

Allwright, R. (1988b). *Classroom language learning: new questions, new answers.* Unpublished paper. University of Lancanster.

Allwright, R. (1991). *Understanding classroom language learning.* Plenary paper presented at the XI ENPULI (Encontro Nacional dos ProfessoresUniversitários de Língua Inglesa), São Paulo, Brazil.

Allwright, D. and K. Bailey. (1991) *Focus on the language classroom.* Cambridge: Cambridge University Press.

Andersen, R. (1983). *Pidginization and creolization as language acquisition.* Rowley, Mass.: Newbury House.

Andersen, R. (Ed.) (1984). *Second language acquisition: A cross-linguistic perspective.* Rowley, Mass.: Newbury House.

Anderson, J.R. (1985). *Cognitive psychology and its implications.* New York: Freeman.

Argyris, C. et al. (1985). *Action science: Concepts, methods and skills for research and intervention.* San Francisco: Jossey-Bass.

Ausubel, D.A. (1968). *Educational psychology: A cognitive view.* New York: Holt, Rinehart & Winston.

Bailey, K. (1983). Competitiveness and anxiety in adult second language learning: looking at and through the diary studies. In Selinger, M. and Long, M. (Eds.)

Classroom-oriented research in second language acquisition. Rowley-Mass: Newbury House, 1980.

Beretta, A., G.Crookes, K.R. Gregg and M. H. Long. (1993). Theory construction in SLA acquisition. *Applied Linguistics,* 13, (4).

Bialystok, E. (1978). A theoretical model of second language learning. *Language Learning,* 28, 69-83.
*Bialystok, E. (1981). The role of conscious strategies in second language proficiency. *Language Learning.*

Bialystok, E. and M.Fhrölich. (1978). Variables of classroom achievement in second language learning. *Modern Language Journal,* 62(7), 327-336.

Boud, D., R. Keogh and D. Walker. (Eds.) (1985) *Reflection: Turning experience into learning.* London: Kogan Page.

Boud, D. (1986). A facilitator's view of adult learning. In Boud, D. and V. Griffin (Eds.) *Appreciating adults learning: From the learners' perspective.* London: Kogan Page.

Boud, D. and V. Griffin. (Eds.) (1986). *Appreciating adults learning: From the learners' perspective.* London: Kogan Page.

Breen, M. P. (1986). The social context of language learning -- a neglected situation. *Studies in Second Language Acquisition,* 7, 135-158.

Breen, M. P. (1987). Contemporary paradigms in syllabus design. Part 1. *Language Teaching,* 20(2), 81-92.

Breen, M. P. (1987). Contemporary paradigms in syllabus design. Part 2. *Language Teaching,* 20(3), 157-174.

Brown, A. L., J. D. Bransford, R. A. Ferrara and J. C. Campione. (1983). Learning, remembering and understanding. In J.H. Flavell and E.M. Markham (Eds.) *Carmichael's Manual of Child Psychology,* Volume 3. New York: John Wiley, 77-166.

Brown, H.D. (1980). *Principles of language learning and teaching.* Englewood Cliffs, N.J.: Prentice Hall.

Brown, H.D. (1992a). *Teaching by Principles: An interactive approach to language pedagogy.* Englewood Cliffs, NJ: Prentice Hall Regents.

Brown, H.D. (1992b). *Principles of language learning and teaching.* Englewood Cliffs, NJ: Prentice Hall Regents.

Brown, L.D. and R. Tandon. (1983). Ideology and political economy in inquiry: Action research and participatory research. *The Journal of Applied Behavioral Science,*19(3), 277-294.

Budd, R. and Wright, T. (1992). Putting a process syllabus into practice. In Nunan, D. (Ed.) *Collaborative Language teaching*. Cambridge: Cambridge University Press.

Burstall, C. (1975). Factors affecting foreign-language learning: A consideration of some recent research findings. *Language Teaching and Linguistic: Abstracts*, 8(1), 5-25.

Campbell, J. (1949). *The hero with a thousand faces*. Princeton, N.J.: Princeton University Press.

Campbell, J. (1980). *The power of myth*. New York: Doubleday.

Capra, F. (1975). *The tao of physics.* Berkeley, California: Shambala.

Carver, D. (1984). Plans, learner strategies, and self-direction in language learning. *System.* 12, 123-133.

Caswell, H. L. and D. S. Campbell. (1985). *Curriculum development.*. New York: American Book Company.

Cavalcanti, M. (1982). Using the unorthodox, unmeasurable verbal protocol technique: qualitative data in foreign language research. In Dingwall, S. and S. Mann (Eds.) *Methods and problems in doing applied linguistics research*. University of Lancaster.

Chamot A.U. and L. Kupper. (1989). Learning strategies in foreign language instruction. *Foreign Language Annals.* 22, 13-24.

Chamot A.U., J.M. O'Malley, L. Kupper and M. Impink-Hernandez. (1987). *A study of l earning strategies in foreign language instruction: First year report*. Arlington, VA: InterAmerica Research Associates.

Chaudron, C. (1977). A descriptive model of discourse in the corrective treatment of learners' errors. *Language Learning,* 27, 29-46.

Chaudron, C.(1988). *Second language classrooms: Research on teaching and learning*. Cambridge: Cambridge University Press.

Chomsky, N. (1959). Review of verbal behaviors by B.F. Skinner. *Language,* 35, 26-58.

Chomsky, N. (1966). Linguistic theory. In Allen, J.P.B. and P. van Buren (Eds.) (1971). *Chomsky: Selected readings*. London: Oxford University Press.

Clandinin, J. (1985). Personal practical knowledge: A study of teachers' classroom images. *Curriculum Inquiry.* 15(4), 361-385.

Clandinin, J. and M. Connelly. (1995). *Teacher's professional knowledge landscapes.* New York: Teacher's College Press.

Cohen, A.D. (1990). *Language learning: Insights for learners, teachers and researchers.* New York: Newbury House.

Cohen, A.D. and M. Robbins. (1976). Towards assessing interlanguage performance: the relationship between selected errors, learners' characteristics and learners' explanations. *Language Learning,* 26, 54-66.

Connelly, F.M. and D. J. Clandinin. (1988). *Teachers as curriculum planners: Narratives of experience.* New York: Teachers College, Columbia University.

Connelly, F.M. (1992). Teacher as Curriculum Maker. In Jackson, P.W. (Ed.)*Handbook of research on curriculum.* New York: MacMillan.

Coleman, H. (1987). Teaching spectacles and learning festival. *English Language Teaching Journal,* 41, 2, 97-103.

Collier, M. (1979). *A film study in classrooms in western Alaska.* Fairbanks: Center for Cross-Cultural studies, University of Alaska.

Coughlan, P. and P.A. Duff. (1994). Same task, different activities: Analysis of a SLA task from an activity theory perspective. In Lantolf, J.P. and G. Appel. *Vygotskian approaches to second language research.* Norwood, NJ: Ablex.

Crookes, G. and Schmidt, R. (1989). Motivation: Reopening the research agenda. *University of Hawaii Working Papers in ESL,* 8, 217-256.

Danserau, D. (1985). Learning strategy research. In J.W. Segal, S.F. Chipman and R.C. Glaser (Eds.) *Thinking and learning skills: Relating learning to basic research.* Hilldale, NJ: Lawrence Erlbaum. 209-240.

Delamont, S. (1992) *Fieldwork in educational settings: Methods, pitfalls and perspectives.* London: Washington, DC: Falmer Press.

Dewey, J. (1916). *Democracy in education.* New York: Macmillan.

Dezin, N.K. (Ed.) (1970). *Sociological methods: A source book.* Chicago: Aldine.

Diamond, C.P.T. (1991). *Teacher education as transformation: A psychological perspective.* Milton Keynes: Open University Press.

Diller, K.C. (1978). *The language teaching controversy.* Rowley, Mass.: Newbury House.

Donato, R. (1996). *Vygotskyan contributions to understanding the foreign and second language classroom.* Unpublished paper. Department of Instruction and Learning, School of Education. University of Pittsburgh.

Donato, R. (1994). Collective scaffolding in second language learning. In Lantolf, J.P. and G. Appel. *Vygotskian approaches to second language research.* Norwood, NJ: Ablex.

Donato, R. and D. McCormick. (1995). *A sociocultural perspective on language learning strategies: The role of mediation.* Unpublished paper. Department of Instruction and Learning, School of Education. University of Pittsburgh.

Dulay, H. and M. Burt. (1975). Creative Construction in second language learning. In Dulay. H. and M. Burt (Eds.) *New directions in second language learning, teaching and bilingual education.* Washington DC: TESOL.

Ehrman, M.E. (1990). Adult language learning styles and strategies in an intensive training setting. *Modern Language Journal.* 74, 311- 327.

Ehrman, M.E. and R.L. Oxford. (1989). Effects of sex differences, career choice and psychological type on adult learning strategies. *Modern Language Journal.* 73, 1-13.

Eisner, E. W. and E. Vallance (Eds.). (1974). *Conflicting conceptions of curriculum.* Berkeley, California: McCutchan Publishing Co.

Ellis, R. (1984). *Classroom second language development.* Oxford: Pergamon Press.

Ellis, R. (1986). *Understanding second language acquisition.* Oxford: Oxford University Press.

Ellis, R. (1990). *Instructed Second Language Acquisition.* Oxford: Blackwell.

Ellis, R. (1994). *The Study of Second Language Acquisition.* Oxford: Oxford University Press.

Ely, C. (1989). Tolerance of ambiguity and use of second language learning strategies. *Foreign Language Annals.* 22, 437-445.

Erickson, F. (1981). Some approaches to inquiry in school-community ethnography. In Trueba, H.T., G.P. Guthrie and H.P. Au (Eds.) *Culture and the bilingual classroom: Studies in classroom ethnography.* Rowley, Mass.: Newbury House.

Erickson, F. (1986). Qualitative methods in research on teaching. In Wittrock, M.C. (Ed.) *Handbook of research in teaching.* New York: MacMillan.

Faerch C. and G. Kasper (1987) (Eds.). *Introspection in second language research.* Clevedon, U.K.: Multilingual Matters.

Fishman, J.A. (1977). The social science perspective. In Troike, R.C. (Ed.) *Bilingual education: Current perspectives.* Volume 1: Social Science, 1-49. Arlington, Virginia: Center for Applied linguistics.

Flanders, N.A. (1970). *Analyzing teacher behavior.* Reading, Mass.: Addison Wesley.

Florio, S. and M. Walsh. (1981). The teacher as a research participant. In Trueba, H.T. and H.P. Au (Eds.) *Culture and the bilingual classroom: Studies in classroom ethnography*. Rowley, Mass.: Newbury House.

Freire, M. M. (1992). *Interação e simulação computadorizada: Uma proposta em CALL*. Unpublished M.A. Thesis. Pontifícia Universidade Católica de São Paulo, Brazil.

Freire, P. (1972). *The pedagogy of the oppressed*. Harmondsworth: Penguin.

Freire, P. (1973). *Education for critical consciousness*. London: Sheed and Ward.

Gaies, S. (1983). The investigation of language classroom processes. *TESOL Quarterly*, 17(2), 205-217.

Galloway, V. and A. Labarca. (1991). From student to learner: Style, process and strategy. In D.W. Birchbichler (Ed.) *New perspectives and new directions in foreign language education*. Lincolnwood, IL: Textbook Co. and the American Council on the Teaching of Foreign Languages. 111-158.

Gardner, R. and P. Mac Intyre (1991). An instrumental motivation in a language study: who says it isn't effective?. Studies *in Second Language Acquisition, 13, 57-72*.

Gardner, R.C. (1988). The socio-educational model of second language learning: assumptions, findings and issues. *Language Learning, 38, 101- 126*.

Gardner, R.C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London and Baltimore: Edward Arnold.

Gardner, R. and R. Clement (1990). Social psychological perspectives on second language acquisition. In Giles and Robinson (Eds.) *Handbook of Language and Social Psychology*. Chischester: John Wiley and sons.

Gardner, R.C. and W.E. Lambert. (1972). *Attitudes and motivation in second language learning*. Rowley, Mass.: Newbury House.

Gass, S. (1983). The development of L2 intuitions. *TESOL Quarterly*, 17, 273-291.

Gattegno, C. (1972). *Teaching foreign languages in schools: The silent way*. New York: Educational Solutions.

Geertz, C. (1973). Thick description. In Geertz, C. *The interpretation of cultures*. New York: Basic Books.

Genesee (1987). *Learning through two languages: studies in immersion and bilingual education*. Cambridge, Mass.: Newbury House.

Giles, H., R. Bourhis and D.Taylor. (1977). Toward a theory of language in ethnic group relations. In Giles, H. (Ed.) *Language ethnicity and intergroup relations.* New York: Academy Press.

Giles, H. and R. Saint Clair. (Eds.)(1979). *Language and social psychology.* Oxford: Basil-Blackwell.

Gillette, B. (1994). The role of learner goals in L2 success. In Lantolf, J.P. and G. Appel. (Eds.) (1994). *Vygotskian approaches to second language research.* Norwood, NJ: Ablex.

Goswami, D. and P.Stillman. (Eds.) (1987). *Reclaiming the classroom: Teacher research as an agency for change.* Portsmouth, N.H.: Boyton/Cook.

Griffin, V. (1986). Naming the Processes. In Boud, D. and V. Griffin (Eds.) *Appreciating adults learning: From the learners' perspective.* London: Kogan Page.

Grotjahn, R. (1987). On the methodological basis of instrospective methods. In Faerch C. and G. Kasper (Eds.) *Introspection in second language research.* Clevedon, U.K.: Multilingual Matters.

Hall, B. L. (1981). Participatory research, popular knowledge and power: A personal reflection. *Convergence,* 14(3), 6-17.

Hamayan E.V. and G.R.Tucker. (1980). Language input in the bilingual classroom and its relationship to second language achievement. *TESOL Quarterly.* 14(4), 453-468.

Harley, B. (1989). Functional grammar in French immersion: A classroom experiement. *Applied Linguistics,* 19, 331-359.

Harley, B., P. Allen, J. Cummings, and M. Swain (Eds.) (1990).*The development of second language proficiency.* Cambridge: Cambridge University Press.

Harlow, L. (1988). The effects of the yellow highlighter: second language learner strategies and their effectiveness: A research update. *Canadian Modern Language Review,* 45, 91-102.

Hatch, E. M. (1978). Discourse analysis and second language acquisition. In Hatch, E.M. (Ed.) *Second Language Acquisition.* Rowley, Mass: Newbury House.

Hatch, E. M. (1983). *Psycholinguistics: A second language perspective.* Rowley: Mass.: Newbury House.

Hatch, E. M. and Wagner-Gough (1976). Explaining sequence and variation in second language acquisition. *Language Learning, Special Issue,* 4, 39-47.

Hitchock, G and D. Hughes. (1989). *Research and the teacher.* London: Routledge.

Holliday, A. (1994). *Appropriate methodology and social context..* Cambridge: Cambridge University Press.

Hopkins, D. (1985). *A teacher's guide to classroom research.* Milton Keynes: Open University Press.

Hornberger, N.H. (1995). Alternatives in TESOL research. *TESOL Quarterly.* 29(3), 688-701.

Horwitz, E. (1990) Attending to the affective domain in foreign language learning. In S.S. Magnan (Ed.) *Shifting the instructional focus to the learner.* Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages.

Horwitz, E.K. and D.J. Young. (1990). *Language anxiety: From theory and research to classroom practice.* Englewood Cliffs, NJ: Prentice Hall.

Hosenfeld, C. (1977) A preliminary investigation of the reading strategies of successful and unsuccessful second language learners. *System,* 5, 116-123.

Hosenfeld, C. (1979). Cindy: A learner in today's foreign classroom. In Borne, W. (Ed.) *The foreign language learner in today's classroom environment.* Northeast Conference, Montpellier, Vermont.

Hunt, D. (1987). *Beginning with ourselves.* Cambridge, Ma.: Borderline Books.

Hunt, D. (1992). *The renewal of personal energy.* OISE Press. The Ontario Institute for Studies in Education.

Hymes, D. (1972). On communicative competence. In Pride J.B. and J. Holmes (Eds.) (1972). *Sociolinguistics: Selected readings.* Penguin Books.

Jackson, P.W. (1992). Conceptions of curriculum and curriculum specialists. In Jackson, P. W. (Ed.) *Handbook of research on curriculum.* New York: MacMillan.

Johnson, D.M. (1992). *Approaches to research in second language learning.* New York: Longman.

Johnson, R.K. (1987). *The second language curriculum.* Cambridge: Cambridge University Press.

Jung, C. (1965). *Memory, dreams and reflections.* New York: Vintage Books.

Kadia (1988). The effect of formal instruction on monitored and spontaneous naturalistic interlanguage performance. *TESOL Quarterly,* 22: 509-515.

Keane, R. (1986). The doubting journey: a learning process of self-transformation. In Boud, D. and V. Griffin (Eds.) *Appreciating adults learning: From the learners' perspective.* London: Kogan Page.

Kelly, G.A. (1955). *The psychology of personal constructs.* New York: Norton.

Kemmis, S. (1985). Action research and the politics of reflection. In Boud, D., R. Keogh and D. Walker. (Eds.) *Reflection: Turning experience into learning.* London: Kogan Page.

Knowles, M.S. (1975). *Self-directed learning: A guide for learners and teachers.* Chicago: Follet.

Knowles, M.S. (1980). *The modern practice of adult education: From pedagogy to andragogy.* New York: Cambridge Books.

Knowles, M.S. (1984). *The adult learner: A neglected species.* Houston, Texas: Gulf.

Kolb, D.A. and F. Fry. (1975). Towards an applied theory of experiential learning. In Cooper, C.L. (Ed.) *Theories of group processes.* London: John Wiley.

Krashen, S. D. (1978). The monitor model for second language acquisition. In Gingras, R. (Ed.) *Second language acquisition and foreign language teaching.* Washington, DC: CAL.

Krashen, S. D. and T. Terrell. (1983). *The natural approach: Language acquisition in the classroom.* California: Alemany.

Krashen, S. D. (1985). *The input hypothesis.* London: Longman.

Larsen-Freeman, D. (1976). An explanation for the morpheme accuracy order of learners of English as a second language. *Language Learning,* 26(1), 125-35.

Lakoff, G and M. Johnson. (1980). *Metaphors we live by.* Chicago: University of Chicago Press.

Lantolf, J.P. and G. Appel. (Eds.) (1994). *Vygotskian approaches to second language research.* Norwood, NJ: Ablex.

Lather, P. (1986). Research as praxis. *Harvard Educational Review,* 56(3), 257-277.

Lather, P. (1986). Issues of validity in openly ideological research: Between a rock and a soft place. *Interchange,* 17(4):63-84, 1986.

Lave, J. and E. Wenger. (1991). *Situated learning: Legitimate peripheral participation.* Cambridge: Cambridge University Press.

Leont'ev, A.N. (1981) The problem of activity in psychology. In Wertsch, J.V. (Ed.) *The Concept of Activity in Soviet Psychology.* Armonk, New York: M. E. Sharpe.

Lightbown, P. (1980). The acquisition and use of questions by French L2 learners. In Felix, S. (ed.) *Second language development: Trends and issues.* Tubigen: Gutter Narr.

Lightbown, P. (1983). Exploring relationships between developmental and instructional sequence in L2 acquisition. In Seliger, H. and M. Long (Eds.). *Classroom-oriented Research in SLA*. Rowley, Mass.: Newbury House.

Lin, A.M.Y. (1996). *Doing-English-Lessons in secondary schools in Hong Kong: A sociocultural and discourse analytic study*. Unpublished Ph.D thesis. Graduate Department of Education. University of Toronto.

Long, M. (1983). Does second language instruction make a difference? A review of research. *TESOL Quarterly*, 17, 359-382.

Long, M. (1981). Input, interaction and second language acquisition. In H. Winitz (Ed.) *Native Language and Foreign Language Acquisition. Annals of the New York Academy of Sciences*, 379, 259-278.

Lozanov, G. (1979). *Suggestology and outlines of suggestopedy*. New York: Gordon and Breach.

Luria, A.R. (1979). *The making of mind*. Cambridge: Harvard University Press.

Macnamara, J. (1973). The cognitive strategies of language learning. In Oller, J, Jr. and J.C. Richards (Eds.) *Focus on the learner: Pragmatic perspectives for the language teacher*. Rowley, Mass.: Newbury House.

MacMurray, J. (1969). *The self as agent*. London: Faber.

Marton, W. (1983). Second language acquisition tactics and language pedagogy. *System*, 11, 313-323.

McCombs, B.L. (1982). *Enhancing student motivation through positive self-control strategies*. Paper presented at the annual meeting of the American Psychological Association. Washington, DC, April 1982.

McCombs, B.L.(1988). Motivational skills training: Combining metacognitive, cognitive and affective learning strategies. In Weistein, C., E.T. Goetz and P.A. Alexander (Eds.) *Learning and study strategies: Issues in assessment, instruction and evaluation*. New York: Academic Press. 141-149.

McLaughlin, B. (1990) "Conscious" versus "unconscious" learning. *TESOL Quarterly*, 24, 617-634, .

McLaughlin, B. , T. Rossman, and B. McLeod. (1983). Second language learning: an information processing perspective. *Language Learning*, 33,135-138.

McNiff, J. (1988). *Action research: Principles and practice*. Houndmills: Macmillan Education.

Mehan, H. (1975). *The reality of ethnomethodology*. New York: Wil.

Met, M. and V. Galloway. (1992). Research in Foreign Language Curriculum. In Jackson P.W. (Ed.) *Handbook of research on curriculum*. New York: MacMillan.

Mezirow, J. (1981). A critical theory of adult learning and education. *Adult Education*, 32, 1, 231-259.

Miccoli, L.S. (1984). *The pappiamentu experience*. Unpublished paper. TESL Department. University of California, Los Angeles.

Miccoli, L.S. (1987). Journal-writing as a feedback and an EFL-related issues discussion tool. *Estudos Germânicos*, 8 (2), 59-66, Belo Horizonte: UFMG.

Mitchell, R. (1985). Process research in second language classrooms. *Language Teaching*, 18, 330-352.

Mohan, B. and S. M. Smith (1992). Context and Cooperation in academic texts. In Nunan, D. (Ed.) *Collaborative Language teaching*. Cambridge: Cambridge University Press.

Moskowitz, G. (1971). Interaction analysis - A new modern language for supervisors. *Foreign Language Annals*, 5(2), 211-221.

Moskowitz, G. (1976). The classroom interaction of outstanding foreign language teachers. *Foreign Language Annals*. 9, 135-157.

Munby, H. (1986). Metaphors in the thinking of teachers: An exploratory study. *Journal of Curriculum Studies*, 18(2), 197-209.

Naiman, N., M. Frohlich and A. Todesco. (1975). The good second language learner. *TESL Talk*, 6, 58-75.

Naiman, N., M. Frohlich, H. H. Stern and A. Todesco. (1978). The good language learner. *Research Education Series*, 7. Ontario Institute for Studies in education.

Neil, A.S. (1960). *Summerhill: A radical approach to child rearing*. New York: Hart.

Nunan, D. (1991). Methods in second language classroom-oriented research: A critical review. *Studies in Second Language Acquisition*, 13, 249-274.

Nunan, D. (1992). *Collaborative Language teaching*. Cambridge: Cambridge University Press.

Oja, S.N. and M.C. Ham. (1984). A cognitive developmental approach to collaborative action research with teachers. *Teachers College Record*, 86(1),171-192.

Oliva, P.F. (1982). *Developing the curriculum*. Boston, Little Brown.

Oller, J. (1979). *Language tests at school: A pragmatic approach*. London: Longman.

O'Malley, J.M. and A.U. Chamot. (1990). *Learning strategies in second language acquisition.* Cambridge: Cambridge University Press.

O'Malley, J.M. and A.U. Chamot, G. Stewner-Manzanares, L. Kupper and R. Russo. (1985). Learning strategies used by beginning and intermediate ESL students. *Language Learning,* 33, 21-46.

Oxford, R.L. (1989). Use of language learning strategies: A synthesis of studies with implications for strategy training. *System,* 17, 235-247.

Oxford, R.L. (1990a). Language learning strategies and beyond: A look at strategies in the context of styles. In Magan, S.S. (Ed.) *Shifting the instructional focus to the learner.* Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages, 35-55.

Oxford, R.L. (1990b). *Language learning strategies: What every teacher should know.* New York: Newbury House.

Oxford, R.L. (1993). Research on second language learning strategies. *Annual Review of Applied Linguistics,* 13 :175-187.

Oxford, R.L. and A.D. Cohen. (1992). Language learning strategies: Crucial issues of concept and classification. *Applied Language Learning,* 3(1), 1-35.

Oxford, R.L. and D. Crookball. (1989). Research on second language learning strategies: Methods, findings and instructional issues. *Modern Language Journal,* 73, 404-419.

Oxford, R.L., D. Crookball, A.D. Cohen, R.Z. Lavine, M. Nyikos, and W. Sutter. (1990). Strategy training for language learners: Six situational case studies and a training model. *Foreign Language Annals,* 23, 197-216.

Oxford, R.L., M.E. Ehrman, and R.Z. Lavine. (1991). Style wars: Teacher-Student style conflicts in the language classroom. In S.S. Magnan (Ed.) *Challenges in the 1990's for foreign language programs.* Boston, MA: Heinle & Heinle. 1-25.

Oxford, R.L. and M. Nyikos. (1989). Variables affecting choice of language learning strategies: A pilot study. *Modern Language Journal,* 73, 291-300.

Oxford, R.L., M. Nyiko, and M.E. Ehrman. (1988). Vive la difference? Reflections on sex differences in use of language learning strategies. *Foreign Language Annals,* 21, 321-329.

Oxford, R.L., V. Talbott, and G. Halleck. (1989). *Motivation, learning strategies, and other factors in a universtity intensive ESL program.* Paper presented at the annual meeting of TESOL, San Francisco.

Pasmore, W. and F. Friedlander. (1982). An action research program for increasing employee involvement in problem-solving. *Administrative Science Quarterly,* 27(3), 343-362.

Pica, T. (1987). Second language acquisition, social interaction, and the classroom. *Applied Linguistics, 7,* 1-25.

Pica, T. (1988). Negotiated input as an aid to learner output. *Language Learning, 37,* 471-493.

Pica, T., C. Doughty, and R. Young. (1986). Making input comprehensible: Do interactional modifications help? *International Review of Applied Linguistics, 72,* 1-25.

Pica, T., L. Holliday, N. Lewis, and L. Morgenthaler. (1989). Comprehensible output as an outcome of linguistic demands on the learner. *Studies in Second Language Acquisition,* 11(1), 63-90.

Pica, T., R. Young, and C. Doughty. (1987). The impact of interaction on comprehension. *TESOL Quarterly,* 21(4), 737-758.

Pierce, B.N. (1995). Social identity, investment, and language learning. *TESOL Quarterly,* Spring Issue.

Politzer, R.L. (1970). Some reflections on "good" and "bad" teaching behaviors. *Language Learning,* 20, 31-43.

Politzer, R. (1983). An exploratory study of self-reported language learning behaviors and their relation to achievement. *Studies in Second Language Acquisition.* 6, 54-65.

Politzer, R. and M. McGroarty. (1985). An exploratory study of learning behaviors and their relationship to gains in linguistic and communicative competence. *TESOL Quarterly,* 19, 103-124.

Pope, M. and P. Denicolo. (1991). Developing Constructive action: personal construct psychology, action research and professional development. In Zubber-Skerritt, O. (Ed.) *Action research for change and development.* Aldershot: Avebury.

Putman R. W. (1991). Recipes and reflective learning: What would prevent you from saying it that way?. In Schon, D.A. (Ed.) *The reflective turn: Case studies in and on educational practice.* New York: Teachers College Press.

Rapaport, R. (1970). Three dilemmas in action research. *Human Relations,* 23, 499-513.

Reid, J. (1987). The learning style preferences of ESL students. *TESOL Quarterly,* 21, 87-111.

Richard-Amato, P. (1996). Making it happen: interaction in the second language classroom - from theory to practive. New York: Longman.

Richards, J.C. and C. Lockhart. *Reflective teaching in second language classrooms.* Cambridge: Cambridge University Press.

Rigney, J.W. (1978). Learning strategies: A theoretical perspective. In O'Neil Jr, H.F. (Ed.) *Learning Strategies.* New York: Academic Press. 165-285.

Rogers, C.R. (1969). *Freedom to learn.* Columbus, Ohio: Charles E. Merrill.

Ross, H. (1990). *Network Learning.* Unpublished paper. Linguistics Department, Universidade Federal de Minas Gerais, Belo Horizonte, Brazil.

Rubin, J. (1975). What the "good language learner" can teach us. *TESOL Quarterly,* 9, 41-51.

Rubin, J. (1981). Study of cognitive processes in second language learning. *Applied Linguistics,* 1, 118-131.

Sato C. (1981). Ethnic styles in classroom discourse. In Hines, M. and W. Rutherford (Eds.) *On TESOL' 81,* 11-24, Washington D.C.: TESOL.

Saylor, J.A and W.M. Alexander. (1974). *Planning curriculum for schools.* New York: Holt, Rinehart and Winston.

Scarcella, R. and S. Krashen. (Eds.) (1980). *Research in second language acquisition.* Rowley, Mass.: Newbury House.

Scarcella, R. and R.L. Oxford. (1992) *The tapestry of language learning: The individual in the communicative classroom.* Boston, Mass: Heinle & Heinle.

Schinke, L. (1981). *English foreigner talk in content classrooms.* Unpublished Ph.D. dissertation, Northwestern University.
Schinke-Llano, L. (1993). On the value of a Vygotskian framework for SLA theory and research. *Language Learning,* 43(1), 121-129.

Schon, D.A. (1991). *The reflexive turn: Case studies in and on educational practice.* New York: Teachers' College Press.

Schon, D.A. (1983). *The reflective practitioner.* Basic Books.

Schmidt, R. (1990). *Input, interaction attention and awareness: the case for consciousness-raising in second language teaching.* Paper presented at the X Encontro Nacional de Professores Universitários de Língua Inglesa (ENPULI).

Schmidt, R.W. (1993). Awareness and second language acquisition. *Annual Review of Applied Linguistics,* 13.

Schmidt, R.W. and S.N. Frota. (1986). Developing basic conversational ability in a second language: a case study of an adult learner of Portuguese. In Day, R.R. (Ed.) *Talking to learn: Conversation in second language acquisition.* Rowley, Mass.: Newbury House.

Schumann, J. (1978). *The pidginization process: A model for second language acquisition.* Rowley, Mass.: Newbury House.

Schumann, F.M. and J.H. Schumann. (1977). Diary of a language learner: an introspective study of second language learning. In Brown, H.D., C.A. Yorio and R.H.Crymes (Eds.) *Teaching and learning English as a second language: Trends in research and practice, selected papers from the 1977 TESOL convention.* TESOL: Washington D.C.

Schwab, J. (1954). Eros and education: a discussion of one aspect of discussion. *Journal of General Education.* 8, 54-71.

Schwab, J. (1960). What do scientists do? In Westbury, I. and N.J. Wilkof (Eds.) *Science, curriculum and liberal education.* Chicago: University of Chicago Press.

Seliger, H.W. (1977). Does practice make perfect? A study of interaction patterns and L2 competence. *Language Learning,* 27(2), 263-278.

Seya, H. (1995).*The linguistic impact of a study abroad program on individual Japanese college studentsfb: A case study.* Unpublished Ph.D thesis. Graduate Department of Education. University of Toronto.

Sharan, S. (1984) (Ed.) *Current Research on Cooperative Learning.* New York: Praeger.

Shieh, R. and R. Donato (1996). *Discursive positioning in L2 in interaction: Conflict and Complementarity.* Unpublished paper. Department of Instruction and Learning, School of Education. University of Pittsburgh.

Skehan, P. (1989). *Individual differences in second-language learning.* London: Edward Arnold.

Slavin, R.E. (1983). *Cooperative Learning.* New York: Longman.

Smith, P.D. (1970). A comparison of the cognitive and audiolingual approaches to foreign language instruction: the Pennsylvania foreign language project. In Allwright, R. (1988) *Observation in the language classroom.* London: Longman.

Spada, N. (1986). The interaction between types of content and type of instruction: Some effects on the L2 proficiency of adult learners. *Studies in Second Language Acquisition,* 8, 181-199.

Spindler, G. (1982). *Doing the ethnography of schooling.* New York: CBS College.

Spindler, G. and L. Spindler. (1987). *Interpretive ethnography of education: At home and abroad.* Hillsdale, NJ: Lawrence Erlbaum.

Spradley, J.P. (1979). *The ethnographic interview.* New York: Holt.

Spradley, J.P. (1980). *Participant observation.* New York: Holt.

Stern, H.H. (1975). What can we learn from the good language learner?*Canadian Modern Language Review*, 31, 304-318.

Stern, H.H. (1983a). *Fundamental concepts of language teaching.* Oxford: Oxford University Press.

Stern, H.H. (1983b). Toward a multidimensional foreign language curriculum. In Mead, R.G. (Ed.) *Foreign languages: key links in the chain of learning.* Middlebury, Vermont: Northeast Conference.

Stevick, E. (1976). *Memory, meaning and method.* Rowley: Mass.: Newbury House.

Sunderland, J. and E. Toncheva. (1991). The value of project work in Inset.*System*, 19(3), 309-319.

Swain, M. (1995). *Collaborative dialogue: Its contribution to second language learning.* Plenary Paper presented at the Annual AAAL Conference, Long Beach, California.

Swain, M. and S. Lapkin (1982). *Evaluating Bilingual Education: A Canadian case study.* Clevendon, Avon: Multilingual Matters.

Swain, M. and L. Miccoli. (1994). Learning in a content -based, collaboratively-structured course: The experience of an adult ESL learner. *TESL Canada Journal*, 12(1), 15-28.

Tarone, E. (1977). Conscious communication strategies in inter-language: A progress report. In H.D. Brown, C.A. Yorio and R. Crymes (Eds.) *On TESOL '77: teaching and learning ESL.* Washington, DC: TESOL. 194-203.

Tarone, E. (1983). Some thoughts on the notion of "communication strategy". In C. Faerch and G. Kasper (Eds.) *Strategies in interlanguage communication.* London: Longman, 61-74.

Taylor, B. (1973). Review of Gardner and Lambert: Attitudes and motivation in second language learning. *Language Learning*, 23(1), 145-149.

Taylor, M. (1986). Self-directed learning: more than meets the observer's eye. In Boud, D. and V. Griffin (Eds.) *Appreciating adults learning: from the learners' perspective.* London: Kogan Page.

Telles, J.A. (1995). *Being a language teacher: Stories of critical reflection on language and pedagogy.* Unpublished Ph.D. dissertation. Graduate Department of Education. University of Toronto.

Terrell, T. D. (1977). A natural approach to language learning and acquisition. *Modern Language Journal*, 61, 325-337.

Tich N. H. (1976). *Miracle of mindfulness: a manual on meditation.* Boston, Mass.: Beacon Press.

Tich N. H. (1991). *Peace is every step: the path of mindfulness in everyday life.* New York: Bantam Books.

Tyacke. M and D. Mendelson. (1986). Student needs: Cognitive as well as communication. *TESL Canada Journal,* 171-183.

Ullman, R. (1991). Teachers, administrators, and researchers work together in classroom observation research: A professional development opportunity. *The Canadian Modern Language Review,* 48(1):78-89.

Van Lier, L. (1988). *The classroom and the language learner.* New York: Longman.

Van Lier, L. (1991). Inside the classroom: Learning processes and teaching procedures. *Applied Language Learning,* 2, 29-68.

Van Lier, L. (1994). Forks and hope: Pursuing understanding in different ways. *Applied Linguistics,* 14(3), 328-347.

Van Patten, B. (1990). Attending to content and form in the input: An experiment in consciousness. *Studies in Second Language Acquisition,* 12, 287-301.

Watson-Gegeo, K.A. (1988). Ethnography in ESL: Defining the essentials. *TESOL Quarterly,* 22 (4), 575 - 592.

Weinstein, C.E. and R. E. Mayer. (1986). The teaching of learning strategies. In Wittrock, M.C. (Ed.) *Handbook of research on teaching.* New York : Macmillan.

Wells, G. (1981). *Learning through interaction.* Cambridge: Cambridge University Press.

Wells, G. (1985). *Language development in the pre-school years.* Cambridge: Cambridge University Press.

Wenden, A. (1995) *Learner training in context: A knowledge-based approach.* Unpublished paper presented at the 1995 TESOL Summer Institute, Saint Michael's College, Vermont. USA.

Wenden, A. (1991). *Learner strategies for learner autonomy: Planning and implementing learner training for language learners.* Englewood Cliffs, NJ: Prentice Hall.

Wenden, A. and J. Rubin (Eds.) (1987). *Learner strategies for languagelearning.* Englewood Cliffs, NJ: Prentice Hall.

Weinsheimer, J.C. (1985). *Gadamer's hermeneutics: A reading of truth and method.* New Haven: Yale University Press.

Wertsch, J. V. (1991). *Voices of mind: A sociocultural approach to mediated action.* Cambridge, Mass.: Harvard University Press.

Wilber, K. (1982). *The holographic paradigm and other paradoxes.* Boulder, Colorado: Shambala.

Willet, J. (1987). Contrasting acculturation patterns of two non-English-speaking prescholers. In H.T. Trueba (Ed.). *Success or failure?: Learning and the l anguage minority student.* New York: Newbury House/Harper &Row.

Wong Fillmore, L. (1976). *The second time around: cognitive and social   structures in second language acquisition.* Unpublished Ph.D. dissertation. University of California, Berkeley.

Wong Fillmore, L. (1979). Individual differences in second language acquisition. In Fillmore, C.J., W.S.Y. Wang and D.K. Kemper (Eds.) *Individual differences in language ability and language behavior.* Academic Press.

Woods, P. (1986). *Inside schools: Ethnography in educational research.* Boston: Routledge.

Wright, T. (1990). Understanding classroom role relationships. In Richards, J.C. and D. Nunan (Eds.) *Second language teacher education.* Cambridge: Cambridge University Press.

Zubber-Skerritt, O. (Ed.) (1991). *Action research for change and development.* Aldershot: Avebury.

APPENDIX A: The Personal History Interview

Questions:

1. What name would you like to have for the duration of this investigation?

2. Tell me a little bit about yourself: your age, your family, your story, why are you at FALE, and any other thing you find relevant?

3. Did you ever study any other language(s)? Do you speak any other language? Are you taking any other languages at FALE?

4. How old were you when you started studying English? Where did you study?

5. What do you remember from you first experiences in learning English? Do you remember any particular episode that might have left memories?

6. Do you remember what methodology was used at that time?

7. How do you see the teaching of English at FALE compared to your previous experience?

8. Going back to your first experiences with English, how were you as a learner? What type of learner were you in the beginning of your learning career? Is there any episode that you particularly remember?

9. After entering FALE has your learning process changed or not? What are the differences, if your answer is affirmative?

10. Do you see differences when you compare your previous experience and your current experience as an English learner? That is, looking at yourself as a learner, do you believe there have been changes due to your own growth or the development of your knowledge of English?

11. Would you like to add anything that you might find important at this point?

APPENDIX B: Journal Writing Directions

The Journal:

As the research objective is to investigate the classroom language learning process, I would like you to use the journal for registering different aspects related to this process. Here are a few guidelines as how this journal should be understood:

- The journal should serve as tool to help you in the reflection of your experiences in the process of learning English in a language classroom. For this objective to be achieved, these are the procedures I suggest:

1. In class: Keep a record of class activities.

2. Out of class:

When you get home, preferably on the same day, record in the journal, what you believe is the teacher's objective or what is the objective of the activity. Include in your description, how you felt during activities. What facilitated, contributed, interfered, or affected you in each of the activities.

3. Remember:

Do not restrict your journal entries to the parameters above. Please include in the journal whatever you believe directly or indirectly affects you in your learning process.

APPENDIX C: Final Evaluation Questionnaire

Questions:

1. How do you evaluate the experience of reflecting on your learning process: Good/ bad, useful?

2. What was positive/negative about it?

3. Had you done anything like it before?

4. Do you believe that the reflection process had a positive effect on your learning/ learning process? How? Explain.

5. Compare yourself to those who did not participate directly in this study. Do you see differences between you and them in how they approached learning in this course? Explain.

6. Compare yourself to your own self before starting this study. How have you changed? Explain.

7. Do you think your future performance as a learner will be different as a result of this experience? Explain.

8. Do you think other learners would benefit from integrating reflection as part of the class/learning activities? Why or why not?

9. What would you change or add for improvement to the use of reflection as part of language teaching/learning. Explain.

APPENDIX D: Developing the Coding Scheme and Achieving Interrater Reliability

I. DEVELOPING THE CODING SCHEME:

The coding scheme emerged from reading the transcribed data. Below I describe the detailed procedures for the development of the coding scheme.

First, I started to read the data. As I read, I attempted to identify the themes that predominated in learners' descriptions of their experiences in the classroom. I began by reading the first and last interview of three of the six informants.

From this initial reading, I identified that the description of the learning process could be divided into two major areas - the foreground and the background areas of what happens in the classroom. In the foreground, the surface lesson (Holliday, 1994) or, in other words, the class activities and the learning opportunities (Allwright, 1988) are identified. In the foreground, the main actor is the teacher who structures the classroom activities. In the background, we find the deep lesson (Holliday, 1994) which is constructed in the interaction between teacher and students as well as among students. The deep lesson is constituted by the learners' perceptions and interpretations of what is happening in the foreground.

An analysis of the themes generated the first outline of the major and minor categories in learners' experiences. By grouping emerging themes by fields of experience, I identified three major areas: learners' *cognitive, social* and *affective* experiences. These, in turn, are influenced by experiences whose themes refer to the *setting* in which learners find themselves, their *personal background*, their *beliefs* and their *goals*.

The first three categories (cognitive, social and affective experiences) form the direct primary experiences, i.e., experiences in these categories originate inside the

classroom. The next four categories (setting, personal background, beliefs and goals) form the indirect secondary experiences, i.e., these are external to the classroom and less frequent. Nonetheless, they indirectly influence the learners' perceptions of their learning process.

Subcategories refer to the actual themes described by participants. Since themes were both broad and varied, the "seven plus or minus two" principle (Miller) was followed in an attempt to reduce the number of subcategories to a maximum of seven per category. In this initial stage, I opted for grouping themes per subcategory - this would yield a view of the issues actually reported by the informants. The themes that were not representative, i.e. very few instances within the corpus of data, were collapsed with more representative similar themes.

With the coding scheme that emerged from this preliminary analysis of the data (six interviews out of 36 interviews), I proceeded to code the remaining interviews. The coding scheme presented below represents the appearance of the coding scheme at the end of this initial stage:

Cognitive Experiences

C.1. Activity/Task/StudentPresentations/Self-Study/Speaking Activity
C.2. Objectives/Doubt/Difficulties/Asking Questions
C. 3. Participation(Lack of)/Performance
C. 4. Learning/EvidenceLearning/LearningProcess
C. 5. Teaching/Teacher's Explanation
C. 6. Strategies
C. 7. Homework/Workload/Material/Mid-terms/Tests

Social Experiences

S.1. Interaction
S. 2. Interpersonal Relationship
S. 3. Self as Learner/Learner's Role
S. 4. Competition/RiskTaking/Conflict/Exposure/Incentive/Criticism
S. 5. Teacher/Teacher's Role/Teacher's Power
S. 6. Groups/PairWork/GroupWork/Members/Dynamics/Interaction
S. 7. Classroom Atmosphere/Behavior

Affective Experiences

A.1. Positive Feelings (Eagerness/Feeling Comfortable/At Ease)
A.2. Negative Feelings (Anxiety/Fear/Frustration/Inhibition/Stress
Tension/Fatigue/Nervousness/Isolation/Embarrassment)
A.3. Interest/Effort/Motivation (Lack of)
A.4. Self (Self-Perception (Personality Traits)/Self-Esteem/Learner Attitude)
A.5. Teacher Attitude/Stress
A.6. Coping/DealingFeelings
A.7. Personal Life/Human Needs

Setting

Se.1. University/FALE Context/Institutional Factors/Classroom Situation
Se.2. Professional Situation
Se.3. Social Background
Se.4. Influence of Research/Researcher
Se.5. Time
Se.6. Status of Foreign Language/FL Situation
Se.7. Grades/Sitting Choices

Personal Background

P.1. Social Background/Social Status
P.2. Previous Learning Experience
P.3. Other Learning Experiences
P.4. Other Courses
P.5. Personal Life/Working
P.6. Schooling

Beliefs

B.1. Learning Process
B.2. Teaching
B.3. Own Learning Process
B.4. Ideal T/S Relationship
B.5. Learning English
B.6. Learner Responsibility/Learner Role

Goals

G.1 .Being a Teacher
G.2. Native-Like Pronunciation
G.3. Becoming a Fluent Speaker
G.4. More Classroom Participation
G.5. Confronting Fear of Classroom Exposure
G.6. Wishes/Intentions/Needs/Wants

II. ACHIEVING INTERRATER RELIABILITY:

After coding all the data using the coding scheme above, came the stage where it was necessary to implement a data reliability examination to protect "our research and theory construction from our enthusiasms" (Lather, 1986 p.67). In order to check the trustworthiness of the coding scheme, I proceeded to determine interrater reliability. This was done by following the sequence of procedures described below.

First, I asked a Portuguese-speaking colleague in the department to assist me in this task since all the interviews were conducted and transcribed in Portuguese. In order to acquaint her with the coding scheme, I prepared a more descriptive version of the coding scheme with illustrative examples from the data.

After preparing this descriptive version, the next step was to select 10% of the data for my colleague to code. This corresponded to approximately 50 pages of the transcribed interviews. Pages were chosen by selecting 5 pages in every 50 pages. This produced 10 sets of 5 pages each. This criteria was preferred over the other alternative - to randomly select 4 from the 36 interviews since it would yield a sample that would cut across all the interviews. In fact, the procedure above allowed my colleague to code data transcripts from all 6 informants.

Since the transcripts were 'raw' data, the sample was prepared before my colleague proceeded with the coding. In the preparation, I followed this procedure: I bracketed the segments that I wanted her to code. Her coding would be more effective this way since it would focus on the most relevant data segments. In addition to that,

on the margins of the page, I provided empty brackets for her to fill in with the code for each segment. This would also make it easier to count our agreement rate.

Before actually asking my colleague to code the data sample, we had a training session where she coded 3 different 5-page sets prepared according to the procedures explained above. We did this training session in steps. First, I asked my colleague to code a first set. We went over her coding against mine, discussing differences and clarifying aspects of the coding scheme. We worked on the next two sets following the same procedures. When we both felt sure that there were no doubts regarding the coding scheme, I left my colleague with the 50 page data sample to code. A week and a half later she handed me the coded sample back.

It was time to check our agreement rate. The sample had 241 segments to code. We had previously decided that we would aim for 80% agreement rate. It was very disappointing to find that our agreement was low. We agreed on 143 segments or 59.4% of the total sample. Since, in our training session we had not actually counted our agreements and disagreements, but rather discussed different codings, I first explained the low rating as a result of not actually counting agreement in the training session.

However, accepting our low agreement rate was difficult. Personally, I remember feeling that my colleague was ready to do a good job. Consequently, I decided to analyze the segments we had coded differently to see if they revealed misunderstandings that might not have been captured by the data samples selected for the training session.

A careful analysis of the mismatches revealed that there was a pattern underlying some of her different codings. The first obvious tendency was my colleague miscoding of segments referring to Intention - a subcategory within Goals. In such segments, participants usually stated a future plan or something that is yet to be done. In short, to an intention to a future activity. My colleague systematically coded these as either a Strategy (a Cognitive subcategory) or as Dealing with Stress

(an Affective subcategory). All statements which referred to future plans, even if they involved a Cognitive plan or an Affective plan, should be coded as Intentions if they had not been actually realized at the time of speaking. There were 14 of this type of miscodings.

Another systematic tendency was not realizing the generic nature of the category Beliefs. Therefore, my colleague tended to code segments that were in fact localized comments or statements about the class, the teaching or the learning process as Beliefs about teaching or learning when, in fact, they belonged to other categories. In these cases, she was usually misled by the Portuguese phrase *'eu acho'* which can be translated as either *'I believe'* or *'I think '*. There were 13 of these type of miscoding.

Another pattern was not making a finer analysis of the segment. For example, the informant reports on something the teacher did. I coded it as a comment belonging to the subcategory Teaching within the Cognitive category. My colleague coded it as belonging to the subcategory Teacher Role within the Social category. The instances where we both 'saw' the same thing (a comment about learning, for example), but coded it in a different large category, acounted for10 cases.

The next most frequent pattern was misinterpreting evaluative comments. For example, in a segment referring to working in pairs, a participant included the phrase 'it was horrible'. My colleague considered that this phrase indicated a negative feeling, coding it as belonging to the Affective category. In fact, the participant was evaluating pair work, not her feelings during the task. Therefore, this segment should have been coded as belonging to the Social category. My colleague misinterpreted evaluative comments as segments referring to the Affective category 7 times.

There were also 5 cases where context or knowledge about issues that were not in the transcript were the key for a match in coding. All these 5 cases fit in the category Setting which deals with issues of the context where learners are learning, i.e., issues that involved a knowledge of the University and the Brazilian educational

system. In two of these 5 instances, after I told her what the issue was, my colleague made the following comment "I could never have guessed!"

Finally, I had not asked my colleague to double code, i.e. code a segment as belonging to more than one category because I believed it would make her task more difficult. I also did not allow for double coding during the training session. I attempted to make her see why I had coded something differently from her, hoping that she would capture the rationale underlying the coding scheme. In spite of that, a few times in her coding my colleague provided me with two codes for a particular segment. In analyzing these double-coded segments, I found 13 cases which could have been double-coded.

After this analysis, I informed my colleague of the low agreeement rate we had had. I explained that although I could explain some of the miscodings, I wanted her feedback. I prepared a detailed analysis of all the items in which I had identified a pattern and we analyzed it together. She said she had worked over the sample 'superficially', i.e. not really stopping to think about larger categories when in doubt (something I had learned to do). She also said she had not seen the category Cognitive as originating in the classroom, explaining a number of miscodings but not enough to reveal a pattern. She also saw her basic misunderstanding of the categories Goals and Beliefs, agreeing that she would have coded them correctly if the criteria of futurity and generality had been clearer during the training session. She also recognized that she had been misguided by evaluative comments as segments belonging to the Affective category because she was not really careful in analyzing the data. When we discussed double-coding, she mentioned that she would have liked to double-code more often but she did not because I had not opened that possibility. Finally, she admitted that she felt pressed to use some codes that had not been used simply because she believed she had to use them. In her words: "I felt I had to find them and use them in the data you gave me".

Meeting with my colleague and seeing her accepting reaction to my analysis restored the shaken trust on the coding scheme. We both agreed that I should refine the descriptions written for each category and subcategories to clear the ambiguities we had identified. She also suggested that I collapse some subcategories that were not very representative. Finally, we both agreed that we should add the number of segments which revealed the patterns above to the first count since the underlying reasons for the miscodings had not come up during the training session. This made our interrater agreement go to 85%.

Yet, I was still hesitant and wondered about how I would do against myself. It was time to check intrarater reliability. I re-coded the 10 different samples given to my colleague and checked my agreement rate to the coding I had done 2 months before. I was very happy to find my rate at 92% of agreement.

However, in the process of discussing these results with my thesis advisor, it was suggested that I count the frequency of coding at the larger level only, i.e. at the category level only to see what this count revealed. The objective of this procedure was to identify if first and second raters had seen the same patterns in participants' reports in spite of their disagreement rate. The result of this count confirms the patterns identified in the analysis of segments coded differently. The chart on the next page summarizes the results:

	First Rater	Second Rater	
		Before Analysis -	After Analysis
Cognitive	43%	35%	unchanged
Social	21%	24%	unchanged
Affective	15%	24%	21%
Goals	9%	2%	8%
P. Background	6%	5%	unchanged
Beliefs	3%	9%	4%
Setting	3%	0.5%	2.5%

The table above shows that although we had coded some of the data differently, we 'saw' the same tendencies in the reports of the different informants, i.e., that cognitive experiences dominate learners' reports, being followed by the social and the affective experiences. Both of us coded approximately 80% of the data within this first three categories. The remaining 20% of the data fell in the last four categories for both of us too. The corrections that were possible after the analysis made our results at the category level more similar and clearly indicated that there were adjustments to make in the coding scheme. This next step is discussed below.

III. IMPROVING THE CODING SCHEME:

Trying to achieve interrater reliability indicated that there were two areas to work on in the coding scheme. First, it was necessary to rewrite the descriptions in order to remove ambiguities by clarifying differences between categories and subcategories. Second, it was necessary to review if the number of subcategories was representative enough to justify their maintenance in the coding scheme.

New descriptions were written for the categories Beliefs and Goals. In the Beliefs category its general, unlocalized nature was stressed. In the category Goals the notion of futurity or of a plan of action for the future was reinforced. The description for Affective category was also rewritten. In its new description there is a word of caution to distinguish evaluations from comments involving affective issues. In addition to that, the labelling of the subcategories Strategy (Cognitive), Dealing with Affective Issues (Affective) was changed to Cognitive Strategies and Affective Strategies. The description for the subcategory Intention (Goals) was also rewritten to clarify its futurity.

Checking the subcategories representativeness involved the following procedures. First, a list of all subcategories used in the coding of each of the 36 interviews was printed. The particular software used (HyperQual) produces the list, but it provides only its occurrence; not the number of times it is used. Determining if a particular subcategory was representative involved knowing how many times it was found across interviews. Since the software did not provide me with a quick way to gain access to the information I wanted, I decided that a subcategory would be maintained as as separate subcategory if mentioned by the majority of the learners or 4 of the 6 informants. This could easily be done with the lists the software produced.

The lists were grouped by informants and a count was made of the times each informant mentioned a theme. Those mentioned by only 2 of the 6 informants were eliminated as separate subcategories for not being representative enough. Doing this revealed that some subcategories presented in the first coding scheme were, in fact, not representative. However, before eliminating them, an attempt was made to collapse those specific themes within more representative subcategories. In addition to that, an attempt was made to find more inclusive terms to label subcategories. Below I present a summary of the changes in the coding scheme.

IV. CHANGES IN THE CODING SCHEME:

The first two direct categories - *Cognitive* and *Social* Experiences were not modified in the number of subcategories, i.e., all the subcategories in the first version were representative. The modifications were in their labelling. Yet, the changes in labelling have not affected what they comprised. They have made the subcategories more comprehensive. The specific issues which each subcategory represents are detailed in the descriptive version that follows.

The third direct category - *Affective* Experiences was significantly modified; from originally having seven subcategories, it was reduced to five. The categories that were eliminated for not being representative of the majority of the learners were Positive Feelings and Personal Life/Human Needs. In addition to that, the labelling of the subcategories was also modified. Again, the objective was to make the labels more generic but still representative. In the descriptive version following this section these modifications are explained.

The first of the four indirect categories - *Setting*, with seven subcategories, and the categories *Personal Background, Beliefs* and *Goals*, with six subcategories each in the first version, were all reduced to four subcategories each.

The category *Setting* lost the subcategories Professional Situation and Social Background for not being representative and had the subcategory Classroom Situation/Grades/Sitting Choices collapsed into the first subcategory of the original version newly labelled Institutional Factors. There were also other changes in labelling which are explained in the descriptive version.

The category *Personal Background* lost only one subcategory - Schooling. However, the subcategories *Previous Learning Experiences, Other Learning Experiences* and *Other Courses*, which in the first version were separated, were collapsed into only one subcategory labelled *Other Learning Experiences*. There were not any other major changes in labelling in this category.

The category *Beliefs* lost one subcategory *Ideal Teacher/Student Relationship* and had its five other subcategories collapsed into three. *Learning Process* and *Learning English* were collapsed into one subcategory labelled *English Learning Process*. The others were modified at the label level only.

Finally, the category *Goals* lost its decriptive subcategories and had the subcategory that comprised *Wishes, Intentions, Needs* and *Wants* divided into four separate subcategories.

V. DESCRIPTIVE AND ILLUSTRATED VERSION OF THE CODING SCHEME

COGNITIVE EXPERIENCES:

This is the first of the three direct categories in the coding scheme. The criteria for coding learners' statements in this category has to include the following: (1) originating in and referring to the experience of the class and (2) having to do with learning process from the cognitive point of view, i.e. the process of learning, understanding and acquiring knowledge.

In this category are included learners' perceptions of (1) the class activities; (2) the objectives, difficulties and doubts in the process of working through these activities, (3) their participation and performance in them as well as (4) their perceptions of learning from them, and comments about (5) the teaching of these activities. In addition to these issues, learners' perceptions of (6) class-related matters and (7) the learning strategies they employ in order to take the most from the language class are coded as belonging to this large category.

A more detailed description of each of the subcategories that compose these gamut of experiences is presented below. The excerpts have been translated from

Portuguese into English. The segments in italics refer to the subcategory being illustrated.

C.1. Perception of Class Activities:

In this subcategory are included learners' statements which involve comments about the many different possible activities in class. These may be comments about specific tasks the teacher asks learners to complete, involving listening, reading, writing or speaking skills as well as students' presentations. E.g.:

```
L:      Did you do well?
AE:     I believe I did. I would only like to participate more. But, it's so quick.
        The task is very good; enriching. She (the teacher) could have brought
        a newspaper article, but since she has to go fast because we have few
        classes, we feel like participating more, learning more, discussing it
        more. So, I can improve my vocabulary. I have this need.
Tags:   Performance
        Intention
        Activity
        Need
From:   Site Interview  No.: 2 Sept. 28/94    Source Card ID: 9879
Source: stack           "AnaEstInt2"
```

C.2. Identifying Objectives, Difficulties and Doubts:

In this sub-category are included the commments dealing with (a) learners' identification of objectives, (b) difficulties and (c) doubts in the process of working through class activities. Below are examples of the comments that illustrate this sub-category. E.g.:

```
AE:     We were talking about lists, what we needed to buy. So, I could observe,
        because we read, right? So,    so it was in the list, tha future that one
        plans, future as intention    and she explainde it, when we use countable
        and uncountable words. Then we listened to a listening task and then
        my classmate and I discussed the grammar questions and she explained
        them. And then I believe she started a conversation about what you're
        going to do, 'I'm gonna help you, that thing about being immediate,
        because we learned about immediate future; of offering help to
```

someone; and of going there to buy something and she started to present these things. This is what I observed.

Tags: Activity
Objectives
Activity
Pairwork
Teaching
- description/analysis
From: Site/Interview No.: 2 Sept. 28/94
Source Card ID: 9879 Source: stack"AnaEstInt2"

AE: In this task I was in doubt about 'could you get some stamps?' because we know those rules that say that... for example, all of a sudden you see an interrogative sentence with some? I was in in doubt.

Tags: Doubt
- description/analysis
From: Site/Interview No.: 2 Sept. 28/94
Source Card ID: 9879 Source: stack "AnaEstInt2"

AE: More exercises. It was like this: she explained and asked 'understood? So you can do the excercise'... Then later we see we did not understand that. We needed more exercises, more examples of this kind of construction. Because when I got here to the bottom of the page, I found it difficult to do. It my be something easy while you're practicing. But, only later when I went back to the explanation, when I reread it that... So, it was necessary to work more on this, go deeper into this topic.

Tags: Teaching
Need
Difficulty
Learning Strategy
Need
-evaluation criticism
From: Site Interview No.: 2 Sept. 28/94
Source Card ID: 9879 Source: stack "AnaEstInt2"

C.3. Participation and Performance:

Here are included the statements which refer to how learners perceive their participation and their performance in relation to the class activities or tasks they were involved with.

Participation will refer to the comments which reveal a more passive response to the class activity. For example, paying attention, or following a reading.

Performance, on the other hand, will cover the comments which refer to a more active engagement in the activity or task. Examples of a more active involvement are:

taking part of a class discussion, contributing to the class by responding to teacher's questions, volunterring, etc. E.g.:

AE: *At that time that I was looking into my book, I was looking for this verb 'ought' to see if the grammar section had it. I wanted to find out what it meant.* Then I asked Suzana (the teacher) to answer me.

Tags: *Participation*
       Learning   Strategy
- analysis
From: Site/Interview No.: 3 Int.3 Oct. 21/94
Source Card ID: 9879   Source: stack "AnaEstInt3"

AE: I think this activity was more interesting because it was closer to our reality. *We saw the groups, I even remembered a movie, change of habits; oh! here it seems that ((uncomprehensible)), and the question if they were beautiful cropped up, to which I responded they were ugly. I even questioned that.* So, I liked this class, I found it more relaxing ... new words...

Tags: Activity
       Performance
       Activity
-    analysis/evaluation
From: Site/Interview No.: 3 Int.3 Oct. 21/94
Source Card ID: 9879   Source: stack "AnaEstInt3"

C.4. Perception of Learning:

In this sub-category are included the comments that refer to learners' perceptions of what they have learned from a specific class activity. These comments may be generic in nature as, for example, "I learned about stereoptypes" or as specfic as "I learned the expression 'hang on'. This sub-category substitutes the previous contrast between the sub-categories Learning and Evidence of Learning. E.g.:

AE: *Oh! I did learn.A. For example, I learned about being hospitable, ((uncomprehensible)) that we have to use, about nationalities, uhm, even the vocabulary that is increasing as we are talking, right? I learned about steriotypes; I did learn these things.*

Tags: *Learning*
- description
From: Site/Interview No.: 2 Sept. 28/94
Source Card ID: 9879   Source: stack "AnaEstInt2"

AE: Because I believe in the beginning, when we are starting to learn English, I believe we write texts as the first so that later we go into the second with linking words, right? *So, I could develop and with the*

second text I could see, por example, the preposition which in Portuguese is used differently. So, this was something else I learned that day.

Tags: English Learning Process
Evidence of Learning
-description/analysis
From: Site/Interview No.: 2 Sept. 28/94

C.5. Perception of Teaching:

In this subcategory are included the comments learners make about their perceptions of the teaching in class. The comments may be positive or negative. They may also include a criticism or a suggestion for a different approach, suiting the needs of the learner making the comment. Finally, they may also refer to the way the teacher approached a particular activity or how she explained it to the class. E.g.:

AE: *She was... We saw the vocabulary, she talked about time, everything.* But, I had some doubts when the poem started; some of the words that indicated time that I hadn't seen before. I believe that it was a very subjective task. *She had to provide us with a chance for a previous analysis, understand? of those literary terms.*

Tags: *Teaching*
Doubt
Activity
-description/evaluation criticism
From: Site Interview No.: 3 Int.3 Oct. 21 94
Source Card ID: 9879   Source: stack "AnaEstInt3"

AE: *I found it interesting that last class the teacher wrote all the rules in the blackboard.* That which I've already told you that I consider super important. *She gave us the rules for the use of indirect speech, of the tenses to use.* This is great for helping you when you have to do it. I found it great; seeing how it's to be done; how it's used. It was great for me. *These are the things that in her class are helping me understand the material she is teaching us.*

Tags: *Teacher Explanation*
Learning Strategy
- description/elavualtion
From: Site/Interview No.: 7 Int 7 Nov.30/94
Source Card ID: 9879   Source: stack "AnaEstInt7"

C.6. Perception of Class-Related Matters:

This sub-category contains learners' comments that refer to class-related issues which, not always are directly related to the class activities as in the subcategories above. For example: (1) comments that involve homework; (2) the quantity of homework or workload in general; (3) the materials used by the teacher: audio tapes, books, etc. and, (4) Mid-Terms and tests. E.g.:

L: Well, after that, she asked you guys if you had done the homework. Had you done it?

A: *I had. I read everything and I could see the difference between the two texts.*

Tags: *Homework*
- description
From: Site/Interview No.: 2 Sept. 28/94
Source Card ID: 9879   Source: stack "AnaEstInt2"

AE: ... sometimes in other classes we talk about it, that we could, this FAE (Faculty of Education)... we spend so much time. *We have to write papers, monogrphs, we have to go there for classes;* it's a waste of time. Another day, we were talking that we wished we had more time to dedicate to English; be able to do more; but, *there's so much to do at home and for other classes that it ends up depressing you.* And then, we have such few classses... I see people unmotivated, understand? People know the answers but many times they don't respond for 'n' reasons.

Tags: Interaction
      Workload
      Time
      Motivation
-analysis
From: Site/Interview No.: 3 Int.3 Oct. 21/94
Source Card ID: 9879   Source: stack "AnaEstInt3"

AE: *I had already seen and studied that. Then, I did not have as much difficulty.* Only when I was doing it I wondered about the expression I had to use. So, I felt like memorizing, understand? Not to forget it anymore.

Tags: *Material*
      Doubt
      Learning Strategy
- analysis/description
From: Site/Interview No.: 5   Int.5   Nov. 18/94
Source Card ID: 2244   Source: stack "AnaEstInt5"

C.7. Learning Strategies:

Learning Strategies is a general term. It covers all different types of action learners use to increase their intake of the class activities. Examples of typical strategies used by learners are: (1) Expanding or (2) Complementing Activities; (3) Focus on Task or Paying Attention; (4) Using Grammar Rules; (5) Memorizing; (6) Taking Notes; (7) Asking Questions.

Expanding an activity refers to learners' attempt to make activities more exciting or interesting. Complementing an activity refers to adding something to meet learners' expectations. E.g.:

L: And how did you do in that case? Since you found the material
      restricted, how did you get where you wanted?
A: *We created. In certain parts we had to talk in Portuguese to know what
      we were going to say., right? So, we looked up words in the dictionary
      and tried to use them in the sentences we were saying, right?*
Tags: *Learning   Strategy*
- description
From: Site/Interview No.: 2 Sept. 28/94
Source Card ID: 9879   Source: stack "AnaEstInt2"

SOCIAL EXPERIENCES:

This is the second of the three major direct categories in the coding scheme. Coding experiences in this category must satisfy the following criteria: (1) they have to originate in the classroom and (2) they have to refer to the social domain of the class, i.e., to the ways the class is organized and to ways the individuals in class relate to each other.

In this category are included: learners' commmments (1) about interactions, i.e., about their communication and work with others and their interpersonal relationships, i.e., about how they behave and feel towards other class members in class; (2) about friction in interpersonal relationships. Comments about how they see (3) themselves

as learners of English and(4) the teacher in her role as teacher are also included here. Description and analyses of (5) the groups formed in class, their members, their interactions and how these groups relate to other groups as well as (6) the classroom as an individual entity with its own behavior are part of this category. Finally, (7) learners' statements that refer to how they deal with issues such as competition in the classroom are included in the last subcategory.

S.1. Interaction and Interpersonal Relationships:

In this sub-category are included the statements about how learners perceive their interactions (communication and work) as well as their interpersonal relationships (behavior and feelings) that make up the social life among classmates and teacher inside a classroom. E.g.:

AE: I found this part easier, more relaxing; but, I don't remember if I spoke
       or not, right? But, I liked it better. *I even told my classmate, 'look at
       this, this is interesting.* I don't recall if it was in this class that we
       talked about the Oscars, was it?
Tags: Interaction
- evaluation
From: Site/Interview No.: 3 Int.3 Oct. 21 94
Source Card ID: 9879   Source: stack "AnaEstInt3"

*That's why I told you that we see our own development. I keep observing the
others' development because we've been together since the first semester. So,
we already have, it's a group that we even go out together, once calls the
other; we already know each other.*
Tags: InterpersonalRelationship
- description
From: Site/Interview No.: 4   Nov.11/94   Part III
Source Card ID: 5421   Source: stack "AnaEstInt4"

*Because I tried once (selection for assistants to the Extension Center) and I
didn't pass. So I was frustrated and thougfht I wasn't gonna try again. But
people started to tell me. 'come on, try again; you're doing fine. So, try again'
and things like that. That support was very good.*
Tags: InterpersonalRelationship
       Incentive
- analysis/evaluation
From: Site/Interview No.: 4   Nov.11/94   Part I
Source Card ID: 2155   Source: stack "AnaEstInt4"

S.2. Friction in Interpersonal Relationships:

In this sub-category are the learners' statements that refer to the negative aspect of the dynamics of interpersonal relationships in the social life of a classroom. Issues such as conflict, competition, criticism, risk-taking and exposure in the classroom are the main topics in this sub-category. E.g.:

So, I keep waiting for someone to talk... Because I know people are gonna have difficulty. But, I have studied that. So, I ended up responding and then my classmate said, 'hum, but she knows everything!' So, I end up feeling tense, I'm afraid people are gona think that I want to speak; that I'm the best in class; that I'm cool; that I know all these things. That's why I keep quiet, avoiding to respond too much, speak too much. For the class not to think that I'm trying to show off... inside the class.
Tags: Friction in Interpersonal Relationships (competition)
- description/analysis
From: Site/Interview No.: 4   Nov.11/94   Part I
Source Card ID: 2155   Source: stack "AnaEstInt4"

I believe the other girls were afraid. They were afraid to talk. But, I don't know them much. But, from I know of them hey take risks. They don't care. In class, they speak, they ask, even if it's wrong, they say it anyway. They really don't care, understand?
Tags: Friction in Interpersonal relationships (perception of risk).
- analysis
From: Site Interview No.: 4   Nov.11/94   Part III
Source Card ID: 5421   Source: stack "AnaEstInt4"

And last Wednesday the whole class got angry with her. You weren't there. You missed it. You should have been there to see it.
Tags: Friction in Interpersonal Relationship (conflict)
- description
From: Site/Interview No.: 6 Int.6 Nov.25/94 P I
Source Card ID: 9879   Source: stack "AnaEstInt6"

S.3. Perception of Self as Learner:

In this sub-category are included the segments where learners talk about how they see themselves in class or about what is expected of them as learners in class. E.g.:

And this is what is like in our English class, there I feel I am one of the best, understand? Then what I've been telling you happens: I don't talk for them

not to think that I'm a show off ((laughter)). I really feel bad about that. It's awful. Really awful. Boy, am I talking today!
Tags: *Self as Learner*
　　　　Competition
-description/analysis/eval
From: Site/Interview No.: 4　Nov.11/94　Part III

S.4. Perception of Teacher Role:

This sub-category contains the segments which refer to learners' perception of the teacher as the one who manages the classroom. Other kinds of comments included here are those dealing with the power the teacher has in the classroom. E.g.:

This way, she tells the student to study; she says study, the test and things like that. And when she told us that she was going to test us on the whole book, I was stunned. She did not teach us everything in the book to test us... *She told one of our classmates that our grades went from 7 to 17. This is for us... I mean, we study and... this creates such a tension in class, right?* Then everybody is saying she is nice, but that it seems she wants to flunk us. People were saying that...
Tags: *TeacherPower*
　　　　Teaching
-　analysis/description
From: Site/Interview No.: 6　Int.6　Nov.25/94　P I
Source Card ID: 9879　　　　Source: stack "AnaEstInt6"

AE:　*You know what: when the teacher asks you to do something and you have to speak up, you do it, understand? In a way it's a bit comfortable to wait for the others... So, when I saw that she divided us and asked us to answer, we　end up getting interested and you do it. And she even called on people: 'you do this, you do that, you that other one', understand? And　　that's good.*
Tags: *TeacherRole*
-　analysis/evaluation
From: Site/Interview No.: 7　Int 7　Nov.30/94

S.5. Groups and Group Dynamics:

The statements in which learners refer to issues related to working in groups are included in this subcategory. Specific issues range from working in pairs and in groups to group members and group divisions inside the classroom. In addition to

that, learners' statements about the workings of group dynamics are also included here. E.g.:

I'm used to doing group work in the literature class and it's easier this way. You don't have only your own opinion. You have somebody else's viewpoint and this other gets to say it 'I don't think like you', understand? Sometimes your opinion is not the right one. It's half of it.
Tags: *Group Work*
- evaluation/analysis
From: Site/Interview No.: 3 Int.3 Oct. 21/94
Source Card ID: 9879   Source: stack "AnaEstInt3"

Yes, I talked to my classmate. Not to the whole class because she asked us to do it in pairs. But, we did talk.
Tags: *Pair Work*
- description
From: Site/Interview No.: 2 Sept. 28/94
Source Card ID: 9879   Source: stack "AnaEstInt2"

Because we know each other. You may observe that we're always sitting close to one another. So, sometimes it seems there's a confrontation, they are looking at us, that group over there... that circle... I believe that exists because we clearly see it. So, we have this relationship: I visit them, they visit me, we go out, we have lunch together... it's different; we already have a relationship beyond the classroom.
Tags: *Group Members*
        Competition
        Interpersonal Relationship
-analysis
From: Site/InterviewNo.: 4 Nov.11/94   PartIII
SourceCardID:5421   Source:stack"AnaEstInt4

Differently from those who compose the larger group who sometimes are not even doing the assigned homework. Then, they complain and say they are tired from her class. I can't tell you I have no difficulties because I do. But, I get home and I study. I go to the dictionary, I try to study, check what it is, and in class I try to speak. And so, this is what happens you can't participate as much because you may be attempting to show off. It's the funniest thing...
Tags: *Group Dynamics*
        Learning Strategy
        Competiton
-analysis
From: Site/Interview No.: 4 Nov.11/94   Part III
Source Card ID: 5421   Source: stack "AnaEstInt4"

This second group is always taking other classes with us. For example, in S. classes, they always ask, even if they say it wrong, they keep on asking. They have been coming along with us. But, it's a group that hasn't had a background in English, understand? They have a certain... more difficulties. So, they are a little bit behind. But, at the same time, they are with us. They are taking phonology with me and in other classes I've been observing that they are putting more effort and they 're not as insecure. *They take classes with us and they may have a bit more difficulty and less fluency.*
Tags: *Group Interaction*

S.6. Classroom Behavior:

This sub-category contains the segments in which learners refer to the classroom as an entity who behaves and reacts as one single body. Specific learners' statements which illustrate this category refer to the 'classroom' as quiet, participating; to the classroom 'atmosphere' or even to classroom 'behavior' as responsive or apathic. E.g.:

> L: People always wait for others to respond first?
> AE: *I believe they do. I don't know how to explain it to you. I don't know why people don't respond. I don't know if they are in doubt... I don't know...*
> Tags: *Classroom Behavior*
> - description
> From: Site/Interview No.: 4 Nov.11/94 Part I
> Source Card ID: 2155 Source: stack "AnaEstInt4"

S.7. Social Strategies:

This last subcategory contains learners' statements which refer to their strategies in dealing with competition or criticism in the classroom. In addition to that, statements revealing the criteria for participation as well as decisions as to when to avoid conflict are part of this category. E.g.:

> *What I've been trying to do is this: my classmates is by my side and she asks me something, instead of answering her, I tell her, 'ask the teacher'. So, I've trying to push those who are not talking to talk, understand? If I'm the only one who talks it gets boring. So, another day in our group work I said, "C. , you say this. You say it this way' and when she said I should talk, I said, 'no, I'm not talking'. I told her, 'you have to talk, you have to learn to do this'. So, this is what I've been trying to do: push people to talk too. Because I think there's room for everybody to express themselves.*
> Tags: *Social Strategies*

- description
From: Site/Interview No.: 4   Nov.11 94   Part I
Source Card ID: 2155   Source: stack "AnaEstInt4"

So, even if really wanna say something. I don't say anything. Because if I do,
people are goint to think I'm a show off. Sometimes I wanna give a different
example; something i might seen in a different book; sometimes a different
expression and I don't. I avoid it not to appear obnoxious and a know-it-all.
Tags: Social Strategy (coping with criticism)
   -analysis
From: Site/Interview No.: 4   Nov.11/94   Part I
Source Card ID: 2155   Source: stack "AnaEstInt4"

AFFECTIVE EXPERIENCES:

This is the third and last of the three major direct categories in the coding scheme. As with the other two previous categories, the criteria for including a statement in this category is that (1) it has to originate in the classroom and (2) they have to refer to the affective or emotional side of being in the classroom.

Learners' comments in this category involve feelings in general, which may range from (1) anxiety, fear, frustration, inhibition, tension, embarassment and stress to feeling comfortable and at ease. (2) Statements referring to motivation, interest and effort are also included in this sub-category as well as (3) learners' perception of themselves as individuals and (4) of their teacher's attitudes, i.e. the way she thinks and feels about different issues in class. The last subcategory includes (5) learners' affective strategies, i.e., how they cope and deal with stress, negative feelings or frustrations in the classroom.

A.1. Classroom Feelings:

In this first subcategory feelings is the main theme. Being in the classroom makes learners experience an array of feelings ranging from negative (most frequently mentioned) to positive feelings. The kind of feelings most reported by

learners are: anxiety, fear, frustration, inhibition, tension, fatigue, nervousness, isolation, embarassment and stress. On the positive side, the feelings are of being comfortable or at ease in the classroom as well as happy or excited. E.g.:

L: Umhum. And how do you deal with that? I mean, because from what you're telling me, you feel frustrated...You'd like to participate and you don't... How do   make peace with these feelings, if you do...?
AE: *I don't even know if I do. I don't think so. Because I renounce to something that is mine, of participating to show that I know and that I still have to work to get better.*   In this class, I did respond. Nobody offered to and I did.   My classmate   was reading the textbook and asked me about the present perfect and I told her. So, when I can talk, I feel good. *But, I also feel frustrated because I can't usually show that I know, understand? I just can't say ,'oh, I know that!'*
Tags: *Classroom Feelings   (frustration, positive, negative)*
-analysis
From: Site/ Interview No.: 4 Nov. 11/94 Part I

In her class, I feel more comfortable. When I go to Literature, I almost die. I'm so tense, I can't say a word.
Tags: *Classroom Feelings (Feeling   comfortable)*
- description
From: Site/Interview No.: 2 Sept. 28/94
Source Card ID: 9879   Source: stack "AnaEstInt2"

A.2. Motivation, Interest and Effort:

This subcategory includes statements referring to (1) learners' interest or lack of interest in class activities, (2) their own or their classmates' motivation and (3) their own or their classmates' effort in striving to learn. E.g.:

I see he's quite   uninterested. So much that the teacher has always to tell him, to wake up, understand? She calls his attention in class.
Tags: *Lack of Interest*
-description/analysis
From: Site/Interview No.: 6 Int.6 Nov25/94 P III
Source Card ID: 2498   Source: stack "AnaEstInt6"

That day my classmate told me, 'oh, Ana, I'm so unmotivated'   When I asked   her why, she said it was because the teacher is going too fast, the book was too much to cover in a semester. She also said she did not want to speak in class, that she didn't feel like it.
Tags: *Lack of motivation*
- description
From: Site/Interview No.: 3 Int.3 Oct. 21/94
Source Card ID: 9879   Source: stack "AnaEstInt3"

But, this is what I see now: you have to put effort. I see I've been working hard; even at home, every day. Sometimes I even start to speak English alone at home. I study, I read something. I see this is what the process is like: not only inside the classroom, but outside as well. And I see that by doing this, by working outside the class, I'm learning more because I'm going for it. In class, everything is fast. There's also lots of people, and you can't speak as much as you'd like, right? This is what I see now. There's this eagerness that comes from within me, to speak, to develop myself, to go forward.

Tags: *Effort*
       English   Learning   Process
       Learning   Strategy
       English   Learning   Process
  -analysis
From: Site/Interview No.: 4   Nov.11/94   Part I
Source Card ID: 2155   Source: stack "AnaEstInt4"

A.3. Perception of Self:

In this subcategory learners' statements refer to how they see themselves as individuals; their personality traits; their self-esteem and their attitudes to their learning process. E.g.:

AE: *I'm not shy because I already have a teaching credential. I have even taught children already. I've also taught adults. So, in this area, I have no problems. I already have a certain experience.* Its different for those who have never done it... So, it's easier for me... What bothers me is saying everything correctly. But, giving a presentation is not a problem because I've already taught.
     Tags: *Self*
     - analysis
     From: Site Interview No.: 4   Nov.11 94   Part I

A.4. Perception of Teacher:

In this subcategory statements reveal what learners perceive about their teacher's attitudes, i.e., her reactions and feelings towards the class. A few comments reveal how learners relate to the teacher to the point that they identify teacher's feelings. E.g.:

Human beings need touch, friendship; no one is an island... The teacher is not an island. If teachers think that students don't notice when they are angry or frustrated, they are totally wrong. We do notice. We notice when teachers are

out to end with studsents. We feel it in the air. Of course we have to learn. But, there are other things in our lives that teachers seem to overlook, understand?
Tags: *TeacherAttitude*
- description/analysis
From: Site/Interview No.: 4   Nov.11/94   Part III
Source Card ID: 5421   Source: stack "AnaEstInt4"

A.5. Affective Strategies:

The last sub-category within Affective Experiences like in the two previous categories deals with Strategies. Yet, these are Affective Strategies, i.e., statements in which learners reveal how they cope or deal with negative feelings in general. E.g.:

We're here to become teachers, understand? This is what's causing all my tension. Because, there's only 3 more semesteres to go and we don't even know half of what we should. Then, I get super tense thinking about these things. *That's why I'm paying attention in class because sometimes I get desperate.* Desperate because we're reaching the end. I'm becoming neurotic ((laughs)).
Tags: Classroom Feelings (Stress)
    Affective Strategy (dealing with stress)
- analysis
From: Site/Interview No.: 5   Int.5   Nov. 18/94

So, I told her that I knew I was frustrated, but that I was going to forget about those feelings for a while and try to pay attention. She had said that this was a lesson she was going to teach slowly because it was a more difficult topic. So, I told her I was going to pay attention and respond.
Tags: *Affective Strategy*
description/analysisFrom: Site/Interview No.: 7   Int 7   Nov.30/94
Source Card ID: 9879   Source: stack "AnaEstInt7"

SETTING:

This is the first of the indirect experiences - those that are indirect, i.e., which influence learners' experiences and learning process inside the classroom.

Setting is the first one of them. Included here are learners' statements which refer to the environment where their learning takes place. At the macro level, the University and the Faculty of Letters (FALE) constitute the immediate environment which brings (1) institutional factors which influence learner. These range from

enrollment procedures, requirements, other courses, as well as grades. Outside the University, (2) Foreing Language Issues such as the status of English in Brazil or the specifics of learning English as a foreign language as well as the real world outside the University are part of learners' comments coded as belonging to this category. In addition to these, learners refer to the (3) repercussions of the research in their learning process as well as (4) time as an issue which affects them in their micro environment: the classroom.

Se.1. Institutional Factors:

Here are included learners' statements that refer to institution where learners find thesmselves - the University and the College of Letters (FALE). Specific examples of the issues reported in this first sub-category include enrollment procedures and institutional requirements. The specifics of studying at the College of Letters (FALE) are also part of learners' comments. E.g.

> For example, some of my classmates and myself have come from private schools. This is a great difference, right? *Let's be honest, many people who study at UFMG are well-off.*
> Tags: Social Background
> *Institutional Factors (university)*
> - evaluation
> From: Site Interview No.: 4 Nov.11 94 Part III
> Source Card ID: 5421 Source: stack "AnaEstInt4"

> *Sometimes I see that some of my classmates are better-off. They have already lived abroad and when you have classes with them, you're open-jawed at their speaking abilities. Then you start thinking, 'Gosh, I've never been abroad, what am I gonna do?' It makes you feel bad.*
> Tags: *Institutional Factors (FALE Context)*
> - description/analysis
> From: Site/Interview No.: 4 Nov.11/94 Part III
> Source Card ID: 5421 Source: stack "AnaEstInt4"

Se.2. Foreign Language Issues:

This subcategory includes statements that refer to learners' perceptions of the status of English in Brazil as well as the specificities of studying English in a foreing language context. E.g.:

> *I'm going to be sincere. Sometimes I think English is an elitist language. That I ask myself, 'can only the elite study English?' Only the elite will know it?*
> Tags: *Foreing Language Issues (L2 Status)*
> -analysis/questioning
> From: Site/Interview No.: 4   Nov.11/94   Part III
> Source Card ID: 5421   Source: stack "AnaEstInt4"

Se.3. Research Repercussions:

This sub-category contains the statements that make reference to the influence of the research project in themselves as learners and in the classroom routine. E.g.:

> L: You were also telling me of a changes in the classroom due to my presence.
> AE: *This joking around about test dates, she does not do it when you're in class. When she says something she looks at you to see if you approve of what she's saying.*
> Tags: *Research Repercussions (Influence of researcher)*
> -analysis
> From: Site/Interview No.: 6   Int.6   Nov25/94   P III
> Source Card ID: 2498   Source: stack "AnaEstInt6"

Se.4. Time:

Time is a constant part of learners' report of their classroom experiences. Lack of time is a more frequent occurrence. Classrooms are regulated by time and learners' reports of this variable as playing a role in their learning process are included in this subcategory. E.g.:

She explained everything very well, but I needed more exercises. I needed to work more on this because it was something new, right? *But, we did'nt have time.* I feel sorry we had to move on to the next topic.
Tags: Teaching
 Needs
 Time
 Classroom Feelings (Frustration)
- description/evaluation
From: Site/Interview No.: 2 Sept. 28/94
Source Card ID: 9879 Source: stack "AnaEstInt2"

PERSONAL BACKGROUND:

This category includes learners' statements referring to their personal backgrounds. Statements about their (1) socio-economic background and (2) other learning experiences in English which learners associate to their present learning process. In addition to these, reports of how their (3) personal lives and (4) the experience of working and studying at the same time influence their learning process are also in this sub-category.

P.1. Social Background:

Here are the statements where learners refer to their personal socio-economic background and its relationship to their learning process. E.g.:

I'm not rich. But, my father has no financial problems, understand? He gives us a good life, we own our house, and he always paid for my studies, right?
Tags: *Social Background*
- description
From: Site/Interview No.: 4 Nov.11/94 Part III
Source Card ID: 5421 Source: stack "AnaEstInt4"

P.2. Different Learning Experiences:

This subcategory refers to different types of learning experiences and how these have influenced or influence learners' present learning process. These different learning experiences may refer to (1) previous English learning experiences or (2) to out of the classroom experiences from which they learned something useful or even to (3) other courses that learners have taken which they relate to their present learning process. E.g.:

> AE: *I'm gonna explain this to you. This topic was seen last semester. My teacher was not the same teacher from the rest of my classmates. I took Enghish III at night last semester. And my teacher was like Suzana; she taught the whole book.*
> Tags: *Different Learning Experiences (Previous learning experience)*
> -description
> From: Site/Interview No.: 4   Nov. 11 94   Part I
> Source Card ID: 2155   Source: stack "AnaEstInt4"

> Then, V. did his presentation which, by the way was fantastic. He atlked about swear words in English. I've necver seen anything more interesting. *I even took a course with C. on American slang and we also saw a lot of these things, swear words, verbs we don't even dream ((laughs)) may mean other things.*
> Tags: *Different Learning Experiences   (Other courses)*
> - evaluation
> From: Site Interview No.: 4   Nov. 11 94 Part II
> Source Card ID: 2536   Source: stack "AnaEstInt4"

P.3. Personal Life:

This subcategory includes the statements that refer to learners' personal life which may include affective concerns and how these may affect their learning process. E.g.:

> *Look, I belive everything influences. But, I believe that personal problems affected me a lot. Because, to be honest, it had been two months I was not talking to this person in my family. But, these problems I tend to neutralize them when I get to school. But, at some point you can't do it anymore.*
> Tags: *Personal Life*
> - description/evaluation
> From: Site/Interview No.: 5   Dec. 5/94

P.4. Working:

In this last sub-category are learners' statements that refer to their working and studying and how this has an effect on their learning process. E.g.:

> *L:*   *How many hoursper week do you work?*
> *C:*   *I do 4 hours a day in the Central Library and in addition to that on Mondays, Wednesdays and Fridays I work from 6 to 11 PM in a Public School. So, its about 29 hours per week.*
>
> Tags: *Working*
> - description/evaluation
> From: Site/Interview No.: 3   Nov. 8/94
> Source Card ID: 2241 Source: stack "Cristina Int3"

BELIEFS:

This category contains comments which refer to what learners believe in. It is a category where generalizations are stated. Learners' comments in this category do not necessarily originate in the classroom but result from their previous experiences and reflect their expectations.

The typical beliefs which compose this sub-category are (1) their conceptions of teaching English which include ideal teacher/student relationship; (2) the way they conceive of the English Learning process in general, i.e., its stages and demands; as well as (3) their own learning process, i.e., how they see their own development. Finally, the realization of the active role they play in their learning process is found in the statements which refer to (4) learner responsibility.

B.1. Teaching English:

In this subcategory are the statements that describe learners' beliefs about teaching English and the ideal teacher/student relationship. E.g.:

> So, I believe she wants us to practice (pronunciation) mainly because I see she calls on those more quiet students. *Practicing is also a way for her to evaluate us. If I were a teacher, that's what I'd do.*
> Tags: Objective
>   Teaching
>   *Beliefs on Teaching English*
> - analysis
> From: Site/Interview No.: 2 Sept. 28/94
> Source Card ID: 9879   Source: stack "AnaEstInt2"

> *I'm enjoying to have her as a teacher so much. The other day I even paid   for her coffee.   She passes and talks to us. And this is good because it makes you want to be in class. She asked me if I had seen the debate between the candidates. It gives me pleasure to   be in her class. You don't wanna miss classes.*
> Tags: *Beliefs on Teaching English (Ideal T/S Relationship)*
> - description
> From: Site/Interview No.: 4   Nov.11/94   Part III
> Source Card ID: 5421   Source: stack "AnaEstInt4"

B.2. English Learning Process:

This subcategory contains the statements which refer to learners' perceptions of the demands and characteristics of the process of learning English. E.g.:

> *I believe that in general for those who are learning an foreign   language,   and I have also been learning Spanish,   structure is important in one's performance. In Spanish I don't have as many problems to speak because I believe I dominate more its structure. So, I don't have as many problems. Butt, that doesn't mean it's easier. It isn't. Learning a foreign language presents differences from all the others you may already know. But,   the most difficult is to deal with the issue of talking, of not being afraid, of mastering structure and feelings so as not to feel so shy.   I believe that's it*
> Tags: *English Learning Process*
> -description/analysis
> From: Site/Interview No.: 2 Int. 2 Sept. 29/94
> Source Card ID: 6122   Source: stack "FernInt2"

B.3. Own Learning Process:

In this sub-category are the statements that refer to learners' awareness of their own learning process; how they see it and how they see their own progress. E.g.:

L: How is learning happening to you?
P: *I have not stopped to think about this, but now that you're mention it, I believe this is how it works: I believe it's a kind of an internal learning, uhm, the learner himself. Understand? Internally. So, as I am listening, I get to have more contact, I come to class and even if I don't manifest myself, I'm there, quiet. So, there's this internal learning which happens within yourself, right? It doesn't mean that you learn by yourself but, from what you take from the lessons, you start to reflect about these things with your own self. Understand? I believe this is how it's happening. I start to think and to reflect within myself, internally. I believe that's it.*
Tags: *Own Learning Process*
       -description analysis
From: Site/Interview No.: 5   Oct. 31 94
Source Card ID: 2139   Source: stack "PaulaInt5"

B.4. Learner Responsibility:

This final subcategory includes learners' statements which reveal the realization of their responsibility in the learning process. E.g.:

Yes, I like the exercises. Although sometimes she assigns a ton of them ((laughs)) to make... But, I like because they represent more time for me to be in touch with the language. A semester seems to have six months, but in fact it has only four! There are many holidays, so... really, *if at home you don't have something to push you to study, it's difficult. So, it's better to have homework to force you to study at home. Otherwise, it's no use coming to class.*
Tags: Homework
       Workload
       Time
       Learner   Responsibility
   -analysis
From: Site/Interview No.: 6 Nov. 23 94
Source Card ID: 2483   Source: stack "IsaInt6"

GOALS:

This is the last of the indirect categories. The main characteristic of the comments included here refers to the future plan nature in learners' point of view. These comments may involve the cognitive, social and the affective domain of classroom experiences, but they reveal something that still has to be achieved or worked on. They may be expressed in terms of (1) intentions - plans for action that will have an effect on learners' development; (2) wants - identification of something that may not be easily achieved but still important in the learning process; (3) needs - identification of a more urgent area requiring learners' attention; or (4) wishes - expression of more distant goals, such as traveling abroad or of developing fluent speech in English.

G.1. Intentions:

This subcategory contains learners' description of plans of action that will contribute to their learning process. These usually follow the identification of their own limitations. E.g.:

> So, now, in school, inside the classroom, maybe if we start talking to more students, we may feel more secure. I intend to speak more often and overcome my inhibition and my fear of speaking.
> Tags: *Intention*
> From: Site Interview No.: 3 Int.3 Nov. 8 94 Part I
> Source Card ID: 9879   Source: stack "CristinaInt3"

G.2. Wants:

This subcategory is characterized by statements in which learners identify a demand for their own improvement. Yet, contrary to the sub-category above, these

statements reveal a more distant stance, i.e., more a recognition of a requirement rather than a plan of action. E.g.:

```
L:      But, your going to be teaching too, right?
F:      ((Laughs)). This is what I'm trying to say to you ((laughs again)). If I
        don't get this fluency, I'm not so sure... I'm taking another language,
        I'm doing well... and I like it, dealing with languages is interesting, it
        attracts me I've already told you. But, I don't want to be half an English
        teacher.
Tags:   Want (Fluency)
-  analysis
From:   Site Interview No.:  3  Oct.  20/94
Source Card ID:  6599        Source:  stack  "FernInt3"
```

G.3. Needs:

In this subcategory are included learners' comments in which they identify a need. An example of a repeated need is the need for fluency and the need to confront feelings. Finding ways to work on these needs is the challenge implicit in these statements. E.g.:

```
L:      What would efficiency be?
F:      Oh! Efficiency means being fluent in what is being proposed to you. She
        assigned you a task, you have to describe a place. Fluency to do it is
        what you need. But, maybe due to a previous deficiency or due to your
        own inability, in this case, mine, the necessary fluency does not
        happen.
Tags:   Needs (Fluency)
From:   Site Interview No.:  3  Int.  3  Oct.  20 94
Source Card ID:  6599        Source:  stack  "FernInt3"
```

G.4. Wishes:

In this last subcategory are the statements in which learners express their desire for achieving goals which in their perspective are still nothing more than a vision. Examples of such statements are traveling abroad or actually seeing themselves as teachers in the future. E.g.:

*And when I was up in front of the class. I saw myself in the future teaching
in a classroom. right? Myself teaching in a school or at the CENEX. It was so
good! Because this is my dream. be an English teacher. So. when I saw myself
teaching. it did me good.*
Tags: *Wish (Being a teacher)*
From: Site Interview No.: 4   Nov.11 94   Part I
Source Card ID: 2155   Source: stack "AnaEstInt4"

He talked about a short story of a festival in Tennessee when people gather to
tell stories. He kept speaking in English and I understood everything. *I felt
like being there to hear them live...*
Tags: Student   Presentation
        Performance
        Wish   (Traveling)
   - description
  From: Site Interview No.: 4   Nov.11 94 Part II
Source Card ID: 2536   Source: stack "AnaEstInt 4"

APPENDIX E: Responses to Final Evaluation Questionnaire

Question1:

How do you evaluate the experience of reflecting on your learning process: useful/not useful?

Ana Esther: Useful because many times we let things pass without a proper reflection. I believe that by reflecting on our learning experiences leads us to wanting to improve in our learning process.

Cristina: I found it very good and useful because I could reflect about important aspects of my learning process of English (the problems I faced relating to myself and the teaching that is delivered in class).

Fernanda: From a personal perspective it was a different endeavour. So far I had not analized how an activity is processed until it is learned, or, better, until it is mastered. The experience was extremely enriching and without doubt very useful!

Isabel: It was very good and useful because as students we do not have oportunity to reflect together with a professor the relevant role of the teaching/learning process as well as what we are taking from the language class. What generally happens is that the teacher presents his/her class syllabus and students are allowed to manifest themselves on the assessment procedures.

Paula: I considered it very useful because I had the priviledge of getting to know my very own way of learning English as well as bring up issues related to my learning process. I was also able to observe that it is always good to analyze what we are learning and what we want to learn.

Reginaldo: Good and useful.

Question 2:

What did you consider positive/negative about the experience of reflecting about the learning process inside the classroom?

Ana Esther: Positive: Being able to express everything that was not going well. Negative: Not being able to complete the journal because in the last part of the course I was lost.

Cristina: There weren't negative points. There were only positive points. They were: observing my behavior as a foreign language learner; being able to talk about success, errors and omissions in class; being able to criticize; make suggestions; and better yet: having someone who heard us, allowing us to express ourselves freely to raise important issues about our learning process.

Fernanda: Analyzing the purpose of the research, reflecting about one's learning process, it is difficult to find anything but positive points such as: how 'learners' learn the subject matter; how 'he' goes about understanding it; which ways would make 'him' take better advantage of the information presented in the classroom; what hinders 'his' learning process and what to do to improve it.

Isabel: I did not see negative points. On the contrary of what we usually think, the classroom should be a place where people should feel well and not as if they were in a Formula Indy racetrack. It is there that that we have competition instead of cooperation. I also enjoyed to know that there is someone who cares to listen to what I have to say.

Paula: There were only positive aspects. I believe this experience contributed to my development as a English language learner. I was able to identify errors and through them improve my own learning.

Reginaldo: I couldn't identify any negative aspects. What I could identify was how I behaved in the classroom and which are my own faults. I also learned not to find only the teacher at fault for what happens in class. This, I consider positive.

Question 3:

Have you done anything similar before? Please, tell me about it.

All informants answered NO to this question.

Question 4:

Do you believe that reflecting about your classroom experiences had a positive effect on your learning and on your learning process?

Ana Esther: Yes. By reflecting I had my attention directed to pedagogic issues both as a learner and as a future teacher of English. It was as if I had entered an 'unknown' world.

Cristina: Yes. As I mentioned in my second answer, Laura was much more that an interviewer, she was a good friend who made us reflect about so many important issues. In many ways, I have sharpened my ability to criticize and self-criticize.

Fernanda: Yes. I started to self evaluate myself in class, how I behaved towards the activities (even when I did not have any interest in the class), how I participated, and, mainly, if I had 'achieved the objective'. If I didn't participate in the activity I asked myself 'why'. What would be causing so much lack of interest/motivation/ fatigue? This process of self evaluation got extended to other school subjects and has been helpful in my learning process.

Isabel: Yes. No doubt about it. It is always good to think a bit more carefully about our objectives, what we are doing about them; if it's being worth while. It was a valuable experience and I continue to reflect about my performance, about the issues brought up in the interviews with you, Laura, and about the future.

Paula: Yes. After having participated in this experience I have a different view of what it means to learn English in a classroom. As I reflected about what I was learning, I took something from the process. That is, I started to question certain activities and I evaluated them from my point of view.

Reginaldo: Yes. By reflecting I got to know the objectives of class activities and if they had been achieved. This facilitated the comprehension and of many things that sometimes go unnoticed.

Question 5:

Compare yourself to those who did not participate of this research experience. Do you see diferences between yourself and your classmates in the way you have approached the learning process during this semester?

Ana Esther: Yes. I believe I have now a more critical view of the learning process. Sometimes I found myself having observed behaviors the others did not observe.

Cristina: Not trying to sound pretentious, I believe the experience made a great difference among us. Reflecting about certain issues made us act differently (maybe not consciously) but still differently. Now I feel more motivated than ever and already know which are the areas I have to work on.

Fernanda: These changes are intrinsic and difficult in my opinion to notice among classmates. It is evident that those who participated in this project have now the possibility of self-evaluating themselves and from this obtain better results (which is great!).

Isabel: I have noticed that my classmates are always curious about what happens during the interviews with you, Laura, and about what we talk about. Not only my classmates but also some of the people who came to your presentation and found your research topic interesting. And, when I try to explain the objective of your research, their reaction is always the same: they all agree on its relevance.

Paula: Yes. I believe that after having participated of the interviews, of having kept a journal and having observed and analyzed the classes, I perceive them differently than my classmates. Surely, they can't see what there is in a "simple" English class. Many factors interfere in our learning process. I believe I can identify them as well as approach them adequately now.

Reginaldo: Yes. Many of my classmates complain about the classes but are unable to see their own faults. We should recognize that we also have our faults and that we have to get to know the objectives of the activitities developed in class. This way, without doubt, the learning process develops better .

Question 6:

Compare yourself to your own self before starting this study. How have you changed? Explain?

Ana Esther: I believe I have become more participative of the learning process. It is as if before there had been a train (English language) and I was a spectator on the outside, just observing. Now I feel myself inside the train, a passenger on this journey.

Cristina: Before I started I had much difficulty in understanding some things in class, but now I feel more at ease, even to attempt a guess or an answer. Before I was a listener (auditor), now I participate. It may not be much, but it is something for someone who did not participate at all.

Fernanda: (It's a bit difficult to explain, but I'll try.) It seems my mind was divided in blocks. Each block keeping the information learned in different semesters (something I feel a little bit until now). I couldn't apply the information learned in a previous semester in the subsequent one. It was as if everything were locked. I have noticed that this blockage has been revealing itself and that I have the possibility to change this situation, This happened from the moment I started to self-evaluate myself in previous semesters, how I had learned correlated information. For example, a grammar point that was taught this and last semester. I learned to analize how I had learned it differently in both terms.

Isabel: When we talk about classrooms there are always those who 'turn up their noses' because we never know what is going to happen inside them. But, when you stop to think about the attitudes of the individuals who find themselves there, things change. It is easy to criticize, but not always the one at fault is the teacher or even the classmates. The problem may be within ourselves. The learning is individual. It depends on us to learn or not what is being presented to us. We can't deny ourselves the chance to reflect and recognize our own mistakes. There's nothing to be ashamed of in this.

Reginaldo: Before the investigation started I was a more passive learner. Now I participate more actively of the activities because I know of the importance of classroom participation. Before the investigation, I did not see my faults as a learner. Now, I try to correct my mistakes and this has improved my learning process.

Question 7:

Do you believe your future performance as a language learner will be different as a consequence of this experience? Please, explain.

Ana Esther: Yes. Because as I said in the previous answer, I feel myself inside the learning process now; with responsabilities towards it.

Cristina: Undoubtely yes! As I have already said in my answer to question 5, I have learned through the interviews and the video tapes what are the points I have to focus on, those in which I need to improve more, for example: relax more inside the classroom, attempt to talk and improvise more in English.

Fernanda: I feel my performance will be improved not only as a language learner but through every activity that may involve learning. This happens as a consequence of the self-evaluation which has become an instinctive process within me.

Isabel: Not only as a language learner but as learner of both other subjects and future courses. It is good to know we are not alone and that the teacher and the didatic materials are not going to make miracles. It's the result of a conjoined effort that will insure sucess and, knowing that, if problems come up, the solutions also lie working them out together.

Reginaldo: Yes, because from the moment I get to know myself as a learner, I become conscious of the better ways to acquire knowledge not only in languages but also in any other subjects.

Question 8:

Do you believe other learners could benefit from integrating reflection to learning class activities? Why or why not?

Ana Esther: Yes, because it is always good to stop and reflect about pedagogic issues. I believe this kind of research opens our eyes to new horizons.

Cristina: Yes, because like myself the student could learn to self-criticize and therefore improve his/her performance as a learner of a foreign language.

Fernanda: I believe that when people work together they acquire more knowledge because an exchange of experiences happens among them(even when this 'group' is two people). Through the analysis of the class activities and learning process, the learner reflects(discovers) positive and negative aspects within his/her process. That is, it would benefit the learning process.

Isabel: Yes, mainly those who do not have enough time to dedicate to their studies due to work. It's necessary to find more attractive and productive ways to get students' attention as well as listen to what they have to say.

Reginaldo: Yes, because as I have already stated, from the moment learners know themselves better, they can identify their own faults and correct them. Getting to identify the objectives of class activities is also very important.

Question 9:

What would you change or add to improve the use of reflection as part of the activities for the teaching/learning of languages?

Ana Esther: I would promote debates among students and teacher/students. It would bring the learning process closer to those experiencing it, in other words, it would make the learning something well-known instead of a distant emtionless process.

Cristina: I would add some meetings for group of students to meet as well as for teacher and students. In other words, I would suggest individual as well collective reflection because I believe it's important for the teacher to have inside information on what the learner feel on his/her learning process; why s/he behaved this or that way; why s/he didn't answer; why s/he didn't do well on the test; how s/he feels about books and exercises; what s/he does at home; if s/he has problems or not. A teacher has to be tuned into the learners not only in terms of what they learn but also into why they are learning or not. But, for this to happen much change is needed, mainly on the number of students per class.

Fernanda: Reflection, in my point of view, has not been put to use as part of teaching and learning activities. I don't remember having analyzed or reflected about class activities as we did in this research project(in classroom reflection as part of teaching procedures). It would be interesting and useful to include this into the teaching learning process.

Isabel: As I said in the beginning of this questionnaire, the classroom syllabuses could be more open to discussion because in the end of the semester the rush to meet them cause the results to be not always satisfactory.

Reginaldo: I believe the teacher could also go through a similar process to the one we went through this term. This would allow the teacher to get to know him/herself as a teacher and attempt to correct personal faults. This could be done in groups - teacher and students.

APPENDIX F: Participants' Final Results

The information in the table below was taken from the teacher's class roster.

	1st Test	2nd Test	Oral Prest	Self-Study	Work Book	Final Oral	Final Exam	Final Grade
Ana Esther	14.5	16.5	5.0	10.0	4.0	7.0	23.0	80 (**B**)
Cristina	16.7	13.5	5.0	10.0	5.0	7.0	19,5	77 (**C**)
Fernanda	15.3	14.5	4.5	10.0	5.0	8.5	22.0	78 (**C**)
Isabel	17.5	14.5	5.0	10.0	5.0	7.0	17.0	79 (**C**)
Paula	18.6	14.0	5.0	10.0	5.0	9.0	24.0	86 (**B**)
Reginaldo	17.5	14.6	5.0	10.0	4.0	9.0	24.0	84 (**B**)

Each mid-term test was worth 20 points. The oral presentation was worth 5.0. The self-study assignment was worth 10 points. The workbook assignment was worth 5.0. The final oral was 10 points, and the final (written) exam was worth 30 points. The total points per semester is 100 and passing grade is a C (or a minimum of 70 points).

APPENDIX G: Translation of Fernanda's Letter

July 11, 1995

Dear Laura,

It's been a while since we received your letter. And another while I've been wanting to write to you. As it was the end of the term, things kind of got out of hand, you know, and I kept postponing it. It's not that I didn't want to, but I wanted to write with plenty of time.

I was happy with the things you told us in your letter. It's good to know that our collaboration (mine, Reginaldo's, Ana Esther's, Isabel's, and the class's) is being useful in your research. I believe I already told you this, but the 'self-reflection' experience that we had was really gratifying. It was really very good.
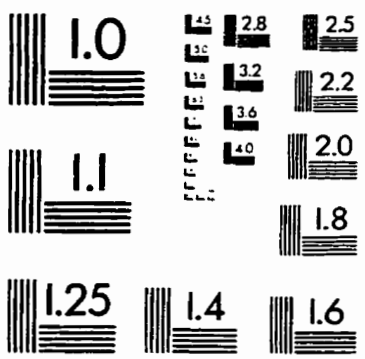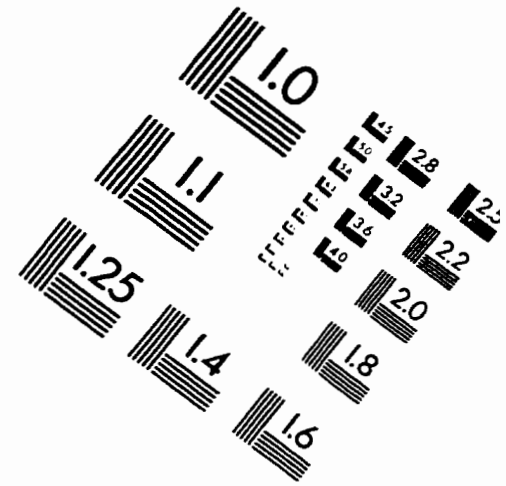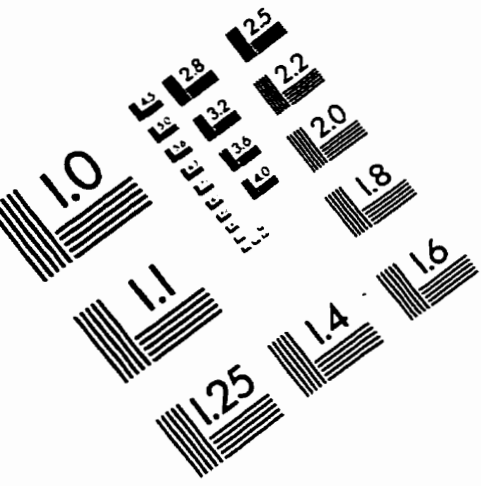
It's very interesting when I catch myself reflecting during classes about the learning process, or better, about how I take advantage from the learning moment in the classroom, if I can say that. Sometimes, I observe that I don't take as much as I could take. Then, I start searching for the causes. It's a long story...

I look at the picture that you sent us and I am shocked at how I look. I believe it's a true picture of those hard but also good times. Today, neither me nor Reginaldo are working at the Library. Reginaldo took the selection exam to work at the CENEX with Instrumental English, in the end of last year. I myself took the selection exam for the CENEX Audio this semester. I was trained for 2 months, 3 times a week! We both passed, and it was great. Reginaldo was all smiles! You might be wondering why I'm referring to him so much in my letter, but to be honest, he has been and is a companion through my journey in BH. Things have been happening to us simultaneously.

We did very well in English V, thanks for asking...

(and the letter continues about other events that are not related either to their trajectory through English IV not to the research project)

IMAGE EVALUATION
TEST TARGET (QA–3)

150mm

6"